

INDIAN JOURNAL OF ADULT EDUCATION VOL. 39 JAN.-D

1973
IJAE

LATEST PUBLICATION OF THE IAEA

Adult Education for Farmers in a Developing Society

by J.C. Mathur

The book is an attempt to introduce educational policy makers, administrators and teachers as well as adult educators in developing countries, to the significance of current agricultural break-through and to the need and potential of adult education to farmers, its techniques and agencies.

Price

Paper Back Rs. 12.00
Hard Cover Rs. 20.00

Abroad U.S. \$ 5.00
Abroad U.S. \$ 7.00

ORDER FROM

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg,

NEW DELHI-1.

INDIAN JOURNAL OF

ADULT EDUCATION



JANUARY 1973

CONTENTS

Editorial Board

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

Published every month by the
Indian Adult Education
Association

Contents of the
Indian Journal of
Adult Education are
Indexed in
CURRENT INDEX TO
JOURNALS IN EDUCATION
(New York) and the GUIDE
TO INDIAN PERIODICAL
LITERATURE (Gurgaon)

Subscription

Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.
Tele: 272524

Work Based Literacy—The Banwasi Sewa Ashram Project

—N.R. Gupta 2

University Adult Education in India and Singapore: A Comparative Study

—B.M. Mathur 5

Nordic WEAs and Adult Education

7

Adult Education in Homemaking

—Arvind Chandra 11

Panchayat and Adult Education

—N.K. Paliwal 12

Exhibitions in Adult Education

—S.G. Dugwekar 13

Perspective of Workers Education

—B.A. Masodkar 14

Can Voluntary Associations Change?

—M.H. Pattilo 15

Book Review

17

Reports from the Field

19

REVALIDATION OF DEGREES FOR LIFE LONG EDUCATION SUGGESTED

DR. D. S. Kothari, Chairman of the University Grants Commission said in New Delhi on December 30, 1972 that degrees in future should need revalidation like a passport every five or 10 years. Because of the expansion of science and technology at a fast pace, it was necessary to revalidate the degrees if they were to serve any purpose. "We need in the modern world a life-long education", he remarked.

Dr. Kothari said the most important thing about education today was the recognition that in an age of science and technology it was the most important instrument for national development and social transformation. For education to serve this national purpose he wanted special attention to be paid to link education, productivity and research effectively.

Noting that the success of such a programme would depend on the cooperation and support of the Government and the industry, he suggested the setting up a Council charged with the task of promoting interaction between education and productivity.

NATIONAL OPEN UNIVERSITY FAVoured

Union Education Minister, Prof. Nurul Hasan has underlined the need for a national open university to develop a large programme for informal education during the Fifth Plan.

Prof. Hasan was delivering the convocation address at the Agra University on January 9, 1972.

The open university Prof. Hasan said, should have jurisdiction over the entire country supplemented by a large programme of correspondence courses in at least one University in every State. It should also be open to all individuals to appear at all University examinations as private candidates.

Dr. Kothari was delivering the convocation address at the Indian Agriculture Research Institute.

He called for the highest priority to educational reforms in the national scheme of things. "Educational reforms need sustained effort and support," he said.

WORK BASED LITERACY

(The Banwasi Sewa Ashram Project)

N. R. Gupta

A few weeks ago I had the privilege of studying the activities of the Banwasi Sewa Ashram situated in Govindpur 24 Kms further away from Renukoot, an industrial town, in the thick of forests of Vindhya-chal range, not connected by regular motorable road. A jeep is the only mobile conveyance that can stand the strain of the stony zigzag road rising up and sliding down in an irregular manner. The journey makes quite a strenuous ride and one feels greatly relieved, when the Ashram of hutmments and temporary structures, a cluster having green farms within its boundaries is reached. The Ashram is an institution of its own type for tribal welfare. It does not render only educational service but has various programmes for the total development and welfare of the community living in the surrounding 100 and odd villages scattered over long distances having difficult approaches and scarce amenities of average daily life. The people of the area are exceedingly backward and earn their bread mostly through labour of various types, being paid in kind i.e. grain at the close of the day. The Ashram has a grinding wheel too, otherwise there is no other arrangement for turning corn into flour. Agricultural cultivation is also possible if bunds do not dry up or floods do not cause wholesale destruction. The Ashram is thus the hope of the neglected and the forgotten.

The Ashram was established

in 1954 for distribution of food grains when the areas suffered severe famine and has since then been working in various ways for the total development, enlightenment and welfare of the rural tribal people of the surrounding 100 gramdan villages. It has three officials in addition to the director, on its administrative staff, four officials on the engineering staff for building works and brick kiln, three on workers training, seven on the agricultural farm, one for the dairy, four for workshop, five for tube well drilling, three for the machine crew, five for extension work, three for literacy programmes, (7 supervisors and 87 teachers in addition) and five for the health project. It will thus be seen that the Ashram has multiple activities and programmes for education, training, and production and is a ployvalent service cum demonstration cum production cum work centre for rural development.

It serves 3 C.D. Blocks—Dudhi, Babhani and Muirpur in the Mirzapur district of U.P. 342 villages of this area out of the 392 in all, signed the gramdan pledge and were declared gramdan villages under Vinobas' Bhudan and gramdan movements. Although the pledges have been signed, no further change has occurred and things are still the same as they were before the pledge. The signatories little understand the implications of the pledge. The Ashram has, therefore, taken up a seven phase programme of development in 100 of these villages:

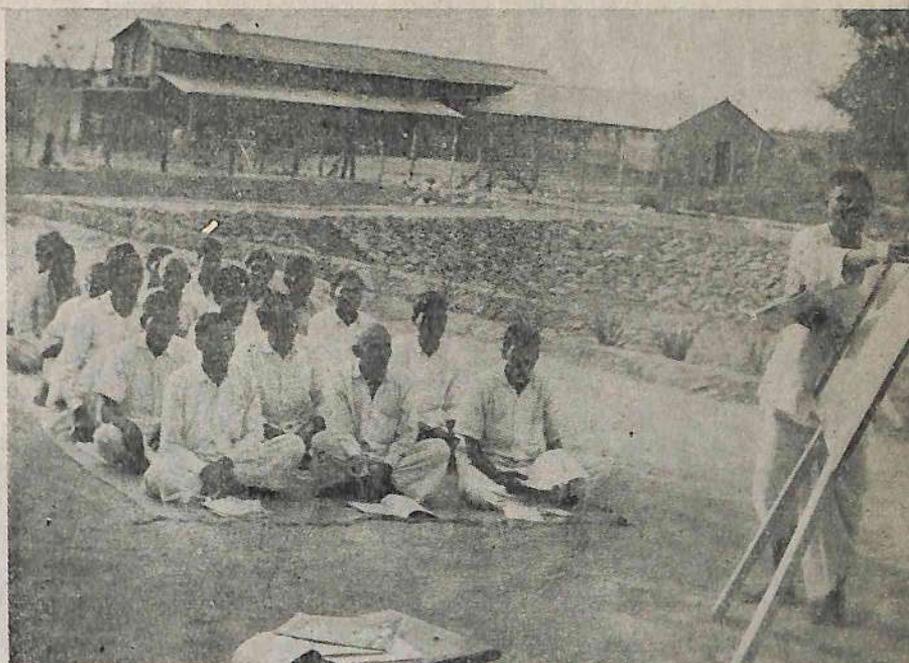
1. Redemption of mortgaged land
2. Resolving village disputes
3. Supply and recovery of credit in cash and kind
4. Agricultural demonstration for increased production



A conference of the adult learners, village leaders, teachers and organisers for total rural development.

**Shri Gupta is Hony. Associate Secretary of the Indian Adult Education Association.*

5. Digging of open wells, sinking tube wells and planning and construction of irrigation reservoir bunds
6. Organisation of adult literacy and education classes
7. Development of health, prevention of communicable diseases, family welfare and development programmes and a dispensary, and clinic for medical aid.



A Teacher Training Class

A very important activity of the Ashram is the organisation of a conference of peasants, village leaders, adult learners and teachers every quarter to identify problems and discuss future plans of action for the total rural development. Such conferences are participated by concerned officers of the development department of the state. Through these conferences the villagers are motivated to learn three R's.

The Ashram provides opportunities for mass employment for those people who suffer from starvation, poverty and unemployment. Work is provided on dam construction, soil conservation and reclamation of waste land and such other projects of total community interest. Majority of the population, otherwise, has seasonal occupation by engaging themselves in collecting Biripatties, Mahawa fruit or chiraunji which are the produce of the forest surrounding them on all sides. When these activities stop and the season is out, they are all rendered jobless and have little to do to earn their daily bread. It is this period that the Ashram utilises for taking up comprehensive projects for total rural development through public participation and mass employment. Literacy is used as a tool for giving them job competence and understanding. The Ashram assumed this present pattern of service since July 1967 and has been serving the community in various ways for making life

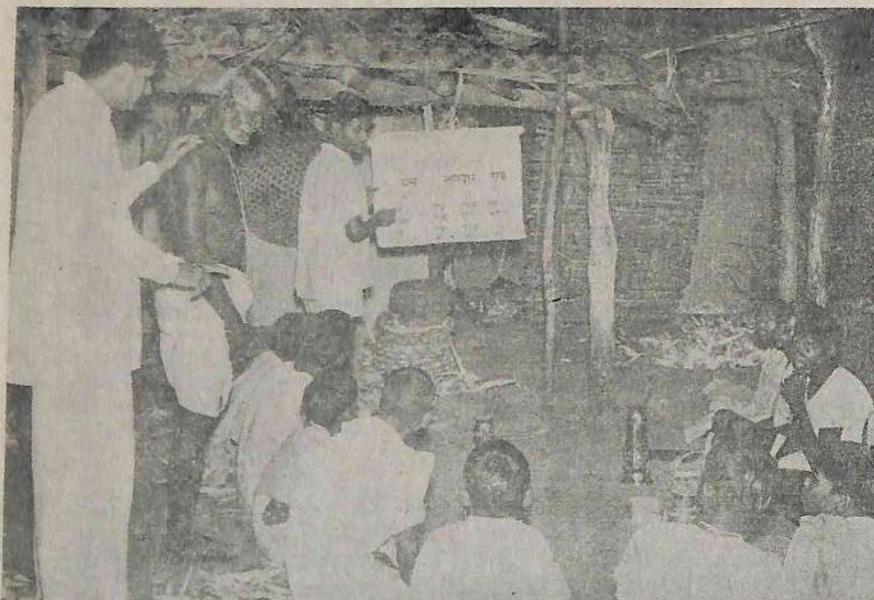
happier and fuller and for building self sufficient and enlightened village communities.

The Ashram has thus been rendering yeoman's service to the community living in the area which has little access to the outside world and much less the amenities enjoyed by their more fortunate brethren. This service has very much endeared the Ashram to everybody around and they look to it for help in times of distress and calamity.

Somewhere in the forest a young man was attacked by a wild bear. Scratches were serious and deep. The villagers had no other alternative but to rush the bleeding patient to the Ashram dispensary. Carrying him on a cot, they arrived at the Ashram in the dead of night. The ever cheerful Ragni Behan, an M.D. lady doctor, in charge of the dispensary, immediately administered first aid and ordered the patient to be taken 150 Kms. further off to the Varanasi Hospi-

tal without delay in the Ashram jeep. Now whether the patient survived or not is another matter but such a prompt service could not have been available to the villagers through any other source. On another day an elderly lady arrived at the Ashram dispensary at about 11 in the night with a crying child in her lap. We had returned from our visit to a centre and had just finished dinner. The doctor did not mind the strain and immediately rushed to the dispensary. The woman said that because of the child's illness, she had no sleep for the last three days. Immediately Dr. Ragni Behan sent her out to have a carefree sleep for two to three hours while she would look after the child. This sense of service is rather rare.

The Ashram provides training to the workers, employment to the jobless, education to the illiterate, agricultural advice, extension service to the farmers, medical aid to those who



A Literacy Class

seek it and practical demonstration in farming, gardening, dairy and such other services as the community needs. Such is the Banwasi Sewa Ashram project and I must congratulate Prem Bhai, the Director and all his colleagues and workers who have taken it upon themselves to reside in that lonely forest area and be of service in bringing happiness to those who would never otherwise have known what freedom means to man.

The Ashram is running 100 literacy classes (6 for women and 94 for men) in 89 villages scattered over long distances in the hilly forest areas. Women classes are also held during evenings. One such class was visited at a distance of about 15 kms. from the Ashram. Starting at about 6.30 p.m. and travelling through lonely forests and cross-

ing rivulets and bunds, we reached the village at about 8 p.m. The village was situated beyond a reservoir bund about a km. long. The jeep had to be left on the other side and crossing the bund and travelling about another 1 km. over a hilly forest tract, we came to a small hut. It was all dark. The houses have no lights as it is difficult to procure kerosine. The class was on and a petromax lamp was there to provide light. Some 18 women were receiving lessons. They could read and write and though blushing, they entertained the guests, as we were, with a song as well. What is most interesting is that in reply to a question as to what further equipment or furniture would they need to be supplied, one of them stood up and said, "Sir, we need a map of our country, so that we could know where in our big country do we exist."

This reflects the imagination of the learners.

Three men classes were also visited. These were situated far away from this women class. Even though we reached the classes late in the night, the attendance was there. In one of them the teacher was reported ill but all the same, the class was busy. One of the educated persons from the village was taking the class and the replies to our questions clearly reflected the effort of the teacher and the interest of the learners. The effort has borne fruit and literacy percentage has risen from four to eleven, which is quite encouraging.

From this brief study of the Banwasi Ashram, one thing comes out very clearly and that is that the establishment of such composite activity cum service centres in many such unaccessed pockets in the country will go a long way in enriching the life of the people like the adivasis and the tribals, living in far flung interior areas where amenities of modern life have so far failed to enter. Such projects will not only help the eradication of illiteracy but will also accelerate our fight against poverty, exploitation, superstition and disease. These will become means to provide social justice to the so far neglected. This cannot, however, be the job of the Government alone. The Government is required only to extend patronage and assistance but the work proper will have to be taken up by well established and socially devoted voluntary organisations, who alone can pick out social service minded people with a missionary zeal to run such projects effectively and successfully.

University Adult Education in India and Singapore: A Comparative Study

B. M. Mathur

Introduction

COMPARATIVE Andragogy has lately emerged as new science and has attracted the attention of serious educational workers all over the world. International cooperation in adult education and sharing of experience is a way in which the adult education programmes in different countries—developed as well as developing—can be improved and accelerated.

This role of Universities in adult education is progressively assuming importance since we accept the social responsibilities of the universities and believe that the distance between the gown and the town must be bridged. In this part of the world—Asia and South Pacific—our own country and the countries like Australia, New Zealand, Hong Kong and Singapore have been successful in utilising the services of their universities for the benefit of the community.

The Present Study

The full-fledged Department of Adult Education in the University of Rajasthan and the Department of Extra-Mural Studies in the University of Singapore began to function almost simultaneously. The trend is being encouraged and many more Indian universities are starting adult education programmes. A few Universities have already been working in this direction in their own manner. Despite geographical dissimilarities between India and Singapore, the two countries share a number of common features, problems and aspirations. It was, therefore, thought desirable to see comparatively the orientation, the organisation and the functioning of adult education through universities in India and Singapore.

The Methodology

The methodology for the study was the model for comparison suggested by G.Z.F. Bereday. It has two parts:

1. Area Studies
Stage I—Description
Stage II—Interpretation
2. Comparison
Stage III—Juxtaposition
Stage IV—Comparison.

* The author is Lecturer, Mahesh Teachers Training College, Jodhpur.

Since the approach of the present study comes under macro solutions, the author studied the books, journals, magazines and newspapers about historical and geographical background, economy, culture and politics of Singapore. The three components of an educational system—Orientation, Organisation, and Operation—have been taken into consideration.

The Sample and the Data

It was not possible to include all the Universities that have undertaken continuing education work. After giving thoughtful consideration to the preliminary information received from several universities, the Universities of Rajasthan and Poona were chosen as Indian Sample. Only the University of Singapore was the sample from the other country since Nanyang University is only cooperating with the former and has no independent department.

A form was prepared to seek preliminary information. In order to seek specific information about the programmes, questionnaires were prepared on the basis of Mochlman's components and sent to the Directors of the departments.

Hypotheses

After juxtaposition stage and preparatory to final comparison, the following hypotheses were formulated (one on each component):

I. The objectives of university adult education are in consonance with the aims of education in general in India and Singapore.

II. Singapore is better placed than India so far as coordination of work, outside collaboration and finances are concerned.

III. In India the maximum participation is in the courses with cultural bias while in Singapore business and vocational courses attract the largest number of participants.

Major Findings

1. India and Singapore have much in common with regards to national needs and aspirations and have similar objectives of education in general and adult education in particular. Education is accepted as a life-long education.

2. Both countries are eager to modernize and industrialize and at the same time to preserve their culture-maintaining unity in the midst of diversity.

3. Objectives being similar, Singapore has more

pragmatic approach and hence more effective in implementing them. Her small size is an asset in this respect.

4. Both Singapore and India sought assistance from the leading countries in this field—United Kingdom and the Canada respectively.

5. **Collaboration from outside agencies and the use of mass media is more effective in Singapore than in India.**

6. The Administrative machinery of the department of adult education is simple in both countries.

7. The universities in both countries allow the lecture theatres and classes in the evening to be used by the departments.

8. **Financially, Singapore is better off because the clients pay for the courses and the Department to a large measure is self-sufficient. In India the income from the fees covers a small proportion of the cost.**

9. In both countries the participants come from different spheres of life—majority of whom is already literate.

10. **The courses in Singapore are much more occupationally and vocationally biased than in India.**

11. In both countries there is no full-time teaching staff but they are invited from other teaching departments and specialized agencies.

The three hypotheses formulated after the juxtaposition stage are proved to be correct.

What India can Borrow from Singapore

1. The objective of national development is uppermost before us today. As is done in Singapore, the **University Departments of Adult Education in India must attach greater importance to vocational and occupational objectives.** This however, does not mean that we are going to lose sight of cultural aims which also deserve high priority.

2. **There is an efficient coordination between the Department of Extra-Mural Studies and other agencies in Singapore.** The adult education and extra-mural departments in our country, should also develop such coordination so as to become more effective in their functioning.

3. Instead of operating the course budget on annual basis the departments may be allowed to carry over a profit or loss from one year to the next. This may help even to build up a reserve fund as in Singapore.

4. Keeping in view the labour market and the occupational needs of the area the university adult education department should organize a large number of profitable courses.

General Suggestions

All the suggestions given below cannot be imple-

mented by one single university and may be considered according to the needs and availability of facilities.

1. There must be a survey of the area in the jurisdiction of a university which wants to start a department of adult education to explore the possibilities of the success of the programmes by assessing the need of the adult participants in that area.

2. **The programmes must be widely publicized much in advance. They should be in accordance with the needs of the prospective participants who must find the courses useful enough to be paid for.**

3. The idea and experiment of "Open University" is gaining popularity in many countries of the world. In our own country we hope to cover 95% population by television complex in the coming ten years. It is possible that we in India have reached an appropriate juncture when we can closely consider the utilization of the proposed television expansion in making extra-mural courses available to a larger population. International cooperation through communications satellites can also be availed and as Wedemeyer has stressed, "the most practical—and, therefore, most immediate—use ought to be in the continuing education of adults."

4. Adopting a village, as done by Shivaji University, should be encouraged. This would be more in tune with the needs of the country and bring the university and the community close in the real sense. The National Service Scheme, would also be fruitful if this is undertaken. Thus the services of the university students can be availed and the universities can also shoulder the responsibility of eradicating illiteracy, though it does not necessarily come in the scope of university adult education.

5. To prevent the neo-literates from relapsing into illiteracy, the courses for such adults should also be provided wherever possible. In collaboration with the State Board of Adult Education and the Indian Adult Education Association, even literature for the neo-literates can be brought out by the experienced and learned persons associated with the university adult education programmes.

6. With the assistance of the University Information and Guidance Bureau, the departments of extra-mural studies should make provision of guidance for the placement of unemployed participants by keeping in touch with the public and private sector.

Conclusion

University adult education in India has to go a long way and the experiences of other countries, particularly the developing ones, must be shared keeping in view the needs of our own people.

The Nordic WEAs and Adult Education

AT a conference of the leading officers of the Workers Educational Associations (WEAs) in the Nordic countries (Denmark, Finland, Norway and Sweden) held in 1970, a declaration was passed on the principle views held by the Nordic WEAs towards adult education and the role played by popular education in this picture. The declaration has recently been translated into English. It is published here in the hope that adult educators in India will find it interesting and useful—Ed.

Main Lines of Public Policy for Adult Education

As an overriding goal for the community's adult education policy, the Workers' Educational Associations of the Nordic area hereby declare that every adult shall have the right to and real opportunities for an education of equal merit with that which is given to young people at any moment of time.

The vigorous postwar build-up of educational facilities for children and teenagers has created profound differences of attainment between older and younger generations, at the same time that the expansion of post-secondary education and the institutional forms of adult education has entrenched and deepened the educational gaps between adults. To provide realistic capabilities for increased equality in the field of adult education and cultural life must therefore be regarded as a major and pressing political task.

In these endeavours adult education must be considered an integral part of the community's educational system—and as such just as important as any other part. Until such time as greater equality is achieved, adult education deserves the highest priority for purposes of allocating the resources that may be put at the disposal of the educational system. Here it will presumably be necessary to promote adult education by releasing resources from other sectors of public subsidy.

Further, educational policy must substantially concentrate on selective measures which aim to eliminate obstacles to studies and to instil studying motivation among the large groups of adults who, by comparison with the youth of our time, have received a brief and inadequate basic education.

Popular education is an important sector of publicly supported adult education, and it will continue to perform a vital function in the quest to meet adult needs of education, orientation and cultural activity. The free and voluntary work of popular education must not be seen as an alternative to or rival of the community's own adult education. The popular education organizations have special problems that cannot be solved by other bodies for

adult education, and they have resources and facilities which institutional adult education does not command and which must be accorded great weight from the aspect of educational policy.

Future Status and Mission of the Popular Education Organizations Background

Popular education in the Nordic countries is more or less similarly structured. Its organizations are solidly rooted in different popular movements¹ and national organizations. Activities are carried on in free and unconventional forms and enjoy considerable autonomy in relation to the grants-paying authorities; they have therefore greatly lent themselves to being governed and shaped by the needs of the participants, as well as by the values and goals of the popular movements that stand behind each of the popular education organizations.

The Nordic WEAs essentially base their activities on two motives: the one a *movement motive*, where the study programme is called upon to foster the popular movements in their quest to change society in conformity with their goals and values; the other an *equality motive*, where the study programme is meant to give the popular movements an instrument to elevate the general educational level and to create real opportunities for enabling the large groups of educationally disadvantaged to take part in the cultural life.

The Movement Schooling

As regards fostering their respective popular movements and member organizations in their endeavours, the popular education organizations have chiefly found expression for this task in two ways: first in a programme of general schooling and information for all members with the aim of activating them, generating commitment and debate, and enhancing their ability to bring influence to bear on their own organization; and second, in a more systematic training of members for various commissions of trust and functions.

1. *Popular movements*, i.e. voluntary organizations, such as trade unions, cooperatives, youth organizations, and temperance societies.

Today these problems stand out as more important for the organizations than ever before, and they will probably remain so for the foreseeable future. At the same time they are becoming much harder to solve. Indeed, the problems bid fair to become intractable owing to the rapid process of social change and an increasingly complicated governmental machinery. This observation is more or less valid for all organizations of a popular movement character and may be exemplified here with reference to the largest member organizations of the Nordic WEAs.

Within the *trade union movement* there is growing need for the training and activation of members, mainly on account of structural changes in the economy, higher rates of mobility—between different localities, different occupations and industries and between different trade unions—a mounting influx of immigrants, and the ever stronger demands of employees for influence over management decisions and over their own work environment.

Political parties and organizations also have need—apart from the purely internal training functions—for the education of members who hold or may be expected to hold positions of trust in various political bodies, mainly in municipalities and county councils. This is not primarily an issue of education in municipal law and local government. The cardinal task is to meet the need of education in municipal *policy* based on political ideas and programmes which aim to galvanize democracy at the local level. These educational needs will keep growing as the small municipalities amalgamate into larger entities and the local administration is enlarged with well-educated officials and experts.

The *cooperatives* must increase their commitments to education and information to be capable of surmounting the difficulties that structural changes in the community bring in their train, and so as to preserve their character of popular movement as well as influence for their members.

All these educational tasks must be based on the goals and fundamental values of the popular movements concerned; they shall be inspired by the ideas of the organizations and be adaptable to the problems and tasks which these deem to be topical and essential. For this reason they cannot be shifted over onto the public educational system or any other neutral body but must be performed by the organizations themselves and their own organs for studying, i.e. the popular educational associations.

Social Studies—Public Debate

To create opportunities for and encourage studies in public affairs is regarded as a cardinal mission by all the Nordic WEAs. The objects of this programme are to make the participants more knowledgeable of the world they live in and to improve their capabilities for influencing the societal

development and their own environment. The programme in these areas must be able to satisfy two important criteria, namely

to afford opportunities for studies of subjects and problems which a popular movement or organization deems to be essential and topical;

to direct the attention and interest of the participants forward in time, i.e. starting out from relevant facts and the goals and values of each organization, to stimulate debate and for taking of personal stands on matters of general and common interest.

In other words, the social studies in popular education shall have a character and direction which differ from their counterpart as taught in the public school system. As a rule the latter can be conducted only in the form of descriptive studies, i.e. describe how society has been and how it is, and it must be subordinated to the comprehensive goals defined by Parliament and Government, and which to a great extent are the result of a political compromise. In the social studies offered by the popular education organizations, the choice of subject and the study objective may be influenced, *first*, by the one or more organizations which initiate the programme, based on their philosophies and values; and *second*, by the students themselves according to what they consider important and interesting. Hence the programme of social studies run by the popular education organizations not only enables the participants to learn more about how society has been and is; it also serves a paramount purpose as an instrument in the democratic moulding of public opinion and as a dynamic factor in the societal development.

If the study programme is to be able to discharge these duties, the popular educational associations must preserve intact their roots in the popular movements. Further, the conditions governing public grants-in-aid must continue to be of a permissive standard, with no requirement to abide by centrally established study plans or to have course leaders/teachers go through credentialing procedures.

Education for Greater Equality

The Nordic WEAs also attach cardinal importance to providing education in elementary content and skill subjects for those sections of the community that have not adequately had these needs met by the public school system.

The latter-day debate on egalitarianism has made this mission stand out as more important than ever. According to Swedish investigations, gainfully employed groups with no more than seven years of elementary schooling will persist well into the 21st century. Today, more than 70 percent of the adult population in the Nordic area belongs to this educational category.

It stands to reason that educational inadequacies seriously handicap these people in a society that is undergoing increasingly rapid and more pervasive changes. However, the inadequacies take on special acuity by comparison with the educational attainments of those younger people who are now entering the job world and undertaking the duties of citizenship. The lowly educated are often regarded as inferior manpower, which makes it harder for them to compete on the labour market. Relatively speaking, they are also less well endowed to look after their interests in the larger society. For the labour movement in general and its educational organizations in particular, it must stand out as a central task to protect the interests of these groups where education and cultural participation are concerned.

In the light of recent experiences it will be especially imperative to go in more wholeheartedly and single-mindedly for the contribution that the popular education organizations can make to adult education. That is because the more school-like types of education for adults have been found wanting in their ability to help narrow the educational gaps. If anything, their effect has been the opposite. For the most part, adult education under state and municipal auspices has turned out to favour relatively young and well-educated people. Swedish investigations show that more than 70 percent of the pupils in these school types were below 35 years of age and already had attainments beyond the compulsory school level when they applied to enter adult education. Adults aged 40 and over with only six or seven years of elementary schooling sought out the more institutional forms of adult education to a very small extent.

Similar conditions undoubtedly prevail in the other Nordic countries. If additional allowance is made for the fact that 70 percent of the adult population in the Nordic area belongs to this last-mentioned educational group and that a low educational level clearly correlates with low income, monotonous and arduous work, shift operation, irregular working hours and geographic barriers, it becomes quite obvious that educational gaps within and between the generations cannot be removed merely by backing adult education in traditional school-like forms.

The popular education organizations have proved themselves much more capable of reaching out to and activating the large groups of the educationally disadvantaged. There are two main factors to explain the greater efficiency of these associations in this respect compared with institutionalized adult education:

- * The work practices of the popular educational associations have turned out to be especially well suited to adults, the studies are pursued in informal and comradesly forms, they are readily adaptable to diverse needs and wishes, and they can proceed at a pace and at times which the participants

prefer out of regard for their jobs, families and other circumstances.

- * Through their member organizations, the popular educational associations have access to a widely ramified network of contacts for outreach activity. Thanks to this facility for bringing personal influence to bear, the associations can break through barriers of uncertainty and passiveness and generate interest in studies among those groups of adults who for various reasons do not seek out adult education on their own.

Another factor that speaks for the popular educational associations is their long experience of adult studies on which to build, as well as their well-developed organizational apparatus, which permits studying even in villages and rural areas.

From the equality aspect, moreover, it is imperative not to define the concept of adult education too narrowly. In other words, adult education must be more than a vehicle for acquiring credentials.

Adult education must subsume all types of studies which seek to impart knowledge and skills that the adult needs in our contemporary society--as employee and consumer; in relations with authorities, firms and organizations; to be able to orient himself to an increasingly complex and unfathomable world; to be able to take active part in political opinion-moulding and political decision-making; for meaningful contact and fellowship with other human beings; for greater involvement and freedom of choice in the cultural life. Not only that, but adult education embraces all types of studies which seek to bring about a greater measure of frankness, emancipation from hidebound notions and value judgments, a more critical and independent attitude to the surrounding world, and a more active commitment to common human and societal concerns.

Popular Education—Institutional Adult Education

As noted earlier, popular education and community-sponsored adult education must not compete with one another. On the contrary, it is extremely important to formulate clear and unambiguous rules for the division of labour between these two branches of the adult education organization.

For the Nordic WEAs, of course, it is essential to formulate these rules with reference to the goals and tasks of popular education and to the special capabilities for promoting greater educational equality which accrue to the popular educational associations by virtue of their roots in the popular movements.

A guiding principle for this division of labour should be to vest the popular educational association with primary responsibility for adult programmes which do not put emphasis on credentials. In other words, local authorities should run such programmes

only when they cannot be mounted by the popular education organizations.

On the other hand, adult education which aims at credentials cannot be restricted in the same way to municipal and state schools. As was pointed out in the previous section, these institutional forms of adult education have limited possibilities for recruiting their participants from among those adult groups whose educational needs, seen from the equality aspect, are greatest and most urgent. The task of the popular educational associations in credentials-oriented adult programmes should therefore be determined with reference to the goals and aspirations of educational policy, as well as to the somewhat varying preconditions in this respect which prevail in the different Nordic countries.

Principles to Govern Public Support of Popular Education

In principle, popular education should be regarded as equivalent to other publicly supported adult education. It follows that public support of programmes run by the popular education organizations should be payable at amounts which, considered in relation to programme scope, are comparable with public-sector investments in municipal and state adult education. This means that the State, county councils and municipalities—the organs of government representing the community—shall completely underwrite the costs of popular education and that the programmes shall be provided at no expense to the participants.

In addition, the community should make special grants available to the popular education organizations for purposes which are deemed essential on grounds of educational policy. To mention a few examples: grants could be paid to finance outreach activity; participants could be compensated for income lost in connection with studies; and special benefits could be considered for adults with heavy and arduous work, shift operation and irregular working hours, as well as for those who live in rural areas or who because of other factors lack real opportunities for making good an inadequate basic education.

The grants should be directly channelled into the organizations concerned—state grants to the central bodies of the educational associations, county councils grants to the regional bodies and municipal grants to the local bodies. The granting procedure should build upon faith and trust in the popular education organizations and not be hedged in with regulations calling for detailed accounting and auditing.

Lastly, the grants regulations must be formulated so that each programme can be conducted in the movement's own spirit and in accordance with the principles now in force for free and voluntary popular education. They must not curtail freedom of

subject choice and they shall otherwise guarantee the popular education organizations freedom and independence in relation to the grants-paying authorities.

Radio and Television in Adult Education

From all indications, electronics is going to play a central role in our future educational system—not least in the adult sector. With that in mind, it is imperative that the potentials which advancing technology will undoubtedly offer are not left for commercial interests alone to exploit. Separate public agencies must be set up, with authorization to produce and distribute electronic instruction in conformity with the goals and priorities of public policy on education.

These agencies should have autonomous status under the government ministries concerned and be given a politically appointed board. Since they are called upon to serve different segments of our educational system, they should not be fitted into or subordinated to any administrative school authority. The production and distribution of electronic teaching material shall be the principal functions of these agencies, from which it follows that they should not be integrated with the national radio and TV enterprises, either.

An important matter for the popular education organizations is that means be provided to facilitate continuous contacts with these agencies for the production of electronic teaching materials. These contacts will enable the popular movements and the popular education organizations to influence the subject matter of materials and programmes which are more or less directly produced for the internal activities of the different organizations. In other words, instructional programmes and materials shall lend themselves to addressing special target groups and their subject matter should be shaped by the popular movements and organizations which represent these groups.

The future course of technology may reduce the need to transmit instruction over the radio and television channels. At present—until such time as videotape recorders have become standardized and made cheaper, and the cassette technique is fully developed—this form of distribution plays a crucial role. Even in the longer term, however, there must be facilities for transmitting instructional programmes over the radio and TV networks; this will be particularly true of motivating and study-guidance programmes which address the educationally disadvantaged groups in the community. For this reason adequate provision must be made for broadcast time in the radio and television channels at hours which are convenient for these target groups.

(Continued on page 20)

ADULT EDUCATION IN HOMEMAKING

(A Research Study)

Arvind Chandra

Introduction

MANY adult women show interest in learning about various aspects of homemaking through informal adult education classes. One of the most needed as well as the popular aspects of homemaking that adult women, have wished to learn about, is nutrition. As a result of a large number of women wanting to learn about homemaking, a study on adult women's acceptance of education in home science was carried out in Baroda in 1971-72.

Present Study

Adult homemakers, representing seven urban communities of Baroda served as a sample for this study. A large variety of homemaking programmes are already being offered to various urban communities in Baroda. On the basis of this variety of programmes, three broad adult education programmes in homemaking were selected to determine the women's acceptance and factors associated with

acceptance of homemaking programmes. Food Demonstrations, Clothing Construction Workshops and Decorative Arts Workshops were the three selected programmes in homemaking education.

The objectives of the study were to investigate the extent of acceptance of adult education in homemaking and to discover the relationships of age, income and educational level of women to their acceptance of homemaking education. The data were col-

lected from a random sample of 327 urban homemakers who consisted 35 per cent of the population of each of the selected seven communities of Baroda. All the urban homemakers were divided according to age for studying their acceptance. Thus the three groups were: Youngest Homemakers of 20 to 30 years, Younger Homemakers of 31 to 45 years, and Young Homemakers of 46 to 55 years.

Findings regarding Acceptance of Education in Homemaking

The largest percentages of all the groups of Homemakers indicated high acceptance of Food Demonstrations. Second in preference for the Youngest and the Younger Homemakers was the Clothing Construction Workshops, whereas, for the Young Homemakers it was Decorative Arts. Thus adult programmes in foods were highly accepted by most of the homemakers and Decorative Arts by the least, although none was completely rejected.

The age of the urban homemakers significantly affected the acceptance of all the three types of adult homemaking programmes. The younger the age the higher was the acceptance of adult programmes. Table 2 shows the significant effect of education on adult programmes.

Table 2
Mean Scores and F Ratios of Adult Programmes
Affected by Education

Adult Programmes	Mean Scores			F
	College Education	School Education	Illite- rate	
Clothing Construction Workshops	40.29	34.37	27.83	5.21**
Decorative Arts Workshops	34.13	28.61	21.83	7.3**

F significant at .01 level with d.f. 2,321=4.68, marked as**

Dr. (Mrs) Arvind Chandra is Reader, Faculty of Home Science, M.S. University of Baroda.

(Continued on page 16)

PANCHAYAT and ADULT EDUCATION

N. K. Paliwal

THE Village panchayat is an agency for education in the rural areas as well as an agency to be educated. Its role may be studied in the context of the social situation under which it can effectively promote adult education programme in the rural areas, and the type of training necessary for the members of the panchayat not only to educate them but also to equip them in fulfilling their socio-political commitments.

The futility of education in general has greatly dispirited the rural folk. Probably they think that they may not get any material gain out of attending adult education programmes. This lack of interest among the rural folk in adult education can be attributed to the failure of the leadership in their totality to effectively improve their lot.

Many panchas, as village leaders, themselves are as ignorant or in need of training as others in the community. Their inabilities and lack of involvement in these activities has a radiation effect on the community. Under a social complex and institutional leadership, their non-participation in adult education programmes encourages others to keep away from these activities.

All this calls for intensive spade work for motivation in a programme of adult education. Therefore, initially, this programme should be for all the village/area leaders and for the field staff at the Block and the district levels. Simultaneously or only subsequently this should cover the rest of the panchayat area.

Panchayats are part of the administrative structure in the State but their constituents, electorate and the elected, are integral parts of a political system, which has its apex in some national political party. The panchayats can be viewed as the lower levels of a structure, at the top of which rests a bigger political organisation to which members of the panchayats in one form or the other owe their loyalty. Therefore, the realisation for adult educa-

Community Cooperation

HOW TO GET A JOB, a course co-sponsored recently by the London Public Library and Art Museum and the Canada Manpower Centre, helped 40 unemployed people do just that. The idea for the free 4-session course was born when adult education people at the London Public Library and Art Museum asked themselves what the library should be doing in the face of the present Canadian unemployment crisis. The manager of the Canada Manpower Centre was most receptive to the idea, and provided two top counsellors. The sessions were held twice a week in late afternoon at the Public Library.

The first session dealt with personal assessment, and participants were encouraged to talk about their qualifications, stumbling blocks, and objectives. From there they went on to prepare individual resumes, watched a film of an actual interview, and were provided with information about interviews, vocational testing, and the labour market.

The response to the course was overwhelming. The participants ranged from the school dropout to the recent university graduate, from the ex-con to the business manager, from the New Canadian to the physically handicapped. At least two people found jobs directly as a result of the second session on "How to Write a Resume".

For more information, contact the Community Relations Office, London Public Library and Art Museum, 305 Queens Avenue, London 14, Ontario, Canada.

tion should come at the top first, the elite group in the rural and the political structure; then it should filter down.

Motivation for Panchayati Raj members is possible only when their senior leaders directly participate in the programme of adult education. Senior political leaders and trained persons should see to what extent villagers are mobilised for action. This they can do only when they become co-workers.

These are institutions ranging from Panchayati Raj Training Centre to National Institute for Community Development where all grades of non-officials can receive training. This training supported by in-service programme or as a follow-up programme, can yield good results. The members of panchayat should pass on the knowledge and skills acquired during the period of training to the villagers. They should also form study circles with officials at the Block level, to improve their knowledge and to continue the process of learning.

The involvement of panchayat members and officials at Block level in this way will strengthen villagers' faith in adult education programme.

Courtesy: Kurukshetra

N.K. Paliwal is Research Assistant, Deptt of Research, V.B. Rural Institute, Udaipur, Rajasthan.

EXHIBITIONS IN ADULT EDUCATION

S. G. Dugwekar

A Communicable fact should be disseminated in such a way that it will motivate people to direct action. Continuous exposure by various tools of communication is the key for successful motivational and action-led flow of information. One of the most potent tools for this purpose is exhibition. People in all walks of life with varied mental and intellectual levels, whether rural or urban, like to visit an exhibition. A properly arranged and organized exhibition has always a limitless attention—arresting capacity. It can be very much useful even to those who are illiterate or otherwise literate but busy people who can not devote sufficient time even for scanning a booklet, a magazine or cannot attend lectures and meetings organized by various agencies. It is greatest time-saver for those busy people who wish to have maximum information in the minimum possible time at a singular place and that too in their ear-marked recreational hours of the day. Live models and real objects in a well planned exhibition have a tremendous capacity to transmit the information at a lightening speed. Moreover, these have a documentary quality which is hard to beat.

What it is : It is a systematic sequential display of models, specimens, charts, posters etc.

S. G. Dugwekar is Assistant Professor (Extension), Haryana Agriculture University, Hissar.

so as to create interest in the participating members. It is effective at three stages of extension teaching viz: creating interest, arousing desire and helping in decision-making.

When and Where of an Exhibition : Any activity that encroaches upon the active part of working period of the clientele is bound to have a set back and an exhibition is not an exception to this. Festivals, religious or national, leisure periods between sowing and harvest or between two seasonal harvest and sowing are best-suited timings for exhibitions.

Man is gregarious by nature and as a result of this, factions are difficult to eliminate from the society. Any premises which are beyond the horizons of such factions, e.g. government building, village panchayat building and a school building shall make a very good venue for the purpose of exhibition. The second important fact in determining the venue is, easily approachable place. The prerequisites of a good venue are sufficient room and open space availability, adequate naturally lightened and ventilated area, a well protected place from strong winds, rains, dust and other natural barriers.

*What of an Exhibition:—*This is, to a great extent, dependent upon ones "message"—what one wishes to carry across. The aim behind every exhibition is to get right message to the right people in the most direct and effective manner. To determine the

character of the exhibition lies in the answer to the question—"To which group of people one proposes to reach and what they are expected to do with the information which the exhibition shall provide to them?" The direction of action in having an exhibition can very well be determined if one has the correct answer to the question—"why at all this exhibition is being set up and what one intends to say."

*How of the Exhibition:—*Once the "message" is clear, one has then to focus ones action towards deciding the ways of expressing them. The "expression" largely depends upon the accessibility to various materials, finance, talent, and time for fabrication of various structures. Once the blue print is ready, there should be least changes because a minor change many a time results in major drift from the schedule of working. As far as possible local material should be used in preparing specimen, models etc.

*"Who" of the Exhibition:—*An exhibition is essentially an institution or an organizations' joint endeavour. The 'Message' which ultimately, when put to an action, requires various supporting actions of various other organizations working in that particular related field e.g. farming and raising crops depends on implements, plant protection, seeds, fertilizers, marketing and many others. One may invite various other organizations to participate in the exhibitions and this requires a lot of basic information of various requirements in terms of space, accessories, facilities such as electric and water arrangements, proper place of stay of participating organizations' representatives, arrangements for lunch and snacks, etc., to visitors and others, and arrangements of tents, shamiyanas, kanats etc. Various services such as carpentry, lettering and photography shall have to be requisitioned before hand. Many a times, over crowding results which should have a check.

PERSPECTIVE OF WORKERS EDUCATION

B. A. Masodkar

IN a developing country like ours, all education must aim at social justice. It follows that this must precede in building up relations amongst the different sections at different levels of social structure. Labour Education or Workers Education, as it is called, has an important role to play in the changing pattern of our effort to reconstruct and revitalise our national and social life. Unlike an academic education, the Workers' Education must properly aim at creating consciousness as to the rights and obligations of the labour on the one hand and corresponding role of the capital in the country on the other.

Concept

It has been verily accepted as a precept that the concept of education in the modern world cannot be an idyllic one. The times are fast receding when education was treated as an arena open to few and was meant for elites in the society. The studies in the development and theories of education now point out that to a free developing country it must present as a four-dimensional concept. Individual growth of human personality continues to be the equi-centre of the educational system; but it depends on the political system available in the country, it takes colour and shed from the economic life therein, and it sustains upon certain basic cultural values given to the people of such

country. It is thus a flower that has to be cherished by human society with all the impact on its blossom because of the political, economic and cultural forces that nurture the grass roots of life of the masses. Therefore, whenever we seek to educate either masses or the labour, as it is called, we must visualise clearly all these dimensions which are intertwined and implicit in such an effort.

The Workers' Education has in fact a vital role to play in this regard. On the one hand it must build an awareness in the toiling masses as to their rights and responsibilities; on the other it must carry its impact on the economic, political and cultural values of the society and to the veins of national life. I cannot conceive of an education in isolation; nor can I think that it is purely academic and away and irrelevant to the mainstream of life. Structurally, it must grow within the frame-work of society in which we live and must change so as to achieve the change in the structure of society. The present education given unto you by your Board must have brought to you therefore a responsive labour-capital relation and importance of the fundamental precept on which social justice must be secured to everyone.

Education for Social Justice

Workers' Education, in my view, must take in the construction of a culture of labour. It has something to do with the basic tenets of human life. Economic security and political control will be meaningless if the means of production do not create a culture wherein all human values not only flourish but are respected. As workers, it is your fundamental right to

strive for better conditions of life. In that sense, Workers' Education has political and economic dimensions. The freedom to trade unionism is now a part of human right. To secure comfort is the recognised aim of human struggle that cannot surely be denied to the labouring classes in any country.

To this goal are directed all the labour laws. It is of prime importance to impress upon everyone that the life of these laws contains the human experience constantly aware of the exploitation of labour in an acquisitive society. The aim of these laws is to secure basic human conditions for those who toil and to achieve as much as possible conditions of industrial peace through adjudication, arbitration and conciliation. In the folds of such laws lies the great hope of reconstructing the fabric of our society. If the principles underlying these industrial and labour legislations are not translated into practice by all concerned, by which I mean the labour, the capital and the machinery created by the laws, then surely we will fail in achieving the objectives for which the legislations have been made effective. I must point out that the objective of these laws is to environ and secure a society where social justice shall prevail and exploitation shall be eradicated. The consciousness of this objective is the minimum that a Workers' Education can achieve. I hope your training has given you this perspective in the very vitals of the measures adopted by the State for your benefits. If even you have received a glimpse of it, I treat it to be an event of a great success.

Valedictory address by Justice B.A. Masodkar of High Court of Bombay at Regional Workers' Education Centre, Nagpur on the occasion of concluding day function of Worker Teachers Training Course on November 23, 1972.

Can Voluntary Associations Change?

M. H. Pattillo

HAVE you heard the chatter about voluntary associations? What are these ideas about groups in a world of change? Have you tried to think through what is being said and how it relates to the groups in which you hold membership? Is there anything that we members can or should do? Are there bits of information that we should be looking for?

This article will not attempt to be comprehensive but rather to share with you some of the ideas and questions about voluntary groups in our changing world. No one is questioning the need for voluntary groups in a democracy. Not only do they provide training grounds in demo-

cratic procedures but even more important—there are things to be done that can be done only by people with common concerns working together. The chatter does not question that there are roles for voluntary associations in our society.

But, while crediting voluntary associations with useful contributions in the past and seeing a variety of challenges in the future, some people are asking questions about what voluntary associations are doing now and how this is being done.

Sister Thomas More had questions about the placing of priorities. She felt time and effort was not spent in tackling the "gut issues" of today's society but rather in keeping busy with matters that could be done as routine community housekeeping tasks. It seemed to her that women's groups existed to collect old clothes and eat, and men's

groups to wear old clothes and drink.

John Dixon expressed the same idea when he said "We of the Centre for a Voluntary Society know from our extensive study surveys, research, and interviews, that there is something happening in the sector that we call voluntary or independent that people are troubled—there is difficulty in defining purpose, roles, and identity—things are shifting".

And "Now a great awakening has begun as volunteers and voluntary associations stretch to reclaim their franchise to rediscover their ability to help make public policy. But this unique ability, grown rusty and a bit stiff, must be oiled, sharpened, and polished. Old out-of-practice groups need to refresh their self-image, confidence, and dignity. New groups, arising out of an increased awareness among the victims of economic and racial discrimination, need to develop the skills of organization and communication".

But someone else writes; in C.A.A.E.'s "tie-lines." It is a moot point whether established voluntary associations can renew themselves to meet contemporary needs or whether they must go out of existence and make way for emerging groups.

In a discussion entitled "When Organizations Change," Randall Barnett and Logan Louderback state: "Organizations must change." The authors go on to note: "Any change that threatens to decrease the net satisfaction of an organization member—regardless of the reasons for this change—will be resisted by him." And "Any organization's success or failure rests with its members who have the ultimate responsibility for carrying out the organization's mission."

Two other aspects that are of concern to voluntary associations in today's world are the need for

Mrs Margaret H. Pattillo is Associate Professor of Extension, University of Saskatchewan, Saskatoon, Canada.

survival and the need to share experience and work together with other groups on issues of mutual interest by joining with others to voice to government mutually held concerns.

From these observations of voluntary associations it seems that there are a variety of questions for associations and their members.

And these include:

Can we adopt new ideas or are we so involved with our present procedures that they prevent us from thinking about new activities and new ways of approaching our present activities?

Are our objectives appropriate to what we are doing? What we want to do? Do we need specific objectives achievable within a definite time to allow us to plan programmes and activities?

Is there some way that experienced associations and the new associations can join forces to achieve objectives?

Can the "know-how" of groups with a history be useful to the new groups? Can the enthusiasm and dedication of the new groups be assets to older associations? Can both the new and the experienced groups develop ways of sharing their strengths?

How can the time and energy required to keep an association running be reduced to allow these limited resources to be directed towards achieving the goals of the groups?

Is it lack of self-confidence that prevents an association from working with other groups to attain mutual objectives? If it isn't a lack of self-confidence, what is it? And is there a remedy?

Does the machinery of the association allow it to adjust to

new modes of working towards its objectives? Is it flexible?

Does it keep us, the members, informed about the organisation? And even more important, does it allow us, the members, to determine the undertaking of the association? Long ago someone said that the most difficult task of a voluntary association is keeping the ordinary member informed. Now something must be added—the association must hear and reflect the thinking of the members.

Not the least of the questions

to be answered are some for us—the ordinary members. Are we interested enough to help the group undergo the confusion of adjusting our association to change? Are we willing to see the realities of today? Can we develop the appropriate goals and adjust our procedures to gain these goals?

The response to questions such as these by an association and its members will decide whether it slides into the backwaters or rides high on the crest of the rushing current of change.

ADULT EDUCATION IN HOMEMAKING

(Continued from page 11)

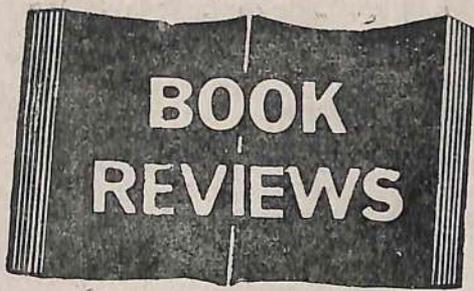
Education produced significant effect on the acceptance of only 2 adult programme of Clothing Constructions and Decorative Arts. Higher the education, the higher was the acceptance. The interaction of age and education significantly affected the acceptance of Food Demonstrations.

The family income of the urban homemakers was significantly related to all three types of adult programmes. Higher income was associated with low acceptance of adult programmes in Foods and Clothing Construction. Decorative Arts were rejected by almost one half of the homemakers, having either low, middle or high incomes.

The adult homemaking programmes in urban communities need to be planned preferably for women of 31 to 45 years who are in majority. On the other hand, the homemakers of 20 to 30 years being 25% of the sample may offer a unique experience to adult educators if programmes are planned for them. The income of urban homemakers need to be consider-

ed as wide variations in income were noted. The educational level ranged from illiteracy to post-graduate degrees and this wide range necessitates differential programmes as well as groupings of homemakers. More programmes for illiterates and those with primary and middle school education are necessary.

Adult homemaking programmes of Food Demonstrations, Clothing Construction Workshops, and Decorative Arts Workshops need to be continued in urban communities. In the communities where such programmes are not yet offered Food demonstrations would prove to be effective starters as they were accepted by the majority of all age groups of homemakers. However, the programmes were increasingly rejected by older homemakers; so all the adult programmes need to be first offered to younger homemakers. Special and increased efforts would have to be made to reach the older, the less educated and illiterate, and the high and middle income reporting homemakers.



BOOK REVIEWS

TRAINING OF ADULT EDUCATORS

*edited by S.C. Dutta and H.J. Fischer, Bombay.
Shakuntala Publishing House, 1972, Pp. 164,
(price: Rs. 5.00 or U.S. \$1.00)*

THIS book is the compilation of a regional seminar held in New Delhi, from 5-13th March, 1972. The seminar was jointly organized by the Asian-South Pacific Bureau of Adult Education (ASPBAE) and the Friedrich-Naumann-Stiftung of Bad Godesberg, West Germany. Representatives from eight Asian countries took part in the seminar as well as persons from such organizations as UNESCO, I.L.O. and the International Cooperative Alliance. The delegates focused on the importance and need of adult education particularly in its relation to mass and functional literacy and community organization. Four major conclusions arose from the deliberations: 1) It was felt that adult education in its comprehensive sense was of paramount importance to the education and national development of all the countries represented in the conference. 2) The objectives of adult education, i.e. to enable people to become self-reliant and to enable them to understand the situation they are living in and to assist them in mastering their problems are essentially the same for a rural and an urban setting. 3) The role of supervisors and field workers was considered to be the most important one and therefore these should receive an adequate training including extensive practical training. It was also felt that the administrative level should receive as well an equally professional training. 4) It was agreed, following a study of UNESCO and other documents and syllabus material on the training of the leaders of the adult education profession that South Asia urgently needed an international training centre for this purpose.

During the opening remarks made by numerous speakers, various comments are made, encompassing such ideas as the need for the training of adult educators to be an interdisciplinary enterprise; the importance of interaction, through participation, between adult students and teachers; the need to be

innovative in the learning and programming processes; the need for urban as well as rural trained personnel; and of course the importance of making opportunities for learning available to adults. In reading the various introductory comments by a number of speakers, it becomes clear that there is not complete agreement either about the terms which are being used nor on some of the underlying basic assumptions upon which, one presumes, would form the foundation upon which training programmes would be based. One might ask whether debating adult education is "formal" or "informal" education, is less important to agreeing on the clear cut goals which one wants to achieve through an educational process. The primary focus, one would assume, is on adult learning. Differences were acknowledged by some of the speakers and seemed to follow, throughout, as somewhat of a dilemma in the Seminar.

Apart from the introductory remarks, up to page 127 of this book is a series of reports on programmes, activities and formats of numerous organizations in various countries. In most cases, the emphasis in these reports is not on the training of educators, although there are a few notable exceptions. From p.128 and onward, the focus is on specific matters relating to training curriculum, evaluation, follow-up and the financing of adult education. Considerations for the curriculum are covered under such headings as the social context and need for adult education, the background of adult education, concepts, the adult learner, the adult educator, methods and techniques of teaching in adult education, the other topics. For discussion purposes, the adult educators are listed under the three headings of field workers, supervisors, and administrators. Apart from what these workers share through common educational programmes, they also presumably share the characteristics of being, one and all, continuous learners themselves.

It would have been interesting to pursue some of the statements made in this publication. One might question the accuracy of the statement that "Literacy can be assumed for all adult education programmes in developed countries." One might also question whether, as is stated, imparting literacy and further adult education are two levels of education and hence compose two separate functions. Two more examples of areas for further discussion might be cited, although many more topics occur in the text of the book. In a statement on the social context of education, it is stated that the purpose of adult education is to help in solving problems. One must ask, however, if this is all. One might argue that an equally important concern of adult education is with preventative aspects. That is, trying to avoid problem areas, having the foresight to predict them and through learning components avoid them. It seems that

treating the education of adults less as an emergency reaction to problems and more as the normal development of the Nation would in itself be an innovative approach. A second point which seems deserving of further discussion might commence with examining the statement that the adult educator "...must ensure that he has a self effacing manner so that he is not over-bearing and the adult learners feel interested and confident to participate." Again, it seems essential to try to find a principle somewhat more basic than this. A plausible one is that there needs to be equality as learners and a respect between all so-called "educators" and "learners". This principle applies as well to all age groups, not just to adults. Having made these few points the reviewer must hasten to add that some excellent summarizing points are made in the second section of the book.

One of the resolutions arising out of the Seminar was that efforts should be made, through ASPBAE and national channels, to secure the development of an Asian Training Centre either at an existing university in the region or elsewhere. Perhaps in keeping with the times of rapid change, considerable developments in India have occurred over the few months following the Spring Seminar. At least four or five universities have now committed themselves to developing post-graduate departments in continuing education. The primary purpose for these departments is to raise the level of trained leadership in the country, linking training with research. But basically the theoretical aspect of the training programme and that which make up the core of such programmes is similar wherever it occurs, whether in India or elsewhere. One need only examine the resources of universities to conclude that the strength of these institutions lies in the theory and research which they are able to create, organize and communicate. Since the Seminar talks of training at the university level, to increase the professionalization of the field of adult education, then one must assume that there will be an important theory base to the training programmes. It would be hoped that this would be done without unduly perpetuating the somewhat false dichotomy between what is called theory on the one hand and practice on the other. Once the basic principles of a theory are understood then much practical value can arise from them, given a high quality of instruction. The seminar participants seem to have given every indication that they are concerned about quality education and of improving the opportunities of education for all.

—James A. Draper

On leave in India from the Ontario Institute for Studies in Education (University of Toronto);

A Great Indian Writes

A great Indian, in his New Year message to the Secretary of the Association writes:—

"A new spirit is abroad in India—a spirit very different alas! from the one we had 30 years ago—the spirit which led people to give of their best to the country & which bred tolerance, simplicity, uprightness & sacrifice. Our politicians & legislators seem to think that a country can advance by slogans, speeches, & make-believe. Meanwhile population grows, prices & taxes mount, red-tape increases, underhand tricks multiply. Sophisticated tastes & new demands emerge, Charters of Rights are circulated, hardworking, far-sighted (in business or in civil service) are denounced while the number of manhours wasted each working week is nobody's business! Discipline and Duty are words forgotten.

Respect for law & order is hard to detect in nay sector of life. Ambitious plans are published and numerous Committees are set up; Seminars are the order of the day; but productivity is not comparable. One of the most precious traits of Indian life, simple loyalty to spiritual values is vanishing, while demonstratively ceremonial religious cults multiply & flourish....As a people we seem to have touched bottom. A glimmer of promise & hope appears here and there and we cling to the faith that there may be a "round about turn" in personal, social & public life. Unless this happens our vaunted economic progress will prove chimerical & our democracy a trap. We all need to act prayerfully."

It should be the task of adult educators to rectify this imbalance.

New Members of IAEA

Life Members

The following persons have joined the Indian Adult Education Association as Life Members:

1. Shri J.S. Bhandari, Udaipur
2. Shri Raghuvver Singh, Assistant Director, Department of Adult Education, University of Rajasthan, Jaipur.
3. Shri C.D. Charan, Principal, Bhartiya Vidya Mandir, Bikaner.
4. Shri B.K. Mundhra, Bikaner.
5. Shri B.C. Rokadiya, Assistant Director, Directorate of Adult Education, New Delhi.
6. Shri V.L.N. Reddy, Director, Department of Adult Education, S.V. University, Tirupati.

Institutional Members

The following institutions have recently joined the Association:

1. Education Department, Meerut College, Meerut.
2. Janta Vidyapeth, New Delhi.
3. Department of Community Services, Delhi Municipal Corporation.
4. Adult Education Association of Goa, Daman and Diu, Panjim.

Reports From The Field

LITERACY LAWS IN SUDAN AND THE SYRIAN ARAB REPUBLIC

SUDAN and the Syrian Arab Republic established literacy laws in early 1972. The Literacy and Adult Functional Education Act which came into force in the Sudan on 24 February 1972, provides a framework for a programme aiming at making literate Sudanese citizens from ages 9-45 years. This will be carried out under the leadership of the "National Council of Literacy and Adult Functional Education" which will include representatives of the ministries and organizations concerned. Centres are to be set up within firms with working hours co-ordinated with the study schedule. A Certificate of success awarded at the end of the course to the workers on the basis of an examination will serve as a qualification for an increment, promotion or confirmation for permanent service.

The Government of Sudan has also established a National Institute of Functional Literacy to train functional literacy planners, supervisors, and instructors. Its other functions will be to prepare materials, conduct research, exchange and obtain information on similar efforts, and provide technical assistance to those undertaking functional literacy programme.

The Syrian Literacy Law, signed by the President of the Syrian Arab Republic on 7 March 1972, stipulates that the elimination of illiteracy is the responsibility of all departments, institutions and organizations, both governmental and non-governmental, as well as trade unions, associations, clubs, business enterprises and educated people. A Supreme Council for the Elimination of Illiteracy under the presidency of the Prime Minister will formulate a national literacy plan and establish the necessary administrative machinery. After a lapse of five years, workers will require the literacy certificate to qualify for a promotion.

Right to Read Effort

The National Right to Read programme in the United States of America has as its goal to assure that 99 per cent of the people 16 years old and 90 per

cent of those over 16 will be functionally literate by 1980. The programme, undertaken by the U.S. Office of Education and the National Reading Center, is a co-ordinated effort by the schools, the public sector, and the overall private section.

To achieve the above purpose, practical steps are being taken to recruit and train reading tutors, to encourage business and industry involvement, to stimulate the creation of model programmes by private sector organizations, and to encourage mass media to co-operate in arousing public interest.

Algeria Organizes Literacy Work in Industrial Enterprises

The National Centre for Literacy is organising courses in industrial plants for 45,000 workers in co-operation with the Ministry of Industry and Energy. The role of the Centre is to train literacy workers, to help in preparing and printing teaching materials, and to assist in the organization and evaluation of literacy programmes within the firms.

To aid in this work, a "Guide for the Organization of Literacy Courses in Industrial Enterprises" has been published. Among other practical suggestions, the Guide counsels that **the hours for classes be held, if possible, at the beginning of the working day when the worker is most receptive. The Government has given instructions that these courses are to be held during working hours.**

Wall Newspaper and Radio Used for Literacy in Ethiopia

A radio transmitter has been broadcasting daily lessons for functional literacy classes in the Soddo area since early 1972. The programmes of twenty minutes duration are broadcast to a total of 1,260 students. In order to increase the number of classes equipped to receive the broadcasts, Unicef has offered to donate 500 radios to the functional literacy project.

The programmes explain techniques in agriculture, home economics, health, co-operatives and cottage industries and present at least 15 new words each lesson. During the transmission the learners listen, write, read and repeat.

The Ethiopian project has also introduced wall newspapers as reading materials for the functional literacy classes. They are produced by using simple printing methods based on silkscreen and photographic processes which can be operated without electricity.

The monthly newspapers written in simple language contain local news and practical information of interest to new readers.

The Nordic WEAs and Adult Education

(Continued from page 10)

The Status of Popular Education in a System of Recurrent Education

In the longer-aiming discussions on the future design of the educational system, the most interesting and constructive ideas are those which argue for a "recurrent formula", which in effect amounts to making education a lifelong process. A genuine and well-developed system of recurrent education should be able to meet exacting criteria of education in the true democratic sense of this word. But if recurrent education is faultily structured it can readily become an effective instrument in the hands of a meritocracy.

A basic principle for recurrent education must be to have it embrace all publicly supported education after the secondary level. It lies in the nature of things that much of this education must be assigned to meeting the need of more or less specialized vocational training. But if recurrent education is to be kept from evolving into an out-and-out meritocratic system, it will be necessary to put up resources for studies and courses of a more mind-broadening character—in essence, with the aims and the tasks that popular education now has.

In the longer run, this philosophy also justifies putting popular education—the work of the popular educational associations and the folk high schools²—on an equal footing with other educational pathways. Popular education should here be able to function as a valuable counterweight to education in more institutional forms. It should, the same as now, be able to cater for individual interests and needs, play a major role in public debate and opinion-moulding, promote and stimulate the work of the social movements, and help to create greater equality in education and cultural life.

Resources must be provided to permit close co-operation between the folk high schools and the popular educational associations. It should be feasible to combine study-circle activity with shorter or longer courses at a folk high school. Gainfully employed adults should be enabled to take leaves of absence for enrolment in folk high schools without having to make serious financial sacrifices. And in the same way as other education, studies at folk high schools and in the popular educational associations study circles should qualify for admission to a university or professional school.

2. The folk high schools in the Nordic countries are residential schools running mainly long term courses for young people (from 16-18 years of age) and adults.

ABREAST OF TIMES

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

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



Please send your inquiries to:—

M/s. MEGH SLATE FACTORY PRIVATE Ltd.

P.B. No. 24.
BARAMATI. (Poona)

भारतीय प्रौढ़ शिक्षा संघ के हिन्दी प्रकाशन

	रु. पैसे
१. अध्यापक और प्रौढ़-शिक्षा—ए. एस. एम. हिली	४.००
२. प्रौढ़ साक्षरता शिक्षक निदेशिका—नेकीराम गुप्त	१०.००
३. मानव रुचियों का एक अध्ययन—डा० धर्मवीर	१.००
४. समाज शिक्षा में मनोरंजन व सांस्कृतिक कार्य	०.७५
५. सामुदायिक विकास में प्रौढ़-शिक्षा	०.५०
६. सहकारी समितियां और आधारभूत शिक्षा	२.५०
७. प्रौढ़-शिक्षा में सामाजिक और राजनैतिक उत्तरदायित्व	२.५०
८. प्रौढ़-शिक्षा और आधारभूत शिक्षा के लिये पुस्तकालय	२.५०
९. ग्रामीण महिलाएं और विकास कार्य	०.५०
१०. स्त्रियों की नागरिक शिक्षा	२.००
११. कार्यकर्ता सेमिनार की रिपोर्ट	१.००
१२. नव साक्षरों के लिए—पत्रिकाएं, सम्पादकीय प्रणालियां	२.००
१३. लोकप्रिय साहित्य सामग्री की व्यवस्था	५.००
१४. सीखना और सिखाना—जे. रोबी किड	७.५०
१५. नव शिक्षितों के लिये साहित्य का निर्माण	१.५०
१६. प्रौढ़-शिक्षा के सिद्धान्त और पद्धतियां—बरकत अली फिराक	३.५०
१७. प्रौढ़ों के लिये सरल पाठ्य-सामग्री : इसका उत्पादन और उपयोग	१.७५
१८. साक्षरता की पहली सीढ़ी—यूनेस्को की पुस्तक ए. बी. सी. का अनुवाद	१.००

नव-साक्षरों के लिए पुस्तक-माला

रु. पैसे	रु. पैसे
१. आकाश की बातें —भगवतीप्रसाद श्रीवास्तव ०.६५	५. धार्मिक सद्भावना—एम. मुजीब ०.५०
२. जियो और जीने दो —सुरेन्द्र बालुपुरी ०.५०	६. जनता का राज —मोहम्मद खलीक : ०.४०
३. क्रोध को कैसे वश में करें —लक्ष्मीनारायण शर्मा ०.५६	७. पति-पत्नी के सम्बन्ध कैसे हों —लक्ष्मीनारायण शर्मा ०.५६
४. धार्मिक कहानियां ०.५६	८. पुरानी कहानियां —मुस्ताक अहमद ०.५६

मिलने का पता :—

भारतीय प्रौढ़ शिक्षा संघ,

१७-बी, इन्द्रप्रस्थ मार्ग, नई दिल्ली-१

List of English Publications of the Association

	Inland Price Rs. P	Foreign Price (U.S. Dollars)
1. Liquidation of Illiteracy	2.00	1.00
2. Community Centres	2.50	1.00
3. Training of Social Education Workers	3.50	1.75
4. Literature for Neo-literates	3.50	1.75
5. Recreational and Cultural Activities in Social Education	3.50	1.75
6. Libraries in Social Education	3.50	1.75
7. Social Education in Rural Reconstruction	1.00	0.50
8. Workers' Education	2.50	1.00
9. Social Education in Urban Areas	1.50	0.75
10. Organisation and Administration of Social Education	1.50	0.75
11. Community Organisation in Social Education	2.00	1.00
12. Social Education and Democratic Decentralization	3.00	1.50
13. Social Education and the Youth	2.50	1.00
14. Adult Education and Economic Development	2.50	1.00
15. Development Work Among Rural Women	1.00	0.50
16. Methods and Techniques of Workers' Education	3.00	1.50
17. International Conference on Adult Education	3.00	1.50
18. Trade Unions and Workers' Education	1.00	0.50
19. Place of Recreation in Social Education—S.C. Dutta	1.50	0.75
20. Human Values in Adult Education	1.00	0.50
21. Social Education in 2nd Five Year Plan	0.75	0.50
22. Adult Education in Community Development	1.50	0.75
23. Social Education in Changing Society	1.25	0.60
24. Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00	2.25
25. Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50	1.00
26. History of Adult Education in India During British Period—Sohan Singh	3.50	1.75
27. The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50	0.75
28. Social Education—Ten years in Retrospect—S.C. Dutta	0.50	0.25
29. Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.25	0.60
30. Adult Education in Rural Areas—Abstract	0.35	0.10
31. Community Action—Abstract	0.35	0.10
32. Training in Adult Education—Abstract	0.35	0.10
33. Community Organisation in Adult Education	1.00	0.50
34. On to Eternity Vol. I—S.C. Dutta	5.00	2.00
35. On to Eternity Vol. II—S.C. Dutta	2.50	1.00
36. Group Discussion—M.C. Nanavatty	3.75	1.75
37. Celluloid in Indian Society—H.S. Bhola	2.00	1.00
38. The Alphabet for Progress—Mushtaq Ahmed	0.60	0.25
39. Selected Problems in Social Education—Homer & Helen Kempfer	5.00	1.50
40. New Dimensions in Social Education—S.C. Dutta	2.00	1.00
41. Implications of Continuous Learning—J.R. Kidd	2.50	1.00
42. New Trends in Adult Education in India—S.C. Dutta	2.00	1.00
43. Seminar Techniques—Dr. S.R. Ranganathan	1.00	0.50
44. Workers Education Abroad	2.00	1.00
45. Adult Education in South Asia—S.C. Dutta	1.00	0.50
46. American-Hindi Cook Book	6.00	2.25
47. Life-Long Learning for Survival	3.50	1.50
48. Schools and Adult Education	2.00	1.00
49. Life-long Integrated Education	4.00	1.50
50. Adult Education for Parliamentary Democracy	5.00	1.75
51. An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00	4.50
52. Literature for Neo-Literates in India—A Bibliography	7.00	2.75
53. Education for Perspective—J.R. Kidd	24.00	6.00
54. Adult Education and National Integration	3.50	1.25
55. Adult Education in the Seventies	5.00	1.75
56. Manual for Adult Literacy Teachers—N.R. Gupta	10.00	2.75
57. Adult Education for Farmers in a Developing Society—J.C. Mathur	12.00	5.00

Available from :

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

INDIAN JOURNAL OF

ADULT EDUCATION



FEBRUARY 1973

CONTENTS

Editorial Board

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

Published every month by the
Indian Adult Education
Association

Contents of the
Indian Journal of
Adult Education are
Indexed in
CURRENT INDEX TO
JOURNALS IN EDUCATION
(New York) and the GUIDE
TO INDIAN PERIODICAL
LITERATURE (Gurgaon)

Subscription

Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.
Tele: 272524

*A Crash Programme for the Out of School Youth
in the Age Group 14-21*

—J. P. Naik 3

*Illiteracy as an Impediment to Production:
An Investigation*

—I. Y. Qutub, R. F. Mansour and
M. R. Khater 7

Role of Adult Educators During Crises

—J. S. Bhandari and Anand Prakash 11

Nature and Scope of National Service Scheme

—H. S. Malik 13

Reports from the Field

15

LATEST PUBLICATION OF THE IAEA

Adult Education for Farmers in a Developing Society

by J.C. Mathur

The book is an attempt to introduce educational policy makers, administrators and teachers as well as adult educators in developing countries, to the significance of current agricultural break-through and to the need and potential of adult education to farmers, its techniques and agencies.

Price

Paper Back Rs. 12.00
Hard Cover Rs. 20.00

Abroad U.S. \$ 5.00
Abroad U.S. \$ 7.00

ORDER FROM

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg,

NEW DELHI-1.

Illiteracy Major Obstacle to Development

President Giri's Call

PRESIDENT V.V. Giri said in New Delhi on February 5, 1973 that in most countries of Asia, poverty and illiteracy were the major obstacles to development. The powerful media of modern mass communication would have to be used to bring out a new awakening among the people and open pathways to social change.

Dr. Giri was delivering the presidential address of the One Asia Assembly.

Dr. Gunnar Myrdal, noted economist of Sweden and author of *Asian Drama* in his key-note address deplored the neglect of adult education in South Asian countries and urged them to learn from communist world. Whenever a country went communist a tremendous effort was made in adult education particularly to teach literacy to all. This was simply common sense and good planning—not communism, he added.

Giri to Present Nehru Literacy Award to Durgabai Deshmukh

Dr. V.V. Giri, President of India, will present the 1971 Nehru Literacy Award to Dr. (Smt.) Durgabai Deshmukh, President of the Andhra Mahila Sabha, Hyderabad on March 14, 1973 at Gandhi Peace Foundation, New Delhi. The Award instituted by the Indian Adult Education Association has been awarded to Smt. Deshmukh for her outstanding contribution to the promotion of literacy and enlightenment of the masses of India.

The Award was announced on September 8, 1971, the International Literacy Day.

NEWS & EVENTS

Reception to Mrs. Fisher in Hyderabad

The Andhra Mahila Sabha and the Literacy House (South) gave a reception to Dr. (Mrs.) Welthy Fisher, Founder President, Literacy House, Lucknow in Hyderabad on January 24, 1973. Shri Khandubhai K. Desai, Governor of Andhra Pradesh presided.

The Governor stressed the importance of literacy for industrial workers. He said that with rapid industrialisation in the country and with the increasing migration of rural people to urban and industrial areas there was a great need for developing adult education in urban and industrial areas. An educated worker was better from the point of efficiency and production, he added.

Dr. (Smt.) Durgabai Deshmukh, President of the Andhra Mahila Sabha in her welcome speech outlined the various activities of the Literacy House (South). She referred to the project of "Non-formal education for rural women to promote the development of the young child." She hoped that project would greatly support and strengthen the activities of the Literacy House in the preparation of suitable material necessary for reading and teaching.

The address read out by Dr. C.D. Deshmukh said that two decades ago, moved by the compassion for the illiterate masses in rural India, Mrs. Fisher came to India with the lamp of literacy to dispel the darkness of illiteracy from their lives and bring them enlightenment and capacity to play their part as citizens.

The Ramon Magsaysay Award for Public Service to Mrs. Fisher has made her a noble example for the Indians and the fellow Asians, the address added.

Conference of Voluntary Social Welfare Organisations

The Gandhi Peace Foundation in cooperation with the Social Welfare Department of Delhi Administration is organising a one-day seminar-cum-conference of voluntary social welfare organisations in Delhi on February 11, 1973. It will discuss the common problems faced by voluntary organisations and suggest ways and means to overcome them.

The Lt. Governor of Delhi, Shri Baleswar Prasad will inaugurate the conference and Smt. Raksha Saran will preside.

Padma Shri for Sulochana Modi

Smt. Sulochana Modi, Vice-President of the Bombay City Social Education Committee has been awarded Padma Shri on the Republic Day this year in recognition of her outstanding contribution for the education and enlightenment of the people of Maharashtra.

Smt. Modi is a life-member of the Indian Adult Education Association and was its Vice-President from 1963-70.

Kheti Me Sudhar

New Magazine of IAEA

The first issue of fortnightly newsletter "Kheti Me Sudhar" for farmers who have completed functional literacy course under the Farmers Education and Functional Literacy Projects has been brought out by the Indian Adult Education Association on the Republic Day this year.

The newsletter in the form of correspondence lessons disseminate knowledge and information to neo-literate farmers about the various crops. The newsletter it is hoped 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.

This project is being run by the Indian Adult Education Association with financial assistance from the Freedom from Hunger Campaign Society.

Functional Literacy Books in Hindi

The Indian Adult Education Association has recently translated and published into Hindi two Unesco minedlits entitled "Literacy as a Factor in Development" and "Literacy and Adult Education". It has also published into Hindi the report of the Seminar on Planning Adult Literacy in Asia and the Handbook on Planning Functional Literacy in Asia.

The Association is translating into Hindi a number of books on functional literacy to meet the requirement of the workers involved in the functional literacy projects in the Hindi speaking areas of this country.

National Parent Teacher Convention in Delhi

The National Parent Teacher Association of India, in collaboration with the International Federation for Parent Education (Paris) and the Central Institute of Research and Training in Public Cooperation is organising the 2nd Asian Symposium and the 5th National Parent Teacher Convention in Delhi from March 3-5, 1973. The theme is "Parent Education and the Youth Unrest and the PTA as an Integral Part of the Educational System."

A Crash Programme for the Out-of-school Youth in the Age-group 14-21

J. P. Naik

Need and Significance

INVESTMENT in education is necessarily long-term and begins to yield results after a generation and, in some cases, even after a longer period. Developing countries, however, are pressed greatly for time; and hence an important issue is educational programmes which can yield quicker and almost immediate results. If such programmes can be identified and implemented, those developing countries that will get a much better and quicker return for their investment in education will stand most to benefit.

Several programmes of this type can be suggested: adult literacy, on-the-job training of industrial workers, agricultural extension, and so on. But of all these, probably the most significant and far-reaching would be a crash programme for the education of young persons in the age group 14-21. The size of this group is large, about 20 per cent of the total population. Its members are generally alert, inquisitive, impressionable, and capable of being inspired by emotional commitments to service of the people and the country. As educands, therefore, they offer rich and potential material that is much easier to handle than either children of younger age or adults. What is more important, the costs of an educational programme for them are comparatively less (for such education is necessarily part-time) and its returns immediate and effective because these young persons will become active and influential members of the society in five to ten years.

If society had funds enough to provide only about eight years of universal education for every individual, what would be the period of life in which these funds could be best invested? This is one of the most fascinating problems in educational planning. Some suggest the age group 3-10 and also make out a strong case for it on psychological and physiological considerations. Others would vote for the age group 6-14, an age group that our Constitution has also identified for providing free and compulsory education. But there are yet others who would plead for the age group 14-21, especially in developing countries, on the grounds that the costs of educating this group would be smaller and the results quicker and more effective. It is neither possible nor necessary to arbitrate between these different viewpoints. We as a nation have made our choice and have decided that the main thrust of our educational effort should be with the age group 6-14. There is no need to alter this decision. But what we must do is supplement it by a large-scale

crash programme for the age group 14-21. It is, therefore, strongly recommended that a massive programme for the education of this age group should be developed during the seventies. The next three years should be fully utilized for organizing pilot projects on a fairly big scale and for building up the necessary expertise, training of personnel, and production of materials. The programme should then be given a big place in the Fifth Five-Year Plan.

Content and Character of the Programme

A small proportion of the young persons aged 14-21 are undergoing full-time education at present at different levels—some at the primary, a majority at the secondary, and some at the university stages. But, taken all in all, the enrollment of this age group in all categories of educational institutions does not exceed about 10 per cent of their total population. No proposals are made here regarding the education of this small group already enrolled in schools and colleges. The normal programmes of educational reform would take care of their needs. But what we are concerned with most, in this paper, is the development of an educational programme for the out-of-school youth who form the other 90 per cent of the age group and who are at present without any educational facilities whatsoever. It is for them—and they form about 18 per cent of the total population—that a large-scale educational programme has to be developed on a war footing.

The content and character of this programme will obviously depend upon educational attainments and needs of these young persons. Some of them may have completed secondary education and a few would even be university graduates. A much larger number would have received some primary education and may be expected to be literate with varying degrees of other educational attainments. But, during the next decade at any rate, a little more than half would be those who have not been to school at all or who left school too early to have attained functional literacy. The programmes to be developed for this group would therefore be at various levels—for a large proportion, at the primary level with an emphasis on functional literacy. But for another much smaller and more significant group, the education required would, in its content, be at the secondary level. A small minority of these may even need education at the university level.

It would, however, be wrong to assume that continuing general education alone would be strong enough to attract and hold these young persons and

meet their needs. General education will be a necessary component of the new programme, no doubt. But by itself it would not have the necessary vitality. It must be remembered that most of these out-of-school youth are workers, engaged in some activity that enables them to earn a living or to help their family to make both ends meet. Even when they are technically nonworkers, they are sharing full responsibilities of the normal work in their families. The focus of their interest is therefore vocational; and what will attract them most is the prospect of improving their present skills that will enable them to improve their economic status. A strong vocational element will therefore have to be built into all educational programmes proposed to be developed for this young group.

Given this strong vocational core, it will be possible to build several other educational elements around it that by themselves would not be strong enough to attract and retain these young persons. The first, as stated above, is general education. The second important component would be family life education, including family planning. Most of the persons in this age group would be married, especially in rural areas, and a programme of family life education will interest them most and would also be extremely beneficial. It is also obvious that it is this group, just entering the procreative stage of life, that needs to be exposed to education in family planning. Unfortunately, the family planning worker does not reach them or become effective with them for sheer absence of a continuing channel of communication. The chances of the family planning programmes succeeding and becoming effective are therefore the largest if it is operated as a part of a comprehensive educational programme for out-of-school youth.

Two other important educational elements can also be added with advantage. The first is the recreational and cultural interest of youth, and the second is their willingness, or even eagerness, to participate in meaningful programmes of nation-building or social service.

It is thus proposed that what these young persons need is a mix of several educational elements—a mix that will have a strong vocational core round which will be built up other important educational interests, such as continuing general education (including functional literacy, where necessary), family life education (including family planning), promotion of recreational and cultural pursuits, and participation in programmes of social service or national development. The nature of the mix will vary from group to group, and even in the same group, from time to time. The success of the programme will largely depend upon the manner in which its organizers are able to visualize and provide the precise mix that a given group needs at a particular moment.

It must also be pointed out that this will essentially be a programme of part-time education because

most of the persons to be educated are employed in one way or another. Those who are unemployed and are able to join on a whole-time basis will have two options: to join any existing educational institution of their choice on a whole-time basis, or to participate in this programme on a part-time basis. But for several reasons, this will only be a part-time programme.

It will be necessary to carry out careful surveys of young persons in a given locality to find out not only what their interests are but also what the times are when they can conveniently receive instruction. The success of the programme will obviously depend as much upon the conformity between the hours of instruction and the leisure time of the youth as upon the "fit" between its content and their needs and interests.

Part-time classroom instruction would thus be the most important technique. But it should not be the sole technique. It will have to be supplemented, wherever necessary by correspondence education, education through mass media like the radio and the film, and full-time intensive instruction of comparatively short duration provided in specially arranged residential camps. All these different techniques will have to be mixed appropriately to meet the needs of each group from time to time.

Agencies

What are the agencies through which this programme can be developed? It will be a fatal mistake to try to create a new agency for the programme. Such a proposal will be extremely costly and will also take too much time. Our policy should, therefore, be to create only a new organization for the programme, and to utilize for its purposes all the resources both human and material of all existing institutions as well as the educational resources available in the community itself, which often go untapped. This is the only economic and practical method of attacking the problem in a massive way and without much loss of time.

The focal agency that should be harnessed for this programme is the huge infrastructure we have created for the education of children and the young—namely, our primary and middle schools, secondary schools, colleges and universities, and vocational institutions of all categories. We have now about 550,000 primary schools, about 120,000 middle schools, about 50,000 secondary schools, about 4,000 colleges, nearly 100 universities or university-level institutions, and some thousands of vocational institutions both for agriculture and industry. They have among them about 2.5 million teachers, thousands of buildings, and equipment valued in ten millions of rupees. These are vast resources that must be utilized for this programme on part-time basis. There is also the special advantage for this programme

that most of these out-of-school youth will have been at some time students in these schools. It is therefore suggested that these institutions should be the centers round which the new programme should be built, and that their teachers, equipment, and buildings should be fully utilized. This will not create any conflict between their normal programmes and this new part-time programme. If steps are taken to pay additional remuneration to teachers for the extra work they will have to do, it will be possible to mount this programme at a minimal cost and in the shortest time.

Important as the role of these educational institutions is in this programme, it is necessary to realize that the cooperation of several other agencies has also to be secured, in its proper development. The core of the new programme has to be vocational, and for this the present educational system is not adequately equipped. In addition to the resources that all existing institutions of vocational education can bring to bear, it is necessary to enlist additional support through all other available organizations; for example, the agricultural universities, the Gram Sewak training centers, and the demonstration or seed farms of the agricultural departments can provide valuable resources for education in agriculture. The Industrial Training Institutes can provide a very good base for education in industry. The personnel of the Health Department, institutions of medical education, and the hospitals and dispensaries can add their resources for the developments of family life education, including family planning. Several other departments of government can also make their own significant contributions, and it will be necessary to rope all of them into the programme.

Not only this. The large educational resources that the community has, and that generally go untapped, will have to be utilized. For instance, retired teachers can be of great help. The private medical practitioners may have to be involved in courses in family planning. Private industry should also be required to assist and participate. The services of individual craftsmen and other skilled workers, who may be managing their own businesses, could also be requisitioned on a part-time basis. Sportsmen and artists living in the community can be harnessed to provide for recreational and cultural needs. And so on.

It is claimed that in any given area where the programme is to be developed we will find not only the educational needs of the young but also several institutions and personnel who have skills and services to meet these needs. What is therefore needed is a survey of the educational needs and interests of the young, on the one hand, and of the institutional and human resources available in the community to meet them, on the other. The contribution of the organizer is to bring these two together in a meaningful manner. This, therefore, is essentially a problem not of a lack of resources but

of a lack of the necessary vision and organization. It is these that we have now to emphasize.

In all countries where such programmes have been developed, it is found that the young themselves make very good teachers for young. It should therefore be our policy, right from the start, to develop leaders amongst the out-of-school youth who will take increasingly upon themselves the growing responsibilities of this educational programme. This is also the reason why such a programme will provide special opportunities for compulsory national service. If government desires to make national service compulsory for university graduates, the development of this programme can provide the necessary field experience; for on the basis of this alone, a meaningful programme of national service for university students can be developed.

Organization

What type of an organization will be needed for the development of this programme and how shall the programme evolve? These are the two important questions that we will have to answer.

It may be desirable to visualize, in the first instance, the organization required at the grassroots level. We may, therefore, take the district as a unit. What is visualized here is that there will be a special officer in charge of this programme for the district as a whole, with the necessary subordinate staff to assist him in the discharge of his responsibilities. This officer, whose responsibilities will be largely organizational, may belong to the Educational Department. But he will have to coordinate the resources of all government departments if the programme is to succeed.

Once this officer is in position, the next thing to decide upon is the centers where the programme will start. As has been stated above, the center will have to be some educational institution—either a college or a secondary school or even a primary or middle school. Ultimately, all these institutions will have to be involved. But to begin with, the district officer will have to take a quick survey and select a few institutions where the necessary leadership and interest is available. He might begin with about fifty to a hundred centres in a district. These may be spread in all parts of the district or may be selectively located in a few community development blocks.

Once the centers are selected, the next step would be to survey the local needs as well as the available resources. The survey of needs will include contacting every young person in the age group 14-21 who is out of school and asking him whether he would like to continue his education and, if so, what his principal interests and convenient times are. The survey of available resources will include collecting full information about all the institutional and human resources available in the community

that could be utilized, on a part-time basis, for a programme of this type. If the survey is properly carried out (and the personnel carrying out the survey could be quickly trained in a workshop of about ten to fifteen days), a picture of a programme for the locality will emerge. It will show the young persons who are interested in further education, the type of training they need, and also the local agencies that can be mobilized. It will then also be possible to work out the financial estimates. These will obviously vary from place to place and also depend considerably upon the type of programme to be evolved.

In planning the programmes, the key factors are elasticity and an earnest effort to get a "fit" between the needs of the individual and the facilities provided for him. While in theory an attempt has to be made to meet, as individually as possible, the needs of the different categories of youth, in practice it will generally mean that certain "group needs" will be identified and met in groups.

The overall attempt should be to provide, for each out-of-school youth, a programme of part-time education for one to two hours a day, five days a week, which will be equivalent to full-time education for three months in a year. In addition, he should be required to spend at least two weeks in full-time residential instruction. To begin with, the idea should be to get every out-of-school youth under the programme for a period of one year at least. Many of the young persons who are thus exposed will want to continue their studies further on an optional basis, and they should be given every encouragement to do so. Ultimately the programme should be able to provide about three years of such part-time education to all in this age group.

Even in one year of part-time education, it is possible to include some upgrading of vocational skills, courses for functional literacy where necessary, some general education in citizenship, family life education, and some provision for recreational and cultural activities. But something very worthwhile could be achieved if a young person were to continue under the programme for about three years.

The programme for boys are comparatively easier to organise and the resources available for them, especially in terms of personnel, are larger. In the beginning, therefore, the programme will be largely meant for boys. But the importance of education for the girls should not be underrated and special efforts should be made, right from the start, to meet their needs.

While a beginning can thus be made with about fifty centres in a district, it should be possible to expand to about two hundred centers in three or

four years, and the entire district can be intensively covered during the next decade.

We should begin with at least one district in every State and in at least one block in every Union Territory. The expansion will follow certain obvious lines. Every year, new districts or community development blocks may be added. In a district that has already been selected, new centres can be added; and in centres that are already established, attempts can be made to increase enrollments and to deepen and diversify the programmes. The target should be that at the end of the Fourth Plan we should bring under this programme about 10 per cent—nine million—of the total population of out-of-school youth. If funds do not permit, the target may be reduced by 50 per cent. At the end of the Fifth Plan the attempt should be to cover about 50 to 60 per cent of the age group at least for a minimum period of one year. This will of course be continued on a voluntary basis for as long a period as practicable.

It may be an advantage to have an advisory committee at the district level consisting of the representatives of all agencies and departments that will cooperate therein.

If this basic structure at the district level is properly developed, coordination at other levels will not present any serious problem. At the State level, there will have to be a special officer of the status of a Joint or Additional Director of Education to look after the programme. There may be an advantage in having a State-level coordination committee to assist him. At the central level, we might have a similar coordinating committee of the ministries concerned, with a special officer in charge of the programme located in the Ministry of Education and Social Welfare.

One point needs to be made. Different aspects of this programme are under implementation even now. The Ministry of Agriculture, for instance, has a programme to train young farmers. The Ministry of Health and Family Planning tries to educate the young in family planning. There are part-time courses available, on a small scale, in both general and vocational education. The youth services projects of the Ministry of Education and Social Welfare are trying to develop recreational and cultural facilities. But the organization of such programmes in a piecemeal fashion is both costly and less effective because none of these programmes have the vitality to stand by themselves. What is needed is a comprehensive scheme and a coordinated effort which alone can make an impact on the situation. This is the object of the proposal outlined here.

ILLITERACY AS AN IMPEDIMENT TO PRODUCTION (An Investigation)

I. Y. Qutub, R. F. Mansour and M. R. Khater

INTRODUCTION

NOT MANY research studies have been undertaken so far to find out the impressions of illiterates and literates on the social and economic impact of illiteracy on production both qualitatively and quantitatively. An evaluation of social and economic impact of illiteracy, including an account of the extent of the loss incurred as a result of illiteracy may help in identification of advantages and disadvantages of current literacy programmes and in introducing new elements in the planning of future literacy and adult education programmes. This idea led to the planning of a study to find out the impressions and opinions of illiterates, literates and production supervisors in agriculture and industry on the usefulness and relevance of literacy education to production.

OBJECTIVE OF THE STUDY

The objective of this research was to compare the social and economic impact of illiteracy with that produced by literacy.

Another objective sought by this study was to identify the trends and the necessary modifications in the current literacy programme in order to increase its effectiveness in the efforts towards economic and social development.

METHODOLOGY

The method applied in con-

ducting the field research in this study was based on the following:

1. Investigation of impressions of the three categories in both industrial and agricultural sectors, namely: illiterates, literates and production supervisors on the following areas:
 - a) The socio-economic impact of illiteracy and literacy
 - b) Evaluation of current literacy programmes and approaches for further development.

In order to assess the impressions of the respondents on these issues, six questionnaires were constructed, pretested and administered. For each of the categories in the agricultural and industrial sector, a separate questionnaire was applied.

2. Comparing real impact of illiteracy with that of literacy on certain actual behavioural aspects of respondents, records and files of illiterates and literates were consulted for this purpose in the industrial sector only since it is difficult to obtain such data about farmers in the agricultural sector.

Research Tools

The research tools used in this study were only two;

- a) questionnaires administered

ed through personal interviews,

- b) official files and records.

A. The Questionnaires

For the purposes of this research six questionnaires were constructed and administered to each of the following respondent categories:

In the agricultural sector:

1. Illiterate farmers
2. Literate farmers
3. Agricultural supervisors

In the industrial sector:

4. Illiterate workers
5. Literate workers
6. Industrial supervisors

Each questionnaire designated for the above categories consisted of two main parts: one pertains to personal data and the other relates to their impressions on the problems entailed in the study.

B. Official Records

The schedules designated for illiterate workers in industry consisted of several questions, the replies to which could only be obtained from the official records for these workers. Such questions pertain to absence, sickness, holidays, sickleaves, indebtedness, rewards and punishments.

C. The Sample

1—Size of The Sample

The total sample consisted of 707 persons distributed according to sectors and categories as follows:

Drs. I. Y. Qutub is Head, Social Science Division, R. F. Mansour, Research Expert, Social Science Division and M. R. Khater, Head, Educational Methods Division, Regional Centre for Functional Literacy in Rural Areas for the Arab States, Egypt.

	Agriculture	Industry	Total
Illiterates	107	91	198
Literates	103	83	186
Production-Supervisors	133	190	323
Total	343	364	707

RESULTS OF THE STUDY

A. Socio-Economic Impact of Illiteracy

In order to evaluate the social and economic impact of illiteracy, respondents were asked to express their opinions on two types of problems facing production as a result of illiteracy:

- (1) Problems which relate directly to production at work, and
- (2) problems which relate indirectly to production such as status at home or community.

1. Problems of Illiteracy With Direct Impact on Production

Table 1 shows the most important problems which relate directly to production and productivity as a result of illiteracy.

Illiterate workers were not asked this question. Those who did not answer this question were 13 illiterate farmers, 2 literate farmers, 3 agricultural supervisors, 7 literate workers and 13 industrial supervisors.

Table 1 indicates that the most important problems which farmers and workers encounter during their work are as follows:

- (1) Inability to undertake jobs requiring knowledge and skills in reading and writing.
- (2) Inability to leave farm work.
- (3) Difficulties in carrying out instructions and orders pertaining to production, in addition to facing difficulties in dealing with others.
- (4) Inability of carrying out responsibilities or evaluating the consequences.

2. Problems of Illiteracy with Indirect Impact on Production

Table 2 shows the distribution of responses according to types of problems encountered outside work as a result of illiteracy:

TABLE 1

Distribution of Respondents according to Most Important Problems Affecting Production Directly as Result of Illiteracy

Production Problems	Agricultural Sector			Industrial Sector	
	Illit.	Lit.	Super.	Lit.	Supervisors
1. Work does not require communication skills	0	0	0	10	35
2. Inability to sign or carry out duties requiring comm. skills	31	0	0	0	0
3. Desire to quit Farming	24	0	0	0	0
4. Inability to follow written work instructions	20	92	109	65	131
5. Difficulty in getting along with others	0	9	16	1	0
6. Inability to carry out responsibilities	0	0	5	0	11
7. Other responses	19	0	0	0	0
	94	101	130	76	177

TABLE 2

Distribution of Respondents¹ according to Types of Problems Encountered Outside Work as a Result of Illiteracy

Types of Problems	Literates				Supervisors			
	Farm.		Workers		Agric.		Indus.	
	No	%	No	%	No	%	No	%
Personal problems due to ignorance	61	61.6	33	42.3	40	31.7	47	28.1
Maladjustment and difficulty in dealing with others	10	10.1	6	7.7	40	31.7	38	22.8
Inability to balance income with expenditure plus not interested in educating children	14	14.1	5	6.4	11	8.7	42	25.1
Other problems	14	14.1	34	43.6	35	27.9	40	24.0
Total	99	99.9	78	100.0	126	100.0	167	100.0

1. Those who did not respond to the question were: 4 farmers, 5 workers, and 7 agricultural and 23 industrial supervisors.

2. The problem of "inability to balance between income and expenditure" was added to the problem, "not being interested in educating children" because responses of the latter were few and insignificant.

Table 2 indicates that the rates in their daily life outside important problems stated by work environment were as literate farmers, workers and follows:
supervisors encountering illite-

(1) Personal problems caused

would enable them to adapt to the literate world with more readiness to overcome the various social, psychological and economic problems. Literacy programmes should take into consideration not only the acquisition of reading and writing skills, but also vocational training as well as behavioural aspects tailored to their prevailing socio-economic conditions and problems.

Reservations should be made in studying the impact of literacy on behavioural aspects from the records and files. Some of these reservations pertain to the basis and provisions for application of rewards and punishments, to accuracy in keeping records and files, and finally to the length of period during which the real impact of literacy could very well be measured.

D. Evaluation of Current Literacy Programmes

The objective of evaluating the traditional literacy programmes is to assess the main advantages and disadvantages of these programmes in order to reinforce the positive aspects and to avoid shortcomings in view of the prevailing needs and development targets.

1. Advantage of Traditional Literacy Programmes

Advantages of any literacy programmes are measured in terms of their real impact on the changes it makes in the respective human and physical environments. In economic terms, advantages are viewed by way of calculating the returns, e.g. increase of production output, improvement of efficiency, quality of products, etc. In social terms, however, the feedback of literacy programmes are reflected in changes in behavioural orientations of literates in the social milieu and their ability to make the necessary adaptation and accommodation to the changing socio-economic processes.⁶

(1) I.Y. Qutub, "An Empirical investigation on the Transition from Traditional to Functional Literacy in the UAR", P. 7.

