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lucknow conference and after

The 27th Annual Conference of the Association held at Lucknow in November was an epoch-making event. Both from the point of view of the Organisation as well as the unambiguous resolution passed on the theme of the Conference, namely Adult Education for the Rural Poor, the Conference promises to have far-reaching influence.

Dr. Mohan Sinha Mehta decided to retire after 16 years as President of the Association. These years have been a period of continuous and perceptible growth during which adult education has come to acquire a wider meaning and its importance in the programmes of national development has become universally accepted. If the Governments in New Delhi and the various States are still not able to earmark adequate funds for adult education programmes, it is not for want of trying by the Association. As a result of the strenuous efforts made by Dr. Mehta and the Association, the importance of voluntary organisations in the field of adult education and rural development has come to be clearly recognised. In addition to an increase in the number of small local voluntary agencies of adult education, several regional

adult education organisations have come into being. The Conference naturally placed on record its gratitude towards Dr. Mohan Sinha Mehta for all that he has done for adult education in general and the Association in particular.

Dr. Malcolm S. Adiseshiah, the new President, brings with him the practical wisdom of an economist and a vision as wide as the Equator. Owing to his long association with Unesco and his Presidentship of the International Council of Adult Education, Dr. Adiseshiah is a truly international figure. Under his leadership, we can hope to get reflected on the field of adult education, the happenings and thinking the world over. We can also expect a practical and realistic bias to the work of the Association. Not only the institutional and the individual members of the Association but, indeed, all persons concerned with adult education are looking forward to the leadership of Dr. Adiseshiah.

If the election of the President and General Secretary of the Association was a matter of dignified unanimity, there was some noticeable warmth, even heat, in the election of other office bearers. All will welcome the dynamism displayed by the Association

in conduct of elections, which had become overdue. The new Executive Committee will have to answer many an inconvenient question if it does not fulfill the wishes of the general body as reflected in the discussions in the Conference and, particularly, in the resolutions adopted by it.

The first resolution, Adult Education in the Service of the Rural Poor, is a significant development over the deliberations which began in the 26th Conference held at Jaipur. In that Conference, Satyan Maitra and others had called upon to make adult education an instrument of change, affecting the class and caste relationship. The resolution passed at Jaipur was not explicit as the resolution adopted at the Lucknow Conference. The resolution refers to the imperative need to change the out-moded economic and social structure with the objective of bringing about conditions for economic development and social justice. It views adult education as a powerful instrument for organised action for assertion of the will of the rural poor to establish a just social order. The resolution does not, however, adequately define the manner in which action may be initiated for its implementation. It also does not seem to recognise that any organisation which ventures to give shape to this resolution may find itself in confrontation with the establishment, indeed, with the Government itself. It would be some time before matters like this are squarely faced.

Appropriately enough the two other resolutions make reference to the growing importance of non-formal education and to the attention attracted towards the predicament of Women highlighted in the International Women's Year. The discussions in the Conference and Committee Rooms and outside made it clear that non-formal education has become a matter of deep interest among the members of the Association.



स्वाध्याय एवेह परं पवित्रं
स्वाध्याय एवेह यथैव यज्ञः ।
स्वाध्यायवानेव तरः प्रयाति
त्रिविष्टपं मोक्षमथाप्यभीष्टम् ॥

Vishnu Dharmottaram

Self-education (svadhyaya) is the most sacred thing on this earth ; it has been regarded as the most important *yajna*, life's pursuit. One who is engaged in self-education attains bliss, salvation or any other desired object.

Svadhyaya Defined to mean continuing self-study or self-education, *Svadhyaya* recurs again and again in the ancient Indian scriptures. In the *Shikshopaniashada* the teacher, while blessing the pupil on conclusion of his study of *Vedas* exhorts him never to forget *Svadhyaya* (*svadhyayanma Pramadah*)

adult education in the service of the rural poor

V.S. Mathur

Let me first begin by congratulating the Indian Adult Education Association—and all of you—for choosing “Adult Education in the Service of the Rural Poor” as the main theme of this Conference. The rural poor indeed constitute the overwhelming majority of the people of our country. Any change which adult education may be able to help bring about in their conditions is bound to be of crucial significance for the country as a whole. But before we proceed to consider the role of adult education, let us be clear as to who the rural poor are and what is their economic and social situation. Even a cursory look at the rural scene would reveal that the main preoccupation of the people in the countryside is agriculture and allied industries and crafts. The unfortunate fact is that though agriculture is, and will continue for quite some time to be, the backbone of our economy, it has not brought prosperity to the people who are engaged in it. Most of those in the countryside are living in conditions of acute poverty often much below subsistence level. Their income is low, their employment irregular, their mode of work often onerous and their standard of living dismal. These general statements however, do not create a clear picture in our mind about the conditions of the rural poor.