A. In the Agricultural Sector
When respondents in the agricultural sector were asked to state their opinions and attitudes

towards current literacy programmes in their present form, responses varied as explained in the following Table:

TABLE 4
Distribution of Respondents according to Advantage of Traditional Literacy Programmes

<i>Advantages</i>	<i>Illit.</i>		<i>Lit.</i>		<i>Supervisors</i>	
	<i>NO</i>	<i>%</i>	<i>NO</i>	<i>%</i>	<i>NO</i>	<i>%</i>
Learning, reading, writing & arithmetic	90	84.1	69	73.4	54	47.8
Acquiring general knowledge	0	0	11	11.7	18	15.9
The above two items combined	0	0	7	7.4	32	28.3
General educations effect on work opportunities	10	9.3	0	0	0	0
Others	7	6.5	7	7.4	9	8.0
Total	107	99.9	94	99.9	113	100.00

Those respondents who did not reply on this question were 9 literate workers and 20 agricultural supervisors.

The table indicates that the majority of respondents gave highest weight to opportunity of learning communication skills (reading, writing and arithmetic) as the main advantage of the traditional literacy programmes (80.2% at the average). At the same time, 44.2% of the agricultural supervisors and 19.1% of the literate farmers mentioned general knowledge as the main advantage of the traditional literacy programme.

In short, the data reveals that the advantages of the traditional literacy programmes are viewed

in the following order of importance:

a—teaching communication skills

b—providing general information and knowledge

c—providing, to some extent, new employment opportunities, still remain as a source of attraction in the agricultural sector since it plays an important role in eradicating the illiteracy of farmers.

B—In the Industrial Sector

Illiterate and literate workers, and industrial supervisors were asked to express their opinions and attitudes toward traditional literacy programmes. Their responses were as follows:

TABLE 5
Distribution of Respondents in Industrial Sector according to their Views on Advantage of Traditional Literacy Programmes

<i>Advantages</i>	<i>Illit. Worker</i>		<i>Liter. Worker</i>		<i>Supervisor</i>	
	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
Teaches communication skills	52	58.4	45	58.4	77	44.3
Teaches general knowledge	0	0	15	19.5	58	33.3
The two combined	0	0	11	14.3	12	6.9
General benefit of education felt at work & life	20.0	22.5	0	0	0	0
Other responses	9	10.1	6	7.8	14	8.0
No advantages	8	9.0	0	0	13	7.5
Total	89	100.0	77	100.0	174	100.0

(Continued on page 16)

ROLE OF ADULT EDUCATORS DURING CRISES

J. S. Bhandari, *Vidya Bhawan Rural Institute, Udaipur*

and

Anand Prakash, *Seva Mandir, Udaipur*

A crisis, whatever be its nature, disturbs harmony in relationship, balance and proportion in thinking, and integration in components, that hold a society together.

The North Indian saint-poet Tulsidas has very succinctly described crisis in three terms which classify whole of the trials and tribulations on this materialistic plane. His terms दैहिक, दैविक और भौतिक* denote respectively bodily troubles like diseases, worries inflicted by gods like flood, drought and unpleasant situations created by human beings like theft, war, etc.

To these may be added a crisis of values by which is meant replacement of social and moral values of truth, honesty, love etc. by a state of no values or values of a materialistic society which measures the success or failure of human life with the yardstick of money.

The crisis pointed out by Tulsidas, one might clearly see, indicate the disturbed harmony of balance, the crisis of values is related to the disintegration of society. One might also say that while दैहिक, दैविक और भौतिक crisis are related to the materialistic life, the latter one is linked with the spiritual progress of the individual, which is not only related to the realisation of the 'self' but also to the smooth functioning of the society. The crisis of values creates economic troubles by encouraging the gap between 'haves' and 'have nots' to widen itself continuously by making social relationship too individualistic and by creating a cultural vacuum through a neglect of our cultural heritage and religious past.

In terms of the vocabulary now in vogue it might be said that Tulsidas' classification has to be viewed in the light of short term projects which aim at achieving the targets within a limit period of a long term programme involving not a few individuals but every conscious and eager particle of the society—conscious of what 'is' and 'ought to be' and eager to correct the errors.

Strangely enough, not much importance has been attached to these crises as a whole though a few parts of it, say, poverty, ignorance, etc. caught the attention of social reformers who seems to be wanting to eradicate them so hurriedly that they seldom think deeply over their root causes.

Adult Education is a life-long informal education

in forms of discussion, demonstrations, guided educational tours, class-room lectures, literacy teaching etc. for the betterment of the lives of the people. Unlike children's education, it is an unending process which affects and helps those who want to participate effectively in developing their community—educated, un-educated, rich, poor, adolescent, old, etc. It aims at helping the people

- correct the errors of the society
- differentiate between 'what ought to be' and 'what is' and establish a harmonious relationship between the two,
- prepare themselves to receive new ideas by creating a hunger for new knowledge,
- broaden their mental horizon,
- develop their critical attitude,
- make use of the available expertise for their material and spiritual progress.

It is on these lines that an adult educator has to act to help people face the crises. His role will be more than that of a social worker who is mainly concerned with setting a thing right in a particular area within a limited period. An adult educator, no doubt, does the same but he also follows up his efforts to help people to change their attitudes so that they are able to peep at the roots of the situations and get rid of the problems—collectively or individually, without depending on external help like parasites.

Let this be elucidated by an example. When an epidemic spreads an adult educator will not be satisfied with merely distributing medicines and taking the patients to the hospitals. Not that he will not do this, but he will do more than this. He will also wait for an appropriate moment to tell people why they were caught in the trap, which habits and attitudes of theirs were responsible for inviting the trouble, what they are expected to do in future, how they can help themselves to change their health habits, etc. This he will do through informal talks, various audio-visual aids, lectures, discussions etc., using both oral words and written words. This will be followed by a post-testing of the attitude to see whether the people have responded to his suggestions or not. Thus the work of an adult educator does not end with the preaching. In fact it never ends as many new problems linked with the original one continue to crop up. If it ever ends at all, it ends with the confirmation of the fact that the expected action-oriented change has really become part and parcel of the life of the people.

Let us elucidate further with the help of another example. During a war, an adult educator will not

* दैहिक, दैविक, भौतिक तापा । रामराज्य काहुहि नहि व्यापा ।

—तुलसीदास 'रामचरित मानस'

only try to serve the wounded soldiers but will also strive to make public opinion favourable to the country's war policy, to tell the people what irreparable damage a rumour may cause to defence measures of the country, to prepare people both mentally and physically to do their own duties with much more sincerity by convincing them that this is a good and helpful thing for the defence of the country fighting in the battle field.

To solve the crisis of values is a target to be achieved in a long term programme. Surprisingly it is better suited to an adult educational programme than to any other remedial measures on the earth. The cultural bankruptcy, the religious vacuum, the effect of this crisis have been taken care of through spiritual discourses, by great men since times immemorial. This education has never ended and it will never end.

In short an adult educator helps the people to adopt the desired attitude through the following steps:¹

- “—Awareness and interest
- Information gathering, evaluation and decision to try.
- Implementation, taking action, learning how to use.

1. Donald J. Bogue and Veronica Stolte Heiskanen, “How to Improve written communication for Birth Control.”

—adoption and continued use.”

In doing so an adult educator is well aware of the fact that his job is related with his skills of communicating with the people. Stating very briefly, a communication act is successfully begun and ended when-

- two parties—communicator and receiver—exist,
- a common (same) language/dialect forms a bond between the two parties.
- the communicator has a clear understanding of the receiver's attitudes, interests, cultural and social background and mental and educational status.
- no or the least gulf is present between the communicator and the receiver's positions (at least till the communication act is finished).
- there is a favourable action-oriented response from the receiver.

The knowledge of the essentials of a successful communication will be worthless unless the communicator (the adult educator) really practices, in his own life, what he preaches or teaches. This will augment the effectiveness of his communication.

The present times are facing great crises and it is high time the adult educators should realise their worth and prepare themselves to prepare the people fight against these crises.

RELY ON MEGH

YES every EDUCATIONAL INSTITUTION RELY ON MEGH
Marked Quality Slated PLAIN, GRAPH, COPY-LINE, DOTTED, MUSIC
ROLL-UP BOARDS and GEOGRAPHICAL OUT LINE MAPS :

because :

- * of their prompt and best services.
 - * Every Board is prepared under utmost precaution and sent under close supervision.
 - * MEGH now having 49 years experience behind.
- and
- * MEGH roll-up black boards have been blessed and recommended by the eminent Educationists at HOME & ABROAD.



Your enquiries are solicited at:—

M/s. MEGH SLATE FACTORY PRIVATE Ltd.

P.B. No. 24.
BARAMATI. (Poona)

Nature and Scope of National Service Scheme

H. S. Malik
Senior Camp Commandant
National Service Scheme Headquarters,
New Delhi

THE National Service Scheme is the out-come of the recommendations of various education commissions and committees. In fact, in the report of almost every education commission there is a strong emphasis that the students during their education period should be actively involved in the social service activities. All these suggestions have led to the origin of this Scheme. The happy sanctity about its launching lies in the fact that the scheme was started in 1969, the birth Centenary year of Gandhiji to whom Social Service was almost a religion.

The Scheme is shared between the Central and the State Governments. The Central Government spends Rs. 100/- and each State Government spends Rs. 50/- per student per year. Out of this Rs. 30/- are spent by Central Government on the establishment of the Scheme at National Level, Rs. 25/- are spent by State, Universities and colleges on establishment charges for implementing the programme, Rs. 60/- per student per year are spent on camping. The balance is spent on programme development, contingent expenditure, equipment and camping stores etc.

Organisational Set-up

The organisational set-up of the NSS consists of National, State, University and college level advisory committees. The National Advisory Committee lays down broad policy matters and prepares guide-lines for the scheme. The State Advisory Committee decides the number of NSS students for different Universities in the State and distributes funds for them. The University Advisory Committee decides the number of NSS students for its colleges and distributes funds to them. It also appoints a co-ordinator to implement the NSS programme in the University and its colleges. The college level advisory committee implements the scheme in the college and decides about the projects to be taken up by the students. It appoints the teacher-incharge to implement the scheme. Each NSS unit at college level comprises of about 100 students and each student puts in at least 120 hours of work every year. For proper programme development and implementation, there is Programme Adviser in the Ministry of Education and Social Welfare at national level assisted by several Schools of Social Work. Under him there are four Deputy Programme Advisers stationed at Madras, Calcutta, Ahmedabad and Chandigarh. He is further assisted by a team of Senior and Junior Camp Commandants at various regions in the country. They act as a liaison between the Centre and the States, and the States and the Universities. They supervise the NSS programme and see that the scheme is implemented in all earnestness according to the goals outlined and that optimum use of resources is made by universities and colleges and that all funds are properly utilised.

Reports From The Field

Reform in Educational System Urged

Dr. Gunnar Myrdal, the noted economist expressed in New Delhi on February 3, 1973 the need for educational reform in India, with greater emphasis on vocational training and adult literacy programmes to raise the general standard of living.

Addressing a meeting at the Delhi School of Economics on various inter-related aspects of Justice and Growth, Dr. Myrdal felt that India's present educational system was too academically oriented and top-heavy in that the universities were expanding at a faster rate than high schools, with primary schools coming a poor third. Moreover there was "very little adult education and even children who began schooling often dropped out and lapse into illiteracy.

He thought this could be rectified by an "integrated planning approach" as proposed by Mahatma Gandhi in which the elite student sections could play a positive role. But in a situation where students leave the (largely illiterate) rural areas as soon as they learn to read and write, there was no reason why the State should not introduce an element of compulsion to make "those who are educated with public taxes to repay their debt to society".

Arguing that there was "no contraction" between compulsion and democracy, Dr. Myrdal said there was need for more "social control" in India without its "going totalitarian."

United Nations University Established

The United Nations General Assembly in its recent resolution has decided to establish an international university under the auspices of the United Nations to be known as United Nations University.

The structure of the University would consist of a programming and co-ordinating central organ and a decentralised system of affiliated institutions, integrated into the world university community, devoted to action-oriented research into the pressing global problems of human survival, and to the post-graduate training of young scholars and research workers for the benefit of the world community.

The research programme of the institutions of the University would include, among other matters, coexistence between peoples of differing cultures, tongues and social systems, peaceful relations between States and the maintenance of peace and security, human rights, economic and social change and development, the environment and the proper use of resources, basic scientific research and the application of the results of science and technology in the interests of development.

Democracy Not Safe Until Illiteracy Is Removed

Election Commission Report

The Election Commission has expressed the view that democracy can be made safe in India only when people get educated.

In its report on the fifth General Election (1971-72) prepared by the former Chief Election Commissioner Shri S.P. Sen Verma, it has said that even now more 71 per cent of the population was illiterate more than 22 years after the commencement of the Constitution which provided that the States shall endeavour to impart within ten years free and compulsory education for children up to the age of 14.

The report said that if liberal education was spread among the people and their economic lot improved then corrupt and evil practices would completely disappear from the elections, thereby making democracy absolutely safe.

Bikaner A.E. Association Brings Out Wall Newspaper

The Bikaner Adult Education Association, Bikaner, has recently brought out a fortnightly wall newspaper entitled "Saksharta" (Literacy).

The newspaper contains information about the vocational interest of the rural people and selected news.

Extension Lectures for Women

The Department of Adult Education (Extension) of the University of Rajasthan has organised extension lectures for women on home science and citizenship education in Jaipur from February 5 to May 7, 1973. The lectures are held every Monday at 2.30 p.m.

Information: Director, Department of Adult Education (Extn.), University of Rajasthan, Jaipur.

FIGHT AGAINST ILLITERACY UNESCO REPORT

The fight to spread literacy among the world's population is being both won and lost.

This conclusion has been reached in the latest UNESCO report on the progress achieved in literacy throughout the world. The survey is based largely on replies to a questionnaire sent by the organization in 1971 to all its member-States and to non-Governmental groups and organizations concerned with literacy.

On the winning side, says the report the latest estimates show that the percentage of literates continues to rise. It rose more during the years 1960 to 1970 than had been predicted for this period. Also on the winning side, more people (both primary school children and adults) are becoming literate than ever before.

The report says that on the losing side, the number of illiterates, continues to increase. It is not growing at anything like the same rate as the world population, but is so overwhelming that it is producing more people than present literacy efforts can cope with.

ILLITERACY AS AN IMPEDIMENT TO PRODUCTION: AN INVESTIGATION

(Continued from page 10)

The table indicates that the majority of illiterate and literate workers as well as supervisors (58.4%, and 44.3% respectively) concluded that one of the main advantages of traditional literacy programmes was in the communication skills taught. Next to this, in order of importance, was that it provides general knowledge (33.3% and 19.5%) for supervisors and literate workers respectively. Third in order of importance was that it creates new employment opportunities.

2 Disadvantages of Traditional Literacy Programmes

The disadvantages of traditional literacy programmes, as expressed by literate farmers and workers as well as supervisors in both sectors were related in most cases to situations where they did not feel any impact or any influence of such programmes on production or on general behaviour. Negative attitude towards an object is linked with previous experience and fixation of disappointment in achieving certain expectations in addition to various stimuli existing in the local environment. Changes in attitudes can be brought about by lessening the tension and conflicts with which the person is affected.

The concern in this study was directed towards investigating reasons and factors underlying disadvantages as expressed by literates and supervisors in both agricultural and industrial sectors. The Table 6 explains the disparity of opinions among respondents:

The table indicates that the attitudes of the respondents in the agricultural and industrial sectors varied towards disadvantages of traditional literacy pro-

TABLE 6

Distribution of Respondents¹ According to Disadvantages of Traditional Literacy Methods

Response	Agricultural Sector				Industrial Sector			
	Literate		Far.		Liter.		Superv.	
	No.	%	No.	%	No.	%	No.	%
No disadvantages	79	86.8	48	41.4	39	50.6	60	34.3
Disadvantages existed	12	13.2	68	58.6	38	49.4	115	65.7
Total	91	100.0	116	100.0	77	100.0	175	100.0

(1) This question was asked to literates only. As for those who gave no reply to this question, there were 12 farmers, 17 agricultural supervisors, 6 workers and 15 industrial workers.

grammes. The majority of literate farmers (86.8%) and 50.6% of literate workers were of the opinion that no disadvantages existed. Supervisors in both sectors expressed the feeling that disadvantages existed in

traditional literacy (58.6% and 65.7% in agricultural and industrial sectors respectively.)

The analysis of underlying factors contributing to the responses in the above Table is explained in the following Table:

TABLE 7

Distribution of Respondents¹ According to Reasons Underlying Disadvantages of Traditional Literacy

Factors Contributing to Disadvantage	Agricul. Sector.		Industrial Sector					
	Lit. Work.		Superv.					
	No.	%	No.	%				
Weakness in planning and contents	0	0	48	41.4	11	14.3	43	24.2
Unsuitable timing	7	7.7	0	0	12	15.6	31	18.1
Lack of incentives	3	3.3	0	0	9	11.7	23	13.1
Lack of facilities	0	0	18	15.5	6	7.8	5	3.0
Other responses	2	2.2	2	1.7	0	0	13	7.3
Marginal total	12	13.2	68	58.6	38	49.4	115	65.7
No disadvantages	79	86.8	48	41.4	39	50.6	60	34.3
General Total	91	100.0	116	100.0	77	100.0	175	100.0

(1) Those who did not reply to this question were 2 literate workers and 16 industrial supervisors.

(1) Those who did not respond to this question were: 12 literate farmers, 17 agricultural supervisors, 6 literate workers and 15 industrial supervisors.

The above table reveals two distinct trends in responders: the first, those who do not see any disadvantage in the traditional literacy programmes (68.8%, 41.4%, 50.6% and 34.3% of the literate farmers, agricultural supervisors, literate workers and industrial supervisors respectively), and the second, those respondents who indicated a variety of reasons for the disadvantages of traditional literacy programmes. Among the latter respondents, the reasons given can be arranged in this order of importance; a) weakness in planning and contents, b) unsuitable timing, c) lack of incentives, d) lack of facilities, and e) other reasons.

In short general feeling of dissatisfaction towards current traditional literacy programmes prevailed among respondents with more weight given to this trend in industry. The rate of dissatisfaction among industrial supervisors was highest while among literate farmers was lowest. In spite of the prevailing disadvantages of current literacy programmes, modern educational pursuits for adults and illiterates should be linked with development projects and production activities. The paramount need then is not to relinquish traditional literacy endeavours as much as to make the necessary provisions for introducing necessary modifications in adult literacy programmes in order to meet the development needs and problems.

E. Development of Traditional Literacy Programmes

Literacy campaigns are not new to ARE, most of Arab States and the developing countries. Attempts have made during the last two decades to undertake massive campaigns for eradication of illiteracy. The results, however, did not live up to the expectations of the demands of rapidly changing societies.

By development we mean introducing the necessary modifications in the current literacy

programmes (traditional methods) so that a transition can be made towards new types of programmes (functional) to meet the demands of modern society in view of the available facilities and resources. The development of a literacy programme entails consideration for developing such aspects as planning, organization, financing, preparation of the educational materials, audio-visual aids, research and evaluation tools, selection and training of teachers and trainers, etc.

This study, however, focused on the assessment of the impressions of respondents in agricultural and industrial sectors on the following issues most relevant to the development of any adult education programme:

1. Importance of educational materials
2. Subjects which should be taught

3. Motivation for learners
4. Attitudes towards functional literacy
5. Providing adequate environment for workers.

In order to provide an account of the distribution of responses on the main issues mentioned above, a brief analysis and treatment will be discussed.

1. Importance of Educational Materials

In order to compare the sequence of importance attached to the content of educational materials and curricula as indicated in the responses of supervisors in the agricultural and industrial sectors the following Table shows the distribution of type of educational materials required in order of importance:

TABLE 8

The Order of Importance Attached to Subjects in Current Literacy Programmes Viewed by Supervisors in Both Sectors

<i>Subject</i>	<i>Order of import. in general</i>	<i>Order of Imp. in Agricult.</i>	<i>Order Of Impt. In Industry</i>
Reading	1	1	1
Religion	2	2	2
Writing	3.5	3	4
Experience and skills	3.5	4	3
Natinal and Politic. Educ.	5.5	5	6
Health Education	5.5	6	5
Arithmetic	7	7	7

The Table indicates that supervisors in agriculture and industry are in general agreement about the importance of all the subjects given and the order of their importance. Reading was accorded highest importance, followed by religious subjects, writing, experience and skills pertaining to work, national and political education, health education and finally arithmetic.

It is evident that the importance attached to acquisition of experience and skills, and various types of educational pursuits reflects, to a large extent modern trends in adult education, i.e., the functional approach which combines communication skills with vocational and behavioural aspects.

2. Subjects Which Should be Taught

This study was concerned in assessment of opinions and impressions of respondents in both sectors, separately, towards the subjects which should be included in the modified literacy programmes, in addition to communication skills (reading, writing and arithmetic). The Table 9 shows the distribution of responses in the agricultural sector on the preferred subjects:

The most important subjects indicated by respondents in the agricultural sector which should be included in the improved literacy curricula were classified in the following order:

- (a) Subjects relevant to increase of production and productivity. Those giving this preference were 45.9% of illiterate farmers, 72.1% of literate farmers and 73.7% of supervisors.
- (b) Subjects treating national, political, social and religious issues were indicated by 15.3% of literate farmers and 42.7% of supervisors.
- (c) Other subjects mentioned by 18.4% of literate farmers.
- (d) Those who indicated that only reading and writing were sufficient represented 20.4% of illiterate farmers, 10.3% of literate farmers and 3.1% supervisors.

In the case of the industrial sector, the Table 10 shows trends in the responses of illiterate workers, literate workers and industrial supervisors in relation to their preference of subjects in addition to reading and writing which should be included in the modified literacy programmes.

TABLE 9

Distribution of Respondents¹ according to Importance of Subjects in addition to Communication Skills in Improved Literacy Programme in Agricultural Sector

<i>Most Important Subjects</i>	<i>Illit.</i>	<i>Farm</i>	<i>Lit.</i>	<i>Farm.</i>	<i>Agric.</i>	<i>Superv.</i>
	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
Reading & Writing only	20	20.4	10	10.3	4	3.1
Increasing Production	45	45.9	53	54.6	70	54.3
Polit., Social and Religious Education	15	15.3	17	17.5	30	23.3
General Education Increasing Production	0	0	17	17.5	25	19.4
Other Responses	18	18.4	0	0	0	0
Total	98	100.0	97	99.9	129	100.0

1. Those who did not respond to this question were 9 illiterates, 6 literates and 4 supervisors.

TABLE 10

Distribution of Respondents¹ according to Subjects Preferred in Modified Literacy Programmes in Addition to Reading and Writing—(Industrial Sector)

<i>Most Important Subjects</i>	<i>Illit.</i>	<i>Work</i>	<i>Lit.</i>	<i>Work</i>	<i>Ind.</i>	<i>Superv.</i>
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Only Reading & Writing	9	10.6	7	8.6	8	3.2
Subjects Related to Increasing Production	62	72.9	43	53.1	87	46.5
Politic, Social and Religious Education	14	16.5	14	17.3	31	16.6
General Education and Increasing Production	0	0	17	21	63	33.7

(1) Those who did not answer this question were 6 illiterates, 2 literates and 3 industrial supervisors.

The Table indicates that respondents in the industrial sector emphasized the importance of those subjects linked with production activities. Workers in industrial production gave preference to the subjects which deal, first, with industrial production and second, with general knowledge. This is a manifestation of an increasing concern for meeting the needs of improvement in production both qualita-

tively and quantitatively, and for expansion in socio-economic development at large.

2. Motivation for Learning

Social psychologists emphasize that successful learning is based on a certain amount of qualitative and quantitative motivation. Motivation for literacy can be defined as "such processes as would induce the illiterate person to act for acquiring the

skill of reading and writing. In order to make him act, he has to be prevailed upon and persuaded to the extent of generating an urge for action utilizing own efforts to become a literate".²

In order to assess the ways in which illiterates can best be used for motivating them towards participation in literacy programmes, respondents were asked to state their opinions on the most important device which can encourage illiterates to join literacy classes and benefit from them. The Table 11 reflects the responses of literates and supervisors on this question:

The Table indicates that literates and supervisors in the agricultural and industrial sectors were in total agreement concerning the importance of incentives in literacy programmes. In addition the importance of stimulating the interest of learners through campaigns and pointing out the literacy classes were among the motivational devices suggested by respondents.

It is relevant to point out that type, quality and application of motivational devices vary according to the sector and other prevailing conditions.

4. Attitudes Towards Functional Literacy

Functional literacy is an educational system, linked with other socio-economic systems in the country, which attempts to provide illiterates and semi-literates with the necessary skills in reading, writing and arithmetic integrated with vocational training as well as behavioural aspects in view of the development needs, targets and bottlenecks. The educational programmes are tailored to the needs and problems of the location be it agricultural, industrial or that which provides types of services. The programme contents are derived from the work-life environment of the learners

(2) Indian Journal of Adult Education, February, 1969. P. 2.

TABLE 11

Distribution of Respondents¹ according to Motivational Devices for Learners

Response	Agricul. Sector				Industrial Sector				Total	
	Lit.		Superv.		Lit. Work		Superv.		No.	%
	No.	%	No.	%	No.	%	No.	%		
Material & Non-material Incentives	23	24.7	51	38.9	57	68.7	146	77.2	277	55.8
Proper Campaigns	41	44.1	29	22.1	10	12.0	17	9.0	97	19.6
Content of Prog.	8	8.6	23	17.6	0	0	0	0	31	6.4
Real Interest to Learner	15	16.1	0	0	0	0	0	0	15	3.0
Proper Facilities	0	0	0	0	4	4.8	3	1.6	7	1.4
Other Factors	6	6.5	28	21.4	12	14.5	23	12.2	69	13.8
Total	93	100.0	131	100.0	83	100.0	189	100.0	496	100.0

(1) Those who did not answer this question were the following: 10 farmers, 2 agricultural supervisors and 1 industrial supervisor.

and are in turn fed back in to the curriculum and the relevant educational programme as a whole.

Respondents (illiterate farmers and illiterates workers) were asked

to express their opinions and attitudes towards the linkage of functional literacy programme with development projects. The distribution of their responses was given in the following Table:

TABLE 12

Distribution of Respondents¹ according to Attitudes Towards Functional Literacy Programme

Response	Illit. Farmer		Illit. Worker		Total	
	No.	%	No.	%	No.	%
	Support the idea of linking literacy with production	96	92.3	86	95.6	122
Other Responses	8	7.7	4	4.4	72	37.2
Total	104	100.0	90	100.0	194	100.0

(1) Those who did not reply to this question were 3 farmers and 1 worker.

The Table indicates a strong feeling among illiterate workers and farmers towards the functional literacy approach.

This trend assures the administrators, planners and those engaged in literacy activities that functional literacy programmes,

are needed and favourably supported by illiterates in both the agricultural and industrial sectors. Efforts should be made to modify the present literacy programmes towards functionality, and/or start projects in which functional literacy programmes can be an integral part.

भारतीय प्रौढ़ शिक्षा संघ की नई पुस्तकें

1. साक्षरता और प्रौढ़ शिक्षा

मूल्य : रु. 0.50

2. विकास का एक माध्यम साक्षरता

मूल्य : रु. 1.50

3. एशिया में प्रौढ़ साक्षरता योजना पर विचारगोष्ठी : रिपोर्ट

मूल्य : रु. 1.75

4. एशिया में कार्यात्मक साक्षरता की आयोजना (एक सुझाव पुस्तिका)

मूल्य : रु. 1.75

पुस्तक मिलने का पता :—

भारतीय प्रौढ़ शिक्षा संघ

17-बी, इन्द्रप्रस्थ मार्ग,

नई दिल्ली-1

List of English Publications of the Association

	Inland Price Rs. P	Foreign Price (U.S. Dollars)
1. Liquidation of Illiteracy	2.00	1.00
2. Community Centres	2.50	1.00
3. Training of Social Education Workers	3.50	1.75
4. Literature for Neo-literates	3.50	1.75
5. Recreational and Cultural Activities in Social Education	3.50	1.75
6. Libraries in Social Education	3.50	1.75
7. Social Education in Rural Reconstruction	1.00	0.50
8. Workers' Education	2.50	1.00
9. Social Education in Urban Areas	1.50	0.75
10. Organisation and Administration of Social Education	1.50	0.75
11. Community Organisation in Social Education	2.00	1.00
12. Social Education and Democratic Decentralization	3.00	1.50
13. Social Education and the Youth	2.50	1.00
14. Adult Education and Economic Development	2.50	1.00
15. Development Work Among Rural Women	1.00	0.50
16. Methods and Techniques of Workers' Education	3.00	1.50
17. International Conference on Adult Education	3.00	1.50
18. Trade Unions and Workers' Education	1.00	0.50
19. Place of Recreation in Social Education—S.C. Dutta	1.50	0.75
20. Human Values in Adult Education	1.00	0.50
21. Social Education in 2nd Five Year Plan	0.75	0.50
22. Adult Education in Community Development	1.50	0.75
23. Social Education in Changing Society	1.25	0.60
24. Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00	2.25
25. Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50	1.00
26. History of Adult Education in India During British Period—Sohan Singh	3.50	1.75
27. The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50	0.75
28. Social Education—Ten years in Retrospect—S.C. Dutta	0.50	0.25
29. Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.25	0.60
30. Adult Education in Rural Areas—Abstract	0.35	0.10
31. Community Action—Abstract	0.35	0.10
32. Training in Adult Education—Abstract	0.35	0.10
33. Community Organisation in Adult Education	1.00	0.50
34. On to Eternity Vol. I—S.C. Dutta	5.00	2.00
35. On to Eternity Vol. II—S.C. Dutta	2.50	1.00
36. Group Discussion—M.C. Nanavatty	3.75	1.75
37. Celluloid in Indian Society—H.S. Bhola	2.00	1.00
38. The Alphabet for Progress—Mushtaq Ahmed	0.60	0.25
39. Selected Problems in Social Education—Homer & Helen Kempfer	5.00	1.50
40. New Dimensions in Social Education—S.C. Dutta	2.00	1.00
41. Implications of Continuous Learning—J.R. Kidd	2.50	1.00
42. New Trends in Adult Education in India—S.C. Dutta	2.00	1.00
43. Seminar Techniques—Dr. S.R. Ranganathan	1.00	0.50
44. Workers Education Abroad	2.00	1.00
45. Adult Education in South Asia—S.C. Dutta	1.00	0.50
46. American-Hindi Cook Book	6.00	2.25
47. Life-Long Learning for Survival	3.50	1.50
48. Schools and Adult Education	2.00	1.00
49. Life-long Integrated Education	4.00	1.50
50. Adult Education for Parliamentary Democracy	5.00	1.75
51. An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00	4.50
52. Literature for Neo-Literates in India—A Bibliography	7.00	2.75
53. Education for Perspective—J.R. Kidd	24.00	6.00
54. Adult Education and National Integration	3.50	1.25
55. Adult Education in the Seventies	5.00	1.75
56. Manual for Adult Literacy Teachers—N.R. Gupta	10.00	2.75
57. Adult Education for Farmers in a Developing Society—J.C. Mathur	12.00	5.00

Available from :

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

INDIAN JOURNAL OF

ADULT EDUCATION



MARCH 1973

Solemn Ceremony

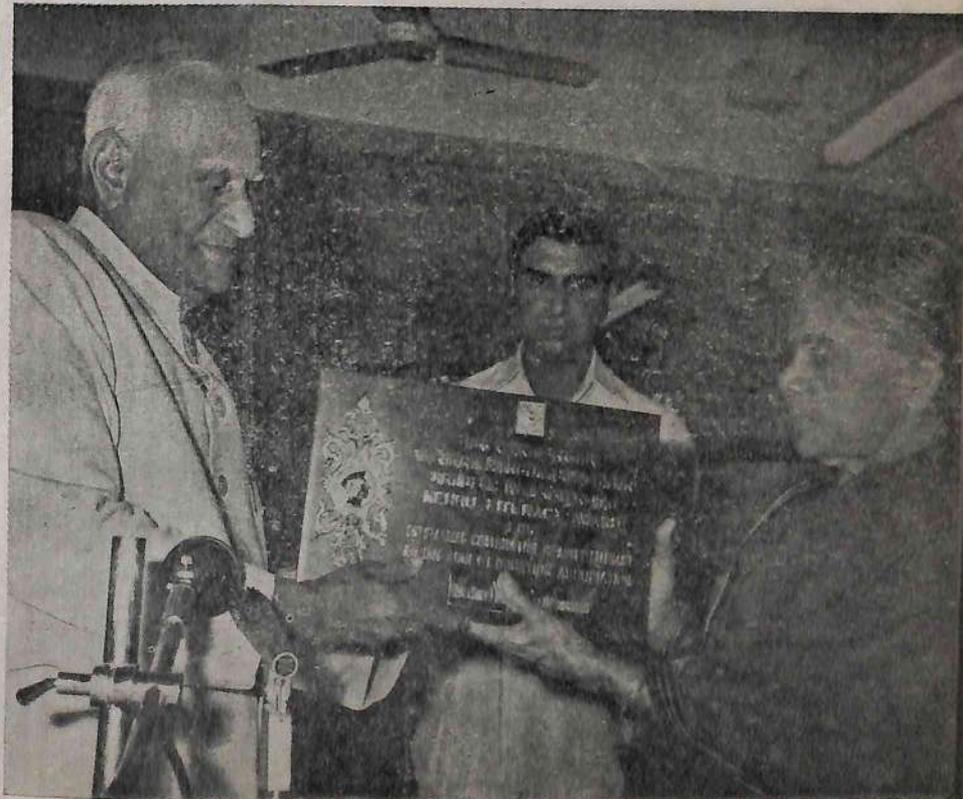
*New Strategy
for
Adult Education*

★

*Literacy
and
Economic Development*

★

*Universities and the
Challenge of
Illiteracy*



The President, Shri V.V. Giri, presenting the Nehru Literacy Award for 1971 to Dr. (Smt.) Durgabai Deshmukh in New Delhi on March 14.

NEHRU LITERACY AWARD PRESENTED TO DURGABAI DESHMUKH

The President, Shri V.V. Giri presented on March 14, 1973 in New Delhi the Indian Adult Education Association's 1971 Nehru Literacy Award to Dr. (Smt.) Durgabai Deshmukh, founder and President of the Andhra Mahila Sabha, Hyderabad for her outstanding contribution to the promotion of adult literacy in this country.

Paying glowing tributes to Mrs. Deshmukh for her consistent and ceaseless battle against illiteracy in the country over the last nearly four decades, the President said the movement against illiteracy must become a national movement and voluntary organisations must play their role in it.

The President said that an enlightened electorate was a sine-quo-non of democracy and a democratic social order would function only if the citizen was vigilant and took an active interest in the affairs of the nation.

Tremendous Job

He said "We in India are today attempting to build a new society in which our common people will get a square deal. This is a tremendous job requiring the willing cooperation and hard work of our teeming millions. It will not be possible for us to release the unbounded energies of our people for national reconstruction unless we educate and motivate them on right lines. It is precisely with

this view that concept of functional literacy has been evolved."

The President suggested that it should be planned to wipe out illiteracy within a decade or so and concrete plans should be drawn for this purpose.

Commending the work done by the Indian Adult Education Association, Shri Giri said the torch of literacy must be carried on to every nook and corner of the country. He said the field was pre-eminently suited for voluntary organisations and they should come forward to accept that.

He suggested that for the educated the slogan "Each One Teach One" should become a way of life. The country needed thousands of dedicated workers in this field and the President hoped that the shining example of Smt. Deshmukh should inspire them.

In her acceptance speech Smt. Deshmukh urged

a national commitment for a time-bound eradication of illiteracy. She recommended the setting up of Central Functional Literacy Board responsible to the Assemblies and Parliament as well as parallel implementing agencies in each State.

She urged the Government to spend more on educating the adults. Against Rs. 50 crores, two per cent of the expenditure proposed on education—earmarked for adult education programmes in the Fifth Plan a sum of Rs. 300 crores was required, she said.

Reading out the citation, Dr. Mohan Sinha Mehta, President of the Indian Adult Education Association said Smt. Deshmukh "is a glorious example of what adult education can do in enriching an individual's life and in promoting national progress".

Dr. Mehta pointed out that Smt. Deshmukh was peculiarly suited to be recipient of the award because early in her life she realised the value of literacy and under the guidance of Mahatma Gandhi set about teaching herself English and later went on to do her graduate work from the Universities of Banaras, Andhra and Madras.

Dr. L.M. Singhvi, Vice-President of the Indian Adult Education Association, proposed a vote of thanks. He said that Smt. Deshmukh's life was a saga of dedication to social work. The award should serve to remind us that we have pledges to redeem.

Among those who attended the presentation ceremony were Shri Baleshwar Prasad, Lt. Governor of Delhi and Dr. V.K.R.V. Rao, M.P. and former Union Education Minister.

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

A Souvenir on the occasion was published by the Association.

The earlier recipients of the award have been Dr. Welthy Fisher, founder of Literacy House, Lucknow, and Smt. Kulsum Sayani, Vice-President of the Bombay City Social Education Committee and Mysore State Adult Education Council.

PM STRESSES IMPORTANCE OF LITERACY FOR SUCCESS OF DEMOCRACY

The Prime Minister, Mrs. Indira Gandhi has asked people to work unitedly, sincerely and ceaselessly to help eradicate illiteracy from the country.

Without vast expansion in literacy, Mrs Gandhi said, democracy could not have deep roots in the country. Success of democracy depended very much on the number of literate people in the country, she said.

Mrs. Gandhi was speaking in Lucknow on Feb. 16, 1973 on occasion of 20th Founders day of the Literacy House.

Describing illiteracy as a curse for the society Mrs. Gandhi said it was the pious duty of the one and all to actively cooperate for the removal of illiteracy.

Literacy, she said, was the only way for promoting of better understanding and goodwill among the people. It was only through literacy that one could know what was happening the world over and could have better knowledge of ones' rights and duties.

She was of the view that it would be wrong to suggest that the people in remote corners in the rural areas of the country did not know or understand their day to day problems though most of them were illiterate. Still literacy helped in better understanding of such problems.

Mrs. Gandhi commended the role played by Dr. (Mrs.) Welthy H. Fisher in the field of spreading literacy among the people and said that people should emulate the example of Dr. Fisher. A commemoration volume was also presented to Dr. Fisher by Mrs. Gandhi.

ICAE Starts a Newsletter

The newly established International Council for Adult Education has brought out the first issue of a newsletter in English which describes the programmes and services of the Council for the next three years.

Mr. S. C. Dutta, Hony. General Secretary of the Association is a member of the Board of the Council.

For further information write to Dr. J.R. Kidd, Secretary-General, International Council for Adult Education, George Brown College, 21 Nassau Street, Toronto, Canada.

Conference to Discuss Documentation in Adult Education

The Unesco is organising an expert conference on documentation in adult education at the International Bureau of Education in Geneva on May 29 and June 1, 1973. Information: Mr. J.C. Cairns, Director, Adult Education Division, Department of Out-of-School Education, Unesco, Paris.

NEW STRATEGY FOR ADULT EDUCATION IN INDIA

M. S. Mehta

(Rs. in crores)

THIS country had not even got out of the feudal stage, when it came under the colonial rule of a foreign power. Under feudalism and imperialistic systems, the masses of people generally toil for the ruling class and the aristocratic and affluent sections of the people. The common people are allowed to remain contented with their ignorance and poverty. That has been the general feature of paternalistic and oligarchic societies all the world over. India was no exception.

At the beginning of the century enlightened sections of the Indian people, on comparing the general conditions of the country with the Western society, began to feel worried about the ignorance of the masses of India. The British authorities showed some sympathy for that feeling. But it was a feeble attempt at remedying the situation which had already become a formidable national problem. Very little really effective was conceived and even less was done to improve matters.

After Independence too—and strangely enough even after accepting a dynamic policy of Planning for Development—this sector of education received very meagre attention. Not only did it get a very low priority in the five-year plans, as is evident from the allocation of resources, but little thought went into devising a strategy for reducing illiteracy in India. The following figures are revealing—and have a very depressing meaning:

Plans	Total Allocation on Education	Allocation on Adult (Social) Education	Percentage
1	2	3	4
I. Five-year Plan	153	5	3.3
II. Five-year Plan	273	4	1.4
III. Five-year Plan	589	2	0.3
IV. Five-year Plan	824.24	8.30	1.0

It may be further added that even this very inadequate allotment was not utilised for social/adult education. A substantial part of the fund provided for this purpose was diverted to other purpose, particularly after the Chinese invasion of 1962.

The country is committed to the three-fold ideals of Democracy, Socialism and Secularism. It is obvious that a society with these goals must have a strong base built on the conscious and genuine support of the people as a whole. They should actively contribute towards the political and economic progress of the society. For this a minimum measure of general education should reach the masses of people—men and women, rural and urban.

Plans of economic development have produced significant results. The country's economic growth has been stimulated. Industry and agriculture, education and social consciousness have seen remarkable expansion. But this process should have been much more rapid and substantial, if the society did not labour under the terrible handicap of

mass illiteracy and the social and educational backwardness of large sections of society and of many regions of the country.

A strong world opinion is now focussing its attention on illiteracy and educational backwardness which is responsible for maintaining inequality all round—in economic conditions, technological advances, in industrial growth and social awareness. This situation calls for urgent measures. Since a lot of time has already been lost, there is the urgent need for special and large scale effort to make up for lost opportunity.

This country has laboured under another confusion for the last three decades or so. Among the educated people the term "Adult Education" almost always signified "Adult Literacy," with the unfortunate result that the scope and programme of adult education carried a very narrow meaning. This has been a rather unfortunate by-product of the country's ignorance of an indifference to the whole concept. This also calls for a radical and speedy remedy.

Education has been now

Dr. Mehta is President of the Indian Adult Education Association.

by ignorance and lack of mastering communication skills,

- (2) maladjustment to the changing conditions and finding difficulties in dealing with others.
- (3) inability to make a balance between income and expenditure plus lack of interest in educating children.

B. Socio-economic Impact of literacy

The relationship between education and socio-economic development has been an important theme of several scientific studies. Preliminary findings indicated a positive relationship between illiteracy and national income in the sense that education and literacy were positively correlated with growth of national income. In other words the rate of development is higher

in countries with high rates of educational achievement. Underdevelopment could be readily felt in the countries with a low ratio of educated persons at various levels.¹

This study sought to find out to what extent the traditional (mass) literacy programmes had an impact on socio-economic activities, e.g., the contributions made by farmers and workers who became literates towards increasing production on the one hand, and decreasing production costs on the other.

Table 3 shows the distribution of responses in industrial and agricultural sectors concerning the economic impact of literacy.

(1) Unesco, *World Illiteracy at Mid Century*, Fundamental Education Monograph No. XI, Unesco, Paris 1965, P 176.

TABLE 3

Distribution of Respondents¹ according to Impact of Traditional Literacy Programmes on Increasing Production

Type of Impact	Agric. Production				Industrial Production			
	Lit.		Sup.		Lit.		Super	
	No	%	No	%	No	%	No	%
There is a positive impact of Traditional Lit. Prog. on Produc.	57	62.0	76	57.1	31	41.3	68	35.8
There is no positive impact of Trad. Lit. Prog. on production.	35	38.0	57	42.9	44	58.7	122	64.2
Total	92	100.0	133	100.0	75	100.0	190	100.0

(1) Those who did not reply to this question were: 11 literate farmers and 8 literate workers.

Table 3 indicates that 62% of literate and 57.1% of agricultural supervisors expressed positive attitudes towards the impact of traditional literacy programmes on increasing production. The remaining respondents felt the contrary.

In case of the industrial sector 58.7% of literate workers

and 64.2% of supervisors - felt that traditional literacy programmes had no positive impact on production.

In short, there was a split of opinion among respondents in the two sectors on whether there was a real impact of literacy on increasing production or not. The general trend, in the agri-

cultural sector was that literacy had an appreciable impact on increasing production as reflected in the opinions of about 60% of respondents as against 40% representing those who did not feel any impact. In the case of responses in the industrial sector, the reverse was true.

C. Comparative Social Behaviour of Literates and Illiterates

In the previous pages, the attempt was made to analyze the socio-economic impact of illiteracy vs. literacy from the point of view of literate farmers, literate workers and supervisors in agriculture and industry. In this part of the study the behaviour of illiterate and literate industrial workers will be analyzed in light of available official records. Since the behaviour of literate and illiterate farmers could not very well be checked on the basis of official records, investigation in this respect was limited to industrial workers.

Social indicators used for comparison were the following:

1. frequent absence
2. pretending sickness
3. leave for sickness
4. loans
5. training
6. punishment at work
7. rewards at work.

The data on each of the above items was taken in the year 1968, for which complete and registered information was available.

Analysis of data derived from records on each of the above mentioned indicators revealed no indication of a real difference between literate and illiterate workers in general, although certain differences existed in favour of illiterates. This difference, however, could not be totally attributed to acquisition of literacy alone, since other environmental factors tend to play an important role in shaping the behaviour of workers. Future literacy programmes may very well assist illiterates in gaining more confidence in themselves and in acquiring the types of skills which

Objects and Activities

The overall object of the Scheme is to enrich education of students through community service. Both students and teachers through their voluntary participation in Social Service get directly involved in the tasks of national development. The social service activities in which NSS students can be involved are manifold and cover a vast area of national development work. These activities can be in the shape of projects in the area of education including adult education and literacy classes, organising mobile library service, book banks, helping younger students with studies, helping neo-literates, provision of audio-visual aids, etc. The projects can also be in the area of child welfare, youth welfare, woman welfare, rural reconstruction and agricultural development. There are Camp Projects also for improvement of the campus, making of holiday homes, recreation clubs, parks, etc. The NSS also fosters national integration and secularism. The students involved in NSS educate public about family planning, help cooperative movement, small saving drives and take up emergency and social service and relief work.

For involving students usefully in the various National Service Activities, a student's background, his taste, aptitude, interests, skills and preferences are taken into account. The programme allows scope for individual initiative and meaningful ego involvement of the student. Before taking up any programme of service proper orientation and training of students as well as preparation of the community where the programme is to be implemented are organised. Association, assistance and participation of various development departments of the State and social service agencies in the community are also sought for the success of the NSS projects. Efforts are made that almost every programme of service should be within the physical, material, financial and psychological limits of the concerned community as well as the NSS Units.

N.S.S. is an important ancillary educative agency. It is an effective instrument for socialisation of the youth. As a result of their continuous participation in service work the students gain prestige among their fellow students and develop skills in planning of the programme. The scheme provides creative out-let for their energies in worth-while activities. It arouses their social conscience and provides them with the opportunity to understand social and economic problems of the community. While they work with the masses they imbibe a sense of oneness and sympathy with them which is of immense importance. The Scheme helps to create initiative and decision making capacity in them to solve various problems. The N.S.S. projects as given above help to train students in work experience which might be of good help in their future career. In short, it is a very effective instrument to sharpen their intellects,

to build their character, to improve discipline, to inculcate dignity of manual labour and to develop a sense of social responsibility among the students. Taken in earnestness it goes a long way in making education more meaningful and realistic as it provides students with experience of acquiring rational and proper attitude towards life and its problems, and prepares them for responsible positions in the society.

With the expansion of the scheme, more participants are coming forward with determined zeal, patience and will. Now there is general concensus that it is assuming new dimensions and has begun to be viewed as a movement to modify the very content of education for social transformation. For this the curriculum is to be changed to have an applied character. All out efforts will have to be made to involve teachers from various faculties who could work out a detailed practical programme for various subjects. This is quite an uphill task and will require directives from Parliament to the Central and State Governments, the I.U.B., U.G.C. and the academic councils of the Universities for strenuous efforts in this restructure. Till then Adult Education and Literacy drive are being given priority in the activities of National Service Scheme.

Seekhna aur Seekhana

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

Price Rs. 7.50

Can be had from :

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

5. Work Environment

In order for functional literacy programmes to have a direct impact on increasing productivity and on the general behaviour of the learners, literate workers and industrial super-

visors were asked to state their opinions about the changes required in the present work environment so that literacy programmes would have real impact on production and the behaviour of learners. The distribution of their responses was as follows:

TABLE 13
Distribution of Respondents¹ according to Proposed Changes in Work Environment

Changes Proposed	Literate		Worker		Ind. Superv.		Total	
	No.	%	No.	%	No.	%	No.	%
New incentives for learning	21	28.8	32	20.1	53	22.8		
New treatment of workers by administration	14	19.2	31	19.5	45	19.4		
New system for wages and rewards	6	8.2	9	5.7	15	6.5		
Other responses	6	8.2	9	5.7	15	6.5		
Did not know	26	35.6	78	49.0	104	44.8		
Total	73	100.0	159	100.0	232	100.0		

(1) Those who did not reply on this question were: 10 workers and 31 supervisors.

The Table indicates that literate workers and industrial supervisors are in agreement on the importance of introducing the following changes (in order of importance) in the work environment:

- Create new incentives for learning among illiterates.
- Improve management treatment of workers.
- Establish new provision for wages, increments and rewards.

Applying the test, there was no indication of a statistically significant difference in their responses, which means that they gave the same weight to the above proposed changes in the given order of importance.

In short, there seems to be ample evidence of acceptance of functional literacy programmes in both the agricultural and industrial sectors. A healthy environment should be the foundation upon which any functional literacy programmes is established, continued and expanded.

CONCLUSION

The study sought to explain the social and economic impact of illiteracy in comparison with the social and economic impact of literacy. Attention was given also to projecting future trends for development of current literacy programmes in view of present development plans and projects.

The opinions and impressions of respondents (illiterates, literates and supervisors) in the agricultural and industrial sectors which were expressed on the various issues inherent in the prevailing socio-economic impact of illiteracy vs. literacy. Although it is difficult to isolate the factor of illiteracy or literacy as an attribute of socio-economic and psychological changes at the individual or the community levels, nevertheless, literacy can be considered among the important variables in measuring change.

The consensus of opinions concerning current literacy programmes was that, in spite of the fact that communication skills (reading, writing, and arithmetic) are still viewed as important, there was an expressed need for subjects and educational materials and aids relevant to production in agricultural as well as in industry.

The need to modify current literacy programmes was clearly identified by farmers, workers and supervisors. Improvement and modification in adult education programmes should be as functional as possible and related to the work-life environment in addition to its direct linkage with development programmes.

There is a need on the part of educationists, sociologists, psychologists and economists to make further scientific investigations in literacy programmes. In this way that they can provide the masses of illiterates with the necessary education and training within short period of time, at minimum costs to achieve the highest possible returns. Research and evaluation studies carried out by an interdisciplinary teamwork of social scientists can very well contribute to the improvement of literacy programmes, as well as to the designing of functional programmes tailored to various development projects.

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

CONTENTS

Published every month by the
Indian Adult Education
Association

Contents of the
Indian Journal of
Adult Education are
Indexed in
CURRENT INDEX TO
JOURNALS IN EDUCATION
(New York) and the *GUIDE*
TO INDIAN PERIODICAL
LITERATURE (Gurgaon)

Subscription

Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.
Tele: 272524

<i>New Strategy for Adult Education in India</i>	—M.S. Mehta	3
<i>Literacy and Economic Development</i>	—J.C. Mathur	6
<i>Universities and the Challenge of Illiteracy</i>	—James A. Draper	9
<i>The Third International Conference: Tokyo</i>	—J.R. Kidd	13
<i>Some Impressions of the Tokyo Conference</i>	—Gordon Selman	15
<i>Functional Literacy Project in Afghanistan</i>		16
<i>News and Events</i>		17

Student Camps Planned to Fight Illiteracy

ONE hundred Nehru youth camps will start functioning during the ensuing summer vacation to enable youths to tackle the problem of illiteracy and engage themselves in other forms of social service.

This was announced in the Lok Sabha on April 5, 1973 by the Deputy Education Minister, Mr. D.P. Yadav, while intervening in the debate on the demands for grants of the Ministry of Education and Social Welfare and the Department of Culture.

Mr Yadav said more such camps would be opened during the fifth Plan.

The inmates of the camps would be drawn from schools and outside in the 75:25 ratio.

Mr Yadav pointed out that in the past—at the time of the Bangladesh refugee inflow in 1971 and during the Bihar floods in 1952-53—the people and students had volunteered help. The Ministry had considered this and wanted to link literacy with employment. Perhaps this could be the solution to all our problems, he observed.

Referring to the members suggestion that there should be a library in every district to fight illiteracy, Mr Yadav said these could be started through the Raja Ram Mohun Roy Foundation and the Nehru Youth Camps. The State Governments were already being approached in this matter.

Adishesiah to Deliver Zakir Husain Memorial Lecture

Dr. M.S. Adishesiah, Director, Madras Institute of Development Studies, Madras and former Deputy Director-General of Unesco will deliver the 1973 Zakir Husain Memorial Lecture at the time of the annual conference of the Indian Adult Education Association.

The 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 lecture on 'Humanism of Dr. Zakir Husain' was delivered by Dr. K.G. Saiyidain on December 29, 1970 in Madras. The second lecture on "How Man is Made" was delivered by Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia Islamia on October 31, 1972 in Bombay.

NEWS & EVENTS

International Congress on Applied Psychology

The International Association of Applied Psychology will hold its 18th International Congress in Montreal, Canada from July 28 to August 2, 1974. The theme is 'Psychology, Man and the Human Conditions.'

More detailed information may be obtained from the Secretary-General of the 18th IAAP Congress, Post Box 242, Youville Station, Montreal, Province of Quebec, Canada.

Newspaper Reading Centres Open in Thai Villages

The Ministry of Education in Thailand is establishing newspaper reading centres in villages where there has been at least one class in functional education for family life planning. These centres, which are located under a banyan tree, at a waiting station, or wherever convenient, act as community meeting places and provide materials to maintain the literacy levels acquired in the functional literacy programme.

Each one has three daily papers (two from Bangkok and one local), and other literature decided upon by local committees. The Ministry of Education provides a newspaper written in simple language from time to time. The Kok Kha district of Lampang, for example, has 75 centres serving 78,000 people. The ministry has budgeted 19 million baht for the next five years, and it expects that by 1976 there will be 7,725 centres.

General Council Meeting of IAEA

A meeting of the General Council of the Indian Adult Education Association to consider and approve the revised draft constitution of the Association will be held in New Delhi on May 19, 1973 at 4.00 p.m.

Seminar on NSS and Literacy

The Workers Institute, Indore in collaboration with the Indore School of Social Work organised a seminar on "National Service Scheme (NSS) and Literacy" from March 25 to 28, 1973. Dr. P.G. Deo, Vice-Chancellor, University of Indore, inaugurated the seminar. Dr. W.S.K. Phillips, Principal, Indore School of Social Work presided.

The Seminar recommended that National Service Scheme Unit of the University should make 1000 NSS volunteers available for mass literacy campaign during the year 1973-74. The NSS Unit should also arrange for the equipment and material and for the training of the volunteers.

The Seminar recommended that the constituent colleges of the university should start literacy work from the next session in cooperation with the Workers Institute, Indore.

More Funds for Mass Education Programmes Urged

At the conclusion of the two-day convention against illiteracy in New Delhi on May 3, 1973, it was recommended that adequate financial allocations should be made for mass education programmes including primary and adult literacy work. The Government, it said should legislate and make it obligatory on the part of commercial enterprises to educate their illiterate workers.

It also pleaded for top priority to the eradication of illiteracy in the 15-30 age group in the fifth Plan and extension of primary education to all children.

Rogers Visits Association

Dr. A. Rogers of the Department of Adult Education, University of Nottingham, Nottingham, England, visited the headquarters of the Association on April 14, 1973.

Dr. Rogers met Shri S.C. Dutta, General Secretary and Dr. T.A. Koshy, Associate Secretary of the Association and had discussions with them on the continuing education programmes carried out by the Indian Universities.

He also had discussions with Shri J.L. Sachdeva on the various programmes of Adult Education in India.

accepted as a *Life-Long Process*. It begins with the birth and continues till the death of a man. Not only is it necessary to provide education for the child and adolescent as is the traditional idea behind the formal system of education which is widely accepted and is familiar, but a completely illiterate person, in order that he or she functions in life properly and adequately, needs education of a type, and further a highly educated and intellectually developed individual or a specialist should constantly receive opportunity for replenishing his knowledge and for becoming acquainted with the developments in his field or profession. Then there are millions of people whether literate or illiterate, educated or otherwise, who are out-of-school/college/university and are citizens of a modern democracy, who too should be roped in under some system of informal education or training in order that their life is enriched socially, culturally and intellectually. They should be helped to progress in life materially and also to acquire a measure of civic sense in order to be an active partner in the grand enterprise of the society's progress.

Much emphasis is being rightly placed on the liquidation of illiteracy. It is, for this big country, a problem of staggering dimensions. And yet it cannot be ignored or put aside because of the cost involved or its frightening extensiveness. No civilised society could allow its citizens to remain in this sub-human state and claim to be a real democracy. Illiteracy, ignorance and poverty generally live together and have a close relationship. They contribute to the social and political backwardness of the society. A state of complacency on this hard reality and an eagerness for general development are nearly contradictory. One is almost certain to defeat the other.

Before making plans for attacking the huge problem of

mass illiteracy, it should be clearly understood that literacy, as it was thought of 30 years ago, is not enough. The knowledge of three R's leads one nowhere. In order that the labour and expense invested in making adult people literate yield satisfying result, there should be a comprehensive approach which leads the adult learner to a stage where he is able to make use of his literacy for practical purposes. In one word, the aim should be nothing less than Functional Literacy.

It is estimated that in 1971 there were 38.67 crores illiterates in the country. During the decade 1961-71 the percentage of literacy had gone up a little, from 24.03 to 29.34, but the number of illiterates had unfortunately increased as a result of the growth of population. Among women literacy is still very low. That poses a serious problem. But the challenge has to be accepted. The Plans for liquidating illiteracy during the next 15 years should, it is suggested, first concentrate on the age group 15 to 25.

A massive and multi-pronged drive will have to be undertaken in initiating the general programme of literacy. A large section of the people should be pressed into service as literacy workers after a short preliminary training. This matter will need careful survey, consultation and administration. A call will have to be made from the highest authority (the Prime Minister, for example) to enlist the part-time services of as large a number of people as possible along with teachers, social workers, and others. This problem will need the same attention, effort and drive as is generally enlisted when the country makes itself ready for defence in the time of war. This state of affairs will be shortlived but will deserve to be treated as a National Emergency. Thus many agencies will have to combine their energies to liquidate illiteracy in their areas.

A bold scheme as a part of

the national crusade against the demon of illiteracy should be attempted. Something similar has been adopted by the Shah of Iran in his determination to wipe out the evil of illiteracy from his country. The Governments of States and Union Territories should oblige all undergraduates working for university degrees to devote one year to national service before they can be admitted to the universities' first degree. During that period they will receive maintenance allowance on a frugal scale. They will be roped in for community service of different kinds, including adult education and/or adult literacy work. The whole programme of action will be carefully organised. One month of the 12 month period will be occupied, probably in two instalments, with their training and preparation for social and literacy work. Apart from the advantage of securing suitable manpower for social reconstruction, the moral effect of this scheme will have tremendous value in society.

Literacy should not be treated as an isolated effort. It should be the centre of general community development, covering programmes of agricultural improvement, sanitation, nutrition, family planning and social education in general. This would not only make the programme worthwhile but will also be a powerful motivating factor for the adult people.

In the programme of literacy, as is being suggested, the problem is not merely of funds but largely of outlook, organisation and actual implementation. In this context it will be necessary to energise and activate the National Board of Adult Education. It should have the responsibility of directing the national programme strengthening the State Boards and planning the structure of implementation (including the training of literacy trainers). Local leadership will be drawn into the plan and under suitable guidance, will be utilised for producing maximum results. The States and Union Territories

The Case for Non-Formal Education

Bhanumathi Rao

“TWO current trends are emerging. First, educational institutions are growing in number and becoming more diversified. Second, traditional structures are becoming less formal. These developments are in no way incompatible. The fact that certain school institutions are losing their sacrosanct character may go hand in hand with the maintenance and development of well-knit school structures. Teaching circuits may be extended by increasing the quantity of schools of the existing kind, by part-time teaching and by out-of-school methods, all of which may take place at the same time.

From now, on all these paths, whether formal or informal, institutionalized or not—will be acknowledged, on principle, as equally valid.”*

In a country like India with its magnitude of problems in population, food-production, malnutrition and education, education must perforce precede development. But even such an assertion must be made cautiously. To wait for a school going population to grow up ready to run the diverse management of a society would be putting the cart before the horse. Nor can we be oblivious to the dangers of such a situation.

Efforts made by the Government (since 1947) have been mainly of the institutionalized kind. In the field of adult-literacy and adult education, the Government have largely conformed to the policy of encouraging with funds and guidance,

**Learning To Be: Unesco, Paris, 1972.*

**Mrs Rao is Special Officer, Adult Education, Ministry of Education and Social Welfare, New Delhi.*

voluntary organisations in the field

- with the principal objectives of familiarising the masses with the democratic process,
- activating large scale co-operation in the building up of a welfare state,
- promoting economy by increasing productivity.

This is all well. But to keep pace with the magnitude and diversity of the problems, the halting rhythm of progress through the formal system is inadequate and unhappy. This system itself has been severely handicapped by

- the enormous increase in the school-going population,
- inadequate educational planning in relation to national requirements,
- rise in educational cost per student,
- limitations of the national budget.
- the growth of an educational system irrelevantly carried forward from developed countries.

A system that was conceived as relevant, the Gandhian basic education (Nai Talim) was meant to relate to the environment but on partial institutionalisation, it rapidly declined and has now more or less vanished from the scene.

In an amorphous society such as India's with its proportions of illiterates, half-literate, educated unemployed, the vast rural populations and the urban, it is necessary to activate an over-all open educational system with a variety of choice for the learner and helping mobility within it. While promoting the present closed system which is mainly selective and competitive it is imperative that an open system

on a non-competitive, non-prescriptive basis is encouraged catering to the participants' own interests. There then is a spectrum with the formal at one end. Next to it is the 'alternative' school, multi-unit school with reasonable flexibility in the courses and programmes. Work study schemes, and the open University (the University Without Walls of the U.S.) follow. At the other end are the loosely knit programmes, agricultural and professional extensions, in-service and on-the-job training schemes for 'sub-professionals', clubs, social-welfare organisations; then the last wide range of media, literary, newspaper, radio, T.V. and the like, all of which converge to the concept of life-long education. Some of all this is already being done in India but a more comprehensive approach is immediately called for. Besides existing voluntary organisations in social welfare, (religious, political or social organisations) the Government have in the recent past sponsored two major schemes:

- a) the National Service Scheme, and
- b) the Nehru Yuvak Kendras.

The latter has been very recently introduced and in fact awaits implementation on a large scale. It is meant to mobilize non-students organisation and participation in the larger community from the physical to the intellectual planes. The former has been in operation in some universities and provides unemployed educated youth employment in teaching rural adults.

What then is non-formal education
The levels:

1. The totally illiterate and the drop-outs from primary schools.
2. Secondary school drop-outs,

3. Educated unemployed of various age groups but mostly below 30.

4. Young workers, small farmers, landless farmers, small entrepreneurs, urban workers, such as construction and road workers.

In the first phase it would be advisable to confine to the age group of 15-25, as they are the largest number with a modicum of motivation, receptivity and productivity-potential. This need not exclude other age groups but the programme should mark this as priority area.

In the methodology of instruction, the first two categories should be weaned away from their indifference by bringing to them the utility and value of education also making it entertaining. The second it may be assumed can be more easily motivated as they have some information and have only to be impressed about better job-opportunities. They are also a valuable asset in the building up of a pyramid of levels where the higher levels can benefit the lower levels while themselves benefiting from even higher levels. As for the category of workers, farmers etc., at first they should be motivated with functional literacy programmes, and when sufficiently informed they can be exposed to higher and more refined programmes beneficial to their skills and trades. Remedial and supplementary education should be made more accessible.

A distinction has to be made between what is immediately useful as they will benefit both the individual as well as the community, and the larger aims of education to widen horizons and enrich their life. Since a social purpose is inevitable in an evolving society, the imparting values must be done on every level and to all groups.

As can be seen no uniform method is feasible or practical a programme must be drawn up to accommodate the diversity of needs.

Since the non-formal system is not oriented to award diplomas but to get the students activated in his learning habits, they should be course oriented and for short-terms. Thus a worker interested in the strength of materials should be able to sit through a course (audit), on the same, in an engineering college. This approach can be extended to agricultural, managements or artistic professions.

At the very outset, special surveys must be conducted, to identify the particular areas of problems, more so in rural regions. The vast number of out-dated rural schools with their rigid pedagogic approach makes the student merely passive. Surveys can show exactly how extra-curricular activities which stem from the particular environment are to be organised. The old primer should be replaced with a work book for the teacher giving him enough flexibility for illustrations wherever possible. Cassette tape-recorders can also be introduced as these can be used even without electricity. The survey can also help to chart out programmes for a more meaningful and effective use of mass media. Proper follow up should be ensured as otherwise these expensive methods will lapse into disuse after the initial glamour. Students should be shown how interesting books can be and lectures must be held in well-organised rural libraries with slides and audio-visual techniques.

Agricultural universities should integrate their programmes with rural communities. Short term courses for farmers should be conducted. Camps must be arranged where these areas are remote from such institutions. The same must be done to make polytechnics and the like accessible to small artisans.

As a beginning a central bureau must be set up for the following functions:

—to conduct nation-wide surveys to plan extension of the formal to the non-formal, or create fresh systems where necessary.

—to invent new methods for literacy (discarding old ones, such as the primer)

—to draw up a scheme for centralizing grants, loans and materials presently being given to farmers, workers, etc. through the bureau since this will act as an incentive.

—to recommend intensive campaigns in areas which are least active of short-term durations.

It is also advisable to set up a central office in each State whose recommendations after intimate study of local needs and conditions will be valuable. It must act in close co-operation with State Governments and mobilize their interests where necessary. It must also continually explore how universities, colleges and schools can be used for these extensions.

Large numbers of mobile units which can go into remote villages with programmes to make people understand to learn for their own development, must be introduced. These must camp in areas for a reasonable length of time to ensure sufficient interaction.

The Central representative must, more than anything else, device evaluation systems on the basis of which the programmes can be improved. The lack of such a system is most conspicuous at present. Wherever possible the libraries, museums, clubs and mobile groups should be linked in a unitary chain to help intra-mural loans and common activities.

Introducing the non-formal system Preparing the people

To introduce the non-formal, a primary requirement is enough publicity. This must aim to

— make the community as a

would have to be persuaded to set up their own Boards of Adult Education with a broad purpose and the necessary staff to co-operate with the National Board in developing programmes according to plans.

The employers in industries and large commercial organisations will be expected to fall in line with the national plan in order effectively to carry out the programme of functional literacy in their establishments. The Government itself is the largest single employer of human labour. They have large departments, offices, factories and other activities. The Government should set an example in initiating and implementing programmes of literacy.

Literature for Neo-Literates and Libraries

A massive programme of publication is very necessary for the success of this scheme. For the neo-literates short simple tracts should be produced and printed in bold types. They should contain reading material on subjects of direct interest to the readers—such as the history, geography of the village or the region, about their agriculture, their local problems and difficulties, the matters relating to their Panchayat Samiti, etc. These booklets should be made so attractive that it would create and increase appetite for reading and writing among the people.

Allied with this subject should be the scheme for a network of village and town libraries and reading rooms. They need not be very elaborate or even big in size. These libraries will necessarily be according to the local needs and demands. They will have within themselves the seeds for further growth.

The radio should be fully utilised as a medium for promoting literacy and adult education.

The universities will have an important role to play in supporting the campaign for Literacy and Adult Education. While they will not enter the field

directly in providing trainers, they could play a very effective role in evaluating the programmes of adult education and making useful and corrective suggestions for improving them.

Voluntary Organisations

This intensive and nation-wide programme of eradicating illiteracy from the country within the next 15 or 20 years has no chance of becoming successful unless a large number of earnest and dedicated non-official workers and voluntary organisations are invited to participate in all its phases and stages.

In a big and important scheme in which the whole future of the country and its development are involved, it is only right that there should be provided ample scope for continuous experimentation over the whole field. This is desirable so that no funds or energies are wasted or misused.

It is very essential to draw our attention to the Out-of-School Youth and draw up programmes for their mental development and civic responsibility. They at once constitute a huge reservoir of energy and talent at the middle and lower level of society, which at present remains almost completely untapped. Centres of amusement, athletic activities, literacy programmes, continuation classes, vocational training, programmes of physical development and adventure should all be considered. It would make a tremendous difference to the general development of the country if this large force is disciplined and galvanised for nation-building purposes.

Education of the people as a whole and not merely a small section, has a very important bearing on national development and economic progress. For increasing productivity of the nation, for raising its standard of living and civic outlook, investment in human beings is certain to yield rich dividends. This point is beyond dispute.

Continuing Education and Universities

As for the people who have already received a fair measure of education, the problem of keeping their knowledge up-to-date and helping them further in their specialisation is already receiving attention, although it is not as systematic and as extensive as it should be. Not all the fields of knowledge or professions are covered with this necessary effort. This needs looking into. The universities, the National laboratories, the Institutes of Technology and similar bodies can take care of that social need. Extensive and efficient arrangements should be made for refreshing knowledge and extending it through special courses, conferences, seminars, journals and professional bodies. The universities in India should follow the example of the universities in more advanced countries by establishing departments of Adult Education and for Extension services.

It is suggested that "Adult Education policy, as regards both contents and methods, should correspond to the United Nations' and Unesco's global and multifaceted approach to development. The policy should respect the need for harmony between, on the one hand, the areas with which adult education is concerned: human values, ethical concepts, civic responsibility, economic development and, on the other hand, the motivation at the root of individual learning and social action. Such complementarity is essential if immediate rewards are to be obtained."*

This should be the general objective. Only by adopting a comprehensive aim, the Adult Education movement can have any significance. Indeed only then it will make adequate contribution to economic development and truly strengthen the democratic base of the country's Constitution.

*Final Report of the International Advisory Committee on Out-of-School Education, January 28, 1971.

whole aware that education is not only in the class-room.

- to make it clear that adult education and community development are very close (especially since community development is already accepted by people as capable of kindling civic responsibilities and the desire to develop one's own potentialities for personal and the common good.)
- to bring conviction to those who will play the role of the teacher.

Some Methods

- (1) *Starting from the formal:*
—Let the formal system be the starting point for the non-formal (since it will show how the two can complement each other).
- (2) *Training:*—The teachers and other instructors should be trained in various kinds of vocational teaching. This can be done by establishing state-wide multipurpose centres in various small trades and centres taking into account available talent, local resources and the market (labour and commodity). These multipurpose centres must be in strategic regions catering to a wide area of population. Located especially where vocational training or guidance is notably lacking, they must organise courses in various vocational disciplines on a short-term basis as demand arises, i.e., the courses need not be the same from season to season. Existing institutions can be harnessed for this purpose or the students can be taken there when necessary on a regular basis. In no way should these be treated casually as it

happens with 'educational tours' today. Freedom to leave or rejoin courses must be given and the programme geared to the trainees' interest and future occupation. They must also use the services of professional institutions, engineering, medical, agricultural, etc. colleges. Thus, a tradesman, particularly in a rural area, who is above average can be trained in a polytechnic; or a village mid-wife of the traditional kind be taught modern nursing methods in a good urban hospital. Those people in turn can train their home community. Existing institutions should employ these persons on a part-time basis. Since especially in rural communities the foundry, smithy, bakery or weavery is normally within accessible distance, they may be used as extensions of the school; (it will not be practical for a school to have any demonstrable laboratory). In this way, local traditions and vocations can be encouraged and improved. Upward movement of some sort both in terms of professional career as well as job-satisfaction should be assured within the rural community or else they are not likely to return to the rural community.

- (3) *Extension and Co-ordination:*—Government departments already engaged in extension work should coordinate with these activities:
 - (a) Department of Visual Publicity (films)
 - (b) Book Trust, NCERT, etc. (books, pamphlets, etc.)
 - (c) AIR (Radio, T.V.)

As the teachers are being mentally prepared, these programmes

can be implemented in other ways too. For example:

An agricultural scientist or an educated farmer talking on how to improve farm methods as part of the school curriculum will be more useful than a T.V. programme on the same, or an engineer describing the basic laws of physics/chemistry and demonstrating how to improve the local construction methods will be more useful and accessible.

In all these, the use of existing and easily available local materials and even methods must be incorporated.

How to Extend the Class-room

- (1) *Curriculum Revision.* A good part of the curriculum must be devoted to impart information and skill, immediately useful in the life of the student. The story of Alexander the Great or the poetry of Kalidasa is excellent knowledge but they must be taught what happened in history in relation to the present and their commitment to it. History like charity begins at home.
- (2) *Vocational Courses.* Expose them to various vocational information and skills. Since most of those who come out of secondary or high school either return to the farm or look for semi-skilled or clerical jobs in the cities, they must have some acquaintance with modern cultivation methods, factory jobs (relating to local factories), construction work (masonry, carpentry, smithy, etc.) running a small office desk (typing, stenography, book-keeping, correspondence, salesmanship, etc.) This must form part of the

school programme to make it seem not unacceptable as is the case now. Those interested in pursuing it further can also do so. Dropouts and other adults must be encouraged to sit through these classes, lectures, etc.

- (3) *Media.* Film shows, work-oriented exhibitions, science museums, theater workshop groups, music groups, must be organised. These must be accompanied by lectures and organised as mobile units.

Out of School

Programmes 2 and 3 are to be repeated more intensively and on a higher level, for those who do not want to go through an entire school programme. These may be located in an existing school building, community hall, reading room, etc., whenever it is convenient for everybody. There should be no inflexibility in timings. The agricultural seasons must always be taken into account.

Group discussions with or without a leader, debates, etc. on topics of immediate value can make this a kind of club cum school.

For the literates and semi-literates, libraries, mobile and otherwise, must be started with books very clearly practical and of immediate meaning in their lives. (The do-it-yourself kind or practical suggestions on work improvement). Books on how to enrich knowledge must also be made available. All this must be part of the regular programme of the multi-purpose centre.

In the Urban Areas

While all this is applicable to the urban areas too, there are some special categories to be dealt with separately here. The main categories are:—

- (1) sub-professionals: Primary school teachers, nurses, overseers, small shop-keepers and businessmen etc.
- (2) Low paid technicians, skilled workers, factory hands, etc.
- (3) domestic servants, slum-dwellers and even those

who turn to crime to earn a living.

Here again vocational institutions with a definite job orientation must be begun. These should largely depend on existing institutions for teachers and materials but improve its own methods. Wherever necessary, short-term literacy programmes should be introduced.

Schools and colleges should be encouraged to run special courses on secretarial training, book-keeping, correspondence, typing-stenography, liaison, salesmanship, etc. all of which are nearer to job-potential. Elementary technique of teaching must also be imparted as many take up to teaching on the lower levels.

In factories, industrial houses and large business organisations, the management must be shown how training a hand with preliminary general education, to the particular technical needs of the establishment, is more practical than taking in trained ones. These experiments are well worth undertaking in both the public and private sectors.

HOW MUCH MONEY CAN YOU REALLY SAVE WITH "MEGH" Black Board Ink-Paint?

- *Easy to apply and quick to dry.
- *Anti-corrosive and Protective.
- *Ideal for repainting your Class Room Black Boards.
- *Economical at the same time durable.
- *Gives clear impression of chalk.

BE SURE THAT THE PAINT YOU USE HAS "MEGH" PAINTABILITY!

You'll never know until you try!

Ask from your nearest Book sellers or direct from the Manufacturer:—

M/s. MEGH SLATE FACTORY PRIVATE Ltd.

P.B. No. 24.
BARAMATI. (Poona)



LITERACY

and

ECONOMIC DEVELOPMENT

J. C. Mathur

IT IS often argued that in India a comparison between the States of Punjab and Kerala would show how unimportant literacy is for economic development. Kerala has a very high percentage of literacy (60.16 percent*) while Punjab has only 33.39 percent*. Yet until very recently neither industry nor agriculture had shown signs of upward movement. Punjab, on the other hand, has had a sustained pace of progress. Agriculture is being

* Census figures 1971.

modernized at an amazing speed due largely to the initiative and skill of the individual farmer. Small scale industries have had phenomenal progress; manufacturing centres, machinery, spare parts, woollen textiles, electronics, etc. have sprung up all over and have been making good not so much because of current administrative and economic policies (that are basically not different from those elsewhere) but because of the efficiency, prudence, and enterprise of the individual.

In arguing this, one tends to overlook the other factors or variables in the tempo and content of progress. Thus Punjab's agricultural lead began a century ago when the British having learnt from experience elsewhere introduced a revenue system of which peasant proprietorship was the dominant feature rather than concentration of ownership of land in a few hands and the institution of non-cultivating intermediaries. Modern canal irrigation provided a dependable incentive to large areas and this supported by the careful planning of colonies by the British encouraged the growth of generation after generation of Punjabi farmers accustomed to systematic agriculture. Moverover for centuries Punjab (and Haryana) had known the unsettling effects of invasions from the north-west. Those who chose to settle down in these areas despite the frequent danger of being uprooted, had to cultivate as second nature, a capacity, to rebuild after every such experience. This led to the growth of certain temperamental characteristics that are not so pronounced elsewhere, such as lively interest in material progress, initiative and enterprise, capacity to take risks and to look out for quick-return-technology and above all greater faith in individual enterprise than in community effort and leadership.

Kerala's has been a different story. The climate is bountiful but land is limited. The very heavy rainfall that makes the country lush and green increases the danger of soil-erosion. During the early days of the British rule tropical spices and later rubber attracted foreign entrepreneurs because of the export potential of these commodities. Plantations followed, benumbing the individual farmer's enterprise and reducing the locals only to the status of manual workers. Over centuries immunity from external invasions and steady though small production for meeting essential needs promoted among individuals an outlook favouring settled ways; contentment in regard to material things (but frequent ferment in spiritual and thought processes), and a kind of social and economic hierarchy that negated individual effort to make good materially, and that was far more rigid than in areas where incursions of large group of aliens frequently juxtaposed ranks and castes.

Do I mean that for economic progress these other factors are the major determinants and that literacy and education are meaningful only for

The author is Vice-President, Indian Adult Education Association.

M.S. University of Baroda Launches a Department of Continuing Education

Dr. S. Kapoor

"We must rid ourselves of the idea that anybody can ever finish his education. We cannot give our young people a good education. We can give them *some* education. We need *extended* (continuing) education. We need to set up a program into which people can come at any time in their lives and get as much education as they can take."

Margaret Mead

Introduction

OVER a period of time, M.S. University of Baroda has developed a fine tradition of community service and public responsibility in addition to its commitment to quality higher education. Though the University started functioning in April, 1949, the awareness regarding community service and public responsibility dates far back to 1925 when a Baroda University Commission made provision for extension programmes and the library movement as a University extension movement.

During the last two decades, several Faculties and Departments including a Board of Extra Mural Studies of the University have organized programmes ranging from extension lectures, institutes and seminars to diploma and certificate courses. The developments such as the establishment of the V.T. Krishnamachari Institute of Rural Development in 1955 and its ensuing activities, and the creation and operation of the Center for Research and Training in Secondary Education for Rural Areas (1967-1971) indicate the University's interest and responsiveness to the changing and growing needs of the surrounding communities and society at large. All such foregoing activities of the University and related developments paved the way for the establishment of a Department of Continuing/Adult Education at the M.S. University of Baroda. In 1970, the University under the dynamic and farsighted leadership of Justice N.K. Vakil, Vice-Chancellor of the University, surged forward in creating a new Department of Continuing/Adult Education with a view to develop and administer a university-wide plan of continuing education. The grant of the University Grants Commission was made available in August, 1971. The State Government of Gujarat has also assured of its assistance to the new Department. The Department started functioning in September

1972 with the appointment of Dr. S. Kapoor as Professor & Head of the Department.

Purpose and Philosophy

The Department of Continuing/Adult Education at the M.S. University of Baroda has been conceived as a primary agency through which the University will offer its educational resources to appropriate adult groups, community agencies and organizations. It has come into existence to make the University's resources available to persons who are not regularly enrolled as full time students (who are not day scholars) and whose higher educational needs are not met by educational and other social institutions. In brief, the underlying objective of such an educational arm of the University is to bring Community and the University closer by providing an opportunity to the adult community to share in the benefits and dividends of its University—"its talent, research and resources". Such an approach is based on the following premises:—

- (a) Education should be provided from early childhood through adulthood and be suited to the needs of an individual.
- (b) The University is a community of scholars as well as a societal resource. It can no longer afford to remain as an ivory tower or oasis of knowledge surrounded by a vast desert of ignorance. In order to be a dynamic social institution and an effective agent of social change, it must play an active role in the social, cultural and economic life of the community (ies) surrounding it, by extending its educational resources and services, utilizing the existing resources of the community and developing new resources in collaboration with community groups and agencies.
- (c) Continuing Education is based on the principle that learning is a life-long process. It is a way of life. Learning does not cease with the attainment of degrees or diplomas. It is a misnomer to believe that a person ever becomes completely educated and can acquire all knowledge, relevant to him, in

Dr. S. Kapoor is Professor and Head of the newly created Department of Continuing/Adult Education at M.S. University of Baroda. Before coming to M.S. University, he was serving as Professor at the California State University, Fresno, California, U.S.A.

one's life span. In today's world, obsolescence of knowledge makes continuing education essential as a way of life. The more man knows the more there is to know.

- (d) The strength of democracy lies in a well informed electorate and educated citizenry. The goals of continuing education include life-long learning opportunities for this important resource of our democracy. The education of each individual is essential, if our society is to endure. Continuing Education does not merely emphasize the public responsibility but also stresses the education of the citizen as an individual and by way of self-responsibility, self-fulfilment and self-realization

Programme Objectives

In the light of the philosophical framework provided above, the following specific programme objectives and activities are outlined to guide the functioning of the Department of Continuing/Adult Education. The actual operationalization of such programme objectives will be largely determined by the resources and personnel available to the Department.

1. Personal Growth and Enrichment

To organize courses and programmes which will provide opportunities for personal growth and enrichment, and whereby individuals and groups are able to pursue their interests and derive joy and satisfaction in their lives. This may include: courses in broad area of liberal education; cultural and recreational programmes; classes in art, music, and theatre appreciation; classes in dancing, choral, painting and other such cultural and "liberating" learning experiences.

2. Civic Education and Public Responsibility

To organize programmes which bear directly or indirectly on civic affairs, community problems, community development and so on. The primary objective is to create a feeling of civic consciousness and develop a sense of public and social responsibility on the part of individuals and groups towards problems of common concern. This may include such courses as civic education, voter education, consumer education, family life education, community development and problem solving, human relations, world affairs and international relations.

3. Professional Advancement

To provide professionals such as engineers, doctors, lawyers, scientists, business executives, teachers, social workers, architects and others an opportunity to keep pace with the accelerating proliferation of knowledge and techniques, and avoid obsolescence in their respective fields. This may include workshops, institutes, conferences, inservice training and

retraining and refresher courses which bear any relationship to training an individual for or continuing his education in relation to his job and work.

4. Adult Literacy Education

To assist and promote the programmes of literacy education including Functional Literacy Education, undertaken by the Government and other agencies in Gujarat. This may include: training of teachers and administrators in literacy management education, and methods and techniques of literacy education; production, evaluation and dissemination of literacy materials; developing guidelines for follow-up and continuity of literacy programmes.

5. Degree Programmes (Second Chance)

To provide guidance and opportunities to those who have been forced to discontinue their university or college education due to pressures of modern day life. This may include courses and programmes leading to degrees offered through evening and/or morning college, summer and/or winter school, correspondence instruction, radio, educational T.V., etc.

6. Professional Studies in Adult & Continuing Education

To organize professional courses at the graduate and post-graduate level in order to train individuals for careers in adult and continuing education such as administrators, teachers, counsellors, researchers, etc. These professionals may be trained for job opportunities in schools, colleges, universities, libraries, business & industry, government, civic organizations, etc. Such professional courses may be offered at the B.A. or Master's degree level, independently or in collaboration with other academic departments of the University on a full-time or part-time basis. The primary objective of such a programme will be to develop adult and continuing education as a profession and an academic discipline.

7. Consultation

(i) To provide consultative services to governmental and voluntary agencies in relation to policy formulation, programme planning and development, education and training of personnel, delivery system in matters relating to educational opportunities for adults.

(ii) To provide consultation to other universities and colleges which are planning to establish similar departments and programmes of continuing education.

8. Research and Evaluation

(i) To conduct and encourage applied and basic research in various aspects of adult and continuing education e.g. adult learning, aging, motivation, social class and its influence on learning, surveys of

political and intellectual progress? Perhaps this might have been largely true in pre-independence India and in the pre-war world. Fast technological progress in recent decades and uniform political institutionalization all over the country since independence have changed the priorities of the determinants for progress and introduced new factors. Innovational technology in production, fast transportation of goods and closer interdependence of prices, investments and managerial skills, have created a situation in which even areas that are not endowed with the historical and natural advantages of the kind mentioned above, can achieve economic progress with planned and conscious effort. But in order to be effective in this new environment there have to be built into the development programme of such an area two provisions, namely, ready availability of essential inputs to all levels of producers, for example, capital, irrigation, credit, fertilizer, machinery, etc. and, secondly the skill among the producers to use new technology, the use of which ensures substantial and not marginal returns on the investment of funds and labour.

To go back to the examples of Punjab and Kerala, it appears from the experience of the last few years, that the Punjab farmer and technician had access to the relevant skills. And these include relevant literacy. The word "relevant" is important. The widespread literacy among the people of Kerala was relevant to desk-vocations and to journalism. That has enabled a large number of the inhabitants of Kerala to seek jobs in offices and government services even outside Kerala and to make good. That explains also the extensive circulation of newspapers and journalism and the multiplicity of local newspapers. The Punjab acquired literacy that is relevant to the vocations connected with productive enterprise i.e., new type of farming and improved minor industries, as also activities like transport. This kind of relevant literacy is not always reflected in census figures. Sometimes it is only half-literacy, that is, the user can read and comprehend the technical professional and business terms with which he is concerned. The fabulous Punjab carpenter can read the drawing on the basis of which he has to prepare the piece of furniture; the farmer can read the names of the fertilizers he needs and keep the accounts of credit and so on.

For any kind of economic development today, this relevant literacy is essential and more so for agriculture. This is what is called functional literacy.

A programme of economic development cannot get a firm footing and cannot be sustained unless all those who participate in such a programme have the skills necessary to enable them to contribute their best. At present these skills are available only to the better-off elements among the participants. The small worker, farmer and labourer is denied the

basic skill of education which includes attitude building, production techniques and the knowledge of basic economics. It is a wrong presumption that the small man participating in economic development programmes can do without the skills of education and literacy and that these skills are necessary only for those concerned with management and policy-making. It is this attitude that is leading the country to a plateau in the development process. Initial success has been followed by a slowing down in the process of development. This slowing down is because of the inadequate role of the uneducated and illiterate participants.

Modern production, whether in agriculture or in industry is becoming more and more technical for which enormous inputs of knowledge and sophisticated crop planning are necessary apart from credit, storage, marketing arrangements. These essential requirements necessitate adult education for the farmers so that the schemes of agricultural production such as soil conservation, water uses, dairying and animal husbandry, multiple cropping, intensive cropping, etc. may be implemented successfully.

It has been suggested that although the need for adult education i.e., occupational on-the-job training for primary producers may be recognised, doubts have arisen whether literacy is an essential ingredient of this training programme. The opinion of some agricultural experts seems to be that literacy is not essential though it may be an advantage to the farmers for adopting improved practices. There is some confusion between the need of literacy as a skill and as a motivation. As a motivation, literacy may not be necessary and both literate and illiterate farmers may be motivated and willing to adopt new practices. Literacy as a skill for the adoption, use, and implementation of the new technology and programmes is, undeniably, an essential pre-requisite. It is recognised that some of the preliminary elements of the new technology may not need literacy. The absence of literacy, however, becomes a serious handicap when one goes on to more complex stages in the use of the new technology. This is even more true of the problem areas which do not have irrigation facilities, and places where the soil is deficient in various kinds of nutrients and crops which require foliar application of fertilisers and areas where on account of the climate, pests of lesser known kinds are likely to affect crops. In such areas, the illiteracy of the farmers becomes a serious handicap, because the practices of new technology to be adopted are far more complex and sophisticated.

The sophisticated elements of new technology of water uses, soil conservation, pesticides etc. can be a severe strain on the memory of farmers if they do not have the written word with them. There are serious limitations to demonstrations that could be organized in the remote villages. There is, therefore, need for making the population in the rural

current programmes and research studies in the field of adult and continuing education and institutional studies.

(ii) To conduct opinion surveys in various segments of the community for constant feedback and input to programme planning and development.

(iii) To develop tools necessary for determining programme effectiveness and evaluation in the field of adult and continuing education.

(iv) To evaluate periodically the programmes and courses conducted by the Department of Continuing/Adult Education.

9. Publication

To engage in the publication of literature related to adult and continuing education. It may include a newsletter or a journal of continuing education in addition to publication of research studies conducted by the staff of the Department of Continuing/Adult Education and other academic Departments of the University.

10. Collaboration and Consortium

Wherever feasible, to develop collaborative programmes and consortiums with local, regional and national agencies, private and public, around areas of mutual interest and concern. This may include coordination or joint planning, execution of plans and programmes in the field of adult and continuing education, community and regional development.

11. Co-operation with Professional Groups and Associations in the Field of Adult and Continuing Education

To develop close relationship and co-operative arrangements with professional groups and associations such as the Indian University Association for Continuing Education, Indian Adult Education Association, Asian South Pacific Bureau of Adult Education, International Congress of University Adult Education, International Council for Adult Education and similar other local, regional, national and international groups.

12. Alumni Involvement

To encourage active participation and involvement on the part of the alumni of M.S. University in the programmes and activities of the Department of Continuing/Adult Education. To develop programme and courses in consultation with the alumni groups of the University.

It may be pointed out that the above mentioned educational programmes and services will be undertaken gradually keeping in view the resources available to the Department and the need felt in the community, and the priorities will be determined in response to such needs. Moreover, above is only a suggestive list at this stage which may be expanded later on as the Department moves through

an evolutionary process of organizational growth and development.

Summer School Courses (April-May, 1973) for Adults—A Maiden Venture of the Department

The Department of Continuing/Adult Education in collaboration with several Faculties and Departments of M.S. University has offered a variety of courses this summer, April-May, 1973, in order to meet various levels of interests and needs of the Community. Some of the salient features of the Summer School Courses are as follows:—

1. There are 25 short-term courses including two workshops offered this summer. The courses range from one to four weeks and are in the areas of Social Sciences, Humanities, Education, Home Science, Fine Arts and Music. The courses are meant for housewives, teachers, students and general public who have an interest and a curiosity to learn in the subject area of their choice.
2. There are nine courses and two workshops specially designed for the professional advancement of teachers. The courses are:— Cultural Heritage of Gujarat, Introductory Course in Linguistics and Language Teaching, Training Course for Teacher-Librarians, Use of Various Skills in Day-To-Day Teaching, Orientation Course in Population Education for Schools, Museum Education and Methods of Taxidermy, Programmed Learning for Primary School Teachers, Methods of Evaluation in Secondary Schools & Understanding Indian Art. The workshops are:—(1) Workshop for Nursery School Teachers. (2) Workshop for Art and Drawing Teachers.
3. To meet the aesthetic tastes and needs of individuals, there are courses like Hand-made Pottery, Batik on Textile, Photography for Beginners, Music Appreciation, Creative Sculpture, etc.
4. For housewives there are special courses for the improvement of household management skills. These include:—Foods & Nutrition, Stitching of Sari Blouses and Baby Frocks, Interior Decoration, etc.
5. In the area of Community Education, there are courses like Consumer Education and Health Education. The Consumer Education course aims at helping people to become "Better Consumers" by developing an awareness about their role and responsibilities as consumers. Such a course has a great relevance in country like ours. Health Education course provides basic information regarding health and hygiene and will be useful to those who wish to develop a better understanding of human

body, its nature and work. This course is being offered free of charge for the benefit of public.

6. There are nominal fees for these courses which have been levied only to meet the costs such as modest honoraria to the teachers, initial materials costs for certain courses, etc.
7. As the accent is on learning, there are no formal examinations in these courses. Efforts will be made by the teachers to individualize the instruction. The size of the classes has been kept around 20 to 25 to permit and stimulate better interaction between the teacher and the participants.
8. Certificate of attendance will be awarded to those who successfully complete the courses.

The Department is gradually planning to move into more specialized areas and problem-focussed continuing education programmes and research. Plans are being drawn up to offer a professional course at the Post-graduate level in order to train individuals for courses in adult and continuing education, particularly keeping in view the needs of several universities which have or are considering to establish Departments of Continuing Education with the assistance of University Grants Commission. A special Workshop of one week duration preceding this professional training course will be announced as soon as the plans are finalized. The Department hopes to make a modest contribution to the growing movement of university adult education in India by organizing similar activities and programmes and by setting standards and models at its own campus

UNESCO REGIONAL SEMINAR ON FUNCTIONAL LITERACY AND FAMILY PLANNING

Reported by Dr. N.A. Ansari

The Unesco regional field operational Seminar on Functional Literacy and Family Planning was held at Lambang, Indonesia from Feb. 26 to March 18, 1973.

The Seminar was inaugurated by the Minister of Education and Culture, Indonesia. The Minister emphasised the need for functional literacy linked with population/family planning education and hoped that participants would exchange experiences and explore new alternatives which would lead to a more effective implementation of the programme.

Forty-nine specialists in adult education, family planning, curriculum development, research and evaluation from seven Asian countries viz, India, Bangladesh, Indonesia, Iran, Malaysia, Philippines and Thailand attended the Seminar. Two representatives from Unesco also participated.

The Seminar studied the role of functional literacy in relation to a population programme. It also examined the specific measures needed to link functional literacy programme with family planning project. The Seminar also studied the suitable strategy for devising the educational programme. It made recommendation on the integration of literacy and family planning in terms of educational methods and techniques.

The field operational seminar provided a unique opportunity to the participants to exchange not only their knowledge but also their know-how, enriching each other by the exchange of skills and competence. It provided a self-training exercise to the participants in the field.

The delegates were divided in three groups to study the problem. Each team selected a village for field practice and worked out its own approaches, educational methods and procedures in meeting specific situations, problems and needs.

Subscribe to

Proudh Shiksha

The Hindi monthly containing news about programmes in adult education in India, short stories for neo-literates, folk tales and case studies about pioneering experiments in adult education.

Annual Subscription

Rs. 8.00

Published by

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg, New Delhi.

areas literate if these programmes are to succeed. In the absence of literacy programmes, it is the small farmer who is likely to suffer more. The bigger farmers, even though illiterate, can manage to have contacts with the Extension Officers and other knowledgeable persons having field experience. They can also afford to go to the agricultural universities. The smaller farmers, if illiterate, cannot harness the help of these sources and, in the process, production is likely to be retarded. The modern media of communication like radio, TV. important though they are, cannot replace literacy because, in its very nature, they cannot give information for the specific needs of the farmers at a particular time. Neither films nor any other mass media can fill this gap. They are all interrelated. Literacy is the core of these interrelated uses of mass media.

Much misunderstanding has been due to the

practice of trying to teach adults general literacy. The distinction between the child and the adult learner is often overlooked. A child's faculties need to be exercised and learning to read and write provides opportunity for the much-needed mental gymnastics for the growing child. If properly taught the child regards learning as a game. The play-way is the child's way. But an adult is deeply engrossed in his vocation, his means of livelihood. That learning is relevant to him which emerges from his work-environment and which in the process of learning, enables him to improve his performance. This is true of men of all vocations, politicians, administrators, businessmen, farmers, workers. Educationists will do well to ponder over this principle and to insist upon those responsible for economic development, schemes to consider literacy also as their responsibility provided both its method and contents are relevant to the work of the learners.

AN EDUCATIONAL AID!

'MEGH' marked Quality Slated Roll-up Black Boards are a true Educational Aid.

Because, they are useful as Preparatory, Supplementary, Explanatory, Recapitulatory and Revisional aid in any kind of education, such as Preprimary, Primary, Secondary, Higher, Industrial, Technical, Agricultural, Medical and Military.

They are handy, portable, anywhere hangable, writable with chalk, readable at ease and wipeable with duster.



For further information please write to:

M/s. MEGH SLATE FACTORY PRIVATE Ltd.

P.B. No. 24.

BARAMATI. (Poona)

ADULT EDUCATION AS A FACTOR IN THE DEMOCRATIZATION OF EDUCATION

Much of the debate at the Third International Conference on Adult Education in Tokyo was on the subject of democratization of education and its role in economic, social and cultural development. The following extracts on democratization of education have been taken from the general report of the conference. In the subsequent issues we shall publish the role of adult education in economic, social and cultural development.

The problems of participation

ONE of the significant features of the development of adult education in the 1960s had been a considerable quantitative expansion in the number of participants in adult education programmes. Nevertheless, it was the experience of the conference that an increase in numbers did not necessarily lead to democratization, although it was fully recognized that democratization, could be furthered by the development of such basic skills as literacy. The people benefiting from expanding non-compulsory education were very often the already privileged; to those who had, more was given. There were in many countries vast numbers of adults who were denied educational opportunities or who did not avail themselves of the opportunities open to them. Thus, a purely quantitative expansion might well increase rather than decrease social inequalities. It was furthermore vital that adults should shape their own education in order to reach their own goals and meet their own needs.

The educationally underprivileged and weakly motivated adults were usually those with little or no basic education. They included such less favoured groups as isolated rural communities, migrant workers, the aged and the physically and mentally handicapped. In all such groups the often underprivileged position of women should be taken into account. The Conference touched on some of the reasons for the failure of adult education to reach the disadvantaged. Constraints mentioned were of an economic, social and cultural order.

One factor accounting for the failure of many people, to participate was the pattern of employment. The failure of many people, particularly the young, to participate in the wider aspects of continuing education arises, *inter alia*, from the need to concentrate on gaining vocational qualifications for job advancement. Work in factories, workshops, offices and on farms must thus be adapted to the needs of the learning society. Inability to set aside adequate time for study or a lack of money prevented many people from participating. Conservative socio-cultural traditions sometimes inhibit participation. Belonging to certain sub-cultural groups, for example was a further impediment to participation.

The Conference drew attention to the constant interaction between education and society. Social and economic policy determined the nature of the

educational system which, in its turn, affected social change. New educational goals could not be reached by educational means alone. They necessitated changes outside the educational system in society at large. At the same time, a changing society presupposed a responsive and flexible system of education.

Means of democratization

In the general debate delegate after delegate emphasized the urgent need to increase the participation of the educationally underprivileged and to given them the means to take part in decision-making and to define and solve their own educational problems. One requirement was legislation regulating the right to part-time release from work without loss of pay. The unemployed too should receive training. The significance of tolerable living conditions in making study possible was stressed.

The power of mass media

The power of mass media and such educational techniques as correspondence instruction to reach out into homes and work places was pointed out. But these communication tools had to be used in the light of other factors no less important, among which were local initiative, group management and learner-participation in the planning and execution of adult education programmes.

Group management and local initiative

Adult learners should themselves be fully involved at all stages of adult education programmes. Equally important were the isolated autonomous learners and peer groups in villages, workshops or community centres. Communal efforts through the exchange of experience and idea; could be stimulating and help draw in non-participants. Group activities could engender a sense of belonging and purpose that could constitute a firm base for collective learning; education should be geared to local situations and be accessible to all.

In adult education practice, it was now widely accepted that the concepts of "student" and "teacher" were inadequate. Instead of "teacher" the words "guide" or "counsellor" or "animateur" were increasingly being used; instead of "student" "participant." There was an ideological reason for this change: in adult education instructors and

students were seeing themselves as associates, as educationists more and more came to appreciate that adults were the principal agents of their own education and that they had a wealth of experience and insights to contribute to the learning process.

It was suggested that it was essential to encourage initiatives by local organizations within the framework of a national policy for adult education. Implementing the concept of life-long education carried with it the necessity for such traditionally non-educational agencies as factors, firms, social action groups and ministries other than ministries of education, to take part in the planning and implementation of adult education programmes to a far greater extent than heretofore. This was also true of such other bodies with a combination of educational and other aims as trade unions and cooperatives.

The setting up of community schools or centres or people's universities or local cultural committees or village libraries was seen as one way of generating local initiative.

Rural development

Particularly in the Third World, the welfare of rural people and the related factor of agricultural production were major concerns. Although by far the larger part of the population in most of these countries dwelt outside urban centres: there was all too often a widening gap between the standard of living of the urban population and that of the rural population. People in the villages and outlying areas were often disadvantaged socially, politically, economically, culturally and not least educationally. The basic causes of this were felt by many delegations to be such factors as the system of land tenure, dependence of the countryside on economic interests in the urban centres and lack of real opportunity for the people of rural communities to participate in decision-making for society as a whole.

Not least for the sake of nation-building and economic development the provision of adult education for the often underprivileged rural communities of many countries was a top priority, especially from the point of view of democratization.

Far more educational resources should be channelled into the development of the rich and largely untapped human resources of rural communities, especially in the Third World. Environmental, social and economic factors were prominent here as elsewhere. The subsistence farmer and the landless agricultural worker, today often a victim of forces around him that he did not understand and felt he could not influence, should learn to understand and positively to influence his environment. He must be aware of the social, moral, political and economic forces moulding his society, so that he could become an active agent of change and could improve his situation.

The Conference took note of the close relationship between adult education for rural development and the need in many parts of the world for land reform and for radical changes in the socio-economic structures in the rural areas.

Widening the role of the universities and other-post-secondary institutions

The Conference believed that the role of post-secondary institutions, most notably perhaps in the Third World, should be widened in response to adult needs. The universities should reappraise their relationship with society. They should to a greater extent serve also adults without a formal education and should merge more with the community as a whole.

One way of doing this was to permit mature adults to obtain entry to universities through special mature age entry schemes or even without possessing formal academic awards, provided that they had the requisite knowledge and skills; adults who had gained practical experience or studied outside the regular school system should be given access to higher education. For their part, the universities stood to gain from the practical insights and experiences that could be brought to bear by mature adults.

In developing countries, universities should determine what contribution they could make to the education of the illiterate or semi-illiterate masses. For instance, the training given by universities in adult education techniques and methods should be so designed that professional workers in rural areas knew about and could cope with the problems encountered by the local inhabitants. Research and pilot projects should be directed towards examining the educational and other needs of under-privileged groups.

The role of the universities should be enlarged to enable them to contribute particularly in a systematic manner to the periodic retraining of professional staff at all levels, both in developed and in less developed countries. This need is all the more imperative in developing countries because the scientific environment is frail and because professional staff trained abroad are on their return often cut off both from modern sources of information and from centres of advanced research.

University students and university staff should participate more in community affairs.

Certification and Examinations

Formal examination systems could sometimes be an obstacle to the democratization of adult education. The Conference regarded the reform of some prevailing types of entrance examination for adults as highly desirable. The essential thing was to include and involve people, whereas many traditional forms of entrance examination tended to select and exclude them.

Universities and the Challenge of Illiteracy

James A. Draper

Introduction

INCREASINGLY, universities in India seem to be seeking to identify the role they can most appropriately perform in the process of adult literacy education. Minutes of meetings, conference reports, articles in journals and other such contributions have tried to deal with the question but still the question remains.

Some observations about the present practices might be offered as one way of rationalizing the apparent fact that there seems to be a problem in linking universities to adult literacy education. Although there is general agreement that the universities do have some worthwhile role to perform in this specialized area of education, there seems to be much less agreement about how to define this role. The question becomes not so much what should universities do to meet the challenge of illiteracy in the country but what are universities best able to do, such that the utilization of available resources is maximized and the learning outcomes made as effective as possible. In some cases it might even be observed that some universities have attempted to become involved in the adult literacy process prior to fully examining the vital questions at hand.

The following statements are not infrequently heard from within university circles: frequently universities are not clear about

what they should be doing in helping to face the concern over the high rate of adult illiteracy; pressures from government and university administrators is often put on the university personnel to organize adult literacy classes; students as well as college and university staff members are encouraged to "get involved" in literacy campaigns; state funds are often not readily forthcoming to university departments of adult or continuing education unless these departments show that they are conducting adult literacy classes. Other such statements might be cited but these will suffice to carry forth the argument presented in this paper.

The above statements seem to imply at least three underlying assumptions. No doubt other assumptions could be extracted. For example:

1. Adult literacy education essentially implies a teaching function. Hence, if a university is to become involved in adult literacy education, by definition, it must organize adult literacy classes.
2. Helping to make adults literate can be done by inexperienced people in their spare time.
3. University resources relevant to adult literacy as a problem area is dissociated from the skills and content areas which characterize the main functions of universities.

It will be obvious that all of the above assumptions have serious elements of error in them. They tell only a partial truth. They certainly do not seem to imply a complete understanding of the process of adult literacy education.

It seems that one way to identify the role of universities in adult literacy education is to pose the problem as a research question and let research methodologies determine not only the kind of data to be collected for the study but also the way in which the analysis of the data will be carried out. The research question is: What is the role of the Indian university in adult literacy education? The methodology for collecting and analysing the data would seem to be comprised of three major steps:

- Step 1. To examine in detail all of the components which make up the process of adult literacy education.
- Step 2. To examine in detail the primary and secondary resources of universities. Conceivably, step number 1 could be done by experts in the field of adult literacy and the statement emanating from this group would be widely applicable throughout the country. Such would not likely be the case with step number 2 since the resources of universities will vary from one university to the other. Each university would be encouraged to follow-through with its own self-examination and come to its own conclusions.
- Step 3. To compare the requirements of adult literacy education with the available university resources and draw useful guidelines for realistically identifying a university's role, if any, in adult literacy education.

*Dr. Draper on leave from the Ontario Institute for Studies in Education (University of Toronto) was the resident director in India of the Shastri Indo-Canadian Institute (New Delhi) till recently. As a Shastri Fellow, Dr. Draper conducted a project relating to continuing education at universities in India.

Vidya Bhawan, Udaipur

Dr. M.S. Mehta

IT is easy to introduce a person to new friends, but much more difficult to introduce a school, an educational concept, an institution with some purposeful ideals. In the latter case it inevitably becomes a subjective exercise.

Vidya Bhawan is now forty two years old. The late Lord Morley is reported to have said once: Nobody is worth his salt who is not a bit of a radical in his youth and a bit of a conservative in old age. This remark could not be applied to an educational concept, an adventurous event or a social organisation. It would certainly not be true about Vidya Bhawan. Apart from the fact that an institution is still young, hardly even adolescent at the age of forty two. Vidya Bhawan was born with a special purpose. Its stormy career gives it a peculiar distinctiveness. There is no question of its being already old, stale or conservative. In fact it would be correct to say that even now it is struggling to seek its identity and to find firm ground for its feet.

Revolutionary Ideas

The basic idea is the faith that sound education is a strong base for social dynamism. If children live and grow up in an atmosphere of revolutionary ideas they may be relied upon to question, and even reject, those social ills which have the sanctity of custom and bad tradition. A school which has the double commitment of a system of "progressive" education and social rationalism has to take a thorny uphill path.

Vidya Bhawan from its inception constituted a protest against the evils which had become an accepted way of life in the society of the time. This was the basic fact of its life, a living act of faith. This was both the inspiration and justification for its existence—both on the social and educational sides.

Silent Revolt

Rigidity of caste, denominational distrust and differences, the arrogance of power, wealth and privilege, position of women, blatant inequalities in the eye of public law, mediaeval concepts and conditions of political life, extremely low economic conditions of the mass of people—this was in general the complexion of the society in which Vidya Bhawan was born. This explains why and how its life-purpose turned into one continuous struggle against reaction and orthodoxy. And yet it was not, could not be, nor was it intended to be, a head-on

collusion with the strong-holds of rigid tradition and undiluted authority. And yet in its community life and human relations, a silent sustained revolt was going on against those forces and conditions which kept human ideas and aspirations in bondage.

Bold Adventure

Primarily Vidya Bhawan was a bold adventure in the educational field. Teacher-pupil relations, understanding the individual child, closeness to nature, atmosphere of freedom, spirit of adventure, progressive methods and techniques of imparting knowledge, daring experiments (such as the Open Air Session, at one time the Dalton Plan, the Group System etc.), giving due place to fine arts and handicrafts in the school curriculum and making it as broad based as resources could permit—these and similar features characterised it as school. For this educational effort we have been rather generously even extravagantly complimented by many distinguished thinkers and educationalists, both Indian and from abroad. This naturally makes us happy and indeed proud. At the same time it should not turn our head by making us conceited or complacent.

There is little doubt that some new ground has been broken which yielded satisfaction, but it would be short-sighted and unrealistic to overestimate the assessment of our success and progress. As compared to what remains to be done, the measure of achievement just pales into insignificance. It will be a sad day for Vidya Bhawan—I fervently wish it will never come—when we rest on our laurels or deceive ourselves into thinking that our record has been so extraordinary or so unique or substantial as to make Vidya Bhawan a truly great educational centre. That would be the beginning of the end—the surest way to a fall, to the point of reducing Vidya Bhawan to a routine, common place humdrum institution, a place for gathering information and imparting "instruction" rather than a home of learning, of true "education".

Society needs not only more education of its people (which by itself does not have any extraordinary value in terms of social progress) but good education, and what is more important, right type of education. What is the right type of education? This in itself is a matter of enquiry for thinkers and philosophers. But to put it in simple language for the lay-man, the aim of education is to influence all-round development of the individual—physical, civic, social and of course intellectual. Vidya Bhawan is directly concerned in pursuing this goal. For this we shall constantly have to seek the guidance not only of modern thought but of psychologists for principles of action and of practising educationists for

Dr. Mehta is the Founder of Vidya Bhawan.

methods and tools. We have a long way to go in this direction. We must keep on moving.

Citadel of Civilization

There is the other side of the question which is also of paramount importance. The processes of education should aim at bringing the educator and his disciple close to the pressing problems of society. We must not be tenants of the proverbial Ivory Tower. Decline in human and social values, national and international problems, the all perplexing issue of our grinding poverty, the distance between the elite and the masses, the danger to individual freedom, the exploitation of man by man—these are living burning questions of time. They are a call of urgency. A progressive school like a good university is the citadel of civilisation to recall the expression of Prof. Cyril Houle (of Chicago). When this citadel is conquered, freedom and progress go under. Thus the two sides of education, individual and social—are like the two sides of a coin, indeed they combine to become a single work card for an institution life Vidya Bhawan.

Both in the spheres of education and social progress, Vidya Bhawan has to look to the future without gloating over its short past. How much remains to be done, what a tremendous challenge it is to our sense of duty and power of thought is much more important and has greater relevance than the story of its past, thrilling as it is. Knowledge is increasing at a phenomenal rate. The problems of society are growing in their scope, in variety and complexity. The contemporary world is delicately posed at the brink of a deep abyss, as it were. Has education an answer to these and other baffling issues which to-day torment the human race? That is the big question mark before us.

In the significant words of Prof. John Wild (of Harvard University) "We must notice that the School is the source of that critical ferment and dynamism which is so characteristic of advanced civilizations and which distinguish them from primitive societies". We should study the philosophy of right education, and use it for social purpose. At any rate this has been the sheet anchor of the educational purpose of Vidya Bhawan. It should study this subject and order its programme accordingly in order to pursue the great objective. As Krishnamurthi says, "Though there is a higher and wider significance to life, of what value is our education if we never discover it?".....So long as education does not cultivate an integrated outlook on life, it has very little significance.

Comprehensive Ideal

Educational Service involves and should cover the interests both of the individual and the Community. The right development of the individual is

the source of strength for Society. Even when parents do not comprehend this concept, the right type of educational leadership has to see this inter-relationship and function with that conviction. As the thinker and humanist, the late Bertrand Russel wrote, "The cause of educational reform is forced upon conscientious parents, not only for the good of the Community, but also for the good of their own children".

In the field of educational technique, in order to send out into Society integrated and well balanced young people and to recognise the nature, depth and urgency of the problems which the contemporary world is facing, Vidya Bhawan has to use its energies and resources so that the comprehensive ideal which brought it into life does not become dim or distant or get diluted. So long as this is its approach and attitude, all is well. "Travelling hopefully is better than arriving", (R.L. Stevenson).

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.

The remainder of this paper will be to follow-through with the three above-mentioned steps and hypothesize what would be the outcome. Obviously, if universities were to follow the three-step procedure a number of persons would have to be involved and the kind and amount of data collected would have to be in much greater detail, in order to adequately complete the analysis. Hence, the data presented in this paper are presented only as examples.

Step 1

Components of the adult literacy education process

On the one hand, the term process as it is being used here implies that there is a logical and identifiable series of components which make up adult literacy education, and that these are sequential and have definite connecting inter-relationships. Furthermore the process implies that within the context of adult literacy education there is no end to the activity. That is, learning is a continuous and thereby a never-ending activity. On the other hand, the term process will imply that all of the six components, mentioned below, will be closely and continuously inter-linked with each other. Generally speaking, each of the six major components will include the other five as secondary components. For instance, as a major component, research and evaluation will obviously comprise of planning, training, follow-up and so on.

When one is examining the components of adult literacy education, it seems essential to identify and clearly state for each one the kind of skills, attitudes and knowledge which characterizes the best implementation of such components. In this paper, this section is not intended to be exhaustive. The data might be organized in the following manner :

<i>Component</i>	<i>Skill Attitude Knowledge Requirements</i>
<p>A. Planning</p> <ul style="list-style-type: none"> —for the creation of conducive learning environments. —for the maximum usage of resources. —for human development. 	<p><i>Skills</i> in communication, in working with others, in utilizing available demographic and other data, in realistically estimating time periods for accomplishing particular learning goals, in recording and analysing information, in coordination of events and activities and organization and coordination skills.</p> <p><i>Attitudes</i> which emphasize the equality of human interaction, accepts both teachers and students as continuous learners, accepts learning as a life-long process, respects the rights of others in expressing a viewpoint, accepts literacy education as a realizable and worthwhile activity.</p> <p><i>Knowledge</i> about the principles of planning, about preparing and communicating ideas, about what goals are to be achieved.</p>
<p>B. Research and Evaluation</p>	<p><i>Skills</i> in building evaluation and research into all components and sub-components of the education process, in involving all persons connected with the programme in the evaluation and research process.</p> <p><i>Attitudes</i> that accept evaluation and research as a necessary, positive learning function, that accept the fundamentals of objectivity in data analysis.</p> <p><i>Knowledge</i> about constructing evaluation and research data collecting instruments, about analyzing and communicating data.</p>
<p>C. Preparation of Literacy Materials.</p>	<p><i>Skills</i> in communicating ideas.</p> <p><i>Attitudes</i> about the capability of persons to learn.</p> <p><i>Knowledge</i> about the structure of language, about presenting material which will facilitate learning, about the persons for whom material is being written.</p>
<p>D. Training</p> <ul style="list-style-type: none"> —of teachers —of writers —of researchers —of others 	<p><i>Skills</i> in teaching methodologies, in planning and presenting ideas.</p> <p><i>Attitudes</i> about oneself as a teacher, about the subject-matter to be taught and learned.</p> <p><i>Knowledge</i> of ones own subject-matter of adult psychology, of the educational component in development.</p>
<p>E. Teaching the adult</p>	<p><i>Skills</i> in teaching methodologies, in involving others in the learning process, in developing in others positive attitudes toward learning.</p>

Can the Volkshochschulen of Today Answer the Requirements of Adult Education for Tomorrow?

Helmuth Dolff

Deutscher Volkshochschul-Verband, Bonn

FOR a relatively long time little consideration was given in the Federal Republic of Germany to a cause for which the Volkshochschulen had been fighting for decades—namely the integration of adult education into the general system of education on an equal footing with the so-called traditional sectors of school and university.

Based on the traditionalist ideas of an educational system, which divided life into a period of learning and a period in which one applied what had been learned, public opinion often gave to adult education the task of merely supplying later on in life what had been missed at school, and of being a charming complement to the general and more decorative cultural activities. This state of affairs was not changed by the fact that the Volkshochschulen, after the war, began to make the teaching of civics, education in democratic responsibility, or, as it has since come to be called, political education, one of their central and basic activities. They thus gradually assumed cultural, educational and social functions that had hardly anything to do with those misconceptions. At about the same time the problems of overcoming the traditional opposition between education and training began to be discussed—the alleged incompatibility of vocational training and so-called liberal education.

Nevertheless, people became aware of these difficulties to the extent that the German Commission for Education tabled a comprehensive study, "The State and Mission of Adult Education in Germany," thus clearly initiating a re-examination of the problem. Another decade went by, however, before in 1970 the German Council for Education in its Structural Plan for the Educational System defined adult education—which was called, somewhat abruptly, "continuing education"—as part of the general system of education, to which it was connected by a common organizational structure. In the meantime the Volkshochschulen had expanded their activities considerably in terms of quantity and also in terms of quality in a number of subjects; this extension was reflected by the growing organizational links with the local authorities and their regional associations. Side by side with these public agencies of adult education, more and more institutions that were provided for by a number of private or social bodies began to conceive educational programmes based on the general mission of the respective group.

From the Structural Plan for the Educational System to the Report of the Federal Government on

Education, only a short step had to be taken. The report reads in a way suggestive of a first and rather vague directive.

Continuing Education is the fourth pillar of the general system of education. Everything is to be done to make the country realize that continuing education is a public responsibility, in the same way in which earlier forms of education are considered as such. This means that the fourth pillar shall

- be further developed,
- be protected by law,
- obtain guaranteed financial support,
- come upto high standards of quality,
- work in a systematic and coordinated way,
- be provided with qualified tutorial staff,
- give publicly recognized certificates,
- put before the public its coordinated and permanent share in the overall national programme of education,
- apply modern pedagogical methods and forms of work,
- be in a continuous process of reform and adaptation to evolving requirements ...

This concise abstract seems self-evident to the interested citizen—but there are a host of problems behind this shortened summary. It is therefore hardly astonishing that both the Structural Plan and the Report on Education become vague and unspecific when they deal with the way in which continuing education is to be organized and defined as a part of public educational facilities for each citizen. This certainly is due not only to the fact that whereas plans for a reorientation of school and university can be developed on the basis of existing institutions in which the need for renewal becomes apparent, adult education and its institutions by definition also call for permanent change. Allowance must certainly be made in this field for a number of social and educational considerations and opinions that have long since been overcome for the sake of the matter in schools and universities. Not without purpose did the first draft of the Structural Plan, in its chapter on continuing education, explain in a footnote that in the text the term "continuing education" would replace the internationally used "adult education." The latter term had also been gaining ground in the Federal Republic, and the drafters considered that adult education was being too widely associated with the Volkshochschulen in the public's mind.

In reality the Volkshochschulen have never been, and have never claimed to be, identical with adult education as a whole. They have, however, always understood themselves as the public part of adult education and are still considered as such. The Structural Plan and the Report on Education must not lead one to the conclusion that the state—represented by the federal government, the federal states, and the local authorities—should content itself with merely supplying the financial basis for continuing education once it has become part of the general system of education. If the state takes its mandate seriously, then there will be a competitive interaction and thus much sensible cooperation between public, social, and private bodies.

How do the Volkshochschulen themselves see their place in the educational system? Here are a few quotations from a pamphlet published as early as 1966, *The German Volkshochschule: Its Function and Its Position*:

Conditions of work are undergoing structural changes that call for a high degree of adaptability in the persons concerned. This adaptability presupposes an understanding not merely of individual functions but of human life as a whole....

Our present-day society, being based on the provision of services, requires the ability to cooperate. This must be understood and practiced....

With so many consumer goods and so much leisure time available, selective standards and creative imagination are necessary. Both of these need guidance and encouragement....

Mass media are providing more and more information, and means are required to enable people to evaluate this critically....

The growth of international contacts makes it necessary for people to be linguistically equipped for dealing with unfamiliar problems and people from other countries....

Free and democratic ways of life can be maintained and developed only if the persons representing them are well informed, discriminating and willing to take decisions....

In helping people to meet these requirements of society, adult education should also, as far as possible, help each person to satisfy his own individual wish to discover what he can do and how to act responsibly....

Can the more than a thousand Volkshochschulen, with their several millions of students, answer in this light the requirements of adult education in the future? Are the efforts of the people who work in them, the subsidies of the state, and the intellectual commitment of the public sufficient to help the Volkshochschulen escape the permanent improvisation that exists in spite of organizational stability? At face value one would have to resign oneself and say no. But there are always two sides to each coin, and so we find here, too, prospects of

getting closer to our aim by combining creative imagination and realistic planning. The Volkshochschulen will endeavour to assume their responsibilities in an on going reform, working together with the other responsible bodies for adult education, in conjunction with their partners in the local authorities, and with the support of the state.

To this topic I would like to cite several of the ideas expressed in a brochure, *Model of Tomorrow's Volkshochschule*. The underlying concept is based on the following assumptions:

The rapidly changing conditions of our environment, and not least of all our occupational commitments, make adult education more important in all fields of life.

The redistribution of educational tasks, which it is now sought to bring about by the renewal of the educational system, will have the same effect.

Continued learning will therefore become more natural for the adult.

An institution must be created whose general and public character will enable it to answer with its programmes the rising demands that will be made on it.

The Volkshochschulen have anticipated these needs in order to be able to assume this role in the future; a structure has to be found, however, that will not block the road for further developments.

Projects will therefore have to be made for the types of services rendered, the programmes, the organizational structure, the (tutorial and administrative) staff, and the premises.

As to the types of services that will have to be rendered by the Volkshochschulen along the lines of future educational conditions, the following consequences will have to be drawn:

The Volkshochschule will have to offer a center for autodidactic studies, a national set of certificates with a credit system, a programme of differentiated working groups, and a forum for public discussion.

The educational programmes will also have to consider—apart from long-term developments—relatively rapidly changing interests. Recurring tensions between available and required knowledge and entirely new concepts and problems will have to be examined.

The Volkshochschulen will also have to define more specifically their forms of teaching.

They will have to make clear what kind of participation will be expected and what student can expect of the Volkshochschulen.

The organizational structure will have to mark the Volkshochschulen as a public institution for adult education as distinct from the comprehensive school and the comprehensive university, the one offering a syllabus for clearly defined basic and

(Continued on page 19)

Component

Skill|Attitude|Knowledge Requirements

Attitudes about the capability of persons to learn, about the value of learning and education.

Knowledge of the subject one is attempting to teach, of the link between what is to be learned and some of the basic fundamental needs of life.

F. Follow-up for neo-literates

Skills in developing ways to reach the neo-literate.

Attitudes about the follow-up phase of literacy as an essential component in the education process.

Knowledge about what is required by the neo-literate such that he retains his literacy skills and develops himself as a self directing learner.

In addition to the above-mentioned six major components, there are other aspects of the total adult literacy process which might also loosely be referred to as "components". For example, the financing component whereby funds are obtained from government and other sources, accounts are kept, purchases are made, coordination and organization of resources, physical facilities, and functions; and a time-efficiency component. As with the six major components, each of these areas also require certain skills, attitudes and knowledge specializations.

Step 2

Analysis of University Resources

Universities have typically a number of resources in common, including the following :

1. *Human resources* that are committed to the *full time* practice of teaching and learning.
2. *Physical facilities* including building and meeting spaces intended to house *on campus* teaching, research and learning requirements.
3. *Skills* in planning and

evaluating learning activities; skills in research methodologies; skills in creating, organizing and communicating knowledge.

4. *Knowledge* in many academic disciplines, including those in psychology, sociology, journalism, anthropology, education and administration, to mention only a few that are relevant to adult literacy education.
5. Administrative and coordinating *services*, frequently provided by university departments of continuing education.

In completing this analysis, considerable detailed data would need to be accumulated. Persons would need to be identified, as well as the kind and scope of the university's academic departments, the kind and location of physical facilities, and so on. These resources will vary from university to university and hence, it is repeated, it would seem to be essential for each institution to conduct its own self-enquiry. The university's department of continuing education might coordinate the analysis, involving students and faculty in the procedure. It

seems that the time and effort spent in following these procedures can be justified since the outcome should be clear guidelines for utilizing the resources of the university. To this extent, following these procedures is an investment.

Step 3

Analysis of Data

The purpose of this paper has been two-fold. One purpose is to outline a procedure that may be followed by universities in clearly identifying their roles, if any, in adult literacy education. Second, to pose questions which universities may want to examine in their role enquiry. In order to carry the process suggested in this paper to its logical conclusion it would be necessary to identify those elements which are common to the need requirements of adult literacy education, compared with the resources available at universities. The data collected in a comprehensive and actual study would lead each university to draw conclusions regarding its role in adult literacy education. Since this article is not reporting on an actual and detailed study but only outlining the procedures for conducting the study, one can only hypothesize about the outcomes. This paper concludes by taking the view that if the procedures as outlined were followed, the data collected would lead universities to draw the following conclusions:

1. **That the primary function of universities in adult literacy education clearly lies in the areas of Research and Evaluation, Training and to a lesser extent Planning.**

Research and Evaluation: In participating in this component of adult literacy education, the universities would likely be much more involved in initiation and coordination of the activity,

UN Study Urges Youth Policies to be Based on Volunteerism and Service

A NEW United Nations study entitled *Report on Youth*, points out that about 60 per cent of the world's youth will then be living in development regions and calls for Governments and international institutions to take priority action to meet the special needs of young people.

Based on surveys of youth attitudes in 14 countries, the study notes that youth is increasingly seeking ways of participating in the process of economic and social development. It emphasizes the importance of engaging the energy and idealism of young people by improving opportunities for them in all facets of society, from education and employment to nutrition and volunteer work.

The study says that one of the foundations of youth policies should be a spirit of volunteerism and service.

The study, prepared at the request of the Economic and Social Council by the Economic and Social Affairs Department of the United Nations Secretariat on behalf of the Secretary-General, has been approved by the 32-nation Social Development Commission which concluded its twenty-third session in New York in April 1973. Now, the study will be considered by the Economic and Social Council at its summer session in Geneva in July.

Youth Attitudes

The study notes that its findings "are observational and, while valid in that sense, should in no way be taken as scientifically conclusive". It details several factors which it believes have influenced young people's interest in economic and social change. Large numbers of youth, it says, are moving to cities, clustering in limited space while the employment situation for them is worsening. The mass media, meanwhile, is significantly affecting their life and thinking, and their leisure time, which has increased, is often not directed into constructive, wholesome activities.

At the same time, the report continues, many young people are disturbed not only by the inequities of wealth and privilege in the world, but are also questioning the system of values and norms which are the foundation of society and criticising the failure of adults to live up to the ideals that they set. Recent youth protests the study says, are a symptom of their reaction to this situation as well as to many of the obsolete institutions of the society in which they live. Their protests also reflect their feeling of having a marginal status in society and the fact that they feel deprived of rights and opportunities for meaningful participation in the political, economic, social and cultural life of their society. Consequently, the report adds, the so-called generation

gap has in some instances become an area of conflict and struggle for power between the two age groups.

Particular Needs

The particular concerns of young people in the developing countries are stressed in the report. It notes that in most countries "the overall education system is not adequately meeting the needs and aspirations of youth and, in the view of some, is even worsening". This situation leads to a sense of frustration among youth who are excluded from participating in the planning and implementation of policy at all levels of the educational system.

Linked to educational problems is the need for adequate training to enable youth to find jobs.

Commenting on the health and welfare requirements of young people, the study points out that special attention has to be paid to the nutritional needs of youth.

Participation

In response to the society in which they are growing up, young people are increasingly viewing their role as participatory, the study says. This view of participation, it adds, is defined as not only taking part in the execution of national policy, but also in helping to shape or even to make policy. In addition participation is perceived in broad terms. Being a "good citizen" is not thought of as a specialized activity, but as a multi-dimensional and pervasive approach to living in society. Young people are less concerned with obtaining formal rights than with the effective exercise of these rights, the study believes.

Summarizing the mood of young people, the study says "there is an unquestionable trend for young people around the world to try to come to grips with this issue of participation in national life and to want overwhelmingly to be part of the solution, not part of the problem".

Youth Assess UN

The study notes that in the overall increased concern of youth for national and international issues is "one of the most striking and consistent considerations to emerge from the report". It adds, however, that today's youth should probably not be described *en masse* as a globally oriented generation. Their knowledge of the United Nations system in general tends to be scanty, vague and sometimes inaccurate. Despite this thin information base, some young people do not hesitate to express disappointment, criticism and even hostility when evaluating the Organization.

The study concludes that "most present arrangements for dealing with the needs and aspirations of

(Continued on page 18)

retaining considerable control over what is being done but fully utilizing others, particularly adult literacy specialists as consultants. Both action and "pure" research is required in any educational programme. By definition, action research implies the collection of suitable data, immediately analysing it, and feeding it back into the educational programme in order that it can become part of the decision-making processes. This means that one does not have to wait until a particular phase of a programme has been completed before assessing whether or not the educational objectives are being achieved.

The evaluation/research component will be most successful when it involves all those who are associated with the educational programme. Illiterates, functionally literate, highly literate persons can be involved in these procedures. Research can be conducted with simplicity or with much complexity. It is not the degree of complexity that characterizes research but the attitude one has toward using this as a method for perceiving and interpreting ones environment. Research and evaluation involves a belief-system, regulated by certain principles, relating to an interpretation of ones surroundings.

Since the university may hold primary responsibility for the research and evaluation component, it may very well decide to establish an Interdisciplinary Literacy Research Council on

which persons from various academic disciplines would be represented, in addition to representatives from the field and funding agencies. One of the important functions to be performed by field personnel is that they can assist the researcher in articulating educational objectives out of which the evaluator measures the direction and degree of desirable change which has taken place. Another way in which the field worker can be of considerable help is in defining what are urgent research problems.

Training: Universities will likely become involved in this component only when the principles and theories of learning and methodologies of communication are central to the training programmes. This would imply that those involved in the training programmes would be of the category of field supervisors or those developing highly competent skills such as writers who will be preparing materials for literates. The main purposes of training programmes in which universities become involved is to stress the understanding of theories and principles and only after that emphasize the application of these.

Planning: The university is likely to be involved in this component in the capacity as a consultant and not as the initiator or coordinator of the planning. One factor which greatly legitimizes the university's role in this planning component is the belief that research and evaluation must be

built into all aspects of the adult literacy planning processes.

2. That only in a secondary fashion are universities suitably able to participate in the adult literacy education components of *Teaching the illiterate or neo-literate adult*; *follow-up programmes for the neo-literate*; and *preparation of literacy materials*. A university's involvement in these components would only be through planning, training, research and evaluation. For instance, in conducting a writer's workshop, the prospective writer must be expected to have some knowledge of the literary needs of the illiterate or neo-literate adult. The purpose of the writer's workshop would be to increase the writer's skills in communicating a particular content, attitude or skill to the adult and of evaluating the effectiveness of the materials.
3. That the university is not suitably equipped to be directly involved in extensive field programmes, such as the actual teaching of adults. The university's involvement in a field setting seems to be best suited to small scale involvement where, again, the focus is on research and training. Hence, the university could conceivably be involved in all the components of the adult literacy education process when these take place within pilot or experimental projects and where it has staff and resources specifically capable of fulfilling any one or more of the process components. One

(Continued on page 19)

Can the Volkshochschulen . . .

(Continued from page 16)

further education and the others catering to the interests and needs of the specific groups.

Possibilities of cooperation with the mass media will have to be carefully studied by the Volkshochschulen in order to widen their range of programmes.

The problems of equal chances and the potential service area of a qualitatively sound and differentiated programme will have to be taken into account when the locations of new Volkshochschulen are decided. Each person shall be in a position to reach a center for adult education within thirty minutes; each center requires the services of at least seven permanent staff members in order to safeguard the quality of its work. Spelled out in terms of regional planning this means that, as a rule, Volkshochschulen will have to be established in all regional centers and be provided with permanent staffs. Outposts shall be affiliated with them where required. A coordination of these is necessary in order to guarantee a progressive and qualified continuation of studies even where an individual is no longer able to attend a school in the place he is living.

There is need for further consolidation of the status of the Volkshochschule as a legally independent public institution with its own administration and unhampered development under the legal control of the state and the local authorities.

The financing of the Volkshochschulen is the task of both state and local authorities and should

be given stronger and more specific bases in the same way in which the law provides for other public educational institutions.

Curricula for training and university courses must be conceived in close cooperation with universities in order to meet the increasing demand for full-time tutors; without them all organizational, technical, and educational considerations become void. Only the full-time tutorial staff in a well-organized Volkshochschule that is adapted to regional conditions can guarantee a programme of uniform quality. More efforts will have to be made in order to supply premises for the Volkshochschulen. These centres will necessarily have to be located at the focal points of regional and urban traffic. This will be the guarantee that the systematic programmes of the Volkshochschulen at least will be held under adequate conditions and concentrated at one location. This will not preclude a decentralized programme for suitable subject matters.

Parts of this model have been developed and tested here and there. Much, even most of it, remains to be done. The wealth of experience that the Volkshochschulen have gathered in the years since the last war will be the basis for our further work. Many a beloved tradition will have to fall by the wayside. But this loss might be made up for by the awareness of being able to do more justice to all groups and sections of our people, and to come closer to our chosen aim of serving all citizens of our country.

Recent Publication

TRAINING OF ADULT EDUCATORS

Edited by S.C. Dutta and H.J. Fischer

Price Rs 5.00 or \$1.00

Available from

Asian-South Pacific Bureau of Adult Education

17-B, Indraprastha Marg,

New Delhi-110001

भारतीय प्रौढ़ शिक्षा संघ की नई पुस्तकें

1. साक्षरता और प्रौढ़ शिक्षा

मूल्य : रु. 0.50

2. विकास का एक माध्यम: साक्षरता

मूल्य : रु. 1.50

3. एशिया में प्रौढ़ साक्षरता योजना पर विचारगोष्ठी : रिपोर्ट

मूल्य : रु. 1.75

4. एशिया में कार्यात्मक साक्षरता की आयोजना (एक सुझाव पुस्तिका)

मूल्य : रु. 1.75

पुस्तक मिलने का पता :—

भारतीय प्रौढ़ शिक्षा संघ

17-बी, इन्द्रप्रस्थ मार्ग,

नई दिल्ली-110001.

THE THIRD INTERNATIONAL CONFERENCE: TOKYO

J. R. Kidd

SINCE 1960, UNESCO has become much more an organization of governments and much less one of scholarly societies. Now, it is governments that select and instruct UNESCO conference delegates, and some of the most colourful personalities in adult education were not present at the Third International Conference on Adult Education. Of the nearly four hundred delegates and observers who were at Tokyo, only eight had been at the second world conference in Montreal, and only one, Monsieur A. Basedevant of France, at the first conference in Elsinore. There was also a change in the kinds of representatives; more of the delegates were government employees or appointees of governments than renowned scholars of adult education. In contrast to Elsinore, which was characterized by philosophical dialogue, and to Montreal, where novel concepts were advanced, the Tokyo Conference featured more of an acceptance of established theory, agreement on broad programmes, and consolidation of approaches.

There is not much that is new in the report of the Tokyo Conference. Still, it was a major step to find common agreement about proposals that go far beyond practice in most countries, and it was plain to everyone that governments now take, and expect to take, a much greater responsibility for adult education.

There are now well-established procedures for handling political conflict at UNESCO conferences, and in Tokyo these accepted rituals kept to a minimum any political disturbances or ill feeling. Concepts such as a "learning system," comprising all kinds of learning (in and out of institutions), and a "learning force," composed of learners of every age and kind, were frequently expressed and accepted without dissent at Tokyo.

From time to time there were outbursts and sharp exchanges but, as in 1960, most of the delegates had come to work, not to score debating points. Some were much more interested in practical programmes of action; others, in the form and style of the rhetoric of the reports. Some of the debates had a familiar sound—there was even a dispute between those emphasizing "liberal" education and the humanities and those emphasizing "functional" education and training for jobs or for participation in political and social processes. However, since almost everyone realized that these are not really antithetical but complementary aspects of a broad

educational goal, the Conference was not "hung up" for long on such distractions.

It had been anticipated that those from the Third World might club together and place some stiff demands on the wealthier countries. After all, it is painfully clear that education, including adult education, as now provided tends to favour those who are advantaged. Countries of the Third World were well represented and had sent able spokesmen who often took the microphones, but the only attempt made to organize a protest action or common front failed to carry any support from the African countries.

Most of the delegates entering the debate were concerned about the role of culture and the arts as well as jobs or about basic education for those who lack it. They were interested in intensive preparation for *animateurs* and teachers of adults. But they were also interested in continuing education for all people, in diffusing it to where they live and work, and in making use of correspondence courses and other media (as does the Open University in Britain and similar programmes in Germany, Japan, and Poland).

A dominant theme from the first day was the democratizing of education—by extending it to more people and by increasing their participation in the choice of educational goals, methods, and content. To such ideas, there was little verbal dissent, even from countries that have always followed an elitist tradition in education or from those in which the educational system is totally controlled by the government. Educationists, at least many more of them, are coming to realize and acknowledge that the schools cannot provide all education, that many more youths and adults must be provided for, and that learning experiences out of school are often of equal significance to those inside. Schools are being transformed in style and method and content, and in most countries learners of all ages have an enlarged role in learning and may share the making of decisions with teachers, inspectors, and administrators.

Some had feared that a conference held in Japan, where the gadgets and hardware of educational communications are omnipresent, would be dominated by technology. This was not so. No one displayed much doubt as to the utility of these media, but their limitations were understood and the need to use them in a carefully constructed learning process was fully acknowledged. Surprisingly, for a conference held in a city of more than ten million people, there was almost total neglect of debate about

Dr. Kidd is Secretary of the International Council for Adult Education, Toronto.

List of English Publications of the Association

	Inland Price Rs. P	Foreign Price (U.S. Dollars)
1. Liquidation of Illiteracy	2.00	1.00
2. Community Centres	2.50	1.00
3. Training of Social Education Workers	3.50	1.75
4. Literature for Neo-literates	3.50	1.75
5. Recreational and Cultural Activities in Social Education	3.50	1.75
6. Libraries in Social Education	3.50	1.75
7. Social Education in Rural Reconstruction	1.00	0.50
8. Workers' Education	2.50	1.00
9. Social Education in Urban Areas	1.50	0.75
10. Organisation and Administration of Social Education	1.50	0.75
11. Community Organisation in Social Education	2.00	1.00
12. Social Education and Democratic Decentralization	3.00	1.50
13. Social Education and the Youth	2.50	1.00
14. Adult Education and Economic Development	2.50	1.00
15. Development Work Among Rural Women	1.00	0.50
16. Methods and Techniques of Workers' Education	3.00	1.50
17. International Conference on Adult Education	3.00	1.50
18. Trade Unions and Workers' Education	1.00	0.50
19. Place of Recreation in Social Education—S.C. Dutta	1.50	0.75
20. Human Values in Adult Education	1.00	0.50
21. Social Education in 2nd Five Year Plan	0.75	0.50
22. Adult Education in Community Development	1.50	0.75
23. Social Education in Changing Society	1.25	0.60
24. Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00	2.25
25. Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50	1.00
26. History of Adult Education in India During British Period—Sohan Singh	3.50	1.75
27. The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50	0.75
28. Social Education—Ten years in Retrospect—S.C. Dutta	0.50	0.25
29. Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.25	0.60
30. Adult Education in Rural Areas—Abstract	0.35	0.10
31. Community Action—Abstract	0.35	0.10
32. Training in Adult Education—Abstract	0.35	0.10
33. Community Organisation in Adult Education	1.00	0.50
34. On to Eternity Vol. I—S.C. Dutta	5.00	2.00
35. On to Eternity Vol. II—S.C. Dutta	2.50	1.00
36. Group Discussion—M.C. Nanavatty	3.75	1.75
37. Celluloid in Indian Society—H.S. Bhola	2.00	1.00
38. The Alphabet for Progress—Mushtaq Ahmed	0.60	0.25
39. Selected Problems in Social Education—Homer & Helen Kempfer	5.00	1.50
40. New Dimensions in Social Education—S.C. Dutta	2.00	1.00
41. Implications of Continuous Learning—J.R. Kidd	2.50	1.00
42. New Trends in Adult Education in India—S.C. Dutta	2.00	1.00
43. Seminar Techniques—Dr. S.R. Ranganathan	1.00	0.50
44. Workers Education Abroad	2.00	1.00
45. Adult Education in South Asia—S.C. Dutta	1.00	0.50
46. American-Hindi Cook Book	6.00	2.25
47. Life-Long Learning for Survival	3.50	1.50
48. Schools and Adult Education	2.00	1.00
49. Life-long Integrated Education	4.00	1.50
50. Adult Education for Parliamentary Democracy	5.00	1.75
51. An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00	4.50
52. Literature for Neo-Literates in India—A Bibliography	7.00	2.75
53. Education for Perspective—J.R. Kidd	24.00	6.00
54. Adult Education and National Integration	3.50	1.25
55. Adult Education in the Seventies	5.00	1.75
56. Manual for Adult Literacy Teachers—N.R. Gupta	10.00	2.75
57. Adult Education for Farmers in a Developing Society—J.C. Mathur	12.00	5.00

Available from :

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

A landmark in the publications of IAEA
(in collaboration with Nachiketa Publications Ltd.)

ADULT EDUCATION IN INDIA: A BOOK OF READINGS

Edited by ANIL BORDIA, J.R. KIDD & J.A. DRAPER.

Pages 532 Price—Hardbound Rs. 50 (\$ 10)

Paperback Rs. 25 (\$ 6)

A comprehensive coverage of all aspects of adult education in India, divided into five parts.

- I. *Historical Perspectives* (3 articles)
 - P.C. Lal — The Tradition of Adult Education.
 - Anil Bordia — During British Period and after.
- II. *Philosophy & Objectives* (11 articles)
 - Malcolm S. Adiseshiah — The Call of Adult Education.
 - K.G. Saiyidain — Why Adult Education?
 - Romesh Thapar — Disciplining Philosophy of Living.
 - M. Mujeeb — A Matter of Conscience.
 - R.M. Chetsingh — Adult Education for the Educated.
- III. *Adult Literacy* (12 articles).
 - V.K.R.V. Rao — Socio-Economic Strategy.
 - Homer Kempfer — Attack on Illiteracy.
 - T.A. Koshy — Methods of Literacy Teaching.
- IV. *Methods* (9 articles)
 - J.C. Mathur — Mass Media.
 - Dharm Vir — Cooperative Education.
- V. *Programmes & Agencies*
 - A. *Urban Adult Education* (3 articles)
 - V.S. Jha — Urban Adult Education.
 - B. *Special Groups* (8 articles)
 - V.S. Mathur — Workers' Education.
 - R.L. Mullick — Indian Army.
 - T.N. Chaturvedi — Civil Servants.
 - V.M. Dandekar — Farmers' Education.
 - C. *The University* (8 articles)
 - M.S. Mehta — University Adult Education.
 - Amrik Singh — Universities & Extension Work.
 - V.V. John — Evening Colleges.
 - D. *Other Agencies* (5 articles)
 - J.R. Kidd — Educational Authority.
 - N.N. Gidwani — Libraries.

Available from —

In India

Hony. Gen. Secy.
Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-110001.

Abroad

Secretary General,
International Council for
Adult Education,
George Brown College,
21, Nassau Street,
Toronto, Canada.

adult education in relation to improving the environment and of discussion of the recent Stockholm Conference recommendations.

The Conference was opened by the Prime Minister of Japan, Mr. Kakuei Tanaka, and the Minister of Education, Dr. Osamu Inaba. Its President was a distinguished Japanese diplomat, Mr. Toru Hagiwara. The Director General of UNESCO, Mr. Rene Maheu, was present for the entire Conference and took a prominent part in the debates.

The very first statement by a delegate served as something of an overture for the entire Conference. Mr. Peter Nicholson is Minister of Finance and education in the province of Nova Scotia in Canada; he was later elected Chairman of Commission II. In his opening remarks he said:

Since most of the great problems of mankind have an educational component, we must work towards educational solutions as well as those of an economic and political nature. This was recognized by the World Bank in 1965 when it reversed its former policy, which had ruled that education and mass communications belonged in the "soft" area and were therefore not eligible for loans, to a new position where education and the media were to be considered high priorities in any programme of international development.

Paradoxically, many problems are not caused by man's neglect or wilfulness but result from his attempts to improve the condition of his fellow man. For example, efforts to save life and to extend life have resulted in population pressures. These facts, however, should not make us despondent or cynical but should encourage us to plan for and consider all factors.

There was no lack of talk and ideas—or resolutions, which numbered more than 150. A major task for the rapporteurs was that of reducing a plethora of ideas and formulations to something that was manageable. The final product was thirty-four resolutions, in addition to the comprehensive reports of the commissions, on almost every aspect of education for youth and adults—including plans for national and international action that might be utilized to achieve the goals. The comprehensive nature (some critics will say the "vagueness") of these resolutions is well illustrated in some of the clauses from the first resolution:

- that public access to adult education including literacy should be expanded so as to provide learning opportunities for all citizens without regard to race, colour, creed, sex, age, social position or educational level;
- that within the context of life-long education, adult education be recognized as a specific and indispensable component of education, and that legislative or other measures be taken

which support the development of broadly based adult education services;

- that school education should be oriented towards preparing young people for self-directed life-long education;
- that the content and method of adult education programmes be designed to respond to the needs and interests of individuals learners and to further the well-being of the community as a whole, giving emphasis to community involvement by means of informal methods, especially the formation of mutual education groups, discussion groups, and adult education within the work situation;
- that the aims of adult education include ensuring the active participation and commitment of the learner at each stage of programming, execution and evaluation;
- that, as adult education programmes may be initiated in many ways, the democratization of education should be promoted by the participation of various interested organizations such as trade unions, employers' associations, government departments, voluntary and social organizations engaged in adult education in decisions on organization, implementation, content of programmes and the selection of instructional methods;
- that steps be taken to encourage the conclusion of collective agreements relating to adult education;
- .. that, in addition to its emphasis on socio-economic development, functional literacy should also aim at the awakening of social awareness among illiterate adults so that they may become active agents in the building of a new and better society.

The reports of both commissions as well as the main Conference resolutions require study and concerted action. Some of them will be debated at the General Conference of UNESCO; others are addressed primarily to governments, universities, or adult educationists. They discuss education for peace and spiritual values, education to achieve economic and social equality, plans to provide wider access to education for women and girls, and many other concepts. And in a number of resolutions, the means needed to achieve these ends are also proposed.

Vague and general or not, these resolutions deserve widespread attention because, judging from past performance, many of them will be implemented. Although it took a dozen years, ways and means were eventually found to put most of the resolutions from the Montreal Conference into practice in countries all over the world. And there is every reason to look forward to the implementation of the resolutions from the Tokyo Conference as well.

INDIAN JOURNAL OF

ADULT EDUCATION



JUNE 1973

CONTENTS

Editorial Board
Dr. M. S. Mehta
Dr. T. A. Koshy
Shri G.L. Shukla
Shri S.C. Dutta
Shri Anil Bordia (Editor)

Published every month by the
Indian Adult Education
Association

Contents of the
Indian Journal of
Adult Education are
Indexed in
*CURRENT INDEX TO
JOURNALS IN EDUCATION*
(New York) and the *GUIDE
TO INDIAN PERIODICAL
LITERATURE* (Gurgaon)

Subscription
Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.
Tele: 272524

- The Open University in Britain* —Jean Ritchie 3
- Barrio Development School Project* —J.C. Mathur 7
- Role of Colleges in the Education of Adults* —A.J.A. Nelson 8
- The Place, Role and Significance of Adult Education in the Development of a Nation* —E.A. Tugbiyele 9
- Comparative Analysis of Role Expectations and Role Performances of Subject Matter Specialists in Package and Non-Package Districts* —A.K. Singh and R.P. Singh 11
- Indian Journal of Adult Education*
—Index to Vol. XXXIII 14
- Group Discussion—Indispensable Means of Adult Learning* —R.S. Nirwal 17
- Adult Education as a Factor in Economic, Social and Cultural Development* 19

New Publication

Adult Education for Farmers in a Developing Society

It strikes me as the most comprehensive publication that I have seen on the subject.

—E.M. Ojala
Assistant Director-General, FAO, Rome.

This is an excellent publication.

—Garnet T. Page, Director-General
Technical Services and Special Projects
Division, Regional Economic Expansion,
Ottawa, Canada.

An excellent book which will provide inspiration to students of Rural Development and Agricultural Extension in their dissertations.

—John Bower, Director of Rural Development
and Agricultural Extension, University of
Reading, England.

It strikes me as a most useful guide to rural development in India.

—H.E. Wilhelm, Representative, Ford
Foundation, New Delhi.

	Price	Price
Paper Back Rs. 12.00	Abroad	Abroad U.S. \$ 5.00
Hard Cover Rs. 20.00	Abroad	Abroad U.S. \$ 7.00

ORDER FROM

ORDER FROM

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg,

NEW DELHI-110001.

SOME IMPRESSIONS OF THE TOKYO CONFERENCE

Gordon Selman

ONE clear impression which I brought away from Tokyo is the extent to which adult education has gained in importance everywhere since the last world conference twelve years ago. Adult education is now judged to be an important enterprise and is increasingly being seen as both an integral part of national systems of education and an important means to the achievement of national goals.

The dominant theme of the conference—and the idea which generated more excitement than any other, I felt—was “democratization”. By this I mean to suggest three main ideas. The first is the need to make educational opportunities available more equally to people of all ages. The second is the awareness that many of our programmes and services in adult education have not effectively reached the people and groups we have wanted to reach, especially the more disadvantaged. This is a concern which both developed and less developed countries share. The third is the involvement of people in making decisions about the nature and direction of their own educational experiences. Very much a part of this are the ideas of Ivan Illich, Paulo

Gordon Selman is Director, Centre for Continuing Education, University of British Columbia, Vancouver, Canada.

Freire and others about the need to relate education more directly to other human activities and aspirations.

Touched upon in many ways, but not fully explored, were the implications of the concept of life-long learning for adult education. What is to be the role of adult education in a system of life-long learning? What new institutions should we be developing, and what new relationships between adult educators and other educators?

There was very great interest at the conference in the use of the mass media in adult education and in multi-media approaches. In fact the agenda topic dealing with new methods in the field turned out to be dominated completely by this aspect of the subject.

Two other topics of special interest to universities were the training of adult educators and the encouragement of research in the field. In both of these areas, not only was their importance stressed, but UNESCO itself—which came in for some polite but direct criticism on the grounds of its limited accomplishments in adult education—was called upon in strong terms to provide leadership, stimulate the establishment of standards and guidelines, conduct regional activities and facilitate the international exchange of ideas, experience and published material. It is to be hoped that the General Conference of UNESCO will act on these recommendations.

—Australian Adult Education (Newsletter)

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

FORM IV

(See Rule 8)

- | | |
|---|---|
| 1. Place of Publication | Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi |
| 2. Periodicity of its publication | Monthly |
| 3. Printers Name | Dharm Vir |
| Nationality | Indian |
| Address | 17-B, Indraprastha Marg, New Delhi |
| 4. Publisher's Name | Dharm Vir |
| Nationality | Indian |
| Address | 17-B, Indraprastha Marg, New Delhi |
| 5. Editor's Name: Editorial Board | M.S. Mehta, J.C. Mathur, T.A. Koshy, G.L. Shukla, Anil Bordia |
| Nationality | Indian |
| Address | 17-B, Indraprastha Marg, New Delhi |
| 6. Names and addresses of individuals who own the newspaper and partners or shareholders holding more than one per cent of the total capital. | Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi. |

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

Date 28-2-73

Dharm Vir
Signature of Publisher

MASS LITERACY DRIVE IN FIFTH PLAN SOUGHT

THE Government has been asked to include a programme of "mass literacy" in the fifth Plan to cover at least 50 million adults in the age group 15-44 by the end of the Plan at an annual rate of ten million.

During the remaining year of the fourth Plan, 1973-74, the Government has also been asked to launch pilot projects in about 20 districts preferably the same as chosen under the scheme of intensive educational development projects, so as to cover at least two lakhs of illiterate population of each district to make the total coverage of four million illiterates in these districts.

The working group on education set up by the Government committee on unemployment in its report has said that pilot projects might serve as forerunners of the massive programme of eradicating illiteracy during the fifth Plan, because the results of these projects would help in drawing up a practical and massive programme of mass literacy. The scheme might then be extended nearly to 100 districts which should be chosen on the preferential basis of the number of educated unemployed in these districts.

This programme, the committee says, besides helping in improving the position of literacy in the country will generate direct employment opportunities to teachers at the rate of about 80,000 places annually for adult literacy classes.

According to the working group, though a number of programmes of eradicating illiteracy in the

country had been undertaken both by the Centre and State Governments, due to lack of any co-ordinated and concerted efforts on a massive scale, the number of illiterates had shown an increase from 333 million in 1961 to 386 million in 1971, although the percentage of literacy has increased from 24.0 per cent in 1961 to 29.4 per cent in 1971. The number of illiterates in the age group 15-44, which is important from the point of view of development of human resources and is directly connected with the production on farms and factories is a little more than 160 million.

The proposed programme of expansion of elementary education suggested by the working group envisages a 100 per cent target of enrolment for the children in the age group 6-11 and a 75 per cent target of the enrolment for the children in the age group 11-14 by the end of 1978-79. This would involve an additional enrolment of nearly 240 lakh children in the age group 6-11 and 216 lakh children in the age group 11-14 (90 lakhs in regular classes and 126 lakhs in part-time class) by the end of the fifth Plan.

By the end of 1972-73, the enrolment in classes I to V will be about 640 lakhs or nearly 80 per cent of the country's population of the age group 6-11. By the end of the fifth Plan (in 1978-79), this enrolment will have to be increased to at least 877 lakhs in order to achieve the proposed target of 100 per cent enrolment of nearly 40 lakh children of this age group as against the present average increase of 25 lakhs,

NEWS & EVENTS

Polyvalent Education in Bombay

In the year 1971-72, 14 technical and general courses were organised by the Shramik Vidyapeeth (Polyvalent Adult Education Centre) Bombay and over 200 workers were trained in these courses of different durations.

This fact has been revealed in the annual report of the Shramik Vidyapeeth being run by the Bombay City Social Education Committee in collaboration with the Directorate of Adult Education of the Union Ministry of Education and Social Welfare.

Besides the regular courses, the Vidyapeeth also organised talks, film shows and exhibitions on subjects of current interests. Six issues of the magazine entitled "Dnyandeep" were also brought out during the year. Educational visits to different industrial units were also arranged for the participants of the technical courses.

INSTITUTE FOR RETIRED PROFESSIONALS IN USA

The Continuing Education Center for the Public Service at the Syracuse University has initiated a guided self-help programme called the Institute for Retired Professionals to give retired persons opportunities to maintain or increase their interests and to put their abilities and experience to use. The Institute is a continuing programme for retired persons who during their more active years exercised some special public or private responsibilities. At present there are 45 members of the Institute, including former physicians, lawyers, businessmen, government officials, teachers, engineers and social workers. The basic planning is done at a monthly meeting of all members, at which some topic related to the group's interests is discussed. Then committees plan short-term programmes or activities to be conducted by their members. Examples include a speakers bureau for senior citizens, a series of travel films shown and narrated by the members, series of lectures and discussions led by various members, and services to older citizens in new public housing developments.

For more information, write L.L. Smith, Assistant Dean for Community and Mid-Career Programme, University College, 110 Roney Lane, Syracuse, New York 13210.

New Members of IAEA

Life Members

The following persons have joined the Indian Adult Education Association as its Life Members :

1. Shri V. L. N. Reddy, Director, Department of Adult Education, S.V. University, Tirupati.
2. Shri M. R. Dua, Editor, CIRTES, New Delhi.
3. Lt. Col. R. K. Singh, Ambala Cantt.
4. Shri B. C. Rokadiya, Assistant Director, Directorate of Adult Education, New Delhi.
5. Shri J. S. Bhandari, Vidya Bhavan Rural Institute, Udaipur.
6. Shri Raghuvver Singh, Assistant Director, Department of Adult Education (Ext'n), University of Rajasthan Jaipur.
7. Shri C.D. Charan, Principal, Bhartiya Vidya Mandir, Bikaner.
8. Shri B.K. Mundhra, Calcutta.
9. Dr. H. J. Fischer, Bombay.

Institutional Members

The following institutions have become members of the Association:

1. Education Department, Meerut College, Meerut.
2. Janta Vidyapeeth, New Delhi.
3. Department of Community Services, Delhi Municipal Corporation, Delhi.
4. Adult Education Association of Goa, Daman and Diu, Panaji.
5. Holy Cross Institute, Hazaribagh, Bihar.
6. Adult Literacy Committee, Darjeeling.
7. St. Peters' College, Agra.
8. St. Thomas Girls High School, New Delhi.

Recommendations for Nehru Literacy Award

The Indian Adult Education Association has invited recommendations from all Institutional/Life Members of the Association, and the Directors of Education and Development Commissioners of various States and Union Territories of India for 1973 Nehru Literacy Award.

The Nehru Literacy Award is awarded to an individual or an institution for outstanding contribution towards the promotion of literacy among adult men and women of India.

Last date for receipt of recommendations is August 10, 1973.

Bound volumes of the *Indian Journal of Adult Education* from 1964 to 1972 are available from the Business Manager, Indian Adult Education Association.

Functional Literacy Project in Afghanistan

The Chief Technical Adviser, UNESCO-FAO Functional Literacy Project in Afghanistan, and former Director of Adult Education, Union Ministry of Education and Social Welfare in India has in a recent letter to the General Secretary of the IAEA, Mr. S.C. Dutta has mentioned the various developments taking place in Afghanistan in the field of adult education.

Dr. Saraf writes :

"You will recall that, before my departure for Kabul, you asked me as a life member of the Indian Adult Education Association to keep you in touch with various developments taking place in Afghanistan in the field of Adult Education. During last six months that I have been here several steps have been taken to strengthen the programme of Functional Literacy which is an integral component of the development project of PACCA (Programme for Agricultural Credits and Cooperative in Afghanistan). I shall write to you, in my next letter, in details about this project.

"I thought I should inform you and the readers of the Indian Journal of Adult Education the pioneering step taken by the Government of Afghanistan in the field of Adult Education. The Prime Minister of Afghanistan in his first policy Statement before the Parliament on 11th December 1972, among others, referred to Literacy Programme. The relevant extract from his statement is quoted below:

"A national organization will be established for the campaign against illiteracy so that a coordinated programme is adopted for mass literacy by way of using the energy of youth in this respect."

"A number of developments have taken place since this announcement. Recently (24. 1. 73) there was another news item about this proposal in one of the local English Dailies *The Kabul Times*. The news in brief is given below:

Information and Culture Minister, Sabahuddin Kushkaki in an interview with a *Kabul Times* reporter said that to wipe out illiteracy a long-term programme is required.

A national office for supervising the activities of illiteracy campaign offices all over the country will be created.

"At the present stage, campaigns will be carried in industrially advanced regions of the country and in due course will be followed in the rest of Afghanistan," he said."

Answering a question, the Minister said that the difference between the national office for illiteracy campaign and literacy courses in the capital and

provincial centres is that the national office, as an off-shoot activity, would carry literacy programmes only for local professionals and those involved in productive activities.

"It is believed that such a programme would play an important role in the economic development of the country," he added.

Answering another question, Kushkaki said that at present he with the cooperation of the Education Ministry is trying to prepare planning and programming of the national office.

"Staffing is going to be considered at a later stage. However, the increasing number of young high school and university graduates that can not be employed by the government or the national economy make up a good asset for staffing illiteracy campaign programmes," he added.

"For a real attack on illiteracy at the national level, strong faith and hard work are prime factors. The government will try its best to clear any possible obstacle and bureaucratic red tape from the realisation of national literacy campaign programmes," he added.

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.

The Open University in Britain

Jean Ritchie

BRTAIN'S Open University is a focus of international attention, closely observed by educationists, academics, students and an interested public throughout the world.

It is an experiment in education that has, in less than two years of taking students, won the interest and respect of those concerned with higher education, including many who were previously sceptical of its role.

The Open University is different from any other university. It is different primarily because it offers university education on a part-time basis to a working population—and because it demands no formal qualifications for entrance.

But there are plenty of other areas in which the Open University cannot be equated with conventional higher education institutions, notably its teaching methods.

History of the University

The idea of the Open University was first publicly discussed in Britain by Harold Wilson in a speech in Glasgow in 1963, in which he talked about "a university of the air", stressing the use

of the broadcasting media as an integral part of the teaching system.

A Government White Paper was published in 1966, recommending the establishment of a planning committee to examine the idea in detail. This was set up under the chairmanship of Sir Peter Venables, the Vice-Chancellor of the University of Aston in Birmingham, and its report, published in 1969, was immediately accepted by the Government.

So in the Spring of 1969 the Open University came tentatively into being, without a budget or its own premises, and with a staff of four.

The choice of Walton Hall, near Bletchley, Buckinghamshire, as a site for the university was made after several sites within travelling distance of London had been examined. The Hall is a gracious Regency building, 140 years old, and standing in seventy acres of ground which are gradually being occupied by the growing campus of the university.

The university is 50 miles from London, making access to the BBC studios, where the television and radio programmes

are recorded, possible by motorway or by train.

At present the university stands amid rolling countryside. But it is sited within the area of Milton Keynes, a planned new city for 250,000 people. Development, however, will not encroach on the university, which lies in the projected area of a large park.

Building on the grounds of Walton Hall started immediately the site was chosen and has continued steadily. The new library building, which is part of the third building phase, is scheduled for completion in 1973.

Undergraduates System

The structure of the Open University's degree course has been carefully worked out to cater for the particular needs of the students. Because the university demands no academic qualifications from entrants, courses must be written for the student who has had little previous formal education—and yet they must not compromise the academic standing of the university's degree.

The University awards a B.A. degree on a credit accumulation system. A student who has six credits receives an ordinary degree, an additional two credits translate this into an honours degree. A credit is awarded to a student for one year of part-time study with the university, on the basis of continual assessment including examinations.

Students can take a maximum of two courses each year. A system of credit exemptions operates, allowing students who have completed other forms of study at higher education level to take Open University degree courses more quickly. The maximum number of exemptions possible is three, so the university had its first graduates at the end of 1972. The Open University year starts in January, and lasts for thirty-six teaching weeks.

Credits are awarded at four levels—foundation, 2nd., 3rd.

and 4th. Students without any credit exemptions must take two courses at foundation level; those with two or three exemptions take only one. The two extra credits needed for an honours degree must be at third or fourth level.

Foundation courses are offered by five of the six university faculties: Arts, Maths, Social Sciences, Science and Technology. The sixth faculty, Educational Studies, has no foundation level courses. From the second level onwards a number of the courses are inter-disciplinary—in other words, the courses have been written by teams drawn from different faculties.

The system is designed to give freedom of choice to the students. No student is restricted to one particular course when he enrolls with the Open University. He can, if he wants to tailor his degree course to well defined preferences or professional requirements, take most of his courses in one faculty. Alternatively he can mix his course as much as he likes—and his opportunities for doing so are increased by the existence of half-credit courses and in the Science faculty even one third and one sixth credit courses.

Students may break for as long as they like between years—for instance, married women may wish to postpone their studies for the birth of a baby.

Admission is determined largely on a "first come first served" basis, but there is a quota system to ensure that students are spread across the courses, and also across the thirteen regions into which, for university purposes, Great Britain is divided.

The Instructional System

The most important element in the instructional system is the correspondence package, which most students receive every week. There are 34 or 36 study units in a full credit course, each representing one week's work.

The correspondence package for a unit is a bound booklet containing printed expositions, diagrams, charts and illustrations. Usually the units are sent out week by week, sometimes several units are bound together.

To assist the student in assimilating the content, there are self-assessment exercises in which the student works out the answers to questions and checks his own success rate. There are also unit tests or assignments, which are completed by the student and then returned to the university. Some are machine-marked by a document reader linked to the computer, and are usually made up of multiple-choice questions. Others go to tutors to be marked and commented on before being returned to the student. The marks attained in assignments are recorded and are used to give the university a continuous assessment of a student's progress.

Radio and television are important elements in the instructional system, and are without doubt the most widely known aspect of the Open University—which was originally conceived as a "university of the air" because of its links with the broadcasting media.

But radio and television in fact occupy only a small amount of the student's time. Foundation level courses have a television and radio programme linked to each unit—above foundation level the number of broadcasts per course varies, but is consistently less than one a week. Essentially, the television and radio programmes supplement the written part of the course. The degree of integration between the printed matter and the broadcasts varies considerably from course to course. In the science foundation course for example it is very close: a typical television programme will ask students to turn to a particular page in the correspondence booklet and enter readings from instruments shown on the screen. In the humanities and social science courses television serves more to

enrich than to provide essential information.

The university has thirteen regional offices, and about 300 study centres. The study centres are located in existing educational institutions, and are open in the evenings and at weekends. They are almost all equipped with television and radio receivers, and in areas where reception is bad or impossible they have film and audio-tape replay facilities so that students can still see and hear programmes. Some study centres are even equipped with computer terminals for the use of mathematics students.

But the main function of the study centre is to provide contact between students and tutors—part-time tutors staff the centres and their work is co-ordinated by full-time tutors based at the regional offices. There is also a counselling system, with part-time counsellors meeting students to discuss social problems connected with studying with the Open University. Senior Counsellors work full time, and are based at the regional offices. Increasingly the work of the tutors and counsellors is merging, and many of the part-time staff are both tutors and counsellors.

Summer schools are another essential part of the instructional system. During the summer all foundation course students are required to attend one week residential schools, held on the premises of conventional universities. Courses at higher levels do not always include summer schools. The schools have proved very popular with the students, providing them with their only real contact with other students (apart from study centres, which are not compulsory and are not always easily accessible) and with the academic staff of the university. Not only that, the schools provide opportunities for types of work that is not possible by correspondence—for example, science students can take advantage of fully equipped laboratories.

NEWS & EVENTS

Conference on Paid Leave for Studies

The International Federation of Workers Educational Associations, Stockholm is organizing a conference on "Paid Leave for Studies" in Geneva on May 9 and 10, 1973.

Literacy Book Fair in Calcutta

A Literacy Book Fair was organized by the West Bengal Committee to Eradicate Illiteracy in Calcutta from December 22 to December 27, 1972.

It was formally opened by Dr. Satyendra Nath Sen, Vice-Chancellor of Calcutta University and President of the West Bengal Committee to Eradicate Illiteracy. The function was presided over by Dr. Rama Choudhary, the Vice-Chancellor of the Rabindra Bharati University, the University named after poet Tagore. Thousands of people visited the fair.

Visitors to IAEA

Visitors to the IAEA headquarters in New Delhi in recent weeks have included Mrs. S.F. Campbell, Director, Counselling Services, Atkinson College, York University, Toronto, Canada, Mr. D. Mayan, Department of Indology, Hamburg University, Hamburg, West Germany.

IUB Becomes AIU

The Inter-University Board of India and Ceylon in its recent annual meeting at Kolhapur has changed its name to Association of Indian Universities.

Functional Literacy and Family Planning Seminar in Indonesia

The Unesco Regional Seminar on Functional Literacy and Family Planning was held at Lam-bang, Indonesia from February 26 to March 18, 1973. Dr. N.A. Ansari, Joint Director, Directorate of Adult Education and a life-member of the IAEA attended the seminar.

Unesco's Educational Programme 1973-74

Education again claims the largest single share of UNESCO's budget for the next two-year period.

While those responsible for education are generally agreed on the need for reform, how it may be introduced into an educational system poses serious problems for all countries, whether their systems of education are long established or relatively new. Accordingly, in the next few years UNESCO will seek out ways of introducing reforms leading to the integration of in-school and out-of-school education into systems of life-long learning and will also give aid to member states trying to improve their systems through reforms and innovations.

In adult education, UNESCO's proposals aim at integrating learning after school and out of school with work life. The programme includes support for research on the economic aspects of adult education, motivations, techniques, and the use of modern media. As part of the move away from using school teachers working overtime as adult educators, teams of consultants will be set up who can visit member states and help to organize training of adult education specialists.

Future of Adult Education

The future of adult education in the '70's and '80's is being studied at the University of Maryland in the United States through a project financed by the Division of Adult Education Programmes of the U.S. Office of Education.

Known as the National Adult Education Think Tank, the project is designed to create alternative organizational and adult educational programmes and systems that will meet the needs of society during the next several years.

Eight three-day regional think-tank sessions will be held during 1973 at different locations throughout the United States. These will be followed by a two-week national think-tank session at the University of Maryland in the late summer of 1973. Participants in these sessions will include state directors of adult education, special project staff, university-based trainees and researchers local adult education specialists, and adult students. In addition, representatives of various fields and disciplines such as anthropology, psychology, futurism, economics, sociology, business, urban planning, and other related areas will attend.

For information please contact Dr. Gerald C. Hanberry, project director of the National Adult Education Think Tank Project, Conferences and Institutes Division, University College, University of Maryland, College Park, Maryland 20742, U.S.A.

Experimental work for science and technology students was obviously a major problem for the academic staff. It was solved by the design of home experiment kits which are sent out to students at the start of the academic year. The kits include chemicals, glassware and a variety of instruments, many of which are designed especially for the Open University. Examples of these are the McArthur microscope (which has won two design awards), a colorimeter, a tachistoscope, a "noise meter", a binary computing device, and a cathode ray oscilloscope.

The courses are prepared by course teams. These include all the academics who are involved with the course, producers of the BBC radio and television programmes, a representative from the Institute of Educational Technology, and a course coordinator, whose task is to act as a link with other groups in the university, such as the publishing office, the media library, and the graphic designers.

Post Experience and Post Graduate Courses

The university was not conceived simply as an institute for undergraduate studies. The Planning Committee originally suggested three areas of work for the university—undergraduates, post-graduate and post-experience. But initially it was only possible to get the undergraduate courses under way. In 1973 the post-experience courses will start, offering short (generally six months) courses for people with experience in industry, public service and the professions who want to update or refresh their knowledge.

In the area of post-graduate studies, the university does not yet offer course work at higher degree level, but it does award higher degrees for the submission of a dissertation or a thesis after successful completion of programmes of supervised reading or research. The degrees awarded

are Bachelor of Philosophy, Master of Philosophy, and Doctor of Philosophy.

The university also has a limited number of places for full-time higher degree students, who are involved in research programmes going on at Walton Hall, and financed by the university or by research councils.

The Institute of Educational Technology

The Open University is obviously continually evaluating its educational system, and making improvements in the light of experience.

The Planning Committee foresaw the importance of educational technology, and in April 1970 an Institute of Educational Technology was established. It is involved not only in course development but in institutional research, through a comprehensive feedback network from the students. Students are asked voluntarily complete details of the amount of time spent, methods used and their opinions of each individual unit throughout their course.

Marketing

The Open University has one major commercial advantage over traditional universities in that much of its work is saleable. Course units are published in bound book form, and are sold to bookshops throughout Great Britain, Norway, Sweden, Australia, Southern Ireland, Canada and the U.S.A. The university also sells films and tapes of its television and radio programmes. The Marketing Division of the university has existed for eighteen months, and it is impossible to assess its financial contribution to the university at this stage, but it is hoped that it will be a very significant contribution.

A new aspect of the marketing operation is the sale of complete courses to American universities on a trial basis. Four universities—Rutgers, Maryland,

Houston and the State University of California at San Diego—are experimenting for a year with Open University courses, complete with tapes and films of the programmes. The courses have been sold at cost price, but if the experiment is successful there will be tremendous potential for the Open University to sell its courses throughout America. The American universities will benefit because of the low running costs of the Open University system, with students learning in their own homes.

Students

The university has over 40,000 students, detailed research-financed by the Social Science Research Council—is being made into the occupational and educational background of the student population.

But broad occupational groupings of students are known. Approximately a third of all Open University students are teachers, with professional people, laboratory technicians, scientists, engineers and housewives well represented. The University has disabled students—for whom special arrangements for summer schools and examinations can be made—and a small number of students in prisons, a scheme operated with the co-operation of the Home Office. There is also a special scheme for men serving abroad with the armed forces.

The cost to students of studying with the Open University varies according to course. Foundation level courses cost less than subsequent levels. Foundation students pay an initial registration fee of £10 and a final registration fee of £15. Summer schools cost an average of £30, but most students find that local authorities will give grants to cover this amount. There is a Student Hardship Fund to help students who are unable to meet the fees.

A Students Association has been formed. The Charter of university provides for an association, but it was not set up

immediately the university opened to students. Instead, year's exploratory work was done, with a full-time organiser helping to establish local associations and preparing a constitution for the national association.

The objectives of the association, as outlined in its constitution, are to promote a corporate identity, to co-ordinate the organization of social and welfare activities, and to promote the broad educational interests of the students.

The association is organising student trips, social events, creche facilities for mothers at summer schools, and protecting the rights of minority groups within the student body. Membership is voluntary, and a subscription of £1.00 a year is charged.

A student newspaper, *Sesame*, is published nine times a year.

The association and the newspaper contribute significantly to

a sense of identity among Open University students—one common complaint is that the teaching methods used do not encourage them to feel part of the institution.

But it is in turn a significant tribute to the success of the Open University that such a diverse student population—united initially only by the desire to get a degree—should want to be identified with the institution.

Workshop on Adult Education and Development

A regional workshop on "The Role of Adult Education in Social, Political and Economic Development in Asia," organised by the Brotherhood of Asian Trade Unions (BATU) took place recently in Hong Kong. Representatives of national trade unions and teachers' unions in Hong Kong, Malaysia, Philippines, Sri Lanka, and Thailand took part.

The participants called upon Governments to create, with the assistance of the private sector, workers' groups, and other non-governmental organizations, comprehensive systems of adult education.

Further information is available from BATU, P.O.B. 163, Manila, Philippines.

Degree Course in Adult Education

The Department of Adult Education (Teaching) University of Rajasthan will hold a one-year Bachelors' Degree Course in Adult Education from July 1973. The course intends to provide candidates with an overview of the field of adult education and to develop improved general competence and special skills needed in the field.

Persons with bachelor degree can apply for admission before July 16, 1973. Application forms can be had from the Head of the Department of Adult Education, University of Rajasthan, Jaipur.

Recent Publication

TRAINING OF ADULT EDUCATORS

Edited by S.C. Dutta and H.J. Fischer

Price Rs 5.00 or \$1.00

Available from

Asian-South Pacific Bureau of Adult Education

17-B, Indraprastha Marg,

New Delhi-110001

MRS FISHER HONOURED

The President Shri V.V. Giri said in New Delhi on February 21, 1973 that the problem of unemployment and poverty could be solved only by a massive development of agriculture and agro-based industries and through adult education covering the entire gamut of rural problems.

Shri Giri was presiding over a function to honour Mrs Fisher who is leaving for the United States after spending 21 years in Literacy House, Lucknow. A silver and brass plaque was presented by Shri Giri to her.

Shri Giri regretted that though 5,000 years had elapsed since the written word was introduced more than one-third of adult mankind still remained illiterate. Of the world's total illiterate population of 800 million, India's share was over 300 million which meant a majority of the people had been deprived of the benefits of culture and science.

The President stressed the need for mass education and said that unless this was done it would not be possible for the country to release the unbounded energies of the people for national reconstruction. "An intelligent electorate is sine-quo-non of democracy and we in India are attempting to build a new society," he added.

Shri Giri said that Dr. Fisher had evolved three "Fs" in place of three "Rs." The First F stood for functional literacy, the second for food production and the third for family life planning.

He said India was poised for a big effort towards realisation of "Arthiic Swaraj." The President quoted Dr. Fisher and said "It is better to light a candle than to curse the darkness." India always believed in the ideal of "one family, one earth" and the people like Dr. Fisher would make the "one world" a reality.

Shri Giri said that though 94 Dr. Fisher was still young and vibrant personality providing the poetic prophesy. "The best is yet be." She had indeed lighted thousands of candles of literacy which were radiating the light of knowledge and dispelling the darkness of ignorance, he added.

Dr. C.D. Deshmukh, chairman of the reception committee, welcomed the President and Dr. Fisher. He paid rich tributes to Dr. Fisher and said that her life was a saga of devotion to a chosen cause—eradication of illiteracy in India.

Dr. Mohan Sinha Mehta, President, Indian Adult Education Association, praised Mrs Fisher as a person who had helped those Indians who needed the most help during her 21 years in the country.

Referring to the "unfinished tasks" in the literacy field, Dr. V.K.R.V. Rao, former Education Minister said that magnitude illiteracy had assumed in India was a standing disgrace to the country. While India boasted of being the largest democracy in the world, it forgot that it had the largest number of illiterates as well.

Growing use of radio, TV to spread literacy

The use of radio and television for spreading literacy has been growing steadily all over the world in recent years.

UNESCO's report, on a survey of literacy made in 1969-71 says the use of these media to eradicate illiteracy is growing.

According to data available with UNESCO so far, some 23 countries are using radio for literacy teaching, while 12 are using television for this purpose.

The majority of these member States report a single radio and/or television programme, which is the responsibility of a national Ministry. In a few countries, however—Brazil, Peru and the United States, for example—a variety of radio and television literacy teaching programmes are offered by both public and private organisations.

Most literacy broadcasts, says the UNESCO report, are aimed at organised groups or registered individual students, usually working with supplemental materials under the direction of an animator, monitor or teacher. But these broadcasts are also received by many other listeners who are not organised or even accounted for.

Organised listening or viewing, followed by group discussion, the report says, is generally considered more effective than solitary learning. Nevertheless, radio and television, can reach people who, because of physical isolation—cultural barriers, or overriding shame of their illiteracy, cannot or will not attend normal courses, it adds.

Broadcast-teaching techniques show some interesting variations. In Yugoslavia, for example, the programme 'ABC by television' is constructed like a television serial around the story of an illiterate woman who finally learns to read and write—it is designed to compete with entertainment broadcasts.

He suggested that for a year all colleges in the country be closed and the students and professors asked to go and teach in villages.

In a short informal speech, Mrs Fisher said she was carrying many happy memories of India to America. Quoting Tagore profusely, she said there would be a "good world" only when people of different countries, religions and races work together for the common good.

The reception was followed by a seminar on Relevance of Literacy to Democracy and Development. The participants were: Shri J.P. Naik, Adviser, Ministry of Education and Social Welfare, Dr. P. Roy, Director, Council for Social Development, Mr. A. Deleon, Adult Education Adviser, Ministry of Education and Prof. M.V. Mathur, Director, Asian Institute of Educational Planning and Administration. Shri J.C. Mathur, Vice-President of the Indian Adult Education Association was the moderator.

BARRIO DEVELOPMENT SCHOOL PROJECT

(A New Experiment by Agricultural University, Los Banos, Philippines)

J.C. Mathur

1. The Extension Department of the University at Los Banos has started a school for farmers children (age-group 14 to 17) approximately in a small village some miles away from the Camp. The school is different from either agricultural schools or young Farmers' Institutes in two respects. First, the pupils begin to earn from the very first year of the course and for this purpose receive no aid, but are enabled to take loans from the rural bank. It is more than learning by doing; it is earning while learning by doing. Secondly the school has no farm of its own. It is only an old primary school building, a little expanded. There are no demonstration farms either at the school or for the school at the University. The pupils own workplace in his own home is the 'demonstration farm', if this term can be used in this case. That is his 'lab', his learning 'workshop' and the means of his earnings.

2. Half the day is spent by the pupil at the school undergoing a regular course. Language, mathematics, the economics of farming and citizenship are among the subjects. The teachers are agricultural graduates.

3. The remaining half of the day is spent by the pupil in his own parental farm. But the significant thing is that the pupils do not work on the parental farm as a help or as a labourer paid wages for doing the work and for this purpose seek permission of their parents to use a small portion of the land. Since a beginning, in practically every case was made with a non-cropping activity, (e.g. rabbit-raising, poultry, pig-raising and vegetable-gardening) permission was readily given. Later when the pupils showed results and significant earnings some of them approached parents for informal sub-leasing of small portions of their farm for raising crop also and this was agreed to by the fathers in some cases.

Farming for half the day on their home-lands is what is called 'Supervised Farming'. Teachers give guidance by going individually to the pupils' farms. A guarantee fund provided by the University in cooperation with government enables pupils to borrow from the bank. The loans are used for building capital assets such as birds, breeding pigs of improved varieties, improved chicks and rabbits, hatcheries, piggeries etc. Every pupil opens an account in his name in the Bank and gets account-book—an important educational experience. In a simple note book, the pupil records his progress. This progress chart is seen by the teacher-guide. Other practices such as inoculation and treatment of animals and birds, are also used. But no subsidy is given. Indeed every parent gives to

the school a fee of 8 peso per month. It is altogether a 'real' life-experience as part of education.

The students had (90% of them) left education after the primary or middle stage and been out of any schooling for more than one year; more often 2 years or more, before joining this new development school. Most of them come from families of very small farmers. In the village Masaya, 82 per cent families depend on agriculture but only 18 per cent own their farms, the rest are share-croppers, farm labourers, lessee-tenants. Of the 20 students who enrolled in the first year only 5 of their parents owned one of more hectares of land and another 7 had leased land of 1 to 6 hectares.

In the first year 17 students were able to put up economic projects worth 5,061 pesos and in the second year 33 students had supervised farm projects of the value of 40,408 pesos, a significant rise. The operating budget i.e. the investment was 14703 pesos i.e. that was more or less the production credit. Profits being good the students have been very regular in repayment of the bank dues in instalments. The availability of a nearby market and the continued demand for the kind of goods they are producing is a great help. But the pupils have to do their own marketing (and buying). They have here also to face the real life situation.

The outlook of these boys and girls has been fast changed. Masaya's young idlers were notorious. But some of them have found fulfilment in this real activity-cum-education. Parents, seeing the results on their childrens farms are also adopting new practices. Thus some impact on the community as a whole is perceptible.

The managing committee of the school includes the nominee of the University, the local District Inspector of Schools, somebody from the agriculture department and the parents and the local body (Barrio Captain—as he is called). Parents have a good say in the affairs of the schools.

The experiment has evoked discussion among educators, agricultural experts and rural development circles of Philippines. A big team of 240 school Superintendents and Supervisors led by the Education Secretary of Philippines visited the school and the area. Thus the Education Ministry is also keen and involved.

The idea is now being carried to other parts of Philippines but its success in specific areas will depend upon availability of credit, inputs and facilities for marketing apart from the educational back-slop provided by a body like the Agricultural University.

Dr. T.E. Contado Asstt. Professor and Director of Extension Education of the College of Agriculture, Los Banos (Languna) Philippines is conducting the project as its leader.

The author is Director and Team Leader, ACCARD, FAO Regional Office, Bangkok, Thailand.

Role of Colleges in the Education of Adults

A.J.A. Nelson

Dr. Nelson, Professional Fellow in Adult Education at the University of New England in Australia has recently submitted a report on the role of colleges of advanced education in the education of adults to the Australian Commission on Advanced Education. This is based on his experience, observation, discussion and reading on the subject. We are reproducing the summary and conclusions of the report in the hope that this will lead to discussion and clarification of ideas about the role of colleges in the service of the community.

(a) Though the idea that education is continuous with life is coming to be widely accepted intellectually in Australia, it has, as yet, made little impact on our educational planning and policy.

(b) It might be expected that one result of the establishment of colleges of advanced education will be improved learning habits in the adult community, and that there will be, in consequence, an increased demand for adult education.

(c) The nature of the programmes of adult education that might be provided will differ with the different types of colleges of advanced education. But, in general terms, the colleges have a wide range of resources and interests and they could make an important and broadly based contribution to the education of adults. Moreover, since the primary concern of the colleges is with the application of knowledge in the day to day world, the provision of education for adults is consonant with their general purpose. Indeed, it seems clear that, unless the colleges are involved in the provision of adult education, they will be unable to fulfil their purpose adequately.

(d) There can be little doubt that the communities concerned and ultimately, the nation as a whole, are likely to benefit considerably from a substantial college of advanced education involvement in the education of adults. What is less obvious, but none the less true, is that, by establishing dialogue with members of the adult community through adult education, the colleges could give themselves the opportunity to work in greater depth, and to increase their own stature and standing beyond the level that might otherwise be possible.

It is, therefore, very much in the interests of the colleges that they should participate in adult education.

(e) There was evidence of considerable interest in adult education among the teachers and administrators at the colleges which I visited in the course of my enquiries in Australia, and I should think that the potential for strong and imaginative leadership in adult education is good.

(f) There is ample evidence to show that our colleges of advanced education are, *as yet*, much less involved in adult education—particularly in community oriented adult education—than are such comparable institutions as the community colleges of the U.S.A., the colleges of applied arts and technology in Canada, or the recently established technologically based universities of the United Kingdom, for example, the University of Surrey or the University of Bath.

(g) However, given the extent and variety of the resources and interests of the colleges and the extent and importance of public need, a considerable growth of college involvement in adult education seems inevitable. But growth is unlikely to be as vigorous or as beneficial to community and college as it should be, unless it is planned with due regard for the need for finance, for staff specialising in adult education, for staff training and for the coordination of effort both within the campus and with other bodies providing adult education.

(h) One danger of relatively unplanned development in adult education is that institutions of higher education may find themselves providing facilities for continuing education, at public expense, for the educationally advantaged to the exclusion of the less educated, thus widening the gap between the "haves" and the "have nots" in our society. Colleges of advanced education are in a strong position to assist less educated adults to develop their learning skills and their capacities for self expression, and it is in the national interest that they should do so.

(i) As a first step towards planned growth, there is a need for discussion at policy level involving the college principals, State Institute of Colleges and Boards of Advanced Education and the Australian Commission on Advanced Education. After this, a clear policy statement of support from the Commission and the State Institutes and Boards would be a necessary prerequisite to worthwhile development.

Universities and the Challenge of Illiteracy

(Continued from page 12)

- “mode” for accomplishing this is to encourage the university to “contract out” some of its field work to voluntary organizations or at least to develop close working relationships with such organizations.
4. That since the involvement of universities in adult literacy education is likely to be through the already existing university structures, and utilizing the resources presently available, only a few students and staff members of the university are likely to become involved in adult literacy education. For these few, their involvement will be through the primary functions of planning, training the research and evaluation. For instance, primarily for their own learning experiences, some students might observe or participate in planning sessions; some might be encouraged to do a masters or doctoral thesis relating to some aspect of adult literacy education; some might very suitably be involved in coordination or training or research activities. It should be pointed out that the continuing reference here is to the formal and legitimate involvements of the university students and staff members in adult literacy education. Apart from his university affiliation and through his own
 5. That the literacy education process is not to be thought of as an “emergency” area in adult education. Those involved in this specialized area of education should be competent to do so. What is required is a long-term commitment to adult literacy education such that continuity and competence will be required.
 6. That the university is encouraged to develop interest and competence in working, mostly in a consultant capacity, with government and non-government organizations who are actually involved in a primary fashion in the field operations of the adult literacy education process. In its statement on *The Role of Universities in Adult Education* (dated Feb. 1970) the University Grants Commission indicated that one of the objectives of the adult education programme of the universities would be to assist literacy programmes of various kinds undertaken by government and other agencies by organizing training of instructors in literacy methods and pedagogies. (p. 2). It was pointed out, however, in the recommendations made by the Standing Committee on Adult Education of the UGC “...that universities may have to
 7. That one important role that university departments of continuing education might perform is to coordinate and administer all of the university’s activities relating to adult literacy education.
- conduct literacy classes as an integral part of their training programmes.” (p. 1). This point is dealt with in conclusion No. 2.

In conclusion, it is once again pointed out that this article hypothesizes that the above mentioned conclusions will arise out of the data collected in steps one and two. Furthermore, the data arises out of certain realities one of which is the present structures of universities themselves. If the structures were to change then a re-analysis of the available resources would have to be conducted and one might be led to draw quite different conclusions. For instance, one of the above conclusions is that faculty and students of a university are not likely to become meaningfully involved in adult literacy education because they are not able, under the present university structures, to make a suitable time and continuity commitment to adult literacy education. If on the other hand a requirement was built into the university structures which required each university student to complete one year of educational and social service prior to receiving his degree, then this factor would have considerable effect on the added commitment universities could give to adult literacy education. What seems important in this article is the methodology presented whereby universities can systematically examine the roles they can best perform in adult literacy education.

The Place, Role and Significance of Adult Education in the Development of a Nation

E.A. Tugbiyele

Introduction

IN most countries, four main obstacles stand in the way of adult education, namely:

1. the problem of what adult education is—what really does it mean;
2. people generally are yet to be convinced of the fact that education is a lifelong need;
3. Many people think they cannot learn after they have grown up; and
4. in many countries, adult education programmes are either not appropriate to the needs of the community or, in the programmes conducted, teaching methods are poor.

In this paper, I shall attempt to discuss the first two of these obstacles.

What really is Adult Education? To start with, two important issues must be settled in defining adult education:

- (i) the fact that there is a great tendency to define adult education by what one feels it should be, rather than by what it actually is; and
- (ii) adult education is so amorphous and diverse that it is difficult to define it precisely, especially when one examines its clientele, subject-matter methods, techniques, length of course, and the types of organizations active in the field. For example, the potential clientele of adult education is *the entire adult population*. In formal education, one normally expects only a particular section of the community. Perhaps complicating the matter are the various methods used in adult education, e.g., correspondence study, classroom lectures and discussions, apprenticeships, conferences, seminars, lecture series, and more complex forms such as community development.

In finding a useful definition, answer to two pertinent questions will be of help. These are:

- (i) what is the character of adult education? and
- (ii) what is the nature of adulthood?

The Adult. The concept of the *adult* refers neither to chronological nor biological age. It is a social concept. Otherwise, most universities would be adult education institutions. On the nature of adulthood, two criteria are normally used:

- (i) From the individual's point of view, adulthood means independence, e.g. marriage and financial self-support. In this regard, it is assumed that he or she has his or her own family (with or without children), and that he or she is employed full-time.¹
- (ii) From society's point of view, adulthood implies acceptance of social responsibility—the individual's ability to assume adult roles, e.g. the family roles of husband and wife, and father and mother, and the work role of being a full-time worker.

Hence, the strong view that adult education is part-time education. However, there is nothing in the type of education, per se, which makes it part-time as the same education could be given in formal education. In fact, adult education could be full-time when there is need for occasional wholesale retraining of personnel. But this is an exception rather than the rule. By adult education, therefore, we mean all activities with an educational purpose that are carried on by people normally engaged in some form of regular work. As we have stressed, it is generally carried on as part-time activity. It may be done at *all levels of education*: literacy, elementary, secondary, university and post-graduate or other levels, depending on the needs of the student, the type of community, and the demands of the age.

The Need for a Good Philosophy of Education:

The formulation of a good philosophy of education is basic to effective national development planning, the success of which is often affected by whether or not there is an effective educational system in which education is relevant to the needs of the people and the demands of the age, not in terms of the country or continent alone, but on the global level. We would never have an effective educational system unless we have a sound philosophy of education. Our educational philosophy will determine the goals we set.

The Place of Adult Education in the Educational System and National Development:

Adult Education is more than literacy education. It is also more than remedial education to "fill the gaps". It is something people continue to need and want as long as they are alive and *regardless of the amount of their previous education*. The rapid explosion of new knowledge makes everyday's knowledge quickly out-dated and obsolete unless one continues

1. While he may be temporarily out of job, he is in search of full-time employment.

The author is Director of the Continuing Education Centre, University of Lagos, Nigeria,

to keep up-to-date. In this age, any so-called highly-educated person or the highly-qualified professional who does not continue to educate himself or herself may soon become a pretender and a danger, and not only to society but also to himself. The rapid out-dating of knowledge which is an important characteristic of our times has made adult education both a necessity and a very vital part of any country's educational system.

Depending on the development of the community, the role and scope of adult education would differ from country to country. In some, it may be to provide remedial and continuing education, to raise the minimum level of education of the adult population and up-date their knowledge and skills. In others, it may include helping adults to learn the principles of good government and good citizenship. In the consideration of the place adult education should occupy in the educational system and in educational planning, we must ask: what fraction of the nation's budget for education should be earmarked for formal education and what fraction for adult education?

In Nigeria², most of the State Governments spend between 25 per cent and 45 per cent of their budgets on education. Of these huge sums, how much goes into adult education? The answer is well-known: with the exception of some of the six Northern States and perhaps the Mid-Western State, the percentage is negligible. And the same trend obtains in many African States. But in our age, education must be development-oriented. Today's problems of development cannot wait for the children in primary schools and students in secondary schools and the universities. These problems must be solved by adults of today. To do so effectively they need education and training. Indeed, the problem is more serious than this. In Nigeria, of the generation of primary school children who completed Primary Six in 1965, 65 per cent had dropped off. This means that more than half of the huge sums that country pumps into formal education would be wasted unless adult education is employed to salvage the huge educational investment.

Education, a Necessary National Investment

In the modern State, education is not merely a social service. It is a necessary national investment for it is an important key to overall national development. We can, therefore, not overstress the fact that for any modern educational system to be effective in terms of meeting the needs of any country in the modern world, it must provide for both formal and adult education. We have defined adult education. Perhaps we should also agree on what formal education is. By formal education we mean that regular classroom primary, secondary (technical, commercial or purely academic), and university education including technological education.

2. Nigeria is a Federation with twelve States.

The Concept of Development:

Perhaps we should clarify what we mean by national development vis-a-vis educational planning. This is necessary because development like adult education, is also an amorphous term. For example, more education, per se, may not necessarily lead to development. In plural societies as many African countries are, education may, *unless properly planned and conducted*, only produce ethnic modernization (or even communal modernization) with each ethnic or communal group struggling—even at the risk of injuring or completely destroying other groups—for the possession of all or the major part of the so-called national "cake" 4. In terms of programming education for development, we should be concerned not only with economic development but also with development in all its ramifications: economic, social and political. By economic development, we mean "increasing *per capita*, the volume, quality and range of economic goods and services at diminishing or constant real cost." Or even "where there is no increase in output per head or in the quality and range of goods and services, if there is going on meanwhile a process which will lead to such results but whose effects are not yet quantifiable", we would be justified in saying that the economic development process has already begun (Godfrey Lardner).