Let me quote from a recent enquiry into the earnings of rural people in the district of Bankura in West Bengal. The survey conducted in 1972 and 1973, in six districts in the State of West Bengal show that the “per capita daily earnings of agricultural workers worked out to 26 paise through manual labour”.

The Report goes on to state “assuming for the sake of argument, that workers in these areas do supplement their income, through Government relief, clandestine activities like illicit felling of trees from the Government forests, begging in the nearby cities, working in non-agricultural jobs, etc. by another 24 paise per day, their income even under most liberal calculation cannot go beyond 50 paise per head per day. In fact, the Report on the Economic Conditions of Agricultural Workers in the District of Bankura” by the Government of West Bengal after discussing the per capita income of an agricultural worker states “the fact that he exists is a miracle.”

Shri D. Bandhopadhyaya, Joint Secretary, Ministry of Labour, Government of India in a brilliant address to a recent Seminar stated that a dietician friend of his had calculated that 50 paise per capita income per day could at the best enable an agricultural worker a total intake of 480 calories per day at the average price level of April-May 1974. He startled the Seminar by telling that in the animal world, even animals of the size of field

rats had an average per capita daily consumption of 150 grammes of cereals and 50 grammes of vegetables with caloric value of approximately 565. Thus a large number of agricultural workers have a daily calory intake of less than that of a field rat.

The draft Fifth Five Year Plan 1974-75, page 7-8 has given a table on required improvement in the share of bottom 30% of the population in total private consumption for removal of poverty. The Planning Commission estimates that at present the share of the bottom 30% of the population is only 13.46% of the total private consumption. If this share remains unchanged the total given in the draft Five-Year Plan shows that the average per capita consumption of the bottom 30% would rise from Rs. 25 per month at 1972-73 prices in 1973-74, to Rs. 29 in 1978-79, Rs. 35 in 1983-84 and Rs. 38 in 1985. Thus, if the present conditions continue, even at the end of the perspective period in mid-80s, per capita consumption for this segment of population would be below the norm of Rs. 40.6 per month at 1972-73 prices.

Mr. Robert S. McNamara, President, World Bank Group, in his famous address in Nairobi, Kenya on September 24, 1973 described the condition of the poor in developing countries in the following words:

- “— One-third to one-half of the two billion human beings in those countries suffer from hunger or malnutrition.
- 20% to 25% of their children die before their fifth birthdays. And millions of those who do not die lead impeded lives because their brains have been damaged, their bodies stunted and their vitality sapped by nutritional deficiencies.
- The life expectancy of the average person is 20 years

* Key-note address delivered on the 27th All India Adult Education Conference held in Lucknow in November 1974. Shri V.S. Mathur is ICFTU Asian Regional Secretary in New Delhi.

less than in the affluent world. They are denied 30% of the lives those of us from the developed nations enjoy. In effect, they are condemned at birth to an early death.

— 800 million of them are illiterate and, despite the continuing expansion of education in the years ahead, even more of their children are likely to be so.

This is absolute poverty : a condition of life so limited as to prevent realization of the potential of the genes with which one is born; a condition of life so degrading as to insult human dignity—and yet a condition of life so common as to be the lot of some 40% of the peoples of the developing countries.”

These are the people whom we have to keep in mind while planning our educational activities. How can we help them to recover from this poverty and destitution? How can we help to rekindle faith in themselves and in their own efforts? It is hardly necessary to remind you that by far the major occupation of the people in rural areas is agriculture. While agricultural production in the country has gone up since we achieved our independence, all will agree that much more still remains to be done. And indeed, the conditions of the people in the country-side as I have pointed out earlier, continue to be miserable and desperate. Why that is so? To me, it appears that there are two aspects of the situation in agriculture which need consideration, namely, land relations and technology. Unless, the people who cultivate the land are assured of a just and fair share of the fruits of their labour there will not be much incentive for them to put in their best. Now the record of legislative enactments of the State Governments as well as of the Centre may appear to be quite impressive. However, not all

that needs to have been done has been done to meet out greater social justice in the countryside. Further most of the legislations have been merely on the statute book and their implementation has been lacking. Persons like Shri Gulzarilal Nanda, our former Minister of Planning and Minister of Home Affairs in his report to the All India Congress Committee on Progress of Land Reforms in India submitted in late 50s had this to say:

“No organised effort was made to make the tenants understand the law and to ensure that they take advantage of it. Even where the tenants are aware of their rights, they are generally in too weak a position—both economically and socially—to insist on their rights...In some states there a. no village records from which a tenant can establish his possession. Even where his name is entered the landlord has so much influence in the village that frequently it is very difficult for the tenant to establish possession. In some cases the attitude of the revenue officers may at times be unconsciously against the tenants.”