Besides education for economic development, education must include the development of the right values by every section and every age group in the community. This involves the development of the right attitude to work, to national issues as well as the right values about food, dress, housing, personal and community health, rights and duties as citizens, etc. Indeed, education must include knowing how to use the material culture that may be provided at home, in the office or in the public, e.g. toilets, dustbins, telephones, pipeborne water, roads, markets, polished tables and chairs etc.

Education to upgrade and up-date citizens in various other aspects of knowledge and skills is also a necessity in this technological age. In all these, no doubt, adult education is the most effective tool.

It is true that what is regarded as an aspect of development by one community may be regarded as an anthem by another. But we should be able to know when development takes place, for our goal is to make our communities good communities "A good community is a place that people like living in because it provides the conditions in which they can lead satisfying lives".³ Batten suggests that an important criterion is whether or not our efforts make more people satisfied with living where they do. We accept this as a good criterion while bearing in mind that a perfectly contented community is not a developing community.

3. Batten, T.R. *Communities and their Development* (O. U.P.) 1967. p. 217.

Subscribe to

Proudh Shiksha

The Hindi monthly containing news about programmes in adult education in India, short stories for neo-literates, folk tales and case studies about pioneering experiments in adult education.

Annual Subscription

Rs. 8.00

Published by

**INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Marg, New Delhi.**

Recent Publication

TRAINING OF ADULT EDUCATORS

Edited by S.C. Dutta and H.J. Fischer

Price Rs 5.00 or \$1.00

Available from

**Asian-South Pacific Bureau of Adult Education
17-B, Indraprastha Marg,
New Delhi-110001**

Comparative Analysis of Role Expectations and Role Performances of Subject Matter Specialists in Package and Non-Package Districts

A.K. Singh and R.P. Singh

THE term "Green Revolution" has aptly been used for the current transformation of Indian agriculture. The main factors which have contributed to this breakthrough in agriculture are (1) research (2) extension and (3) the farmer.

Scientific research in agriculture is moving fast and with the result, new knowledge is being created at an amazing rate. Agricultural Extension aims at providing this technical know-how along with other material and non-material inputs to the farmer in a way that leads to intensive and extensive adoption of innovative ideas in agriculture.

For the green revolution to be successful, a close inter-disciplinary collaboration among the specialists of different branches of agricultural sciences at different levels is a must. In this paper is presented a comparative analysis of role expectations and role performances of subject-matter specialists in package and non-package districts.

Methodology

This study was conducted in Bihar. The nature of the study demanded inclusion of Subject-Matter Specialists from package and non-package districts. Accordingly, ten districts of the state were randomly selected and all the Subject-Matter Specialists attached with District Agricultural Officers constituted the sample for one group of respondents.

Package programme was in operation in only two of the ten selected districts. From each of these districts, six Blocks were selected at random and all the Subject-Matter Specialists then working in these Blocks were included in the sample for another group of respondents.

The data were collected with the help of a mailed questionnaire. After analysing the job chart of Subject-Matter Specialists and the data obtained from a pilot study, a comprehensive list of their roles was prepared. For the sake of convenience and ease in analysis, the 35 specific roles included in the list were classified into seven role segments of Learner, Adviser Trainer, Executor, Supervisor, Office Worker and Evaluator. Role expectation scores were computed from responses to each of the items with four alternative response categories. These alternative with their numerical values given in parentheses were: must not be done (1), may or may not be done (2), may be done (3) and must be done (4). Response alternatives for role performances with weights given in parenthesis were: never doing (1), at times doing (2), very often doing (3) and always doing (4).

To measure the difference in perception of Subject-Matter Specialists working in package and non-package districts regarding role expectations and role performances, the scores were subjected to 't' test.

FINDINGS

Background Information:

The respondents were asked a few preliminary questions as to their education and service experience and the information obtained is summarized here:

Education:—It was found that majority (60 per cent) of the non-package subject matter specialists had post-graduate training in agriculture. While 30 per cent of them were agricultural graduates, the rest ten per cent were graduate in other than agriculture. In case of package Subject-Matter Specialists, a very small percentage (17.5) had post-graduate degree in agriculture and the remaining 82.5 per cent had their education up to graduation in agriculture.

Service Experience:—The information regarding service experience of non-package and package Subject-Matter Specialists is presented in Table-1.

Table 1
Service Experience of Subject-Matter Specialists

Post held	Non-package S.M.S.		Package S.M.S.	
	Frequency	Percentage	Frequency	Percentage
Agriculture Inspector	11	27.5	22	55.0
Junior Research Assistant	4	10.0	8	20.0
Lecturer	—	—	10	25.0
Block Agricultural Officer	16	40.0	—	—
Assistant Research Officer	5	12.5	—	—

*A.K.Singh, Lecturer, Post-graduate Department of Agricultural Extension, Rajendra Agricultural University, Bihar.

R.P. Singh, Associate Professor of Extension Education, Haryana Agricultural University, Hissar.

As it appears from Table 1, majority of the non-package Subject-Matter Specialists did not have previous experience of research work in their field of specialisation. Only 10 per cent of them had worked as Junior Research Assistant and 12.5 per cent as Assistant Research Officer. It was learnt that 10 per cent of these Subject-Matter Specialists were transferred from Extension Services and 27.5 per cent were directly appointed just after their graduation in agriculture.

In case of package Subject-Matter Specialists, only 20 per cent had previous experience of research work as Junior Research Assistant and another 20 per cent had teaching experience. Majority (55 per cent) of them were promoted from the post of Agricultural Inspector.

Thus, it could be concluded

that previous research experience and post-graduate training were not taken as essential criteria in posting of Subject-Matter Specialists. As regards training, majority of the Subject-Matter Specialists had not special training in the subject matter for which they were posted as specialist. Neither pre-service training was imparted to Subject-Matter Specialists in their area of specialization, nor was there any provision of regular in-service training.

Role Expectations:—Necessary information regarding self-appraisal of role-expectations by Subject-Matter Specialists were collected with respect to seven role segments on a four-point rating scale. In Table 2 is presented the mean expectation scores of the non-package and the package Subject-Matter Specialist for all the seven roles.

Table 2
Mean Role Expectation Scores

Roles	Mean Scores		Value of 't'
	Non-package S.M.S	Package S.M.S.	
Learner	21.8	20.73	10.554**
Adviser	44.8	36.85	33.243**
Trainer	10.4	4.85	25.569**
Executor	32.7	26.18	6.5728**
Supervisor	14.8	13.58	8.658**
Office worker	23.8	16.38	5.644**
Evaluator	10.4	8.43	14.622**

**Highly Significant

As Table 2 indicates, the mean expectation scores of the non-package Subject-Matter Specialists were significantly higher than the mean expectation

scores of the package Subject-Matter Specialists for all the seven role segments. This indicates that the non-package Subject-Matter Specialists attach-

ed greater importance to the specific activities under all the seven role segments than the package Subject-Matter Specialists. The gap between the mean expectation scores of the non-package and Package Subject-Matter Specialists was maximum in case of trainer role. The non-package Subject-Matter Specialists admitted that one of their important duties was to visit different Blocks for organizing formal training for Village Level Workers and farmers. But the package Subject-Matter Specialists explained that as they had to cover only one Block, they were in close contact with Village Level Workers and farmers. Therefore, they did not attach much importance to formal training of Extension workers and farmers of their Block. It is further observed from Table 2 that for both the non-package and the package Subject-Matter Specialists, the mean expectation scores for office-work were very low. This was indicative of the fact that they did not consider office work as one of their important roles.

Role Performances:

The mean performance scores of the non-package and the Package Subject-Matter Specialists on all the seven role segments are presented in Table 3 on the next page.

As it appears from Table 3, the mean performance scores of the Package Subject-Matter Specialists were significantly higher than those of the non-package Subject-Matter Specialists with respect to learner, adviser, supervisor and evaluator roles. This indicated that according to their self-appraisal, the Package Subject-Matter Specialists were doing more job as learner, adviser, supervisor, and evaluator as compared to the non-package Subject-Matter Specialists. Although the difference between the mean performance scores of the non-package and the Package Subject-Matter Specialists on executor role was not significant, the latter had

New Publication

Adult Education for Farmers in a Developing Society

It strikes me as the most comprehensive publication that I have seen on the subject.

—E.M. Ojala
Assistant Director-General, FAO, Rome.

This is an excellent publication.

—Garnet T. Page, Director-General
Technical Services and Spécial Projects
Division, Regional Economic Expansion,
Ottawa, Canada.

An excellent book which will provide inspiration to students of Rural Development and Agricultural Extension in their dissertations.

—John Bower, Director of Rural Development
and Agricultural Extension, University of
Reading, England.

It strikes me as a most useful guide to rural development in India.

—H.E. Wilhelm, Representative, Ford
Foundation, New Delhi.

Price

Paper Back Rs. 12.00

Hard Cover Rs. 20.00

Abroad U.S. \$ 5.00

Abroad U.S. \$ 7.00

ORDER FROM

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg,

NEW DELHI-110001.

INDIAN JOURNAL OF ADULT EDUCATION

Index To Vol. XXXIII

January to December 1972

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

A

- Adult Education and Democracy—William Hampton—5(5)
Adult Education and Developing Countries in Asia—S.C. Dutta—5(3)
Adult Education and Emergency—B.M. Pande—1(7)
Adult Education and National Emergency—N.A. Ansari—1(16)
Adult Education and the Second Development Decade—Anibal Buitron—9(16)
Adult Education for Democracy—S.C. Dutta—11(15)
Adult Education for Human Development—12(18)
Adult Education in Himachal Pradesh—L.R. Vaidya—3(11)
Adult Education in Haryana—K.L. Zakir—9(11)
Adult Education in Indonesia—S. Danoewidjajo—4(5)
Adult Education in Malaysia—Yusof bin Junid—3(7)
Adult Education in Museums—S.M. Grabowski—10(9)
Adult Education in Punjab Before Independence—M.R. Kansal—7(12)
Adult Education in Singapore—Chan Ching Yong—2(10)
Adult Education in Thailand—Sman Sangmahli—2(7)
Adults in the Classroom—4(15)
Adult Education: The Key to Survival—Donnie Dutton—1(9)
Ahmed, Mushtaq, Functional Literacy Experimental Pilot Project in Zambia: Reasons for Drop-outs—8(3)
Aknisanya, T.S.A., Youth and Adult Education—1(3)
Amrik Singh, Universities and Adult Education: The Indian Case—6(3)
Ansari, N.A., Adult Education and National Emergency—1(16)
Are You a Good, Mediocre or Poor Teacher—5(11)
Attitudes Towards Adult Education—K.L. Sharma—12(10)

B

- Barriers to Efficient Functioning of Extension Personnel—R.P. Singh and C.K. Ambastha—7(6)
Bhadriah, N., Functional Literacy—4(11)
Bonanni, C., Functional Literacy Methodology and its Implications for the Broader Field of Adult Education—9(3)
Brock, Antony, Success in Health Means Literacy Set Back—2(17)

Buitron, Anibal, Adult Education and the Second Development Decade—9(16)

C

- Chan, Ching Yong*, Adult Education in Singapore—2(10)
Chandra, Arvind and, Shashi Kant, Survey of Worries of Adults in Kamatipura, Baroda—7(15)
Chatterjee, B.B., Role of Adult Education in the Emergency—1(5)
Chile Aims at Full Adult Literacy by 1976—Arthur Gilette—3(10)
College Surves the Community Through Mobile Library—Ram Singh—12(16)
Comparative Adult Education—John Lowe and Per Himmelstrup—3(3)
Concept of Life-long Education for Adults—J.C. Mathur—11(7)
Content of Adult Education Programme in the context of Life-long Education—N.K. Pant—12(3)
Correspondence Education in India—N.K. Pant—4(13)
Course Activity Among the Old in Finland—Tertra Sundholm—7(17)

D

- Danoewidjajo, S.* Adult Education in Indonesia—4(5)
Designing a Scheme for Polyvalent Adult Education Centres in Asian Countries—B.C. Rokadiya—10(3)
Dharm Vir, Women Education: An Effort in Central India—8(9)
Draper J.A., Towards a Participating Society—11(11)
Duke, Chris, Training of Adult Educators in Australia—2(3)
Dutta S.C., Adult Education and Developing Countries in Asia—5(3)
Adult Education for Democracy—11(15)
Dutton, Donnie, Adult Education: The Key to Survival—1(9)

F

- Functional Literacy—N. Bhadriah—4(11)
Functional Literacy Experimental Pilot Project in Zambia: Reasons for Drop-Outs—Mushtaq Ahmed—8(3)
Functional Literacy for Professional People in a Multilingual Society—J.C. Mathur—6(7)
Functional Literacy Methodology and its Implications for the Broader Field of Adult Education—C. Bonanni—9(3)

List of English Publications of the Association

	Inland Price Rs. P	Foreign Price (U.S. Dollars)
1. Liquidation of Illiteracy	2.00	1.00
2. Community Centres	2.50	1.00
3. Training of Social Education Workers	3.50	1.75
4. Literature for Neo-literates	3.50	1.75
5. Recreational and Cultural Activities in Social Education	3.50	1.75
6. Libraries in Social Education	3.50	1.75
7. Social Education in Rural Reconstruction	1.00	0.50
8. Workers' Education	2.50	1.00
9. Social Education in Urban Areas	1.50	0.75
10. Organisation and Administration of Social Education	1.50	0.75
11. Community Organisation in Social Education	2.00	1.00
12. Social Education and Democratic Decentralization	3.00	1.50
13. Social Education and the Youth	2.50	1.00
14. Adult Education and Economic Development	2.50	1.00
15. Development Work Among Rural Women	1.00	0.50
16. Methods and Techniques of Workers' Education	3.00	1.50
17. International Conference on Adult Education	3.00	1.50
18. Trade Unions and Workers' Education	1.00	0.50
19. Place of Recreation in Social Education—S.C. Dutta	1.50	0.75
20. Human Values in Adult Education	1.00	0.50
21. Social Education in 2nd Five Year Plan	0.75	0.50
22. Adult Education in Community Development	1.50	0.75
23. Social Education in Changing Society	1.25	0.60
24. Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00	2.25
25. Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50	1.00
26. History of Adult Education in India During British Period—Sohan Singh	3.50	1.75
27. The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50	0.75
28. Social Education—Ten years in Retrospect—S.C. Dutta	0.50	0.25
29. Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.25	0.60
30. Adult Education in Rural Areas—Abstract	0.35	0.10
31. Community Action—Abstract	0.35	0.10
32. Training in Adult Education—Abstract	0.35	0.10
33. Community Organisation in Adult Education	1.00	0.50
34. On to Eternity Vol. I—S.C. Dutta	5.00	2.00
35. On to Eternity Vol. II—S.C. Dutta	2.50	1.00
36. Group Discussion—M.C. Nanavatty	3.75	1.75
37. Celluloid in Indian Society—H.S. Bhola	2.00	1.00
38. The Alphabet for Progress—Mushtaq Ahmed	0.60	0.25
39. Selected Problems in Social Education—Homer & Helen Kempfer	5.00	1.50
40. New Dimensions in Social Education—S.C. Dutta	2.00	1.00
41. Implications of Continuous Learning—J.R. Kidd	2.50	1.00
42. New Trends in Adult Education in India—S.C. Dutta	2.00	1.00
43. Seminar Techniques—Dr. S.R. Ranganathan	1.00	0.50
44. Workers Education Abroad	2.00	1.00
45. Adult Education in South Asia—S.C. Dutta	1.00	0.50
46. American-Hindi Cook Book	6.00	2.25
47. Life-Long Learning for Survival	3.50	1.50
48. Schools and Adult Education	2.00	1.00
49. Life-long Integrated Education	4.00	1.50
50. Adult Education for Parliamentary Democracy	5.00	1.75
51. An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00	4.50
52. Literature for Neo-Literates in India—A Bibliography	7.00	2.75
53. Education for Perspective—J.R. Kidd	24.00	6.00
54. Adult Education and National Integration	3.50	1.25
55. Adult Education in the Seventies	5.00	1.75
56. Manual for Adult Literacy Teachers—N.R. Gupta	10.00	2.75
57. Adult Education for Farmers in a Developing Society—J.C. Mathur	12.00	5.00

Available from :

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

Table 3
Mean Role Performance Scores

Roles	Mean Scores		Value of 't'
	Non-package S.M.S.	Package S.M.S.	
Learner	18.5	19.77	2.402**
Adviser	34.3	35.88	5.056**
Trainer	5.2	4.08	5.372**
Executor	24.9	24.98	0.290 N.S.
Supervisor	10.5	14.48	16.432**
Office-worker	29.9	14.73	66.550**
Evaluator	7.2	7.55	4.550**

N.S. Non-significant; **Highly significant

comparatively higher scores than the former.

As the mean performance scores of the package Subject-Matter Specialists were higher than those of the non-package Subject-Matter Specialists on learner, adviser, supervisor and evaluator roles which were related to the field work, it could be concluded that they were more attached to the field work as

compared to their counterparts in the non-package districts. It is further supported by significantly higher mean performance scores of the non-package Subject Matter Specialists for office work. This clearly indicated that the non-package Subject-Matter Specialists had to do much more office work than the Package Subject-Matter Specialists. It was quite natural, therefore, that their performance in field activi-

ties was comparatively less than the Package Subject-Matter Specialists.

Conclusion

The self-appraisal of non-package and Package Subject-Matter Specialists regarding their expectations on seven roles revealed that the non-package Subject-Matter Specialist attached much greater importance to all the roles except office-work. They felt that many of the activities mentioned under office-work should not have been assigned to them.

The comparative analysis of role performances of non-package and package Subject-Matter Specialists revealed that the performance of Package Subject-Matter Specialists in the role segments related to field work was superior to that of non-package Subject-Matter Specialists. It was also revealed that the non-package Subject-Matter Specialists had to indulge themselves much more in office-work than those in the package district. The fact that both the Package and the non-package Subject-Matter Specialists had poor performance as trainer indicated that they failed to educate and advise the extension personnel and farmers about the recent technical details related to the subject-matter of their specialisation.

Subscribe to

Proudh Shiksha

The Hindi monthly containing news about programmes in adult education in India, short stories for neo-literates, folk tales and case studies about pioneering experiments in adult education.

Annual Subscription

Rs. 8.00

Published by

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg, New Delhi.

S

- Saini, B.K.*, Use of Audio-Visual Materials in Social Education in Punjab—10(11)
Sangmahli, Sman, Adult Education in Thailand—2(7)
Saxena, J.C., Role of Adult Education in the Emergency—1(3)
Sharma, K.L., Attitudes Towards Adult Education—12(10)
Singh, R.P. and Ambastha, C.K., Barriers to Efficient Functioning of Extension Personnel—7(6)
 Some Consideration for Adult Literacy Teachers—P.E. Torrence—4(3)
 Success in Health Means Literacy Set Back—Antony Brock—2(17)
Sundholm, Tertta, Course Activity Among the old in Finland—7(17)
 Survey of Worries of Adults in Kamatipura, Borada—Arvind Chandra and Shashi Kant—7(15)

T

- They Won't Drop-Out If—12(13)
 Third International Conference on Adult Education—9(13)
 Time Bound Programme for the Liquidation of Illiteracy in India—S.N. Mitra—5(7)
Topuz, Hafzi, A Newspaper to Keep People Literate—5(18)
Torrence, P.E., Some Considerations for Adult Literacy Teachers—4(3)
 Towards a Participating Society—J.A. Draper—11(11)
 Training of Adult Educators in Australia—Chris Duke—2(3)

U

- UNICEF Assistance to Education—5(11)
 Universities and Adult Education: The Indian Case—Dr. Amrik Singh—6(3)
 Use of Audio-Visual Materials in Social Education in Punjab—B.K. Saini—10(11)

V

- Vaidya, L.R.*, Adult Education in Himachal Pradesh—3(11)
Versluys, J.D.N., Why Do You Want to Read—12(15)
 Voluntary Organisations and Adult Education in Ceylon—L.G. Hewage—4(9)

W

- Why Do You Want to Read—J.D.N. Versluys—12(15)
 Women Education: An Effort in Central India—8(9)

Women's Primers and Supplementary Books—S.N. Maitra—6(14)

Women 32 Years Behind Men in Literacy—10(14)
 Work-Oriented Functional Literacy Project in Ethiopia—Sushila Mehta—3(9)

Y

Youth and Adult Education—T.S.A. Aknisanya—1(3)

Z

Zakir, K.L., Adult Education in Haryana—9(11)

Other Features

- All India Adult Education Conference—9(1), 10(1)
 Asian Regional Institute for Training of Adult Educators Recommended—3(1)
 Big Drive to Educate in 15-25 Age Group—8(1)
 Book Reviews—1(17), 2(19), 3(15), 5(19), 10(15), 11(19)
 Correspondence Education for Farmers—1(2)
 Mohammed Reza Pahlavi Prize for Gram Shikshan Mohim—9(2)
 Mujeeb to Deliver Zakir Husain Memorial Lecture—10(1)
 Nehru Literacy Award—9(1)
 Reports from the Fields—1(18), 2(20), 3(16), 4(18), 6(16), 7(19), 8(18), 9(19), 10(16), 12(19)
 Symposium on Reading Material for Neo-Literates—9(2)

Still Available

Manual

for

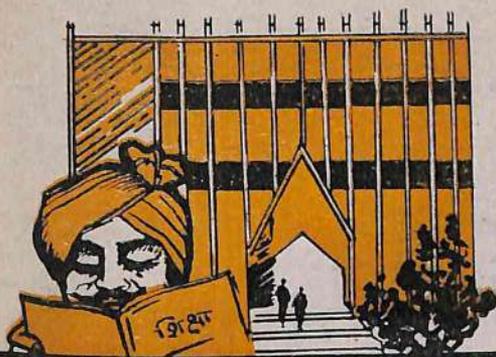
Adult Literacy Teachers

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.**



APRIL 1973

CONTENTS

Editorial Board

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

Published every month by the
Indian Adult Education
Association

Contents of the
Indian Journal of
Adult Education are
Indexed in
CURRENT INDEX TO
JOURNALS IN EDUCATION
(New York) and the GUIDE
TO INDIAN PERIODICAL
LITERATURE (Gurgaon)

Subscription

Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.
Tele: 272524

*Adult Education in Urban and Industrial Areas:
Problems and Prospects*

—B. C. Rokadiya 3

*A 21-Point Programme for a Global Strategy
in Education*

7

*Fighting Illiteracy and Educating the Masses
in Vietnam*

Harish Chandola 11

*Major Trends in Adult Education During
the Last Ten Years: Analysis and
Major Problems*

13

*Some Characteristics of the Trainees of Farm
Women Training Courses*

—N. C. Patel, D. N. Pandya and J. C. Trivedi 15

G

- Gandhi, Indira*, Jawaharlal Nehru—11(17)
Gandhian Concept of Adult Education—T.A. Koshy—4(17)
Gillette, Arthur, Chile Aims at Full Adult Literacy by 1976—3(10)
Grabowski, S.M., Adult Education in Museums—10(9)
Greenough, Richard, A Growing Force for National Development—3(5)
Growing Force for National Development—Richard Greenough—3(5)
Gupta, L.N., Linking Adult Education with Life—7(2)
Gupta, N.R., Role of Adult Education during War and in the National Emergency—1(11)

H

- Hampton, William*, Adult Education and Democracy—5(5)
Hewage, L.G., Voluntary Organisations and Adult Education in Ceylon—4(9)

I

- Impact of Functional Literacy Programme on the Learners in Kerala—K.S. Pillai—10(7)
Indian Adult Education Association: General Secretary's Report for 1970-71—6(11)
Indian Adult Education Association: Receipts and Payments Account for 1970-71—7(10)
Indian Journal of Adult Education—Index to Vol. XXXII—5(15)

J

- Jacob, Florence*, Political Illiteracy in Some Villages in Indore—7(4)
Jain, N.P., Local Community Action and National Development—8(10)
Jane, Henri, New Trends in Adult Education—12(7)
Jawaharlal Nehru—Indira Gandhi—11(17)
Junid, Yusof Bin, Adult Education in Malaysia—3(7)

K

- Kansal, M.R.*, Adult Education in Punjab before Independence—7(12)
Kline, David, Role of Education in Population and Family Planning Programmes—8(14)
Koshy, T.A., Gandhian Concept of Adult Education—4(17)

L

- Linking Adult Education with Life—L.N. Gupta—7(2)
Local Community Action and National Development—N.P. Jain—8(10)
Look at Adult Education in the Seventies—9(9)
Look into National Demonstration Programme—A.P. Mishra—2(13)

- Lowe, John*, Research Priorities in Adult Education in Developing Countries—8(6)
Lowe, John and Himmelstrup Per, Comparative Adult Education—3(3)

M

- Maitra, S.N.*, Women's Primers and Supplementary Books—6(14)
Mathur, J.C., Functional Literacy for Professional People in a Multilingual Society—6(7)
Concept of Life-long Education for Adults—11(7)
Mehta, Sushila, Work-Oriented Functional Literacy Project in Ethiopia—3(9)
Mishra, A.P., Look into National Demonstration Programme—2(13)
Mitra, S.N., Time Bound Programme for the Liquidation of Illiteracy in India—5(7)
Muniswamy, K.S., Role Played by Adult Educators during the Recent War—1(15)

N

- Nation-wide Programme to Liquidate Illiteracy Emphasized—11(5)
New Trends in Adult Education—Henri Janne—12(17)
Newspaper to Keep People Literate—Hifzi Topuz—5(18)

P

- Pande, B.M.*, Adult Education and Emergency—1(7)
Pant, N.K., Correspondence Education in India—4(13); Content of Adult Education Programmes in the context of Life-long Education—12(3)
Pillai, K.S., Impact of Functional Literacy Programme on the Learners in Kerala—10(7)
Political Illiteracy in Some Villages in Indore—Florence Jacob—7(4)

R

- Ram Singh*, College Serves the Community Through Mobile Library—12(6)
Recommendations of the Workshop on University Continuing Education—3(13)
Research Priorities in Adult Education in Developing Countries—John Lowe—8(6)
Rokadiya, B.C., Designing a Scheme for Polyvalent Adult Education Centre in Asian Countries—10(3)
Role of Adult Education during War and in the National Emergency—N.R. Gupta—1(11)
Role of Adult Education in the Emergency—B.B. Chatterjee—1(5)
Role of Adult Education in the Emergency—J.C. Saxena—1(13)
Role of Education in Population and Family Planning Programmes—David Kline—8(14)
Role Played by Adult Educators During the Recent War—K.S. Muniswamy—1(15)

On the other hand, the social conflicts need immediate discussion for solution to check further reproduction of conflicts in a social system. Hence, in this case, it would be very difficult to fix the time for discussion because conflicts in a society may occur any time and if not checked at once, can deteriorate or even destroy the community as a whole.

In fact, the topic will, in most cases, influence the choice of the centre. A discussion for grape growers, for example, would obviously be held at a centre where experts can be available and also have all the required facilities for the discussion. On the other hand, a discussion in

connection with the social conflicts should be held at a public place like school, panchayat ghar, dharamsala, chopal etc.

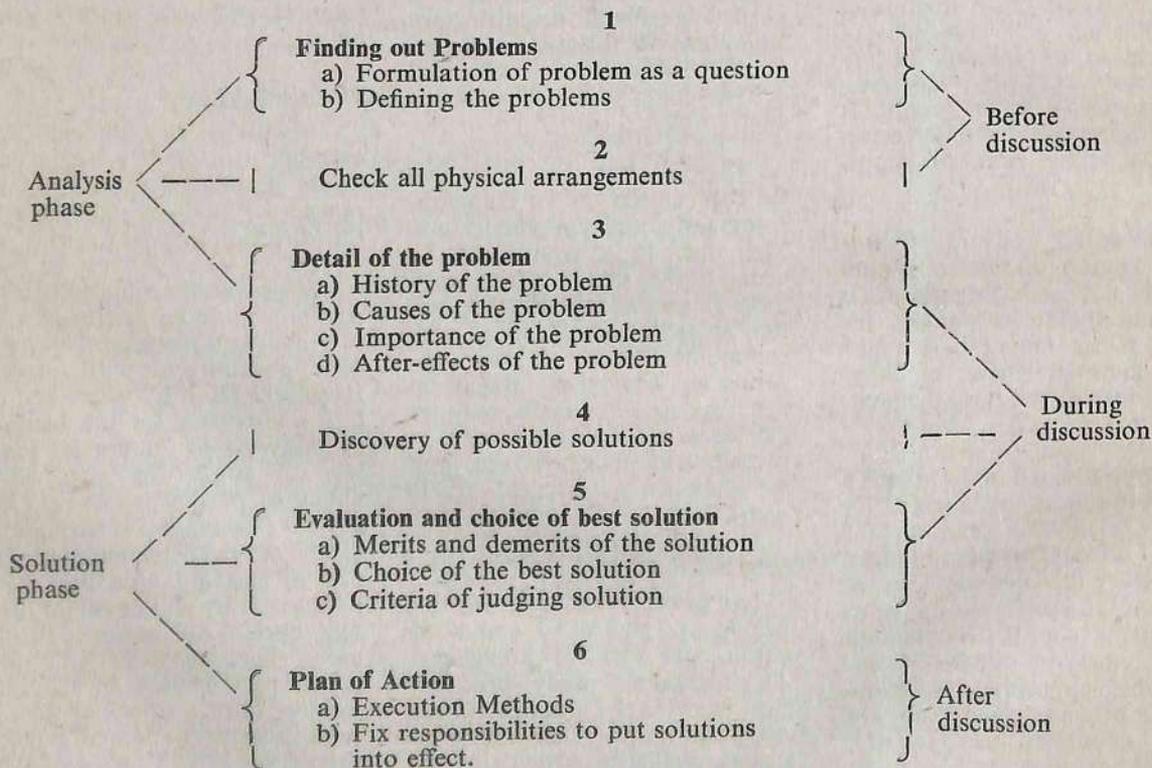
Before deciding the meeting place, the participants should be contacted and enquiries be made as to where they prefer to meet. The place should be right for the purpose. If the farmers, for example, want to see and discuss something regarding high-yielding varieties of different crops of rabi season, the best meeting place for them would be either agricultural university, research station or agricultural college conducting research on high-yielding varieties of different rabi crops. At the time of selection of centre for holding discussion,

care must be taken about physical arrangements.

How?

By 'How' in discussion we mean plan—some kind of blueprint, a road map. How of discussion is composed of the following six stages:

Group discussion is of particular significance in adult activities in a democratic country like ours where the illiterates form the bulk of the population. It helps people in arriving at sound and unanimous decisions on issues of mutual interest by avoiding conflicts and taking advantage of collective wisdom. The pros and cons of alternative solutions to a problem are well thrashed out in such discussion.



New Publication

Adult Education for Farmers in a Developing Society

It strikes me as the most comprehensive publication that I have seen on the subject.

—E.M. Ojala
Assistant Director-General, FAO, Rome.

This is an excellent publication.

—Garnet T. Page, Director-General
Technical Services and Special Projects
Division, Regional Economic Expansion,
Ottawa, Canada.

An excellent book which will provide inspiration to students of Rural Development and Agricultural Extension in their dissertations.

—John Bower, Director of Rural Development
and Agricultural Extension, University of
Reading, England.

It strikes me as a most useful guide to rural development in India.

—H.E. Wilhelm, Representative, Ford
Foundation, New Delhi.

Price

Paper Back Rs. 12.00

Abroad U.S. \$ 5.00

Hard Cover Rs. 20.00

Abroad U.S. \$ 7.00

ORDER FROM

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg,

NEW DELHI-110001.

Group Discussion—Indispensable Means of Adult Learning

R.S. Nirwal

DISCUSSION is based on the theory that no one person is competent to provide suitable answers to all questions. The present-day problem of modern life is the increasing difficulty of successful communication of scientific know-how. Better channels of communication have to be established to provide a "Cross-flow" judgment and opinion rather than a one-way "down-flow" directives. Group discussion is one of the best channels (teaching methods) to communicate to the members of a class or group for further dissemination or exchange of information or solution of unsatisfactory situation to non-members of a class or group. It plays an important role in working out better basis for cooperation.

The social basis of contemporary group discussion is important not only because it is academically interesting, but because, if we ignore it, we miss some essential clues to differences which exist within the general format.

Group discussion has been a significant focus of interest for adults because it satisfies the desire for free expression of ideas. Democracy in a country can be successful if the majority of its inhabitants can understand the social emerging problems and think their appropriate solutions without becoming emotional and group discussion is the only possible solution to arrive at. The fact that the adults acquire much of the knowledge by participating in discussions in home, factory, school, place of recrea-

tion, or on the street cannot be denied.

What is it?

In day to day speaking, discussion can be explained as any negotiation, ranging from across-the-street talk between neighbours to a complete parliamentary session. But if we look scientifically, discussion is considered to be a group co-operative effort, where a number of people meet together for hours at a particular meeting place and time in order to gain better understanding of a particular issue of unsatisfactory situation. In the simplest terms, therefore, discussion is organized conversation within the discussion group.

There is more than a verbal tie between the words: common, community, and communication. Men live in a community by virtue of the things which they have in common. Further, not only social life is identical with communication but all communication is educative. Based on this, group discussion may be defined as a social experience, a communication experience, and an educative experience, all in one.

Why?

At present, there is a burning problem of successful communication of scientific knowledge. The discussion's study broadens the individual's education as a communicator. Democracy requires intelligent participation by many in decision-making in many fields like business and industry, labour, education, religion, social welfare, agriculture and so on. In addition to its usefulness as a tool, it helps in developing individual's ability to find out information, to analyse problems, and to think reflectively. We

study discussion because it helps to move for a decision which is more acceptable and makes us able not to go for hasty generalizations.

The discussion's study is also indispensable because it makes the participants tolerant and broad-minded, helps to clear up misunderstandings, to learn more, to express their ideas freely, to bring together facts and opinions, to increase individual's ability to communicate effectively, and finally arrive at the satisfactory solution which is more acceptable.

When and Where?

It will be very difficult for everyone to predict when and where discussion should be arranged. But some guidelines in this direction may be drawn.

Whenever possible, the discussion should be so timed that the interested people may avail the opportunity of participation. It should be held when people feel a necessity for the decision or judgment of the crucial problem or advice or suggestions about a particular issue. The general observation is that attendance or participation rate in case of learning type discussion on agriculture will be more usually during off seasons. However, there may be wide and active participation in such discussion during attack of the diseases and pests. The discussion should not be held at night because the people attending these will usually be tired after a hard day's work. Like-wise, the discussion should not last long. The problem selected should be made as attractive as possible, and be presented in such a way that the solution or judgment is easily achieved.

*The author is Lecturer in Extension Education, Haryana Agricultural University, Hissar.

in these creative activities with the help of intermediaries or mediators emerging from the very socio-cultural groups which they are called upon to stimulate and sensibelize.

Thus, while attempting to satisfy the aspirations and the needs of the individuals as well as the exigencies of the economic, social and cultural development of the community, adult education has to perform a function of creation as it must contribute to the aesthetic, moral, social and civic formation of man; it must develop taste, judgment and critical sense, encourage positive attitudes by counteracting cultural expressions, whether indigenous or external, that propagate war, violence, racialism or domination; it must bring to the forefront creative attitudes.

This raises a series of most varied and complex technical problems such as the building up of a suitable infrastructure (cultural centres, libraries,

museums, sports clubs, audio-visual centres and so on) which becomes necessary more especially as in industrialized countries the pace of urbanization is growing fast; the training of specialized educators and cultural "animateurs"; the judicious utilization of modern means of mass information; the framing of measures designed to provide the full benefit of adult education programmes and of the organization of leisure to those groups which are relatively segregated in this respect such as aged persons and rural populations.

These problems are difficult as they are oriented not towards the production of goods but essentially towards action on persons—here scientific research is lagging behind action which it should precede more than in any other field. Nevertheless they may be solved by a methodical sociological research which should consider itself mainly as a guide and an auxiliary of the ultimate ethical options of cultural development.

For Perfection of Your INSTITUTION.....

You must possess **SLATED ROLL-UP BLACK BOARDS**

—Manufactured by—

MEGH SLATE FACTORY PRIVATE LIMITED.,

Post Box No. 24,

BARAMATI. (Poona) INDIA.

Which being established in the year 1924 has naturally behind its back a rich experience of 49 years in the Educational Aids Industry !

- * They are noted at home and abroad for their Quality, Utility, Portability and Writability with chalk and erasability with duster.
- * They are scientifically coloured and hence are clearly visible from any angle.
- * Is it not high time that your Institution had tried them?



Ask from your nearest book sellers or direct from the manufacturer:—

M/s. MEGH SLATE FACTORY PRIVATE Ltd.

P.B. No. 24.

BARAMATI. (Poona)

Meeting to Plan for Regional Seminars on Adult Education and National Development

AT the close of a six day meeting organized by the Commonwealth Secretariat and the Department of Adult Education in the University of Manchester (U.K.) recently, fourteen specialists in adult education from a number of countries in the British Commonwealth recommended that a series of regional seminars be organised by the Commonwealth Secretariat on the theme *Adult Education and National Development*. It was felt that such seminars would be highly useful to member governments in the planning and implementation of their overall development programmes. The participants proposed that three seminars in different regions of the world take place before the next Commonwealth Ministers of Education Conference, scheduled for March 1974. They suggested that an adult educationist, an educational planner, and an economist/social planner be invited from each Commonwealth country.

Further information is available from Mr. J. H. Eedle, Senior Education Officer, Education Division, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5 HX.

Hasan Urges Rural Women's Education

The Union Minister of State for Education, Dr. Nurul Hasan, warned of the dangers of gross illiteracy which was likely to jeopardise the very growth of the country if the entire potential of women was not tapped within three to four years.

Inaugurating a three-day seminar on women at the Rajasthan University Campus, in Jaipur on March 22, the Minister called upon educated women to take a lead in tapping the potential of their counterparts in the countryside. "The educated women have to provide leadership," he remarked.

Dr. Hasan asked the delegates to understand well the difference between literacy and education. While he urged them to give all importance to literacy he suggested that it should not necessarily be assumed that literacy was education.

ADULT EDUCATION AS A FACTOR IN ECONOMIC, SOCIAL AND CULTURAL DEVELOPMENT

The following extracts on the role of adult education in economic, social and cultural development have been taken from the general report of the Tokyo World Conference.

Adult Education and Productivity

THE Conference agreed that the harnessing of human resources was an essential part of economic and social development and that adult education had a major role to play in this regard. Education should be an agent of change and transformation. The rapid increase in technological innovation, industrial and agricultural production today required that the working force constantly be retrained and upgraded in all occupations and at all levels. New occupations emerged as old ones disappeared. Retraining of segments of the labour force for new occupations when their jobs become redundant owing, for instance, to changes in industrial processes, was one means of resolving unemployment problems.

Vocational training should go further, however, than simply preparing an individual for a productive role. The adult should be able to share in the control of all the processes in which he was involved. The individual's other roles in society—cultural, social, political should therefore be borne in mind when training programmes were being planned. The object of adult education should be to develop the whole man even when for practical reasons only one skill or highly specialized knowledge had to be imparted.

Trade union and occupational training for industry and agriculture was also specifically mentioned as indispensable in any national system of adult education.

Adult Education for National Development

The Conference drew attention to adult education as one of the instruments of nation-building. Especially, but not only, in nations recently emerged from colonial rule adult education could help to induce a sense of national direction and purpose, weld the people together and assist them to participate more actively in public affairs.

National development began at the grassroots with subsistence farmers and manual workers. They must be given the tools—the knowledge and skills—with which to improve their living conditions and exert an influence on their neighbourhoods.

Literacy

An integral element of all adult education for

nation-building was literacy. The Conference unanimously agreed that literacy was the keystone of life-long learning. The social, economic and cultural progress that had been made by several countries attending the Conference was attributed to the eradication or near-eradication of illiteracy. But literacy was only one crucial step. It was imperative that the acquisition of literacy should lead on to continuing personal development. This laid upon governments the duty to provide extensive post-literacy programmes, conceived within the framework of life-long educational systems.

To be an effective vehicle of development adult education must be based on applied research. And to be successful, research should incorporate findings from such cognate disciplines as sociology and psychology. Applied research must be concerned mainly with : (a) the economic and social benefits to be derived from investments in adult education, (b) teaching methods, (c) adult motivation, particularly in view of the challenge to attract hitherto unreachable adults or to sustain the interest of those already engaged in study, (d) intensive study of the barriers to learning.

Adult Education and Cultural Development

The role of life-long education as a factor of cultural development was stressed.

It was stated that life-long education and cultural development cannot be separated and that they are two facets of the same problem, i.e. the building up of free men in a changing society.

Cultural development was defined as the harnessing of physical and mental resources of man in relation to the needs of personality and of society and was conceived as a continuing process throughout life. The orientations vary according to the criteria laid down by different countries, circles, groups or individuals.

There were various ways of achieving such development: the creation of new works, the preservation or the renovation of ancient works, the massive distribution of technical, scientific, artistic and intellectual productions and, above all, the active participation of peoples from all walks of life

A landmark in the publications of IAEA

(in collaboration with Nachiketa Publications Ltd.)

ADULT EDUCATION IN INDIA: A BOOK OF READINGS

Edited by ANIL BORDIA, J.R. KIDD & J.A. DRAPER.

Pages 532

Price—Hardbound Rs. 50 (\$ 10)

Paperback Rs. 25 (\$ 6)

A comprehensive coverage of all aspects of adult education in India, divided into five parts.

- I. *Historical Perspectives* (3 articles)
- P.C. Lal — The Tradition of Adult Education.
Anil Bordia — During British Period and after.
- II. *Philosophy & Objectives* (11 articles)
- Malcolm S. Adiseshiah — The Call of Adult Education.
K.G. Saiyidain — Why Adult Education?
Romesh Thapar — Disciplining Philosophy of Living.
M. Mujeeb — A Matter of Conscience.
R.M. Chetsingh — Adult Education for the Educated.
- III. *Adult Literacy* (12 articles).
- V.K.R.V. Rao — Socio-Economic Strategy.
Homer Kempfer — Attack on Illiteracy.
T.A. Koshy — Methods of Literacy Teaching.
- IV. *Methods* (9 articles)
- J.C. Mathur — Mass Media.
Dharm Vir — Cooperative Education.
- V. *Programmes & Agencies*
- A. *Urban Adult Education* (3 articles)
- V.S. Jha — Urban Adult Education.
- B. *Special Groups* (8 articles)
- V.S. Mathur — Workers' Education.
R.L. Mullick — Indian Army.
T.N. Chaturvedi — Civil Servants.
V.M. Dandekar — Farmers' Education.
- C. *The University* (8 articles)
- M.S. Mehta — University Adult Education.
Amrik Singh — Universities & Extension Work.
V.V. John — Evening Colleges.
- D. *Other Agencies* (5 articles)
- J.R. Kidd — Educational Authority.
N.N. Gidwani — Libraries.

Available from—

In India

Hony. Gen. Secy.
Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-110001.

Abroad

Secretary General,
International Council for
Adult Education,
George Brown College,
21, Nassau Street,
Toronto, Canada.

NEWS & EVENTS

Danish Fellowship in Adult Education

The Department of Education, Union Ministry of Education and Social Welfare has invited applications from State Governments and voluntary organisations working in the field of adult education for one research fellowship in Adult Education in Denmark for the academic year 1973-74. Minimum educational qualifications for this fellowship are a first class Bachelor's degree in Science/Humanities and a degree or diploma in Adult Education with two years field experience. Last date for receipt of applications on prescribed form is April 25, 1973.

Further information can be obtained from the Ministry of Education and Social Welfare, Section ES. 3, Room No. 516, B Wing, Shastri Bhavan, New Delhi-110001.

Adult Education Information Notes

New Publication of Unesco

The first issue of *Adult Education Information Notes* dated February 1973 has been brought out by Unesco. The notes will be published on an occasional basis, five to six times a year.

The copies of information notes can be had from the Division of Adult Education, Unesco, 7 Place de Fontenoy, 75700, Paris, France.

Unesco To Collect Statistics on Adult Education

The Office of Statistics of Unesco is developing an International Standard Classification of Education (ISCED) which has been designed to cover both adult education and regular school and university education. A manual for the collection of statistics on adult education will be field tested in various countries over the next two years. Further information can be obtained from the Office of Statistics, Division of Statistics on Education, Unesco, Paris.

WORLD POPULATION REACHED 3,706 MILLION IN 1971, YEARBOOK SAYS

The world's population reached 3,706 million in mid-1971, an increase of 74 million in one year, according to the latest United Nations *Demographic Yearbook* just issued. The figure represents a two per cent annual growth rate which, if maintained, will double world population in the year 2006—33 years from now.

For the first time, the *Yearbook* contains figures on abortion, as well as official figures from the People's Republic of China. It shows that Shanghai is now the world's most populous city, followed by Tokyo, New York, Peking, London and Moscow, in that order.

Breaking world population down by regions, the *Yearbook* shows that according to latest figures, one out of every two people in the world is an Asian. Some 2,104 million people lived on that continent, representing 56.7 per cent of the world total. In other regions, 354 million people lived in Africa (9.5 per cent of world total); 327 million in North America (8.8 per cent); 195 million in South America (5.3 per cent); 466 million in Europe (12.6 per cent); 19.7 million in Oceania (0.5 per cent); and 245 million in the Soviet Union (6.6 per cent).

Among other facts in the 816-page *Yearbook*

Belgium, Australia, Sweden, Israel and Uruguay all report that more than 80 per cent of their population live in urban areas;

In Monaco and Kuwait, more than 50 per cent of the population is foreign born;

The Federal Republic of Germany has the lowest birth rate in the world,

(12.8 births per 1,000 population), and Swaziland the highest (52.3 per 1,000); and

Nigeria, Upper Volta, Sri Lanka (Ceylon), India, Khmer Republic Jordan and Pakistan are the only countries where men can expect to live longer than women.

MALAYSIA NOW SPENDS MORE ON EDUCATION THAN DEFENCE

The Malaysian budget for 1973 allots more money for education than for defence. The government has increased funds for education this year to a total of 843,000,000 Malaysian dollars (about US\$ 332,000,000). This year's defence allowance is 680,000,000 Malaysian dollars (approximately US\$ 268,000,000).

(UNESCO FEATURES)

List of English Publications of the Association

	Inland Price Rs. P	Foreign Price (U.S. Dollars)
1. Liquidation of Illiteracy	2.00	1.00
2. Community Centres	2.50	1.00
3. Training of Social Education Workers	3.50	1.75
4. Literature for Neo-literates	3.50	1.75
5. Recreational and Cultural Activities in Social Education	1.50	0.75
6. Libraries in Social Education	3.50	1.75
7. Social Education in Rural Reconstruction	1.50	0.75
8. Workers' Education	2.50	1.00
9. Social Education in Urban Areas	1.50	0.75
10. Organisation and Administration of Social Education	3.50	1.75
11. Community Organisation in Social Education	2.00	1.00
12. Social Education and Democratic Decentralization	3.00	1.50
13. Social Education and the Youth	3.50	1.75
14. Adult Education and Economic Development	1.25	0.60
15. Development Work Among Rural Women	2.00	1.00
16. Methods and Techniques of Workers' Education	1.30	0.65
17. International Conference on Adult Education	1.30	0.65
18. Trade Unions and Workers' Education	2.00	1.00
19. Place of Recreation in Social Education—S.C. Dutta	3.00	1.50
20. Human Values in Adult Education	2.50	1.25
21. Social Education in 2nd Five Year Plan	2.50	1.25
22. Adult Education in Community Development	1.00	0.50
23. Social Education in Changing Society	3.00	1.50
24. Social Education in Delhi—S.C. Dutta & Helen Kempfer	3.00	1.50
25. Reading Material for Neo-Literates in India—Mushtaq Ahmed	1.00	0.50
26. History of Adult Education in India During British Period—Sohan Singh	1.50	0.75
27. The Highways and Byways of Adult Education in Russia—Sohan Singh	1.00	0.50
28. Social Education—Ten Years in Retrospect—S.C. Dutta	0.75	0.375
29. Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.50	0.75
30. Adult Education in Rural Areas—Abstract—Mushtaq Ahmed	1.25	0.60
31. Community Action—Abstract—Sohan Singh	6.00	3.00
32. Training in Adult Education—Abstract—Sohan Singh	2.50	1.25
33. Community Organisation in Adult Education—S.C. Dutta	3.50	1.75
34. On to Eternity Vol. I—S.C. Dutta	1.50	0.75
35. On to Eternity Vol. II—S.C. Dutta	0.50	0.25
36. Group Discussion—M.C. Nanavatty	2.50	1.25
37. Celluloid in Indian Society—H.S. Bhola	1.25	0.60
38. The Alphabet for Progress—Mushtaq Ahmed	0.35	0.175
39. Selected Problems in Social Education—Homer & Helen Kempfer	0.35	0.175
40. New Dimensions in Social Education—S.C. Dutta	1.00	0.50
41. Implications of Continuous Learning—J.R. Kidd	2.00	1.00
42. New Trends in Adult Education in India—S.C. Dutta	5.00	2.50
43. Seminar Techniques—Dr. S.R. Ranganathan	2.50	1.25
44. Workers Education Abroad—Helen Kempfer	3.75	1.875
45. Adult Education in South Asia—S.C. Dutta	2.00	1.00
46. American-Hindi Cook Book—J.R. Kidd	6.00	3.00
47. Life-Long Learning For Survival—S.C. Dutta	5.00	2.50
48. Schools and Adult Education—S.C. Dutta	2.00	1.00
49. Life-long Integrated Education	2.00	1.00
50. Adult Education for Parliamentary Democracy	1.00	0.50
51. An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	2.00	1.00
52. Literature for Neo-Literates in India—A Bibliography	1.00	0.50
53. Education for Perspective—J.R. Kidd	6.00	3.00
54. Adult Education and National Integration	3.50	1.75
55. Adult Education in the Seventies—J.R. Kidd	2.00	1.00
56. Manual for Adult Literacy Teachers—J.N. Gupta	4.00	2.00
57. Adult Education for Farmers in a Developing Society—J.C. Mathur	5.00	2.50

Available from :

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

Adult Education in Urban and Industrial Areas: Problems and Prospects

B. C. Rokadiya

Nature of the Problem

THE problem in urban and industrial areas is mostly confined to workers in industries and those who have dropped out of schools at one stage or the other. The need to develop adult education programmes for such adults in urban and industrial areas has vast and multiple dimensions. Some of the significant factors impinging upon the need for adult literacy and adult education are as follows:

(i) *Low level of Literacy:*

The percentage of literacy in urban areas, according to 1961 Census was 47. It has risen to 52.5 by 1971-72. In other words out of an estimated total urban population of 10 crores, about 6 crores will be literate and 4 crores will be illiterate. The number of illiterate in the economically active age group 15-44 would be of the order of 2 crores. The report of the Panel for Literacy among Industrial Workers set up in 1964 by the Committee on Plan Projects revealed a very wide range of illiteracy among the workers of different industries (ranging between 82-87% in plantation, mining, and jute and 60.5% in cotton textiles, 51.3% among iron & steel workers). The figures clearly demand a concerted action to eradicate illiteracy in urban areas.

(ii) *Lack of stable industrial labour force:*

A stable industrial labour force is still in the process of making. The industrial labour force in India in general is still characterised as 'migratory,' largely consisting of temporary employment seekers.

(iii) *A constant drift from rural to urban areas:*

With the speedy growth of industry, transport and communication in recent years there has been a constant drift of young adults from rural areas to urban industrial complexes. In most instances these adults and young people have neither the technical skills nor the basic literacy skills except experience in agrarian crafts. Besides these groups of people belonging to different

cultural, linguistic, regional and ethnic background require continuous educational induction to adapt to the changing patterns of urban and industrial life.

2. Economists, politicians, sociologists, industrialists and adult educators seem to be agreed that the development of the country depends, in the present circumstances, primarily, on the quality and effectiveness of its working adults. An abundance of public statements to this effect also suggest the increasing recognition of the importance of adult education and continuing training as a part of the process of national development. In the circumstances when the process of capital formation is slow in the country the only alternative, which is in sight is to improve the quality of manpower at work so as to cope with the modern technology and keep pace with the faster advancement being made by other countries. It has to be, therefore, recognised that the quality of labour force is just as important as or even more important than the quantity. An untrained labour force, howsoever many hours it works per day, will yield only a lower, per capita output. It needs no repetition that ignorant people cannot build up, operate and maintain an elaborate modern economy. The development of the necessary skills to fill the jobs of modern economy in business, in factories and cities is essential for a developing country. Inability to read and write is an enormous handicap in this space age as many ideas, instructions and pieces of information come in written rather than in oral form. No worker in modern economy can look after his own interests or those of his employer without the functional skill of reading and writing.

3. Planned change for urbanization and industrial development demand, workers who could adjust to a new way of life in the industrial society under conditions different from the one they were accustomed to and at the same time professionally skilled and trained for the complex production processes of any undertaking. Apart from meeting the need for trained manpower for wide spread adoption of new techniques and machines which can be done only through education and training, education also provides the enlightenment necessary for the conquest of ignorance and for inculcating the ability for adopting quickly to the new way of social, political and economic life during the life span of an adult. Although it is true that as the rate of literacy increases, the recruits to the industrial concerns would be literate workers, by no

stretch of imagination can it be said that they have had all the education they need. As a matter of fact, their education and training begin in a purposive way only after they are employed. It may also be noted that their motivation for education will be the highest when they feel the need for that education which is functional as far as their work and living is concerned. While, pre-service training, both general and vocational, provide the basic quantum of knowledge and skills, much of what the adult worker needs to learn will have to be provided during the period of his employment. The traditional assumption that an individual acquires in his youth the bulk of knowledge and skills required for his livelihood and social living, will have to be totally given up.

4. In other words, both literacy and continuing education will have an important role to meet the educational needs of working adults in urban and industrial areas.

An Over-View of Programmes

5. Adult education in one form or another has been in existence in urban areas, but its perception as an organised activity is of a very recent recognition. Historically, adult education in urban areas developed independently within the context of many different types of institutions, agencies of social reform, social welfare, community organisations and more recently within the context of certain departments of education or training of Government, universities, industrial and business organisations. In most instances the main purpose of such agencies and institutions was other than the education of adults. Adult Education was undertaken by these agencies generally as a social service activity of a welfare type with a spirit of doing good to those who were considered economically poor and culturally backward groups of individuals.

6. With the attainment of independence and more so with the onset of planned development during the post independence years, there has been a continuous effort to provide adults, specially workers with facilities for their education. Initiative for such efforts has, however, largely been taken by Central and State Governments, a few benevolent employers, trade unions and certain well established voluntary organisations.

7. The Union Ministry of Labour sponsored for the education of industrial workers an autonomous structure in 1956 in the form of Central Board of Workers Education for training the unionised workers and intermediary level union leaders through establishment of Regional Centres. The main emphasis in the programme is largely on trade union oriented subjects plus the elements of liberal and civic education. The programme is conducted in three phases—first phase consists of training top

level instructors known as Education Officers; in the second phase they train worker-teachers at Regional Centres; and in the third phase, these worker-teachers revert to their places of employment and conduct unit level classes for the rank and file. By 1971 over 40 regular centres had been established and about one million workers had received training. The programme, however, has no provision for literacy and vocational education or retraining and upgrading the skills of workers.

8. In response to the need of adult education, the Union Ministry of Education sponsored in 1960 a scheme of 'Workers Social Education Institutes' on an experimental basis. The aims of the scheme are to stimulate a desire for knowledge, and provide facilities for literacy, general education and recreation. Two such Institutes have already been working at Indore and Nagpur under this Scheme. The programme of these Institutes has been reviewed by an Expert Group which has recommended that the work of these Institutes should not be confined to the industrial workers alone but, in course of time, these should become nucleus to serve the educational needs of different categories of working people and non-school going youth in industrial and urban areas.

9. Considering the polyvalent nature of educational and training needs of working adults in urban and industrial areas, the Ministry of Education with the assistance of UNESCO, developed a scheme of setting up a net-work of Polyvalent Adult Education Centres to provide facilities in general education including literacy, vocational training and education for civic, cultural and aesthetic aspects for the workers and those seeking employment. 'Need-based' and 'tailor made' courses based on integrated approach for several categories of workers working in industries, transport, business concerns, hotels and restaurants, homes and other organisations and services are to be offered at places and time convenient to participants. The polyvalent approach is based on the principles that adult worker should have continuing access to education and training, there should be no terminal points for learning over the entire period of worker's life, the education imparted should be functionally related to work and life of the participants and the different educational subject need not be approached in fragments as in the traditional academic programmes, but imparted in an integrated and inter-dependent manner, that there is no single entry level but the programmes permit entrance of adults on different levels, and programmes are based on real needs and are necessarily flexible. The scheme is administered by the Directorate of Adult Education, Ministry of Education & Social Welfare. The first such centre was set up in March 1967 under the Bombay City Social Education Committee at Bombay. The Government is considering establishment of such centres at several different places in the country during Fourth and Fifth Five Year Plan periods.

10. Another type of work being done by the State under the Welfare Funds Acts, and a few local Municipal Corporations, is in the form of Centres, variously known as "Social Education Centres", "Community Centres" and "Labour Welfare Centres" of different categories, in urban and industrial complexes. The main focus of the programmes in such Centres is on general socio-cultural and recreational activities for the welfare of 'Working Class'.

Some voluntary organisations like the Indian Adult Education Association have also conducted workers education courses from time to time.

11. For vocational education and technical training, facilities in a limited manner, and only for those workers who have had some background of recognised level of general education, are provided under the Apprentices Act of 1961 and the scheme of National Council of Training in Vocational Trades.

12. A certain number of employers having enlightened outlook and goodwill for workers have also provided adult education and training facilities for workers. The enterprises having their own in-plant training of workers are very few and the facilities made available are intended to serve limited ends. Besides, such facilities are open to a selected few and offered by the enterprises and establishments employing large number of workers and especially those which have with them resources enough for investment. Majority of industries and business organisations, because of their inherent limitations have no programme of education or training for workers.

13. Trade Unions in India have been engaged in creating mass consciousness among workers for organising and building up the labour movement. Unlike other countries Unions have developed more along the lines of political parties and not based on occupational pattern of the membership. All trade unions have an ostensible interest in the education, training and development of their workers but in practice none of them (barring a few exceptions), have any systematic programme and provision of legal services and obtaining certain welfare services for workers.

An Appraisal and Future Prospects:

14. Thus, during all these 25 years of independence there have been only sporadic and scattered attempts made so far for the education and training of workers. Adult Education for workers has been considered more specially for the industrial wage-earners. For the needs of 'White Collar' and other urban workers in business, commercial organisations, transport and offices there are however, no specific adult education and training programmes except the

pre-service courses of terminal nature conducted by schools, colleges, universities and a few commercial type institutions in the form of day courses, evening courses or correspondence courses.

15. The educational problems of adults in urban and industrial areas vary from industry to industry and even from place to place. Different categories of workers have a different nature of problem related to their work and every-day life. Any programme of adult education therefore needs to take into account the problems of the adult workers working in different settings and in various job situations. The approach to programming of adult education in urban and industrial areas can be suggested to be as follows:

- (i) *Removal of illiteracy:* Looking to the magnitude of the problem of illiteracy in urban areas and different industries, it would be necessary to initiate schemes of literacy with serious intentions and concerted efforts involving systematically the support of industrial undertakings, business enterprises, trade unions, NSS volunteers of different Faculties of Universities and colleges, schools, municipal corporations and other voluntary organisations. Illiteracy eradication projects could be taken up industry wise/area wise keeping in view the places and time convenient to participants. With adequate preliminary preparation, supporting services and sustained follow-up programme the efforts are bound to succeed.
- (ii) *Continuing education:* In the context of urban growth and industrial development the role of continuing education and training of workers becomes significant both basically and functionally, as the immediate increase in productivity and consequent improvement in economic growth, depend to a large extent on the output of adult workers. For continuing education the need for having evening schools, correspondence courses cannot be over emphasised. The need for designing special programmes for education and training of women, non-school going youth and adult education for educationally and culturally deprived people in slum areas are obvious. Industrial enterprises both in private and public sector may take the lead by not only creating provision for training and adult education but also cooperating in real ways, the organisation of courses and classes for their workers. The development of educational technology and mass media have made it possible to have variety of means to approach the adults individually or in groups for educational purposes. To choose the appropriate methods and media ability and skill is of course required. The

emphasis in continuing education programmes need to be on equipping an increasing number of workers, with general education, higher occupational skills and vocational training, so that they can rise to the position of responsibility and have opportunity for vertical or horizontal mobility in the world of work.

(iii) *Institutionalisation of adult education on the lines of Polyvalent adult education centres:*

Adult education being a special task it may need special institutions for planning, organisation and implementation of the programmes. The task may be better done through setting up of urban and industrial adult education institutions on the lines of Polyvalent Adult Education Centres. Such institutes can serve as nucleus for planning and organising adult education programmes for different categories of individuals, at several different places and facilitate concrete involvement of government, educational institutions, industrial undertakings and business enterprises, trade unions and several other individuals and organisations. Setting-up of such local institutions distinctly for education and training of adults will be important from the point of view of economy and effectiveness of programme. Besides such institutions are likely to have greater acceptance from the employers as well as workers' organizations, and other agencies. Institutionalization of adult education will provide besides the infrastructure for the operation of adult education activities in urban areas, a professional status to the field of adult education and reflect the central concern (as against the traditional marginal concern) of the society at large.

(iv) *Legislation:*

Due to its proportions and to the intense negative repercussions in the socio-economic system, illiteracy must be attacked with priority and certain amount of social force. A number of countries have found it desirable to legislate for mass literacy. The decree of the USSR Council of People's Commissars, signed by V.I. Lenin is well-known. More recently Cuba has undertaken a national literacy campaign along similar lines. A recent and interesting piece of legislation in the U.K. is the Industrial Training Act, which provides for the establishment of a Central Training Council, and Training Boards in all the major industries, with government grants and levies from the industries annual wages and salaries. France has a latest enactment for providing continuing education and training to all

workers. In U.S.A. the Public Laws for the Manpower Development and Training and to mobilize the human and financial resources of the nation to combat poverty have created through legislative force provision for "job development programmes," "establishment of job corps," "Work-Training Programmes," "Work-cum-study programmes"—to stimulate and promote the part-time employment of students from low-income families to pursue courses of higher studies, and special provision for "Adult Basic Education Programmes." Legislation making it compulsory for industries and enterprises employing a certain number of employees who are illiterate to provide facilities or create provision for their education, can be considered another strategy in the context of India. In case legislation is not considered necessary, administrative orders and circulars may be important instruments for ensuring the concerted action and collaboration of enterprises, and other agencies.

Financing the Programme:

16. In view of the magnitude of the problem and the population to be served, a complete dependence on state support for such programme may seem unrealistic. This does not however, absolve responsibility of the government to provide necessary funds, support and assistance. In view of this it may be necessary to evolve a different pattern of financing for organising adult education in urban and industrial areas. Finances can be drawn from the following sources:

- (i) Grants from the Central and State Governments, local bodies etc.
- (ii) Contributions by employers in cash, kind or services or reimbursement of fees for workers sponsored by them in programmes.
- (iii) Donations from philanthropists and public in general.
- (iv) Contributions by trade unions in cash, kind or services.
- (v) Subscription or nominal fee from the beneficiaries, when feasible.
- (vi) Services of the NSS volunteers from different faculties of colleges and universities.

17. Thus the development of adult education in urban and industrial areas will have to be financially self-sustaining and self supporting activity to some extent. There are many resources lying untapped specially in urban situation. What is needed is an effort to explore them and work out arrangements to utilise them.

A 21-POINT PROGRAMME FOR A GLOBAL STRATEGY IN EDUCATION

In 1971, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) established an international commission to study the problems of education in the world and put forward new strategies. It was composed of seven persons of eminence from seven regions of the world: three developed regions and four developing regions. The chairman of the commission was Dr. Edgar Faure, former French Prime Minister and former Minister of Education and currently Minister of Social Affairs.

The Report of this Commission has recently been published in English under the title "Learning to Be". The extracts from main conclusions and recommendations of the report are given below:

1. Lifelong education should be the keystone of all educational policies in the years ahead, in industrially-developed as well as developing countries.

THE concept of lifelong education could be applied in as many different ways as there are countries in the world. For all countries this question is the crucial issue of our time.

Educational reforms recently proposed in Peru, for instance, call for a complete restructuring of education, in and out of school, based on the principle of lifelong education. Going far beyond a reform of teaching, the proposals are directly geared to radical structural changes in Peruvian society. They guarantee each person's right to choose the education he prefers, and they aim to create an education "based on an educational community designed for dialogue and responsible participation."

A striking innovation is the proposal to split all Peru's educational services and programmes into "cells", with communal education cells as the direct concern of the local community, and with schools, colleges, universities, and other educational institutions forming an independent network.

2. Lifelong education presupposes a complete restructuring of education. Education must cease being confined within school walls. Education should become a true mass movement.

Today's tremendous demand for education and the demands of tomorrow will not be met by present types of educational systems. Rigid internal structures need to be broken down and education offering a far more varied choice should be made widely accessible.

In Canada, the Educational Planning Commission in Alberta Province has recommended that educational reforms be centered on the idea of lifelong education. "Education", it says, "should develop ability to learn under a variety of circumstances and conditions, on a part-time basis, at home using a variety of methods, and in informal settings.... We believe that the school-dominated, classroom-centered, full-time, teacher-oriented, eight-hour, eight or ten month system is an expensive one, and apart from the demands of further population, increases,

very little additional investment should be placed in this form of education."

"Lifelong education," in the Commission's view "is an integration of learning into our work and leisure. Learning we see as a process of man's growth towards fulfilment as an individual as well as a member of many groups in societies.... The time has come to accept the principle that education is life and life is education."

3. Education should be provided in many ways. What counts is not how a person has been educated, but what real knowledge he or she has gained.

Everyone should have greater freedom in choosing what to study, and interruption of studies should not bar anyone from resuming them later.

Full-time education, part-time education and education by correspondence as well as the many forms of self education should be regarded as equally valid and interchangeable in order to meet a students' needs and interests.

Many possibilities for education and learning are available in virtually all countries and cover a vast spectrum, ranging from closed systems that tend to be selective and competitive to open systems that are generally non-selective and more loosely structured. A great variety of educational activities and institutions fall between the two extremes. They include on-the-job training, agricultural extension services, community development centres, clubs, co-operatives, labour and political organisations, etc.

An effort to broaden access to higher education and offer greater freedom of choice has been made in the United States with the "University Without Walls" programme (similar experiments have been made in several other countries).

In the U.S., participating institutions at present include Antioch, Bard, Hofstra, Loretto, Heights, Monteith, Nasson New College (Sarasota) Northern Illinois State, Sarah Lawrence, Shimer and Stephens.

Basically, the University Without Walls features: admission for anyone between 16 and 60 wishing to continue his or her studies; programmes designed to

meet individual students' needs and interests; inventories of information sources (tapes, texts, laboratories, personal contacts, etc.); the possibility for each student or group of students to organize his or their own studies; the obligation for each student to spend at least half the university year in a campus experimental centre and continual dialogue between student and tutor.

The University Without Walls teaching staff includes professors and teachers attached to a particular campus, visiting experts from agriculture or business, scientists, artists and politicians. A student wishing to obtain a university degree merely registers to sit an examination when he feels ready to do so.

4. Artificial or outdated barriers between different branches and levels of education and between formal and non-formal education should be abolished.

The introduction of a global, open educational system would call for: greater freedom of movement from one level or place of education to another; the right, at the end of compulsory schooling, to go on studying or take a job (without forfeiting the possibility of resuming studies later on); the opportunity to enter higher education without having previously completed the period of formal schooling traditionally required; broader opportunities for combining work and education.

All this, in turn, presuppose that students would be able to leave and rejoin the education system to suit their needs; that education and labour laws would be made more flexible; that study grants now given to young people would be gradually extended to adults and that workers who wish to begin or resume studies would be given greater facilities to take leave from their employment.

One developing country, Sri Lanka (Ceylon) has considered the adoption of a "recurrent" educational system of this kind. Among other features, it includes:

*the award of an end-of-study certificate to the majority of young people completing initial education;

*immediate admission of a small number of certificate holders to preuniversity studies;

*orientation of all others towards jobs or technical or professional education;

*the right of all to apply for admission to pre-university studies after two or three years, with selection based on aptitude tests reserved for those who have acquired professional experience or working skills.

5. Education for pre-school-age children should be a major objective for educational strategies in the 1970s.

Education for pre-school-age children (from the

age of 2 or 3) should be organized on a free, flexible pattern, finding the best ways of getting families and local communities to work together and share expenses.

Mass communication media are especially useful in this work when pre-school education has to be brought quickly to a large number of children, especially those living in environments with a limited cultural background.

Pre-school education is extensively developed in the People's Republic of China. Kindergartens are imaginatively organized, daily or weekly, to take care of children aged from 3 to 7. Some kindergartens are attached to primary schools; others are provided by factories or village or district authorities, or are organized and staffed by street committees, including many voluntary helpers. Assistance comes from many people, especially grand-parents.

In the U.S.S.R., more than 9,500,000 children are currently enrolled in creches and kindergartens. The kolkhoz pre-school educational establishments, functioning either permanently or seasonally take care of a further 3 million children. Research in recent years at the pre-school Education Institute of the Soviet Pedagogic Sciences Academy and in other institutions has shown that young children are capable of acquiring knowledge, intellectual aptitudes and moral qualities previously thought to be accessible only to much older children.

The most important audio-visual educational experiment aimed at pre-school-age children so far is the Sesame Street programme in the United States, and now extended to Latin America.

It aims to prepare pre-school-age children from underprivileged environments to enter school in circumstances similar to those of the average child. The programme is directed especially at the working population in poor districts without kindergartens, but where nine families out of ten have a television receiver.

Villagers in the Casamanca region of Senegal have organized, financed and are now operating some thirty day-care centres under the guidance of social services. They function during periods when village men and women are entirely occupied with work on the land.

The centres take care of all children aged from 1 to 7, and also school-age children before and after school hours. Staff are recruited on the spot, and are remunerated in kind or by having their fields cultivated for them. In one way or another, everyone in the village helps the centres.

6. Millions of children and young persons are still deprived of education. Universal basic education, geared to national needs and resources should be a priority objective of educational policies for the 1970s.

Global efforts to make primary education available to all are a long-term project.

But flexible arrangements that enable greater use to be made of existing school space can do much to remedy the harmful effects of today's "famine" in education. Such formulas include part-time primary education, combined primary education for children and adults and special teaching programmes for teenagers (12 to 16), especially those who have not previously attended school.

Tanzania, for instance, uses its integrated primary schools as centres for the development of human resources, serving the whole community.

Classrooms with mobile partitions are used for adult education, as daycare centres and kindergartens, and large multi-purpose rooms serve, among other uses as training centres for village industries.

7. Rigid distinctions between different branches of education should be removed. Education, from primary and secondary levels, should have a combined theoretical, technological, practical and manual character.

Technological education will need to be developed if general education is to become "general" in the full sense of the term.

The teaching of general subjects can produce its full educational value only when a careful balance is maintained between theoretical studies and practical work.

In the German Democratic Republic, for instance, polytechnic education is an integral part of the ten-year basic educational cycle. Polytechnic education is based on the interaction between teaching theories and methods and technology. Research teams have developed entirely new concepts for polytechnic education, and the results of experience and practice are used as a feedback for further studies and research.

In polytechnic education, practical, manual work begins in the first grades, and from the seventh grade includes four hours weekly of pre-vocational training in industry or agriculture or in polytechnic institution where students do practical work. The aim is to familiarize students with techniques and industrial processes rather than train them for specific jobs.

"Family hostels", found mainly in France and Italy, in rural areas with set traditions, have devised experimental methods of education.

Their objectives are to avoid uprooting children at too early a stage in education; to help children with a deprived cultural background; to develop education that promotes individual motivation and is oriented to local conditions.

8. Education should aim not only to train young people for specific jobs, but also equip them to adapt to a variety of occupations.

Though education has a major role to play in vocational training, education systems of the traditional type are unable to provide training that

keeps pace with the changing job requirements of modern industry. What the school can and should do is to provide a solid grounding of knowledge, and develop understanding of scientific principle and the ability to apply them technically.

In the U.S.S.R., one of the most fruitful means adopted for achieving universal secondary education—while leaving general school education its leading role—has been the development of professional and technical schools which offer a secondary education running parallel with professional specialization. The 1971-1975 development plan of the Soviet Union provides for the training of 9 million specialists who have had special or secondary education.

9. Responsibility for technical training should not fall exclusively on the school system. It should be shared by schools, business, industry and out-of-school education.

To meet its growing obligations in technical training, education needs the help of many other institutions. This calls for active cooperation between educators, leaders of business and industry, workers and governments. In many countries, private and publicly owned firms allocate part of their profits to educating and training their personnel. This practice should be more widely adopted.

Japan has a highly organised system of technical and vocational training supported by business and industry. At the beginning of this century, the larger companies established their own apprentice-training facilities.

In addition, most large firms have within-industry training programmes to provide initial instruction for new employees, re-training and upgrading of skilled workers, supervisory training and management development courses. The Yawata Iron and Steel Company, employing 50,000 persons, is a typical example. Its policy is to encourage all employees to improve their skills through daily on-the-job training given by their immediate supervisor. The programmes cover the training of workers and foremen, clerical and engineering staff and top management personnel.

10. Higher education should be expanded and made varied enough to meet—individual and community needs. Traditional attitudes towards the university must change.

Public acceptance of new kinds of higher education institutions would help to relieve pressure on presently overloaded universities of the traditional type. It would also enable universities to reform their entrance criteria, basing them less on candidates' school credits and diplomas than on their motivations and professional aims. Higher education would thus become accessible to a wider range of entrants—post-graduate students, workers and professional men and women requiring more advanced training or "recycling" courses.

The French university centre of Vincennes, which now has twenty-six departments, employing 400 full-time teachers and many other lecturers handling some 12,000 students, aims to admit a maximum number of workers and students who have not passed the French secondary school-leaving examination (the baccalaureat). Two-thirds of all students at Vincennes are wage-earners and about half do not have the baccalaureat.

A number of innovations tried out at Vincennes have been adopted at other French universities. Others, still being tested at Vincennes, include the replacements of formal teaching and examinations by various forms of team-work in which the teacher acts mainly as an adviser who catalyses and coordinates the activities of small, semi-independent groups. Much of the work consists of research on themes chosen by the students themselves.

In the Arab Republic of Egypt, changes in the higher institutes of technology and their fusion into a university of technology provide an interesting example of a search for new paths towards higher education. Having played an active part in training skilled technical-executive personnel during a certain period of development, these institutes are now acting as centres for the initiation and renewal of contact between certain branches of education and Egypt's rapidly expanding industry.

The example of India shows that progress and expansion of higher education in a developing country calls for a small number of "centres of advanced studies." In India, thirty such centres exist, 17 concerned with science and 13 with the humanities and social sciences.

The centres have received considerable aid from Unesco, the U.K. and the U.S.S.R. In addition, six Indian institutes of technology have been set up with an enrolment of about 10,000—about five per cent of the total enrolment in technology.

11. Access to different types of education and employment should depend only on a person's knowledge, capacities and aptitudes.

Proper evaluation of progress achieved by a pupil or student should be based on a study of his work over a period rather than on examination results. It should pay less attention to the mass of facts he has memorized and more to the development of his intellectual capacity (powers of reasoning, critical judgment and ability to solve problems).

With modern learning methods, such as programmed or computer-assisted instruction, television courses, language laboratories and other self-education systems, examinations can be differently organized. It can be foreseen that appointments to jobs will be based increasingly on a precise evaluation of candidate's aptitudes for particular functions rather than on diplomas gained at school or university.

In Sweden the school-leaving examination at the

end of the secondary cycle has been abolished, together with university entrance examinations of the traditional type. Varied ways are now commonly used to assess a candidate's ability, which he may decide to demonstrate, for instance, by making a short film or a taperecording, or by presenting a collection of poems, a painting, a sculpture or a town-planning project.

A number of universities use different means to open their doors to people from all walks of life. In Poland, for example, a widely spread network of correspondence courses, covering virtually all branches of study, is the major method used for opening up post-secondary education. Higher education institutions providing correspondence courses or evening classes at a number of large factories enable workers to study out of working hours or to alternate periods of factory work and study.

12. Development of adult education, in and out of school, should be a priority objective of educational strategies during the next ten years.

Adult education can have a direct bearing on the progress of children in school, since primary education and the educational level of parents cannot be disassociated. Children cannot be properly educated in an illiterate environment. Thus, adult education can no longer be a fringe activity in any society. It should be given its proper place in educational policies and budgets, and firm links established between school and out-of school education.

Step-by-step progress in adult education is not sufficient to meet the present situation which calls for a giant leap forward. This can only be achieved by mobilizing the efforts and resources of individuals and of public bodies.

Yugoslavia's "workers universities" provide both formal and out-of-school education and are open to all adults whatever their earlier training, the only criteria for admission being individual aptitude. Courses are offered at all levels, ranging from elementary education to instruction in specialized subjects for highly qualified workers.

Programmes are adapted to local conditions and are diversified according to community and individual needs. Equal importance is attached to functional education (for professional, civic or social progress) as to a person's general and cultural development.

13. All literacy teaching should be geared to a country's objectives in social and economic development.

Literacy teaching should have two basic aims: functional literacy among sections of the working population where incentive for literacy is greatest;

(Continued on page 17)

Fighting Illiteracy and Educating the Masses in Vietnam

Harish Chandola

New Vietnamese Man

WHAT are the essential ingredients of a society, which has created a new Vietnamese man: a good peasant, a good worker, an able fighter and an able defender? These are: education for all, freedom for women from old bondages and then their full participation in all activities as a new working force, and liberation of productive forces through new relations of collective ownership and new techniques of production.

Education has been the most essential factor of this relationship. The Vietnam Workers' party felt that it would not be able to communicate with its people and build a new society that it sought to build if the people remained illiterate. When it first came to power in 1945,

after the second World War 95% of Vietnamese people were illiterate. In 1955, after the defeat of the French and the restoration of peace in Indo-China there were only 716,000 students in all Primary, Secondary and High Schools of Vietnam, Cambodia and Laos.

Last year, the number of students in schools of North Vietnam alone was 6,054,000 excluding those in night schools or doing spare-time courses and in institutes and universities.

To wipe out illiteracy, a mass campaign was organised by the Government of North Vietnam after the war against the French ended in 1954. The slogan was that everyone who could read and write was a teacher. In each family those who could had to teach others who could not. Children going to school had to teach their parents. Parents if they were literate had to teach their neighbours. It was the task of the literate to find the

illiterate in his circle and educate him.

Mass Propaganda

A mass propaganda campaign was launched to tell the people about the lives of slaves under foreign domination. Benefits of literacy were explained. The people were made to feel proud that they were now citizens of a free country. No free citizen should remain illiterate. A slogan painted everywhere said: "To study is to love the Fatherland."

Elementary classes were opened in every hamlet, village and locality; both day classes and night classes, so that the people could study everywhere easily and at the time they were free. Millions of textbooks were printed for beginners and also for the teachers to learn new and fast methods of teaching. Self-study was encouraged.

To learn the alphabet by heart was made easy. Blackboards were put up everywhere: in market places, on roads, in village corners, etc., displaying the alphabet so that the people could look at it and familiarise themselves with it while working. It was painted on water-buffaloes so that children looking after them could learn them.

A few years later, several minor discriminations were made against those who refused to learn. Discriminations that did not deny much but hurt one's pride. Like when a family would go to see a movie. Those who could read the line written above the entrance could go in and others not. The result was that the wife who learnt the alphabet went in with the children. And the husband who did not remained outside.

In this manner illiteracy was wiped out in five years, in 1958-59. In the remote mountain regions and forests a few old men of minorities remained illiterate but 99 per cent of the people knew reading and writing.

This should be a good example for us in India. We are busy

Shri Harish Chandola is National Herald Correspondent in South and South-East Asia.

creating new universities and institutions of higher learning. Like the Institute of Strategic Studies, etc., when after 25 years of Independence nearly 70 per cent of our population remains illiterate. For whose benefit are those institutions of higher learning? Certainly not of the Indian people, most of whom remain illiterate.

New Education

The second important task taken in hand was to wipe out the feudalist and colonialist system of education and build up national, democratic and popular education. Teaching in the mother-tongue (Vietnamese) was introduced in all schools and that played a major role in wiping out the colonial system of education. In the past, the medium of instruction in all secondary schools and universities was French. Even some primary schools taught in French. North Vietnam changed that totally and began using the Vietnamese language at all levels. That gave education its national character. It called for a great effort on the part of teachers and intellectuals to rewrite textbooks, work out new scientific and technical terms and compile dictionaries.

If education had not been given its national character Vietnam would not have won the victories it has. Here lies another lesson for us in India.

The French colonial regime had instituted a primary, then senior primary, then secondary levels of education, corresponding to the differentiation of social classes. This was replaced by a three-level general education of ten years: the first level for children from 7 to 11 (4 forms) the second level for those from 11 to 14 (3 forms), and the third level for those 14 to 17 (3 forms).

Complementary education of adults was provided on lines parallel to regular general education. Any adult could join the spare-time courses of the level, he desired.

The purpose of general education was to have healthy people with a good political consciousness and with a good knowledge of science and technology who could become good fighters, capable of building up the country and defending it. From general education, students could go to higher institutes or universities.

Schools had to prepare pupils for the tasks that would be entrusted to them by the society. Specially in such a little industrialized society as in Vietnam where much toil had still to be performed, schools had to train students to take up such work and not only wish to be assigned to officer or modern factories. A system was adopted according to which students studied in classrooms for half a day and the remaining half was spent working in agricultural cooperatives or in factories or workshops where they learnt rudiments of technology in conjunction with the scientific notions learnt at school.

The student who participated in production work produced material wealth and helped his family and the State cover part of the expenses on his schooling: this made it possible for most children to continue their studies. But production work was first of all a basic educative factor; it was not considered advisable to let young people engage in purely bookish studies up to an advanced age without using their hands.

In practice tasks given to the pupils were in accordance with their ages and with local conditions of production. They started with the most simple work: cleaning and repairing school buildings, tree-planting, animal breedings, collection of scrap iron, etc., to be followed by more complex and technical work. In the mountain regions many boarding schools had their own collective farms. The aim was that education received at school must bring about a harmonious

development of all human qualities and not result in an encyclopaedic overburdening of the memory.

New Courses

New courses were devised all the time. In mathematics for those going for anti-aircraft defence and artillery, in physics for those going to work in power house, in chemistry for others going to factories, in agriculture, animal husbandry and hydraulics for those going to farm co-operatives, etc. The courses depended upon the requirement of the State.

I have also seen workers from a Hanoi power house studying physics and mathematics at a night school. To improve the knowledge of the workers, factories sent them for higher education in their spare time and even for full-time study courses on full pay. In this manner the task of production and higher learning went hand-in-hand. Many factories and farm co-operatives now have managers who had joined them as labourers and had then studied and improved their knowledge while working.

During the war, education was not only continued but it made progress. Schools had to be dispersed, even those in villages. Each school was split into small groups which were easily housed in small hamlets, under trees. More than one million adults attended complimentary education courses in their spare time. The educational system was not only maintained, it was only rapidly developed. At present all villages have their own schools up to the fourth form, and many up to the seventh form and all districts have schools up to the 10th form. In fact classes run by agricultural co-operatives have multiplied in villages, and at the moment North Vietnam has over 160,000 teachers teaching infant and pre-school classes.

MAJOR TRENDS IN ADULT EDUCATION DURING THE LAST TEN YEARS (Analysis and Major Problems)

The third International Conference on Adult Education was organised by Unesco in Tokyo from July 25 to August 7, 1972. The summary and main conclusions of the Conference were published in September 1972 issue of our Journal. In the March 1973 issue we have published some impressions of the Conference from two internationally renowned adult educators.

The final report of the Conference has recently been published by Unesco. To disseminate more information about the Tokyo Conference and to highlight some of its deliberations, we shall be publishing some special sections from this Report in some of the issues of this Journal. In this issue we are giving below the major trends in adult education during the last decade.

Introduction:

SINCE the Montreal Conference on adult education in 1960 technological development and economic growth in many parts of the world has entailed a serious deterioration of the environment and has led to increasing problems of urbanization. These and associated matters have emphasized the urgent need to understand and control more fully the consequences of change. Adult education has therefore been more and more called upon to contribute to a solution of such issues.

During the 1960s the world has also witnessed the emergence of a large number of new States formerly under colonial rule whose needs and problems have become an international factor of major importance. As outlined in the Conference reference paper "A Retrospective International Survey of Adult Education" (CONFEDAD/4), this has led during the last decade to the focusing of much more attention on the adult education requirements of these countries, particularly in respect of literacy and rural development.

The present Conference noted that almost everywhere in the world there had also been a growing public awareness of the importance of adult education, an increasing acceptance of the concept of life-long learning and more co-ordination of adult educational services at the national level. In addition, there had been a marked increase in the numbers of people participating in adult education programmes. The scholarly status of adult education had won recognition.

The years following the Montreal Conference also saw the inclusion of adult education programmes in national development plans.

Integration with the formal education system

At the time of the Montreal Conference there existed in many countries what in practice amounted to two parallel systems of education: the formal educational system on the one hand and the education of adults on the other. During the sixties a gradual integration between the two began to take

place. There were often close links: for example, adult education was called upon to help solve such problems relating to youth as the incidence of school drop-out and unemployed school leavers.

Development of the functional aspects of adult education:

The Conference stressed the functionality of adult education in relation to the lives of individuals and the needs of society. Possibly the most noteworthy example of this was the launching of functional literacy projects in many member States attending the Conference. The concept of functional literacy, adopted in Teheran in 1965, had rapidly led to the establishment of UNESCO/UNDP supported functional literacy projects in some dozen countries and similar projects elsewhere. But a narrow economic interpretation of functionality was not typical of the majority of these programmes. It was clear that functionality should be taken to imply an integration of literacy training—and adult education as a whole—into society, so as to answer to cultural and social needs as well and to make it possible for the learner to participate in the life of society and to change it from within. Many speakers expressed their disagreement altogether with the use of the world functional literacy, as this was understood by them to indicate that the object of literacy was to subordinate the adult to economic mechanisms and to production alone, without stressing the element of participation and social and cultural involvement. There was thus a consensus in the Conference regarding the actual meaning of an integrated approach to literacy and adult education but a difference of opinion on the term used to describe it.

The experience of countries that had already wiped out illiteracy was that there was a close connexion between the social and economic reformation of society and the level of literacy. Literacy was understood to be an element of nation-building in that it gave adults the necessary communication skills for acquiring such knowledge and training as would enable them to increase their productivity and to participate more effectively in decision-making

at all levels. The desirability of teaching literacy in local languages and of providing more follow-up materials for newly literates was emphasized.

In discussing literacy projects the Conference noted that recent efforts to eradicate illiteracy had led to significant successes. Despite this, however, the number of illiterates in the world was rising. But for the achievement of national literacy, the full-scale mobilization of national resources was essential. The Conference also took note of the importance of science and technology for functional adult education; of all the forces for change in society, science made the greatest impact and education had therefore to respond more swiftly to signals from this field.

Education should combine practice and theory work with learning. The link between economic development and education had been particularly strong in the sixties. The rising unemployment and the dislocation of labour due to technological change in a number of countries had been countered by, *inter alia*, the initiation of occupational retraining schemes, in-service training within industry had grown and co-operatives and rural training centres had greatly extended their educational activities. Through night schools, correspondence education and other means, adults had been afforded an opportunity to study without giving up their work. Paid educational leave and part-time study release was being practised in some countries. Immigrant education and education for ethnic minorities was being provided.

The social and cultural needs of man were being increasingly highlighted. "Role education" and activities related to the civic and extra-professional life of the individual were playing a prominent part in many national programmes of adult education. Such institutions as community schools, through which the community and education interact, were being established in both industrialized and developing countries.

The importance of adult education in relation to environmental and population problems was emphasized, with various delegates stressing the crucial nature of these issues.

The study of adult education:

A remarkable number of special university departments of adult education and institutions were formed in the sixties. Adult education also began to emerge as a separate discipline. Experiments and research in adult education were being carried out.

Many institutions of higher education now offered degree, diploma and certificate courses in adult education. There was still, however, a great demand for more professionally trained adult educators.

Administration and finance:

It was stressed that the diversity and scope of the many institutions catering for the education of

adults entailed some form of national co-ordination, either by a single ministry or by an inter-ministerial board including representatives of all the agencies concerned. At the same time, undue centralization of the execution of adult education programmes could be harmful. In many countries, steps had been taken to delegate the planning and supervision of adult education services to provincial, local or non-governmental agencies. Particular attention was drawn to the important contribution of voluntary organizations, trade unions and popular movements and the need for them to have complete freedom of movement. The military services could sometimes play a significant role in the education of adults.

Statutory support for adult education and increasing financial funding from public sources was yet another noteworthy feature of the post-Montreal period. There was still, however, far too little public money devoted to adult education. The budgetary allocations for adult education would have to rise significantly during the 1970s if life-long education were to be made possible. The Conference pointed out that this would require whole-hearted commitment to adult education by governments. The scale and method of financing would be crucial during the coming years.

The inadequacy of international and bilateral aid was also very apparent. For many developing countries with strained economies, where the demand for education greatly exceeded available resources, substantial international or bilateral aid held out a major hope of advancement. They did not necessarily require expensive or complicated teaching aids and materials. On the contrary, simple means could and must be used in the rural areas with which they were largely concerned.

Means and methods:

The mass media were being used in adult education practically everywhere in one form or another. The flexibility this approach provided especially for the autonomous adult learner was one of the reasons for the popularity of the mass media in adult education. Radio was more widely used than television, not least because of its substantially lower cost.

International exchange of ideas:

There was general agreement that adult education conferences should be held more often than hitherto and that appropriate aspects of adult education should regularly feature on the agenda of educational conferences. Regional exchanges of ideas at regular conferences and the establishment of special regional centres were recommended.

The urgent need for more and better documentation and for internationally comparable statistics on adult education was expressed. Many of the terms used in adult education were also ambiguous or unclear; the Conference underlined that an international dictionary of adult education was badly required.

Some Characteristics of the Trainees of Farm Women Training Courses

N. C. Patel¹ D. N. Pandya² and J. C. Trivedi³

Introduction

IN India the farming enterprise is still a family occupation.

The members of the farming family therefore play important role in taking decisions and action on problems that they face in performance of their job. It is said that farm women among the members of rural farming families performs vital and significant role in taking decisions regarding acceptance of new technology on farm and other home and family improvement practices. In day to day life the farmers wives carries out works such as cattle feeding, milking, storage of grains etc. with the development of farm side, it is therefore essential to develop home side simultaneously. Under the scheme of farmers training and education in High Yielding Varieties Programme, the Government of India therefore rightly made provision to educate farm women and farmers' sons.

The programme of farmers training which has been introduced since 1967 has established itself on sound footing. At the present moment farmers' training centres established all over the country are organising training programmes for farmers, farmers' sons and farm women. In organising these training programmes considerable amount of scare resources are expended. It was therefore thought essential by the investigators to study the characteristics of the women trainees

who have undergone institutional training so as to know whether the benefit of the programme is taken by those for whom it is organised.

Methodology

Farm womens' training courses in Gujarat State are organised at Farmers' Training Centre, Jamnagar and Thasara (Distt. Kaira.) Considering limitations of time, money etc. for the study, the farmers training centre, Thasara was selected purposively for the study. The office record of the District Training Officer, Thasara for the

year 1971-72 was procured and information pertaining to some of the personal characteristics like Age, Educational level, Caste, Area of land owned etc., were collected. The collected information was analysed suitably keeping the objective of the study in view.

Findings

The women trainees were grouped according to their native taluka. The talukawise distribution of women trainees is as under.

TABLE 1
Talukawise Distribution of Women Trainees

Native Taluka I	Women	Trainees
	Number 2	Percentage 3
Anand	14	6.14
Balasinor	25	10.97
Borsad	27	11.84
Cambay	25	10.97
Kapadvanj	14	6.14
Nadiad	18	7.89
Mehmadabad	20	8.77
Petlad	10	4.39
Thasara	75	32.89

Out of 228 women trainees trained at Thasara during the period April 1971 to March 1972 majority (32.89 p.c.) were native of Thasara taluka in which the Farmers' Training Centre is located. Nearness of the training centre from native village of the trainees has been found to be a favourable factor pushing the women to join training class. Nearly ten per cent women trainees were from each of

Borsad, Balasinor and Cambay talukas.

Less than ten per cent women trainees were from Anand, Kapadvanj, Nadiad, Mehmada-bad and Petlad talukas.

It is seen that trainees belonged to almost all talukas of Kaira district. As compared to forward and progressive talukas, large number of women trainees were from backward and less progressive talukas. This can be

1. Assistant Professor of Agricultural Extension, N.M. College of Agriculture, Gujarat Agricultural University, Navsari campus.

2. Professor of Agricultural Extension, N.M. College of Agriculture, Gujarat Agricultural University, Navsari campus.

3. Assistant Professor, N.M. College of Agriculture, Gujarat Agricultural University, Navsari campus.

attributed to their interest in agriculture.

With a view to know the major age group of women trainees the data regarding their age were collected from the record and were categorised into different suitable groups on the basis of their age in completed years as given in table 2.

Of the total number of women trainees, four had not indicated their age in years. Majority of the trainees were below 45 years in age. Nearly equal number of trainees belonged to the age group of: up to 25 years and 25 to 45 years. Younger and middle aged women trainees were found to have been motivated for taking training. This indicates their receptivity for new things. Only 31 (13.84 p.c.) trainees were of upper age group. Women of the upper age group in our traditional rural society possess strong hold in household affairs. If development on home side is to be made, special effort need to be made to motivate farm women of the upper age group to join such training courses.

With a view to know the benefit taken by the literate farm women their level of education was noted from the record and were classified into different educational level groups as given in table 3.

Only 199 out of 228 women trainees had given information about their level of education. Among literate trainees two third were educated up to primary level.

The only recommendation that can be made on the basis of data (Table 3) is that instead of organizing common class for the women having different levels of education, separate classes for illiterate women, women having primary education and those having higher education be organised. This is because each group will vary in receptivity, needs, interests and ability to read and write.

TABLE 2
Distribution of Women Trainees According to Their Age in Completed Years

Age Groups	Women	Trainees
	Number	Percentage
Up to 25 years	95	42.41
25-45 years	98	43.75
More than 45 years	31	13.84

TABLE 3
Distribution of Women Trainees According to Level of Their Education

Level of Education	Women	Trainees
	Number	Percentage
Illiterate	57	28.64
Primary	111	55.78
Secondary	31	15.58

TABLE 4
Castewise Distribution of Women Trainees

Caste Group	Women	Trainees
	Number	Percentage
1	2	3
Higher Caste	164	71.93
Middle Caste	64	28.07
Lower Caste	—	—

The caste to which trainees belonged was recorded and trainees were grouped into three caste. (Table 4)

An examination of data in Table 4 reveal that two third (71.93 p.c.) trainees were belonging to higher caste group whereas one third (28.07 p.c.) trainees belonged to middle caste group. None of the trainees belonged to lower caste group. Special efforts need to be made to attract women from the lower castes.

In order to know whether the trainees joining the training

course were from farming community for whom training courses are organised, the information in regard to total area of land was recorded.

Out of 228 trainees thirteen women trainees had not given information about the land possessed by their families. Among 205 women trainees whose families owned land, 58.05 p.c. possessed land up to five acres whereas 42 and 44 families owned land up to 5-10 acres and more than ten acres. Majority of the women trainees were from farming family.

A 21-POINT PROGRAMME . . .

(Continued from page 10)

mass literacy where social conditions for development—political, economic and cultural—enable the mass of the people, to participate.

A mass literacy campaign is justified to the extent that it enables the people as whole to share in improving local conditions. Mass campaigns should be promoted and supported by a wide use of mass media, particularly radio and television programmes.

Functional literacy, which is tailored to the needs and literacy problems of individual communities or areas, calls for in-depth studies of local conditions before being launched. One example of a campaign based on this principle is the functional literacy project in Isfahan and Dez (Iran). Studies covering economic, social, vocational and demographic aspects of the areas were the basis for 15 programmes linked to the needs and learning incentive of illiterate persons.

This ensured that literacy teaching was integrated into a simultaneous learning process which gave priority to vocational training.

14. Aids to self-education, including language laboratories, libraries, data banks, and audio-visual equipment, should be integrated into all education systems.

New paths taken by education and an expansion of educational facilities have helped to promote the principle and practice of self-learning. Everyone ought to be provided with the means, tools and incentives for making self-learning a productive and rewarding activity.

Self-education, which has been far too often neglected as an objective should have its place in the educational strategies of every country. Even countries with limited resources, should allocate part of the educational budget to the development of self-learning among priority groups of the population.

An inquiry into self-education was made in Canada by Prof. Allen Tough and associates at the Ontario Institute for Studies in Education. Carried out among several hundred teenagers and adults engaged in self-learning projects, it revealed the broad scope and possibilities of self-directed learning in many fields. It also showed that learners sought the help of a wide range of persons, other than teachers and librarians—an indication that many non-specialists qualify as "teachers" in individualized learning.

Rapid, cheap and easily available means such as radio should be more widely used for mass education particularly in rural areas. Where resources allow, modern communication media would be effective as teaching aids in many branches of education—higher technical education, for example.

A striking example of education via the mass media is the Tevec project in Quebec (Canada) designed to bring adults who have not completed nine years of schooling up to that level. The programme comprises "scholastic subjects (French, English, mathematics, etc.), and a theme chosen from a variety of topics (health, the law, community participation, social welfare, government) aimed at fostering an understanding of daily life in a rapidly developing society and stimulating citizen participation.

Methods used in the project have included: 90-minute television programmes, five days a week; correspondence courses (averaging 15,000 reply cards daily); personal contact between participants and teachers (regular visits to homes every three weeks) and weekly tele-club meetings to discuss the topics presented. Sampling surveys show that 35,000 persons viewed the programmes regularly, and 110,000 saw them more than once a week.

In the U.S.S.R., from five to eight hours of special TV Programmes for teachers and children are broadcast daily. The teachers' programmes bring to the TV screen educators, psychologists and other specialists in education. Children's broadcasts aim to supplement classroom learning on some of the most advanced and important subjects in the school programme. Many other radio and TV programmes serve as guides to parents on problems of family education and child and teenage psychology.

Other aids to selective, individual education include video-tape cassettes and cartridges which may be plugged into a television receiver, and the video disc, which is used in conjunction with a video player. These comparatively low-priced aids offer rapid and selective access to programmes which can be repeated as often as required, factors which promise a wealth of possibilities for the future.

15. Education systems should be conceived and planned in terms of possibilities offered by new educational techniques.

Thus far, school systems have generally been unable to make systematic use of new possibilities offered by technological and scientific progress.

Mass communication technology is currently developing in two opposite directions: towards individualization of education (as in programmed learning) and towards mass distribution (as in educational TV programmes by satellite transmission).

One new technique is the use of direct-wire television which makes it possible to relay more than twenty programmes simultaneously to the entire subscriber network, or to serve one subscriber with a single programme selected from a range of several dozen.

Mass transmission techniques capable of making education available to millions of children and adults

of audio-visual techniques, communication, psychology, after-school activities and new evaluation techniques.

The organization of classes and the order in which courses are arranged have also had to be altered, and these modifications will eventually be carried over into secondary education.

The repercussions of Ivory Coast programme are also being felt outside classrooms and teacher training colleges. Out-of-school education will be widely influenced by the introduction of television and the ministries responsible for these activities are having to modify their own procedures to meet the needs of this exciting new venture.

17. All hierarchical differences among teachers in primary schools, technical colleges, secondary schools and universities should be abolished.

Teaching is everywhere identical in nature, value and purpose. A teacher should specialize according to his preference for teaching children, teenagers or adults and his wish to live in the country, in a town or in a big city. The idea of promotion, with its financial and other advantages, should not draw him inexorably towards the biggest city or the largest school or towards the top level of higher education.

In some countries, differing levels of training and pay for primary and secondary teachers have already been abolished. Czechoslovakia, Denmark, U.K. and U.S.A. among other countries, now train primary and secondary teachers in universities or equivalent post-secondary institutions.

Others, including France, Poland, and the U.S.S.R. are now following the same path by training teachers to university level.

18. Teachers should be trained to be educators rather than specialists in the transmission of knowledge.

Present day divisions between formal and informal, school and out of school, child and adult education are becoming blurred. Teachers who are trained today will still be teaching after the year 2000. Teacher training strategies should be drawn up with these factors in mind. Programmes for training tomorrow's teachers should follow two main lines: specialization (in pre-school education, school pedagogy, technical education, backward child training, adult education, etc.) and the training of most teachers as organizer-educators, capable of teaching children and adults in and out-of-school.

Tomorrow's education system will require specialists in teaching materials, self-teaching equipment and the use of educational techniques, audio-visual auxiliaries, etc., as well as community centre leaders, psychologists, administrators with new skills, systems analysts, etc.

Teacher training institutes recently set up with Unesco's aid in six African countries (Cameroon,

Ethiopia, Ivory Coast, Liberia, Niger, Togo) aim not only to train teachers for specific classes or subjects but to form rural educators equipped to work under local conditions and capable of initiating an organizing a wide range of community development services. The institutes have two main objectives:

*To train teachers for primary education in basically rural countries, who would also be a effective organizers for community development.

*To offer re-training and improvement courses to existing educational personnel—primary school inspectors, education advisers, high school teachers, headmasters and primary teachers—to bring them up to date with reforms in education, and to train them in new methods and techniques.

19. Skilled auxiliaries from the trades and professions (workers, technicians and executives) should be brought in to teach in schools. Students should also participate, educating themselves while teaching others.

Far more volunteer and auxiliary teachers should be used in schools and in the educational system generally. They could not only carry out non-teaching tasks so as to "free teachers to teach", but also, after a short training course, participate in teaching.

The U.S.A. offers many examples of volunteer services of this kind. A volunteer parent aide, usually a mother, may be asked to correct papers, check for errors on written work, read to small groups of children, make instructional materials, supervise groups of children on the playground or assist the teacher in other ways.

Our helpers are volunteer community aides, persons with special skills: handicraft workers, opticians, photographers, stamp collectors, politicians, salesmen, insurance experts, policemen, chefs, diary farmers, members of minority groups—the possibilities are endless.

Volunteer student aides also have an important part to play. It is widely accepted that helping someone to learn can also be a significant learning experience for the person teaching. On this assumption, many schools provide opportunities for pupils to teach other pupils.

The usual method adopted is for an older child to come to the classroom of a younger one to read to him or to listen to him reading, to drill him on the fundamentals of arithmetic or assist him in mastering some other skill.

Since 1961, Cuba, for example, has built up a day-care system catering for 50,000 children up to the age of 5. At the beginning the service was run almost entirely by women with little or no formal schooling, much less any special training for running kindergartens.

All these volunteers had to offer was their own experience and willingness to accept intensive in-service training. Parents also help by providing

include two of great importance for developing countries: radio and communication satellite relays.

Radio is the only advanced communication technique which has found its proper place in developing countries. Yet, insufficient educational use is made of this virtually universal means of communication.

Space communications have developed at a staggering speed. Five years after the first sputnik was launched in 1957, Telstar was orbited, in 1962; the first operational satellites, Early Bird (United States) and Molnya (U.S.S.R.), were placed in orbit three years later. More than eighty nations participate in Intelsat, which recently orbited the first of the Intelsat IV series, capable of relaying 6,000 telephone calls simultaneously.

For the moment, however, national spatial telecommunications systems are of interest only to regions with a common language, to very large countries such as India, Brazil and Canada or to a few with disconnected territories such as Indonesia and Japan. Economically and technically, it would not be feasible or justified to carry out nationally organized programmes virtually anywhere else.

Satellite-relayed broadcasting will therefore have to be handled on a multi-national scale, on the lines of the Latin American cultural integration scheme (SERYA) or the Franco-German 'Symphony-Socrates' project for Africa south of the Sahara, for example.

The development of data processing also opens new paths for education. Computers, particularly, render multiple services ranging from aid to management and research to strictly didactic uses.

Universities and other educational establishments in the United States contain an estimated 3,000 computers, or about 6 per cent of all computers operating in that country. In the Soviet Union systematic use is made of computers at Sverdlosk University and in technological institutes at Minsk, Kiev and Lvov. Computers are used for experimental purposes in the German Democratic Republic and in Prague, Czechoslovakia. Of about 4,000 computers in Japan, some 200 are used for teaching in universities. In the United Kingdom, almost all teaching computers are in the universities while many universities in the Federal Republic of Germany have also acquired computers.

In the school itself, architecture is bringing changes. The classroom is no longer necessarily a "compartment" for thirty or forty persons. Many schools have novel and original interior layouts. Multi purpose areas with mobile partitions and separate booths can be adapted at will to large or small groups or to individual study. Large areas may be used for debating.

The school is becoming a club, a workshop, a documentation centre, a laboratory and a place of assembly rolled into one. Student-space arrangements, timetables, staff distribution and allocation of

equipment all tend to be more mobile, and the institution more flexible and better adapted to social and technical developments.

16. Teacher training programmes should make full use of the latest teaching aids and methods.

New resources provided by educational technology should be systematically introduced into teacher training colleges. These institutions should be progressively transformed into permanent training centres and opened more widely to specialists in other fields who are needed for short-term or part-time teaching assignments.

Teachers training colleges will have to give special training to future educators in the supervision and co-ordination of the new, mechanized educational systems. It will also be necessary to train specialists to devise and revise curricular, produce new teaching material and develop fresh methods of work guidance and evaluation.

The development of education will necessarily involve and increase in the number of teachers. Authorities will have to see to it that the greater expenditure on teaching staff produces an equivalent improvement in results. Hitherto, the continual rise in expenditure on teachers' salaries has been achieved at the expense of spending on new equipment, innovation and research. Teaching methods must therefore be found which are as "profitable" as possible, or running expenses will reach such a high level that the cost factor will put modernization of educational systems out of reach.

National authorities will have to consider setting aside a fixed proportion of the annual increase in the educational budget to developing new ways of making the educational system more efficient.

The radical changes that can be made in education by large scale introduction of new techniques are being demonstrated in the Ivory Coast.

This country's programme of education via television aims to bring basic education to all school-age children and to use TV on a nation-wide scale in promoting cultural and political unity.

By 1980, about 16,500 classes will be equipped with television receivers making televised education available to first-level classes and to young people aged between 13 and 17, and providing cultural, life long education and information services to all adults. By 1986 all children will be receiving televised education.

The World Bank estimates that the Ivory's Coast's project will cost 44 per cent less than the maintenance of the traditional educational system.

The new project is based on a broad research programme covering teaching methods and curricula, modification of school buildings and teacher training. It has led to a new intensive teacher training programme comprising not only an introduction of new subject matter, but also training in the use

school maintenance teams for carpentry, painting, sewing and gardening, etc.

20. **Contrary to traditional practice, teaching should adapt itself to the learner. The student should have greater freedom to decide for himself what he wants to learn and how and where to learn it.**

Children should be encouraged from an early age to share in the organization of school life. In particular, they should be able to discuss their rights and duties, as laid down by school rules—rules that should gradually be made more flexible.

The same reasoning applies to teaching methods and subjects. The learner, particularly the adult learner, should be free to choose which school or institution to attend and the kind of training he wants. He should be able to enter the educational system at the level which suits him best and select optional additional subjects which interest him.

All or most compulsory disciplines in schools are, however, laid down in terms of objectives the establishments has set for itself. But this in no way prevents possibilities for individual choice being extended.

In England, the Prior Weston primary school, London, is an outstanding example of the increased role of the learner and of recent widespread changes in primary education in the United Kingdom. Learning takes place within a classless environment with the different age groups working together on various learning activities. The "open plan" surroundings

provide activity areas for subject study, reading, art and other manual activities and play. A mixture of 5, 6 and 7-year-old children work together on the same mathematics project (for example noting down and analysing the physical characteristics of the group) with the quicker pupils helping the slower ones in the same group.

The timetable is flexible and pupils may spend one or more days investigating and describing a single theme or topic, only moving on to another activity when the project is completed. The teaching of reading and writing is based on individual interests with the emphasis on creative expression rather than copy-book exercises.

21. **Students and the public as a whole should be given a greater say in decisions affecting education.**

Student participation in the planning and running of education is progressing. Such participation increases with the age of the student, and varies in different branches of education. Students responsibilities are greatest where their social, cultural and material interests are concerned. In the case of programmes and teaching methods, student responsibilities are still limited, and, in most cases, even more restricted in financing or teacher recruitment. Student participation should, in fact, be exercised separately from, as well as in conjunction with, that of teachers parents, and others.

—Reprinted from UNESCO COURIER

REPAINT YOUR OLD BLACK BOARDS IN MAY VACATION BY "MEGH" PAINT.

WHY DOES "MEGH"

Black Board Paint top
all other Black Board Paints?

because of its

Quick Dryness
Easy Appliances &
Gives clean Chalk Impression.

No wonder Megh's
PAINT is India's
largest selling Paint.



Ask your nearest Booksellers OR the Manufacturer:—

M/s. MEGH SLATE FACTORY PRIVATE Ltd.

P.B. No. 24.
BARAMATI. (Poona)

भारतीय प्रौढ़ शिक्षा संघ की नई पुस्तकें

1. साक्षरता और प्रौढ़ शिक्षा
मूल्य : रु. 0.50
2. विकास का एक माध्यम साक्षरता
मूल्य : रु. 1.50
3. एशिया में प्रौढ़ साक्षरता
योजना पर विचारगोष्ठी : रिपोर्ट
मूल्य : रु. 1.75
4. एशिया में कार्यात्मक साक्षरता की आयोजना
(एक सुझाव पुस्तिका)
मूल्य : रु. 1.75

पुस्तक मिलने का पता :—

भारतीय प्रौढ़ शिक्षा संघ

17-बी, इन्द्रप्रस्थ मार्ग,

नई दिल्ली-110001.

List of English Publications of the Association

	Inland Price Rs. P	Foreign Price (U.S. Dollars)
1. Liquidation of Illiteracy	2.00	1.00
2. Community Centres	2.50	1.00
3. Training of Social Education Workers	3.50	1.75
4. Literature for Neo-literates	3.50	1.75
5. Recreational and Cultural Activities in Social Education	3.50	1.75
6. Libraries in Social Education	3.50	1.75
7. Social Education in Rural Reconstruction	1.00	0.50
8. Workers' Education	2.50	1.00
9. Social Education in Urban Areas	1.50	0.75
10. Organisation and Administration of Social Education	1.50	0.75
11. Community Organisation in Social Education	2.00	1.00
12. Social Education and Democratic Decentralization	3.00	1.50
13. Social Education and the Youth	2.50	1.00
14. Adult Education and Economic Development	2.50	1.00
15. Development Work Among Rural Women	1.00	0.50
16. Methods and Techniques of Workers' Education	3.00	1.50
17. International Conference on Adult Education	3.00	1.50
18. Trade Unions and Workers' Education	1.00	0.50
19. Place of Recreation in Social Education—S.C. Dutta	1.50	0.75
20. Human Values in Adult Education	1.00	0.50
21. Social Education in 2nd Five Year Plan	0.75	0.50
22. Adult Education in Community Development	1.50	0.75
23. Social Education in Changing Society	1.25	0.60
24. Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00	2.25
25. Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50	1.00
26. History of Adult Education in India During British Period—Sohan Singh	3.50	1.75
27. The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50	0.75
28. Social Education—Ten years in Retrospect—S.C. Dutta	0.50	0.25
29. Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.25	0.60
30. Adult Education in Rural Areas—Abstract	0.35	0.10
31. Community Action—Abstract	0.35	0.10
32. Training in Adult Education—Abstract	0.35	0.10
33. Community Organisation in Adult Education	1.00	0.50
34. On to Eternity Vol. I—S.C. Dutta	5.00	2.00
35. On to Eternity Vol. II—S.C. Dutta	2.50	1.00
36. Group Discussion—M.C. Nanavatty	3.75	1.75
37. Celluloid in Indian Society—H.S. Bhola	2.00	1.00
38. The Alphabet for Progress—Mushtaq Ahmed	0.60	0.25
39. Selected Problems in Social Education—Homer & Helen Kempfer	5.00	1.50
40. New Dimensions in Social Education—S.C. Dutta	2.00	1.00
41. Implications of Continuous Learning—J.R. Kidd	2.50	1.00
42. New Trends in Adult Education in India—S.C. Dutta	2.00	1.00
43. Seminar Techniques—Dr. S.R. Ranganathan	1.00	0.50
44. Workers Education Abroad	2.00	1.00
45. Adult Education in South Asia—S.C. Dutta	1.00	0.50
46. American-Hindi Cook Book	6.00	2.25
47. Life-Long Learning for Survival	3.50	1.50
48. Schools and Adult Education	2.00	1.00
49. Life-long Integrated Education	4.00	1.50
50. Adult Education for Parliamentary Democracy	5.00	1.75
51. An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00	4.50
52. Literature for Neo-Literates in India—A Bibliography	7.00	2.75
53. Education for Perspective—J.R. Kidd	24.00	6.00
54. Adult Education and National Integration	3.50	1.25
55. Adult Education in the Seventies	5.00	1.75
56. Manual for Adult Literacy Teachers—N.R. Gupta	10.00	2.75
57. Adult Education for Farmers in a Developing Society—J.C. Mathur	12.00	5.00

Available from :

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

INDIAN JOURNAL OF ADULT EDUCATION



MAY 1973

CONTENTS

Editorial Board

Dr. M. S. Mehta
Dr. T. A. Koshy
Shri G.L. Shukla
Shri S.C. Dutta
Shri Anil Bordia (Editor)

Published every month by the
Indian Adult Education
Association

Contents of the
Indian Journal of
Adult Education are
Indexed in
CURRENT INDEX TO
JOURNALS IN EDUCATION
(New York) and the GUIDE
TO INDIAN PERIODICAL
LITERATURE (Gurgaon)

Subscription

Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.
Tele: 272524

- The Case for Non-Formal Education*
—Bhanumathi Rao 3
- M.S. University of Baroda Launches a Department
of Continuing Education*
—S. Kapoor 7
- Adult Education as a Factor in the
Democratization of Education* 11
Vidya Bhawan, Udaipur
- M.S. Mehta 13
- Can the Volkshochschulen of Today Answer
the Requirements for Tomorrow*
—Helmuth Dolf 15
- UN Study Urges Youth Policies to be Based
on Volunteerism and Service* 17
- Jamaica Determined To Teach Five Lakh
Adults in Next Four Years* 18

New Publication

Adult Education for Farmers in a Developing Society

It strikes me as the most comprehensive publication that I have seen on the subject.

—E.M. Ojala
Assistant Director-General, FAO, Rome.

This is an excellent publication.

—Garnet T. Page, Director-General
Technical Services and Special Projects
Division, Regional Economic Expansion,
Ottawa, Canada.

An excellent book which will provide inspiration to students of Rural Development and Agricultural Extension in their dissertations.

—John Bower, Director of Rural Development
and Agricultural Extension, University of
Reading, England.

It strikes me as a most useful guide to rural development in India.

—H.E. Wilhelm, Representative, Ford
Foundation, New Delhi.

Price

Paper Back Rs. 12.00

Abroad U.S. \$ 5.00

Hard Cover Rs. 20.00

Abroad U.S. \$ 7.00

ORDER FROM

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg,

NEW DELHI-110001.

Jamaica Determined to Teach Five Lakh Adults in Next Four Years

THE government of Jamaica has taken on a major commitment in adult literacy, pledging that illiteracy will be abolished in Jamaica within four years. At present, one in two Jamaicans over fourteen years of age is illiterate. The new programme is functionally oriented. It seeks to contribute to national development goals through curriculum components on improved agriculture, family planning, nutrition, and skills training.

To fulfill this commitment, which implies reaching and teaching at least 500,000 illiterates plus an estimated 5 per cent increase of illiterates per year, the National Literacy Board proposes each month to train 4,500 teachers, set up an equal number of classes, and recruit and teach 45,000 adult students. The goal for the first year (1972-73) is 20,000 trained teachers and 200,000 students; this will taper off to 15,000 teachers and 150,000 students in the second year, and to 10,000 teachers and 1,00,000 students in each of the third and fourth years. By that time the entire adult population of the country should be literate in the sense of being able to "read, write, and do simple mathematics on paper."

In view of the high national priority now given to literacy, the effort anticipates "a mobilization of effort not hitherto seen in Jamaica literacy work." All communications media will be used to motivate nationwide support, to appeal for volunteer teachers and students, and to reinforce class-room teaching.

The Prime Minister has called for the involvement of all Jamaica. He has asked all ministers of government and members of Parliament, all church dignitaries and priests, trade unions, service and professional associations, employer's federations, credit union leagues, and private business and industry to endorse the programme publicly and to pledge their support for it.

The massive scale and rapid pace of recruiting teachers and students requires that registration take place as close as possible to where the people are: churches, schools, work places, post offices, market-places, shops, and other locations of everyday access. Within a few months of launching the campaign, between 11,000 and 12,000 volunteer teachers have registered. The appeal to national unity, self-reliance, and "self-awareness, as part of national rehabilitation," has apparently played an important role in evoking this response. The board points out this is no "skills for skills' sake" programme; nor is it simply a national effort to upgrade productive labour or an appeal to human generosity towards the underprivileged. The emphasis is strongly on functionality and concerted action for development, with an expanded and more vigorous concept of human potential at all economic levels.

The board must now find answers to some hard questions. For example: what organizational structure is best suited to achieve these aims? The design selected combines central planning with decentralized operational responsibility. The present set-up, still at the blueprint stage, has the National Literacy Board, with reports directly to the Prime Minister (with 19 members drawn from various key components of national leadership), a smaller executive committee, and four directorates (promotions, technical services, field services, and administration). Under this policy-making cadre (often referred to as the Literacy High Command) are three operational levels of personnel: zone officers for each of the six major zones in which the island is divided; are officers for the country's 53 areas; and classroom teachers for each of 4,400 districts. At the district level, voluntary committees have been set up to help operate the literacy classes. This field organization is designed to insure that all who can help or be helped are gathered into the literacy net. The effectiveness of this organisation is being tested in west-moreland, where 200 new classes have already been set up with a view to "de-bugging the system before it is moved across the island."

On the substantive side, enormous and highly challenging tasks remain to be done. The programme is committed to building new attitudes and disposition into the teaching materials so as to assure their practical realization at the classroom level. Supplementary materials on specific subjects such as family life planning will also be developed for the new readers. New curriculum materials need to be prepared and field-tested, and the older materials to be reviewed. A series of capsule lessons have been produced as a first step. Feedback on these and on earlier "pioneering" adult readers is being secured.

Training of thousands of adult literacy teachers must be undertaken in geometric progression. New teacher training materials to insure innovation approaches to adult literacy must be devised.

UN Study Urges Youth Policies to be . . .

(Continued from page 17)

young people are inadequate, in some cases seriously so. Governments, non-governmental institutions and international organizations will have to take increased action to strengthen or to change policies and programmes that at present are inadequate or are jeopardizing the development of the younger generation to play a role in promoting peaceful and progressive societies."

Editorial Board
Dr. M. S. Mehta
Dr. T. A. Koshy
Shri G.L. Shukla
Shri S.C. Dutta
Shri Anil Bordia (Editor)

Published every month by the
Indian Adult Education
Association

Contents of the
Indian Journal of
Adult Education are
Indexed in
*CURRENT INDEX TO
JOURNALS IN EDUCATION*
(New York) and the *GUIDE
TO INDIAN PERIODICAL
LITERATURE* (Gurgaon)

Subscription
Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

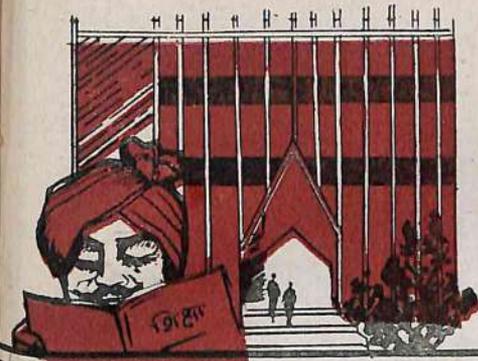
Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.
Tele: 272524

CONTENTS

<i>Impact of Functional Literacy on Agricultural Development</i>	—S.K. Reddy and D. Rama Murthy	3
<i>Adult Education—A New Functional Approach</i>	—B.M. Pande	7
<i>A Crash Programme for the Education of Out-of-School Youths</i>	—Sulochana Modi	9
<i>Literacy: A Chink in Development</i>	—Prodipto Roy	11
<i>Literacy and Development</i>		13
<i>The Working Men's College</i>	—L.P. Thompson-McCausland	15
<i>The Role and Place of Adult Education in Integrated Educational Systems in the Context of Life-Long Education</i>		17

INDIAN JOURNAL OF

ADULT EDUCATION



JULY 1973

*Impact of
Functional
Literacy on
Agricultural
Development*

★

*Literacy:
A Chink in
Development*

★

*Adult Education:
A New Functional
Approach*



Dr. Sarup Singh, Vice-Chancellor, Delhi University, inaugurating the 3rd annual conference of the Delhi Adult Education Association (DAEA) in Delhi on June 22, 1973. Seated on the dais (R to L) are Sarvshri Hans Raj Gupta, former Mayor of Delhi and President of the DAEA, D.S. Misra, Director of Education, Delhi and S. Milind, General Secretary, DAEA.

(Report on page 1)

STUDENT PARTICIPATION IN ADULT EDUCATION WORK STRESSED

DR. Sarup Singh, Vice-Chancellor, Delhi University said in Delhi on June 22, 1973 that adult illiteracy in this country could be eradicated if students actively and willingly participated in this programme.

Opening the annual conference of the Delhi Adult Education Association at Delhi Public Library, he emphasised that follow-up literature for neo-literates should be based on their needs and interests.

Dr. Singh asked the adult education workers to select group of adults who were willing to learn. This would be more effective than a campaign on a massive scale.

Earlier, Shri Hans Raj Gupta, former Mayor of Delhi and President of the Delhi Adult Education Association in his welcome address emphasised the necessity of continuing education of the people. He said that literacy education was a means to an end and not an end in itself.

The conference was followed by a symposium on Preparation and Production of Reading Material for Adult Literacy and Follow-up. Shri D.S. Misra, Director of Education of Delhi initiated the discussion. Among others who spoke on the occasion

All India Adult Education Conference Jaipur, October 4-6, 1973

The Indian Adult Education Association is organising the 26th All India Adult Education Conference in Jaipur, Rajasthan from October 4-6, 1973. The theme of the Conference is "Adult Education and National Development".

Dr. Malcolm Adiseshiah will deliver the third Zakir Husain Memorial Lecture during the Conference.

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 September 15, 1973.

were Dr. N.P. Jain, Director (Social Education) Department of Community Development, and Shri N.R. Gupta, former Dy. Director of Education, Delhi.

Shri S. Milind, General Secretary, Delhi Adult Education Association presented the annual report of the Association. A Souvenir on the occasion was also brought out.

NEWS & EVENTS

GENERAL BODY MEETING IN DELHI

The General Body of the Indian Adult Education Association will meet in New Delhi on August 21, 1973 to approve the amendments in the Constitution of the Association as proposed by the General Council.

A Meeting of the General Council of the Association was held in New Delhi on May 19, 1973. It approved the draft amendments in the Constitution and decided to submit the draft to the General Body for its approval.

CONFERENCE ON PAID EDUCATIONAL LEAVE

At the Conference of the International Federation of Workers Educational Associations on Paid Educational Leave held in Geneva on May 9 and 10, 1973, the following resolution was unanimously adopted:

Since many decades the Workers' Education Organizations are fighting to shorten the working hours and increase the leisure time for manual and non-manual workers. In some countries it has been possible either by legislative measures or collective agreements with employers organizations to provide arrangements and establish institutions which represent first step towards educational leave.

To achieve paid educational leave it will be necessary to ensure for the workers a compensation of their payment and secure their social rights during the period of education and training. Paid educational leave should be considered as a positive development in the sphere of social rights for the benefit of workers.

The provision of paid educational leave must therefore include the general, civic and political educational as well as the trade union and vocational training. Special measures should be established to meet the needs of the underprivileged groups.

The Conference of the IFWEA proposes that the 58th Session of the International Labour Conference should recommend an international instrument concerning paid educational leave. It will be most important for the wage-earners and salaried employees of all countries that such an international instrument should be of obligatory character.

Roby Kidd to Visit India

Dr. J.R. Kidd, Secretary-General, International Council of Adult Education, Toronto, is coming to India in September 1973.

Dr. Kidd will have discussions with Shri S.C. Dutta, Chairman, Asian-South Pacific Bureau of Adult Education and Hon. General Secretary, Indian Adult Education Association. He will also have talk with Dr. Amrik Singh, Secretary, Inter-University Board and Indian University Association for Continuing Education.

New President of Mysore Council

The Government of Mysore has nominated Shri D. Kariyappa Gowda as President of the Mysore State Adult Education Council in place of Shri P.N. Javarappa Gowda.

Geneva Meeting of the International Council of Adult Education

The first meeting of the International Council on Adult Education was held in Geneva on June 4, 1973. Dr. M.S. Adiseshiah of India presided.

There was a general exchange of views on the meaning and content of Adult Education. Adult Education refers to all forms of education outside of the school and college structure, ranging from continuing education for adults to out-of-school and out-of-college education for drop-outs and push-outs and adult literacy. Adult Education is a profession which calls for training and certification. It is a movement which calls for legislation. It is practice in the field, with flexible techniques and technologies. Whether it is also a discipline calling for research is an open question, as Adult Education is all embracing. It was decided to continue this dialogue and the members were invited to send to the Secretary General their comments on what adult education is.

The programme of the Council approved for the year consists of (a) the documentation centre operated by the Syracuse University which will make available printed materials on Adult Education, bibliographies and abstracts and purchases and sales of publication, (b) publication of the journal, *Convergence* and a newsletter, (c) publication of translation of important books, Adult Education classics, a history of Adult Education, labour films and the effective use in Adult Education of multimedia, (d) a seminar on the environment and Adult Education possibly in Europe, a conference on post-secondary recurrent education for the Pacific countries sponsored by Japan, an African Adult Education conference in Addis Ababa, and an international seminar for representatives of National Associations by the National Institute of Adult Education at United Kingdom.

The meeting was attended among others by Dr. J.R. Kidd of Canada, Dr. A. Charters of U.S.A. and Paul Bertelsen of France.

Impact of Functional Literacy on Agricultural Development

S.K. Reddy and D. Rama Murthy

Introduction

AGRICULTURE in India even today is largely traditional in spite of nearly 20 years of efforts at modernising it with the introduction of new technology through the extension services started in 1952. Though it is the vocation of a majority of our population, most farmers do not have any formal education and the art of agriculture is handed over through generations from fathers to sons. The younger generation gained experience from the elder farmers of the family through participation in farm operations. While poverty is taken care of through various programmes like subsidised inputs, special agencies for credit etc., illiteracy and ignorance continue to baffle the change agents.

To implement the new agricultural strategy successfully, it is not only essential to provide inputs like seeds, fertilisers, pesticides, cheap and timely credit etc., but also production oriented education is an important input. The agricultural technology is changing so fast that a promising variety becomes obsolete just in one to two years after its introduction in the field. New pesticides, weedicides, implements, fertilisers etc., are being developed which need technical skill for their use. It is here that education plays an important role in keeping the farmers abreast with the latest techniques. Education is primarily concerned with opening out the world to the individual in such a way that he can

choose his interests, mode of living and also his career. Education helps one to choose and decide his activity. Education deals mostly with understanding and knowledge. In India, according to the 1961 census, the literate population is only 23.7 per cent, 33.9 per cent in case of men and 12.8 per cent in case of women

Measures to eradicate illiteracy are being undertaken by the developing countries, including India, in two ways. One is the introduction of compulsory education for children and the other is the eradication of illiteracy among adults. Programmes for the eradication of illiteracy are being conducted on a large scale in several countries in evening classes held for adult, men and women. But these efforts have not achieved the results expected of them. Adult educators have been stressing that literacy should be wedded actively to the economic life of the people. In other words, the literacy acquired should help the individual directly to produce more for his and the community's economic good. This concept of linking the skills of literacy with production, gained ground among the delegates of the World Congress of Ministers of Education on the Eradication of Illiteracy held in Teheran in 1965. The conference shifted the emphasis from traditional literacy to functional literacy. Since then, UNESCO has been promoting this idea of linking progress in literacy with advancement in vocational training. This new approach is termed by UNESCO as work-oriented functional literacy. As a beginning the programme of functional literacy was launched under the project of farmers' education and fun-

ctional literacy in three provinces—Punjab, Uttar Pradesh and Mysore. The special feature of this programme is the emphasis placed on functional literacy activities which will promote indirectly the introduction of high yielding varieties in agriculture to increase food production. The literacy programme is concerned not only with the teaching of literacy skills but also imparting information and technical knowledge about new methods of improving production.

Background of the Problem

The introduction of high yielding varieties of major food crops has given fresh hope and promise of tiding over the food problem. But only large scale adoption of these varieties along with a package of recommended practices can realise this hope. The cultivation of these varieties involves efficient use of all available resources in a skilful way. Scientific farming demands skilled workers. The farmers, therefore, should be functionally literate to acquire skills in the ways of better farming. The purpose of functional literacy is to enable the farmers to learn and use their literacy ability to adopt a planned programme for higher production. A farmer has to decide the crops he will grow, prepare statement of expenditure that he will incur and ascertain from the available sources of information about the varieties of seeds, chemical fertilisers, insecticides and pesticides that he will need. He also must know the various resources that are kept at his disposal by the government. The farmers should know how to read pamphlets and how to write and fill official forms such as input cards,

The authors are Associate Professor of Extension Education and Post Graduate Student at Extension Education Institute Agricultural College, Andhra Pradesh Agricultural University, Hyderabad-30.

crop production plan, expenditure and income statement and loan applications. Besides, he must be able to identify the labels on bottles containing various insecticides and pesticides to understand their usage. The mechanical skills of reading, writing and arithmetic will have to be imparted in the literacy teaching with the help of the information mentioned above on scientific farming.

The latest methods of production and technical skills that are involved in using these methods are being imparted in the functional literacy programmes by professional teachers and educated progressive farmers. The teachers are given an orientation training for 2 weeks to give them the basic background of agricultural operations and the technique of teaching adults. This training was conducted by 5 supervisors who were specially trained for the purpose in the department of adult education at National Council of Educational Research and Training (NCERT), New Delhi. The first batch of literacy centres were formally inaugurated in Shadnagar Block of Mahaboobnagar district on the Republic Day, 26th January, 1969. By the end of January, 1970, 27 centres had completed the functional literacy programme. The duration of the functional literacy programme is 12 months. Only male literacy classes were started in the first instance, the reason being that agricultural innovations are the main topic to be experimentally studied and women do not play as important a role as men in such decisions. Secondly, it is more difficult to recruit women teachers to organise literacy classes. Thirdly, it is difficult to separate the effects of male literacy from those due to female literacy.

Importance of the Study

Any new venture or project launched should be evaluated at regular intervals to know the

weak and strong points of the work. Findings of such an evaluation will help in bringing about improvements in the project. Functional literacy programme is such a new venture. One of the main objectives of this programme is to educate the farmers, literally as well as vocationally, to persuade them to contribute to the development of agriculture. This study is intended to bring about the differential adoption of farm innovations by functional literate and illiterate farmers. This study also attempts to find out the behavioural changes brought about as a result of the functional literacy programme. Besides, this study also analyses the attitude of the participants towards the functional literacy programme.

Research Design

The study was conducted in Shadnagar Block, in Andhra Pradesh where the functional literacy programme has been implemented. Jadcherla Block, which is adjacent to Shadnagar, was purposely selected as a control block to facilitate comparison between functional literate and illiterates.

Selection of Villages

In order to find out the impact of functional literacy programmes on agricultural development, two groups of farmers are to be compared, namely, those trained in functional literacy and those who were not trained in functional literacy. Therefore the villages from which the two groups of respondents are selected should be such that one group of villages should have had functional literacy training programme, while the other group should not have had such a programme. The villages in which functional literacy programme was implemented, are termed here as experimental villages and the villages without functional literacy programmes are termed as control villages.

Selection of Experimental Villages

The functional literacy pro-

gramme was launched in 60 villages 26th, 1969. By January 26th, 1970 only 27 villages had successfully completed their programme of one year duration. The work in the other villages was hampered due to political unrest in the region. Therefore the sample had to be restricted to these 27 villages. The criteria employed in selecting villages for the study were:

1. High Yielding Varieties of major food crops must have been introduced in the village.
2. The village should provide a minimum sample of 20 farmers who had participated in functional literacy programme.

From among the villages which satisfied the above criteria, three villages were selected on random sampling basis. They were Lingareddiguda, Yellampally and Raikal. Besides High Yielding Varieties, new varieties of other cash crops had been introduced in these villages and had won the popularity of the farmers.

Selection of control Villages

Two broad criteria were employed in selecting the control villages. They were:

1. The village should provide a minimum sample of 20 illiterate farmers of age group 14-44 years.
2. High yielding varieties of all major food crops and other important cash crops must have been introduced in the village.

Keeping in view the above criteria, three villages selected on random sampling basis were Valloor, Aluru and Polepally in the Jadcherla Block. All the control villages were adjacent to the Shadnagar Block.

Selection of respondents

The total requirement of the sample for the study was fixed as 120 respondents. The number

was fixed keeping in view the requirements of empirical testing as well as limitations of time and resources. The sample was equally divided between the two groups viz. functional literate and illiterate farmers.

A. Functional literate farmers

The sample size of this category of respondents required was 60. The number of functional literate farmers in each of the three selected villages, namely Lingareddiguda, Yellampally and Raikal were 30, 25 and 30 respectively. From these three villages on the basis of proportionate random sampling 21, 18 and 21 farmers were selected respectively, to give a total of 60 respondents.

B. Illiterate farmers

A sample of 60 illiterate farmers in the age group of 14-44 years was required. From each of the selected control villages, a list of the illiterate farmers, in the age group of 14-44 years was obtained. The number of illiterate farmers in the three villages were 178 in Valloor, 158 in Aluru and 224 in Polepally. From each of the above villages the sample of farmers selected were 19, 17 and 24 respectively on the basis of proportionate random sampling. The names of the farmers were arranged alphabetically and the required number was selected by random sampling technique.

Whenever the farmers selected in the sample were not available, either due to prolonged absence from the villages or some other reason, they were substituted by selecting randomly from the remaining farmers.

Selection of improved agricultural practices

The following practices were selected to study the adoption behaviour of farmers:

HIGH YIELDING VARIETIES OF CROPS

(a) *Food crops:* (High Yielding varieties)

1. Paddy: I.R-8, Jaya, Padma, Hamsa
2. Jowar: CSH-1, CSH-2, Swarna
3. Wheat: Lermoroja, Sonara-64, Sonalika (S 227), S 308
- (b) *Cash Crops:*
4. Groundnut: TMV-1, TMV-2, Spanish improved, Asirya mutandae
5. Castor: H.C.-6, NPH-1.

Other improved practices

6. Fertilizers: Nitrogenous/Phosphorus/Potassium.
7. Plant protection (chemicals) e.g.: BHC, DDT, Endrin, Sevin, Parathion, etc.
8. Seed treatment: Sulphur, Agrosan, etc.
9. Improved implements: Mould board plough.
10. Green Manure: Sunnhemp, Phillipesara, Daincha, Horsegram.
11. Artificial insemination in cattle.

Collection of data

The data were collected by interview schedule method and the same were recorded directly on the schedule.

Analysis of data

The collected data were coded, processed, classified and fitted into tables to make the findings meaningful. Based on these classified data, conclusions and inferences were drawn and results were interpreted.

Variables and their Measurement

Two important dependent variables considered in this study were: (i) knowledge possessed by the farmers about certain improved agricultural practices and (ii) adoption behaviour of farmers, since the two important pre-requisites for agricultural development are, firstly, the farmers must have knowledge about improved practices, and secondly,

such knowledge must be translated into action i.e. adoption of a practice in the field. The measurement of these two key variables in the study is discussed below.

(i) Knowledge about improved practices

The knowledge the two groups of farmers possessed about certain aspects of improved agricultural practices was tested on the following points.

- a. Knowledge of essential elements required for crop growth.
- b. Understanding of the term hybrid.
- c. Use of harvested grain of hybrid crop for seed purposes.
- d. Precautions to be observed while spraying plant protection chemicals.
- e. Knowledge of different aspects of soil testing.
- f. Knowledge about hipas attack on paddy.
- g. Knowledge of duration of High Yielding Varieties of paddy and wheat.

(ii) Measurement of adoption

Adoption behaviour of farmers was measured on the basis of number of practices adopted. Each practice adopted was given a point. For example a farmer adopting five practices is given a score of five points. This was taken as adoption index. On the basis of these adoption indices the farmers were classified into three groups namely high, low and medium adopters.

To classify the farmers as high, medium and low adopters the statistical parameters "mean" and "standard deviation" were employed. Those who were above mean+1 S.D. were classified as high adopters, those who were below mean-1 S.D. were classified as low adopters. Those who were between mean+1 S.D. and mean-1 S.D. were classified as medium adopters. The number of farmers in each category are shown on the next page.

Categories of adopters	No. of respondents		Remarks
	Functional literates	Illiterates	
High	24	—	Mean+1 S.D. and above
Medium	35	39	Mean—1 S.D. Between Mean+1 S.D. and
Low	1	21	Mean—1 S.D. and below

Mean 3.50

Standard deviation=2.07

(iii) *Stages of adoption of improved practices*

Adoption of an improved practice by an individual usually occurs through several stages. Various studies have delineated the stages in the process of adoption of a practice. The five stages which have been most widely accepted are awareness, interest, evaluation, trial and adoption. In this study the three stages of adoption analysed were awareness, trial and adoption. The question asked to elicit information were "Did you hear about...", "Have you ever tried...", and "Are you still using..."

The definition of three stages of adoption employed in the study were:

Awareness—The first knowledge about a new idea practice.

Trial —The tentative trying out of the practice accompanied by acquisition of information on how to do it.

Adoption —The full scale integration of the practice into the on-going operation (Lionberger, 1964).

Findings and Discussion

The impact of functional literacy on the adoption of improved agricultural practices has been studied with reference to the following and the findings are presented below.

- (i) Differences in knowledge about improved agricultural practices.
- (ii) Relationship between functional literacy and stages of adoption (awareness and trial).
- (iii) Relationship between functional literacy and adoption of improved practices.

I. Differences in Knowledge about Improved Agricultural Practices

The difference between functional literates and illiterates in knowledge about certain improved agricultural practices was analysed. The data is presented in tables 1.1 and 1.2 on page 18 and 19. The differences were found to be statistically significant, indicating that functional literates possessed better knowledge about improved agriculture than illiterates.

Of the 60 functional literates more than 60 per cent had knowledge about the major elements required for crop growth, whereas among the illiterate farmers, only 23 per cent had knowledge about nitrogen, while 5 per cent had knowledge about phosphorus. None of the illiterates knew of potassium as an essential element.

More than 88 per cent of functional literates understood the term hybrid as against only 6 per cent of illiterates.

76.6 per cent of functional

literates said that grain from hybrid crop should not be used for seed purposes for the succeeding crop. On the other hand only 21 per cent, of illiterates knew that hybrid grain should not be used for seed purpose.

A majority of functional literates (73 per cent) were aware of soil testing as compared to only 11 per cent of illiterates.

More than 93 per cent of functional literates were able to tell the correct depth from which to obtain soil for analysis as against only 43 per cent of illiterate farmers. Regarding number of places in an acre of land from which to take soil for analysis most of the functional literates (95 per cent) were able to tell correctly, while only 28 per cent of illiterates were able to tell correctly. None of the sixty illiterates were able to tell the correct address to which soil samples should be sent for analysis, while thirty-nine out of sixty functional literates were able to tell the correct address.

It was observed that a majority of functional literates (71 per cent) had knowledge about hispa attack on paddy as against 62 per cent of illiterates. More than three-fourths of the functional literates were able to identify the symptoms of hispa attack, where as only half of the illiterates were able to identify these symptoms. Regarding the control measures for hispa, 84 per cent of functional literates adopted them as against only 56 per cent of illiterates.

Out of 60 functional literates 55 were aware of I.R-8 paddy compared to only 23 of the illiterates. Further, among the 55 functional literates, 47 had knowledge about the duration of I.R-8 paddy, whereas only 9 out of 23 of illiterates were aware of I.R-8's duration.

A majority of the functional literates (42) were aware of high yielding varieties of wheat, as compared to only 17 among the illiterates. Further, out of 42

(Continued on page 18)

Adult Education—A New Functional Approach

B.M. Pande*

THE Third UNESCO World Conference on "Adult Education in the Context of Life Long Education" held in Tokyo in July/August 1972 has made a number of recommendations on various aspects. For the purposes of this article I reproduce below four of these:

1. 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.
2. 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.
3. A study and understanding of environmental issues including erosion, water conservation, pollution and population questions should be a major concern of adult education.
4. 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.

It has been increasingly realised in our country that a programme aiming at merely eradication of 'illiteracy' has not struck roots and therefore the scope of adult literacy has been broadened to include 'education' in various other subjects which deal directly with the life of an individual—his profession, his health, his leisure, his cultural interests etc. In other words these touch the economic, social and cultural dimensions of the individual's life. **An individual is a vital part of the society and therefore his growth leads to the growth of the society. It is absolutely essential therefore that a programme of adult education must include all such items as relate to everyday life problems of the individual.** It cannot be said as to where exactly 'literacy' as such can be accommodated. It could as well be a starting point or a concurrent efforts, i.e., you start with pure literacy programme and during this process prepare the individual to take interest in resolving his problems and meet the needs of his everyday life or you start with a discussion on his needs and problems

and make him realize the importance of his ability to read and write so as to enable him gain more knowledge to meet his need. Experience has shown that an illiterate person is not interested in literacy alone and merely a literacy programme does not sustain his interest.

It was based on this experience that a broader programme of adult education was taken in hand. Though literacy continues to be an important programme, more emphasis is laid on educating the individual in the avocation he is engaged, the sanitation and health problems he is faced with, his leisure time work, his recreation, festivals, songs and dances. While dealing with these subjects in the adult literacy class, information is provided to him as to the likely solution he could look for. This is done by means of audio-visual aids like posters, charts, film strips, exhibitions, wall papers, dramas etc. Naturally he begins to feel convinced of the new measures, processes, knowledge, information, skills and tries to adopt these in his work. Having seen the results he gets anxious to know more about these and it is then the proper time to introduce the element of reading so that, in course of time, he may find out for himself more details about the innovations. As he continues his reading habit his eagerness is sharpened, his curiosity aroused and his attitude changed. Literacy thus comes in as a means to meeting the end he wishes to achieve.

This has led to what has now been termed as 'Functional Literacy'. The experiments conducted at various places in functional literacy amply prove the efficacy of the new system and farmers in particular have evinced keen interest in the camps organized for the purpose. Observation also shows that such of the farmers as have joined these camps have improved upon their agricultural operations. They understand the usefulness of new techniques, new skills, new inputs, new knowledge and new information. Many of the farmers have come forward to adopt these new methods of improved agriculture cultivation.

In the wake of 'green revolution', it has been vociferously expressed in the columns of newspapers and discussed in many of the seminars organized in the country under the auspices of various organizations that the benefits of the programme have only reached the well-to-do farmers, that the marginal farmers have had no gains, they have been neglected and that the gap between the rich and the poor farmers has widened. It were time therefore that adult education attended specifically to these marginal farmers so as to help them come up to a

*Sri Pande is Registrar, Gandhian Institute of Studies, Rajghat, Varanasi.

reasonable higher standard of agricultural production. Researches in the field of agriculture science have lately become quite sophisticated and quite often one comes across new strains of crops, new fertilizers, new insecticides and pesticides, new agricultural tools and implements and new cultural practices. So unless the new information in respect of these innovations is reached to the farmers, they would not be able to catch on with the time. Adult education has therefore to bear this heavy responsibility of fulfilling this task.

Of late a few new schemes have been launched in the country for the benefit of marginal farmers and small farmers. The reports and the articles that have appeared in the important dailies and in a few journals indicate that these farmers have not been able to derive much benefit from these schemes. It is not so because they are unwilling to take up the scheme but more so because many of them are not aware of these. Also may be that many of them have not been able to understand their implications. Possibly many of these schemes have not been placed before them so as to be easily intelligible. Schemes such as Small Farmers Development Agency (SFDA), Dry Land Farming Pilot Projects,

Rural Works Programme for Chronically Drought Affected Areas, Crash Scheme for Rural Employment, Marginal Farmers and Agricultural Labourers (MFAL), Agro Service Centres etc. are mainly meant for rural areas and for the benefit of farmers with small holdings, agricultural labourers and those not fully employed. The contents of these schemes have to reach them in a quick way and this is possible only through a well-knit programme of adult education. This has to be achieved through the use of various media and methods of adult education. A special vocabulary may have to be prepared so as to serve as the vehicle for meaningful teaching. What is being learnt has to be simultaneously applied. The adult education class has to be accordingly equipped to carry on its new functions. Adult Education therefore has to play a new role than hitherto. It has to be more dynamic, more production oriented, more functional than formal and more alive to the current issues of an onward marching society.

Done so, we would then perhaps be in a position to state that adult educators in India have caught the spirit of the resolution adopted by the UNESCO World Conference on Adult Education.

The PRIDE of

Each & Every Educational Institution.....

The "MEGH" marked quality Slated Roll-up Black Boards are the avowed PRIDE of every Educational Institution worth the name, in as much as they are:—

Handy, Portable, Any where Hangable,
Writable with Chalk, Readable from any
angle due to their Scientific Colour,
Erasable with Duster and available in
PLAIN, GRAPH, OUT LINE, COPY LINE,
MUSIC & DOTTED forms.



For testimonials and illustrated literature, Please write to:—

M/s. MEGH SLATE FACTORY PRIVATE Ltd.

P.B. No. 24.
BARAMATI. (Poona)

A Crash Programme for the Education of Out-of-School Youths

Sulochana Modi

In our February issue we had published a paper "A Crash Programme for the Out-of-School Youth in the Age-Group 14—21" by Shri J.P. Naik. The comment on this paper by Smt. Sulochana Modi, Vice-President, Bombay City Social Education Committee is being published here.

I was very happy to read the article by my esteemed friend Shri J.P. Naik on "A Crash Programme for the out of-school youth, in the age-group 14-21," in the February '73 issue of the Indian Journal of Adult Education. Well, the publication of the said article is not a day too late, in the present context of national development.

Practical Outlook

A very practical viewpoint is maintained throughout the article by the writer and Shri Naik has come out with bold suggestions for the implementation of the entire educational programme. He has suggested several programmes, but not specifically given a list at least a tentative list of priorities from experience gained, all these years in the field. It may vary from area to area but if it is there, it will act as a good guide to teachers and workers.

The age group 14-21 years of out-of-school youngsters, for which he has laid so much stress and importance is no doubt the back-bone of the nation; it is the source of intelligent man-power, which is lost to the nation today. The main reason for such a predicament is that *the adult group of those above 20 or 25 years of age is mostly uneducated or illiterate*. So it is more urgent that we concentrate on this age-group. Another important reason is the recent policy and decisions of the Unesco. As is known by every one engaged in the problem of eradication of illiteracy the world over, Unesco has now altered its objective and it has declared that instead of mass literacy, the objective should be *functional literacy through select groups*. The figures of drop-outs in primary and middle schools are also very alarming.

So, because of this woeful condition there is a criminal wastage of funds—which may run into millions—and also of trained personnel. What to talk of good school buildings? I am perfectly justified if I say that there is a tremendous neglect and wastage of beautiful new and nicely equipped buildings specially built for educational purposes. I can cite here the illustration of newly built and equipped municipal primary education school buildings. Statistics have been compiled, as to the wastage of these nice structures and also the number of drop-outs and also those, school-age children not attend-

ing any educational institution. One finds, there is a great demand for modern type of buildings even in villages,—let aside the demand in cities—where the brick-mortar type would be more suitable to the surroundings and more native to the village population.

I for one, agree with Shri Naik *that full use should be made of such grand edifices where they already exist*. They should not remain vacant and unused for a minute of the day and they should be made to seem twenty-four hours, with some activity or other. Then only, tonnes of money invested in them will be repaid; then only the teachers and the taught both will feel satisfied; and the authorities will feel relaxed.

May I take the liberty, to make some modest suggestions or additions to those of Shri Naik?

On page 4 in "Content of Character of the Programme," in para first he says that most of the children might have left school and not even attained functional literacy. "*The focus of their interest is therefore vocational,*" he maintains. He is perfectly right and mostly such youngsters will be found in villages, because still the majority of our Indian population live in rural parts of the country. *How right the Father of the Nation was!! Mahatma Gandhi who was a super-educationist, and he did recommend as early in 1937, at the Wardha Education Conference, the Basic Education Method for younger generation.*

How can the Nation and the educationists like J.P. Naik forget that??

Now, Shri Naik is advocating the some method in a new grab, in a fresh phrasology. So what? It is most welcome. Let us hope the Government Education Departments will agree and would give this 14-21 group programme a fair trial. One feels only sorry and at times defected that if the educationists had followed Gandhiji's Method of Basic Education in the spirit in which it was recommended and a sincere trial given to it, especially in the thousands of villages where we find our real India, today we would not have found such a backlog of illiterate adults and uneducated grown up youngsters after 25 years of Independence!!!

So, let us start from scratch. It is never too late to begin again!!!

Let there be courses, suitable for rural youngsters as well as urban. Let each group be a master in its own sphere. By doing so the Government and the Educationists will be saving the lives of thousands of youngsters ruining their lives at present.

On page 4 last para, I would like him to add in Educational Programmes "Traditional Arts and Crafts, original to various states and its population, rural and urban".

On page 4 again on "Agencies" in the first para, I would request him to add "The various Government or municipal departments and co-ordination with them and also inter-departmental co-operation". Simultaneously, I would request the writer to recommend, taking all possible help from the representatives of the I.C.S.W. which has branches all over India. Very recently an International Workshop was organised by I.C.S.W.—which I happened to attend—at Madras, where those present have agreed upon to be of help to the Government in the implementation of the Five Year Plans, wherever possible. The special feature of the workshop was that, no resolutions were passed at the end of the discussions but a committee of 3 dynamic persons was constituted to begin a dialogue with the authorities for the said purpose.

These co-ordinated programmes, as envisaged by our friend Shri Naik, will not only train the youngsters, but also their parents; elder members of the family would also receive the education and training, so very much needed by them, but unfortunately they did not get on opportunity in their childhood.

In short, if I say that there is a great need for humanising all these programmes, services, agencies and the Government departments, I am not wrong.

Lastly on page 5 "organisation", I would very much add, voluntary, willing, social workers or public-spirited citizens, who may be given some honaria or T.A., who hail from the same area.

On page 6, Shri Naik maintains that "the programmes will be largely meant for boys". May I request him to please think again. I would insist the programmes should begin with girls, as we all know very well that if a woman is learned, she would make the entire family also learned. Let him not make that mistake with all his experience. If he so desires, he may begin with both but not with boys alone.

Again on page 6 last para, I would suggest, co-operation of voluntary workers at all levels. That would infuse a new spirit of comradeship amongst the workers and the trainees.

Let me quote here, our experience of co-operation between my committee viz., the Bombay City Social Education Committee and the Family Planning Association, Bombay. We have brought about wonderful results bothways. Workers of both these associations feel elated and are happy beyond imagination. More systematically and with better understanding, the F.P.A. members were able to spread their message, they reported. At the same time, attendance in all the Centres of the B.C.S.E.C. was more regulated and the trainees felt more interested in their reading texts.

Subscribe to

Proudh Shiksha

The Hindi monthly containing news about programmes in adult education in India, short stories for neo-literates, folk tales and case studies about pioneering experiments in adult education.

Annual Subscription

Rs. 8.00

Published by

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg, New Delhi.

Literacy: A Chink in Development

Prodipto Roy

AS our nation makes approaches to the Fifth Plan, it has begun to don the old breastplates of Agriculture, Industry, Power, Health, Education, Science and Technology. The cartoonists will have a field day with (the planners) like Western medieval knights chasing "Poverty" or "Population Explosions." Today in spite of great advances made on various fronts, there are large chinks in our armour of development. One chink, which shows through between each breastplate, is literacy.

Intelligible Concept

Among the 25th Year of Progress exercises one conspicuous area of silence has been the progress made in the literacy front. Unlike problems of "Poverty" or "Population" which are almost impossible to measure, literacy is a relatively intelligible concept which has been gauged by every census enumerator since 1881. Roughly speaking India, in 1941 was 15 per cent literate; in 1951 was 20 per cent literate; in 1961 was 25 per cent literate; and in 1971 was 30 per cent literate.

We may conclude from this somewhat reliable statistic that illiteracy was depleted at the rate of 5 per cent per decade. A simple linear extrapolation would indicate that we would finally eradicate illiteracy in another 140 years, or in the year 2111. Therefore, quite rightly, most planners do not seem to be too concerned about so remote a problem.

Another simple statistic is that in spite of the per cent of illiterates decreasing the absolute number of illiterates has in fact been increasing during these last

three decades. Not excluding toddlers India had 270 million illiterates in 1941, 334 million in 1961 and 386 million illiterates in 1971. The absolute number of illiterates has increased by about 30 million per decade. In fact today roughly out of the world's 780 million illiterates, Asia has 580 million and India about 386 million. Although this does not quite comprise half the world's illiterates in 1970, we may have achieved the 50 per cent marks by 1973. I do not know for how long India would like to hold this kind of world record. Unless this matter is taken in hand at a national campaign level illiterates will continue to increase for at least the next two decades.

A number of isolated studies have demonstrated the direct relation between literacy and development. Most notably these have been found in the agricultural sector, in the sectors of health and family planning and in the sector of education. In a study conducted by the National Institute of Community Development in 1967 across 108 villages in three States, male literacy was found to be one of the five most important factors related to agricultural innovation. Similarly, a direct relation was found between literacy and health innovation, the adoption of the loop and vasectomy.

The most serious problem of illiteracy is not the simple constraint that illiteracy imposes on one or two sectors of development, but the mental barrier that divides the illiterate rural world from the urban "modern" world of India. The illiterates in a village travel less often to urban places, see less films, visit Government offices less, vote less frequently and in short do not have "access" to the "fruits" of a modern world and do not trust modernisation. This conserva-

tism has basically "protected" the village world which operates in a pragmatic technology which is not beyond their ken. The village world considers much of the modern urban world as corrupt, immoral, lazy and unpragmatic.

In India there is still a viable pristine technology among the non-literate craftsmen which has survived from the most ancient to the present modern era. The functional educational system of India is rooted in this dharma of caste. The skills of a father are passed on to the children along with his tools.

Education System

It is the literate 'modern-educated' man in India who has lost his moorings. The Western-educated oriental gentlemen has turned away from the traditional education of India and lives in Westernised urban islands and is still looking West for enlightenment. These "educated" men and women look down on the illiterate craftsmen in a village and from various institutions of higher learning or Government offices are trying to "educate" him and thus destroy the last vestige of India's heritage.

The general scholastic universal education system, we have willy-nilly inherited from the West, from the primary school to the Bachelor of Arts, may be enlightening but is basically non-functional (at least in Lord Macaulay's day it trained a few clerks). In contra-distinction to the completely occupation-oriented non-literate education of caste, the general scholastic Western education assumes that any educated person now can do anything. In fact, today, however, the average matriculates can only become peons, the B.A. can only become clerks.

Dr. Roy is Director of Research, Council for Social Development, New Delhi.

This is the strange malaise of Indian literates, the children who have gone to schools have learned to read and write but have forgotten to weave or fish or work with their hands. Even worse, they look down on their fathers, leave the village and can never "go home again". Our values of Sanskritization teach us to look down on the manual arts. Nearly all our most skilled craftsmen belong to the backward classes or the Scheduled Castes. These caste guilds are still the most perfected technical education of India, the fruits of which are sold in all corners of the world.

Simple Arithmetic

Thus, the literate or educated children of these once-born castes are escaping their present incarnation inside their present life-time. They sometimes make it" into the vast bosom of Bharat Sarkar, but their literacy or education is basically non-functional and when we achieve universal primary education we would have succeeded in destroying all the crafts in India.

The two questions I would like to pose are:

1. Can India eradicate illiteracy within a time frame of 6-10 years rather than 140 years? and
2. Can this literacy be truly functional so that it can increase the technical skill of our agriculturists and craftsmen?

I would blithely answer both questions in the affirmative.

What would it cost to eradicate illiteracy? The figure I would

use, would be at Rs. 25 per literate, the outside budget would be Rs 600 crores for all illiterates within the 15-45 age group, i.e., Rs 60 crores per year for 10 years. However, if the literacy programmes are economically functional, a HVM farmer being made literate at Rs. 25 produces Rs. 100 more crops in the current year. Using simple arithmetic, by sowing Rs. 600 crores in functional literacy the nation will reap Rs. 2,400 crores. The present budget of Rs. 2,250 crores for education in the fifth Plan is directed to the 30 per cent literates of India. The 70 per cent illiterate citizens may well ask where is my share of the education pie. Can 380 million citizens be ignored? In terms of man-power literacy eradication can employ about 5,00,000 teachers or matriculates based in villages for 10 years.

The economic consequences of this 10-year work-oriented literacy campaign (using the simplistic differences that exist today between literates and illiterates) will very probably have the following results:

Probable Benefits

1. Agricultural production will probably double and our land and animal resources will be far better husbanded.
2. Maternal and child health will reduce the crude death rate from 17 to 10 per 1,000. Infant mortality will be reduced from 160 to about 40 per 1,000 births. Birth rates will be reduced from 39 to 20 per 1,000.

3. Primary education will become universal with no drop-outs and all education will be more vocation-oriented.
4. Industrial labour would become 50 per cent more productive.
5. Voting and political participation will become more intelligent and people will stop voting for bullocks and bicycles and vote for people,

This list of probable benefits of the 10-year plan for literacy could go on but let this suffice. If no one is against literacy and if it only costs Rs 60 crores per year and will have these probable benefits, why don't we do it? This is one programme for which India needs no foreign assistance. It has the manpower and the money; all we lack is the national commitment to do it.

What we do not need in India is a Literacy Commission. Bangladesha has just drawn up a mass literacy scheme to eradicate illiteracy in 7 years. Sheikh Mujib, now that he has won the election with an astounding majority, will have the national commitment to attempt to eradicate illiteracy. If Indira Gandhi with the majority she commands in Parliament today wanted to commission a plan for the eradication of illiteracy in one decade, I am sure the 10 most committed literacy experts of India could retreat for one month and come up with a workable plan well within the resources of our country.

LITERACY AND DEVELOPMENT

Recently the two newspapers in India, 'Hindustan Times' and the 'Hindu' have come out with their very timely editorials on the need and urgency of eradicating illiteracy because of its relationship with the development of the country. We congratulate these newspapers for their interest in literacy and adult education movement. The editorials are being published here for the benefit of our readers. —Ed.

Relevant Literacy

(*Hindustan Times*, June 22, 1973)

ON current performance, the ideal of universal literacy is so far away that there is an unconscious tendency, despite protestations to the contrary, to downgrade it in the list of priorities. And yet there is a demonstrable correlation between literacy and motivation for economic growth and modernisation. It is not only that a literate individual takes to innovation more readily but that illiteracy in the mass has been a great psychological drag that has reduced the impact of developmental effort on Indian society. Responses to such ideas like community development, family planning and agricultural innovation would be quicker with a literate population.

However, granted that literacy is an essential trigger of economic development, it is still necessary to work out its practical implications for a relevant

programme for its promotion in the country. It should be realised that literacy is not an end in itself and there is wisdom in the puzzled inquiry of the charity boy in Dickens who asked when he got to the end of the alphabet whether 'it was worth going through so much to get so little.' Nor should one make the error of equating literacy with education and imagining that an unlettered man is necessarily an intellectual inferior to a person who has learnt the alphabet and can read a newspaper. Education goes beyond the ability to verbalise—or more accurately, visualise in the conventional symbols of the alphabet. A good deal of useful and creative activity has been and is being performed by people whose expertise is transferred from one to another by modes other than the written word.

All this is not to say that literacy is expendable but that it should be rendered functionally relevant. It is not very difficult to equip a person with the basic ingredients of literacy. What is rather more difficult is to prevent relapse into illiteracy by the new skills not having opportunities for relevant use. It is therefore essential to pay attention to the production of books of interest to 'neo-literates' and reaching them to their doors. What is required is a kind of mobile library service and this is absent in large parts of the country except in the exemplary efforts like those of Literacy House in Lucknow.

Now that 'informal education' is accepted educational philosophy, it should be possible to mesh programmes of functional literacy with informal education. The curriculum of this informal education (which will presumably depend heavily on oral communication through new media like radio and television) will have to include basic literacy supported by specially written books in a language that will be comprehensible to those who are just acquainted with the alphabet. All this requires imaginative planning and energetic execution. But given the correlation between literacy and economic development the effort is not only worth making but an essential condition for rapid economic development.

Eradicating Illiteracy

(*Hindu*, June 3, 1973)

THE Mass Literacy drive proposed for the Fifth Plan has two major objectives. While the literacy rate in the country rose from 24 per cent in 1961 to 29.4 in 1971, the total number of illiterates has risen by more than 50 millions. In effect it means that literacy efforts have not been able to cope with the growth of the illiterate population. Educational endeavour at the rural level has been one of expanding primary education. Instruction to the productive 14-45 age group has been given a lower priority. The special scheme envisaged for

the last year of the Fourth Plan and the next five years is obviously aimed at closing this gap.

The other objective is to equip the human resources in the rural areas, where illiteracy is deep, to sustain the momentum created by the breakthrough in farming. Agriculture has been moving fast from the repetitive to the innovative stage. The peasant is in fact an entrepreneur, investor, decision-maker, manager, worker and salesman all rolled into one, requiring more than his native intelligence to discharge these functions efficiently. The motivation for the adult farmer to adopt new technology has hitherto been by demonstration. That can take him only up to a certain stage. As correlation of various technological practices for maximum results becomes complex, the need for better understanding of the new techniques evolved and retaining in the mind the processes to be applied at the appropriate stages of farming becomes greater. The quickness with which progressive farmers adopted the scientific methods in the initial stages has also resulted in widening the disparity of incomes between them and the small ryots. It would be perpetuated if adult education does not keep pace with innovative practices, for the educated farmer stands

to benefit by his better understanding of the scientific methods. Agro-industries are also sought to be introduced extensively as avenues for employment in the rural sector. They would tend to be taken advantage of by the urban work force, if the illiteracy in the country-side is not expeditiously eradicated.

To some extent the experience gained so far in the field of adult education can indicate the lines on which modifications are to be made and the pace stepped up. It has to be selective, intensive and work-centred. In suggesting the launching of pilot projects in 20 districts and proposing to formulate the Fifth Plan strategy on the basis of the results of the pilot projects, the Working Group on education takes note of the fact that a uniform pattern for the whole country may not be the right answer and that the peculiarities of the regions and the type of economic development in each should dictate the kind of education and training to be attempted. It is indeed the right approach. For the primary aim of adult education is not to provide learning to the farmer to prepare himself for a job, but to help him improve his performance in the job in which he is already engaged.

Recent Publication

TRAINING OF ADULT EDUCATORS

Edited by S.C. Dutta and H.J. Fischer

Price Rs 5.00 or \$1.00

Available from

Asian-South Pacific Bureau of Adult Education

17-B, Indraprastha Marg,

New Delhi-110001

The Working Men's College

L.P. Thompson-McCausland
Principal, Working Men's College

IN the history of adult education in England the Working Men's College, now in Crowndale Road near Mornington Crescent tube station in north London, has a special place and has shown an interesting adaptation of method and aims to the changing social and economic circumstances of the past one hundred and twenty years. It was founded by a group, mainly inspired by Frederick Denison Maurice, in 1854 and the aims and ideas of its principal founder are particularly well documented in a pamphlet and, more especially, in a series of lectures entitled *Learning and working*, which he wrote to raise funds for the project.

The Founder

Maurice was the prophet—he was known to some of his friends as 'the prophet'—and, as with others of his kind, his concern was not with one part of the contemporary scene but with several. First and foremost he was an ardent theologian and much concerned with the course which men seemed to be shaping for themselves in the years when the industrial revolution was beginning to be recognised as a major revolution in society and as the begetter of a new kind of working class which Maurice regarded as the very 'stuff of humanity after class distinctions have been removed from it, in which live the germs of the worst evil, and of the best good, that is in any of the classes'. In the adult education of the workers Maurice saw one of the best hopes of ensuring that the best good should prevail.

Secondly, he was a social reformer who had held high hopes of the associations of craftsmen working together in partnership for their common good, as the Christian Socialists had urged; and he had seen the movement fail, partly at least for the reason that the workers had proved unable to organise themselves and, in some cases, had not resisted the temptation of those who keep a common purse. Education, he believed, could do much to correct these defects.

Thirdly, and certainly not least, he was a convinced advocate of adult education. His second lecture in *Learning and working* is largely concerned to demonstrate from history that education has always been at its best when based on adult education, to which school education was but a preparation, and has always deteriorated when school education has taken the lead and made adult education a mere prolongation of school. In the grown man, work and learning must go together, each testing and enlarging the other.

The Spirit of the College

All these ideas were combined in the Working Men's College. It was, of course, to be a college for working men in the ordinary social and economic meaning of those words; but Maurice went out of his way to explain that the college was for 'working men, that is to say, for grown-up people spending their lives in business, not for children or boys who are merely preparing themselves for business'. The college must treat its members as men, not children; it must 'assist in forming men, for which end we must teach them and learn from them, not patronise them'. Consistent with this aim of 'forming men', the College must offer a liberal education, not technical courses to improve craftsmen as such, and must provide for collegiate life outside the classes where both teachers and taught could meet and converse as equals.

In its essentials, the Working Men's College of today still works to this specification and ideal. Compared with an enrolment of 140 at its opening in 1854, its annual intake is now between 1700 and 1800; it has a common room and library where teachers and students meet and converse without any obvious way of knowing which is which, and its prospectus offers a very wide range of classes at fees amounting to two or three pounds a year, including the college membership fee. Of its members, 85 per cent are over twenty years old, and 40 per cent are over thirty years old, some being far over thirty years. By occupation members are overwhelmingly 'working men' in the contemporary sense, bearing in mind that London is not a centre of heavy industry, and are less different than might be expected from the members of early days. In all this, the present-day Working Men's College does not aim very consciously to be a trustee of Maurice's principles but is very conscious of its own spirit and character as the Working Men's College and no other.

The College's Adult Quality

In preserving the peculiar adult quality of the College there are, I think, four main elements. The first has already been mentioned in the references to the common room and library; we assume that we are all grown-up people capable of learning and talking as grown-ups, and that we are individuals who are not to be classified into teachers and taught, or into scientists or historians or linguists or artists. We are all simply members of the College: 'a fellowship of mutual learning and teaching', as Maurice put it, and today there would be few teachers indeed who

would not readily acknowledge that they have learnt much as College members.

Secondly, the Working Men's College has, from its early days, been self-governing with full representation on Council (the governing body) of both teachers and students. On this particular point Maurice himself was ambivalent. In his twelve-page pamphlet, *Scheme of a college for working men*, he envisaged that both teachers and students should form a self-governing body; but when the college was actually established and he was principal, he would hear nothing of self-government. Perhaps his own strong character and devoted labour inevitably cast him as a benevolent autocrat; or perhaps his memory of the failure of the Christian Socialist Associations may have determined him to see the College through its early years before it should, as it were, mature into self-government. But as soon as Maurice withdrew, the logic of the College's own principles enforced itself and men who were treated as adults in all other respects were also accepted as adults capable of self-government.

The effects of self-government, in the perhaps peculiar circumstances of the Working Men's College, have been on the whole happy. The proceedings of Council usually have little of the hammer and anvil about them, but the full representation available to both teachers and students is a safety valve, or rather an early-warning system, which allows potentially explosive issues to be recognised before ill feeling has built itself into opposing factions. About ten years ago there was considerable feeling on a question of where the ultimate authority lay: was it with Council who governs the College, or with Corporation who is trustee for its funds and their application? But the issue was faced before it became embittered and harmony was restored. In the years of student unrest we had no demonstrations whatsoever; and an occasional demand (from newcomers) for a student's union is (or has so far been) satisfied by a brief explanation of the College's constitution with its requirement of student representation on Council. Indeed the difficulty more often than not is to get students to stand for election.

This satisfactory experience of self-government may however be bound up with a third element which has been a basic concept of the Working Men's College from the very beginning: the principle of voluntary service in both teaching, government and administration. When GCE courses, both at 'O' and 'A' level, were introduced the college felt it only fair to candidates to secure professional teaching for them (or most of them). But even now about two-thirds of the teaching is by voluntary staff, and all the government and a great part of the administration is similarly by volunteers. Of the teachers who attend professionally many remain to give voluntary service to the college in other ways—

a tribute perhaps to the vision of the founders and to the spirit that has survived in the college for nearly 120 years. Where most of the teaching and administration is voluntary, and where teachers and taught and governors mix on equal terms in the common room, an attitude of 'we' and 'they' does not arise very easily nor sit very naturally.

The fourth element tending to support the 'adult' quality of the College is its economic independence from state or local authority grants. Where all can be represented on the governing body and where the College must offer good and acceptable services to retain its students, and yet still conduct its affairs to keep within its own resources, an adult sense of responsibility must prevail, and on the whole does prevail. Undoubtedly the greatest contribution to the economic independence of the College is made by the voluntary service on which it is based. But in the course of its life its ideals and services have attracted legacies, and appeals have attracted donations, which means the College now has its buildings and playing field as unencumbered freeholds, and skilled investment has built up a useful fund from which regular resources are derived.

Such is the Working Men's College in Camden, a College for Men and Women, to give it its full modern title. It is emphatically a place of adult education rather than of further education, since its aim is to broaden the views and horizons of the grown man or woman and to enlarge their capacity for happiness, but not to climb the higher slopes of learning. It will prepare men and women for university but will not attempt to play the part of a university. Above all, it is happy and alive; and long may it so continue.

—Reproduced from *Adult Education*, Vol. 45, No. 6, March 1973, published by National Institute of Adult Education, London.

Need of Informal Education to Eradicate Illiteracy

Union Education Minister, Shri S. Nurul Hasan, favoured informal education for the removal of illiteracy. Addressing a Seminar on "Educational Reforms" in New Delhi on June 25, he said that India had not achieved its object set for 1960 of providing primary education for all. About 40 per cent could not find place in the school and those who registered their name, a large number dropped out before reaching 5th class.

Mr. Hasan suggested that for implementing informal education programme, educated youth should be involved. These youth could go to villages and teach the uneducated people, to raise productivity.

The Role and Place of Adult Education in Integrated Educational Systems in the Context of Life-Long Education

(Extracts from the Report of the Tokyo Conference)

The Conference considered that it was becoming misleading to overplay the distinctiveness of adult education, since education should be conceived as a continuous process relevant to all age groups. However, as one phase of this total process, adult education had traditionally received far less support and attention than the other phases. So long as this imbalance continued, adult education would continue to require special treatment.

Education not only embraced all age groups, it should leave the four walls of the traditional school-room and enter into society, so that every place where people gathered, worked, ate or played would be a potential learning environment. In the coming years, there would therefore be a growing need to identify and encourage the informal learning that is part and parcel of everyday life.

Educational counselling services for adults were referred to as an indispensable part of adult education provision.

Adult education and the school

To accomplish their broader aims, the schools needed to take into account the total learning environment. The community milieu more strongly influenced educational achievement than teaching standards, methods or physical facilities. The difference between good homes and bad homes, a stimulating environment and a retarding one, was more decisive than the difference between good and bad schools. The attitudes and actions of parents and other adults should thus be the common concern of school-teachers, administrators and adult educators; to provide parent education was an important function of adult education. But, of course, adult education also depended upon the schools.

The sharing of existing resources by adult education and the regular school was a marked trend and the Conference expressed the opinion that educational planners should take into account the specific needs of adult education when planning new schools or other educational institutions. Indeed, this was often the only way in which adult education could adequately be supported. But there were risks to be avoided owing to the traditional dependency on the school system. An integrated approach

to adult education therefore must ensure the equal status of adult education. Adult Education must not be absorbed by the school. Its methods were different; educational material intended for children was frequently unsuitable for use by adults.

The schools should prepare for life-long education. They should not be an end in themselves.

The Conference emphasized that in fact adult education had much to contribute to the reform of the school system. It could influence the goals and methods currently characteristic of the schools, by for instance, giving adult educators a place in educational policy-making bodies.

Teachers at all levels should be able to function as adult educators. Teacher training colleges and similar institutions should accordingly provide training in adult education methods and techniques and should have proper facilities for this.

Adult Education in Jamshedpur

The Community Development and Social Welfare Department of the Tata Iron and Steel Co., Jamshedpur, organised 172 literacy classes for women in urban areas during the year 1971-72. 1716 certificates were awarded to the successful candidates. In the rural areas 10 classes were held and 89 students were made literate.

It also organised 180 refresher courses to check relapse into illiteracy. 41 sewing and knitting classes were also organised in which 613 women were trained.

The department has also organised libraries and reading rooms for the self-education of the people. 12 such centres are providing books and periodicals to the people at different places in Jamshedpur.

The Department of Community Department and Social Welfare of Tisco is an institutional member of the Indian Adult Education Association.

Impact of Functional Literacy on . . .

(Continued from page 6)

functional literates, 33 knew of the duration of high yielding varieties of wheat, while only 4 out of 17 illiterates knew about it.

This indicates that those farmers who were trained in the functional literacy programme had better understanding and knowledge about modern and scientific agriculture.

Both the groups had knowledge about two important precautions to be observed while spraying insecticides and fungicides on crops. They are:

1. Do not spray the fluid against the direction of the wind.
2. Cleaning the hands and legs with the soap soon after completing the spraying.

In case of two other precautions namely (i) "sick people and those with wounds or burns on the body should not touch the insecticides" and (ii) "harvesting of the crops or vegetables after spraying the fluid," over 80 per cent of the functional literates had knowledge about the precautions, while only 38 per cent of illiterates knew of these precautions.

Table 1.1

Difference in Knowledge About Improved Agricultural Practices

Sl. No.	Item	Chi-square for the difference between two groups
1.	Essential elements required for crop growth	12.87*
2.	Understanding by the term "hybrid"	80.24*
3.	Use of harvested grain of hybrid for seed purpose for the next year	39.68*
4.	Awareness about soil testing	46.68*
5.	Depth of the soil for which soil sample should be taken for analysis	12.92*
6.	Number of places in an acre of land from where soil will be taken for analysis	22.83*
7.	Address to whom soil sample should be sent for analysis	26.31*
8.	Hispa attack on Paddy	6.82*
9.	Symptoms of hispa attack	6.88*
10.	Precautions measures for control hispa	13.08*
11.	Awareness about I.R.-8 paddy	37.50*
12.	Duration of I.R. 8 paddy	17.16*
13.	Awareness about High Yielding Varieties of wheat	20.82*
14.	Duration of High Yielding Varieties of Wheat	15.66*

* Significant at 0.05 level

Thus it can be seen from the data presented in the tables (Table 1.1 and 1.2) that functional literates possessed far better knowledge about improved agriculture than illiterates. Given the same set of conditions it can be concluded that functional literacy helps the farmers to gain better knowledge about modern agriculture.

II. Relationship between Functional Literacy and Stages of Adoption of Improved Agricultural Practices

(AWARENESS AND TRIAL)

The difference between functional literates and illiterates in relation to stages of adoption of improved practices is presented in Table 2.1. Two stages of adoption considered were awareness and trial.

From table 2.1 it can be seen that 96 per cent of functional literates were aware of high yielding varieties of paddy and jowar as against only 60 per cent of illiterates. Another significant finding was that 70 per cent of functional literates were aware of high yielding varieties of wheat while only 28 per cent of illiterates were aware of high yielding varieties of wheat.

The data also reveals that all the functional literates were aware of chemical fertilizers as compared to only 70 per cent of illiterates. The data further indicates that more than 96 per cent of functional literates were aware of plant protection methods, seed treatment and improved implements, compared to only 48 per cent of illiterates.

Regarding the trial stage the data indicates that 48 per cent of functional literates had tried high yielding varieties of paddy as against only 24 per cent of illiterates.

Table 1.2

Precautions to be Observed by Farmers While Spraying the Crops with Insecticides

Sl. No.	Precautions	Functional literate		Illiterates	
		No.	Per cent	No.	Per cent
1.	Do not spray the fluid against the direction of the wind	60	100.00	51	85.00
2.	Clean hands and legs with soap soon after the completion of spraying the fluid.	59	98.34	54	90.00
3.	Sick people and those with wounds or burns on the body should not touch the insecticides	52	86.67	25	41.67
4.	Vegetables and fruit crops should not be used for consumption either by cattle or human beings within 15 days of spraying	49	81.67	23	38.33

Another striking feature observed was that 61 per cent of functional literates had tried high yielding varieties of groundnut, while only 25 per cent of illite-

rates had tried high yielding varieties of groundnut. Regarding fertilizers plant protection (chemicals) and seed treatment, which have been introduced a

long time ago, majority in both the groups had tried. Further, the data reveals that 94 per cent of functional literates tried improved implements compared to 62 per cent of illiterates.

This clearly indicates that functional literacy programmes created greater awareness among farmers about modern agricultural practices, and most of them had also tried various improved practices such as high yielding varieties of seeds, which can be termed as innovations. Even in case of three practices introduced more than a decade ago (Fertiliser, Plant Protection and seed treatment) there were differences between functional literates and illiterates. However these differences were not substantial.

III. FUNCTIONAL LITERACY AND ADOPTION

Based on the extent of adoption of improved agricultural practices, the farmers were categorised into three groups and data is presented in Table 2.2 below showing the distribution of

Table 2.1

Relationship between Functional Literacy and Stages of Adoption of Improved Practices
(Awareness and trial)

Improved practices	Awareness				Trial			
	Functional literate		Illiterate		Functional literate		Illiterate	
	No.	per cent	No.	per cent	No.	per cent	No.	per cent
Paddy	58	96.67	37	61.67	28	48.27	9	24.33
Jowar	58	96.67	36	60.00	17	29.31	7	19.44
Wheat	42	70.00	17	28.33	13	30.95	4	23.52
Groundnut	18	30.00	8	13.33	11	61.11	2	25.00
Castor	22	36.67	13	21.67	17	77.27	7	53.85
Fertilizers	60	100.00	42	70.00	58	96.67	36	85.71
Plant protection (Chemicals)	58	96.67	39	65.00	57	98.28	35	89.74
Seed treatment	59	98.33	42	70.00	56	94.41	34	80.95
Improved implements	58	96.67	28	48.33	55	94.83	18	62.07
Green manure	42	70.00	33	45.00	24	57.14	11	33.33
Artificial Insemination	38	63.33	18	30.00	12	31.58	5	27.76

functional literates and illiterates among the three categories of adopters. The method of categorisation was as described earlier.

The data indicates that there were significant differences between functional literates and illiterates in the extent of adoption of improved agricultural practices.

It can be seen from the Table that the functional literates were either 'high adopters' or 'medium adopter.' The majority of the illiterates (65 per cent) were medium adopters while none of them was a high adopter. 35 per cent of illiterates were low adopters.

ledge, awareness and adoption of improved practices between the functional literates and illiterates. The functional literate group had better knowledge and awareness about improved agricultural practices than the illiterate group. They were also better adopters of these practices. It is therefore suggested that functional literacy programmes be introduced on a large scale in order to make the new strategy of agricultural development more meaningful to small and illiterate farmers.

Table 2.2

Relationship between Functional Literacy and Adoption of Improved Practices

<i>Adoption levels</i>	<i>Functional literates</i>		<i>Illiterates</i>	
	<i>No.</i>	<i>per cent</i>	<i>No.</i>	<i>per cent</i>
High adopters	24	40.00	—	—
Medium adopters	35	58.33	39	65.00
Low adopters	1	1.67	21	35.00
	60	100.00	60	100.00

Chi square value=42.39 Significant 0.05 level

It can thus be concluded that functional literacy contributed significantly to the adoption of improved agricultural practices by the farmers.

SUMMARY AND CONCLUSION

The findings of the study clearly revealed that there were significant differences in know-

Most of the farmers follow the traditionally handed down agricultural practices from generation to generation. To implement the new agricultural strategy it is essential to provide the farmers, not only with inputs like seeds, fertilisers and implements etc., but also equip them with the required technical knowledge. Therefore education plays an important role in keeping the farmers abreast of latest technology in agriculture. Functional literacy is aimed at achieving this objective.

—Reproduced from *Indian Journal of Social Work*, January 1973.

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.**

List of English Publications of the Association

	Inland Price Rs. P	Foreign Price (U.S. Dollars)
1. Liquidation of Illiteracy	2.00	1.00
2. Community Centres	2.50	1.00
3. Training of Social Education Workers	3.50	1.75
4. Literature for Neo-literates	3.50	1.75
5. Recreational and Cultural Activities in Social Education	3.50	1.75
6. Libraries in Social Education	3.50	1.75
7. Social Education in Rural Reconstruction	1.00	0.50
8. Workers' Education	2.50	1.00
9. Social Education in Urban Areas	1.50	0.75
10. Organisation and Administration of Social Education	1.50	0.75
11. Community Organisation in Social Education	2.00	1.00
12. Social Education and Democratic Decentralization	3.00	1.50
13. Social Education and the Youth	2.50	1.00
14. Adult Education and Economic Development	2.50	1.00
15. Development Work Among Rural Women	1.00	0.50
16. Methods and Techniques of Workers' Education	3.00	1.50
17. International Conference on Adult Education	3.00	1.50
18. Trade Unions and Workers' Education	1.00	0.50
19. Place of Recreation in Social Education—S.C. Dutta	1.50	0.75
20. Human Values in Adult Education	1.00	0.50
21. Social Education in 2nd Five Year Plan	0.75	0.50
22. Adult Education in Community Development	1.50	0.75
23. Social Education in Changing Society	1.25	0.60
24. Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00	2.25
25. Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50	1.00
26. History of Adult Education in India During British Period—Sohan Singh	3.50	1.75
27. The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50	0.75
28. Social Education—Ten years in Retrospect—S.C. Dutta	0.50	0.25
29. Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.25	0.60
30. Adult Education in Rural Areas—Abstract	0.35	0.10
31. Community Action—Abstract	0.35	0.10
32. Training in Adult Education—Abstract	0.35	0.10
33. Community Organisation in Adult Education	1.00	0.50
34. On to Eternity Vol. I—S.C. Dutta	5.00	2.00
35. On to Eternity Vol. II—S.C. Dutta	2.50	1.00
36. Group Discussion—M.C. Nanavatty	3.75	1.75
37. Celluloid in Indian Society—H.S. Bhola	2.00	1.00
38. The Alphabet for Progress—Mushtaq Ahmed	0.60	0.25
39. Selected Problems in Social Education—Homer & Helen Kempfer	5.00	1.50
40. New Dimensions in Social Education—S.C. Dutta	2.00	1.00
41. Implications of Continuous Learning—J.R. Kidd	2.50	1.00
42. New Trends in Adult Education in India—S.C. Dutta	2.00	1.00
43. Seminar Techniques—Dr. S.R. Ranganathan	1.00	0.50
44. Workers Education Abroad	2.00	1.00
45. Adult Education in South Asia—S.C. Dutta	1.00	0.50
46. American-Hindi Cook Book	6.00	2.25
47. Life-Long Learning for Survival	3.50	1.50
48. Schools and Adult Education	2.00	1.00
49. Life-long Integrated Education	4.00	1.50
50. Adult Education for Parliamentary Democracy	5.00	1.75
51. An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00	4.50
52. Literature for Neo-Literates in India—A Bibliography	7.00	2.75
53. Education for Perspective—J.R. Kidd	24.00	6.00
54. Adult Education and National Integration	3.50	1.25
55. Adult Education in the Seventies	5.00	1.75
56. Manual for Adult Literacy Teachers—N.R. Gupta	10.00	2.75
57. Adult Education for Farmers in a Developing Society—J.C. Mathur	12.00	5.00

Available from :

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

Recent Publications of IAEA

(1) A Literacy Journey

—C. Bonanni

Rs. 8.00; Abroad \$ 3.00

(2) Adult Education for Women

(Report of the National Seminar)

Rs. 6.00; Abroad \$ 2.00

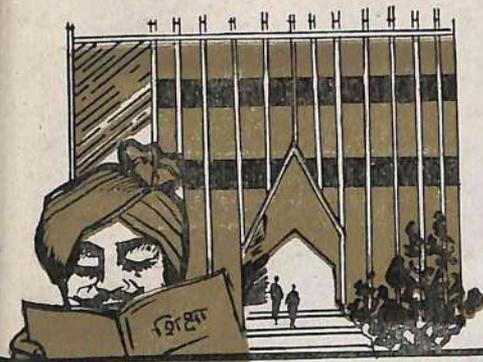
Available from:—

Indian Adult Education Association

17-B, Indraprastha Marg,
New Delhi—110001.

INDIAN JOURNAL OF

ADULT EDUCATION



August 1973

Editorial Board

Dr. M. S. Mehta
Dr. T. A. Koshy
Shri G.L. Shukla
Shri S.C. Dutta
Shri Anil Bordia (Editor)

Published every month by the
Indian Adult Education
Association

Contents of the
Indian Journal of
Adult Education are
Indexed in
CURRENT INDEX TO
JOURNALS IN EDUCATION
(New York) and the GUIDE
TO INDIAN PERIODICAL
LITERATURE (Gurgaon)

Subscription

Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.
Tele: 272524

CONTENTS

<i>Adult Education in India</i>	—S.C. Dutta	2
<i>Comparative Philosophies of Adult Education</i>	—Donald Verwayen	7
<i>Education in Literacy</i>	—M.S. Adiseshiah	10
<i>Perspectives of Adult Education and Literacy in Asia</i>		12
<i>Adult Education in Orissa</i>		15

A landmark in the publications of IAEA

(in collaboration with Nachiketa Publications Ltd.)

ADULT EDUCATION IN INDIA: A BOOK OF READINGS

Edited by ANIL BORDIA, J.R. KIDD & J.A. DRAPER.

Pages 532

Price—Hardbound Rs. 50 (\$ 10)

Paperback Rs. 25 (\$ 6)

A comprehensive coverage of all aspects of adult education in India, divided into five parts.

- I. *Historical Perspectives* (3 articles)
- | | | |
|-------------|---|-----------------------------------|
| P.C. Lal | — | The Tradition of Adult Education. |
| Anil Bordia | — | During British Period and after. |
- II. *Philosophy & Objectives* (11 articles)
- | | | |
|-----------------------|---|------------------------------------|
| Malcolm S. Adiseshiah | — | The Call of Adult Education. |
| K.G. Saiyidain | — | Why Adult Education? |
| Romesh Thapar | — | Disciplining Philosophy of Living. |
| M. Mujeeb | — | A Matter of Conscience. |
| R.M. Chetsingh | — | Adult Education for the Educated. |
- III. *Adult Literacy* (12 articles).
- | | | |
|---------------|---|-------------------------------|
| V.K.R.V. Rao | — | Socio-Economic Strategy. |
| Homer Kempfer | — | Attack on Illiteracy. |
| T.A. Koshy | — | Methods of Literacy Teaching. |
- IV. *Methods* (9 articles)
- | | | |
|-------------|---|------------------------|
| J.C. Mathur | — | Mass Media. |
| Dharm Vir | — | Cooperative Education. |
- V. *Programmes & Agencies*
- A. *Urban Adult Education* (3 articles)
- | | | |
|----------|---|------------------------|
| V.S. Jha | — | Urban Adult Education. |
|----------|---|------------------------|
- B. *Special Groups* (8 articles)
- | | | |
|-----------------|---|---------------------|
| V.S. Mathur | — | Workers' Education. |
| R.L. Mullick | — | Indian Army. |
| T.N. Chaturvedi | — | Civil Servants. |
| V.M. Dandekar | — | Farmers' Education. |
- C. *The University* (8 articles)
- | | | |
|-------------|---|--------------------------------|
| M.S. Mehta | — | University Adult Education. |
| Amrik Singh | — | Universities & Extension Work. |
| V.V. John | — | Evening Colleges. |
- D. *Other Agencies* (5 articles)
- | | | |
|--------------|---|------------------------|
| J.R. Kidd | — | Educational Authority. |
| N.N. Gidwani | — | Libraries. |

Available from—

In India

Hony. Gen. Secy.
Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-110001.

Abroad

Secretary General,
International Council for
Adult Education,
George Brown College,
21, Nassau Street,
Toronto, Canada.

INDIAN JOURNAL OF

ADULT EDUCATION

Vol. XXXIV

August, 1973

No. 8

BARKATULLAH KHAN TO PRESIDE OVER JAIPUR CONFERENCE

Karan Singh to Inaugurate

A three-day All India Adult Education Conference of the Indian Adult Education Association will begin in Jaipur, Rajasthan on October 4, 1973. Shri Barkatullah Khan, Chief Minister of Rajasthan has very kindly agreed to preside and Dr. Karan Singh, Union Minister for Tourism and Civil Aviation, will inaugurate the Conference.

The theme of the Conference is "Adult Education and National Development."

The key-note address of the Conference will be delivered by Prof. M.V. Mathur, Director, National Staff College for Educational Planners and Administrators, New Delhi.

The Conference will examine the overall objec-

tives of the development of the country and what contribution adult education can make towards it.

Among others, the plenary sessions of the conference will be addressed by Mr. A. Deleon, Adviser, Union Ministry of Education and Social Welfare and Dr. T.A. Koshy, Project Director, Council for Social Development, New Delhi.

Dr. M.S. Adishesiah, Director, Madras Institute of Development Studies, will deliver the Zakir Husain Memorial Lecture on Oct. 5, 1973.

About 150 delegates from different parts of the country are likely to participate in the Conference.

Shri Anil Bordia, will be the incharge for local arrangements.

ADULT EDUCATION IN INDIA

S.C. Dutta

Hony. General Secretary, Indian Adult Education Association, New Delhi

Before Independence

IN the history of the adult education movement in India, which extends over at least seventy five years, the last twenty five years have been the most significant, for changes of far reaching consequences have taken place during this period. Not only has the movement expanded, covering a much wider population, but what is more, the concept and the role of adult education are today much broader than ever before.

In the early part of the century, adult education was synonymous with adult literacy and limited to imparting a knowledge of the three R's. In 1937, when the Congress Party came to power in several of the states and adult education began to receive recognition and encouragement, it still remained largely a movement for literacy and production of literature for neo-literates; it was restricted in scope as well as in its coverage.

After Independence, a major shift of emphasis took place. The basis for this shift was laid at the fifth National Conference of the Indian Adult Education Association, which met in Rewa in December 1947. The Conference, reflected the revolutionary environment that Independence had brought into existence and its repercussions on the adult education movement. Its main resolution clearly differentiated between adult literacy and adult education.

'Now that power has passed into the hands of the people on whom must devolve within the next few months the responsibility for making brave decisions, this conference stresses the view that the need for adult education in all aspects of its programme was never greater in our land than it is today.

At present the people are confronted with new problems and difficulties and new social and moral urgencies. It is necessary, therefore, to re-interpret the function and develop further, through bold experimentation, the technique of adult education as the only means of equipping the Indian people for playing their part worthily in the democratic social order.'

Having thus invested adult education with a broad perspective the Conference defined the new concept:—

'Adult Education is larger than literacy and literacy should not be regarded as the best or the inevitable starting point of adult education in the prevailing circumstances of the country.

Adult education must aim at enabling the common man to live a richer life in all its

aspects—social, economic, cultural and moral. For this purpose, adult education must definitely envisage all adult centres as social centres, interested primarily in providing social, recreational and cultural facilities for the people and must endeavour to develop their powers of initiative, judgment and integrity as citizens.

While a great deal of emphasis will naturally be placed on the education of illiterate, adult education or social education, as newly termed, should not confine its attention only to this class but should be extended to cover various forms of "further" education in particular through seminars, discussion groups, arts, craft and music clubs. People's colleges and other agencies need to be developed in India in the light of her special needs. In order to expedite the process of adult education and reinforce the appeal of the printed and the spoken word, it is essential to make the fullest use as far as it is practicable of the modern media of mass communication like the radio, the cinema, the press, the theatre, folklore arts etc.'

Perhaps the most notable development in the subsequent growth of the movement was the recognition by the Government of the urgency of regarding adult education as a part of the normal provision of education. This need was made vocal for the first time in July 1949 when the Indian Adult Education Association submitted a memorandum emphasizing the demand for full-time workers in adult education and pointing out that the lackadaisical efforts of amateurs were prone to do more harm than good. 'Programmes of Social Education', it was said, 'could not be developed by immature students just emerging from schools and colleges...much less by teachers in elementary and secondary schools, who are induced to divert an extra hour or their free time for a small monetary consideration.' The memorandum stressed, therefore, the need for training and the formation of a cadre of competent teachers, organisers and other grades of workers required to promote the movement on healthy and robust lines.

The memorandum also pointed out that all this called for a carefully conceived administrative sub-structure within the governmental framework; 'the enormous amount of additional work involved in the promotion of social education cannot be taken up by the Departments of Public Instruction as an appendix, as it were, to the work already on hand with the Department of Education nor should it be

entrusted to bodies involved or affiliated with political workers. The memorandum therefore recommended the setting up of State Boards of Social Education and Departments of Social Education which would be independent both of the universities and the educational branches of the Government. The State Board, which was to consist of fifteen members nominated by the Union Ministry of Education in consultation with the State Governments and by the voluntary agencies engaged in adult education was to forge the requisite co-ordination between these various bodies.