Mr. Nanda further pointed out that in several areas in India after the acceptance of the Tenancy Act of 1950, peasants were illegally evicted since there was no check against this practice. In some cases, violence was used against the tenants, elsewhere peasants gave up their tenancy rights “voluntarily”. How voluntary would have been this “voluntarily”, I leave it to you to imagine.

Dr. Frithjof Kunnen, an ILO Consultant, has stated that “ceiling legislation hardly affected inequalities at the village level : the laws did not seriously affect the rural upper class (except some absentee or very big landlords). The present landlords could retain their property and power. At the same time, the law rarely benefitted share-croppers, and

nearly never improved the situation of landless labourers...” He goes on further to comment that “the success of all these regulatory measures is limited. It proved difficult to enforce the reforms and in quite a number of cases the laws remained unimplemented.” The lesson he draws from the working of land reform legislations is that “if tenants interests are backed by tenants’ associations, there is much better pre-condition for the successful implementation of tenancy legislations.”

Speaking about land reforms, Mr. McNamara has this profound statement to make: “What we must recognise is that land reform is not exclusively about land. It is about the uses—and abuses—of power, and the social structure through which it is exercised.” Mr. McNamara concludes “but the real issue is not whether land reform is politically easy. The real issue is whether indefinite procrastination is politically prudent. An increasingly inequitable situation will pose a growing threat to political stability.”

The other aspect is application of new technology and use of modern methods of cultivation. In recent years, there has been technological progress of tremendous significance termed as Green Revolution. This consists mainly of intensive cultivation and the use of high yielding variety of seeds, better fertilisers and other inputs. This has indeed three potentialities. It can help increase agricultural production. It can make available more opportunities for employment and it can lead to a more equitable distribution of income. These are very commendable aims in case we can achieve them. However, the experience of green revolution has been that it has failed to achieve any of the above, adequately. Indeed, sometimes the experience has been quite otherwise. Though it is true that there has been some increase in agricultural production because

of the use of high yielding varieties of seeds and application of the requisite inputs and irrigation, their potentiality however, has far from been exhausted. One aspect of this development which causes great concern is that since some increase in agricultural production has been achieved solely through the application of inputs, this has been used to create an impression that institutional changes affecting land relations would cause a disturbance in this course and thereby affect agricultural production. Indeed, quite the contrary is true. More just land relations would lead to more agricultural production. It is a misconception that only large farms can effectively utilise this new technology of green revolution. Accordingly to all experts, this technology is size-neutral which means that it can be used on big as well as small farms. Of course, the small farms have to be of economic size. Since it is a technique of intensive cultivation, the actual results on small farms are bound to be better. This is fully supported by the experience of countries like Japan and Taiwan where the size of the farms after their celebrated land reforms were reduced and these have permitted much higher yield per acre. Japan today produces 6,720 kg. of grain per hectare on very small farms compared with the average for Asia of 1,750 kg. According to the World Bank, there is overwhelming evidence of Japan to disprove the proposition that the productivity of small scale holding is inherently low. Further, a number of recent studies in developing countries has demonstrated that given the proper conditions—and the emphasis is on proper conditions and ancillary services—small farms can be as large farms. It has been pointed out for example, that output per hectare in Guatemala, Republic of China, Brazil and even India was substantially greater on smaller farms than on larger ones. And obviously, for countries where land is scarce the relevant measure of agricultural productivity is not

output per worker but output per hectare.

With regard to opportunities for employment, the recent experience in India and other countries has been that instead of increasing the opportunities for employment, the use of this new technology by big farmers has in fact reduced opportunities for employment. These farmers have been using big tractors, threshers and other agricultural machinery used on big farms like those in the U.S. to displace labour. Since agriculture has become very lucrative profession, the big land-owners are trying to cultivate their lands themselves with the help of machinery and hired labour. This is borne out by the figures with regard to cultivators and agricultural workers in the Census reports. According to Census of 1971, the number of landless agricultural workers in India is 47.48 million in 1971 while it was 31.51 million in 1961 and 27.49 in 1951. The figure regarding the cultivators has gone up to 78.17 million in 1971 from 59.73 million in 1951.

With regard to income disparities, it is wellknown that they have widened. Therefore, while the green revolution had the potentiality of increased agricultural production, greater opportunities for employment and more equitable distribution of income, none of the three have been achieved. Indeed, much of the benefit of our developmental efforts has gone to the rural rich. If this continues how can we hope to reverse the trend and improve the conditions of the rural poor? This trend can be reversed only when the rural poor themselves become conscious of the situation and recover faith in themselves and their united efforts to change the situation. They must realise that nobody else will or can bring about the change in their favour. This has not happened so far and is not likely to happen in the near future unless they themselves organise to protect and promote their interests.

Adult education can make a tremendous contribution in awakening this consciousness. Organisations of the rural poor are a must not only for proper implementation of the land relations laws but also for the full realisation of the potentialities of green revolution. These organisations will have dual functions—they will on the one hand act as pressure groups to protect and promote the interest of the rural poor and on the other, operate as their arm in production, develop cooperative activities for production and ensure popular participation in economic development. If such organisations are to be created, developed and enabled to function the crucial role will be that of education. Their success depends on the development of leadership from amongst the rural poor themselves in the countryside. Leadership development would require that indigenous leaders being thrown up by group inter-active processes are provided with education, skill and experience and are entrusted with more and more complex and challenging tasks as they mature in terms of personality and skill. Leadership development in this sense can take place within the framework of a broad-based educational effort. Education in this context, of course, does not refer to conventional product of institutionalised pedagogy. Education here means a total life-related process in which the imparting of concepts, ideas and information takes place in the immediate context of problem-solving action and where, therefore, no lag develops between knowledge and praxis. In such a situation "education" becomes a component of 'action and 'action' becomes a positive feedback process into education.

Adult Education movement of the country has this challenging and historical role to play. I have no doubt that we will be able to discharge this responsibility with credit. Indeed, we can afford to ignore this call only at our own peril.

the resolutions adopted by the conference

1. This Twenty Seventh Adult Education Conference held in Lucknow from November 3 to 6, 1974 regretfully notes that a very large majority of the people of India specially those living and working in the countryside, continue to lead a life of abject poverty bordering on destitution. Their income is low, their employment irregular, their mode of work often onerous and conditions of living dismal. This calls for drastic changes in the whole approach to the problem of rural poverty. There is urgent need, on the one hand of initiating and undertaking a wide range of economic and social activities for meeting the varied needs and requirements of the poor people in the rural areas and on the other hand the imperative necessity of changing the out-moded economic and social structure in the countryside with the object of bringing about conditions both for economic development and social justice.

2. In the field of Agriculture which is, and for quite sometime likely to continue to be, the major occupation of the rural poor, there is need for establishing a more just and equitable system of land relations as well as suitable supporting institutions. The experience of two decades of planning,

legislation and development has clearly shown that, however well intentioned they might be, their benefits hardly reach the rural poor for whom they were primarily intended. In the process, the rich become richer, and the poor still poorer. There is, therefore, a strong need for developing representative self reliant democratic organisations of the rural poor as effective watch dogs of their interests. The poorer sections of the rural people should be enabled to create a powerful instruments by which, on the one hand they can assert their will and promote their interests and on the other, strengthen their operative functions of production and related activities.

3. The Conference is emphatically of the view, that the main thrust of adult education in the service of the rural poor should be to inspire an attitude of radical change and help mobilise organised action. Programmes of adult education should stimulate and generate such action. Plans for education and action should therefore, be within the same synoptic field as two closely inter-related activities. Education should lead to action and participation which in their turn would result in promoting further education. Only then will education and action acquire a dynamic

character fulfilling their historical roles in the crucial stage of the country's economic and social development in conditions of freedom and democracy.

4. In order that Adult peoples education becomes a vital and effective instrument in the service of the rural poor, it is essential to re-define its priorities and functions, and on that basis to effect a re-structuring of the total educational and development services particularly for rural India. The rural school must be rescued from its present deplorable condition both with regards to its personnel and its social and instructional programmes. It should be helped increasingly to become the centre of education working for the service of the whole community. Its functions should cover total education—formal, vocational, non-formal and informal for the children, the youth as also for adults of all sections of the community with particular emphasis on the education of women. The school should become the agency through which all the services of the state in the fields of agriculture, industry, health and social well-being should be provided and coordinated and to which all sections of the people should turn in times of need for help and advice. Working in close co-operation with

organisations of the rural people, the two together, could strive effectively to ensure that the provision of the services accords fully with the needs and also that they reach those people for whom they are primarily created.