Post-Independence

The post-Independence era in adult education has been thus characterised by the gradual acceptance of the wider concept of adult education. The Central Advisory Board of Education at its fourteenth meeting in January 1948 expressed the view that the organisation of adult education in India had become 'imperative'. Under the chairmanship of Shri Mohan Lal Saxena a Sub-committee was appointed, which recommended, *inter alia*, that greater emphasis should be laid on general education so as to enable every Indian to participate effectively in the new social order. It recommended that provisional Governments should provide funds for adult education and fixed targets for the removal of 50 per cent illiteracy within the next five years. The lead given by the CABE was followed by the Central Ministry of Education which entered into discussions with the State Governments. Conferences and seminars were organised at various places and grants were given to the State governments and to certain voluntary organisations.

These were years of experimental probings to give shape and substance to the new concept which implied the general education of adults in a developing society in order to enable them, as members of their communities, to work towards achieving social, economic and educational development. Bihar tried to implement a broad approach through the agency of existing educational institutions. West Bengal, and later on Bihar, also emphasized recreational and cultural activities. Mysore, through its State Adult Education Council, kept close to the original concept in which literacy was the core of adult education but encouraged folk arts as instruments of a popular renaissance. Delhi, through its famous 'Educational Caravans', relied on the lure of audio-visual aids to attract people to adult education. Bombay kept close to literacy and libraries. Madras instituted a fairly sound library system. More significant, however, for the future development of adult education was the pattern evolved in Madhya Pradesh and the Etawah project of U.P., Madhya Pradesh, where an exciting programme was launched aimed at the all-round development of the rural masses without neglecting literacy. The Etawah Project concentrated on programmes which were directly relevant to economic development.

As a result of these various experiments and thanks to the prompting of the voluntary organisation led by the Indian Adult Education Association, Adult Education found a place in the five-year developmental plans of the country. Provision was made for establishing literacy centres, community centres, libraries and Janta (People's) Colleges. Social Education included literacy drives, the establishment of libraries, cultural and recreational programmes, the organisation of exhibitions, youth activities, radio groups, community centres and women's welfare. Two social education organisers (one man and one woman) were posted in each development zone to take charge of the work. In addition, the State Governments adopted certain other schemes with the assistance of Union Government, e.g. the development of school-cum-community centres, intensive educational development (which included 5 model community centres, a library service and a Janta college) and the founding of State, Central and District Libraries.

During the period of the first plan a sum of rupees five crores was allocated to the various schemes of Social Education, 67 lacs of adult illiterates were enrolled in literacy classes and 35 lacs were declared literate after successfully completing the course, 63,000 community centres, 454 social-cum-community centres and 55,000 youth clubs were established. In addition, 100 district libraries were opened or reorganised. Five social education Organiser's Training Centres were established for training field workers.

The Second Plan was more richly endowed, with 15 crores allocated to social education schemes. In addition to centrally based programmes expected to cost Rs. 49.76 lacs, an appropriation of 267.44 lacs was also made for State schemes. Besides the Union and State Ministries of Education, a number of other official agencies such as the community development departments, the Central Social Welfare Board, the Coal Mines Welfare Organisation and the Army Education Corps also initiated a number of important ventures in their respective fields. Among the voluntary organisations the Indian Adult Education Association, the Mysore State Adult Education Council, the Bombay City Social Education Committee and Literacy House, Lucknow, continued to play an important role in the implementation of various projects.

The Third Plan received still larger allocations. The Central Ministry of Education and Community Development along with the State Governments together allocated rupees 25 crores. Notwithstanding, the percentage of literacy, as revealed by the 1961 census figure, rocketed to 24 per cent from 12 per cent in 1941 and 17 per cent in 1951. Compared with the enormous and widespread attempt to eradicate illiteracy, progress had not been encouraging and the slow rate of advance posed new problems to be studied and solved.

In a world of rapidly developing knowledge of science and technology and the proliferation of new methods of techniques for increasing agricultural and industrial output, a country with 70 per cent of its population illiterate cannot advance very far. The illiterate can neither become useful and progressive farmers nor contribute effectively towards increased industrial production. 'The illiterate army cannot win a war, whether on the battlefield or in industries or even in agriculture,' observed the late Mr. Shastri on one occasion. The skills of reading and writing are essential if the mass of the people are to gain access to the treasure hidden in books. Unless those adults who are primary producers and wage earners and whose efforts prompt the country forward in its march towards social progress are enabled to derive from books an understanding of their work, tangible results in the field of development cannot be achieved. National and economic development is, therefore, very closely related to the reading and understanding abilities of the adult population.

After 1961, therefore, adult literacy programmes were again accorded high priority. Various experiments on the basis of the whole village mass approach like the Gram Shikshan Mohim have been undertaken for the early eradication of adult illiteracy. Another school of thought favours a selective approach on the basis of professional groups and local community needs. Such experiments are termed as projects for functional literacy either for farmers or for industrial workers. Whatever the approach, the objective is the spread of literacy among as many illiterates as possible with minimum loss of time.

Vital role of voluntary agencies

Thus, one fact stands out clearly—Adult Education has been tending to orient itself to goals which are of fundamental importance to a community wherein social change is crucial for further development. That change is all pervasive and extends from a modification of the social structure to the renunciation of traditionally accepted modes and values. Social relationships and methods of production are both in a state of flux. The role of adult education in this complex situation is becoming clearer—it must concentrate upon problems that hinder the process of social change. In other words, it seeks to subvert the *status quo* in which to quote one of our former Presidents, Dr. Radhakrishnan, 'a few have prospered on the shame and subjection of the many'. In place of the decaying social order, adult education attempts to build a society where equal opportunity for all to grow in freedom and plenty will be ensured. That being the objective of adult education, it does not need much argument to question the validity of the assumptions which have made adult education an official preserve. A movement which must inspire the masses to reconstruct the pattern of their lives can never be sponsored by

an administrative machinery which India inherited from an Imperialist master. As against the trend towards official control, there is a growing volume of public opinion, led by the Indian Adult Education Association, which believes that voluntary agencies are a *sine qua non* of a dynamic democratic society.

Voluntary agencies enjoy certain advantages which are of positive help to adult education in so far as its ultimate purpose is concerned. For one thing because voluntary agencies are the projection of popular initiatives and enthusiasm, they can evoke a more sympathetic accord among people than the official agencies. And because voluntary agencies have to thrive solely on the confidence people place in them, they reflect popular sentiment more accurately and adjust themselves to popular needs more aptly. Whether or not Adult Education will succeed in this task will depend upon the measure of insight brought to bear by workers and administrators.

The Universities

Twenty five years' experience of national independence have caused Indian educators and planners to recognise two basic desiderata for adult education first, universities and educational institutions must play a dominant role in its promotion and, secondly, a profession of adult educators must emerge in order to integrate adult education into the normal educational system of the country by conceiving education and learning to be a life-long continuing process.

Early in 1964, the Indian Adult Education Association held its Silver Jubilee Conference. After week-long deliberations that conference adopted the following declaration:

'Life-long learning has become the condition of survival in our age. The integral place of adult education in the life of the people, therefore, brooks no argument any more. The schools, the colleges, the public libraries and other organised institutions for various types of adult learning, ranging from literacy to continuing education, must be recognised as essential components of the provision for education in the life of the people.'

The Declaration made it clear that knowledge was 'a growing dynamic force in life of society the world over'—the traditional patterns of thought and behaviour and old modes of administration and government can no longer enable the citizens of today to prove equal to the demands which the impact of technology and industrialization make on the individual in this era of rapid change.

The Conference decided that a deputation of adult educators should wait on the Union Education Minister. This it did on 24 March 1964. The deputation urged the Minister to make a clear-cut statement of Government policy on adult education and submitted a memorandum which *inter alia*, said, 'The Association is convinced that Adult Education

should become an integral part of India's educational system and of its overall economic and social plans, so that all men and women have opportunities throughout their lives for acquiring, increasing and renewing useful knowledge and skills, for active and fruitful participation in civic and cultural life and in social and economic development of the country."

While calling for massive effort to liquidate illiteracy, the memorandum stated that a drive should be launched, 'first of all for the age group of 18-35. Along with it, adult schools of 9 hours a week for the age group 11-17, preparing them for a primary course in 12-18 months, should be set up. Along with these schemes of adult schools, provision should be made for the production of literature for neoliterates, and for setting up libraries in rural as well as urban areas.'

On the role of universities, the memorandum stated, 'The universities in other countries have assumed and are playing an important role in the development of adult education in many phases. In India, surprisingly, this field lies almost barren. The evening classes, correspondence courses, extra-mural education, extension lecturers, short professional courses and above all research into the problems of adult education present opportunities to the universities for rendering valuable service to the society.'

Believing that universities must play a dominant role in the promotion and development of adult education, the Association sent out an appeal to the universities in India calling upon them to found departments of adult education. Rajasthan was the first university to set up a full-fledged department of Adult Education. There it was felt that Jaipur would serve as a model for others to follow once the apathy and opposition had been overcome of those academicians who are indifferent to and ignorant about the work of universities in other countries in the field of adult education.

Simultaneously, the Association began lobbying with the University Grants Commission, which then had in Dr. D.S. Kothari as its Chairman, an outstanding physicist and educationist of vision and imagination. With the support of the UGC and the collaboration of the University of Rajasthan, the Association convened a conference of Vice-Chancellors and University representatives at Bhopal in Central India. The four-day conference began on 5 July 1965. About a dozen Vice-Chancellors attended personally, and another dozen universities sent representatives. The Conference adopted a resolution enjoining the universities in India to 'establish Departments of Adult Education with a comprehensive purpose in order that their services might reach as large a section of the adult population as possible.' The Conference also adopted the following statement:—

'The twentieth century has brought out the

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

"The realization of the close connection of knowledge with civilization and survival has opened up a new perspective to the institutions in society concerned with knowledge. Among these the universities are pre-eminent. The creation of knowledge and the dissemination of advanced knowledge have for centuries been the function of universities. The present time has only added a note of urgency to this function and has provoked a rethinking of the ways in which the university discharges its function. One result of the rethinking has been to abolish the exclusive concern of universities with adolescence and youth. If the times demand that learning has to be life-long the universities must reach out to the adults in the numerous roles they play in society to help them to perform them with greater knowledge, i.e. with greater competence and vision. After World War II this new concept of the University has been accepted all the world over. The Indian Universities too have acknowledged this with enthusiasm.

"If the modern age has brought out the new importance of knowledge, it has also added to its meaning. We see it equally in the skill of the worker, in the competence of the manager, in the dream of the dreamer. And it is this knowledge, in the fullness of its dimensions, that modern universities have to purvey to men and women occupying various stations in life."

The Conference further resolved to create an organisation for promoting the cause of university Adult Education and appointed a seven-man committee to draft a constitution. Of these seven, four were Vice-Chancellors and the other three were secretaries, respectively of the Education Commission, the Inter-University Board and the Indian Adult Education Association. This committee met and drafted a Constitution which has now been accepted and has resulted in the formation of the Indian University Association for Continuing Education.

Another crucial development which took place in 1966 was that in its report the Education Commission recognised the important role which the Universities must play in the promotion of adult education. The University Grants Commission appointed a Committee headed by Dr. P.B. Gajendragadkar, the then Vice-Chancellor of Bombay University to advise the University Grants Commission on various matters connected with Adult Education in Universities. The Committee suggested

in detail the objectives, mode of participation and organisational pattern for the involvement of universities in Adult Education programmes. The U.G.C. has agreed to provide assistance to the Universities for setting up of Departments of Continuing/Adult Education in the eleven universities (Bombay University, Govind Ballabh Pant Agricultural University, Gujarat University, M.S. University of Baroda, Sardar Patel University, S.N.D.T. Women's University, South Gujarat University, Sri Venkateswara University, Rajasthan University, Andhra University and Jamia Millia Islamia, New Delhi an institution deemed to be a university). Proposals for the establishment of Department of Continuing/Adult Education in some other universities are under the consideration of the U.G.C. The universities of Baroda, Rajasthan, Vankateswara and Calicut have already set up Departments of Adult/Continuing Education. The types of programmes for which assistance is given by the U.G.C. are professional courses, courses in leadership and management skill, general purpose courses, programmes for the rural community cultural activities, training of personal research in adult education relating to such categories as adult literacy, reading materials for neo-literates, libraries, media of communication and general social education. In addition to this the Universities themselves, under the programme of National Service Scheme, have initiated a number of projects for promoting adult education activities and have also adopted areas in their neighbourhood for the purposes of spreading literacy and adult education.

Responsibility for adult education is now no longer regarded as a task which the Universities either cannot or should not handle. Commitment to adult education has thus to be looked upon not as something peripheral but as central to the mission of Indian Universities. They have to abandon their elitist and escapist conception of their role. The whole philosophy of adult education rests upon the belief that changes in knowledge, skills and attitudes are crucial to the process of development and in this task universities have an unparallel role to play.

Another significant development, of late, has been the emphasis being laid on political education of adult men and women. The Indian Adult Education Association in collaboration with the Institute of Constitutional and Parliamentary Studies, has set up Council for Education for Democracy. The Council has plans to organise one-day, three-day, seven days camps for the political education of the people. It is also proposed to organise six-month courses for the organisers of these camps.

Future Prospects

I have been describing the main changes that are taking place in the field of adult education. What of the future?

As far as programmes are concerned, a major

shift in the pattern is now needed. With the new stress on linking literacy with functional competence and the development of abilities and skills for increasing production and earnings, the mass approach to literacy is neither desirable nor necessary. Literacy programmes ought to be conducted for selected groups of people and with a particular purpose in view. This will involve changes in organization, methods and techniques. The materials needed for implementing the programmes both for reading and for using as supportive services also have to be developed and produced.

The imparting of literacy skill has now to be project-oriented and accompanied by actual work. This needs greatly inherited skills and learning on the part of not only teachers but also supervisors. More vigorous efforts to produce literature, equipment and material and to train workers is also called for.

It has also been proposed that adult education must be considered an essential component of all projects of economic development. Illiteracy being a legacy of feudalism and imperialism, its eradication must become part and parcel of all projects for social and economic changes.

This is the shift that relates to programmes of adult education for technical-production skills, whether on the farm or in the industrial units. These skills have to be developed in the adult farmers and the industrial workers.

Beyond the category of adult illiterates, however, there is large number of people that need continuing education for better prospects in their future careers. The establishment of regular evening schools or correspondence courses for continuing education provides the answer to their problem. This is another dimension in the scheme of Adult Education that calls for greater attention in the years to come.

The concept of life-long integrated education is yet another area to be pursued vigorously. It is felt that the concept is of special significance at this stage of India's development. The terminal concept of education is totally inadequate in the present social, economic and technological context. In static societies, when a man's tasks in life and the challenges he faced conformed to a predictable pattern and a slow pace of change, the terminal view of education seemed all right. The equipment that education provided during adolescence and youth gave the limited foundations required to perform jobs, to take decisions, to determine social relationships and to seek self expression. Today, however, education terminating at a particular age and designed to be self-contained is a poor foundation for the future and does not give the stimulus that can last throughout a lifetime. It is an inherent limitation of the terminal view of education that whatever improvements in educational methods and institutions may be attempted (as they have no doubt

(Continued on page 16)

Comparative Philosophies of Adult Education

Donald Verwayen

TWO tasks are in our path of developing a method for the comparison of national philosophies of adult education.

The first is to create general categories which allow nations with analogous educational needs and problems to be grouped together. The need for this becomes clear if we assume that educational information flowing between nations with analogous educational needs and problems will suffer less from distortion than information flowing between nations with non-analogous educational needs and problems. Therefore the goal of the categories will be to place nations with the greatest potentiality for information exchange into groups. In comparing nations with an eye toward information flow, the assumption emerges that the homogeneity of information will be influenced positively to the extent that the greater environments of any given nations are similar. It is further assumed that the philosophy of adult education in a country exists outside the deterministic influence of the greater environment.

This leads to the second task, which is to delimit the parameter of the field to that area where philosophy actually plays the generating role in developing adult educational policy. This is done by discovering those areas which are determined by the total environment. The definition of greater environment is the combination of the natural environment and the national condition. In contrast, the undetermined area of philosophy may be described as the idea area, or that area of adult education philosophy which springs from human inventiveness, either by the natives of a country or by introduction from another country.

The idea dwells in that area of freedom left outside the boundaries determined by the national condition. When we speak of comparing philosophies of adult education, it is the idea we wish to compare. The idea is the only thing transferrable, the environment being essentially outside human control. We must isolate the idea in order to study it. For example, consider two hypothetical nations with greater environmental determinants which are similar, while their actual practices of adult education differ. The assumption is that these differences are caused by different ideas, not by different environments. When we compare two nations with similar environmental determinants, we may be on the first step to setting up a method of evaluation. We cannot evaluate ideas as such, but we can evaluate the effectiveness of ideas generated educational programmes in relation to their effectiveness in a given environment. For example compare a modern European nation, possessing virtually no pressing environmental problems, with a third world nation, affected by frontiers not

encompassing a unified nation but instead a variety of cultural entities. Here the greater environmental determinants influencing education are clearly different. There may be no or little overlapping of the idea areas between these two nations. In cases where the idea area differs, it is very difficult to find a ground for fruitful comparison.

TERMS

Need Area

For purposes of comparative adult education, national needs may be placed in a three level hierarchy: structural, environmental and cultural. Structural are those needs directly related to the government and its structure. For example the African nation with frontiers that include segments of various different tribes faces the problem of unification, which is a structural need. A nation experiencing a recent revolution, and in the straits of re-organizing a society also comes under structural need. Environmental are those needs stemming from the environmental conditions with which a nation must deal. These include agrarian, engineering, medical, community cooperation needs, etc. In western countries retirement preparation, leisure time preparation, and occupational retraining may be included as environmental needs. Cultural are those needs relating to desire of men to express and develop all aspects of their being above and beyond survival need, usually through cultural modes such as fine art, drama, music, literature or philosophy.

Problem Area

The problem area is the major area to which a country devotes its resources. The three problem areas correspond to the need areas on the hierarchy: liberal to cultural, developmental to environmental, and political to structural. They do not necessarily correspond to each other in actual nations. A nation may be devoting the largest percentage of its resources to a problem areas which differs from its major need area.

Modes

The modes also follow the hierarchy. The mode of liberal education is knowledge. The mode of developmental education is information. And the mode of political education is civil training. The use of modes allows us to maintain a distinction between educational remedies and remedies of other types. Education can contribute significantly to the solution of a problem, but rarely solve a problem alone. Civil training is the educational remedy for structural needs, as opposed to, perhaps, a military remedy. Distributing information is the main educational

solution for environmental needs, whether it be about the techniques of community organisation, or the plans for a bridge. Facilitating the transfer of knowledge is the main educational solution for cultural needs.

DETERMINISTIC INFLUENCES

A hierarchy is used because it expresses the behaviour of a nation in relation to its educational philosophy. The following assumptions are about this behaviour. Structural needs tend to be the most critical to a nation's survival, followed by environmental needs, and then by cultural needs. Once structural needs are no longer critical to a nation, environmental needs will be emphasized. Once environmental needs are no longer critical, to a nation environmental needs will be emphasized. Once environmental needs are no longer critical, cultural needs will be emphasized. A nation will be supporting educational programmes in the order to their appropriateness in the solution of the most critical need area which the nation is experiencing. Thus a nation experiencing structural need, such as the third world nations composed of various unrelated tribes, will be supporting civil training programmes. It may also support developmental programmes if the environmental problems are perceived as contributing to the structural problems. A nation such as India, whose problems are environmental, will be supporting developmental programmes. England, with structural and environmental needs which have in many respects been taken care of will be supporting liberal education. But as we raise each level on the hierarchy, according to the first assumption, the government's interest decreases relatively.

Elementary and Secondary Schools

Most nations will initially try to solve their educational problem areas through the elementary and secondary school. Adult Education functions somewhat as a stop gap, in that it will be called upon to solve, those educational problem areas in which the public schools are ineffective. This is not to say that adult education ought to function as a stop gap, but that this is in fact what it does.

There is a relation between elementary-secondary education and adult education. If civil training, such as that which insures structural continuity is not achieved by the elementary-secondary schools, then adult education will be called upon to accomplish it. This situation emerges because the total population has not gone through the elementary-secondary school or because civil information is so new that it must be communicated directly to adults, as in the case of a recent revolution or independence. This same pattern follows in developmental education. If the information needs to deal with the environment is outside the scope of the elementary-secondary schools, other methods of communicating this information will be used, including adult

education and other media. Liberal education follows this pattern, in general, but there are substantial differences which will be covered later. Two assumptions should be introduced at this point. If the elementary secondary schools succeed in solving an educational problem area there will be less tendency to support adult education programmes in that area. Elementary-secondary education is most successful in solving political education problem areas, followed by developmental education problem areas, and finally by cultural education problem areas. From a functional standpoint it might be said that the university is an appendage of the elementary-secondary school because of the ineffectiveness in cultural education. The ineffectiveness of elementary secondary schools in solving cultural problems may well be because they teach a group too young and inexperienced to be able to develop in this area. Because of this there is a need for cultural development among adults who have completed elementary-secondary school and even among those who have completed university study. In England the political education problem area appears to be well on its way to solution in primary school, i.e. the child understands the concept of the nation, its government, some of his rights and freedoms, and something about the relations that exist between his nation and others. This simple political awareness may be a distant goal in some developing countries. At the secondary level, in England, the majority of developmental education problems, such as employment preparation, are solved. It is cultural education problems that are not solved, and therefore we have emphasis on liberal adult education.

Autonomy and Control

Autonomous programmes are programmes run by private, industrial or voluntary agencies. Controlled programmes are those instituted by the government. Various arrangements exist in between, such as government financed voluntary organisations. The triangle in this schematic presentation produces the assumption that as an educational problem area becomes more critical to a national government, the more direct a hand the government will take in its solution. In relation to the hierarchy the width of the triangle is representative of the amount of government control in an area. A reverse triangle represents voluntary authority. One will see more government programmes working in an area of critical importance to a nation, and more voluntary programmes working in areas not perceived as critically important by the nation. If a programme was not originally of critical interest to a government but eventually became so, then we may have a voluntary agency largely supported by government funds.

Balance

There are two aspects of balance which affect the

development of education in a nation. The first is that political education can only proceed to a certain point before it is affected by diminishing returns, without the concurrent growth of developmental education. Likewise developmental education can only proceed to a certain point without the concurrent growth of liberal education. The second aspect of balance is economic balance. Education in a nation can only reach a certain point without concurrent economic growth. This means that those who learn skills must be offered opportunity to exercise them and gain advantage from them. If this is not the case these skills will eventually be lost through disuse.

Universal and Selective

This distinction becomes a deterministic factor when a programme that is intended to be universal has to be selective as a result of lack of funds. The terms universal and selective refer to the target area of a particular educational programme. For example the target area of the universities in the United States is selective, and the target area of elementary-secondary school is universal.

CATEGORIES

Nations may be categorized according to their greater environmental determinants. These categories are synthesized in order to facilitate fruitful comparison. They should not become static but ought to remain flexible according to the needs of comparative study. Depending on these needs the number of categorical variables might be increased or decreased. The more the number of categorical variables the finer the categorization. The fewer the variables the broader the categorization.

Here are seven categorical variables and a suggestion of how they might be applied (1) Most critical national need, (2) Major programme area, (3) Does the major programme area correspond

with the most critical national need? (4) Is the major programme area balanced with other programme areas? (5) To what extent are the programmes autonomous or controlled? (6) Is the target area universal or selective? (7) In which areas are elementary-secondary education effective? For example nation X might be described as having an environmental need area and a developmental programme. The programme as the need correspond, which is a measure of efficiency. The programme is un-balanced, i.e. it relies only on developmental education and has made no provisions for liberal education. The target area is universal and elementary-secondary education is ineffectual in all three need areas.

COMPARISON OF IDEAS

Once we have two countries with similar categorical variables, we may find differences in the adult education programme employed in each of these nations. One nation might institute a programme through the universities, another through the department of agriculture, although both programmes are controlled. These differences are in the area of the idea and may be evaluated in their effect.

Ideas are all invented by man, and an integrated network of ideas is a culture. Ideas must work in the confines of the greater environment of a nation. They can be transplanted successfully from the nation to another in accordance with the similarity of each nation's greater environment to the other. Clearing the path to deciding which educational ideas are capable of being transplanted, and how educational ideas relate to culture and how they can be integrated into a new culture when a nation's development calls for it, is the possible value of this paper.

Subscribe to

Proudh Shiksha

The Hindi monthly containing news about programmes in adult education in India, short stories for neo-literates, folk tales and case studies about pioneering experiments in adult education.

Annual Subscription

Rs. 8.00

Published by

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg, New Delhi.

EDUCATION IN LITERACY*

Malcolm S. Adiseshiah

PLACE Of what in which: The subject, the place of literacy in education, might well be turned around to the question of the place of education in literacy. Literacy demands three minimum essentials of education. That pupils be retained for the equivalent of four years. That during these four years the communicational and computational skills be acquired by the students around some practical

* In this article 'literacy' is taken to mean the whole adult education movement and 'education' is used as the equivalent of formal school system.

Dr. Adiseshiah is Director, Madras Institute of Development Studies, Madras.

work situation. That the learning tools be graded and varied according to the interests and aptitudes of the learner. In all three respects, education in our country has failed. 60 per cent of boys and girls who enter class I drop out well before class V. Their learning has little to do with their life in the home, farm or factory. They are subject to uniform learning tools of text books and teaching processes. And so education is contributing to massive illiteracy in our country. To the 70 per cent adult illiterate that the 1971 census reports, education adds every year 60 per cent of the age cohort 6-11. It is for this reason that the question for me is not what the place of literacy is in education, but rather what the place of education is in literacy. It is for me, therefore, no longer a question of what education can do for literacy. I ask what can literacy do to help education regain its mission.

Skill building: Literacy is skill building and skill acquiring. The skills so built and acquired are of an inter-related double dimension. The skills are communicational, commonly expressed in reading, writing and expressing. They are computational, involving reasoning through arithmetics and the sciences. This is one dimension. The other is that these skills are acquired in and through the skills needed and practised in the work situation in which the learner is involved. This is rather simplistically stated. Actually literacy has a multitude of methodologies for building and acquiring these converging skills. It may involve simultaneous skills acquiring of the 3 R's and of ideas and techniques related to the work situation involved. Alternatively it may involve literacy skill acquisition first followed by work information and work skills at a later stage. Still another methodology begins with acquiring practical skills from which a knowledge of literacy skills is gradually developed. Again the skills are themselves acquired by different methodologies. Reading skills, for example, can be acquired by the synthetic method in which the alphabet or combinations of letters with their sounds are first learnt; or the global method may be used in which a meaningful unit of words or sentences are learnt, with understanding of each composing part understood later. The same multiplicity of methodology applies to the acquiring of further work skills by the learner—whether they relate to multicrop rotation, graded fertiliser application, second generation problems of improved threshing, storage and seed multiplication, use of mechanised boats for deep sea fishing, modernised dairy farming or identifying and correcting the deficiencies through training in the agro-industrial manufacture of cotton textiles, groundnut sunflower seeds, oils or metals and electronic manufactures. Here each operation is broken down and learnt as part of an integrated process or separately or an varying orders of priority. Through these multitudinous methodologies, one theme runs in literacy—that of skill building.

Its place in schools: And this is the first way in

which literacy can help education regain its vocation. It can leave the existing school system where it is and build an out-of-school system which is skill based and demonstrate its viability and relevance which can be fed back later to replace the existing school system. One illustration of literacy helping education in this way in one State centres on the unemployed teacher training schools being required to identify the work situation in which the schools drop outs are engaged, group the work situations into themes around which the curriculum is built, and bring this work based education to the drop outs at times and places convenient to them. The girls who have dropped out of school because they have to replace their mothers who are out earning a living to supplement the low family income are at work looking after the baby and or cooking the family meal. The boy who has dropped out of school for similar reasons of the poverty pressure may be helping the father transplant the paddy seedling or tend the dairy cattle, or roll and unroll the yarn for the handloom or work at an automobile repair shop. The grouped work themes would then be, 'the care of the baby', 'the paddy we grow,' 'the food we eat', 'the cattle we need', 'the cloth we weave,' 'the machine that does not run' and around each theme a whole learning programme of convergent skills of literacy and practical knowledge can be built and acquired over a four year period in out-of-school programmes. Such skill building programmes can also be devised by literacy for all other levels of learning commonly called secondary and tertiary—and fed back into the educational system—renovating it, restructuring it, reforming it and regenerating it. Such is the place of education (in terms of skill building) in the literacy system.

Disaggregation: Literacy is learner centred. All its tools and technologies are centred on the learner and are varied, disaggregated and diversified according to each one's learning interest, need and capacity. The tools are varied. They could cover text books and written materials, techniques of group discussion, and the media of the radio and television. The tools are disaggregated to the individual—presenting the text books and written documents as sequential materials and programmed instruction so that each learner can gradually absorb the materials available to him or be further assisted in this regard by the materials being broken into small progressive units, in relation to his skill requirement and learning rhythm. The tools are diversified through radio and television presentations allowing for and complemented by various forms of self instruction, learning by games and sports and groups activities, discussion and cultural activities in club, theatre, dance and music. The individual learner orientation of literacy is illustrated in the learning cycles composed of units, each of which is built around specific work skills. They consist of four elements. I. exploration and precise statement of the problem to be studied using a black-

board or a series of charts which each learner develops. 2. a teachers' guide or card in which the ideas, knowledge and attitudes to be evoked and acquired are set forth. 3. diversified tools which embody the vocabulary and skills relating to the agreed specific problem. 4. a self assessment record which the learner maintains to judge and guide his learning attainment. Form start to finish—if there is a start—and if there is a finish—even in relative sense, literacy is oriented to serve the needs and aptitudes of the individual learner, or in small groups of 4 or 5.

Its place in the school system: And this is the second service that literacy can offer education. The crisis of education today is the crisis of the misuse of its massive membership. Classes are large ranging from 50 to 200. The teaching technology is ex-cathedra statements and outpourings to service all in one go. The instruction tool is a single book, very often a bazaar note, which has to be mastered by all learners. The learning method is the rote or cramming method of what has been professed in the class room or written in the bazaar note. The assessment is a test of memory or in these days of authorised cribbing or copying a test of hearing, seeing and handwriting. The aggregated structure is one of rungs in a ladder, each rung having only one aim—not learning or acquiring a certain level of skill but—of moving on to the next rung or falling by the wayside. In this critical situation, literacy brings to education through its out-of-school programmes, a disaggregated structure with multiple entry, exit and re-entry points for learners to enter, leave and re-enter at any one of the several points in accordance with the needs of the home or the market and the interests and aptitudes of the learners. It is building a learning system in terms of learning techniques, teaching technologies and educational tools as varied, diversified, specific and individualised as the varied learners and their individual learning paths indicate. It integrates the teaching and learning system into a unified and meaningful whole and demonstrates an assessment system which is a means of self learning. So education can become an integral part of literacy and rediscover in it its home.

Life long learning: Literacy has brought into the open the truth that education is a life long learning process. It has demonstrated that learning can take place at any point of time in one's life time and is not necessarily confined to certain age parameters like 6-18. It has also revealed that learning and professional skills can be acquired at any place where a learning experience can be had—in the office, the home, the factory, the farm, the sports fields, the club, the library, the temple, the mosque, the hospital, the primary health centre, and not only within the four walls of the schools or college. Above all it has through the adult education movement which is another form of the literacy movement

(Continued on page 16)

Perspectives of Adult Education and Literacy in Asia

ASIA has the largest illiterate population in the world. It is estimated that the region now contains more than 243 million illiterates in the 15 to 44 age group, i.e. the economically active age-group. The illiteracy rates, however, vary from one country to another—at one end of the scale exceeding 80 per cent and at the other end (in very few cases indeed) virtually nil. Within individual countries, there are areas where illiteracy rates are relatively high and other areas namely, urban and urbanized areas—where illiteracy affects only a minority.

The illiteracy rates of 70 per cent and 35 per cent are regarded as critical points in the progress of literacy. In countries with rates exceeding 70 per cent the number of illiterates has been found to increase; only in countries with illiteracy below 35 per cent does the number of illiterates decrease. Since a number of countries in Asia have illiteracy rates over 70 per cent only a few have managed to reduce the percentage below 35, the problem should be expected to become increasingly severe unless

adult literacy plans are systematically formulated, keeping in view the rates of population increase and the targets of first-level education in the formal education system.

In all countries of the Asian region, the major proportion of the adult population has less than primary education. About 10-15 per cent of the population have completed primary education and only about 4-6 per cent have completed secondary education. In the rural areas of Asia, only a minute percentage of farmers have completed primary schooling; the majority of the privileged few who have attended their village school have done so for only three or four years. The great mass of Asian farmers have remained either illiterate or semi-literate and are thus deprived of the basic understandings and skills needed for participating in the modernization of the agricultural sector which is a vital issue for sustained development.

The high rate of population increase and the inadequacy of formal school system to deal fully with the problem of illiteracy make it essential that an adult literacy programme of sufficient magnitude be developed. Member States with illiteracy percentage in the neighbourhood of 70 per cent will have to make very substantial efforts to reduce the problem to a manageable dimension. While the social objectives of national planning would suggest that emphasis be given to literacy for women and the rural population from the point of view of the economy it would seem desirable to give priority to people in the active 15 to 44 age-groups, particularly those who may be expected to gain the most from the educational input.

The development plans of Asian countries have set two major goals; industrialization and the modernization of agriculture. Industrialization is inconceivable without skilled and specialised labour at the different levels of the enterprise. Industrial training includes elements of vocational technology, drawing and mathematics, safety measures, hygiene and socio-economic and civic matters. Mastering of these subjects requires a certain level of literacy. This is where functional literacy comes in. The significance of work-oriented adult literacy goes beyond that of job training linked with literacy; it is an educational activity, aimed at both the intellectual and civil training of the workers and their adaptation to the industrial environment and its technical requirements.

In Asia, economic growth and the rise in the countries' overall output will be determined in the coming decade primarily by the development of the agricultural sector. The 'green revolution' has been spearheaded almost entirely by the larger and more prosperous farmers possessing, *inter alia* high educational levels. A serious obstacle to further rapid dissemination of the new agricultural technology is

the general lack among poorer and less educated peasant farmers of the technical knowledge to support successful cultivation of the new seed varieties.

Adoption of functional literacy to development does not mean the total domination of education by economic considerations. Adult education, including functional literacy, is equally concerned with the most pressing social needs—health, nutrition, civics, family planning and housing, as well as with cultural and ethical needs.

For a long time, following the practice in more developed countries, adult education in most Asian countries had little to do with vocational training. This is now changing and adult education and vocational training are becoming more closely linked. A variety of institutions are being involved in promoting adult education. For example, in Iran it is the Army of Knowledge. In the Philippines and the Republic of Viet-Nam, elementary schools are extending their primary objective to include adult education—a complementary but necessary activity designed to help parents and other adults overcome conflicts between knowledge imparted by schools, on the one hand, and local culture, on the other, or to consolidate the instruction acquired in their own school years. Then there are agencies such as those concerned with community development, agricultural and other extension activities which promote adult education as an integral part of their special programmes.

In considering adult education programmes, it is best to emphasize the point that adult education covers a wide range of activities, from instructional in rudimentary literacy to high-level educational programmes, and that it is carried out by a variety of institutions, ministries of education, agriculture, health, labour, rural development, social affairs, co-operatives, as well as private agencies.

Adult education needs to be properly identified and integrated into national development plans and policies. This involves, among other things, its integration into national development priorities and its acceptance as an integral component of development projects, structures, programmes and activities. It also requires provision of financing and appropriate services not only in the budgets of the ministries of education but in those of all other ministries concerned with the operation of adult education activities. Legislative measures and appropriate administrative structures for out-of-school education, for youth and the adults, both at the central government level and State or provincial level, must be established. Supporting services must be prompted, e.g. institutes of educational research, departments of audio-visual aids, radio and television programmes. The greatest importance should be attached to the involvement in adult education of

those bodies responsible for development projects requiring the participation of workers or farmers. Co-operation and common action should be assured through firm institutional arrangements.

Lack of qualified personnel has proved in practice to be a serious barrier to the effective integration of adult education into the national education system. One of the first steps to be taken is to place adult education upon a professional basis.

In order to train highly qualified professional staff, it would be useful to establish graduate courses in adult education leading to a degree. Graduates of such a course could staff adult education departments and teacher-training institutions to provide basic courses of elementary, secondary, vocational and agricultural teachers. Courses in adult education should be included in the curriculum of the pre-service teacher-training institutions as well as of in-service training programmes in Asia and this will need to be functionally biased.

Adult Education, including adult literacy, has usually been understood and defined as a term covering educational activities in which adults engage, that is as a *field*; there is also a growing realization among educators and administrators of the need to consider adult education as a *discipline*, that is as a body of scientific knowledge resulting from studies and research.

Interdisciplinary studies and research should be undertaken in co-operation with universities and appropriate institutes on subjects related to out-of-school education and more particularly to adult literacy, such as the relationship of literacy to educational planning and economic development, the methods of teaching reading and writing to adults and the adaptation of methods of particular professional and cultural groups. The focal point for this work in the Asian region will be the International Institute for Adult Literacy Methods established in Teheran (Iran). Apart from the organisation of research into new media and methodology, other important concerns of this Institute will be the strengthening of documentation services and the planning of training facilities.

The total and permanent eradication of illiteracy is the Asian region's ultimate objective. This objective reflects essentially differing concerns: ethical, political, social, cultural or economic. The choice of approach in literacy depends on the objectives a government sets for itself. Traditional literacy, with its mass campaigns, its extensive and diffused approach, and functional literacy, centered on development, with its selective and intensive approach, are not mutually exclusive. As in the case of Iran, a country can embark on a mass campaign at the same time as it organizes functional literacy activities within the limited framework of

agricultural or industrial development projects. Functional literacy is not a new method of reading or writing. It is a process, totally integrated into a development project. It provides a new type of curriculum development starting with the identification, in a given milieu, of the problems that impede workers' and farmers' effective participation in the processes of economic and social development.

Thus, and this is one application of the principle of selectivity, development projects and problems should be chosen where illiteracy is a serious obstacle. While the integration of literacy and vocational training is an essential element of the functional approach, its long-term objective is of course the education of the individual, in a context of permanent education. From this viewpoint, what is most important is not the actual ability to solve a specific problem, but the acquired capacity to solve any new problem. Functional literacy is a kind of mental training in which the adult becomes accustomed to transferring the knowledge and skills he has acquired to other fields where they are applicable. He

learns to learn. This indeed is one of the preliminaries of development, which is a continuous process calling for constantly increasing skills. Development also requires better social integration. Functional literacy is a valuable educational exercise in citizenship, one which helps to nurture positive attitudes to the problems adults have to solve and an active spirit of co-operation and responsibility in dealing with their collective problems.

Literacy planning is a new field in which planning experience has to be gained and the training of responsible-officials organised. Long-term plans for functional literacy properly integrated with the priorities of economic and social development, particularly educational plans, should be a matter of primary concern. The planners will have to develop criteria for the selection of projects; standardization of procedures; presentation and analysis of statistics, openings and opportunities for linkage of literacy programmes with suitable programmes of formal education.

YOUR FAST AND HONEST FRIEND !!!

Your may be the Teacher or you may be a Student of any Primary School, High School, College or any other Educational Institute, your FAST & HONEST Friend is "MEGH" marked Quality Slated Roll-up Black Board.

- * MEGH Boards are handy, portable to carry with you from place to place.
- * You get the pleasure on writing them while written matter can be read from any angle without any difficulty.
- * You can wipe off the writing with ease and the very next moment Megh Boards are ready to serve you for another subject.
- * Megh Boards, to help you, are available in PLAIN, GRAPH, COPY-LINE, DOTTED patterns and also OUT LINE MAPS OF ALL THE CONTINENTS in the World.

If you have not met with your Fast and Honest Friend, let it get from—

M/s. MEGH SLATE FACTORY PRIVATE Ltd.

P.B. No. 24.

BARAMATI (Poona) INDIA.



ADULT EDUCATION IN ORISSA

THE total population of Orissa according to 1971 census was 2,19,35,000 out of which the literacy percentage was only 26.12. This is lower than the national average which was 29.35 per cent according to 1971 census. To meet the challenge of illiteracy, two types of literacy programmes are being undertaken in the State.

1. Traditional Literacy Programme in all the 13 districts of Orissa on the pattern of Gram Shikshan Mohim of Maharashtra.
2. Farmers Functional Literacy Programme in four districts namely, Sambalpur, Ganjam, Puri and Balasore.

Plan Development

During the 4th Five Year Plan period, Government of India have provided the following central assistance to implement the Farmers' Functional Literacy Programme.

Year	Amount sanctioned	No. of farmers made literate
1968-69	30,600	1843
1969-70	23,100	1402
1970-71	1,70,252	1200
1971-72	1,60,249	3553

The Activities

At present there are 1140 common Literacy Centres being run all over the State with a student population of 16,200. 24 supervisors are engaged in 240 Functional Literacy Centres. Besides 1140 instructors are engaged for imparting teaching to the illiterate adults. In Functional Literacy Centres the teachers are being paid Rs. 20 per month as remuneration and 24 part-time supervisors are being paid Rs. 50 per month each as remuneration. These centres are being supplied with reading and writing materials such as (1) Note books, (2) Exercise books, (3) Slates, (4) Pencils, (5) K. oil, (6) Dairy, (7) Petromax Lantern. These supervisors

and teachers are given re-orientation training from time to time. Besides this the adult learners are being taught about upto date method of cultivation with the co-operation of Agriculture Department. They are given timely instructions for applying manures, seeds and in using developed agricultural implements. The period of study covers one year in case of functional literacy centres.

Traditional Literacy Classes

Ten illiterate adults are being enrolled in a literacy class for four months. Thus 30 illiterates are made literate in course of an academic session. Thereafter the post-literacy is taken up by providing them follow-up literature through village and public libraries. The teachers of these common literacy centres are being paid a sum of Rs. 40 each as rewards for running these centres for a period of four months. The literacy teachers are being provided with Adult Education Literature (primers and readers) and follow-up literature.

Audio-Visual Education

The rural illiterate people are motivated towards adult education by display of Education Film on various selected subjects. Pamphlets, posters and charts are also produced and distributed to the Centres.

Production of Adult Education Literature

A production wing consisting of one Production Officer and one Writer-cum-Translator is functioning in this Directorate. This unit is writing and translating suitable topics into mother tongue and making arrangements for the printing, publication and distribution of Adult Education literature in literacy centres in the State. About 150 different types of books and pamphlets, Primers, Readers and follow-up literature have been published by this Directorate so far.

Libraries

The following types of libraries are functioning in the State which are supporting the Adult Education Programme both in the District as well as at the Block level.

1. Village Libraries	...	200
2. Registered Public Libraries	...	150
3. Government Libraries:		
(a) Integrated Library Service at Anqul	...	1
(b) Mobile Library Unit in the District of Mavurbhanj, Puri, Ganjam and Cuttack	...	4
4. Ex-District Board Libraries in Ganjam	...	6
5. Voluntary Adult Education Association and cultural organisations	...	20

ADULT EDUCATION IN INDIA

(Continued from page 6)

been proposed and sometimes implemented), they cannot overcome this limitation.

The explosion of knowledge following discoveries, scientific inventions and the refinement of technology, is the primary cause of this inadequacy because much of the information gathered in terminal education soon becomes out of date. Other notable factors like the breakdown of traditions and customs, acceptance of parliamentary democracy, democratization of social and cultural life, increased availability of labour, movements of population, changes in the composition of the intelligentsia and the disappearance of religion as an educational force, have demonstrated the impossibility for the average man of leading a life without a chain of frustrations.

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

Integrated education is thus a horizontal process to cover the various facets of a man's life and the spectrum of his interests, just as lifelong education is a vertical process comprising inter-related phases of pre-adult formal education in schools and colleges and adult exposure to various kinds of training opportunities and a learning environment. The two are essential components of the one concept of life-long integrated education. This new concept needs to be tried out in practice on a pilot project basis and we in India are asking UNESCO to move from theory to practice.

In this changed circumstances, an adult educator has a special role to play. He must help in the establishment of a pattern of social behaviour and practices of social values which will enable people to progress and establish a society based on equality of opportunity and freedom of thought and action. He should also prepare the human mind to absorb technological and attitudinal changes necessary for a society. He should invest the people with wider intellectual horizons and broader moral aspirations. This role of adult educator of moulding the mind of people is exacting but thrilling. We should regard ourselves as fortunate that we are partners in this exciting adventure.

EDUCATION IN LITERACY

(Continued from page 11)

brought to light the fact that learning is a continuing and permanent part of life like the food we have to eat daily and the air that we must breathe continuously. For one thing learning cannot be concentrated and packaged into a single unit to be acquired and expected to last a life time. It is not a one shot affair like an inoculation or even like the triple tetanus treatment. It must be acquired in small and manageable doses to suit the different calls and needs of life, all of one's life. Further with the rate and pace of technological and sociological change and the knowledge and information explosion, particular skills are daily being outdated and need to be daily replaced and regenerated by new learning. It is thus that the literacy and adult education movements have shifted the earlier content emphasis to the current technique emphasis-of learning how to learn and of breaking the barriers between teacher and taught in making every one a part of the community of learners.

The place of education: And in this rediscovery of learning as a life long continuing, never ending process, literacy and adult education has shown how and where a regenerated, restructured, reformed formal educational system can take its normal place within the larger process. It keeps the formal educational system updated and responsive in relation to the changes in professional, social and ethical life. It shows up its areas of irrelevance to life as it is developing, its tendency to stagnation and repetitiveness in a world that is constantly on the move, its needs for renewing its tools and techniques, its evaluation and follow-up procedures that need to be under constant scrutiny, with no particular sanctity attached to any parts of them merely because of history and tradition. It demands that the school and college education system conform to the life long learning imperatives—in learning how to learn, in learning in a variety of ways, in learning at every opportunity and in every possible way, and in equalising learning attainments rather than in concurring in the verbalism of equalising learning opportunity. As a consequence it demonstrates that the life long learning process embodied in literacy and adult education stands out in contrast to the formal education system in having no drop-outs in being run at a very low unit cost per student, and above all facing no unemployment of its graduates—the three death dealing diseases from which our educational system suffers. These lessons of adult education and literacy can be learnt by and embodied in the formal school system. Such at any rate is my belief of the proper place of education in literacy.

List of English Publications of the Association

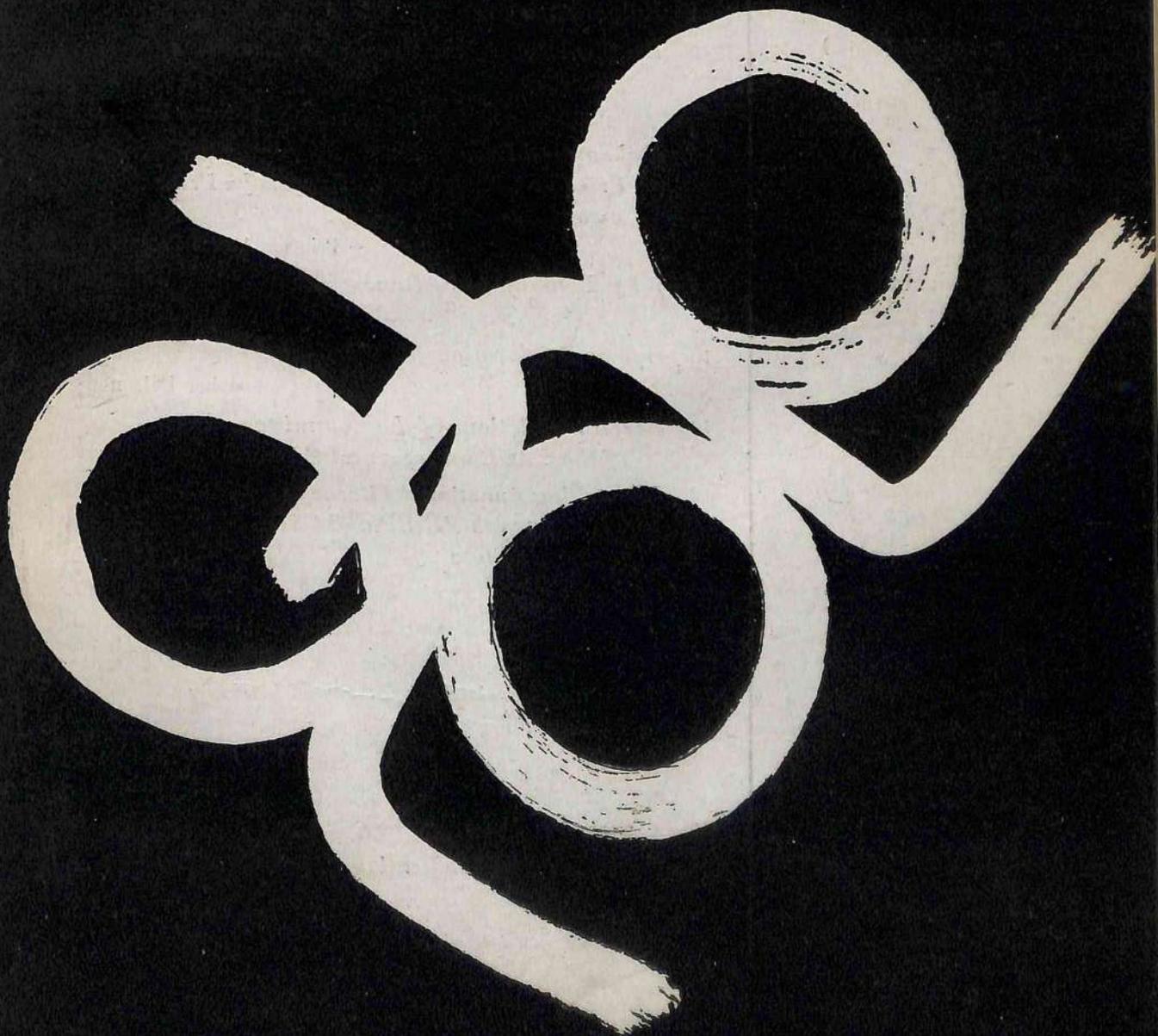
	Inland Price Rs. P	Foreign Price (U.S. Dollars)
1. Liquidation of Illiteracy	2.00	1.00
2. Community Centres	2.50	1.00
3. Training of Social Education Workers	3.50	1.75
4. Literature for Neo-literates	3.50	1.75
5. Recreational and Cultural Activities in Social Education	3.50	1.75
6. Libraries in Social Education	3.50	1.75
7. Social Education in Rural Reconstruction	1.00	0.50
8. Workers' Education	2.50	1.00
9. Social Education in Urban Areas	1.50	0.75
10. Organisation and Administration of Social Education	1.50	0.75
11. Community Organisation in Social Education	2.00	1.00
12. Social Education and Democratic Decentralization	3.00	1.50
13. Social Education and the Youth	2.50	1.00
14. Adult Education and Economic Development	2.50	1.00
15. Development Work Among Rural Women	1.00	0.50
16. Methods and Techniques of Workers' Education	3.00	1.50
17. International Conference on Adult Education	3.00	1.50
18. Trade Unions and Workers' Education	1.00	0.50
19. Place of Recreation in Social Education—S.C. Dutta	1.50	0.75
20. Human Values in Adult Education	1.00	0.50
21. Social Education in 2nd Five Year Plan	0.75	0.50
22. Adult Education in Community Development	1.50	0.75
23. Social Education in Changing Society	1.25	0.60
24. Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00	2.25
25. Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50	1.00
26. History of Adult Education in India During British Period—Sohan Singh	3.50	1.75
27. The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50	0.75
28. Social Education—Ten years in Retrospect—S.C. Dutta	0.50	0.25
29. Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.25	0.60
30. Adult Education in Rural Areas—Abstract	0.35	0.10
31. Community Action—Abstract	0.35	0.10
32. Training in Adult Education—Abstract	0.35	0.10
33. Community Organisation in Adult Education	1.00	0.50
34. On to Eternity Vol. I—S.C. Dutta	5.00	2.00
35. On to Eternity Vol. II—S.C. Dutta	2.50	1.00
36. Group Discussion—M.C. Nanavatty	3.75	1.75
37. Celluloid in Indian Society—H.S. Bhola	2.00	1.00
38. The Alphabet for Progress—Mushtaq Ahmed	0.60	0.25
39. Selected Problems in Social Education—Homer & Helen Kempfer	5.00	1.50
40. New Dimensions in Social Education—S.C. Dutta	2.00	1.00
41. Implications of Continuous Learning—J.R. Kidd	2.50	1.00
42. New Trends in Adult Education in India—S.C. Dutta	2.00	1.00
43. Seminar Techniques—Dr. S.R. Ranganathan	1.00	0.50
44. Workers Education Abroad	2.00	1.00
45. Adult Education in South Asia—S.C. Dutta	1.00	0.50
46. American-Hindi Cook Book	6.00	2.25
47. Life-Long Learning for Survival	3.50	1.50
48. Schools and Adult Education	2.00	1.00
49. Life-long Integrated Education	4.00	1.50
50. Adult Education for Parliamentary Democracy	5.00	1.75
51. An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00	4.50
52. Literature for Neo-Literates in India—A Bibliography	7.00	2.75
53. Education for Perspective—J.R. Kidd	24.00	6.00
54. Adult Education and National Integration	3.50	1.25
55. Adult Education in the Seventies	5.00	1.75
56. Manual for Adult Literacy Teachers—N.R. Gupta	10.00	2.75
57. Adult Education for Farmers in a Developing Society—J.C. Mathur	12.00	5.00

Available from :

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

indian journal of adult education

theme • informal education



september • 73 vol. xxxiv no. 9

A landmark in the publications of IAEA

(in collaboration with Nachiketa Publications Ltd.)

ADULT EDUCATION IN INDIA: A BOOK OF READINGS

Edited by ANIL BORDIA, J.R. KIDD & J.A. DRAPER.

Pages 532 Price—Hardbound Rs. 50 (\$ 10)

Paperback Rs. 25 (\$ 6)

A comprehensive coverage of all aspects of adult education in India, divided into five parts.

- I. *Historical Perspectives* (3 articles)
 P.C. Lal — The Tradition of Adult Education.
 Anil Bordia — During British Period and after.
- II. *Philosophy & Objectives* (11 articles)
 Malcolm S. Adiseshiah — The Call of Adult Education.
 K.G. Saiyidain — Why Adult Education?
 Romesh Thapar — Disciplining Philosophy of Living.
 M. Mujeeb — A Matter of Conscience.
 R.M. Chetsingh — Adult Education for the Educated.
- III. *Adult Literacy* (12 articles).
 V.K.R.V. Rao — Socio-Economic Strategy.
 Homer Kempfer — Attack on Illiteracy.
 T.A. Koshy — Methods of Literacy Teaching.
- IV. *Methods* (9 articles)
 J.C. Mathur — Mass Media.
 Dharm Vir — Cooperative Education.
- V. *Programmes & Agencies*
 A. *Urban Adult Education* (3 articles)
 V.S. Jha — Urban Adult Education.
 B. *Special Groups* (8 articles)
 V.S. Mathur — Workers' Education.
 R.L. Mullick — Indian Army.
 T.N. Chaturvedi — Civil Servants.
 V.M. Dandekar — Farmers' Education.
 C. *The University* (8 articles)
 M.S. Mehta — University Adult Education.
 Amrik Singh — Universities & Extension Work.
 V.V. John — Evening Colleges.
 D. *Other Agencies* (5 articles)
 J.R. Kidd — Educational Authority.
 N.N. Gidwani — Libraries.

Available from—

In India

Hony. Gen. Secy.
 Indian Adult Education Association,
 17-B, Indraprastha Marg,
 New Delhi-110001.

Abroad

Secretary General,
 International Council for
 Adult Education,
 George Brown College,
 21, Nassau Street,
 Toronto, Canada.

Editorial Board

Dr. M. S. Mehta
Dr. T. A. Koshy
Shri G.L. Shukla
Shri S.C. Dutta

Shri Anil Bordia (Editor)

Design: Jaya Wheaton

Published every month by the
Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1

Contents of the
Indian Journal of
Adult Education are
Indexed in
*CURRENT INDEX TO
JOURNALS IN EDUCATION*
(New York) and the *GUIDE
TO INDIAN PERIODICAL
LITERATURE* (Gurgaon)

Subscription

Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

Editorial address

P O. Box. No. 221
JAIPUR—300201

CONTENTS

Page

- 1 *Editor's Column*
- 2 *Kalpa Sutra*
- 3 *Reaffirmation of the Resolve to Eradicate
Illiteracy* —S. Nurul Hasan
- 5 *Mohammad Reza Pahlavi
Prize and Nadezhda K. Krupskaya Prize
Award Speech* —Princess Ashraf Pahlavi
- 7 *What Remains to be Done* —Rane Maheu
- 10 *Informal Education* —Asher Deleon
- 16 *Recommendations of the Committee
of the CABE on Informal Education*
- 18 *Dovetailing Functional Literacy and Skill
Training with PIREP and CSRE in
Mysore State* —H.R. Gugnani
—Y.M. Parameswariah
—K.S. Muniswamy
- 21 *A Scale of Persistency for Adult Literacy
Classes* —J.S. Bhandari and
—R.C. Mehta
- 23 *Association News*
- 24 *Rajasthan Adult Education Association*

editor's column

YOUR Journal hopes to enter a phase of establishing greater communication with readers, particularly members of the Indian Adult Education Association.

An attempt is being made to emphasize one theme in each number. For it to evoke a desire to communicate among the readers, the theme will have to be sufficiently important and, even if it is not always topical, it will have to cover a wide area of adult and continuing education. The theme of the current number touches almost all stages of education and emphasises the

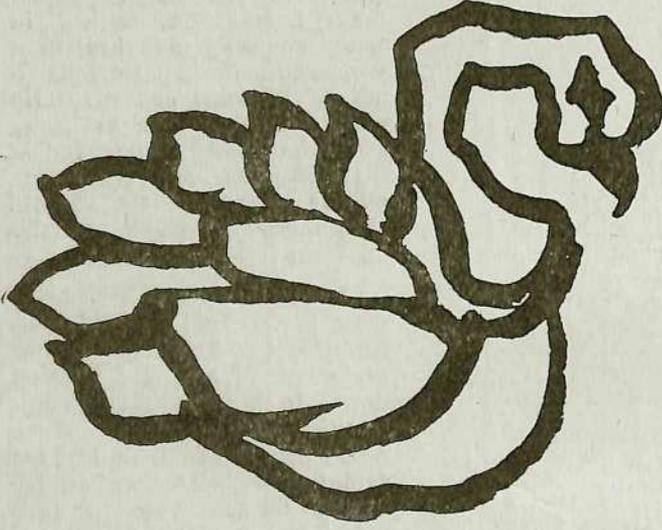
need of the adults for flexible and feasible arrangements for their continuing education. The author of the theme paper, Asher Deleon, has worked in many countries and has been associated with important activities of informal education. He writes in this paper after a careful study of the Indian situation and his views are already persuading the Central Government to think in this direction.

Not enough research is being done in the field of adult education in our country; but few are aware of whatever is being done. In the agricultural universities in particular, where researchers and field workers are exploring the best ways of extending to farmers what has been established in laboratories and experimental farms, young men and women, under the guidance of experienced and able Professors are bringing out significant micro-studies, surveys and evaluation material. Others involved in similar pursuits would perhaps like to support, question or contradict these findings on the basis of their studies and experiences.

Again, it is generally believed that not much adult education work is being done in the field and what is being done is sporadic and totally inadequate. This assessment may be correct, yet several institutions and individuals, and indeed some State Governments also, are making noteworthy efforts. Most of them believe with Welthy Fisher that it is better to light a candle than to blame the darkness. The reports from different States, institutions and about individuals will perhaps inspire and enthuse people who are thinking and working in the field of adult education and perhaps they will give their views and assessments.

This, the Editor hopes, will be the broad outline of this Journal of inquiry, opinion and information on adult and continuing education.

manas sutra



Invocation

सह नावतु । सह नौ भुनक्तु ।
सह वीर्यं करवावहै । तेजस्वि नावधीतमस्तु ।
मा विद्विषावहै । ॐ शान्तिः शान्तिः शान्तिः ।

(Katha Upanisad)

May He protect us both. May He be pleased with us both.
May we work together with vigour, may our study make us illumined.
May there be no dislike between us. Aum, peace, peace, peace.

may our study make us illumined

*There is not a necessary connection between learning and wisdom.
To be unlettered is not necessarily to be uncultured. Our modern world
is maintaining the cleavage between learning and wisdom.*

S. Radhakrishnan,
(The Principal Upanisads)

*Perhaps at no other time have men been so knowing and yet so
unaware, so burdened with purposes and yet so purposeless, so
disillusioned and so completely the victims of illusion. This strange
contradiction pervades our entire modern culture, our science and our
philosophy, our literature and our art.*

W.M. Urban,
(The Intelligible World)

reaffirmation of the resolve to eradicate illiteracy

S. Nurul Hasan

I deem it a privilege to welcome Her Imperial Highness Princess Ashraf Pahlavi, Chairman of the International Jury. During the past 25 years, the Princess has been devoting her time to humanitarian causes both at the national as well as the international levels. She is the Vice-President of the Imperial Organisation for Social Services, the largest institution of its kind in Iran, which provides health, educational and social services to the lower-income groups. The Princess is the Founder of the Iranian Women's Organization which has been in the vanguard of the campaign for the emancipation of Iranian women and is also the Vice-Chairman of the National Committee for the World Literacy Programme. The Princess has also held several distinguished positions at the international level and is closely involved with the activities of the UN and UNESCO. The Princess has been deeply interested in our country and is held in esteem by our people. We trust that we would have more occasions in future to receive her here.

I feel happy and proud to welcome the other members of the International Jury: His Excellency Ato Akale Work Habte-wold, Minister of Justice in Ethiopia who is also the Chairman of the National Literacy Campaign and as Minister of Education was closely associated with the work of UNESCO: Sr. Rodolfo Baron Castro of El-Salvador has also had long association with UNESCO and has known Dr. Radhakrishnan and Dr. Zakir Husain personally, and Prof J. R. Kidd who has dedicated his life to adult education and who has also taken keen interest in the development of the programme in this country. One member of the International Jury, Mr. G. Filonov of USSR who did attend the meetings of the Jury had to leave earlier on account of some urgent commitments.

We in India are deeply conscious of the significance of literacy for socio-economic development and modernization, especially because we have adopted the democratic form of Government based on adult franchise. Mahatma Gandhi, the Father of the Nation, emphasized the primacy of mass education over every other sector. "If all the collegians were all of a sudden to forget their knowledge," he said, "the loss sustained by the sudden lapse of the memory of say a few lacs of collegians would be as nothing compared to the loss the nation has sustained and is sustaining through the ocean of darkness that surrounds 300 millions." That is why the efforts to spread mass education, which were relegated to a comparatively subordinate position in the earlier years, have received increased attention in the post-Independence period. Between 1855 and 1947, literacy increased only from about 4 to 14 per cent whereas, in the last twenty-five years, it has increased from 14 to 35 per cent.

Our principal emphasis in spreading mass education is on the universalisation of elementary education and our Constitution enjoins us to provide free and

compulsory education to all children till they reach the age of 14 years. We have made impressive and unprecedented progress in this field although we have not been able to reach our goal. Over the last 25 years, the total enrolment in elementary schools has increased from about 17 million to 86 million. This has meant a tremendous effort in establishing elementary schools in out-of-the-way and ordinarily inaccessible places; in recruiting and training teachers, especially women teachers; in rousing public opinion and overcoming traditional resistances to formal schooling; and above all, in finding the large additional funds required in the face of the stiff competition from other developmental demands. But the struggle has been worthwhile.

We have tried to supplement this major thrust of our efforts with comparatively smaller but significant programmes at spreading literacy directly among adults. Some of the States have mounted fairly large programmes of adult literacy. West Bengal has all along maintained a sizeable effort. Maharashtra is another State which has done commendable efforts and its programme of Gram Shikshan Mohim was awarded the Mohammad Raza Pahlavi Prize last year by the International Jury. Since the Fourth Plan, we have developed a national programme of adult literacy campaigns for farmers in areas selected for intensive agricultural development which is progressing satisfactorily. The programme also has received UNDP support.

What highlights our efforts in this field is, however, neither the spread of the programmes nor their size, but the quality and dedication of the institutions and individuals who are engaged in them. The Mysore Adult Education Council has done a consistent and splendid effort over the years, especially under the able leadership of Shri Javarappa Gowda. The Bombay City Social Education Committee has been

equally successful in maintaining a consistent record of high quality and dedicated effort over the years; and I would specially mention the pioneer work of Smt. Kulsum Sayani for the spread of literacy, especially among Muslim women. The Literacy House in Lucknow is another pioneering institution and you are all aware of the dedicated efforts of its founder, Mrs. Welthy Fisher. Another veteran in the field is Smt. Durgabai Deshmukh, the founder of the Andhra Mahila Sabha who, besides several other good things, is operating an excellent literacy programme in Hyderabad. The Indian Adult Education Association gives an annual Nehru Literacy Award to persons and institutions who have done a yeoman service to the cause of literacy. Despite the quality of these voluntary efforts, their scale is small and that the areas where literacy has made the most headway are those where elementary education has made most progress.

I might as well say a few words about our plans for the future. The existing system of elementary education does not make adequate contribution to adult literacy, particularly because of its high attrition rates. This is why the rate of growth of adult literacy is much lower than that of expansion of elementary education. We have therefore, decided to introduce some radical changes in it by introducing multiple lateral entries at 11+ and 14+ and organizing special classes for these grown up children. We will also try to supplement the formal system of full-time instruction with an expanded programme of non-formal education so that the coverage of the system of elementary education will be wider and more effective. These efforts, we trust, will materially increase the contribution of elementary education to adult literacy.

In the field of direct attack on adult illiteracy, we have two main programmes in view. The

first, is a programme of non-formal education, including literacy, for young persons in the age-group of 15-25. This will be developed mainly round the existing educational institutions. An attempt will also be made to create a chain of new institutions called the Nehru Yuvak Kendras or the Nehru Youth Centres. There would be one such Centre in every district under properly trained leadership and it will strive to develop programmes of youth services including education, sports and games, recreation and welfare, through collaboration with other educational institutions. There is also a proposal to link literacy programmes with other developmental and employment programmes included in the Fifth Five Year Plan. The progress of literacy in the next decade is, therefore, expected to be much faster than in the past.

While our struggle for liquidation of illiteracy is a must and will have to continue till the battle is won, we have now to take steps to create a new system of life-long education for *all* human beings which will strive to create a new value system based on an all-pervasive humanism, a rational scientific temper, a secular outlook, and a commitment to democracy, equality, social justice, and peace. This is a task for all the countries of the world and one in which every country, developed or developing, will have a contribution to make. This essentially is the mission of UNESCO.

The International Literacy Day is observed to review the achievements of the past and to rededicate ourselves to more vigorous efforts for the eradication of illiteracy in the year ahead. This is what we all have gathered here to do and there can be no better auspices for it than the presence of the Director-General of UNESCO, the International Jury for the award of Mohammad Reza Pahlavi and Nadejda K. Krupskaya Prizes.

International Literacy Day 1973

mohammad reza pahlavi prize and nadezhda k. krupskaya prize award speech

Princess Ashraf Pahlavi



The winners of the prizes (L to R in the front row) are Shri D. Kariyappa Gowda (Honourable Mention for Mohammad Reza Pahlavi Prize for Mysore State Adult Education Council), Shri Hathibo, (Nadezhda K. Krupskaya Literacy Prize for Literacy Project, West Lake Region, Tanzania) Mrs. Emma Espina of Chile (Mohammad Reza Pahlavi Prize to a group of Chilean Educators) and Mrs. Renu Chakravarty (Honourable Mention for the Nadezhda K. Krupskaya Prize for National Federation of Indian Women).

THIS is the seventh year since we celebrate the International Literacy Day by award of Prizes, starting with the Mohammad Reza Pahlavi Prize instituted in 1967, and followed by the Nadezhda K. Krupskaya Prize instituted in 1969, for meritorious work in combating illiteracy in the world.

I am happy to announce that the International Jury has decided to award for 1973 the Mohammad Reza Pahlavi Prize to a group of Chilean Educators and the Nadezhda K. Krupskaya Prize to the Literacy Project, West Lake Region in Tanzania. The Honourable Mentions for the Reza Pahlavi Prize have been awarded to: The High School Students Association of Denmark and Norway; the Mysore State Adult Education Council, India; the Community Development Centre of Shendi, Sudan; and to the Adult Education Division (Ministry of National Education) Colombia. The Honourable Mentions for the Nadezhda Krupskaya Prize have been awarded to the Adult and Community Education Division, Philippines; the Anti-Illiteracy Programme by Radio in Egypt; the Ye Kotebe Berhane Amin Youth Association, Ethiopia; and the National Federation of Indian Women.

The Institution of Unesco's Literacy Prizes has a profound purpose which may be interpreted as follows:

It is, first and foremost, a recognition of achievement

and positive progress against one of the vital problems confronting our globe, namely imminent illiteracy. And yet, as we know only too well, a greater effort, self-abnegation and sacrifice by every member of the community will be necessary before illiteracy can be eliminated.

Secondly, the Prizes are designed to be a powerful encouragement not only for extension of recognized efforts, but also a stimulus to many others—institutions, bodies, and individuals—to emulate the endeavours of those in the forefront.

Thirdly the Prizes are an appeal to innovation in approach, bold thinking, originality in solutions, new initiative and imaginative, practical, literacy work.

As we look back, we feel that much has been done in spite of the tremendous obstacles which exist in the way. Numerous achievements and some

impressive results have been obtained. Their authors and all those who have participated can take pride in these achievements and the Jury is particularly happy to share this sentiment.

But the crux of the matter is that all these results are far from constituting the necessary breakthrough.

In my opinion, this is closely related to the crisis which confronts the educational systems as a whole. The present school system, as it has generally been copied from the West, does not leave enough room for an integration of literacy campaigns in the overall educational planning. It strenghtens the false dilemma that seems to pose literacy efforts and universal schooling as competitive or even conflicting alternatives.

If they appear to be so, it is because our view of education in general and the system perpetrated to embody and imple-

ment it has not kept up with the realities of our times.

In this respect I wish to associate all members of the Jury with the serious warnings sounded by the 17th Session of the Unesco General Conference and the Report of the International Commission for Development of Education which appeared under the title "Learning to be". As this Report points out, literacy is but a moment of the educational process. The fact is we can no longer isolate literacy campaigns from wider educational objectives. The conclusion of all concerned men has been that unless we learn to integrate campaigns against illiteracy into a global approach to lifelong education, unless the educational system is itself integrated into the life of the community and the learning society becomes at least the objective to work for, even the best of our efforts shall continue to remain marginal.

YOUR FAST AND HONEST FRIEND !!!

You may be the Teacher or you may be a Student of any Primary School, High School, College or any other Educational Institute, your FAST & HONEST Friend is "MEGH" marked Quality Slated Roll-up Black Board.

- * MEGH Boards are handy, portable to carry with you from place to place.
- * You get the pleasure on writing them while written matter can be read from any angle without any difficulty.
- * You can wipe off the writing with ease and the very next moment Megh Boards are ready to serve you for another subject.
- * Megh Boards, to help you, are available in PLAIN, GRAPH, COPY-LINE, DOTTED patterns and also OUT LINE MAPS OF ALL THE CONTINENTS in the World.

If you have not met with your Fast and Honest Friend, let it get from—



M/s. MEGH SLATE FACTORY PRIVATE Ltd.

P.B. No. 24.

BARAMATI (Poona) INDIA.

what remains to be done

Rene Maheu

SEPTEMBER 8, the date on which the historic World Congress of Ministers of Education on the eradication of illiteracy opened in Teheran in 1965, has since been celebrated as International Literacy Day. International Literacy Day is a time for stock-taking and, even more, for heart-searching. And I consider it most appropriate that we should be undertaking this task in a country which can offer to the world a wealth of experience in the field of adult literacy. The fact that last year's

winner of the Mohammad Reza Pahlavi Prize was the Gram Shikshan Mohim—the Movement for the Development of Villages—of the State of Maharashtra, is a just recognition of the value of the work which is being carried out in this country in this regard.

Where, then, do we stand now in matters of literacy? What has been achieved so far? What remains to be done? And what are the prospects?

Let us look first at the credit side of the balancesheet. It shows that between 1950 and 1970 the percentage of illiteracy amongst the adult population of the world as a whole—and for statistical purposes we count as adults all those of 15 years and over—fell from 44 per cent to 34 per cent. Since the total adult population increased by almost 50 per cent during that same period—from 1,579 million to 2,287 million—this achievement, due to the efforts made by Member States in the twin spheres of school education and adult literacy, can be regarded as a very positive one. I may add that although the figures I have quoted take in the developed countries where illiteracy has virtually been eliminated, all the developing regions could point to a decline in their illiteracy rates.

Satisfactory though this achievement may be we can, however, hardly contemplate with equanimity the fact that one in every three adults in the world is still illiterate. And the debit side of the ledger looks even worse when we see that in the same twenty years the total number of illiterates increased by 83 million—from 700 million in 1950 to 783 million in 1970. In only one developing region—Latin America—has there been a slight drop in the absolute number as well as the percentage of illiterates. In the South Asian sub-continent, where the illiteracy figures are among the highest in the world, the reduction in the rate of illiteracy has

been from 73.7 per cent in 1960 to 68.4 per cent in 1970. But the number of illiterate adults rose from 227 million to 270 million, an increase of 43 million.

These are alarming and depressing figures and, seeing them, one cannot help feeling deep anxiety at the persistent inadequacy of the efforts which are being made in this domain. I am for my part convinced that the time has come for the Member States concerned and the international community to give the highest priority in the various fields of development to the eradication of illiteracy. Mahatma Gandhi once said that illiteracy was India's "sin and shame". He might equally have said that it is the sin and shame of any country where it exists, and indeed of the world as a whole.

It is therefore imperative for us all, nation states and international community alike, to give new impetus and new priority to the fight against illiteracy in order to wipe out this evil in the shortest possible time. For illiteracy is the negation of one of the basic human rights, the right to education, the right of access to all those forms of knowledge and communication which are the lifestream of modern societies. It is an impediment to the working of a democratic society, since the ignorant citizen is cut off from effective participation in the life of the community, whether at local, national or international level. And it is a serious obstacle to development, since modern industry and agriculture call for the application of knowledge and techniques that are out of reach of the illiterate.

Any new full-scale attack designed to eliminate illiteracy within the foreseeable future must be launched on two fronts simultaneously: that of primary education and that of adult literacy. Obviously the most radical solution is to dry up the source of mass illiteracy by making

primary education universal and compulsory, thus ensuring that everyone has at least a minimum basic education. Every attempt must be made to achieve this objective in the shortest possible time. But the effort is immense and the difficulties, both financial and technical, enormous, and it will take a long time before this goal can effectively be achieved.

But in the meantime, we must continue to fight this ill where it is rife, that is to say *among* the adults.

This for three essential reasons. First, a moral reason: adults have as much right to education as the children; the time is past when education was regarded essentially as a preparation for life and was therefore confined to childhood and youth; nowadays education is coextensive with life. And the corollary of this concept of life-long education is that the adult no longer stands apart from the educational process as a whole but is at its very centre.

Second, an educational or rather cultural reason: experience has proved convincingly that the progress of primary schooling—its extension and even more its impact—in a given community depends upon the degree of education of the adult elements which constitute the core of the community; a high percentage of illiterates among the parents is a certain obstacle to the generalization of primary education for the children.

Lastly, an economic and social reason: adult education contributes to development much more directly and speedily than any other form of education, since the adults are, by definition, the most active agents of development.

For these three reasons, each of which alone would be enough to justify all our efforts, we must bring redoubled energy, imagination and generosity to the task of gradually reducing and finally eradicating adult illiteracy.

If Member States are willing

to take the new large-scale measures which are needed in the field of adult literacy, Unesco stands ready to put at their disposal the wealth of experience it has acquired in literacy motivation, strategy and methodology over the last few years through its Experimental World Literacy Programme.

As you may recall, this Programme, which is now drawing to a close, was launched in the years, following the Teheran Conference. It was designed not merely as an attempt to promote literacy instruction for large groups of adults, but above all to test in practice a number of new ideas and techniques.

It was based essentially on the functional literacy or work-oriented approach, that is to say on literacy instruction linked to development. A great deal of experimental data has been accumulated in this respect and is now being assessed in order to determine the value of the methods used and the impact of the functional literacy operations on the projects of which they formed a part.

Now, I am aware that the term *functional literacy* was criticized by some delegations at Unesco's third International Conference on Adult Education held in Tokyo in August 1972, as it seemed to them to subordinate man to economic demands in general, and to those of productivity in particular. Such apprehension, I wish to stress, is without foundation. And I would therefore like to recall here what I said then at Tokyo: namely that the functional character of such literacy instruction must not be interpreted in a narrow and strictly economic sense. It must be seen in the wider context of the overall aims of any work of education in modern society. Properly speaking it marks the link between the contribution of education to development on the one hand, and the adaptation of education to the aspirations and the cultural and ethical values of the individuals as well as

of their community on the other. The approach and methods may vary with the situation and, according to the needs, may be predominantly economic, social or cultural. It is in this sense that the word "functional" applies: it means that approaches and methods are not derived from a preconceived model, but from an analysis of the concrete requirements, objective and subjective, of a given community. But the aim is always to enable the individual to take an active part in the life of the society and to modify it from within so as to reflect and satisfy his own aspirations and values—a clarification which, I feel, should dispel all fear of too much importance being attached to the economic aspects of the benefits to be expected from literacy.

The Experimental Programme can already be said to have changed the very concept of literacy work and its educational role. For decades literacy teaching was confused with the acquisition in a few months, or even a few weeks, of the mechanical skills of reading, writing and arithmetic. Literacy teaching was itself, and still less of the developmental process. It gave access to the written or printed word. But it was not meant to change the illiterate's mentality, his approach to his problems, his perception of the world.

Now the most positive contribution of functional literacy has

been precisely to promote the search for a methodology which can transform literacy teaching into a truly educational process in the full sense of the word, that is a training of the mind which puts the individual in a position to develop his capacity for analysing his problems, for making an informed choice from among the possible solutions, for applying what he has learned in one situation to other situations in which his newly-required knowledge is relevant. In this sense, functional literacy provides a genuine introduction to life-long education.

This regeneration of literacy teaching, which I venture to say will prove irreversible, is itself a considerable progress which must now be exploited on a much larger scale in many more directions.

After the phase of experimentation with new techniques and methods, Unesco, in my view should henceforth concentrate on the task of helping its member States to develop the different strategies and to mobilize the resources they need for the conduct of massive literacy action. This would be in line with the spirit of the conclusions of the report of Unesco's International Commission on the Development of Education published last year under the title *Learning to be*.

New resources will clearly have to be found, but this need

not necessarily constitute an insuperable difficulty—in the countryside, at any rate, if the action is based on the utilization of the existing structures and human potential of the local communities, and for example as the local, industrial and agricultural enterprises, the schools, libraries and, of course, the places of worship around which the spiritual life revolves. Help can be found among factory and farm workers, school-teachers, business and professional people and, above all, the students, whether still at school or engaged in higher studies; their generosity and imagination can give added breadth and impetus to the campaign. The mass media, particularly television and radio, must also be brought into the picture; their experience, not only in the strictly educational field, but more generally in how to reach the broad masses of people and organize communication among them if properly used, should be of incalculable value.

Finally, we must always remember that the main agents of literacy are necessarily the illiterates themselves. In the end everything depends upon their motivations, their will to change their own condition. Every effort must therefore be made to ensure that the illiterates and the new literates participate to the fullest possible extent in the elaboration and implementation of the literacy programmes.

Subscribe to

Proudh Shiksha

The Hindi monthly containing news about programmes in adult education in India, short stories for neo-literates, folk tales and case studies about pioneering experiments in adult education.

Annual Subscription

Rs. 8.00

Published by

INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Marg, New Delhi.

informal education

Asher Deleon

introduction

IN the paper Education in the Fifth Five Year Plan, 1974-79, prepared for the consideration of the Central Advisory Board of Education, it is stated: "Another major transformation needed in the present educational system is to give it a large informal orientation." There are many valid reasons for this new trend, both from inside and outside the educational sphere.

To keep pace with the magnitude and diversity of the problems, the halting rhythm of progress through the formal system alone is insufficient and inadequate. To achieve some tangible objectives and meaningful targets in out-of-school education, the Government has to play a more significant role.

limitations of formal education

There is more and more evidence that formal education cannot satisfy all societal, collective and individual needs for education, knowledge, skills and behavioural changes. The formal education system itself has been severely handicapped by the enormous increase in the school-going population, rise in educational cost per student, and limitations of governmental expenditure.

But, there is also the fundamental point: schools and universities, even if ideally developed, curricula and certificates, even if perfectly elaborated, cannot—by the very nature of today's world—cope with all the necessities.

First, because there is a trend for democratisation of education. It is neither feasible nor realistic to offer to all people—who are

requesting or needing some education and/or training—formal educational facilities.

Second, because the environmental differences and the variety of people to whom educational opportunities should be offered, require more flexibility regarding the organisation, content, duration, timings, place of education.

Third, because the rapid development of science and knowledge, as well as the living situations and problems everybody has to solve in daily life, are not compatible with the relative rigidity of formal schooling.

Fourth, because so many learners (children, youngsters or adults) are leaving—for one reason or the other—the educational path. Millions of dropouts every year are the negative aspect of educational expansion. Nobody should be compelled to give up using educational services for life if he leaves the educational system.

Fifth, because there is incompatibility between the variety of living situations, the complexity of educational tasks and the uniformity of the formal system. One single institution (the school) however extensive it may be, is evidently insufficient in our time.

Sixth, because formal education, by its very nature, encompasses complex programmes, requires continuity, rejects fragmentary teaching, accepts with difficulty educational values of practical as well as professional life or of the working experiences and responds slowly to new demands and to partial or individual educational requests.

Seventh, because the formal education system inevitably divides the school-age population into two very different groups: one, which benefits from fulltime school instructions, and the other, unable to benefit from this precept, and is in fact condemned to do without education. Informal education is an attempt to find out a *middle way* and to do away with this dangerous polarisation.

Asher Deleon is UNESCO's Adviser to the Government of India, Ministry of Education & Social Welfare. This is an abridged version of his paper of this title published by the Ministry of Education and Social Welfare. Publication No. 990, 1973.

Eighth, because the cost of formal education (both the overall expenses, due to the increase in the number of learners and the per capita expenses) is becoming so exorbitant, that every country feels obliged to find out less costly educational facilities if the present trend towards the democratisation of education has to be continued.

These, and many other, factors are *negative* reasons for the informal orientation of future educational development.

new potentialities

But the trend towards informal education is not only due to the inherent limitations of formal education, it is due simultaneously to the present possibilities for the larger development of a *parallel* informal system.

The important results achieved by formal schooling are the main pre-condition and the prerequisite for informal orientation. On the one hand, the acquisition of at least some education by so many individuals creates in them the need for supplementary knowledge and the feeling of lack of knowledge; on the other hand, so many people still, deprived of formal schooling, exercise a pressure for some education. Both requests find their answer in the trend towards the expansion of informal education.

The present society has new educational potentialities. The types of work, the civic life, the cultural institutions, the pattern of today's civilisation, the communication media are all offering new possibilities for education. In other words, the *educational value* of non-educational activities is constantly increasing. This will explain why the trend towards informal education has its basis in the fact that everybody can learn in many more ways and in many more different places than ever before.

At the same time, there are more facilities for learning at one's disposal: radio lessons, TV

emissions, pocket-books, pamphlets, cheap booklets, libraries, evening classes, centres for skill training, literacy centres, film shows, contacts with various extension officers, extramural activities, correspondence courses, not to mention more sophisticated technological devices (computerized education, videotaped instructional units, etc), all very important for the expansion of informal learning, but still not at the disposal of large masses in India.

The human factor plays an equally significant role in the expansion of informal education: besides millions of teachers, there are millions of other professionals and intellectuals, millions of college and university students and voluntary participants of the National Service Scheme. All of them can contribute their share in developing informal educational activities. Our present society is much better equipped to carry out such a programme than the societies at any earlier period in history.

These, and some other favourable conditions are positive factors which re-inforce the need for giving an informal orientation to future educational growth.

misconceptions regarding informal education

Misconceptions, or misleading ideas, regarding informal education are very frequent today.

There is a widespread opinion that informal education is good for lower social classes, for people without any education, or for unskilled and illiterate men and women. In other words, this opinion is equalizing education with schools, and informal education with a lower substitute of education.

There is another view which considers that the informal educational approach should be adopted only if the conditions for formal schooling are absent. In

other words, formal schooling is always better than any other educational modality.

In fact there is sufficient evidence that while formal education is more advantageous in achieving some educational or social status, the informal way or out-of-school modalities are often the more effective means of achieving some practical aims or objectives. It is also evident that informal education has in its power to correct the rigidities and discriminations inherent in the formal education system. The crux of an educational strategy which is trying to be comprehensive and is trying to include both the formal and informal approach—lies in identifying the interrelation between all varieties of educational goals and all kinds of modalities to be used.

Much harm to informal education is done by those who consider that all that is required for its implementation is merely goodwill and zeal without any need for specific knowledge and experience, or professional preparation and methodological training. "Each one teach one", can be a valid slogan for some purposes, but without systematic preparation it has done more harm to the valid idea of deprofessionalisation of teaching than it has contributed to removing ignorance.

So many well-conceived national campaigns (of community education, basic education, literacy, youth activities, social schemes, etc.) and generously implemented programmes (on the radio, in remote areas, in slum areas etc.) have often vanished without leaving any trace, mainly because they have not been built on real motivation and because they have been implemented in a non-professional and improvised fashion. This is not the way to succeed in an area like informal education.

Thus, before proceeding in a big way towards informal education, it is necessary to devote

some time to the *intellectual preparation* which should precede this move, in order: (i) to clarify the conception; (ii) to develop the theoretical base through reflection: (iii) and thus eliminate the prevailing confusion which distorts the true nature and purpose of informal education. If the trend towards the expansion of informal education, which would in reality represent a major change in the existing pattern, is accepted, there will be a need for systematic efforts and continuous planned preparatory work for the fulfilment of the above.

potential clientele

A very large variety of people are potential customers of the infinite range of modalities for informal education:

(1) People of all ages who never had the opportunity to follow any formal education programme. This includes early childhood, where there are no institutional opportunities for pre-school age children; youngsters, 12-18 years old, who missed the elementary school; and also illiterate men and women, etc.

(2) Students who left primary or secondary school before the completion of a cycle.

(3) Learners who during their formal schooling (elementary, secondary or higher) feel a need for deeper and more complete knowledge in a subject of particular interest.

(4) Labourers, both in urban and rural areas, young workers, small farmers, landless farmers, small entrepreneurs, construction and road workers, all of whom need up-to-date knowledge related to their job and particularly related to constant technological improvements.

(5) Educated unemployed of various age groups, but mostly below 30, whose non-relevant education should be made more relevant in order to increase their employability.

(6) Graduates, professionals,

intellectuals who after the completion of the college or university need a refreshment of their knowledge, or some additional information, or some new data, or special explanations.

(7) People in all age groups, in all social strata and with all educational backgrounds faced with problems and situations which cannot be solved without new ad-hoc learning.

(8) Citizens benefiting from opportunities for professional and social mobility. In a country like India, the stronger the socialistic character of the system the more expanded and developed will be the vertical mobility. Such mobility—involving the present generation and inevitably calling on to many people to take up responsibilities for which they have not been prepared or trained—has to be supported by large scale educational activities meant for politicians, administrators, foremen, local leaders, officers in various community services, etc.

(9) People requiring programmes for personal satisfaction: recreation, leisure-time activities, cultural or artistic programmes, games and sports, travelling and tourism, etc.

Informal education for all these nine groups are more or less relevant in all communities and should—at different levels of priority—be included in the future development of the Indian educational system.

agents of informal education

A broad scheme of informal education has to be implemented through a large variety of ways and means:

(a) *Institutions for formal education* (primary schools, secondary schools, higher secondary schools, vocational schools, etc.) should gradually expand their activities in order to open their doors to learners wishing knowledge in an informal way. Especially in rural communities the foundry, smithy,

bakery or weavery, as well as some advanced agricultural farms, are normally within accessible distance and may be used as extensions to schools.

(b) *Colleges, universities and research institutes* should play a similar role on a higher level, for particular subjects and specific groups of learners.

(c) *Major Development Programmes* (High Yielding Varieties Programmes, Small Farmers Scheme, Integrated Nutrition Programme, Family Planning Programmes, Rural Employment Projects, etc.) are offering possibilities for inclusion of the educational component. The implementation of many development programmes suffers from lack of skill of literacy and of technical know-how.

(d) *Special institutions for informal education* (like libraries, Nehru Yuvak Kendras, Shramik Vidyapeeth, village literacy centres, training centres in factories, centres for workers education as well as centres for correspondence education) are a pre-requisite for informal education programmes.

(e) *Voluntary non-governmental organisations* have always played an important role and should be integrated with Government's efforts.

(f) *Radio and Television* have to play a tremendous role in informal education. In this connection, four different types can be mentioned: (i) programmes as part of or as support to formal school curricula; (ii) educational non-curricular programmes for school learners; (iii) real instructional programmes for out-of-school youth and adults; (iv) programmes for animation, motivation or information.

There are, it goes without saying, many other organisations and institutions in the country available for and already active in informal education. But the implementation of any meaningful and realistic programme has to be selective.



nehru yuvak kendra programme guidelines

THE decision to establish Nehru Yuvak Kendra is the most comprehensive, nation-wide initiative taken in the field of multi-purpose youth advancement.

There are no obstacles, in principle, to building Yuvak Kendras as multi-purpose non-formal educational centres, which will serve: (1) promotion, training and education of young people according to their felt needs and to the requests of the local community; (2) entertainment purposes and recreational needs, cultural, leisure-time activities; (3) strengthening the links and cohesion of young people belonging to different social strata and various educational or professional groups; (4) the participation of young people in the community life and in the decision making process.

This means that the educational goals of Nehru Yuvak Kendras will be pursued in a direct and indirect way, through learning and through useful practical work, by cultural or physical performance and by contributing to the solution of various public problems, particularly those concerning youth.

A typical Nehru Yuvak Kendra should start with the following or similar non-formal educational activities: (i) Groups

for elementary learning; (ii) vocational training for handicrafts or some home work and particularly vocational training for employment and self-employment; (iii) learning new agricultural techniques, combined with a club of young farmers; (iv) field work, for using new agricultural practices; (v) conferences, talks, debates, visits in order to develop civic sense, comprehension of the past confidence in the future; (vi) learning about health and family life questions; (vii) practical social services, as youth contribution to the solution of basic local problems (water, water use, roads, village cleanliness, school buildings, etc.); (viii) radio listeners or television viewers' groups, combined with organized debates on main topics; (ix) different cultural, artistic, sports and recreational activities, with particular emphasis on group performing theatre, dances, music and various games; (x) youth groups studying and debating community problems, socio-economic and cultural aspects of the community life, management problems in their schools, colleges or universities etc., and making their propositions to competent decision-making bodies.

*From Informal Education
by Asher Deleon.*

selected areas

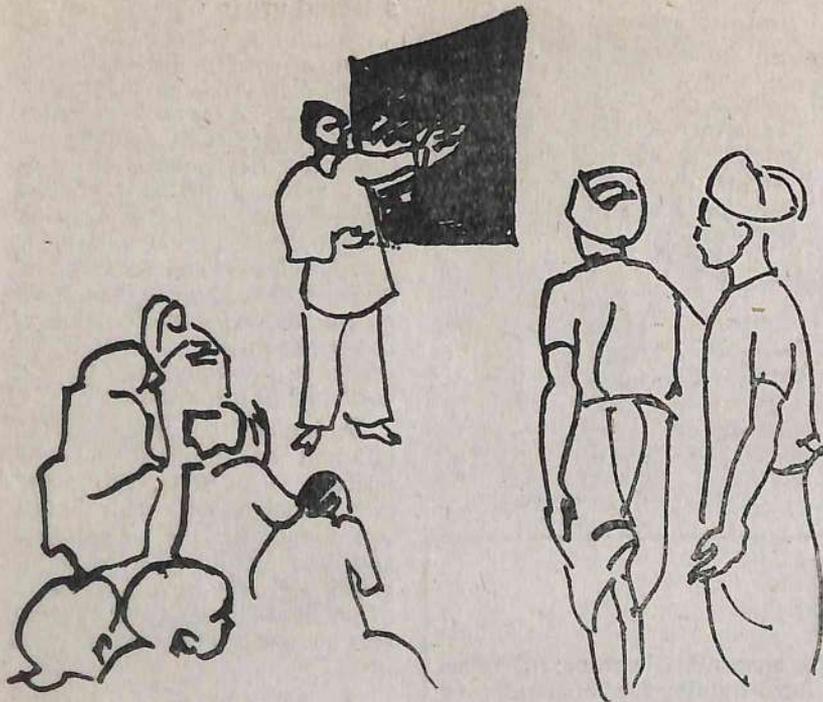
In a society like ours, with all its diversities, it is necessary to activate an over-all *open educational system* with a variety of choices for the learners and helping mobility within it. While the continuing promotion of the present *closed system*, which is mainly selective and competitive, it is also imperative that an *open system* on a non-competitive, non-prescriptive basis, be encouraged catering to the participants' own interests.

Although the priorities of informal education should be selected at the State, District or even Block levels and must correspond to the conditions and needs of different environments, some tentative description of possible solutions and priority area and groups may be of some help.

1. *Education of early childhood.* The recent pedagogical and psychological investigations are bringing valid arguments in favour of pre-school education, as the age between 2-5 plays a much greater role than believed traditionally; and, moreover, the trend in Indian education to equalize educational chances of deprived social groups has no chance of success if children coming from these social strata are not prepared for an *equal start*.

2. *Multi-point entry system.* The basic goal of universalisation of primary education would need, besides the main effort to increase the number of primary schools and of children enrolled in ordinary classes, a simultaneous effort to increase considerably part-time elementary schooling, admission of children into elementary education of a reduced duration at an advanced age (say 9 or 12 or 15) and informal elementary education for those who are not in a position to follow regular schooling or who missed it previously.

3. *Extra-curricular activities.* One of the very important areas



for informal education is in the schools themselves (in the form of extra-curricular, co-curricular or non-formal activities). But, at present, this is often a neglected and under-developed educational activity. These extracurricular informal activities should be particularly developed in four areas : natural science; languages, literature and arts; manual work and vocationalisation; games and sports.

4. *Illiterate youth in the age-group 15-25.* The position of the young people of this group is so important—for the growth of the country, as they are the potential manpower, for the social evolution, as due to their dynamism etc.—that their education must come under main priorities. The members of this age-group are generally alert, inquisitive, impressionable and capable of being inspired by emotional commitment to serve the people and the country.

5. *Multi-purpose youth advancement.* Youth, both school and out-of-school, need some free, multipurpose, non-formal learning

facilities. This type of educational facilities are practically non-existent in the country, either on a large scale or as a developed pattern. Evidently, some isolated initiatives have proved successful. The decision to establish a District Youth Centre—Nehru Yuvak Kendra—is the most comprehensive, nation-wide initiative taken in this regard till now.

6. *Functional literacy.* Our Five Year Plans are ambitious plans covering all sectors of life, the Fifth Plan in particular more than any previous one. But the projects of production and employment are not likely to succeed unless and until the job training of the primary producers becomes a part and parcel and an essential and simultaneous ingredient of the principal programmes. In the previous plans, adult education, including adult literacy, was treated as an isolated programme for its own sake. The new approach to be followed in the Fifth Plan should be to link adult education, particularly functional literacy, wherever illiteracy is a real bottleneck,

effectively with all development programmes which require training of farmers or workers at different levels. In our conditions it would be advisable to put aside for literacy-cum-training about 2 per cent of the total invested sum in various development schemes, employment programmes and programmes for minimum needs.

7. *Manpower preparation and promotion.* Formal pre-employment education should aim at forming trainable people while the task of developing specific skills should be the responsibility of enterprises in both the public and private sectors.

8. *University level.* One cannot think today of university education for the only purpose of offering degrees, they have many other and larger purposes. One cannot, again, today think of universities as open only to regular students. Universities have as well a rescue and a remedial function. Three different modalities could, constitute priority areas in the near future: first, correspondence courses (which deserve greater support); second, Open University; third, extra-mural or intra-mural opportunities for adult learners.

advantages and limitations of informal education

Informal education has various advantages. It can help to bring education to millions of youngsters and adults, still excluded from the educational stream. It is an arm for the democratization of education. Educational contents transmitted or acquired by non-formal ways could be more relevant, better adaptable to environmental conditions and needs, closer to the latest scientific or technological discoveries. Informal education can mobilise for its implementation various social resources, institutions, bodies, professions, as well as the whole range of economic means, cultural ways

and communication media. It is also a way to economise funds, to decrease waste of professional and financial resources, to save limited national funds, to decrease the capital and the per capita cost.

But, it would be erroneous to believe that informal education is a remedy for all the deficiencies of formal education. Informal education has its own serious limitations. It should be always kept in mind that non-formal ways and methods are not to replace formalised, institutionalised education and teaching; they are not a substitute for organised systematic learning; they can create an illusion of an easy path to higher knowledge; they can discourage some people from making the needed efforts to learn; they are limited by the very nature of the cognitive process, by the ways of transmission of knowledge, by the nature of some specific disciplines, skills and professions, by

the needs of continuity in learning, by the nature of human motivations for learning or acquiring skills. This is why the adoption of any pattern or model of informal education should be preceded by an investigation of the advantages or disadvantages of any particular scheme.

to conclude

What we should aim at now is not a discovery of new unknown modalities or methods, but rather to develop informal education with a large support of public (non-private, non-voluntary) bodies as well as of public (governmental and panchayats) funds; to introduce such a pattern of educational planning which does not neglect areas outside formal education because such areas seem intangible, but does accept and enlarge informal education programmes to a size where it becomes relevant for the country's development and for

the individual's fulfilment. We must also aim at establishing direct links between formal and informal education, and to permit everybody to use both ways and to switch over from one to the other by implementing the principle of recurrent education. This would also establish the indispensable link between life, work and learning. And finally we must endeavour to resolve gradually the existing contradiction between institutionalized and non-institutionalized education by integrating the formal and informal path into a coherent system in which they complement and supplement each other, aiming the satisfaction of a great variety and multiplicity of educational needs.

This is the process to be initiated on a large scale during the Fifth Five Year Plan.

Recent Publication

TRAINING OF ADULT EDUCATORS

Edited by S.C. Dutta and H.J. Fischer

Price Rs 5.00 or \$1.00

Available from

Asian-South Pacific Bureau of Adult Education

17-B, Indraprastha Marg,

New Delhi-110001

A Literacy Journey

—C. Bonanni

Rs. 8.00; Abroad \$ 3.00

Adult Education for Women

Report of the National Seminar

Rs. 6.00; Abroad \$ 2.00

Available from:—

Indian Adult Education Association

17-B, Indraprastha Marg, New Delhi—110001.

recommendations of the committee of the CABE on informal education

THE Committee of the CABE on Informal Education met at Simla on 24th May, 1973 and made the following recommendations:—

1. The present educational system in the country is broadly a single-point entry, sequential, full-time system of institutional instruction. It is essential to transform it into a new system in which there would be opportunities for multiple lateral entries at several points and in which all the three channels of instruction, full-time, part-time or self-study-would be integrated in an appropriate fashion and would have equal status.
2. There should be an intensive effort to educate official and non-official opinion in favour of programmes of informal education so that the new system could be effectively created before the end of the Fifth Five Year Plan.
3. The programmes of informal education to be developed on priority basis would be five: (a) informal education for

- the age-group 6-14; (b) informal education for the age-group 15-25 through the Nehru Yuvak Kendras and other allied agencies; (c) informal education at the university stage; (d) adult and continuing education; and, (e) informal programmes of teacher education.
4. It was essential to avoid creating a dichotomy between formal and informal education. It would, therefore, not be desirable to create independent agencies for informal education. Instead, special agencies for informal education should be built into the existing-educational system and integrated with it. For instance—
 - (a) A Bureau of Informal Education should be set up in the Ministry of Education and Social Welfare. This would act as the ginger group to motivate other agencies and coordinate their programmes.
 - (b) The Directorate of Adult Education may be transformed into an Institute of Informal Education and have special responsibilities for adult and continuing education and informal education of the youth in the age-group 15-25.
 - (c) There should be a Department of Informal Education in the NCERT to look after all programmes of informal education at the school stage, elementary and secondary.
 - (d) There should be a special officer (with adequate assistance) for informal education
 - in each Directorate. The State Institutes of Education should also have a special unit for informal education. It would be the responsibility of these agencies to orientate the District Education Officers and other inspecting staff suitably in programmes of informal education at the school stage.
 - (e) The All-India Council of Teacher Education and the State Boards of Teacher Education should also have within them appropriate machinery to develop programmes of informal education as an integral part of the general programmes of teacher education to be developed in the Fifth Five Year Plan.
 5. In the field of higher education, the UGC will have to take a leading role. There should be a national open-university established by an Act of Parliament. This should start functioning as early as possible and preferably from 1975. Such an institution would make it possible for a person living in any part of the country to avail himself of the facilities of higher education provided at the national level and would thus be a tremendous force in national integration. In addition, there should be facilities for correspondence education in at least one university in every State.
 6. It is possible to utilise services of students of all levels for programmes of informal education. This possibility should be fully explored.
 7. Arrangements for periodical evaluation of the programmes of informal education should be made as in respect of all other education programmes.
 8. Steps should also be taken to provide adequate finance for informal education. For this purpose, a certain proportion of the allocation made for education at every stage should be set aside for programmes of informal education. Adequate provision should be made for informal education of the age-group 15-25 and for adult education. Every effort should be made to supplement the educational allocations for informal education from funds allocated to development programmes in agriculture, health, industry, etc. where the education of the public is essential for the effective implementation of the programmes themselves.
 9. There should be a Standing Committee of the Central Advisory Board of Education for Informal Education. It should be the responsibility of this Committee to give an impetus to the development of the programme, to review its progress from time to time and to make appropriate recommendations to the Central and State Governments.
 10. The policy regarding the medium of instruction in Informal Education shall be the same as in the formal educational system. The languages/dialects actually used in the day-to-day life should be used, as far as possible, for educational broadcasts which are largely meant for adult illiterate population.

dovetailing functional literacy and skill training with pirep and csre in mysore state

H. R. Gugnani

Y. M. Parameswariah

K. S. Muniswamy

I the background

THE All India Seminar on Crash Scheme for Rural Employment (CSRE) and Pilot Intensive Rural Employment Project (PIREP) held on 23-24 February, 1973 at New Delhi considered, among other matters, an item on dovetailing functional literacy and skill training with these Employment Programmes. The Seminar noted that although PIREP, particularly, envisaged such functional training and even made financial provision for the same, no exploratory efforts have been made, anywhere in the country, for "imparting new skills to at least some of the workers employed on project works during the period of employment and of assisting them in finding continuous employment in the secondary and tertiary sectors in rural or urban areas.

The Ministry of Education

and Social Welfare was invited to the Seminar to help in developing the above mentioned possibility for the benefit of landless labourers on the basis of their past experience. The Seminar considered the draft paper on the subject presented by the Ministry of Education and Social Welfare and unanimously favoured taking up of Functional Literacy and Skill Training Programme in PIREP Blocks and later, on the basis of experience gained, extending it to CSRE also. Considering the interest evinced by the Mysore representatives in the Seminar, it was felt that a beginning in this direction may be made in the Mysore State.

In view of this, the Ministry of Agriculture (Department of Community Development) and the Ministry of Education deputed Shri H.R. Gugnani, the officer-in-charge of Farmers Functional Literacy Project in the Ministry of Education, to undertake a quick study tour of the

areas covered under the PIREP and CSRE in the Mysore State and on the basis of field observations and discussions with the officials at different levels, to suggest an operational model for the implementation of the programme.

Thanks to the Government of Mysore an extensive tour programme was drawn up for visits to the selected areas in different districts including work sites for discussions and meetings with labourers, workers, and officials etc.

Besides, the State Government also deputed two senior officers viz. Shri Y.H. Parameswariah from the Development Department and Shri K.S. Muniswamy from the State Council of Adult Education for the study tour of the above mentioned areas.

II

tour impressions

On the basis of interviews with labourers and detailed discussions with officials and non-officials at different level, the Team observed the following:—

- (i) The labourers were keen to participate in the Functional Literacy and Skill Training Programme as they felt it would help them in earning more money and even making them self-reliant.
- (ii) Asked about their choices about skills, the sample interviews revealed that most of the labourers wanted to be trained in carpentry and masonry (including brick-making); the women workers mostly wanted training in tailoring and basket-making, some men labourers also showed interest in poultry farming, tailoring, sheep-rearing and some women labourers opted for such trades as weaving and spinning and pickle-making.

(iii) While the labourers everywhere spoke in one voice about utility of functional education and training programme, they did not want that the time spent on such training should be at the cost of their wages. The labourers said they would be happy and willingly join the functional literacy and skill training classes if it meant no loss and was at no cost to them.

(iv) The discussions further revealed that the imparting of functional literacy and skill training to labourers was feasible and must be implemented. It was felt that a programme like this would immensely benefit the labourers. The officials at different levels showed enthusiasm in implementing this programme and making it a success. The Presidents of the Village Panchayats and Taluka Boards, whom the Team met, also showed keen interest in the programme and offered their fullest co-operation in implementing the same.

III

selection of block

On the basis of interviews with labourers and discussions with the Director of PIREP and Officers and staff of the concerned departments, the Team felt that HARIHARA BLOCK in Chitradurga District of Mysore, one of the 15 Pilot Blocks in the country covered under PIREP was eminently suited for introduction of functional literacy and skill training for the labour force employed on work project. The various considerations for this choice were:

- (a) Prospects of availability of continued employment to the same labourers for longer duration projects,

which is necessary for about 150 hours of instruction required under the functional literacy and skill training course;

- (b) Enthusiasm among labourers to learn and improve their prospects, particularly the younger people in the age group 15-25;
- (c) Availability of local infrastructures in the form of educated skilled people ready to take up the work of instruction on a nominal honorarium;
- (d) Existence of Industrial Training Institute at Davanger and the Vidya-peeth of the Adult Education Council at Chitradurga both ready to join hands in organising a meaningful programme of training the selected instructors;
- (e) The existence of a whole-time Project Director of PIREP and its staff ready to take overall administrative responsibility and financial control of the programme; and
- (f) The technical support of the local office of the Education Department and the State Council of Adult Education in preparation of suitable functional primers and supplementary reading materials as well as in the training of instructors and evaluation of the programme.

IV

operational model

On the basis of the observations of local conditions and from the point of view of feasibility, the Team felt that an operational model could be designed and the role of different agencies defined for implementation of functional literacy cum-skill training programme in the Harihara Block.

Director PIREP. The Project Director of PIREP in the Harihara Block should assume full administrative responsibility and financial control of the programme. He would be assisted by his Project staff in the administrative supervision of the programme and by the local education office and the Adult Education in technical supervision and guidance. The Project Director with the help of ITI, the local education officer and State Adult Education Council, would appoint suitable instructors on an appropriate monthly honorarium basis.

Again in consultation with the State Adult Education Council he would establish 10 functional literacy and skill training classes near the work sites and equip these classes with necessary equipment such as sets of tools for imparting skill training, functional literacy primers and follow up materials, black boards, chalks, pencils, slates, note-books, works books etc. The Project Director would also select the highly motivated among the labour force for these classes—giving preference to younger people in the age-group 15-25 or 15-30.

State Adult Education Council: The State Adult Education Council, in co-operation with ITI at Davangere, should be requested to organise the training course of 7-10 days duration for the instructors. The Council may also be requested to prepare suitable functional primers for the skill training in the selected trades through Writers Workshops or otherwise.

In consultation with ITI, the Adult Education Council may also draw up a detailed syllabus to be covered by the labourers during 150 hours of instructional time as well as the detailed syllabus of training to be covered by the instructors during the period of 7-10 days. The council should also be entrusted the responsibility for periodical evaluation of the programme.

Number of literacy classes:

To begin with only 10 classes of about 20-25 labourers may be set up—8 for men and 2 for women. The men's classes should confine to two main skills namely carpentry and masonry (4 classes for each skill). The women's classes may also confine to two main skills viz. tailoring and basket-making.

Wages to be paid during instruction. The labourers opting for functional literacy and skill training should be paid for the one hour of instruction and training imparted to them in accordance with the prevailing wage rate. The instructional hour for this purpose may begin one hour in advance of the actual commencement of the work on the project site.

Costs: The costs of payment to instructors and of equipment and supplies necessary for the establishment of classes should be met out of the Central grant available under the PIREP for the purpose of training the young unskilled labourers. If this grant was not sufficient, a part of the cost on these could also be met by the State Education Department out of the ad hoc Central grant recently made available to the State Government for the production of suitable reading material.

Coordination : As it will be an inter-departmental and inter-disciplinary effort, a local coordination committee may be formed at the taluka level under the chairmanship of the Project Director, PIREP and consisting of President, Taulka Board, representatives of I.T.I. and State Adult Education Council as well as a few other concerned local people. At the State level the existing Co-ordination Committee for the Functional Literacy Project, under the chairmanship of Development Commissioner would co-ordinate this work also. If necessary, its membership might be increased to make representation for this new activity.

The above model is suggestive

of the broad pattern on which the functional literacy and skill training programme may be built into the employment programme of all PIREP blocks in the country with modifications appropriate to local conditions. The Team also observed different works project under the CSRE and felt that an operational model under the CSRE will have to be somewhat different, particularly because there was no whole-time Project Officer under the CSRE; and the B.D.O. who was mainly responsible for these works was already too burdened with several other responsibilities to be able to give the degree of attention and time that an educational training programme of this type requires. The Team therefore felt that to start with the programme should be confined to PIREP only.

V

government decisions

The observations of the Team and the operational model suggested by it were considered at a meeting held in Vidhana Soudha, Bangalore, on 23rd April, 1973 under the chairmanship of Shri S. Varadan, Secretary to Government, Development Department and it was decided that the programme of functional literacy-cum-skill training on the lines of the operational model suggested by the Team should be immediately started in the Harihara Block covered under the PIREP Scheme. It was also decided that the one hour of instructional work for the labourers enrolled under the functional literacy-cum-skill training programme may be paid for either in cash on the basis of prevailing wage rate or in kind as the Project Director may deem appropriate.

It was further decided that Government Orders should be issued to all concerned to start implementation without delay. (Issued on April 27, 1973).

a scale of persistency for adult literacy classes

Jaswant Singh Bhandari

Dr. R.C. Mehta

objectives

THE adult class is characterised by voluntary participation and many a person join them on initial information, motivation or persuasion. They may or may not continue to attend the class depending on sustenance of interest and several other interacting factors to achieve the desired literacy standards. They may participate or drop-out at intermittent periods. Standard scale of the reasons of persistency in these classes have been constructed to develop an insight into the phenomenon.

methodology

A persister was defined to be any adult who joined the literacy or functional literacy class and continue to participate in it for a period of at least three months (out of six month's course) or had a minimum of 50 per cent attendance in the classes. The phenomenon of his persistence in the class is described as persistency.

Thruston's method of equal appearing intervals was employed in developing the scale. After deciding on operational definitions, a number of items relating to the factors of persistency were collected. A thorough review of literature, consultation with workers in the field of adult edu-

cation and participating farmers lead to identify a total of 46 statements on persistency in the literacy classes. These statements were then scrutinized for (1) Ambiguity (2) Duplicity (3) Complexity (4) Difficulty and (5) Indiscrimination to ensure or establish content validity by the five experts who sorted them out on each of these criteria. As a result of editing and screening, the original 46 statements were reduced down to 22 items only for persistency.

For measuring the relative importance of each of these items, item analysis was completed on a seven point scale. The scale represented a continuum of 7 points, from the most important to the least important with digits in descending order from 7 to 1. Point 4 was the neutral point. Scoring on these points was done by two panels of experts—one with agricultural background and the other without agricultural background. Responses were received from 8 out of 15 persons with agricultural background giving a return of 53.3 per cent and from 10 out of 15 persons from non-agricultural background, a return of 66 per cent. The relatively low return was due to the fact that some of the instruments were mailed to the experts outside of Udaipur. The responses from two of the experts with non-agricultural background were incomplete and hence had to be rejected.

The test-retest method was employed for estimating reliability of items and also of the judges who responded to those items. For this purpose the same items were again sent to the same persons for responding after a lapse of three months period. The method was also considered adequate to find the consistency in scores.

The return on retest instrument was cent per cent. The responses from one of the experts with non-agricultural background had to be eliminated because of incomplete answers.

The test-retest reliability coeffi-

cients were calculated as given in Table 1. It shows that the test has a dependable reliability as far as the parallel forms are concerned. The high coefficient value ($r=0.8876$) on persistency scale as obtained by agricultural background experts establish high reliability of judges as well as between the items. The lack of test-retest reliability ($r=0.4769$) in case of persistency as given by the non-agricultural background experts may be due to the fluctuating attitude of judges or may be on account of variations in items. This was tested later.

Spearman Rank order Correlation was further calculated with respect to the total score on the items of persistency for agricultural and non-agricultural background experts. The scores were ranked and studied for the association between agricultural and non-agricultural experts with respect to the dimension of persistency.

The coefficient of correlation in case of persistency was high ($r_s=0.7922$). This showed that the responses from both the agricultural and non-agricultural background experts or judges were consistent.

It is noted that the scores given by the experts with agricultural background are differing from the non-agricultural background experts. The mean score of the two groups of judges on persistency scale was 0.8746 which was insignificant at 13 degrees of freedom. It shows that the judges with agricultural and non-agricultural background did not differ significantly. With this implication the responses on the scale on items of persistency from agricultural and non-agricultural background experts were added and the mean score and coefficient of variation of different items was calculated.

The aggregate mean scores values less than the neutral scale value point i.e. 4.00 or less on the seven point scale indicated that those items were less important factors of persistency. Such

Jaswant Singh Bhandari, Lecturer in Extension, Vidya Bhawan Rural Institute, Udaipur.

Dr. R.C. Mehta, Reader, Directorate of Extension, University of Udaipur.

items have been eliminated from the list so as to obtain 14 items on persistency. Further screening of the number of significant items was achieved through observing the coefficient of variation for consistency of scores. The higher value of coefficient of variation indicates lesser consistency in the scores of related items which had to be eliminated. The line of rejection was arbitrarily drawn at variation greater than 35 per cent for elimination of items. The number of finally selected items as reasons of persistency has, hence come out to be 13.

The finally selected items are noted in Figure I in order of importance on aggregate mean scale scores.

A field study was undertaken independently in Panchayat Samiti (C.D. Block) Badgaon in Udaipur district of Rajasthan by the investigator from April, 72 through November, 72. Out of 162 literacy and Functional Literacy Centres where the programme was undertaken, a sample of 32 centres (20 Literacy and 12 Functional Literacy) was drawn by two stage stratified random sampling method. The range of enrollees in each class fell between 15 to 25. A sample of three persisters from each centre was taken for the investigation. Data were collected on the instrument developed for the purpose by face to face interview method.

findings

The perceived factors of persistency in our finding have also been compared with the model attitudinal scale of persistency (see Table No. 2). The factors arranged in descending scale point order and the per cent responses obtained in the study are noted in Table 2.

It is seen that as much as 86.83 per cent of the total responses obtained from persisters in our study have been covered by 13 items of the attitudinal scale developed on the judgment of the experts. The coverage is very high although independently

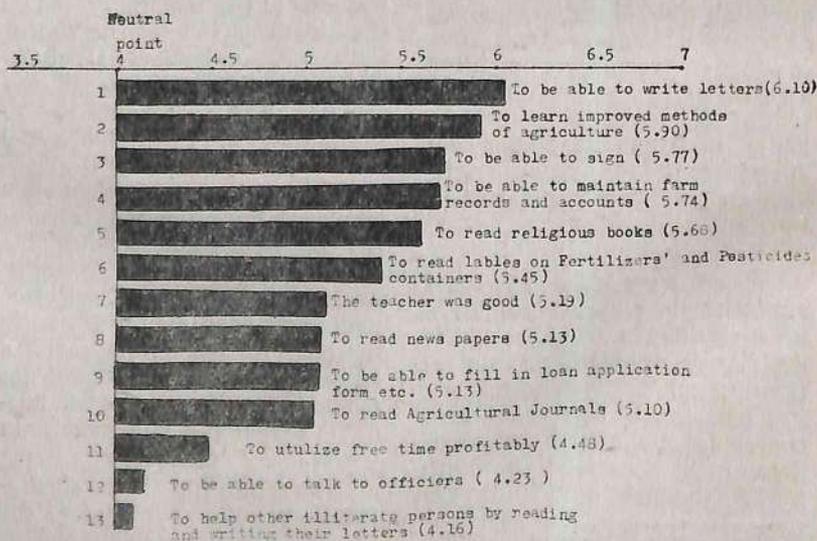
Table 1
Reliability coefficients

	Agricultural background	Non-agricultural background
Persistency.	0.8876	0.4769

Table 2
Coverage of the Persistency Responses on Attitudinal Scale

Reasons of Persistency	Mean of Attitude scale as given by judges	Persisters Responses (%)
1. To be able to write letters	6.10	15.54
2. To learn improved methods of agriculture	5.90	2.15
3. To be able to sign	5.77	15.04
4. To be able to maintain farm records and accounts	5.74	6.28
5. To read religious books	5.68	9.42
6. To read labels on fertilizers and pesticides containers	5.45	10.74
7. The teacher was good	5.19	3.47
8. To read newspapers	5.13	10.47
9. To be able to fill in loan application forms etc.	5.13	0.00
10. To read agricultural journals	5.10	9.26
11. To utilize free time profitably	4.48	4.46
12. To be able to talk to officers	4.23	0.00
13. To help other illiterate persons by reading and writing their letters.	4.16	0.00
Total		86.83%

Figure I
Reasons of Persistency



worked out with an entirely different group of respondents. This testifies the wide spectrum

application of the scale which can profitably be used in other related studies.

association news

education movement in India. A pioneer in the field of adult education, Shri Chetsingh was one of the founders of the Indian Adult Education Association. He represented India in many international conferences, including the second World Conference convened by UNESCO and held at Montreal in 1960.

Shri Chetsingh was Hony. General Secretary of the Association from 1939 to 1942 and again from 1944 to 1948. He was the Editor of the Indian Journal of Adult Education for nearly 14 years and is a Vice-President of the Association since 1949.

committee to re-draft the amended constitution

The General Body of the Association which met on August 21, 1973 in New Delhi discussed the amended draft of the Constitution and has appointed a committee consisting of Dr. M.S. Mehta, Shri A.R. Deshpande, Shri V.S. Mathur, Dr. Amrik Singh, Dr. L. M. Singhvi and Shri S.C. Dutta (Convener) to redraft the constitution of the Association in the light of the discussions and proposals made in the meeting. The Committee has been asked to submit its report within three months.

tripathi joins the association

Shri Virendra Tripathi, who did remarkable work as the Programme and Planning Officer of the Literacy House, Lucknow, has recently joined the Association as Development Officer. His responsibilities will include:

- formulation of detailed projects for implementation either directly by the Indian Adult Education Association or through its affiliates;
- implementation of the approved projects;

—guidance to field organisations of adult education in project formulation and implementation; and

—In-charge of the Materials Production Unit of the Association.

new books on adult education

The Association has recently brought out two books on literacy and adult education. The first is the report of the National Seminar on Adult Education of Women in the Changing Pattern of Society. The price of the book is Rs. 6/- in India and \$2.00 in other countries.

The second book "A Literacy Journey" by C. Bonanni narrates the experience of the author within the frame-work of national and international literacy projects. The price is Rs. 8/- in India and US \$3.00 in foreign countries.

Mr. Bonanni is at present UNESCO Adviser to UNICEF in New York. He was in India for two years as UNESCO specialist in Functional Literacy Material Production.

correspondence education for farmers

The fortnightly magazine "Kheti Me Sudhar" published by IAEA under its project correspondence education for farmers is gaining popularity in Hindi speaking states. The journal disseminates knowledge and information to neo-literate farmers under the Farmers Education and Functional Literacy Project about the various crops, animal husbandry, dairy farming etc. This also helps farmers to develop the skills of reading and writing to enable them to further pursue education through self-study.

The annual subscription of this magazine is Rs. 4/- and a single copy costs 20 paise.

annual conference at jaipur

As already published in the last two numbers of this Journal, the annual conference of the Association is taking place at Jaipur on the 4th, 5th and 6th October. Shri Barkatullah Khan, Chief Minister of Rajasthan will preside over the inaugural function of the Conference. The Zakir Husain Memorial Address will be delivered on this occasion by Dr. Malcolm Adiseshiah. The theme of the conference is "Adult Education and National Development."

Since the conference is being organised when the Fifth Plan is still in the stage of drafting and the country seems to need adult education more than ever before, the Conference will be an important event in the history of Indian education.

nehru literacy award for chetsingh

The Nehru Literacy Award for 1973 has been awarded to Shri Ranjit M. Chetsingh, for his outstanding contribution to the promotion of literacy and for dedicated leadership to adult

rajasthan adult education association

A new organization, Rajasthan Proudh Shikshan Samiti, was formed in July, 1973. Dr. Mohan Sinha Mehta, President of the Indian Adult Education Association, has been suggesting to persons active in this field to either revitalise a similar organization which was founded about five years ago but did not take off or form a new one. The main sponsors of this organization are Vishnu Dutt Sharma, Anil Bordia, Dr. N.K. Singhi, Dr. Swarn Hooja, R.S. Kumart, Director of Primary & Secondary Education, Rajasthan, etc.

Objective: The objectives of the Rajasthan Adult Education Association (RAEA) have been drafted with care and include—

- (a) Creating an environment for proper understanding of the importance of adult and life-long education.
- (b) Encouraging the existing institutions of adult education and to set up new ones in areas where such institutions do not exist.
- (c) Suggesting and submitting to the Government programmes of adult and continuing education which can be implemented through existing agencies.
- (d) Encouraging the different agencies of adult education, like the university, the school system, libraries, professional organizations, etc.
- (e) Providing a forum for persons interested in adult and continuing education to meet and exchange views.
- (f) Encouragement of rese-

arch relating to adult education.

- (g) To directly take up programmes of adult education like functional literacy, production of literature for literate persons, use of mass-media for adult education, organizing programmes for vocationalisation, inculcation of scientific attitude and health & family life education.

Membership: Institutions can become permanent members on payment of Rs. 250/-, the annual subscription for institutions is Rs. 25/-. Individual life members are required to pay Rs. 100/- and the annual subscription for them is Rs. 5/-.

There is provision in the constitution for a General Body, Parishad and an Executive Committee consisting upto 21 members.

Office-Bearers: Elections of office-bearers have been held and the following were unanimously elected:

President

Mr. Justice B.P. Beri,
Chief Justice of the Rajasthan High Court, Jodhpur.

Vice Presidents

Shri Vishnu Dutt Sharma,
Retired Member of Rajasthan Public Service Commission and President, Ajmer Adult Education Association.

Km. Krishna Terway,
Principal, Kanodia Girls College, Jaipur.

Secretary

Shri Lalit Kishore,
OSD, Education Department, Rajasthan, Jaipur.

Jt. Secretaries

Shri U.C. Kochar,
Advocate and Secretary, Bikaner Adult Education Association.

Shri Om Srivastava,
Director, Seva Mandir, Udaipur.

Treasurer

Shri T.K. Dandia,
Formerly Secretary of Rajasthan Board of Secondary Education,

Programme Committees: Most of the work of RAEA will be done through Programme Committees. Four Committees have already been formed for—

- Literacy programmes.
- Women's programmes.
- Production of literature and mass-media.
- Regional organizations.

Programmes and activities: RAEA has already submitted to the Government of Rajasthan two schemes to be implemented through its affiliated institutions—

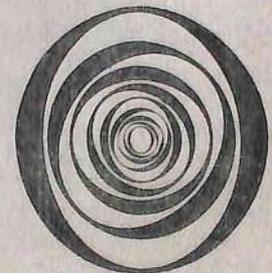
- (a) Training of Stenographers.
- (b) Training of Compositors and Printers.

These schemes have been approved by the Government under Half-a-Million Jobs Programme and they are expected to provide useful implementation oriented adult education programmes to four voluntary adult education organizations of the State.

It has been decided to organize a series of lectures to develop a proper understanding of the concepts of the adult and life-long education. The first lecture was organised on the 5th Sept. 73, the speaker was Dr. J. Roby Kidd, Secretary-General of the International Council of Adult Education.

The annual conference of the Indian Adult Education Association in October 73 is being organized under the auspices of RAEA. The first Convention of RAEA is also being organised on the day preceding the all India Conference.

—Lalit Kishore



international council for adult education



MALCOLM Adiseshiah as President opened the first Board meeting of the International Council for Adult Education, held in the International Labour Organization in Geneva on June 4. Strategies and programmes for the next three years were mapped out. Julius Nyerere, President of Tanzania, and perhaps Africa's most eloquent spokesman of the values of adult education, has accepted the post of Honorary President of the Council. News was also received of grants for leadership training and research to be used in Africa and India. National Boards and associations in 21 countries, representing every continent, were accepted as the first members, along with the African Adult Education Association and the Asian South Pacific Bureau of Adult Education. Decisions were reached about all forms of participation, and countries and regional associations that qualify for membership will be invited to participate.

In his welcoming address to the Council, Paul Chu, director

of workers education at ILO, informed the Board of the current drive by ILO to achieve paid study leave for many workers as well as plans for a world conference on universities and labour education, planned for late 1973.

The President's address, arising from his concern with planning education in India, and his long experience as Associate Director General of UNESCO, was about the need for adult educationists not only fostering their special concerns but working with the larger educational family in transforming and enlivening the entire *learning system*. Vice-president Paul Lengrand of France had additional proposals about possible strategic work by the Council in educational reform.

Concrete plans for programmes were also considered including a major project for the exchange and distribution of many forms of materials for adult education. This proposal was put forward by Professor A. A. Charters, Vice-president of the University of Syracuse, in the light of discussions about documentation exchange for adult education in a recent conference sponsored by UNESCO and the International Bureau of Education.

Proposals for a publications policy were also considered. It was announced that the new Editor of *Convergence*, the multi-language journal of the Council, will take over his duties in the summer. He is Edward Hutchinson, former National Secretary for Adult Education in England, and President of the European Bureau of Adult Education.

Preliminary plans were announced for a series of international seminars arising from Council's initiative. One of these will consider the implications for Adult Education of the new United National Environment Programme with the initial planning conducted by K.R. Swinton. A second will be a meeting, planned by Arthur Stock of the United Kingdom, for national

associations and boards of adult education. A third, on post-secondary education, will feature a series of regional meetings in the Pacific, Latin America and Africa, followed by a world congress.

The solid *bread and butter work* of training, research and comparative studies was not neglected. A strategic plan for a series of cross-national studies involving many countries has been initiated; stimulated by Professor A. Kranjc of the University of Ljubljana in Yugoslavia. A feature of the meeting was the opportunity to utilize the experience of two international centres; the European Centre for Leisure and Adult Education in Prague and the International Institute for Adult Literacy Methods in Teheran.

Programmes cost money and the Board was also concerned with finances. A feature of the work of the Council is the number of universities and individuals that have contributed to its work either in programme or in cash. For example, the office and secretarial services for the Council have been provided by George Brown College in Toronto. Careful plans were laid for fundraising, auditors were elected and arrangements made for publishing financial information about the Council.

With the recommendations of the Tokyo Conference and the Faure Commission, all to be implemented, with a warm response to the initial activities of the Council from most countries, but possessed of very slender resources, Board members have begun to realize the size and the importance of their task. The first steps will be modest, and will be in full cooperation with governmental and non-governmental organizations in a common task. *However, it has been realized that the ultimate goal is no less and no more than the transformation of the total learning enterprise.*

—J.R. Kidd

A landmark in the publications of IAEA
(in collaboration with Nachiketa Publications Ltd.)

Adult Education in India: A Book of Readings

Edited by ANIL BORDIA, J.R. KIDD & J.A. DRAPER.

Pages 532

Price—Hardbound Rs. 50 (\$ 10)

Paperback Rs. 25 (\$ 6)

A comprehensive coverage of all aspects of adult education in India, divided into five parts.

- I. *Historical Perspectives* 3 articles including
- | | | |
|-------------|---|--|
| P.C. Lal | — | The Tradition of Adult Education. |
| Anil Bordia | — | During British Period and After. |
- II. *Philosophy & Objectives* 11 articles including
- | | | |
|-----------------------|---|---|
| Malcolm S. Adiseshiah | — | The Call of Adult Education. |
| K.G. Saiyidain | — | Why Adult Education? |
| Romesh Thapar | — | Disciplining Philosophy of Living. |
| M. Mujeeb | — | A Matter of Conscience. |
| R.M. Chetsingh | — | Adult Education for the Educated. |
- III. *Adult Literacy* 12 articles including
- | | | |
|---------------|---|--------------------------------------|
| V.K.R.V. Rao | — | Socio-Economic Strategy. |
| Homer Kempfer | — | Attack on Illiteracy. |
| T.A. Koshy | — | Methods of Literacy Teaching. |
- IV. *Methods* 9 articles including
- | | | |
|-------------|---|-------------------------------|
| J.C. Mathur | — | Mass Media. |
| Dharm Vir | — | Cooperative Education. |
- V. *Programmes & Agencies*
- A. *Urban Adult Education* 3 articles including
- | | | |
|----------|---|-------------------------------|
| V.S. Jha | — | Urban Adult Education. |
|----------|---|-------------------------------|
- B. *Special Groups* 8 articles including
- | | | |
|-----------------|---|----------------------------|
| V.S. Mathur | — | Workers' Education. |
| R.L. Mullick | — | Indian Army. |
| T.N. Chaturvedi | — | Civil Servants. |
| V.M. Dandekar | — | Farmers' Education. |
- C. *The University* 8 articles including
- | | | |
|-------------|---|---|
| M.S. Mehta | — | University Adult Education. |
| Amrik Singh | — | Universities & Extension Work. |
| V.V. John | — | Evening Colleges. |
- D. *Other Agencies* 5 articles including
- | | | |
|--------------|---|-------------------------------|
| J.R. Kidd | — | Educational Authority. |
| N.N. Gidwani | — | Libraries. |

Available from—

In India

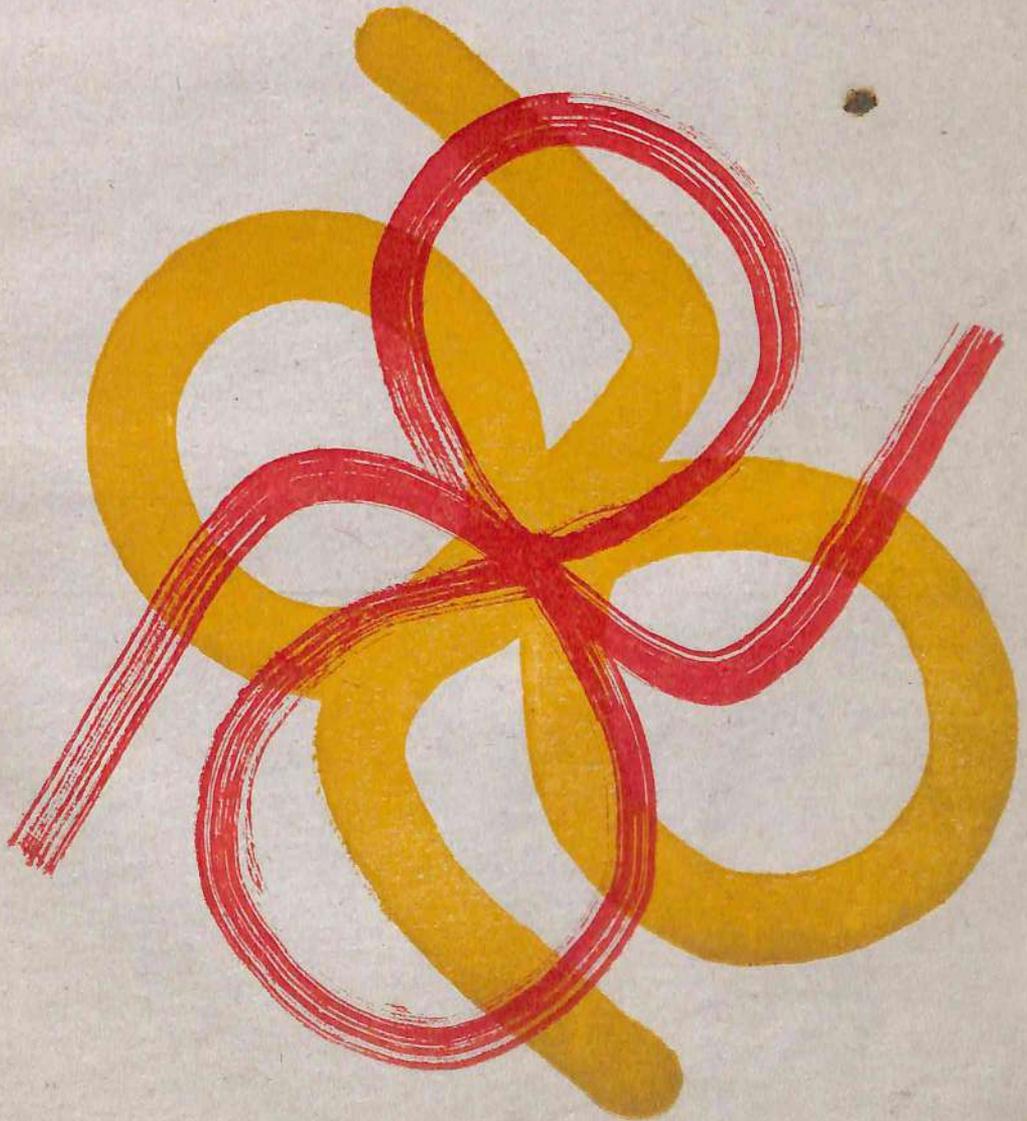
Hony. Gen. Secy.
Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-110001.

Abroad

Secretary General,
International Council for
Adult Education,
George Brown College,
21, Nassau Street,
Toronto, Canada.

indian journal of adult education

theme : adult education in fifth plan



Contents

Page

- 1 Where is that two per cent?
 - 2 Manas Sutra
 - 3 Report of the Task Force on Adult and Out-of-School Education
 - 11 Adult Education in the Fifth Plan
 - 14 Schemes of Education Ministry for the Fifth Plan
 - 19 From Our Correspondents
 - 20 Department of Continuing/Adult Education,
M.S. University, Baroda
 - 21 Association News
 - 22 Old Ideas
Kamla Bhasin
 - 24 Communications
-

Editorial Board

Dr. M.S. Mehta
Dr. T.A. Koshy
Shri G.L. Shukla
Shri S.C. Dutta

Editor

Shri Anil Bordia

Design :

Jaya Wheaton

Editorial address

P. O. Box No. 221
JAIPUR—300201

Contents of the
Indian Journal of
Adult Education are
Indexed in
*CURRENT INDEX TO
JOURNALS IN EDUCATION*
(New York) and the *GUIDE
TO INDIAN PERIODICAL
LITERATURE* (Gurgaon)

Published every month by the
Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1

Subscription

Rs. 8.00 p.a. (Within India)
U.S. \$ 3.50 p.a. (Overseas)
Single copy Re. 1.00.

where is that two per cent?

THE assumption that adult education, which of course includes functional literacy, is an essential pre-requisite for successful implementation of a large variety of Plan schemes has been claimed by several educationists and field workers. In fact, the claim goes farther. It is made out that no political system, whether it be democracy or dictatorship of any kind or shade can survive without a commitment to its goals of the vast majority of people. This commitment can come about only by well organised programmes of adult education.

In this context, we greatly welcome the report of the Task Force on Adult and Out-of-School Education appointed by the Planning Commission. We appreciate that the Task Force included not only the President of Indian Adult Education Association as its chairman but also some of the most dedicated and farsighted adult educators of the country. In the pages of this number we publish the full report of the Task Force, it excludes only the references to its membership and Sub-Committee and other trappings with which the readers are not likely to be concerned.

The report of the Task Force recognises the relevance of adult education to Plan programmes, particularly programmes which involve direct or indirect participation by a large number of rural or urban population. Impressed by the role

played by the farmers functional literacy programme in implementation of the High Yielding Varieties Programme, the Task Force has suggested that a percentage of investment should be provided for adult education even if it is as low as two per cent of all schemes the successful implementation of which requires participation by a large number of people. The Task Force assumed that this would make available for adult education programmes a tidy sum of Rs. 580 crores. It has also recommended an additional provision of Rs. 100 crores for schemes directly characterised as adult education and an additional Rs. 20 crores for the universities to develop departments of continuing education and extension work.

This Rs. 100 crores has already shrunk to 50. There is an academic controversy about proportion of this outlay to be met by the States and the Centre. In the States schemes, one observes, with concern and dismay, lack of effort in formulating new and innovative schemes. In the Central schemes the impact of the Directorate of Adult Education is easily discernable.

Most people in the field of adult education are wondering whether the recommendation about providing two per cent of certain schemes will be accepted by the Planning Commission. We have received information that the Planning Commission has not even seriously considered the implications of this proposal at appropriate levels. Even more distressing, the Ministry of Education has not submitted concrete proposals for wringing out this two percent and reportedly nobody is clear about the schemes which qualify for putting aside this fabulous 2 per cent, or how the amount is to be used and by which agency. The likelihood is that the decision-makers will not reject this recommendation nor would they incorporate it in the Plan.

manas sutra



अथ त्रयो वाव लोकाः- मनुष्यलोकः पितृलोकः
देवलोक इति; सोऽयं मनुष्यलोकः पत्रेणैव जय्यः,
नान्येन कर्मणा; कर्मणा पितृलोकः, विद्यया देवलोकः ;
देवलोको वै लोकानां श्रेष्ठः, तस्माद्विद्यां प्रशंसन्ति ।

Bṛhad-aranyaka Upanisad.

Now, there are, verily, three worlds, the world of men, the world of the fathers, and the world of the gods. This world of men is to be obtained through the son alone, not by any other work, the world of the fathers by works (rites), the world of the gods by knowledge. The world of gods is, verily, the best of worlds. Therefore they praise knowledge.

Avidya is mentioned in the Upanisads as the source of delusion. The *Katha Upanisad* speaks of people living in ignorance and thinking themselves wise, who move about wandering in search of reality, like blind men following the blind. If they had lodged themselves in *vidya*, knowledge or learning or wisdom, instead of *avidya*, ignorance, they would easily have seen the truth.

report of the task force on adult and out-of-school education

I

terms of reference

THE Planning Commission set up a Steering Group and a number of Task Forces on Education for formulating proposals for the development of education in the Fifth Five Year Plan. The Task Force on Adult and Out-of-School Education was required to formulate proposals in the light of the progress expected to be achieved by the end of the Fourth Five Year Plan against the perspective of overall development envisaged by the year 1988-89. The Task Force was headed by Dr. Mohan Sinha Mehta and included several scholars and field workers.

The terms of reference of the Task Force were as follows:—

- (i) To take stock of the position as is likely to be reached by the end of the Fourth Plan; to identify bottlenecks and to suggest remedial measures.
- (ii) To suggest a perspective of development from 1973-74 to 1988-89 in the light of the overall development envisaged in the Fourth Plan.
- (iii) To formulate proposals for the Fifth Plan in the light of the perspective, indicating priorities, policies and financial costs.

II

fifth plan approach and adult education

In the Approach to the Fifth Plan, emphasis has been laid on

the accomplishment of two major tasks: removal of poverty and the attainment of economic self-reliance. It has also been stressed that the country should firmly move towards the consolidation of democratic political order, prevention of concentration of economic power, reduction of disparities in income and wealth, attainment of balanced regional development, and spread of the institutions, values and attitudes of a free and just society. The establishment of a fully democratic and socialist society has been accepted as the only means for the realisation of these goals.

The Task Force appreciates the efforts to ensure social justice, to inculcate democratic socialism and secularism and to provide the bare minimum needs of the so far deprived sections of the

society. It strongly underlines the declaration made in the Approach Document that the existence of poverty is incompatible with the vision of an advanced, prosperous, democratic, egalitarian and just society implied in the concept of a socialist pattern of development.

It is, however, of the firm view that a programme of economic development cannot get a firm footing and cannot be sustained unless all those who participate in such programme have the skills necessary to enable them to contribute their best. At present these skills are available only to the better-off elements among the participants. The small worker, farmer and labourer is denied the basic skill of education which includes attitude building, production

techniques and the knowledge of basic economics. It is a wrong presumption that the small man participating in economic development programmes can do without the skills of education and literacy and that these skills are necessary only for those concerned with management and policy-making.

It is this attitude that is leading the country to a plateau in the development process. Initial success has been followed by a slowing down in the process of development. This slowing down is because of the inadequate role of the uneducated and illiterate participants. It is in this context that the Task Force emphasise the need for making Adult and Out-of-School Education an element of high priority *within* economic development.

composition of the task force

members

1. Dr. M.S. Mehta, President, Seva Mandir, Udaipur. Chairman
2. Dr. J.L. Azad, Director (Education), Planning Commission.
3. Shri Chunilal R. Bhatt, Secretary, Gujarat State Social Education Committee, Surat.
4. Shri S.C. Dutta, Hon'y. General Secretary, Indian Adult Education Association.
5. Shri G.K. Gaokar, Social Education Officer and Secretary, Bombay City Social Education Committee, Bombay.
6. Prof. U.S. Gour, Member, National Board of Adult Education, Jaipur.
7. Dr. N.P. Jain, Director (SE), Department of Community Development, Ministry of Agriculture.

8. Shri M.G. Kamath, Director (Farm & Home Broadcasts), A.I.R.
9. Dr. T.A. Koshy, Project Director, Council for Social Development, New Delhi.
10. Shri Satyen Maitra, General Secretary, Bengal Social Service League, Calcutta.
11. Shri J.C. Mathur, Hindi Adviser, Ministry of Home Affairs.
12. Shri K.S. Muniswamy, General Secretary, Mysore State Adult Education Council, Mysore.
13. Shri D.P. Nayar, Adviser (Education), Planning Commission.
14. Shri B.R. Patil, Poona.
15. Shri J. Veeraraghavan, Director (Finance), Ministry of Education and Social Welfare
16. Shri J.C. Saxena, Senior

Research Officer (Education), Planning Commission. Convenor.

special invitees

17. Mr. Asher Deleon, Adviser, Youth Services Division, Ministry of Education and Social Welfare.
18. Shri M.L. Kapur, Assistant Educational Adviser, Social Education Division, Ministry of Education and Social Welfare.
19. Dr. N.A. Ansari, Deputy Director, Directorate of Adult Education, Ministry of Education and Social Welfare.
20. Shri N.D. Sundaravadi-velu, Vice-Chancellor, Madras University, Madras.
21. Shri A. Banerji, Deputy Secretary, Department of Defence, Ministry of Defence.

III training and education of primary producer

Modern production, whether in agriculture or in industry is becoming more and more technical for which, in the words of M.S. Swaminathan, "enormous inputs of knowledge and sophisticated crop planning are necessary apart from credit, storage and marketing arrangements." These essential requirements necessitate adult education for the farmers so that the schemes of agricultural production such as soil conservation, water use, dairying and animal husbandry, multiple cropping, intensive cropping, etc. may be implemented successfully.

It has been suggested that although the need for adult education i.e., occupational on-the-job training for primary producers may be recognised, doubts have arisen whether literacy is an essential ingredient of this training programme. The opinion of some agricultural experts seems to be that literacy is not essential though it may be an advantage to the farmers for adopting improved practices. The Task Force does not agree with this view. In its view, there is some confusion between the need of literacy as a skill and as a motivation. As a motivation, literacy may not be necessary and both literate and illiterate farmers may be motivated and willing to adopt new practices. Literacy as a skill for the adoption, use and implementation of the new technology and programmes is, undeniably, an essential pre-requisite. It is recognised that some of the preliminary elements of the new technology may not need literacy. The absence of literacy, however, becomes a serious handicap when one goes on to more complex stages in the use of the new technology. This is even more true of the problem areas which do not have irrigation facilities, and places where the soil is deficient in various kinds of

nutrients and crops which require foliar application of fertilisers and areas where on account of the climate, pests of lesser known kinds are likely to affect crops. In such areas, the illiteracy of the farmers becomes a serious handicap, because the practices of new technology to be adopted are far more complex and sophisticated.

The sophisticated elements of new technology of water uses, soil conservation, pesticides, etc. can be a severe strain on the memory of farmers if they do not have the written word with them. There are serious limitations to demonstrations that could be organised in the remote villages. There is, therefore, need for making the population in the rural areas literate if these programmes are to succeed. In the absence of literacy programmes, it is the small farmer who is likely to suffer more. The bigger farmers, even though illiterate, can manage to have contacts with the Extension Officers and other knowledgeable persons having field experience. They can also afford to go to the agricultural universities. The smaller farmers, if illiterate, cannot harness the help of these sources and, in the process, production is likely to be retarded. The modern media of communication like radio, TV, important though they are, cannot replace literacy because, in its very nature, they cannot give information for the specific needs of the farmers at a particular time. Neither films nor any other mass media can fill this gap. They are all inter-related. Literacy is the core of these inter-related uses of mass media.

The development schemes in the past have not succeeded in reducing disparities. Therefore, for the important objective of social justice also, it is essential that in all schemes of development under any Ministry or Department whatsoever, the provision for the training (education) of the beneficiaries in the lower social strata should be inbuilt in the projects themselves.

The intimate relationship between education and economic development has been recognised all the world over. Besides an educated citizenry is a *sine qua non* of the success of the democratic way of life. The Task Force endorses this view.

It has been recognised that the subject of adult and out-of-school education is one single area and should be treated as such in order to meet the purpose for which this Task Force has been set up. For the sake of convenience, however, the Task Force identifies three different sectors (which are not mutually exclusive) in which the theme could be studied and for which distinct proposals could be formulated. These areas are: (a) adult literacy (b) educational programmes for out-of-school people and (c) adult or continuing education for those who have already had the benefit of formal education.

IV literacy

The extent of literacy amongst the people of India as revealed in the 1971 Census presents a very dismal picture. While the percentage of literate persons to the total population has crawled by about 5 percentage points during the last 10 years rising from 24.0% in 1961 to 29.3% in 1971, the absolute number of illiterates has increased from 333.6 million in 1961 to 386.7 million in 1971. In case, however, the effective age-groups like 15-25 or 15-45 are taken, the position would appear to be somewhat better. Precise information about the extent of literacy in these age-groups is not available. This problem has been widely discussed and has remained in the public gaze for nearly 40 years. The Task Force has come to the conclusion that, in spite of the realisation of its importance, the programmes of adult education have received scant attention of the

policy makers in the field of socio-economic development.

The Task Force has noted with regret that the provision for

Adult Education in the various Plans has been utterly inadequate for which there is hardly any plausible explanation. The following table explains the position:

(Rs. in crores)

	<i>Expenditure/ Outlay for Education</i>	<i>Expenditure/ Outlay for Adult (Social) Education</i>	<i>Percentage (Col.3 of 2)</i>
First Plan	153	5	3.3
Second Plan	273	4	1.4
Third Plan	589	2	0.3
Fourth Plan	824.24	8.30	1.0

These figures are revealing and strike one with a sense of shock and incredibility.

The Task Force discussed this subject at some length. It was eventually agreed that the adoption of democratic socialism as a national policy was inconsistent with the present state and measure of illiteracy. No country can seriously accept the socialistic pattern as its goal while keeping a majority of its adult citizens wholly illiterate. Moreover for stabilising the democratic system and for strengthening the concept of a secular society, the population should have a minimum standard of education and knowledge.

It is essential that within a specified period of time, say 15 years, the population of the country should have, besides the minimum standard of living in food, clothing, and housing, the rudiments of education.

The Task Force clearly felt that mere literacy (that is, the knowledge of three R's) was not enough. It opened no doors and was meaningless by itself. The Task Force stressed that unless the programme of literacy or adult education was integrated effectively with the plans of economic development, the aim of removing abject poverty from the country would not succeed. It was further emphasised—and

this found unanimous support in the Task Force—that all programmes of development should have at least a small portion of their financial provision earmarked for training in skills and literacy. This would at once open out a large area for adult education involving millions of primary producers which would add to the significance and achievement of those development programmes.

In the document "Approach to the Fifth Five Year Plan" stress has been laid on the expansion of employment, reduction of disparities in wealth and income, prevention of concentration of economic power and, above all, creation of proper values and attitudes required in a free and equal society. The total development outlay in the public sector during the Fifth Plan has been placed at Rs. 35,595 crores. Out of this, the outlay on labour intensive sectors would be of the order of Rs. 26,750 crores. The Task Force felt that even if an insignificant provision, say 2 per cent, of this amount could be utilised in those very schemes for training the beneficiaries, sufficient funds would be available for adult education on a big scale, which would be an important

factor in ensuring the success of the projects themselves.

Hitherto, the implementation of schemes and the relevant education of the beneficiaries were separated from each other with the result that the sections of the people for whose benefit the schemes of development were intended remained aloof and even helpless in realising the full benefit of these schemes. This change of attitude and policy has considerable force and importance for the society as a whole. The development schemes would produce immensely better results and the population would become involved and trained (educated) in the true sense. Incidentally, it is only if this proposal is accepted in its entirety that the poorer sections of the people, for whom these development schemes are intended, will benefit from them fully and in an enduring way. As is well known, hitherto the great achievements in the line of agricultural production during the last decade have largely benefited the better class of farmers. The small farmer still remains ignorant and helpless. He has still to seek somebody else's help in finding access to the sources of information for procuring the necessary inputs and finding solutions of his own individual problems for his agricultural holding.

The above approach requires that the programme of adult education should not be considered to belong solely to the Ministry of Education. The nature and the scope of this subject calls for the combination and coordination of the efforts of almost all the Ministries of the Central Government and similarly different departments of the State Governments, if the subject receives the treatment that it should.

The Task Force noted with satisfaction that high priority was being given to Health and Nutrition Education in the Fifth Plan under the integrated Nutrition programme. It was felt

that the programme of literacy and adult education should be effectively coordinated with Health and Nutrition Education. This would be of national advantage.

Over and above the provision of about Rs. 580 crores, which would be provided from within the amounts allocated to development schemes, the Ministry of Education, as suggested above, should be provided with a sum of not less than Rs. 100 crores in the Fifth Five Year Plan for supporting and implementing literacy projects on similar lines in those sections of society which are not covered by the development projects suggested in the Approach Paper. The Task Force felt that even this amount would hardly be adequate for meeting the multifarious needs of the programmes of eradication of illiteracy. It was only keeping in view the general constraints of the resources that the Task Force has suggested this modest outlay. It was, however, felt that if the wastage of resources on primary education due to drop-outs and the relapse into illiteracy was estimated, the figure would be staggering. Even if a part of the resources, thus wasted, were provided for the education of parents, the wastage could be considerably plugged. The education of the parents would really be a by-product.

The Task Force was of the opinion that at least a small part (whatever may be its dimension) of every district in the country should be brought under one or the other scheme of development. The idea is that the impact of the development programme and the process of liquidating illiteracy in the country should reach every district in the Fifth Five Year Plan. Apart from its direct impact, the indirect consequence will be of immense value.

The Task Force recognised that the proper motivation of the adults was an essential prerequisite for the success of the

programmes of adult education. The programmes of adult education and functional literacy should, therefore, be woven round the interests of the various groups. For example, special programmes may be organised for khadi spinners, panchayat workers, religious groups and the members of the various co-operative societies. Educational programmes in such cases will need to vary in content and incentives depending upon the composition of the group. The aim should, however, be to develop literacy skill and vocational interest competence.

It was felt by the Task Force that for adult education programmes, the mass media should be put to service in a much bigger way than has been done so far. The provision of radio sets to these villages where literacy programmes or development projects are initiated should be included in the scheme.

It is evident that for undertaking massive programmes of adult education, a large human force would be needed. The Task Force strongly recommended that all under-graduates in the universities and other institutions having the status of universities should be required to spend a year in national service before being admitted to their first degree. This would release more than a million workers for community service of different kinds. It would be an excellent training for their career whether they join public service or an industry or a profession. One academic year of about 10 months should be organised for this purpose with a small subsistence allowance for their maintenance. A large part of this manpower could, after short training, be diverted to adult education work in the rural areas.

Another promising source could also be tapped with possibly good results. The people who retire from the Defence Services are all literate people. The Education Department of the

Defence Services has been carrying on adult education for their personnel with remarkable zest and efficiency. Wherever possible, ex-Servicemen could be used for adult education work in their own areas.

Similarly effort could be made to train university (or college) students for imparting education to illiterates or semi-literates. They should be given a small allowance for this service which may consist of two hours a day. This is necessary in order that it does not become a perfunctory occupation to be taken up in momentary enthusiasm and to be let off at any time.

For the success of this scheme, if it is properly conceived and efficiently organised, the involvement of Voluntary Agencies or non-governmental organisations would be of immense help. Their experience and enthusiasm should be fully utilised through suitable financial and other incentives.

For the organisation of literacy work for agricultural areas and for artisan and other classes of people, it would be wise and indeed desirable that all activities in the sphere of adult literacy should be stimulated, encouraged, supported and supervised by mixed local councils at the Panchayat Samiti and district levels so that the whole movement remains vital and works effectively.

The Task Force recognised the significance of movements like the Gram Shikshan Mohim which could be operated on larger groups in villages and smaller towns. The pattern evolved by Gram Shikshan Movement could be best implemented by non-official (voluntary) organisations. It recommended that such organisations should be given all encouragement—financial, technical and organisational.

The Task Force appreciates the good work being done by the Polyvalent Education Centre at Bombay. It has noted that similar centres are being set up at three

more regional places in India. It recommended that this scheme may be further expanded in the light of experience gained at the Bombay centre.

It may even be necessary to set up training institutions for preparing workers to work in the adult education programme.

Another requirement will be literature for neo-literates which should be (a) to meet the needs of adult education linked to economic development and (b) for general reading by the neo-literates. This literature will have to be printed and published in the regional languages on a large scale. These books, to be useful, will have to be prepared with skill and imagination. They will be attractive if they deal with local problems, traditions and with subjects familiar to the people.

It will also be necessary to have the programmes for expansion of adult education to be evaluated by qualified persons at different levels and in different areas. Generally, evaluation of the programmes should be provided within the scheme itself. Need would also arise for establishing research centres for supplying new ideas and techniques for conducting the campaign for literacy with maximum benefit and the minimum of waste of funds and energy.

V out-of-school education

This is an untapped reservoir of great strength and value. Millions of young men who either have not gone to any school (as is the case mostly in rural areas) or those who went to school but left it at an early age, have a lot of energy and potentiality. To harness this power for the good of the society will indeed be of immense value. This has to be attempted in an unconventional manner and through flexible and workable schemes.

There is need for establishing a network of centres and cells for the youth irrespective of their social grouping, for the purpose of keeping them together and drawing out their interests according to their taste and capacity for creative activities. In large cities these centres should be equipped with all kinds of games material, facilities for learning music and dance, preparing for drama and the performing arts with libraries and the programmes of various types. In smaller towns, the same thing could be reproduced on a smaller scale. The villages also should have similar clubs and centres with a rural bias but they should be run with the object of providing them interesting activities and the opportunities for widening their mental horizons. A separate provision should be made for a country-wide scheme for out-of-school youth.

VI adult education (in general) universities and schools

Apart from what has been said about adult literacy and the out-of-school youth, and suitable programmes for the two sectors, there still remains a large area in which informal education for adult people would be necessary, if the country has to make up for the lost time. The universities in other countries have played a very important role in this area of adult education. Some universities engage as many as a thousand whole-time persons on their faculty for this extramural education, apart from the formal education of the students enrolled in those universities. For a large university in the United States, it is not unusual to offer as many as 250 to 300 courses, short or long, with or without credit, vocational or of liberal arts, occupational or general. This is an important field in which India is lagging far behind. The Union Ministry of

Education, the University Grants Commission, the Inter-University Board, the various universities of India and the State Departments of Education should view this situation with serious anxiety and should, in their own spheres, contribute their thought and effort to bring this country at a level in this regard befitting its size and requirement.

The Task Force emphasised the role of the educational institutions in promoting programmes of adult education/continuation education. It was suggested that the universities and colleges should be encouraged to adopt the surrounding villages and help the villagers in programmes of socio-economic development. Colleges should also engage themselves in drawing up village plans which motivate people for action. It was also felt that the schools have hitherto been mainly child-centred and their primary job was the education of the children in the relevant age-groups. In view of the massive character of the programme of adult education, it is necessary that school should be used as an agency for community education as well. It should work as an active tool of socio-economic extension. One of the important tasks of the schools should be the organisation of literacy classes for which suitable honoraria may be given to the teachers. The teachers may also organise library services in the area for the benefit of the neo-literates. The school will develop their reading habits, ensure suitable follow-up and consolidate their newly acquired skills. Effective parent-teacher associations should also be set up to solve the socio-economic problems of the community. As in China, the schools should take the lead in bringing about socio-economic transformation.

adult education in urban and industrial areas

With increasing migration of rural people to urban areas and industrial centres, there is an

increasing need for developing adult education programme for the urban people. In this sphere, the State Governments, municipal authorities, voluntary organisations and industrial establishments should undertake effective schemes for adult education programmes. In the urban and industrial areas, programmes of adult education should be concerned with various categories of persons, professional people, industrial workers, semi-skilled employees, slum dwellers and others. It is suggested that these programmes relating and suited to the different categories would aim both at improving their skills as workers and for providing them the cultural and social environment needed for the citizens of a democratic society. The Task Force feels that the promotion of workers' education should be the responsibility as much of the employers as of the State. Therefore, it is urged that the State should place on the industrial establishments and employers this responsibility and secure their cooperation for discharging this social duty.

It is further proposed that for organising these programmes, there should be set up at each centre, town or industrial complex, Councils or Committees to implement the policies and programmes appropriate and needed for the various categories of urban people.

In this sphere also the non-governmental organisations that is voluntary agencies can make valuable contribution. This should always be encouraged and welcomed. The State should liberally assist these bodies financially and in other ways.

It is well known that the Government is the largest single employer in the nation. Besides, the hundreds of thousands of workers in government offices, there is, in the public sector now, a growing number of industrial organisations which employ thousands of workers. The Government should adopt and enforce the policy of making all

their employees literate and to provide evening institutes for their further education. The State can also oblige the industries in the private sector to take similar action. This policy decision should be taken as early as possible so that the Fifth Five Year Plan begins with its implementation.

The Task Force stressed the need for research in various aspects of literacy, out-of-school and adult education and recommended that provision should be made for promoting such research to build up a body of knowledge, skills and techniques relating to these fields. This would help in enriching and improving the programme.

organisational structure

In order to launch the various programmes envisaged in the foregoing paragraphs, the existing organisational structure for adult education and adult literacy at the Centre and in the States is totally inadequate. Therefore, expansion and strengthening of the present structure is the first step to be taken. However, such an expansion alone would not meet the need. As education and training will be built into every development scheme, a new type of organisational structure is also called for in order to provide professional support to the programmes in different Ministries and Departments as well as for effecting co-ordination of activities.

The National Board of Adult Education set up through a Government of India Resolution in December, 1969, with suitable additions and modification, would meet the anticipated need at the Centre. The Board will have to be more broad-based so as to have all concerned Ministries represented on it. It should have its own Secretariat, funds and professional consultants. The Board would have subject-matter committees as already provided for in the Government Resolution setting

up the Board. The functions of the Board as stated in the Government Resolution are very comprehensive and the Board could effectively coordinate the programmes to be taken up in the various Ministries and Departments.

The Task Force feels that constituting the National Board alone is not enough. It is essential that all States and Union Territories should also have active boards or committees with functions similar to those of the National Board. Without these regional boards and without their being properly equipped with staff and necessary funds, the programme is not likely to make any headway. Therefore, it is felt that the State Boards should be given as much importance as the National Board. It is also felt that the State Boards should have separate funds placed at their disposal to operate the programme of literacy and adult education.

strengthening voluntary organisations

The important role of voluntary organisations in adult literacy and adult education cannot be over-emphasised. However, these organisations cannot be effective unless they have a core staff to plan projects, to keep accounts and to watch progress of projects undertaken by them. As the voluntary organisations supplement the effort of the Government in the field of adult literacy and adult education, giving a core grant of each approved voluntary organization to meet the salaries and other needs of a nucleus staff is fully justified. Necessary action needs to be taken to make this a permanent feature of the developing pattern of adult education in the country.

The objectives and the different programmes proposed in this report would involve, as has been said above, the combined efforts of a number of Ministries

Of the Centre, all State Governments, a large number of voluntary organisations apart from the universities, industrial and commercial houses and many other organisations. In order to enable the whole machinery to function smoothly and successfully, it is imperative that the present procedure in the offices of Governments should be simplified and be made more workable in order to avoid unnecessary delay in decision-making and in the implementation of policies. This involves a bold break through in the present state of affairs. This proposal is based on the experience of such delays as have been done much damage and caused no small amount of frustration for enthusiastic workers—both official and non-official. This suggestion should be considered a necessary part of the proposals of the Task Force. Numerous examples can be cited which support the Force and practical value of this proposition. The Task Force attaches great importance to this matter of making official procedure less rigid and more responsive to the developmental needs of the country.

VII priorities

The Task Force emphasised the following priority areas in the field of adult education:

- (i) To build in skill training and functional literacy in the productive programmes of national coverage like agricultural extension, animal husbandry and dairying, soil conservation, irrigation and water uses, etc.
- (ii) To build in adult education (including functional literacy) relevant to those national programmes where effective communication with the masses is an inseparable part of the programmes like

health and family planning, child and family welfare, cooperative development, etc.

- (iii) A community area approach where there are large number of problems in the solution of which the entire community is likely to be interested. These include the problems of sanitation, health and nutrition, literacy, recreation, efficient running of social and economic organisations, etc. In these areas, the programme will have to be carefully phased out keeping in view the felt needs of the community and the possibility of generating maximum self-help and self-direction in the process. The Gram Shikshan Mohim is an important illustration of the area approach.

- (iv) To develop those experiments which have been found to be of significance on the basis of our past experience. These are Vidya Peeths in Mysore where farmers' sons receive an all round education for six months or so, the adult schools, which prepare the middle stages, condensed courses, for adult women, organised by the Central Social Welfare Board with a view to their absorption in jobs, etc.

VIII financial outlay

The Task Force recommended outlays of the following magnitudes for programmes of adult and out-of-school education in the Fifth Plan:

- (i) 2 per cent of the total outlay of Rs. 28,750 crores proposed for the

various developmental projects to be launched in the Fifth Plan i.e. Rs. 580 crores may be earmarked for the education and training of the employees/workers engaged in those projects and the authorities responsible for the implementation of those projects should also share the responsibility for the education and training of the beneficiaries.

- (ii) Under the educational schemes of the Central and the State Governments, an amount of Rs. 100 crores may be provided. The schematic distribution of this outlay and its break-up between the Central and the State Governments may be decided keeping in view the priorities suggested by the Task Force.
- (iii) A provision of not less than Rs. 20 crores should be separately made for the universities of the country to develop departments of Continuing Education and Extension work during the Fifth Five Year Plan.

The Task Force, in conclusion, wishes to reiterate that the subject of Adult and Out-of-School Education, has not so far received the attention it deserves. In fact, its relation with economic development, reducing poverty and unemployment and in making for general, social, political and cultural progress has not been, it appears, adequately realised by the authorities who are in a position of decision-making. Of all the sectors of education, this one has suffered from this disadvantage. This state of affairs needs to be remedied without any further loss of time, if the nation has to achieve its goals of socio-economic development within the foreseeable future.

adult education in the fifth plan

APPROACH to the Fifth Plan published by the Planning Commission does not make any mention about adult education. Emphasis in the minimum needs programme is also exclusively on elementary education.

The publication of the Ministry of Education, Education in the Fifth Plan (Publication No. 992) emphasises informal education and with reference to mass education has the following to say:

mass education

The steps taken to reorganise the programmes of elementary education will create a much greater impact on mass literacy than in the past. It is however necessary to supplement these through direct efforts to spread literacy among the adults. In the revised plans, therefore, it has been decided to increase allocation to adult education from Rs. 10 crores to 37 crores.

The first major programme proposed to be developed for this purpose is to provide informal education with an emphasis on literacy in the age-group 15-25.... An allocation of Rs. 30 crores has been made for this programme and the target will be to make at least one crores of adults functionally literate....

The Central Advisory Board of Education in its 36th session held in Sept '72 recommended that a massive programme for removal of illiteracy should be launched and that a substantial allocation could be made for this purpose. The Board also particularly emphasised the programme of liquidation of illiteracy in the age-group 15-25. Similar views were expressed by the Conference of Education Secretaries and Directors of Public Instruction, held in Sept' 1972, which expressed the hope that

allocation of at least Rs. 50 crores would be made for this purpose.

The Task Force on Adult and Out-of-School Education, appointed by the Planning Commission, has suggested an inbuilt provision for functional literacy programmes in all Fifth Plan schemes which are labour intensive and has, for this purpose recommended an outlay of Rs. 290 crores. The Task Force further suggested that an additional sum not less than Rs. 100 crores should be provided in the Education sector in the Fifth Plan for supporting literacy projects.

This involves a geometrical increase in the outlay on adult education over the Fourth Plan. The outlay of this sector in the Fourth Plan in the Central sector was Rs. 3.57 crores constituting 1.3 per cent of the total education plan. The outlay and estimated expenditure during the Fifth Plan relating to different States is given in table 1. This would show that as against an anticipated outlay of Rs. 359.32 lakhs the likely expenditure is Rs. 306.08 lakhs, being 85.2 per cent.

Although the proposed outlays in the Fifth Plan do not

Table 1
Outlay and expenditure of the States in the Fourth Plan

States/Union Territories	1969-74		Percentage
	Outlay	Likely Expr.	
1. Andhra Pradesh			
2. Assam	29.97	23.72	79.1
3. Bihar	10.00	8.85	88.5
4. Gujarat	15.00	12.61	84.0
5. Haryana	11.20	7.03	62.7
6. Himachal Pradesh	9.00	7.12	79.1
7. Jammu & Kashmir	9.00	9.02	100.2
8. Kerala	10.00	3.35	33.5
9. Madhya Pradesh	43.00	41.08	95.5
10. Maharashtra	N.A.	44.00	—
11. Manipur	6.00	6.36	106.0
12. Meghalaya	2.55	2.05	80.4
13. Mysore	28.00	25.19	89.9
14. Nagaland	2.60	2.22	85.3
15. Orissa	—	—	—
16. Punjab	5.00	1.00	20.0
17. Rajasthan	9.00	3.49	38.7
18. Tamil Nadu	47.00	31.23	66.4
19. Tripura	19.00	14.92	78.5
20. Uttar Pradesh	43.00	26.00	60.4
21. West Bengal	58.00	36.84	63.5
Total (States)	359.32	306.08	85.2

keep up to the recommendations of the Task Force, they are much higher than the Fourth Plan outlays. The Ministry of Education proposed an outlay of Rs. 50 crores for the adult education schemes in the national plan. The recommendation of the Steering Group on Education of the Planning Commission was also of the same order. The only difference was that whereas the Ministry of Education proposed an outlay of Rs. 19 crores in the State sector and Rs. 31 crores in the Central sector, the Education Division of the Planning Central Commission has proposed an outlay of Rs. 23 crores in the State sector and Rs. 27 crores in the Central sector. The schemewise details in respect of Central sector are given in table 2 (details in respect of the different Central

schemes as proposed by the Ministry of Education have been described in this number elsewhere).

The Ministry of Education, and the Steering Group on Education of the Planning Commission are in general agreement with the recommendation of the Task Force that adult education must become an integral part of other developmental programmes e.g. agricultural production, industrial production, programmes of family planning and family welfare, nutrition and child care, elementary education, etc. Till the writing of this paper the Planning Commission had not taken a decision on this crucial issue.

A reading of the proposals made by different State Governments in regard to adult educa-

tion gives the impression that with the conspicuous exception of a few States the State level planners have given little thought to formulation of adult education schemes for the Fifth Plan. In most States the Plans seem to have been drawn up in a routine manner without their having appointed any special machinery for their preparation. Comparatively smaller States, Himachal Pradesh, Manipur, Meghalaya, Nagaland and Tripura prepared elaborate plans but most of the larger States have indicated details in the same manner as done in the first four plans. Broad schemewise details in respect of different States and the amount recommended by the Planning Commission in respect of each is given in table 3.

Table 2
Outlays proposed for the Fifth Five Year Plan

(Rs. in lakhs)

Adult Education

Name of the scheme	Fourth Plan Outlay	Proposed outlay for the Fifth Plan			Recommended by the Education Division for the Fifth Plan		
		Central	State	Total	Central	State	Total
Mass Programmes of Adult Education for illiterate persons in the age-group 15-26.	—	300	1900	2200	250	1950	2200
Farmers Functional Literacy Programmes.	200	600	—	600	600	—	600
Assistance to Voluntary Organisations in the Field of Adult Education.	100	300	—	300	250	50	300
Linking Literacy, with Employment programmes.	—	100	—	100	100	—	100
Production of Literature and materials for Neo-literates.	27.20	200	—	200	100	100	200
Continuing Education through Shramik Vidyapeeths.	10.04	200	—	200	150	50	200
Adult Education through Universities.	—	300	—	300	300	—	300
National and State Board of Adult Education.	1.05	100	—	100	50	50	100
Libraries for Neo-literates.	—	1000	—	1000	900	100	1000
Total	338.29	3100	1900	5000	2700	2300	5000

Table 3

Schemewise outlays proposed by State Governments and recommended by the Education Division of the Planning Commission under Social Education for the Fifth Plan 1974-79

S. No.	States	Adult or functional literacy	Literature for neo-literates	Libraries	Audio visual Film Library	Training & Orientation	State Board of Social Edu.	Social Edu-Admin.	Voluntary Organisation	Vehicles and others	Total proposed by States	Amount recommended by Planning Comm.
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Andhra Pradesh.	100.00	—	25.00	—	—	—	—	—	—	125.00	1.45
2.	Assam.	22.95	—	30.75	—	—	—	—	—	—	53.70	0.36
3.	Bihar.	80.00	—	80.00	—	—	—	—	—	—	160.00	0.92
4.	Gujarat.	500.00	—	—	—	—	—	—	—	—	500.00	2.00
5.	Haryana.	10.00	—	10.00	—	—	—	—	—	—	20.00	0.10
6.	Himachal Pradesh.	10.00	0.50	—	3.00	1.00	0.50	2.50	—	—	17.50	0.09
7.	Jammu & Kashmir.	—	—	9.58	—	—	—	—	—	—	9.58	0.20
8.	Kerala.	—	—	15.00	18.00	—	—	—	—	—	33.00	0.15
9.	Madhya Pradesh.	—	—	10.20	10.25	—	—	—	—	—	20.45	1.00
10.	Maharashtra.	105.00	—	97.00	—	—	—	—	—	—	202.00	1.33
11.	Manipur.	48.89	—	22.41	5.75	0.25	0.50	2.00	—	—	79.80	0.25
12.	Meghalaya.	10.40	0.70	7.00	0.90	0.83	—	2.90	1.70	1.70	26.13	0.04
13.	Mysore.	10.00	—	40.00	—	—	—	—	—	—	50.00	0.20
14.	Nagaland.	1.12	0.50	0.20	0.40	0.20	—	1.26	—	0.43	4.11	0.04
15.	Orissa.	8.00	—	33.00	—	—	—	—	—	—	41.00	0.35
16.	Punjab.	10.00	—	—	—	—	—	—	—	—	10.00	0.15
17.	Rajasthan.	25.00	—	20.00	—	—	—	—	—	—	45.00	0.47
18.	Tamil Nadu.	100.00	—	100.00	—	—	—	—	—	—	200.00	2.00
19.	Tripura.	43.40	0.10	37.00	0.50	1.00	—	2.00	—	1.00	85.00	0.22
20.	Uttar Pradesh.	513.00	—	5.00	46.00	—	—	—	—	—	564.00	2.00
21.	West Bengal.	240.00	1.00	28.50	1.00	1.00	—	28.30	—	0.20	300.00	1.00
	Total	1837.76	2.80	570.64	85.80	4.28	1.00	38.96	1.70	3.23	2546.27	14.32

schemes of education ministry for the fifth plan

1. mass programme of adult education in the age-group 15-25

THE number of illiterate persons in the age-group 15-25, according to present computation, is about 5 crores. The strategy proposed for launching this mass programme would be on the lines indicated by the Task Force on Adult Education of the Planning Commission which are as follows :

- (i) At least a small part of every district in the country should be brought under the programme so that the impact of development programme and the process of liquidation of illiteracy in the country should reach every district in Fifth Plan.
- (ii) For motivational purposes, the programme would be woven round the interest of various groups, with the objective of developing vocational competence along with literacy skill. In addition, the content of the programme would also include family life education.
- (iii) Mass media, particularly the radio, film and TV, would be put to service in a big way in the implementation of this programme
- (iv) As a programme of this magnitude would need a large human force for execution, it would involve students, ex-servicemen, youth coordinators, rural edu-

cated youth and voluntary organisations.—

It is proposed to include a major part of this programme in the State sector because its implementation would primarily be the responsibility of the respective States. However, a part of the programme would be in the Central sector and would include (a) appointment of key personnel at the Central, State and District levels; (b) training of such personnel; (c) professional assistance to State Governments in production of literature; and (d) evaluation of the programme.

An outlay of Rs. 19 crores in the State sector and Rs. three crores in the Central sector is envisaged.

The programme is expected to be closely linked with existing programmes like Farmers Functional Literacy Programme, Nehru Yuvak Kendras, National Service Scheme etc.

The aim during the Fifth Plan is to impart functional literacy to 1.20 crores persons. It is proposed to establish Adult Education Centres at the rate of 10 Centres per development block. Each Centre would provide training and instruction to 35 illiterate youth in 15-25 age-group for a duration of 1½ hour for six days in a week for a period of six months. Wherever possible a whole-time instructor would be appointed and two classes of 1½ hour each will be run. Thus in one year a whole-time instructor will be able to provide literacy to 140 persons. If the work is done on part-time basis only one class of 35 persons will be organised and 70 persons will be made literate in one year.

All the 34 districts and 4000 blocks in the country will be covered. 1,10,000 Adult Education Centres will be set up, 50 per cent of which are expected to be on whole-time basis and 50 per cent on part-time basis. In this manner it is expected to make 1.20 crores persons functionally literate.

Financial targets of the programme have been worked out on the following basis :—

- (i) A Block Level Organiser at the Block Level at Rs. 175/- per month (annual cost Rs. 2100/- per organiser).
- (ii) On Block-level worker for supervising 10 Adult Education Centres at Rs. 125/- per month (annual cost Rs. 1500/- per worker).
- (iii) One whole-time, instructor at Rs. 100/- per month if he takes two shifts of 1½ hours duration each (annual cost Rs. 1200/- per whole-time instructor).
- (iv) One part-time instructor if he takes one shift of 1½ hour duration at Rs. 50/- per month (annual cost Rs. 600 per part-time instructor).
- (v) A non-recurring grant of Rs. 400/- per annum for materials and supplies for running the Centre.

Calculated in this manner the expenditure for running 1,10,000 Adult Education Centres in 4000 blocks will come Rs. 10.00 crores. In the Central sector the following expenditure is proposed :

	<i>Rs. in lakhs</i>
—Staff costs	85.00
—Training conferences, seminars of key personnel.	7.50
—Literature production.	100.00
—Films and other audio-visual materials	100.00
Evaluation	7.50
Total	300.00

An outline of administrative arrangements at the village, block, District, State and Centre level has been worked out. The in-charge of the Adult Education Centre will be the whole-time or the part-time instructor. Two functionaries to guide and supervise the work of 10 Centres are provided at the block level. The Project Officer of the Farmers Functional Literacy Project (of which there would be 200 during the Fifth Plan) will supervise the work under this scheme also. In the remaining 154 districts Adult Education Officers will be appointed for this programme. A District level Coordination Committee under the chairmanship of the District Collector will be appointed. One senior officer will be appointed at the State level for this programme and in the Centre the work will be looked after by the Directorate of Adult Education which will be substantially strengthened.

2. farmers functional literacy programme

This programme was started in the Fourth Plan in the 106 districts covered by the High Yielding Varieties Programmes. In each of the selected H.Y.V.P. Districts, sixty functional literacy classes are established in villages/blocks in proximity to the Farmers Training Centres. These 60 classes per district enroll about 1,800 illiterate adult farmers (i.e. at the rate of 30 per class) and impart them functional education, relevant to their farming occupation. New batches of 1,800 adults are enrolled and given functional education every year. The classes are held at night for 1½ hours daily for six days in a week for 10 months in a year. The theoretical teaching in class-room situation is combined with practical field work demonstration both concentrating on the occupation of farming—with the cooperation of District Farmers Training

staff of the Agricultural Department.

This is a Central scheme. A Central grant at the rate of Rs. 1010 for each functional literacy class per year is provided to cover the recurring cost on (a) allowances of part-time teachers and supervisors at the rate of Rs. 40/- and Rs. 50/- p.m. respectively; (b) training of teachers and supervisors; (c) slates, note-books, primers, kerosine oil, instructors kit etc. During the first year of the establishment of the new class, the grant per class is Rs. 1135/- instead of Rs. 1010/-; the increased amount of Rs. 125/- being provided to cover cost on certain non-recurring items. In addition Rs. 6000/- per annum is provided for a whole-time Project Officer. The inter-departmental coordination arrangements have been provided through the establishment of Co-ordination Committees at district and State levels.

Implementation of this scheme has been evaluated in four districts. The evaluation has brought results which testify to the fact that functional literacy had had an impact on socio-economic development in the rural areas, in terms of substantial increases in agricultural yield and annual incomes as well as attitudinal changes in farmers as reflected in a higher degree of awareness and actual adoption of improved agricultural practices and in the over-all development of the entire community. Quantatively, the number of persons made literate is about 3 lakhs against the target of 10 lakhs for the Fourth Plan period. Although original targets were based on a literacy programme of six months duration, the shortfalls have been glaring.

The reasons for shortfalls include delay in sanction of a full-time Project Officer and the fact that the remuneration for part-time teachers was increased Rs. 20/- to Rs. 40/- per month only in the last year of the Fourth Plan. Lack of transport

facilities, novelty of the concept, slow pace of production of primers and other literature have also contributed to the shortfall.

The overall objectives of the Functional Literacy Programme during the Fifth Plan would be closely linked to the strategy of the Farmers Training Programme of the Ministry of Agriculture. The Fifth Five Year Plan proposals of that Ministry visualise that the Farmers Training Programme, which during the Fourth Plan had been confined to High Yielding Varieties Programme areas only, will be extended to other new areas where programmes like *Dryland Farming Project*, *Multiple Cropping Projects*, *Small and Marginal Farmers Programme etc.* are in operation. The Functional Literacy Programme, like the farmers training programme will continue as a Central programme.

During the Fifth Plan the scheme will cover 200 districts, including the 100 covered during the Fourth Plan. The enrolment in each class will be 25-30 farmers and the number of classes per district will be 90 as against 60 during the Fourth Plan. The target in terms of beneficiaries is 20 lakhs persons to be made functionally literate. The pattern of expenditure will be as it obtains at present but a State level officer will be appointed to supervise the programme.

The expenditure on the district level programmes is envisaged Rs. 4.50 crores. In addition Rs. 1.50 crores have been kept for setting up of a printing press and production of literature. The total outlay will thus be Rs. 6.00 crores.

3. assistance to voluntary organisations

The decision to impart functional literacy to 5 crore persons will involve mobilisation of official as non-official resources. A number of voluntary organisations have been doing pioneering

work in the field of adult education and adult literacy all over the country. It will be necessary not only to assist and encourage the existing organisations, but also to encourage the formation of new organisations who could take up meaningful projects and raise local contribution and thereby share the cost of such projects with the Government. Apart from the eradication of adult illiteracy, these organisations can take up meaningful programmes in providing professional support to the adult education programmes such as production of reading materials in regional languages, provision of opportunities for further education and training to farmers and workers of all categories; taking up research and evaluation projects, etc.

The present arrangement of giving financial assistance to voluntary organisations will be continued. Under this arrangement the Central Government gives 75 per cent grant on recurring and non-recurring expenditure and 50 per cent on the cost of construction of buildings upto a ceiling of Rs. 2.50 lakhs per project.

The scheme was started in the First Plan itself and has continued since. An outlay of Rs. 100.00 lakhs was envisaged during the Fourth Plan, against which the expenditure likely to be incurred is Rs. 30.00 lakhs. Although some useful work has been done by voluntary organisations, the shortfall in expenditure has been due mainly to the following reasons:—

- (a) Generally speaking, the voluntary organisations were formed in need of administrative, technical and academic guidance in preparation of meaningful projects which are based on the results of well conceived survey and feasibility studies.
- (b) The programmes drawn up by the voluntary organisations are often of

ad hoc nature. They should take a long term view of the development of the programme in selected area and also for a selected population which will be more responsive to problems of adult education and adult literacy. They should draw up integrated plans of four to five years duration which should be supported on a continuous basis.

- (c) There is need for some key organisations which could assist smaller organisations in developing programmes which would be relevant to the general policy of the Government and which would be within the capability of those organisations.

During the Fifth Plan the voluntary organisations would be expected to take up projects of the following types:—

- (1) Adult Education classes in rural areas and urban slums for the illiterate persons in the age-group 15-45.
- (2) Intensive adult literacy projects for women in rural areas.
- (3) Adult literacy programmes for Scheduled Castes, Scheduled Tribes and backward classes.
- (4) Further education projects for workers in different occupational groups.

The average cost of an adult literacy class, run departmentally, has been calculated as Rs. 600/- per class for six months. Since under this scheme the Government will incur only 75% of the expenditure, the average cost per class has been calculated at the rate of Rs. 450/-. An outlay of Rs. 281.25 lakhs is proposed for adult literacy classes. In addition, assistance would also be provided for libraries, buildings, workshops, research programmes, etc. for which a provision of Rs.

11.25 lakhs is proposed. The total of these, namely, 292.50 lakhs has been round up to 3 crores to provide for administrative arrangements in the Ministry of Education and other contingent expenditure.

4. linking literacy with employment programmes

The Planning Commission document on the guide-lines to the Ministry of Education & Social Welfare has emphasised that "the potentialities of adult education for economic and social development should be developed and exploited fully by linking it effectively with key national tasks like health and family planning education, agriculture extension, cooperatives etc. Collaborative arrangements may be worked out with the Ministries and Departments concerned".

If one per cent of the total outlay is earmarked for labour-intensive Development schemes in the public sector, an estimated Rs. 280 crores would be generated during the Fifth Plan for being utilised for Functional Literacy and Skill Training of the beneficiaries. While the Ministry of Educational and Social Welfare will have no direct financial commitment, it will develop collaborative arrangements with the other concerned Ministries and Departments, particularly in the following areas:

- (i) The development of basic vocabulary and the preparation of literature pertaining to the needs of different occupation/interest groups;
- (ii) Organisation of training for organisers of the functional literacy and skill training programmes in different undertakings;
- (iii) Evaluation of the programme;

- (iv) Arrangements for coordination of work with the different Ministries/Departments.

A beginning in this direction has already been made on an experimental basis during 1973-74 by linking literacy with Pilot Intensive Rural Employment Programme in Harihara Block in Mysore State.

The role of the Ministry of Education in this regard will be served by strengthening the Directorate of Adult Education of the Ministry to set up professional organisation for this task. It is envisaged that 2.50 crore persons in different public undertakings will be served under this programme on which the undertakings will incur an expenditure for Rs. 1.40 crores. The Ministry will spend Rs. 1.00 crore for strengthening the Directorate.

5. production of literature and materials for neo-literates

The objective of the programme is to produce literature for neo-literates primarily to maintain literacy at a functional level. The other aims of adult education, such as increase in the efficiency in work, vocation and occupation; better citizenship, constructive membership of the society and awareness of social, technological and other advances also call for relevant literature and materials. The most important material envisaged for production under this programme consists of primers, textbooks and other literature relating to specific aspects of agriculture or science or craft or any other matter of interest to the adult men and women in rural and urban areas. Equally important is the preparation of the guide-books and teaching aids which will be of help to vast army of volunteer-teachers.

A review of the work done in this field during the Fourth Plan shows that material published

was extremely inadequate, it catered to the interest of the reader as a person rather than meeting his needs as a citizen, as a member of a family or as a producer, and the work was done by lay writers rather than by specialists and professionals. Against an outlay of Rs. 27.20 lakhs for the Fourth Plan the expenditure by the end of this year will be less than Rs. 10.00 lakhs.

The proposal for the Fifth Plan is to reinforce the programme of production and promotion of literature and materials for neo-literates at the National, State and, if necessary, at the District levels to suit the requirements of the regional and local languages. The programme will be implemented under the following heads—

Rs. in lakhs

- | | |
|---|-------|
| 1. National Prize Competition of books for neo-literates | 15.00 |
| Continuing scheme. | |
| 2. Grants-in-aid to States for the production of literature for neo-literates | 40.00 |
| The assistance would be earmarked for organisation of writers' workshops, preparation of manuscripts and their publication. | |
| 3. Supply of literacy material for eradication of adult illiteracy through National Service Scheme | 70.00 |
| It is expected that 2000 colleges in the country will each take up a programme of making 200 persons literate in a year. The youth who will volunteer for this programme in NSS will be provided adequate material and teaching aids. | |
| 4. Production of literature and material by the Directorate of Adult Education | 77.00 |
| The Directorate will be substantially strengthened and a large programme of production of literature will be taken up. | |

6. continuing education through vidyapeeths

It is of immense importance to impart to the rural youth and industrial workers skills and knowledge to enable them to live a richer and fuller-life. Based on the experiences gained and results achieved in Shramik Vidyapeeths (Polyvalent Adult Education Centres) at Bombay and Gramik Vidyapeeths (Rural Folk Schools) in Mysore State, it is proposed to further strengthen and expand institutions of these types.

Shramik Vidyapeeths aim at

providing integrated education and training courses for different categories of workers in order to improve their job competency leading to their increased productive ability and at the same time enriching their personal life.

The first Shramik Vidyapeeth was set up in Bombay under the Bombay City Social Education Committee and by the end of 1972 it had organised 60 courses for different categories of workers, serving about 1000 participants. It is proposed to set up a second Shramik Vidyapeeth in 1973-74.

During the Fifth Plan period

additional Shramik Vidyapeeths will be set up, specially for adults from culturally deprived and economically poor segments of the population. In addition to the two Shramik Vidyapeeths likely to be established by 1973-74, 8 Vidyapeeths will be set up in the Fifth Plan for which an outlay of approximately Rs. 70 lakhs is envisaged.

Gramik Vidyapeeths aim at developing and training rural leadership to suit the conditions of the country. These Vidyapeeths provide opportunity primarily for the youth in the age group 18-25. Beginning with one Vidyapeeth in 1947 the Mysore State Adult Education Council has set up ten by the end of 1972-73 and has trained about 5000 youths.

The period of training in these Vidyapeeths is five months, they are residential programmes during which period the trainees are engaged in discussion for improvement of their vocational skills and enrich their cultural life.

During the Fifth Plan the Ministry of Education proposes to establish at least 50 additional Vidyapeeths, and one Central Training Institute in Mysore State. The likely expenditure of the scheme is Rs. 130.00 lakhs. As far as possible the scheme will be implemented through voluntary organisations who will be given grant-in-aid by the Central Government.

7. adult education through universities

The University Grants Commission had appointed a Committee headed by Dr. P.B. Gajendragadkar to advise on various matters connected with Adult Education in Universities. On the advice of this Committee UGC has agreed to provide assistance to universities for setting up Department of Continuing/Adult Education.

The need for extending educational facilities, formal and non-formal, to all sections of

population has been engaging the attention of the Government. A seminar was held in December, 1970 to discuss the concept of Open University and Union Government has accepted the idea of setting up one such University.

The Fifth Plan proposals include establishment of the Department of Adult Education in Universities, establishment of an Open University and inclusion of Adult Education in the curriculum of teachers training institutions. An amount of Rs. three crores is proposed to be placed at the disposal of UGC for these programmes.

8. national and state boards of adult education

National Board of Adult Education was set up by a resolution of Government of India dated 5th Dec. 1969. The Board consists of 63 members, with the Union Education Minister as Chairman. The functions of the Board are to advise the Government of India in preparation of policies and programmes in the field of adult education and to review their progress from time to time. It is also expected to provide coordination of different agencies, official and non-official, and to mobilise manpower and other resources for promoting adult education.

The National Board has recommended setting up of Boards of Adult Education in all the States and Union Territories for performing functions similar to the National Board.

In their Guidelines to the Ministry of Education the Planning Commission has emphasised the need to strengthen the National Board and to set up State Boards. In the Fifth Plan the Ministry proposes to organise a well staffed Secretariat of the National Board and to give grants to State Governments for setting up State Boards of Adult Education.

The scheme envisages an outlay of Rs. 10.00 lakhs for the National Board and Rs. 90.00 lakhs for State Boards.

9. rural libraries for neo-literates

Different schemes like Mass Programme of Adult Education for Illiterate Persons in age-group 15-25, Farmers' Functional Literacy Programme and Assistance to Voluntary Organisations have a target of making about 4 crores persons literate. It would be necessary to organise a network of rural libraries in order to help the beneficiaries of those schemes to retain the newly acquired literacy and vocational competency skills at a functional level.

In the Fifth Plan a small part of every district in the country will be covered by an effective rural libraries programme. These libraries will be set up in the villages where functional literacy classes will be organised. Two kinds of village libraries are envisaged: Centre type libraries, which will be established at selected central places from where the second type of libraries, namely bell mobile libraries, will go in the interiors. The bell mobile libraries, known as such because the books are carried by a person on a bicycle and he rings a bell when he reaches a village street, will cover 12 to 15 villages.

The Centre type village library will involve non-recurring expenditure of Rs. 575/- and recurring expenditure of Rs. 1025/-, total Rs. 1600/-. The bell mobile type library envisages non-recurring expenditure of Rs. 4,000/- and recurring expenditure of Rs. 3,000/-, total Rs. 7,000/-.

During the Fifth Plan period 41,400 first type and 2600 second type, total 44,000 libraries are proposed to be set up. The total outlay proposed for this scheme during the Fifth Plan is Rs. 10 crores.

from our correspondents

adult education developments in zambia

zambia adult education advisory board

AN Advisory Board has been set up under the chairmanship of Mr. H.C. Thornicroft, Minister of State for Technical Education and Vocational Training. Its membership includes representatives of Churches, Political Parties, Employers, Trade Unions and the different Ministries concerned with adult education.

Functions of the Board are as follows:—

- (a) To advise the Government in any matter relating to Adult Education including the formulation of courses and syllabuses.
- (b) To advise with respect to the co-ordination of the work in connection with Adult Education of Ministries and Departments of Government and agencies.
- (c) To stimulate and encourage activities in Adult Education and to report annually to the Minister of Education and Culture on the Progress and development of Adult Education.

The Board will appoint committees and Panels of specialists to deal with specific functions. The Board will be an advisory body without statutory powers. Members of the executive committee, specialized Panels and other Committees will not be paid a salary by the Board since their services will be considered a responsibility of their paid employment.

radio broadcasts for night school teachers

The Department of Extra-Mural Studies of the University of Zambia, in co-operation with the Ministry of Education and Culture, has launched a pilot radio broadcast programme for part-time night school teachers. The aim of the project is to train night school teachers in adult education psychology, principles, and the organization of adult education.

The participating teachers are organised into listening groups. After the broadcasts they discuss what they have heard on the radio and do written work which is later corrected. If this scheme succeeds it will be extended to all the eight provinces next year. Thus it covers only main centres in four provinces.

shop owners short courses

The Ministry of Education and Culture, working jointly with the ILO Management Training Centre in Lusaka, have introduced a new course for shop owners. In April selected Secondary school teachers were given a two weeks course in shop work. Another group was given the same course in August during school holidays.

international literacy day, 1973

For the first time a Committee planned and organised details of the celebrations in the City of Lusaka. The City Council and many Government departments were involved.

Mass media played a very

important role. A poster depicting a literacy banner was published, newspaper carried feature articles on importance of functional literacy and significance of the International Literacy Day was discussed on radio. Programmes were beamed to literacy classes throughout Zambia in the seven official vernacular languages.

Television screened an interview on functional literacy and a lively discussion was televised in which educationists, economists and several important public men participated.

Mass dances were organized. All literacy classes and clubs together with the public took part in these dances.

ahmedabad

International Literacy Day, 1973 was organised by Ahmedabad City Social Education Committee as a Social Education Day and also as the National Intergration Day. The occasion was graced by Shri Krishnavadan Joshi, Mayor of the Ahmedabad Municipal Corporation. He inaugurated function by lighting the flame Jyot. After prayers Smt. Nirmalaben Patel, Hony. Secretary of the Committee gave a brief report on the activities of the Committee.

The Mayor, Shri Joshi explained the importance of social education amongst adult masses in the present context of the country and the world situation. He called for creation of a cadre of devoted workers for this purpose.

department of continuing/ adult education, m.s. university, baroda

THE Department of Continuing/Adult Education at the M.S. University of Baroda has been conceived as a primary agency through which the University, inter alia, will offer its educational resources to appropriate adult groups, community agencies and organizations. The Department has come into existence to make the University's resources available to persons who are not regularly enrolled as full-time students (who are not day scholars) and whose higher educational needs are not met by educational and other social institutions. The role of the Department, as at present envisaged, will be to co-ordinate, guide, facilitate and provide leadership for educational programmes at the university level for adults. When found expedient, the Department will also take up activities of external services by way of postal courses.

In brief, the underlying objective of such an educational arm of the University is to bring Community and the University closer by providing an opportunity to the adult community to share in "its talent, research and resources."

The Department of Continuing/Adult Education in collaboration with several Faculties and Departments of the University

offered a variety of courses this Summer, April-May, 1973, in order to meet various levels of interests and needs of the community, among them:

- Cultural Heritage of Gujarat.
- Indian Economic Development.
- Introductory Course in Linguistics and Language Teaching.
- Health Education.
- Orientation Course in Population Education for Schools.
- Museum Education and Methods of Taxidermy.
- Handmade Pottery and Batik on Textiles.
- Elementary Foods and Nutrition.
- Programmed Learning for Primary School Teachers.
- Methods of Evaluation in Secondary Schools.
- Consumer Education.

The Department has also started a Certificate Course in Industrial Purchasing and Materials Management. The duration is one academic year. This course will train persons for Certificate level Managerial jobs and is being organised in collaboration with the Commerce Faculty of the University. The syllabus includes Economic Analysis and International Trade, Industrial Purchasing, Warehousing, Transportation and Materials Handling, Statistical Methods and Inventory

Management, and Business Correspondence. The course has proved to be very attractive.

On the research side the Department has taken up the following projects—

1. Review of Adult Education Research: a preliminary survey conducted in collaboration with Centre for Advanced Studies in Education of the M.S. University.
2. A survey of Continuing Education and Extension activities of various Faculties and Departments of M.S. University (1967-1973)..
3. A survey of Training Needs of Nursery School Teachers.
4. A Survey of parents who need training in Child Guidance.
5. A preliminary study of Correspondence Education at the University level in India in collaboration with I.U.A.C.E.
6. Universities and the Departments of Adult Education: Some issues and concerns.

The Department is handicapped due to financial limitations and would welcome agencies which are willing to collaborate with the Department in research programmes.

—Sudershan Kapoor



association

news

jaipur conference

THE three-day Annual Conference of the Indian Adult Education Association which concluded in Jaipur on October 6 this year, has strongly urged the planners to earmark for adult education programmes, including training and extension, at least 2 per cent of outlay provided for each sector of the developmental activity.

Over 225 delegates from 18 States and Union Territories attended the Conference. Most of the affiliated organisations and the Universities of Delhi, Sri Venkateswara, Rajasthan, Panjab Agriculture, Magadh, M.S. University of Baroda, Mysore and Udaipur deputed representatives.

Welcoming the delegates, Mr. Justice B.P. Beri, Chief Justice of Rajasthan and President of the Rajasthan Adult Education Association emphasised the necessity of removing illiteracy on a priority basis. He stressed that graduates from universities should be involved in the liquidation of illiteracy programmes.

Full report of the Conference will appear in the next number of this Journal.

Presiding over the inaugural function of the Conference, the Chief Minister of Rajasthan, Shri Barkatullah Khan said that adult education programmes could go a long way in bringing socio-economic changes in the community. He advised the adult education workers to mix with the illiterate masses and in no way should they consider themselves superior than those people.

Dr. M.S. Mehta, President of the Indian Adult Education Association proposed a vote of thanks. He said that traditional literacy should be replaced by functional literacy programmes. He emphasised that adult education programmes should be integrated with the development programmes.

Prof. M.V. Mathur, Director, National Staff College for Educational Planners and Administrators, in his key-note address on Adult Education and National Development emphasised the necessity of establishing a national peoples university to undertake adult education programmes for the development of the country. This type of University, he emphasised, should have campuses at various levels and should start programmes of adult education which traditional universities were hesitant to undertake.

At the close of the Conference three resolutions were adopted, one each on Adult Education and National Development, the Potentials of Adult Education and Advance Planning for the Annual Conference, *which have been published separately.*

zakir husain memorial lecture

During the Conference, the Third Zakir Husain Memorial Lecture was delivered by Dr. M.S. Adiseshiah, President of the International Council for Adult Education. The subject of the lecture was 'The Relevance of Adult Education to our Educational Crises.'

general secretary's visit to udaipur

Soon after the Jaipur Conference, the Honorary General Secretary of the Indian Adult Education Association, Shri S.C. Dutta alongwith some staff members of the Association visited Udaipur from October 7 to 12, 1973 to meet field workers concerned with adult education. The team met the various officials of the two leading voluntary organisations of Udaipur i.e. Seva Mandir and Rajasthan Vidyapeeth.

The team attended the commissioning of the Centre for the Continuing Education of the Seva Mandir on October 8, 73 by the High Commissioner of Canada, Mr. Bruce Williams.

The team visited the various institutions of continuing education being run by the Rajasthan Vidyapeeth. It went on October 8 to Dabok and had talks with the field workers of Janta College and Panchayati Raj Training Institute.

Later the team visited the Rural Artisan's scheme of the Janta College and was considerably impressed by it. Shri Bhai Bhagwan, Principal of the College apprised the team about the various courses of the College.

They also saw the working of the Lok Shikshan Vibhag of the Rajasthan Vidyapeeth which is responsible for the production of adult education literature, development of audio-visual aids and research and evaluation of adult education. The ways and means of increasing the activities of the Vibhag were discussed with the Director, Shri Kalyan Jaisani.

The team also visited the library and reading room activity of the Janpad (Urban Social Education Department) of the Vidyapeeth. Janpad is running four centres in Udaipur. People were found taking considerable interest in the Black Board News Service at various places in the city.

old ideas

Kamla Bhasin

THAT a country cannot march ahead towards development and better standard of living unless women are educated is an idea proclaimed so often that it need not be repeated.

The Report of the National Seminar on Adult Education for Women in the Changing Pattern of Society is one of the very few books emphasising the need of adult education for women. The Seminar was organised in October 1968 by the Association with the help of UNESCO. It is not clear why it took four years to bring out the Report of the Seminar.

only women participants

Some very eminent women who have done pioneering work in this field participated in the Seminar. They included Dr. Welthy Fisher, Dr. Durgabai Deshmukh, Smt. Raksha Saran, Dr. Sushila Nayar, Dr. Phul

Renu Guha and Smt. Sarojini Mahishi.

In the list of participants one sees the name of only one man. That only women come together to discuss their problems is usual but unfortunate, especially because the main expertise, the power to legislate laws and to implement them, the power to make key changes in the educational and other important spheres is still in the hands of men. Such an exclusively women's conference gives the impression that only women are interested in their education and development.

The Report leaves no doubt in the readers' mind that adult education for women is the need of the hour. The participants of the Seminar were fully conscious that adult literacy is not an end in itself but a means for achievement of all that is understood by adult education, which includes awareness of the problems of life, of health and sanitation, every day economics and rights and duties of citizens. Naturally the Seminar concerned itself at length with the contents of women's adult education programmes and the level of literacy for it to be functionally useful.

The Seminar was divided into four working groups. There was unanimity among them all that women attending literacy classes should attain functional level in literacy. Besides they should be taught subjects which help them to improve their functions as wife, mother, housewife and wage earner. It has been suggested that the subject matter of the courses should vary for women of urban and rural areas. Exhaustive lists of topics to be included in the women's education programmes have been worked out.

One wonders if the teachers who normally run literacy classes and organise the adult education programmes can implement these suggestions. The teachers are generally drawn from the cadres of primary school teachers

and trained to teach the adults very much as they do the children and the needs of women in the home and society are seldom kept in view.

conscientization

One would have expected a gathering of so many eminent women to highlight the need for adult education to recognise a woman's personality. What Paulo Freire calls conscientization was not within focus of the Seminar. Freire has laid emphasis on unearthing the critical faculties of individuals, their level of awareness about the exploitive social, economic and political forces around them and he has stressed the need for individuals to unshackle these bondages. Freire says that education should liberate individuals from their *Culture of Silence* and should make individuals realize their own power potentialities and dignity.

Understood in the context of our country, conscientization is the process of growth among persons belonging to the culture of silence of growth of social, economic and political consciousness, consciousness of their oppression and exploitation and consciousness of those persons' moment and place in the historical situation. This consciousness needs to be communicated to the participants in functional literacy classes through use of some key words, selected not only to fulfill the functional needs but also to create an awareness about social, economic and political forms of operation and the way in which the learner can acquire a capacity to overcome the unjust condition.

no education is political

Such an approach to functional literacy and adult education arouses apprehension that it will become too political. But

Adult Education for Women—Report of the National Seminar, Indian Adult Education Association, New Delhi, 1973.

it must be recognised that no education can be politically neutral, political not in the usual sense of party politics but in the sense of creating consciousness of one's role in social and political institutions as a participant in the process of change. Unless oriented to serve to change society, education serves to maintain the status quo.

This approach to functional literacy calls for fundamental break in the objectives and methods of teaching. It puts a premium on dialogue and attaches importance to passive learning of the written word. It is time we begin to reorient our understanding of the role of adult education in order to make it a dynamic agent of social change.

key words

For such an approach the teaching material will have to be developed by those who are actually involved in running functional literacy classes and have an intimate knowledge of the area. Key words will have to be selected which are used every day and reflect socio-economic relationship and attitudes and mental make-up of the people using them.

For the southern Rajasthan region where the dialect spoken is Mewari, two words which could be used are *Annadata* and *Badahukam*. A peasant uses these words for those higher in status than him. Every Government functionary, indeed every white collared city dweller, is referred to as *Annadata*. What irony that the man who is the real *Annadata* calls everyone else by that name and does not realize his own personality and role! This peasant responds with *Hukam* or *Badahukam* to everything which the so-called *Annadata* says. He neither reflects, considers or disagrees, he simply subserves. These two words vividly bring out the inter-rela-

tionship between the groups and in the social structure. A bureaucrat, big or small, continues to be the *Annadata* whose orders are always to be complied with. Discussion around such words would help peasants see the reality behind their daily usages and may make them question the oppressive structure to which he silently conforms.

It is possible to devise the objectives and methods for women's education programmes on these lines. No doubt, key words which typify the predicament of women in our social order can be easily identified. The book under review fails to suggest any meaningful breakthrough in the stalemate which exists in the prevalent concepts and methods of adult education for women. The participants of the Seminar appear to have restated the hackneyed and the conventional approach.

problem of drop-outs

A subject discussed in detail at the Seminar was the problem of motivating women to functional literacy classes and of retaining them. It has been emphasised that usually an adult literacy class is like an ordinary primary school class where some teaching is done, without anyone pausing to find out if any learning is taking place. The adults in the class room are expected to be recipients of knowledge and skill and not participants in a learning process. The organisers of the functional literacy classes and beneficiaries seldom become partners in a dialogue. This lack of involvement of the participants is primarily responsible for the high drop-out rate.

Women like peasants are a very practical lot. They can only be motivated by programmes whose worth they can find in their daily lives. The suggestion made in the book that adult education should play a role in

bettering the economic conditions of the participants is very pertinent.

There are also numerous administrative and organisational problems. Lack of good teachers, low salaries, inadequate training, lack of teaching aids and non-availability of suitable places for organising the programmes have all been mentioned in the report. I would like to ask the planners, the politicians and the Government why is it that the adult education teachers cannot be paid more than 30 or 40 rupees for their work when the university and college teachers can draw salaries of four figures for teaching fewer hours? Why is it that in the last 26 years of independence we have not been able to build even one room in each village for such classes while in the same period monumental and shamelessly expensive places like the IIT's JLN University etc. have been built? Why is it that in our country, where unemployment among the educated is so high, the young people can not be mobilised to spread adult literacy? Why is it that the money allocated for adult education is only a very small portion of the education budget?

conclusion

Although some very important and crucial aspects of the problem of adult education have not been covered adequately by the book and although the book brings us at least 5 year old ideas, more books on this subject are needed to shake us off from our apathy. Such books, such Seminars contribute a great deal in influencing public opinion in favour of adult education. But what is missing is the dimension of implementation. It is the duty of educated men and women to work for the implementation of their ideas, schemes and plans and the duty of the Government to see that they are able to.

communications

informal education

a postscript

SINCE the original text was published some comments and observations have indicated to me that there may arise some misunderstanding and that the issue should be clarified without delay.

Although this question was mentioned, I would like to state very clearly—

—that the basic implicit idea is that the educational system and the overall educational process is a global one, comprising the formal, non-formal and informal way of education, of imparting knowledge and learning;

—that the development of the non-formal education does not, in any sense diminish the need for further development and improvement and modernisation and innovation of the formal, full-time, institutionalised modalities of education and learning;

—that non-formal education does not substitute the formal education, but complement it in many respects, although there are many categories of potential learners (new clientele for education) which should get education through non-formal ways, as there are other categories which get the same or similar education or skills through formal modalities and institutions;

—that there should be a continuing and permanent *inter-relation between formal and non-formal education.*

In other terms, formal and non-formal education are not competitors, they are not mutually exclusive, they are necessary components of a whole.

Very often formal education cannot achieve all goals the

society is aiming to reach or cannot satisfy all educational needs in a definite environment. There are educational objectives which can be reached easier and more efficiently through non-formal ways than through regular institutional formal education. There are situations in which individuals need to get a flexible opportunity to inter-change formal and non-formal education, to pass from one to the other, to combine in a free manner both and to complement formal path by non-formal adopted and tailor made learning programmes. There are children of the pre-school age whose preparation for the elementary education (particularly children from backward shifts, deprived groups and lacking "cultural heritage") cannot be accomplished except through non-formal, community groups for early infancy. On the other hand, there are adults in the post-school stage whose up-dating in their profession cannot be better done than through non-formal training or self-learning, etc.

In other words, the trend towards the non-formal educational development has nothing in common with the theories of "deschooling" the society. If I try to find word which would summarize the philosophy of this approach, I would say that *it reflects the idea of demonopolizing education.* Education was, and is often still considered, a monopoly of a single type of institutions—schools, college and universities, or a prerogative of a single profession—teachers professors, educators, or as a result of a process in which the teacher and the learner are in a subject-object position. All this becomes less and less true. This type of monopoly is less and less acceptable! This is why the demonopolization of education is a very real and direct task. The introduction of a strong non-formal component is probably an important, may be the best way, to achieve it.

—Asher Deleon



ABREAST OF TIMES

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

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

For particulars please write to:—



M/s. MEGH SLATE FACTORY PRIVATE LIMITED,

Post Box No. 24
BARAMATI (Poona)

Subscribe to

Proudh Shiksha

The Hindi monthly containing news about programmes in adult education in India, short stories for neo-literates, folk tales and case studies about pioneering experiments in adult education.

Annual Subscription

Rs. 8.00

Published by

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg, New Delhi.

A landmark in the publications of IAEA
(in collaboration with Nachiketa Publications Ltd.)

Adult Education in India: A Book of Readings

Edited by ANIL BORDIA, J.R. KIDD & J.A. DRAPER.

Pages 532

Price—Hardbound Rs. 50 (\$ 10)

Paperback Rs. 25 (\$ 6)

A comprehensive coverage of all aspects of adult education in India, divided into five parts.

- I. *Historical Perspectives* 3 articles including
- | | | |
|-------------|---|--|
| P.C. Lal | — | The Tradition of Adult Education. |
| Anil Bordia | — | During British Period and After. |
- II. *Philosophy & Objectives* 11 articles including
- | | | |
|-----------------------|---|---|
| Malcolm S. Adiseshiah | — | The Call of Adult Education. |
| K.G. Saiyidain | — | Why Adult Education? |
| Romesh Thapar | — | Disciplining Philosophy of Living. |
| M. Mujeeb | — | A Matter of Conscience. |
| R.M. Chetsingh | — | Adult Education for the Educated. |
- III. *Adult Literacy* 12 articles including
- | | | |
|---------------|---|--------------------------------------|
| V.K.R.V. Rao | — | Socio-Economic Strategy. |
| Homer Kempfer | — | Attack on Illiteracy. |
| T.A. Koshy | — | Methods of Literacy Teaching. |
- IV. *Methods* 9 articles including
- | | | |
|-------------|---|-------------------------------|
| J.C. Mathur | — | Mass Media. |
| Dharm Vir | — | Cooperative Education. |
- V. *Programmes & Agencies*
- A. *Urban Adult Education* 3 articles including
- | | | |
|----------|---|-------------------------------|
| V.S. Jha | — | Urban Adult Education. |
|----------|---|-------------------------------|
- B. *Special Groups* 8 articles including
- | | | |
|-----------------|---|----------------------------|
| V.S. Mathur | — | Workers' Education. |
| R.L. Mullick | — | Indian Army. |
| T.N. Chaturvedi | — | Civil Servants. |
| V.M. Dandekar | — | Farmers' Education. |
- C. *The University* 8 articles including
- | | | |
|-------------|---|---|
| M.S. Mehta | — | University Adult Education. |
| Amrik Singh | — | Universities & Extension Work. |
| V.V. John | — | Evening Colleges. |
- D. *Other Agencies* 5 articles including
- | | | |
|--------------|---|-------------------------------|
| J.R. Kidd | — | Educational Authority. |
| N.N. Gidwani | — | Libraries. |

Available from—

In India

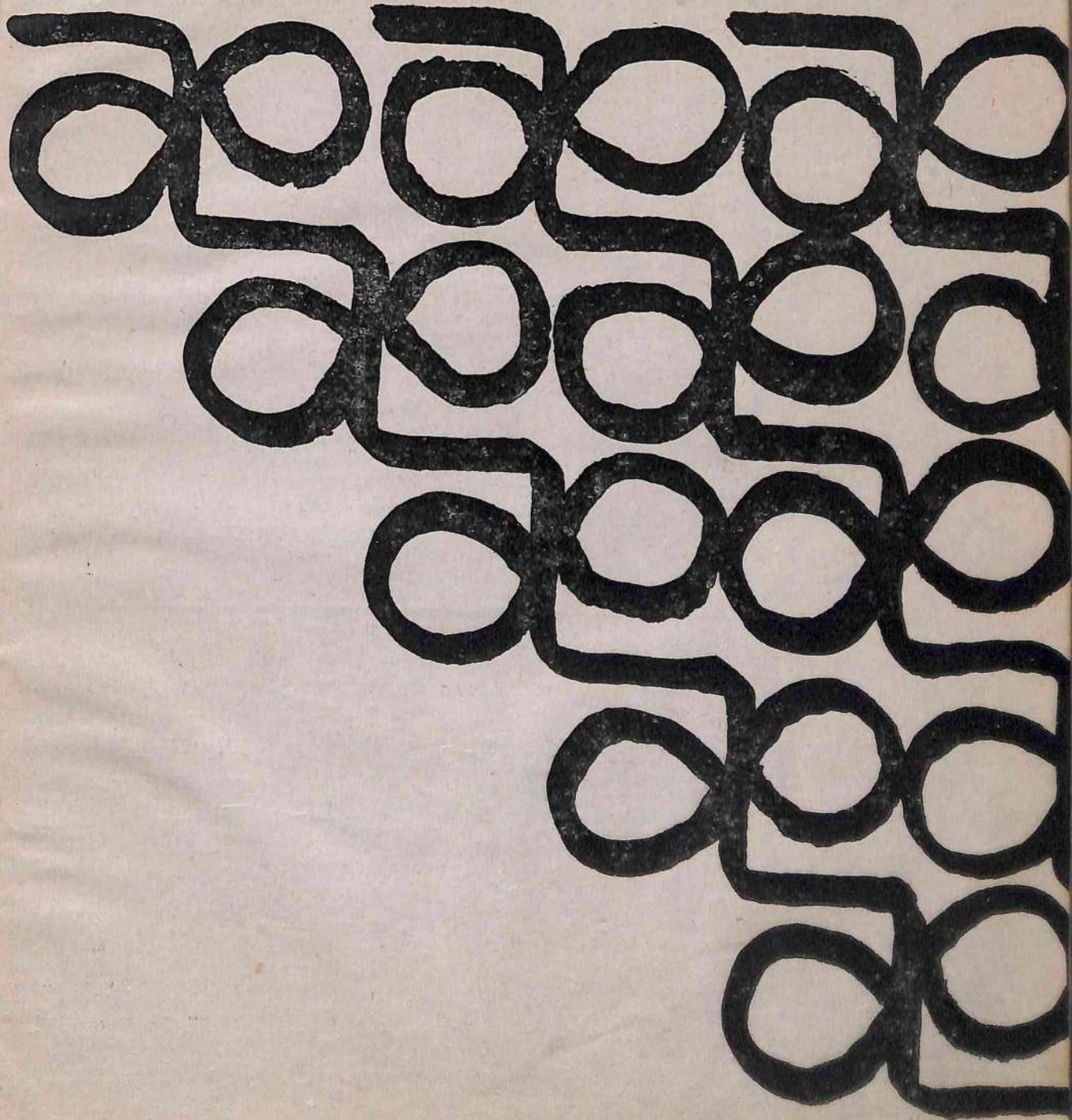
Hony. Gen. Secy.
Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-110001.

Abroad

Secretary General,
International Council for
Adult Education,
George Brown College,
21, Nassau Street,
Toronto, Canada.

indian journal of adult education

conference number



contents

- 1 AUTOMATIC CORRELATION
 - 2 MANAS SUTRA
 - 3 BUILD ADULT EDUCATION INTO THE EDUCATIONAL SYSTEM—WELCOME SPEECH
B. P. Beri
 - 4 A CALL FOR COMMITTED ADULT EDUCATION
Barkatullah Khan
 - 6 ADULT EDUCATION AND NATIONAL DEVELOPMENT
M. V. Mathur
 - 8 ERIC/AE COMBINED WITH ERIC/CICE
 - 9 ADULT EDUCATION AND NATIONAL DEVELOPMENT—THE DISCUSSION
N. K. Pant,
Asher Deleon,
A. R. Deshpande, and others
 - 14 THE RESOLUTIONS ADOPTED BY THE CONFERENCE
 - 15 TWO RADIO DISCUSSIONS
M. S. Mehta,
Asher Deleon,
M. S. Adiseshiah
 - 17 INSTITUTIONAL REPORTS
 - 22 ASSOCIATION NEWS
 - 23 FROM OUR CORRESPONDENTS
 - 24 COMMUNICATIONS
-

Editorial Board

M.S. Mehta
M.S. Adiseshiah
T.A. Koshy
S.C. Dutta
Daya Krishna
S. Kapoor

Editor

Anil Bordia

Design

Jaya Wheaton

Published every month by the Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-1

Contents of the Indian Journal of Adult Education are indexed in
Current Index to Journals in Education/New York
Guide to Indian Periodical Literature/Gurgaon

Subscription

Rs. 8.00 p.a. within India/U.S. \$ 3.50 p.a. Overseas/Single copy Re. 1.00.

Editorial Address

P.O. Box No. 221, Jaipur-300201

automatic correlation

THE draft resolution on adult education and socio-economic change moved by Shri Satyen Maitra contained some edgy phrases on the possibility of adult education becoming a handmaiden of the existing social and economic order. Most of these meaningful and strong phrases were deleted, or their edge blunted, at the initial stage of drafting. Even so, the draft presented by him in the concluding session on the 6th October contained the following sentence—

The Conference feels that the need for adult education is greatest in times of crises. It is fully conscious that there is no automatic correlation between adult education and

economic or national development.

During the brief discussion which followed presentation this draft some delegates expressed surprise that a senior adult educator like Shri Maitra should deny the automatic correlation between adult education and national development. The critics did not fundamentally disagree that adult education should be deliberately designed to serve socio-economic change but they were not willing to accept the statement as it was presented. It was felt by them that although there was need to make adult education programmes more directly related to national development, yet they were not willing to accept that adult educa-

tion, indeed all education, *per se*, did not necessarily contribute to socio-economic change.

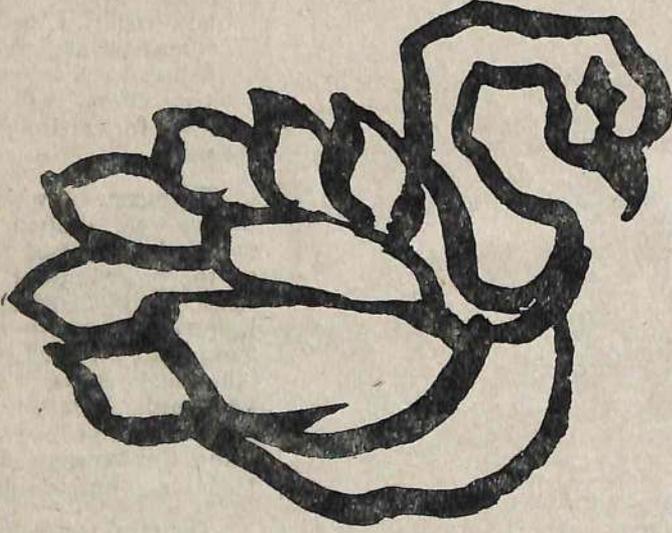
Those who felt that the pithy drafting of Shri Maitra should be left unchanged did not press their point. After a brief discussion the sentence was substituted by a rather harmless statement which was unanimously passed:

It (the Conference) is fully conscious that there ought to be correlation between adult education and economic or national development. Effective efforts will have to be made for realising this purpose.

The manner in which the resolutions were drafted, discussed, modified and passed throws light on the procedures of the Conference. In this context, the resolution on organization of future Conferences, moved by Dr. M.S. Adiseshiah, is very much to be welcomed. Implementation of that resolution can make the future Conferences more professional and businesslike.

The third resolution, moved by Shri N. R. Gupta, proposes earmarking for adult education at least 2 per cent of the outlay on each developmental scheme. There was marked awareness among the participants that adult education should not be isolated from the main stream of national development but should be its composite and indivisible part. The recommendations of the Task Force on Adult and Out-of-School Education appointed by the Planning Commission were a matter of considerable interest.

Persons in the field of adult education throughout the country will, no doubt, continue to be interested in the shape adult education takes in the future years. Whether it becomes an agency of change or of maintenance of *status quo*. Adult educators will also watch the developments in regard to acceptance and implementation of the report of the Task Force, on which the third resolution is based.



अनेकसंशयोन्धेदि परोक्षार्थस्य दर्शकम् ।
सर्वस्य लोचनं शास्त्रं यस्य नास्त्यन्ध एव सः ॥

Subhashita Ratnabhandar

The illumination given to us by education shatters illusions, removes difficulties and enables us to realize the true value of life. A person, who does not possess the light of education, may be really described as blind!

build adult education into the educational system —welcome speech

B. P. Beri

ON behalf of the Rajasthan Adult Education Association I extend a most cordial and hearty welcome to the President and the delegates to the Annual Convention of the Indian Adult Education Association.

Our organisation, the Rajasthan Adult Education Association, is only a few months old. Some public spirited persons have been thinking for some time that a State level organisation of adult education should be built up in Rajasthan to coordinate between the official and non-official agencies on the one hand and among the non-official agencies on the other. Such an organisation could also directly undertake some activities which do not receive adequate attention by other organisations existing in the State. I am happy to report that the number of such organisations in the State is consider-

able and in their own unrelated manner they are striving for the common end of spreading education among the adults of this State.

The State of Rajasthan is known for many historical places and a heroic tradition. Its people are brave, hardy and venturesome. And the nature is not always kind to them. However, they have been able to survive the vicissitudes of climate and fortune and are set on the path of progress.

It is difficult but not impossible to cope with the famines and scarcities created by harsh climate. It is, however, more difficult, and much more important, to face the famine of knowledge. The unfortunate fact, however, is that the famine of knowledge is not considered as much a matter of concern as is the famine created by adverse

climatic conditions. As is well known, the literacy rate in Rajasthan is amongst the lowest in the whole country and our elementary school system does not seem to assure us that the future generations will be hundred per cent literate.

It cannot be denied that literacy is the point where adult education must begin. I would not say that it should end there also, but the importance of literacy should not be under-emphasised. It is only after the skills connected with literacy are acquired that it is possible to further ones knowledge and acquire more diversified and occupationally important skills.

I, therefore, feel that some unorthodox measures have to be taken for involving the educated youths in a Statewide effort to fight ignorance and illiteracy. If knowledge acquired by a person is not communicated by him to others, it is of little social value. Unfortunately the quality of education and our social environment do not inspire the youth to reach out in the urban slums and the countryside. They should be made to. I would plead that making at least one person fully literate should be a pre-condition before a degree is awarded to a student. It is true that this may not be an easy system to build up and evaluate. However, I have no doubt in my mind that this is worth trying.

I would request the President and General Secretary of the Indian Adult Education Association and all the delegates who have come to participate in the Annual Convention to consider the suggestion.

I hope that the deliberations of the Annual Convention will be fruitful and the stay of the delegates in Jaipur will not be uncomfortable. My colleagues of the Reception Committee have tried to make arrangements to the best of their abilities but I seek your indulgence for the omissions which have remained.

a call for committed adult education

Barkatullah Khan

SOMETIMES education given is worse than not given. I have found some highly ignorant educated people who have neither a sense of proportion nor sense of timing nor basic sympathy with the toiling masses of the country. There is something radically wrong with our entire educational system, and I feel that adult education is a part of this educational system. The system receives the guidance and support from the various highly developed, intellectually organised, educational institutions which have very little to do with the common masses.

the extra energy

I highly commend the idea

that every graduate should try to educate at least one person. Perhaps it will not be out of context to quote an example about one of the Scandinavian countries where the students went and burnt a part of their university. A commission was appointed. It looked thoroughly into the entire structure of the educational system. Did the students have any grievance? They said no. Was there any facility missing? They said no. The conclusion of the commission was that the extra energy of youth was not properly channelised and the going people felt at a loss and they felt that in some way they should use their extra energy; and one easy course open to them was to burn the university. The challenge to educate at least one person or a similar National Service programme can provide an outlet to the pouring energy of our youth.

common man

Here I would like to say that we should not forget that the common ignorant man is the backbone of this country. We should also not forget that it is his hard common sense which has sustained this country during the centuries of foreign rule. Let us also not forget that he is aware that social changes are coming and he wants to be a part-and-parcel of it. In order to make him a part-and-parcel of the new developments you will have to give him certain opportunities. Educated parents are in a much better position to develop a child and develop the adulthood of their children.

If anybody did not have the benefit of education it was not his fault. He was either working as serf or he was working as a labourer with hardly any leisure to be educated. But this is also true that whenever the call was given by the country and the people of the country they were the first to offer themselves. Whether it was a question of fight for Independence, whether it was a question of a campaign for social change, he was always on

the forefront. One person we conveniently go and take what we want from is the villager, whether he is an artisan, peasant or a small trader. Look at land revenue. However, small the holding of a cultivator, he has to pay land revenue. City dwellers are not expected to pay any income-tax if their income is less than about Rs. 500/- per month.

organise the rural masses

The rural masses are not organised, and people who are not organised are bound to suffer from many disadvantages, which in the organised society we take as a matter of course. Take for example, filtered water. We take this necessity as a matter of course. You go to the villages, you would not find filtered water. You will find the tank from where the cattle is drinking water, human beings are also drinking. We have to make the unorganized villager conscious that even these amenities which they are not provided can be obtained; there are alternatives. I am sure, adult education can go a long way in preparing the countryside for socio-economic changes which are essential in the present times.

identify yourself with masses

The chances are that today villager is much more aware because he knows where the shoe pinches, and when the shoe pinches he knows what is the remedy. So unless there is an identification of our cause with his cause we cannot succeed.

I would also say that the educator has to keep in mind the saying: do in Rome as the Romans do. In other words if you are willing to live with them, perhaps occasionally get infected by not drinking the filtered water, then there will be a common language; not a language of teaching but the language of brotherhood, a fraternity where the adult education workers will be on the level with the learners. To be a superior to any one, or

to claim to be superior to any one, is the easiest thing to do and the moment we start on the assumption that the villager is ignorant, we are educated, then we are automatically creating a barrier and such a barrier is bound to create reservations on both sides.

instruments of change

Another point I want to mention is related to creating a proper consciousness among the people connected with adult education programmes. It might not be out of place to mention that a malaise of our education has been that very little is known about the peoples' history in India. Generally the eras are interpreted in terms of emperors, rajas, navabs and viceroys. It is very rarely that you come across books and teachers where emphasis has been laid on educating the people about how people have lived; their manners, their habits, agrarian relationship and the various other factors that have been part-and-parcel of our life, and will perhaps remain so, howsoever educated and developed we may become. Here again, I would like to say in all humility that today we must be very clear in our mind that when we go to an adult education centre, what are we teaching. Are we talking about democracy, are we talking about secularism or are we indulging in the old fables which were created for the benefit of the countrymen and women of this country to be divided, further divided and sub-divided.

I feel sure that a very heavy responsibility is cast upon the voluntary agencies which deliberate and take part in such matters so that they may become pioneers in creating a sharp instrument for bringing about the changes for which the people of this country are clamouring for a long time.

correct perspective

Similarly I would like to submit that a correct perspective

has to be placed before the people who participate in your adult education programmes. Of course, it should not be party oriented; whether it is the Congress Party, the Communist Party, the Jana Sangh, or the Socialist Party. I do not want any political message to be communicated through adult education. But the message that has to be brought home is that this country is one and we remain with this country, sink or swim with the country, that our progress is not to be confined to isolated pockets and or to show windows but it has to be the progress of the entire people of this country. So long as poverty, ignorance and exploitation remain the people are bound to suffer, and there is always a point beyond which no human being will suffer and beyond that point there comes a sense of frustration and this frustration leads to rebellion and ultimately to revolt. And, therefore, it is here that your help is solicited not to misguide them but to paint correct picture of the country as it exists today. What are the efforts that the society as a whole is making; it is not a credit to any particular Government or to a particular party but it is the participation of the people of this country who are slogging hard to find a solution and reach a stage where the standards of living are reasonably consistent with those of many of us who are affluent but do not claim to be affluent.

We cannot minimise that results of our efforts so far. The development in this country need not be underestimated. I have been to many developing countries and I can very safely keep my head high that we have done much better than many other so called developing countries. But we should also make the people aware that no country can progress without hard work. No country can have a future without hard work. And no country can survive for a long time if it is basically parasitical.

adult education and national development

M. V. Mathur

THE theme of this Conference has been very appropriately chosen as Adult Education and National Development. This, in fact, reminds me of the title which the Indian Education Commission 1964-66, on which I had the privilege of serving, decided to give to its Report, namely, Education and National Development.

The announcement regarding this Conference in the August 1973 issue of the *Indian Journal of Adult Education* mentioned that "the Conference will examine the overall objectives of the development of the country and what contribution adult education can make towards it". We may, therefore, have a brief look at the challenge of development in our country, identify the multifarious programmes and activities that are carried out under the broad canopy of 'adult education' and try to correlate the high priority demands of development with the contribution which selected aspects of adult education movement could make towards the fulfilment of the same.

In a way the goal-posts of development have been enshrined in our Constitution: development must imply justice—political, social and economic. In other words, it should bring about *sarvodaya* and *antyyodaya* i.e. appropriate development for all

and specially for those who have remained neglected and down-trodden for centuries past. Also when we speak of national development, we recognise the importance of balanced regional development within our country on the one hand and the desirability of securing rightful place for India in the Comity of Nations, on the other.

We, in India, have been traditionally highly idealistic in formulation of our goals and objectives. Our keen logical minds generally refuse to accept for purposes of formal record anything less than the very best in all spheres of life. The same is true of our goals of national development. We somehow do not feel satisfied with the theory of the second best. Unfortunately we are not able to implement all that we profess.

The cornerstone of our political goals of development is parliamentary democracy with a multi-party system and a Central-State relationship in which decision-making regarding development involves the Union Government and the 21 State Governments, apart, of course, from *panchayati raj* institutions. This type of Parliamentary Democracy with adult franchise is perhaps the best form of Government. It is also the most difficult form. Even for a unitary country like U.K. it took several centuries to bring out the full flowering of this Parliamentary form of Government; actually this happened only in the twentieth century when British women secured their right to vote and the will of the people as exhibited in the House of Commons could be made supreme.

Our goals of development on the economic side imply building up a socialist society through planned growth in which both the public and the private sectors could contribute their mite. Accelerated planned economic progress is essential for our country for bridging the gap which got created between us and the developed world during the

British regime. India could not be classified as a relatively backward country even, say, in 1700. However, the Industrial Revolution in U.K. towards the end of the 18th century and our dependence on U.K. until 1947 brought about a situation of 'arrested growth'. Had India been even as free in 1800 as it was in 1700 it might have been possible on our part to reap the fruits of Industrial Revolution with some time lag as was the case in Germany, France, U.S.A., Japan, etc. However, we got our real opportunity to do so only after Independence. Speedy economic development, therefore, became very necessary.

Soviet Union had demonstrated the superiority of bringing about rapid economic development through successive Five Year Plans in an economy suffering from arrested growth. Pt. Jawaharlal Nehru and, by and large the country as a whole, was therefore very much impressed by this planned process of growth. However, it has to be noted that there is a very significant difference between our planned development and that of the Soviet Union. In USSR, the entire responsibility for accelerated development is shouldered by the public sector. In our case it is not so. Even today the public sector covers only a small part of our total economy. Further, the co-existence of a comparatively limited public sector and a considerably large private sector complicates the successful operation of process of economic development in our country.

Our Constitution has provided for individual liberty, freedom of association, and due process of law. It has been alleged that this has given rise to individual indiscretions, multiplicity of trade-unions (with promises of more wages and less work), and long delays in courts of law in implementation of various measures of institutional reforms. Also, very rightly, we emphasise

secularism but it has been alleged that secularism has been interpreted in a negative fashion and not in a positive fashion which may promote social discipline and respect for all religions as well as atheism.

It is in this context of our political, economic and social goals of development that we should consider the rightful role of adult education. The main task of adult education must be to make all adults conscious of their role, rights, and responsibilities in contemporary Indian society, to enable them to contribute their best in agricultural and industrial advancement of the nation and to keep the citizens in general and professional workers in particular in a state of constant intellectual and technical alertness to face the emerging challenges in nations building.

While it may be argued that a person can be educated and even learned without being literate, in our contemporary society basic literacy and numeracy are essential. Our ancient oral tradition has yielded place to a formal, written communication, form filling, and basic acquaintance with rules and procedures. In the absence of workable literacy, the farmer and the worker stand to lose their rightful share in the benefits that may accrue from development programmes.

It is rather unfortunate that we in our country have not been able to eradicate this curse of illiteracy. Our official and non-official agencies should effectively join hands together and should provide basic literacy and numeracy to all adults of working age group by taking education to their farms and cottages and hours most convenient to them. Our immediate absolute minimum target should be that each and every family even in our far-flung villages has at least one educated adult.

Apart from basic literacy the out-of-school youth need essential elements of citizenship.

While mass media can impart a good bit of this education, well prepared books on various aspects of citizenship written in simple language which neo-literates can follow are needed in all the languages of our country. Development oriented newsletters and newspapers, and mobile libraries would further strengthen this movement for alert citizenship.

It is now well-known that education does not and need not take place only between 6 and 16 or even 22, years; it is life-long. We need education from pre-primary stage to post-retirement stage. Or if we are prepared to accept the mythological story of Abhimanyu receiving his education regarding breaking the *Chakra Vyuh*, then we might even say that education lasts from conception to resurrection.

Life-long continuing education is of utmost importance for our rapid development. Science, technology and knowledge are expanding at a very fast pace. We have to ensure that our farmers, factory workers and professional cadres are able to keep up their efficiency by continually refreshing themselves. Also, the traditional boundary walls between education and training are falling apart. Programmes of continuing education, therefore, will have to bring together the quite sense of theoretical advances and the latest developments in practical operations for ensuring up-to-date knowledge and skills of our working force.

Further, the new developments in knowledge and techniques have highlighted the desirability of inter-disciplinary approach. Therefore, while as a specialist, one may know more and more about less and less, yet if he has got to be effective, it is necessary for him to recognise the inter-linkages of his work and the contribution which sister disciplines make in enabling him to see his work within the framework of a wider perspective and long-term vision. We may, therefore, say that the broad field of

continuing education itself may be divided into at least three categories:

- (i) Continuing education in citizenship which is necessary for citizens of an alert democracy committed to eradication of poverty, inequality and injustice.
- (ii) Continuing professional education for enabling our technocrats in various walks of life to keep up their efficiency at the maximum; and
- (iii) Continuing inter-disciplinary education for broadening the minds of leaders of thought and action in our society so that they may formulate our development policies in a proper perspective.

It will be necessary to bring about some institutional changes and innovations to meet the new challenge of effective continuing education for national development. Our schools should serve as centres for community education. I am not necessary implying that the wider task of community education will be performed by the formal school teachers only. In fact, the teachers for community-wide education might come from various other sections of the community but the physical facilities of the school should be available to the adults also for their continuing education in citizenship. Also, our colleges and specially our universities should serve as centres of continuing professional and inter-disciplinary education. Some beginnings have already been made in our country in setting up departments of adult education and continuing education in universities a great deal still remains to be done. We have to sell the idea of continuing education to our tradition bound universities.

While a centre, department, or a school of continuing education is necessary, it would function best only when it is

ERIC/AE combined with ERIC/CICE

accepted by the university fraternity and the community. The universities might consider, in this connection, the possibility of seconding some of their ablest and enthusiastic teachers in established departments to the new departments of continuing education. They may also consider the possibility of giving dual appointments to the staff in both the departments, of continuing education and the department to which their main discipline qualifies. These practices are now common in several universities of the developed world though these may be regarded as innovations in our set up.

For strengthening the progress of the adult education movement in India it would be desirable to set up a National People's University. This university should serve as a national centre for research, operations, and extension in various aspects and programmes of adult literacy, out-of-school education and continuing education. It may also offer university-level programmes of a non-traditional variety. It should take special interest in providing part-time and own time education. In conjunction with official or non-official authorities and agencies and National People's University may develop its regional centres as and when necessary.

The approach document to the Fifth Five Year Plan has emphasised the programme of minimum needs. In the field of education the hard-core of the minimum needs programme should be the achievement of mass awareness about the socio-economic injustice that is being perpetrated. Some of us believe that such mass awareness may have the path for a socio-economic revolution which appears to be essential for our effective national development. May I express the wish that all workers in the field of education become active partners in fulfilling at least this hard core of the minimum needs programme in education?

THE passing of the baton in the relay race of scholarship is always a hazardous but exciting adventure. My Co-Directors, Professors Betty J. Bosdell and JoAnn Harris, and I feel on our backs the hot breath of hoped for continued excellence in literature coverage and service in adult education which you new colleagues breathe at the passing of the baton from the Clearinghouse in Adult Education to our new Clearinghouse in Career Education at Northern Illinois University. We are keenly aware of the fact that those of you who labour long and mightily in the cause of Adult Education wonder whether a Clearinghouse devoted to Career Education can do as much in expanding and integrating adult education as the Clearinghouse in Adult Education has so very evidently done. We particularly want to reassure you on that score. Our purpose is not to let adult education take a back seat in career education. Our purpose is to use the concepts of adult and continuing education to enliven those of vocational-technical education in order to help us all achieve that new integration which will be career education.

Those of us who direct the Clearinghouse in Career Education remain steadfastly interested in the entire human career, not just parochially interested in the vocational career. The vocational career breeds and sustains the human career. But the human career breeds and sustains the vocational career as well. The perspective of research and scholarship must be put upon the vocational career from the vantage point of human career, not the reverse. But both

exist in interaction and must be seen in that interaction. For these reasons, we welcome the interest in avocational, leisure and personal life purposes for education which we inherit from the Clearinghouse in Adult Education. We will also more specifically welcome suggestions for service and improvement from each of you in adult education. We can be reached at:

ERIC/Clearinghouse in
Career Education
204 Gurler,
Northern Illinois University
DeKalb, Illinois 60115

If the relay race of improving scholarship in adult education through its career education integration with vocational-technical education is lost, it will be our fault from now on. We do however sincerely trust that you in the field of adult education will make the Clearinghouse in Career Education as much yours as you did your Clearinghouse in Adult Education. Our Clearinghouse in Career Education can keep acquisitioning and accessioning the literature which the Clearinghouse in Adult Education acquisitioned and accessioned. However, our success depends on your continued sending of literature which you want to enter in ERIC and on your leaving yourselves permeable to us through your journals and publications. May we together help the Clearinghouse in Career Education run as successful, if not a more successful lap in the relay race of scholarship as the Clearinghouse in Adult Education is just finishing.

David V. Tiedeman
Director, ERIC/CICE

adult education and national development —the discussion

The delegates to the Conference discussed the theme paper presented by Prof. M.V. Mathur. Here are some of the important points.

N. K. Pant

need for development of leadership

THE country is passing through one of the most critical phases since 1947. We have failed to achieve even the modest objectives set for economic development. At the present juncture the country is faced with around shortages of consumer goods, raw material and capital goods. There is acute shortage of food, clothings, fuel, housing and most of the manufactured goods. Scarcity of goods and services are reflected in sharp rise that is continuously taking place these days in the general price level. An idea of the phenomenal rise in prices can be had from the fact that the wholesale price index rose by 21.5 per cent during July, 1972 and June 1973 as against 6.8 per cent rise in the previous year.

The problem of national development in India and in other developing economies is much more than the essential role of physical capital formation in the process of economic growth. The importance of the development of human resources needs emphasis. The present crisis in our national life is a failure of leadership in the country. There is shortage, or even absence, of proper leadership

which can mobilise resources for national development. We have failed to establish new institutions which are necessary for developing and utilizing human resources and natural resources for economic development of the country. It is important to have a dynamic leadership determined to work for national development and able to inspire the people for economic development.

The process of social regeneration and national development requires establishment of new institutional set up and widespread changes in the existing institutions which have outlined their usefulness. In India untouchability, caste prejudices, laws relating to inheritance and ownership of agricultural land are some of those old institutions which require drastic change. There is need for bringing into existence such institutions which will promote development and growth in the country.

Programmes of adult education have to be developed which will prepare suitable climate for the required changes in the socio-economic structure of the country. It is now widely recognised that programmes of functional literacy, for professional and vocational training are necessary for economic development.

Leadership training programmes will have to be drawn up and developed with the help of universities and institutes of higher learning, such as, engi-

neering colleges, medical colleges, research institutes. Formal university programmes provide basic training in leadership. Special programmes should be developed to train leadership in various sectors of national life. The Conference on Continuing Education and Universities of the Asian and Pacific Region held in 1970 at Madras emphasised the following objectives of life-long education :—

1. to promote encourage the development of decision-making skill and leadership;
2. to promote the optimum functioning of individuals, so that they realise their full potential and also contribute effectively to national development;
3. to the optimum functioning of social, economic and political institutions so as to maximise their contribution to individuals and social development within the context of a democratic society; and
4. to help individual to participate effectively in the present dynamic social situation characterised by complexity and rapid social change.

Indian universities and other institutes of higher learning can develop adult education programme by establishing centres for continuing education. A number of universities in England, Australia and New Zealand have successfully launched such programmes of adult education through their centres for continuing education. Unfortunately

Indian universities are still tradition ridden, orthodox and too inactive to bring about changes in their old methods. Presently they are plagued by violence and indiscipline, party politics and favouritism and are not in a position to perform their role in national development. However let us hope that it is only a passing phase and soon Indian Universities will come out of their lethargy and ivory towers to recognise the changing needs of time and develop suitable programmes of continuing education which will include leadership programmes for national development.

Under professional courses adult education programmes have to promote and develop such professional training which will supplement formal technical training to suit the latest development in technology. In close collaboration with agricultural universities, institutes of technology, medical colleges, it will be possible to develop a number of programmes for the benefit of farmers and other rural population to practice new agricultural strategy. A number of non-formal but highly useful courses could be developed in the field of medical science, and engineering. Courses on public administration, labour management, planning and development, manpower and employment, marketing could be developed. The need and scope of non-formal courses becomes wider and greater as the national development progresses.

Asher Deleon

some assumptions and questions

IN connection with what has been said by Prof. M. V. Mathur and on the basis of observations made by me in

about one year that I have been in India I would like to say that some points are very clear.

First, India has knowledge, information, expertise on adult education. People thinking and working in adult education in this country know what is happening in the world. Second, there are men who are capable of doing wonderful work. I have seen this in the field and in published material. Third, irrespective of the fact that this is a country where per capita income is less than \$100 and there are many problems and causes which require spending of money on priority basis, adult education in India need not suffer for want of money. Things that hurd in every day life are not necessarily monetary. We have not used our resources properly.

If, therefore, there is expertise, if there are men capable of delivering the goods and money is not scarce then what is wrong with our ideas? Why are they not implemented? The question can be posted in two parts—

—What is wrong with our adult education and our adult educators?

—What is wrong with the consumers of adult education? Or with the society for whom it is meant but which does not give enough support to right ideas?

A. R. Deshpande

it is haywire

AFTER hearing Prof. Mathur, Pant and Mr. Deleon I have been wondering whether adult education should penetrate national development or should national development penetrate adult education.

There are no easy answers to Mr. Deleon's questions. I think the machine is good, the gene-

rator is good, but the wiring is old and rusted—it has gone haywire. In other words we know that we have in our country very good, very capable men who can take us out of the current *impasse* but we are not able to use them. We perhaps have money, but we cannot use it. In our machine the wiring has gone awry.

The planners give the impression of being omniscient. There are persons who are working in the field and have the knowledge about what is wrong and how things can be improved. But the planners do not wish to go to the persons working at the grass-roots.

Our is not a case of our brain draining out to foreign countries, but our brain is going down our own drain.

G. K. Gaokar

there are exceptions

I generally agree with Shri Deshpande and feel that the best in our country is not being utilised for the most important programmes. However, I also feel that things are not as bad as they seem. For example, in Bombay we have been able to make a considerable headway in the field of social education and we have received assistance from the Government, although it is by no means sufficient.

I also do not agree with Mr. Deleon that we have enough resources. Although it may be true that all our resources are not being fully utilised but it cannot be denied that much larger resources need to be made available for adult education.

S. R. Mohsini

community development

WE have to think of adult education not as an isolated movement, not as an aim in itself but as a part of the nation's general development. If adult education is treated as a programme of community development, and I wish to impress that it should be treated as that, we will need to plan new and special types of adult education programmes. Adult education programmes should be directly linked with economic, social and political development programmes. And in these programmes adult education should provide the vehicle of communication for their effective implementation.

S. R. Pathik

cultural development

WE have to start thinking a fresh to understand what is national development. National development cannot be identified with economic development or even with socio-economic development; its base has to be cultural development. Only when cultural development takes place and a national conscience is aroused that national development takes place.

We have to devise our own methods and programmes, separately for urban and rural areas. With milk disappearing from the diet in urban areas alternate sources of nutrition have to be popularised. I have been thinking that if adequate emphasis is placed on soyabean, many nutritional deficiencies can be overcome.

In the rural and agricultural sector we cannot depend on

imported fertilizers or on electric power for fuel. There was a time when gobar gas plant was being popularised, but we have forgotten about it. The invasion of chemical fertilizer and concentration on high investment power programmes have made us forget this very vital source of soil enrichment and locally generated energy.

These are just examples. I would like to plead in favour of cultural development based on local resources.

M. L. Mujju

motivation

IN a group like this there is no need to repeat that there is an essential difference between adult literacy and adult education, the latter includes the former but the two are not identical.

Mr. Deleon had put forward the assumptions that in India there is no shortage of ideas, men or money and had asked the questions what then is wrong with adult education, particularly the consumers of adult education. In my opinion there is nothing wrong with the consumers of adult education or with the adult educators. The main thing is we have failed to motivate them.

In the context of literacy the greatest problem is not of money, or of syllabus or of primers or of teaching aids. The main problem is that we do not have motivated teachers and motivated learners. Considerably more attention needs to be paid to the problem of motivation.

Smt. Ved Narang

reason is poverty

I would like to touch the point mentioned by Shri Mujju in connection with Mr. Deleon's question about what is wrong with consumers of adult education. Shri Mujju has answered this question by saying that nothing is wrong with the consumers of adult education. The only problem is motivational.

If a person is steeped in poverty and finds no hope for himself around it is not likely that he will respond to our invitation to an adult literacy centre. In my opinion the basic question is economic poverty.

B. R. Vyas

social education

THE main development over the last few years has been in regard to change of terminology. We started with the concept of social education, then switched over to literacy, then to functional literacy, then again to adult education and now we are talking of life-long education.

Although all these concepts have a lot of meaning, particularly the idea of life-long education is of immense significance in the world of education, I would like to plead for return to the concept of social education. This concept with its five-point programme was comprehensive and related to the overall developmental needs of the country.

involvement of youth

WHEN we speak of national development we must understand that we are speaking for the new generation. Involvement of youth in the programmes of national development is of foremost importance. One of our significant failures has been that we have not been able to tap and canalise the energies of the youth for national development. Involvement of youth will make them active participant in creation of a new society, which would be a society primarily for them.

I am, however, not enthusiastic about compulsory adult education, or any other form of compulsory social service, for youth. It should be selective and wisely planned, combining both the teachers and the youth. Selectivity of programmes is of immense importance. These should be functional programmes of adult education of a type the youths are specially interested in.

Students both of professional and general colleges should be involved in these programmes and there should be no payment for this service.

Smt. Beni Gupta

cultural gulf

A question has been raised here about the consumers of adult education and the problem of motivating them. If we try to honestly seek an answer to this question we will find that the difference between the educated and the uneducated is often merely apparent and superficial. Often the so called educated behave in a manner which makes

the uneducated feel demeaned in the presence of the educated.

This cultural gulf, created by the venter of formal education, needs to be bridged. It is only when the educated are able to win the confidence of the uneducated that the latter can be genuinely motivated.

Satyen Maitra

adult education for change

THERE is no necessary and automatic correlation between adult education and national development.

We are faced today with a deepening national crises. Undescribable poverty and economic needs of the masses are such a reality that unless this is taken within the focus of adult education, we would not be talking anything relevant or worthwhile.

The adult education programmes should not be passive or adaptive. It is a blessing that the adult education movement is at present in an unformed state and it is possible to make it attuned to the national needs. In the present context the adult education programmes have to be very different—the thrust should be not only to inform the learner, to apprise him to help him to adjust but it should be to help the learner to critically examine his predicament and to create a will in him in favour of bringing about drastic and radical change.

It is said that we have a most wonderful Constitution and the effort of adult education should be to explain the contents of the Constitution to the people. The Constitution may indeed be very good but the fact is that within our Constitution, within our democratic set-up inequalities and exploitation is increasing. It gives the impression as if there is not conflict between our constitutional set up and the exploitation

of the masses. We must clearly understand that we do not want to make our learners passive spectators of this exploitation but we have to inform them and to create a will in them to bring about change. It is possible that the effort to make change will require change of the present Constitution.

A resolve of this nature to bringing about change will almost inevitably attract the hostility of the conservative and the reactionary forces which are interested in maintaining the present class and caste relationship. A purposive adult education movement which aims at disturbing the *status quo* has to be prepared to face strong opposition from the defenders of the existing system.

Chunnilal Bhatt

systematic planning

WE have been having more and more discussion on the same traditional lines, hardly anything new seems to emerge. We must ask ourselves, are we sincere about defining the role of adult education in national development? What is necessary is to draw up specific programmes of long-term duration, describe and understand the role of different agencies and a resolution to implement the programmes. It would be a mistake to imagine that adult education programmes by themselves can make a direct contribution to national development. We have to involve ourselves with other programmes and organisations. For example, the programmes of khadi and village industries cover a very large number of rural people and by linking a programme of systematic training and functional literacy we would be making a definite contribution in a very vital sector.

In Gujarat the programmes of

adult education are directly linked with State's development programmes. Adult education has a place in health and nutrition, agriculture and animal husbandary, cooperation and community development and of course education programmes. The scope of this link can be enlarged by a proper understanding and application of the needs of training, extension, publicity, information etc. In my opinion in understanding the role of adult education in national development this link holds the key.

Virendra Tripathi

link is important

I fully endorse the views of Shri Bhatt. In practical terms all persons concerned with adult education, whether in the official or non-official circles, should ascertain the areas in social, economic or political development where a link can be established with adult education. It is improbable that the Government will set apart much funds for programmes which can be called as exclusively adult education programmes. Adult education has to be linked as a significant supportive service without which full results of other developmental schemes, including social and political schemes, cannot be imagined.

A. Deleon

need based mass movement

OUR hopes and expectations from the adult education movement are enormous. But what kind of movement of adult education do we have in this country? It is isolated, micro and

partial movement. Today adult education is isolated from education itself. It can perhaps not deliver the goods that we want.

Can the Indian Adult Education Association make adult education a mass movement? The Prime Minister said that it would be better that way.

Is India a country where such a mass movement can be launched? The answer, as it seems to me is that India is soon becoming a society where adult education would become a mass movement but today it is not.

Today the position is that the different organisations and societies of adult education have confined the programme to themselves, or to a particular group. It excludes politicians, technologists, artists and other important leaders of socio-cultural field. We are basically a conservative group. Real change and transformation should, therefore, begin with ourselves.

The other question I would like to ask is: is the adult education delivering to the society what the society needs? The answer in my opinion is no. We are making programmes which come to our mind not necessarily based on the needs of the society. What is needed is an ecological approach to adult education, i.e. an approach based on the environment; on the needs of the environment and on a clear and deep knowledge of the environment.

When we undertake this reversal of the existing methods of programming for adult education we would need first to identify the basic educational needs and then the educational potential. The basic educational needs with their psycho-social background will then have to be translated into pedagogical language. Then we come to implementation of this translation. This would be the correct point of take off and the crucial point on which to evaluate the working of the adult education programmes.

M. V. Mathur

antyodaya

ON one point I would like to express my views before presenting my concluding remarks. There may be no necessary relationship between literacy and economic development but there is no doubt that there is a direct relationship between adult education and economic development.

Adult education without *antyodaya* has little meaning. The concept of *antyodaya*, as put forward by Gandhiji and Vinoba is that the weakest section should get the most favoured treatment.

Our plans are idealistic and if we cannot have the best we do not plan for the second best. Demands on development are many and within a defined period we want to bring about definite results. A proper selective process should make it possible to identify the programmes which have a multiplier effect. Since we do not wish to make difficult choices, everything gets a place and the limited resources get thinly spread. We are too fashionable in selecting the Western models and do not look at what is happening and can happen within the country.

As pointed out by Gandhiji, after the basic needs of the weakest sections of the society are satisfied the strategy should be to restrict our wants and not to multiply them as is being done in the West. We should have ceilings on income and expenditure in the whole country for everybody. We should energize the youth, here perhaps the Nehru Yuvak Kendras can play a role.

For a proper understanding of this situation and for dedicated implementation of programmes keeping in view the needs and problems of the disadvantaged groups we need a coterie of politically non-aligned *vanaprasthis* among the public leaders.

the resolutions adopted by the conference

1. The 26th All India Adult Education Conference,

Noting with satisfaction the growing number of loyal and devoted members of the Association engaged in different parts of the country with increasing expertise and sacrificial service in the cause of Adult Education,

Finding an impressive consensus among the members on the nature and scope of adult education and its relation to the major problems and needs of our time,

Feeling that the annual Conference can move to a further stage to benefit the Association and its constituent institutional members with the valuable experience and technical expertise that the Conference can provide,

Requests the Executive Committee, in relation to the future Conferences, to arrange for:

- (1) A discussion on one technical subject of common interest arising from field work;
- (2) A review of the work of the Association in the preceding year;
- (3) Submission to the Conference by the Association and representatives of those affiliated agencies which are willing to do so, the programmes for the following year for review and comment.

2. The 26th All India Adult Education Conference views with concern the present situation in the country and shares the anxiety and desire of all right thinking persons to bring about a social, economic and educational change.

The Conference feels that the need for adult education is greatest in times of crises. It is fully conscious that there ought to be correlation between adult education and economic or national development. Effective efforts will have to be made for realising this purpose. If adult education is prescriptive, adaptive, irrelevant and conventional, it can even deepen the crisis instead of resolving it. To enable adult education to play a generative and transformational role it will have to be forged, chiselled and shaped appropriately. It should not merely be informative but should also help the learners to effect structural and institutional changes in society all round wherever necessary.

The Conference affirms that commitment to adult education means commitment to the interest and aspiration of the common people and to their general progress and development. Such progress can be achieved only through the active participation and involvement of the people. It is in this way, the Conference hopes, that the revolutionary potentiality and the real value of adult education at this critical juncture can be realised.

3. The 26th All India Adult Education Conference feels that although there has been a tremendous investment, both in the public and the private sectors, for bringing about economic development, the results have not been commensurate with the amount used, in that the fruits of development have not reached the common man.

The Conference is convinced that lack of proper education and training of those people who are involved in the implementation of developmental plans and their beneficiaries is largely responsible for this imbalance in development.

The Conference further emphasises the need for organisation of wide ranging programmes of adult education aimed at;

- (1) improving the technical and managerial abilities of persons entrusted with the responsibility of implementation, and,
- (2) involving the beneficiaries in properly understanding the various implications of the development programmes concerned.

Now that the Fifth Five Year Plan is in the final stages of formulation, this Conference strongly urges the Planners to earmark for adult education programmes including training and extension to the extent of at least 2 per cent of the outlay provided for each sector of developmental activity for the successful and fruitful implementation of which development of human resource is a pre-requisite.

two radio discussions

During their stay in connection with the Conference the Jaipur station of AIR recorded two discussions, one with M.S. Mehta and the other with

**M.S. Adiseshiah,
Asher Deleon and
M.S. Mehta.**

This is a transcript of the recordings.

not enough has been done

Q. Dr. Mehta what can be the role of adult education in national development? Would you like to say something about it?

M.S. Mehta This is the theme of the Conference of our Association this year, and we have deliberately selected this subject. Many thinking people, even many persons responsible for policy-making, consider education, particularly adult education, as unrelated to national development. I consider this a great error. I have no doubt that adult education is directly related to national development and whatever effort we put into adult education will bear fruit. It is quite obvious that persons engaged in different productive or developmental activities in the country very much benefit from their education and their skills. Higher their education and skills greater would be their capability to earn, to produce and to contribute to development. A very large mass of people have got left out from the process of education and they need now to be covered through programmes of adult education. Even those who did receive some education need to continue it. This will have a direct bearing on development. I feel pained that the direct link between adult education and development is often not understood.

Q. We have spent a good deal on adult education in the last 25 years but the results have been much below our expectations. Can you elaborate upon the reasons for this?

M.S. Mehta You will forgive my contradicting your first statement; it is not correct to say that we have done anything substantial for adult education in the last 25 years. Look at the population of our country, look at the ignorance, poverty and disease. People are not even aware of the important programmes undertaken by the Government as a part of the Five Year Plans. Does this not show that we have not done very much for adult education? I do not have statistical data with me just now, but if you look at the amount provided for adult education in the education

budget of the country, you will find that it was between $\frac{1}{2}\%$ to 2% in different Five Year Plans. And even this was not fully utilised. I suspect the position will be the same in the Fifth Plan. If we have done so little in terms of investment, how can you expect big results.

Q. What role can be played by voluntary agencies in the field of adult education and what help is needed by them?

M.S. Mehta I am stating my personal view in this respect, perhaps many people working with voluntary organizations will agree with what I say. Whenever the Government appoints committees and commissions, they generally make a strong plea in favour of voluntary effort. It is pointed out that voluntary organizations can do the work with much less expenditure. Even Government officials accept this but this is seldom put into action. One of the reasons for this, it has to be accepted, is that some voluntary organizations which claim high ideas do not pursue them with integrity. But time has come when it has to be realised that our determination in the direction of planned progress, in the direction of building a new society cannot be achieved without the collective effort of persons who have a commitment to those ideals, who have thought and sacrificed for them and who are willing to work for them with dedication and zeal. The problem with the Government machinery is lack of continuity. When a new work is taken up by an officer he changes before implementation is completed. The work is then started afresh. Another problem with Government machinery is that the persons on top are not always able to get their wishes implemented at lower levels, because functionaries at those levels are not involved or committed. I will give you the example of a voluntary organization with which I am associated. The Central

Government gave us a couple of projects and they were sent to a Government department for procedural clearance. When I wanted to pursue the paper personally it was found that the papers had gone to several sections and nobody knew where it was. I am not saying this as a complaint, but this is almost a universal phenomenon. It has, therefore, to be realised that the Government machinery is not quite suited for implementation of programmes of adult education which will bring results.

Q. *Dr. Mehta, you have been a Vice-Chancellor and you have always highlighted the role of universities in the field of adult education. Would you like to briefly summarise this role?*

M.S. Mehta This is a very wide subject and it can be discussed in a separate exchange. The basic point is that the universities are store house of knowledge, or at least they ought to be, and facilities are available for people to enlarge the horizons of knowledge. On the other hand, the society is starved of knowledge and information. If the learning needs of the people are to be met the universities will have to play a very big role. This is now being recognised all over the world. But I feel unhappy and ashamed to say that this idea is not catching up in our country.

Q. *In the context of the Annual Conference of the Indian Adult Education Association would you like to say what decisions have been taken by the Association in this Conference, what are your future plans and proposals?*

M.S. Mehta The Indian Adult Education Association is a national organisation and the work of adult education is required to be done in villages and in urban mohallas. The Association has been striving to draw the attention of the country towards adult education and to create an opinion in its favour. We have also been trying to persuade the Central and State Governments to pay adequate attention to adult

education. It is the unanimous view of all participants in this year's Conference that a small percentage in every developmental scheme should be set apart for adult education so that the participants and beneficiaries in the developmental schemes concerned may be fully equipped for its successful implementation. We feel that we have to create an opinion in favour of this stand.

a question of will

Q.—*Mr. Deleon, you have been in India for about one year. Would you like to tell me what you have seen in the field of adult education, what is being done here and the future scope and opportunities?*

A. Deleon—Adult education or out-of-school education or, as it is now more commonly called in the Ministry of Education, non-formal education is a vast field and so many things are happening in this field in this country that it is very difficult to make a survey. Even during the Conference being held in Jaipur we heard many excellent reports from all parts of the country about the work being done by several important organizations of adult education. But let me just put forward three main impressions gathered by me during this year. First of all, I would like to say that the variety of adult education programmes in India is enormous. Second thing is that there is an awareness and knowledge about adult education, including recent innovations. Many things which are still at the stage of experimentation in many parts of the world are well-known here and my impression after the year is that there is practically nothing in the world

which the experts or responsible people in this field do not know. From this I come to my third point. I would like to say that in fact, India has ideas, has people which know what is happening in the field of adult education all over the world and there are means. I would like to add that these means are often unused or insufficiently used. Our problem is to use them, to orient our knowledge and information to suit Indian circumstances and this in my view is the most important thing for the Fifth Plan.

Q. *Would you like to say anything in this context Dr. Adiseshiah?*

M.S. Adiseshiah—Well, I have listened very carefully to my friend Deleon. I think, first he is being very polite, but I want to pick-up his last point that there are tremendous resources for adult education in India which are unutilised. I think that is true. It is probably more than true. I must say that coming back from UNESCO to my country and being here during the last three years I have been shocked at the extent to which the governmental resources, whether of the national Government, State or of the Panchayat Union, go into what we call formal education, organized schools and colleges, leaving the whole education movement to be carried and financed by voluntary agencies. It is true that there are wonderful organizations, like the Indian Adult Education Association and wonderful leaders in this field like its President Dr. Mehta. I wonder whether Dr. Mehta feels that I am a little too pessimistic. I must say that I am speaking very largely on the basis of my work with the Planning Commission in the Centre and in my own State Tamil Nadu.

Q. *What do you think Dr. Mehta?*

M.S. Mehta—I feel I must reciprocate the politeness of my friend Asher Deleon. However, my feeling is very much on the lines of Dr. Adiseshiah. It is

institutional reports

true that this country has tremendous resources but the problem of adult education is also of tremendous dimensions. To deal with that we need much greater resources than people seem to imagine. And the point made by Adiseshiah is very relevant. Is adult education being supported materially and in manpower to the extent that the subject needs? My own feeling is that we are very inadequately supported. I agree with Deleon that almost every new development in the field of education is known to Indians. But I am afraid the knowledge is not shared by many people and things are really bad at the stage of implementation. There is a great deal of ignorance about the relation of adult education with realisation of our aims and ideals. Look at our Constitution. We have the most wonderful Constitution in the world. Yet how many of us know the great principles embodied in it—like the concepts of individual freedom and rule of law. Has this message been carried to the masses of the people who, as voters, periodically decided about the Government they will have. I am afraid, the answer is very disappointing. Take also agricultural development, or industrial development. You will find that at the lowest rank of the ladder, the ladder of social organization where the people for whom these plans are meant live, they are totally ignorant. The map of poverty and the map of ignorance are almost the same in our social geography. That is how I feel about it. I, however, agree that if there is the will we have the necessary know-how to do things and bring about change. The problem is lack of political will and there is hardly any link between the objectives and programmes in the socio-economic field and adult education. Lack of political will and proper correlation of adult education with the vital socio-economic objectives are questions to which we have to apply our mind.

adult literacy programmes in himachal pradesh

HIMACHAL PRADESH has been making steady progress in the field of literacy from its very inception. According to 1951 census, the literacy percentage was only 7.7. It rose to 21.26 in 1961 and according to census 1971, the percentage is 31.32.

The war against illiteracy is being fought mainly on two fronts, namely by increasing the facilities for primary education and secondly by organising adult literacy programme for illiterate young men and women, mainly in the age group of 15 to 45.

A three pronged programme for eradication of adult illiteracy is in hand. Firstly, literacy classes are organised by the District Education Officers, round primary and middle schools for a duration of 6 months in the year. Adults enrolled are provided free reading and writing material. Teachers are paid Rs. 50/- p.m. for 6 months. Secondly, in order to mobilise pupil-teachers of teachers training institutions, programme of making illiterate adults literate is taken up by those institutions. No remuneration is paid to the pupil teachers. It is considered

part of their training programme. Thirdly, efforts are being made by the Department to mobilise students of High and Higher Secondary Schools to start "Home Classes" for their own household illiterate members. Literacy material is provided free of cost. No payment is made to the students.

Training of literacy teachers is organised by the Social Education Cell of the Directorate. It is imparted district-wise in collaboration with other departments.

The Department has also taken up Pilot Project in Farmers Functional Literacy in Mandi District. This is a centrally sponsored scheme and the expenditure is met out of Central budget. The field administration is left to the Blocks and the Block Education Officer is responsible for it at the block level.

To implement the adult literacy programmes, there is one post of Asstt. Director, Social Education in the Directorate. Seven Literacy Supervisors have been appointed in Mandi, Simla, Kulu, Chamba, Hamirpur, Nahan and Dharamsala districts. Apart from this, there are 8 Social Education Centres in Kangra, Hamirpur, Una and Kulu districts where full time Social Education Workers are working. The programme is being administrated and implemented by District Education Officer at the District level and Block Education Officer at the Block level. Heads of institutions are implementing this programme in their own institutions.

D.N. Sharma

regional council for adult education, madras

THE year 1972-73 has witnessed very significant changes in the composition of

the Council and its nature of work. With the infusion of active young blood into the arteries of the Council, the Council has set out to reorientate its activities in the light of the various developments in the country, and in Tamil Nadu in particular.

The disappointment the Council had faced early in the year due to the Government's apathy to implement the Council's "Design for eradication of illiteracy in Tamil Nadu and Pondicherry State", had been more than compensated by the active response received from quite a number of voluntary agencies to join with the Council in active field work. And, we are much thankful to the Government of Pondicherry, and particularly to the then Lt. Governor Shri B.D. Jatti, for having started pilot projects throughout the State towards the implementation of "the Design".

During the year, the Council has intensified its propaganda work and has adopted some novel methods in this direction. For instance, a few of our members managed to spare their time and energy to be present at the meetings of teachers convened from time to time by the Dist. Educational Officers of the State. Their appeals at these meetings have borne good fruit and quite a number of the teachers are now doing honorary work in running free literacy classes. Correct figures, however, of adults who have successfully completed their courses are not available. One can well appreciate that honorary workers cannot always be made "accountable".

For the first time, the Council has decided to run literacy centres, some under direct supervision and a few through voluntary agencies who have literacy work, workers' education or continuing education in their programmes. The Council by itself has not yet had active participation in the field of workers' education, although there

is much need and ample scope for this type of work in Madras city which is fastly transforming its suburbs into busy industrial centres. It is always lack of funds that has stood in the way of expanding one's activities.

The publication of books, meant for continuing education of adults and for neo-literates, which had been dormant for a year has been revived. A retired educationist who has had long association with this kind of work is actively engaged in this work. By experience it was found that the workshop method of writing books had not been quite adequate. Hence the entrusting of such work in the hands of individuals and acknowledged educators.

The publication of the Council's monthly magazine, the official news-letter, has limped its way through a lot of financial difficulties. But its usefulness and the demand for it have been so great that all efforts are being made to continue its publication.

A scheme is underway in which a massive attempt is contemplated involving all householders, particularly their wives, and making them responsible to turn their illiterate servants into literates, and also, wherever possible, to impart continuing education to them.

We have received from various Panchayat Unions requests regarding availability of special training facilities for teachers engaged in adult education. The Council therefore has decided to run in the near future, a special course for training adult educators and literacy propagandists. More than 300 teachers are expected to avail themselves of this course. Earlier to, or immediately after this course will be held a Conference and a Seminar on adult education. That occasion will be utilised for the purpose of publicity through all possible media of propaganda.

M.S. Jothi

lok shikshan vibhag, rajasthan vidyapeeth, udaipur

RAJASTHAN Vidyapeeth runs three institutions of adult education, of which the Lok Shikshan Vibhag is concerned primarily with production of literature for adults, with preparation of educational aids, with field-work and with research and evaluation work.

Being aware that few organizations, except the Literacy House, Lucknow, have made much effort in publication of post-literacy literature the LSV decided to bring out a series of books. Some books have been published for the adult literacy teachers also.

The Audio-Visual and Educational Aids section of LSV uses modern audio-visual media like projector, epidiascope and tap-recorder. An attempt is also being made to make puppets, flash-cards, khadar-graphs, posters etc.

Five Lok Shikshan Kendras, each with two sub-centres, are run by LSV. Each Kendra has a literacy and post-literacy class. To motivate the adults and win their cooperation for the literacy and post-literacy programmes Balbaries and cultural programmes are organised. Reading room and library service along with other mass media communication like audio-visual aids, seminars and lectures by extension workers are organised. On the functional side emphasis is given on improving the agricultural skills and capabilities of the participants and education is imparted in public health and community living.

Although the work of research and evaluation section has been rather restricted, one important research project taken up is to ascertain the impact of the literacy on adults in Sarada Tehsil.

Kalyan Jaisani

bikaner adult education association

THE most significant event of the year 1972-73 for the Association was passing away of Gen. Jaideo Singh, the founder President of the Association who had made a big contribution in building up the Association into a strong and effective organisation.

In the last elections Dr. C.L. Mohta was elected as the President and Shri U.C. Kochar as the Secretary. BAEA continues to receive a strong support from the local community.

BAEA is fully conscious that literacy if it is not functional is irrelevant in the present age when discharge of economic, social and even personal and family functions is acquiring scientific sophistication. The Association is also conscious that one of the pre-requisites of modernity and growth is non-terminal life-long education, indeed development of our society as a learning society.

Keeping these factors in view BAEA started some innovative experimental projects. One project, organised in collaboration with the Khadi Gramodyog Pratishthan deserves special mention. The work-based adult education programme was organised in Rasisar village where all the participants were given training in spinning and weaving of wool along with a compulsory functional literacy programme of two hours every day. The project was enormously successful. Since it provided work and some income in a chronically draught-affected area it drew the local people to the adult education centre in large numbers. Women, who are much more under-employed than men, thronged at the centre from almost every family. The programme, however, had to be wound up due to non-availability of wool.

Another new project was the Socio-Cultural Programme. The

objective of the programme was to emphasise social values and development of modern attitudes among the rural populace. Shri Mehboob Ali, who is incharge of this Programme uses not only the modern audio-visual aids but is also taking the help of a traditional *Kathakar*. The *Kathakar* draws on the mythology and exposes narrowness and attempts to inculcate modern ideas and concepts.

The Rural Literacy Project has continued. An important development in this project has been introduction of a new syllabus and accompanying literature prepared by the Organizing Secretary of BAEA Dr. Mahaveer Dadhich. The new syllabus has been examined by Shri Mushtaq Ahmed, UNESCO Consultant in Zambia and the syllabus has been modified after taking into consideration his suggestions. Out of the 45 Centres being organised in the rural areas the new syllabus is being introduced in 15, the remaining will continue to use the *Naya Savera* syllabus. This would make it possible to compare the two systems and to determine the most suitable syllabus, primers and teaching aids for the Bikaner area.

BAEA has taken up a programme of publications looking to the importance of sheep-husbandry in this desert tract books on this subject are being published. A monthly journal *Ujas*, and a fortnightly wall-paper *Jhanjharko* are being published.

In Bikaner city 8 Centres for women's education continued but construction of a multipurpose Women Education Centre could not be taken up. This will be a priority programme for the coming year.

Other programmes like library services, citizenship programmes, vocational programmes for field workers and instructors and public lectures of eminent scholars and thinkers continued.

BAEA had appointed, with

the help of the Department of Education, Government of Rajasthan, a Committee of Evaluation. Report of the Committee has been received and has been published.

On behalf of BAEA gratitude must be expressed to the Government of Rajasthan for giving recurring grant-in-aid and to the World Literacy of Canada for sponsoring some selected projects with liberal financial assistance.

U.C. Kochar

council of literacy and adult education, varanasi

WITH the encouragement of the Indian Adult Education Association, the Council of Literacy and Adult Education was established in June, 1970. It is voluntary, non-profit and non-political organization of social workers interested in promotion of literacy and adult education. The Council has no paid employees, only part-time social workers receiving no honorarium conduct and supervise their work.

The Council has been working in advisory capacity to some non-official bodies in areas with which Prof. N.C. Bose, Council's General Secretary, and Dr B.B. Chatterji, its Vice President, are associated.

—Janlot Vidyapeeth, Danapore Village near Sarnath

Ten adult classes are being run with people's participation under the management of the local Junior High School.

—Catholic Mission, Varanasi

The Catholic Mission of the diocese of Varanasi, functioning in eight districts of Eastern UP, is developing integrated agricultural development programmes. The members of the Council are associated with Mission

in developing functional literacy programmes. The Council helps in training of field workers and in preparation of syllabus for farmers' education etc.

—Sivram & Company, Belpahar, Orissa

Prof. N.C. Bose was invited by the Company to prepare a plan of rural development which gives a significant stress on adult education linked with literacy, civic education, peace education and other related aspects. Dr. S.P. Ahluwalia is associated with all these programmes as an Expert.

The work of the Council can be considerably expanded if some financial support is received. In fact, the programmes of the Council can be extended to other parts of the country to link adult education programmes with improving the lot of the underprivileged groups.

S.P. Ahluwalia

department of adult education (extension) university of rajasthan, jaipur

SINCE its establishment in 1962 the Department has made modest but valuable contribution to the growth of University Adult Education. The Department has been arranging a number of non-credit programmes for continuing education of adults. Some of the programmes organised are mentioned here:

- (a) Courses for general education of the community of different duration from 1 to 9 months.
- (b) Orientation courses of vocational nature for continuing education of professionals like engineers, teachers, business executives and labour officers.

- (c) Short courses in fine arts, like interior decoration, photography, Batik work and painting.
- (d) Use of audio-visual service for educational purposes.
- (e) Organisation of extension lectures, seminars, symposia, conferences and conventions on different topics of current national and international interest.
- (f) Publication of a professional journal, *Prasar*, dedicated to theory, research and practice in adult education.

C.K. Dandiya

workers institute, indore

THE Government of India in the Ministry of Education evolved a scheme for the Workers' Social Education Institutes and in pursuance of that scheme set up the Workers' Institute, Indore as a pilot project on 16th May, 1960, with the collaboration of the State Government. The objective of this project is not limited merely to making the workers literate but to bring about an over-all development of their personality including physical, mental and cultural development.

The Institute is conducting the following activities:

The Institute is running 30 Adult Literacy Centres in different parts of Indore city, but mainly in labour localities. The duration of the class is one hour. In the literacy class emphasis is not only on the learning of three 'R's but also on functional aspects of the workers and effort is made to arouse their interest in matters of their concern. Ordinarily the strength of a class is limited to 20. Two sessions are held in a year, each session being of six months' duration. At the

end of the session examination is held and besides certificates, prizes are also awarded to give encouragement. Since 1971, Mass Literacy Campaign has been launched in the thickly populated labour colonies of Banganga and Bhagirathpura. The target is to achieve atleast 75 per cent literacy in these two areas.

At the Adult Literacy Centres Post-Literacy classes are also held and the neo-literates are encouraged to appear in the various examinations conducted by the Rashtra Bhasha Prachar Samiti, Wardha. So far 3500 trainees have successfully passed these examinations.

An important activity has been introduced since 1970. Along with the adult literacy classes functional literacy classes are held in the three Textile Mills i.e. the Malwa United Mills, Hukamchand Mills, and Swadeshi Cotton and Flour Mills, for the workers of the Spinning and Weaving Departments. These classes are taken by the experienced technical experts of the Mills. In this course literacy programme and job-oriented training programme are conducted simultaneously.

In addition to the above the Institute is running three Community Centres, ten Mahila Kendras, a Central Library and several cultural activities like dramas, music, painting, radio forum, etc.

Pratap Sinha

ministry of education's directorate of adult education

THE Directorate of Adult Education was formerly the Department of Adult Education of the National Council of Educational Research and Training, New Delhi. Since March

1971, this has been brought under the direct control of the Ministry of Education and Social Welfare and renamed Directorate of Adult Education to serve as a strong technical and academic wing of the Ministry in matters concerning Adult Literacy and Adult Education. The Directorate provides necessary secretarial and technical service to the National Board of Adult Education, formed in December 1969.

As the Technical and Academic wing of the Ministry the Directorate actively assists in formulation, implementation and evaluation of different schemes relating to adult education. One of the significant schemes in which the Directorate played a significant role is farmers functional literacy programme. The Directorate organized orientation courses for key-personnel in different States and also undertook the numerous evaluative studies.

Evaluative studies on the impact of the Functional Literacy Programme have shown some positive results. The studies have revealed that the programme of Functional Literacy has developed literacy skills of varying degrees of utility, disseminated knowledge of improved agricultural practices and effected certain attitudinal changes. There is also abundant evidence to indicate that the Functional Literacy training has a positive influence on agricultural knowledge and adoption of innovations. These are encouraging results. Evaluative studies have been taken up in Jaipur District to serve not as ex-post facto study conducted after the programme is over but to follow an experimental design at three points in time which will indicate the impact of the programme as well as provide feed-back for programme improvement. A study on Organisational, Administrative and Communication aspects of Functional Literacy Programme and its socio-economic impact on the farmers has

also been planned in Udaipur district. The reporting system has been improved and it is hoped that we shall be on more sound and firm footing in respect of information on the progress of the Functional Literacy Programme in the country. Deficiencies observed in the implementation of the programme as well as difficulties encountered in the field are being looked into. Thus a continuous system of feed-back has been created.

The Directorate is preparing a problem-oriented curricula and instructional materials for Functional Literacy participants in the few selected areas.

In the scheme of the Ministry for production of literature for neo-literates the Directorate is formulating a programme for production of suitable primers in all languages, work books to go with the primers, a set of three graded books and other learning material for neo-literates.

Establishment of the Raja Ram Mohan Roy Library Foundation has been one of the important developments in providing library services. The work of selection of books to be purchased under this project has been entrusted to the Directorate.

The Directorate of Adult Education is one of the principal agencies which conducts research and evaluation in Adult Education. Some of the studies conducted by the Directorate include:

- Effectiveness of Social Education Schemes.
- Evaluation of Integrated Literacy Method.
- Evaluation of Radio Farm Forum.
- Evaluation of the Effectiveness of Pilot Rural Agricultural Television Project in Delhi.
- Pilot Operational Evaluation studies of the Functional Literacy Project.
- Socio-Economic Impact of Functional Literacy.

K.B. Rege

association news

theme for the next conference

Ref. No. 27th Conf. 2/73-74
29th November, 1973

To

All Institutional Members

Sub: *All India Adult Education Conference and Programmes for the coming year 1974-75*

Dear Friend,

Your attention is invited to Resolution No. 1 adopted at the 26th All India Adult Education Conference held at Jaipur (Oct. 4 to 6, 1973). This relates to programme of our Annual Conferences in the future. The Executive Committee was requested to consider this matter and to try and arrange that the Annual Conference includes in its programme (a) a discussion on the experiences gained by its members on a specific subject of general interest, (b) reviews the work undertaken by the Association and its institutional members during the preceeding year and (c)

considers the programmes to be proposed for the following years.

2. In pursuance of this resolution the Executive Committee at its meeting held on November 8, 1973 reached the following conclusions:—

- (a) The Annual Conference should devote a major part of its time to review the activities undertaken during the year by the Association and its affiliated institutions.
- (b) There should be maintained a dialogue between the affiliated institutions on the one side and the Headquarters on the other, with regard to the programmes undertaken by them during the year.
- (c) The Conference should be utilised for exchange of views and experiences gained by affiliated institutions on the common theme of wider interest to be selected for the year.

3. In the view of the Executive Committee the theme for the next conference should be "*Adult Education Programmes in the Service of Rural Poor.*"

The Committee would like the general theme to be further sub-divided for purposes of study and action, under the under-mentioned topics:—

- (a) Techniques of Literacy Teaching to farmers and rural artisans, both rural men and women.
- (b) Non-formal and out-of-school training programmes for the rural youth of the age group roughly between 16 and 30 years.
- (c) Training in self-help for rural people and for undertaking cooperative activities, specially to reach as far as possible, the lowest rungs of the social and economic ladder.
- (d) Formal and non-formal education programmes for rural women.

(e) Vocational training and education programmes for rural people specially artisans.

4. Each institution associated with or affiliated to this Association is requested to concentrate on one or two of the topics mentioned above. You are earnestly requested to inform us about the choice made by your organisation before December 31, 1973. On the basis of the choices made, the agencies or branches would be placed in groups which have made the same choice.

5. It is the wish and intention of the Executive Committee that there should be continuing dialogue between the headquarters and our affiliated bodies on the general theme in its various sub-titles, in order to endeavour to improve the programme and utilise the available resources to the maximum for the development of our services and the achievement of our objectives. Each affiliated institution will be expected to send a report of its action during the year. This report should reach the Hony. General Secretary well before the end of July, 1974. The summary of the reports will be supplied to the participants of the conference about a month before the conference. This would make the discussion of the theme much more purposeful.

6. You are requested to inform us about the area on which you will concentrate your attention during this year. Please remember to send this information before the end of Dec. 1973, and also to keep in touch how your work progresses from time to time.

7. The success of or the measure of achievement on this new plan will depend very largely on the attitude and effort of our institutional members and the leadership put in to support the experiment.

With best regards,

Yours sincerely

S.C. Dutta

Hony. General Secretary.

from our correspondents

syracuse, usa

Dr. James Robbins Kidd received on Oct 8, 1973 the Syracuse University's William Pearson Tolley Medal for distinguished leadership in adult education. The presentation was made by Chancellor Melvin A. Eggers at an award dinner.

Dr. Kidd, professor of comparative studies at the Ontario Institute for Studies in Education, Toronto, is also secretary-general of the International Council for Adult Education. He has spent a year at the University of Rajasthan, Jaipur, helping to assist in setting up the Department of Adult Education. Prof. Alexander N. Charters, Syracuse University professor of Adult education, described Dr. Kidd as "one of the world's foremost scholars and leaders in the field of adult education.

Dr. Kidd was the fifth person to receive the Tolley medal. It was first awarded (Oct. 12, 1966) to Cyril O. Houle, professor of education at the University of Chicago. The other recipients were (May 19, 1969) M.S. Metha, president of the Indian Adult Education Association, (July 21, 1970) Sidney G. Raybould, professor emeritus of adult education at the University of Leeds, England, and (Sept. 22, 1971) Kenneth G. Bartlett, the first dean of University College, Syracuse University's continuing education college.

After the ceremony Dr. Kidd spoke on "Being-Becoming—Belonging."

african adult education association

A Seminar was held at Addis Ababa, Ethiopia, between 3-10 September, 1973 sponsored jointly by UN Economic Commission for Africa and German Foundation for International Development in collaboration with African Adult Education Association and UNESCO. The subject of the seminar was University Level Continuing Education for Manpower Development in Africa. Reports can be secured from UNECA, Box—3005, Addis Ababa, Ethiopia.

The report of the 3rd Conference of AAEE held at Dar es Salaam Tanzania, has been published. The book is entitled "Adult Education and National Development" and is priced US \$ 4.00 obtainable from—

David Macharia,
Honorary Secretary,
AAEA, P.O. Box 30197,
Nairobi, Kenya.

The Fourth Conference of African Adult Education Association was also held at Addis Ababa between 11-14 September, 1973. The subjects of the Conference was Adult Education and the Development of Skilled Manpower.

kanpur

The UP Institute of Agricultural Sciences, Kanpur, is organising a National Symposium on Transfer Technology on January 7, 1974. The Symposium will examine the techno-economic and socio-psychological distortion and distractions relating to extension of agricultural innovations and will deliberate about developing a strategy for accelerating the pace of agricultural development through Transfer Technology.

Research papers and persons interested in participation may write to—

Dr. Daulat Singh,
U.P. Institute of Agricultural
Sciences,
Kanpur—208002.

mysore

Shri K.S. Muniswamy, General Secretary, Mysore State Adult Education Council, has retired from the Council, having attained the age of 55. Shri Muniswamy has served the Council for over 28 years in different capacities and his contribution to the expansion of the activities of MSAEC is universally recognised. One of the foremost field workers of adult education Shri Muniswamy is also one of the Associate Secretaries of Indian Adult Education Association.

udaipur

Seva Mandir has had a plan to set up a Central Library ever since its beginning. The construction of Library was made possible as a result of grants given by the Canadian International Development Agency, sponsored by the Canadian Association for Adult Education. The cost of the building is Rs. 1,51,000/-. The library is named after Pt. Hriday Nath Kunzru, the distinguished parliamentarian and President of the Servants of India Society and of the Indian Council of World Affairs.

At a largely attended function on October 7, 73 the Kunzru Library was formally opened by Shri G.S. Pathak, the Vice-President. Pt. Kunzru, 86, was himself present at the function. The Chief Minister of Rajasthan, the late Shri Baisatullah Khan, presided over the function and announced a donation of Rs. 10,000/- on behalf of the Government of Rajasthan.

Next day, on October 8, Mr. Bruce M. Williams, the High Commissioner of Canada, commissioned the Centre for Continuing Education of Seva Mandir in the new building. Mr. Williams made a delightful speech commending the great objectives for which the new building had been constructed.

is to do away with the rigidities of the present educational system and to make it possible for people to have a learning opportunity from early childhood to old age.

Perhaps non-formal education would be a more appropriate way of describing the programmes suggested by Mr. Deleon. It would imply that the formalism and exclusiveness of our present educational system is integrated with a well organized and effectively implemented system of non-formal education.

National Staff M.V. Mathur
College for Educational Planning and Administration,
New Delhi.

apolitical, not political

I should like not to let the printer have the last word. In my review of Association's publication, *Adult Education for Women*, I had used a sub-title: *No Education is Apolitical*. The printer seems to have "corrected" it as: *No Education is political*.

The point I tried to emphasise was that education cannot be a neutral factor in the socio-economic relationship; it either conserves the status quo, which is generally the case, or it promotes change.

Readers might like to please correct the misunderstanding which may have been created by printing error of the sub-title.

Seva Mandir, Kamla Bhasin
Udaipur.

(The error is regretted—Ed.)

non-formal or informal

I have read with interest the publication in your *Journal* of the paper by Mr. Asher Deleon on *Informal Education*.

It seems to me that there is a danger of informal becoming too informal, and also perhaps unorganized and inefficient. What Asher Deleon seems to suggest

conference continued

The 26th Conference of our Association at Jaipur was excellent in so many ways: (A) its attendance was grand; (B) the subject of discussion was of highest importance and most suited at the present time; (C) the spirit of the Conference was entirely constructive; and (D) expression of the desire to improve the manner in which the Annual Conferences are held and to make the Conference integrated with the work of the Association and its affiliated bodies throughout the year.

Here I would like to take up the last issue with the hope that our new Editor will devote about 50 percent of the space of the *Journal* to the idea of continuing communication between the affiliated organisations and the Association. I am sure the Hony. General Secretary and the Executive Committee of the Association will also feel happy at addition of this new dimension of our work.

To start with I am posing a very odd and exciting view of mine in regard to the subject of the Conference—*Adult Education and National Development*. I would request the readers to send their reactions.

National Development is not roads, dams and the economic factors. Not, it is the spirit of the nation lying within its common most man and woman and it is this that has to be brought out by education. The physical developments are by-products.

The living example of this kind of adult education is available in the Danish Folk High Schools. These schools have contributed enormously to the real national development and through it to the physical and democratic aspects of life also.

This movement of adult education for national development cannot be guided by economists or technologists—it cannot be run by the various development departments of the Government. Swami Vivekanand has said that just like each individual, each nation has a spirit of its own and its development to the highest order has to take place around this spirit. Max Mueller has also expressed this view. In his foreword to Dr. Dharampal's book *Indian Science and Technology in the Eighteenth Century*, Dr. D.S. Kothari, the former Chairman of the University Grants Commission, has pointed out that the present Indian generation almost seems to take pride in repeating parrot-like that India is and has been for centuries an under-developed nation. But the truth is that till its spirit was sapped in the last couple of hundred years India was not only not under-developed but it was well ahead of the Western countries, not only in philosophy and literature but also in science and technology.

I would appeal to all persons interested in adult education, particularly members of the Association to strive for reviving India's national spirit.

Indian Adult Education Association, S.R. Pathik
New Delhi.

BEST TEACHING AID

'MEGH' marked quality Slated Roll-up Black Boards are the Best Teaching Aids in as much as :—

- i) They serve as Supplementary writing boards in the classroom.
- ii) They can be used as Teaching Boards out of the classroom.
- iii) They are indispensable as Preliminary, Recapitulatory and Revisionary writing Boards.
- iv) They are serviceable in any Teaching Institution.
- v) They are available in PLAIN, GRAPH, DOTTED, COPY-LINE, MUSIC, BOARDS & OUT-LINE MAPS OF ALL THE COUNTRIES.



For Literature, please write to:—

M/s. MEGH SLATE FACTORY PRIVATE LIMITED,
Post Box No. 24,
BARAMATI (Poona) India.

Subscribe to

Proudh Shiksha

The Hindi monthly containing news about programmes of adult education in India, short stories for neo-literates, folk tales and case studies about pioneering experiments in adult education.

Annual Subscription

Rs. 8.00

Published by

INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Marg, New Delhi.

A landmark in the publications of IAEA

(in collaboration with Nachiketa Publications Ltd.)

Adult Education in India: A Book of Readings

Edited by ANIL BORDIA, J.R. KIDD & J.A. DRAPER

Pages 532

Price—Hardbound Rs. 50 (\$ 10)

Paperback Rs. 25 (\$ 6)

A comprehensive coverage of all aspects of adult education in India, divided into five parts.

- I. *Historical Perspectives* 3 articles including
- | | | |
|-------------|---|--|
| P.C. Lal | — | The Tradition of Adult Education. |
| Anil Bordia | — | During British Period and After. |
- II. *Philosophy & Objectives* 11 articles including
- | | | |
|-----------------------|---|---|
| Malcolm S. Adiseshiah | — | The Call of Adult Education. |
| K.G. Saiyidain | — | Why Adult Education? |
| Romesh Thapar | — | Disciplining Philosophy of Living. |
| M. Mujeeb | — | A Matter of Conscience. |
| R.M. Chetsingh | — | Adult Education for the Educated. |
- III. *Adult Literacy* 12 articles including
- | | | |
|---------------|---|--------------------------------------|
| V.K.R.V. Rao | — | Socio-Economic Strategy. |
| Homer Kempfer | — | Attack on Illiteracy. |
| T.A. Koshy | — | Methods of Literacy Teaching. |
- IV. *Methods* 9 articles including
- | | | |
|-------------|---|-------------------------------|
| J.C. Mathur | — | Mass Media. |
| Dharm Vir | — | Cooperative Education. |
- V. *Programmes & Agencies*
- A. *Urban Adult Education* 3 articles including
- | | | |
|----------|---|-------------------------------|
| V.S. Jha | — | Urban Adult Education. |
|----------|---|-------------------------------|
- B. *Special Groups* 8 articles including
- | | | |
|-----------------|---|----------------------------|
| V.S. Mathur | — | Workers' Education. |
| R.L. Mullick | — | Indian Army. |
| T.N. Chaturvedi | — | Civil Servants. |
| V.M. Dandekar | — | Farmers' Education. |
- C. *The University* 8 articles including
- | | | |
|-------------|---|---|
| M.S. Mehta | — | University Adult Education. |
| Amrik Singh | — | Universities & Extension Work. |
| V.V. John | — | Evening Colleges. |
- D. *Other Agencies* 5 articles including
- | | | |
|--------------|---|-------------------------------|
| J.R. Kidd | — | Educational Authority. |
| N.N. Gidwani | — | Libraries. |

Available from—

In India

Hony. Gen. Secy.
Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-110001.

Abroad

Secretary General,
International Council for
Adult Education,
George Brown College,
21, Nassau Street,
Toronto, Canada.