The concept outlined above will call for drastic re-structuring of the state services and apparatus. And yet it is not likely to call for any greater additional resources, since it is possible that the pooling together of all the available resources and their effective utilization might meet the purpose. However, the initiation and the process of education and development here proposed need not wait till full structural changes as indicated are achieved. Pragmatic approach and well considered efforts can well be started soon. They are bound to have their own dynamics in bringing about the necessary changes and orientation of ideas and attitude in accelerating the process and leading to building up of a structure suited to the needs of the rural poor.

The Conference therefore calls upon the Indian Adult Education Association and its Institutional Members to initiate, support and cooperate in programmes of education for the rural poor.

2. This conference notes with satisfaction that the educational strategy in the Fifth Five Year Plan is built on the assumption that formal and non-formal education should be correlated and integrated, since in a country like India with enormous educational needs, formal education through full-time and institutionalised education only, cannot by itself be sufficient for the achievement of major educational objectives. It is also based on the assumption that non-formal ways of imparting education will be developed for all categories of learners and at all levels of education: for children, youth and adults and from elementary to

higher education. The conference supports the proposal that emphasis in the fifth plan will be laid on the following programmes: 1. Non-formal education for non-school going children in the age group 6-14.

2. Non-formal education for youth in the age group 15-25.

3. Functional literacy linked with development schemes. The conference also welcomes the acceptance by the Government of recommendation made by the Task Force on Adult Education that 2% of the budget of all development schemes should be earmarked for education and training of the beneficiaries and people otherwise affected.

The conference appeals to the institutional and individual members of the Indian Adult Education Association not only to extend cooperation to the govern-

ment but also be involved themselves in the implementation of these programmes.

3. This conference is happy to learn that the Department of Social Welfare and the Central Social Welfare Board is launching a scheme of Non-formal education for adult women during the Fifth Plan period. As this is a new venture, it is necessary that voluntary organisations with experience in similar programmes should be involved in the implementation of this scheme. As the programmes of such organisations are being coordinated by the State Social Welfare Boards and the Central Social Welfare Board, this conference, representing a large number of voluntary organisations, recommends that for successful implementation, the scheme may be entrusted to the voluntary sector through the Central Social Welfare Board.

A NARROW GENERATION GAP



"There is really so little to bridge. You are illiterate and unemployed with a degree and I am literate and unemployed without a degree . . ."

general secretary's report 1973-74

life-long education to enable the adults to meet the challenges of the rapidly changing society.

Prof. M.V. Mathur, Director, National Staff College for Educational Planners and Administrators in his key-note address emphasised the necessity of establishing a national peoples University which should undertake adult education programme for the development of the country. He said that simple literature on various aspects of development should be produced and widely distributed to neo-literates.

The Conference passed a number of resolutions including a comprehensive resolution on training of people in all developmental programmes.

writers workshop

A Workshop of 20 renowned Hindi writers on development of continuing education material was organised by the Association in New Delhi in November, 1973. Shri Prabhakar Machve, Secretary, Sahitya Academy presided.

The workshop was the first attempt of its kind in the country to involve creative writers for developing continuing education material for the masses without losing the creative and literary content of their writing.

Ten writers submitted their manuscripts on the subject of population explosion. Three are one act plays, three collection of stories, two novels, one comic book and one long story. It is proposed to publish these books during the current year.

membership

During the year 27 Life members and 24 Institutional members and 40 Individual members joined the Association as a result of the appeals issued by the Association to various organisations and individuals. We are happy to welcome all these new mem-

On the occasion of the 27th All India Adult Education Conference of the Indian Adult Education Association, I have great pleasure in welcoming you all this evening and present to you a brief report of what the Association has been doing since we met last year.

The subject of the Conference "Adult Education in the Service of the Rural Poor" is of crucial importance at the present juncture. Adult Education can make tremendous contribution towards the service of the rural poor in improving their social and economic conditions. What shape it should take and what should be programme content is to be thought and discussed at this Conference. Nevertheless one thing is certain that no people, no government and no administration can neglect adult education, if they are wedded to democracy, socialism and secularism. If we have to improve

the quality of life of the 70% of our people, we must provide them with information, knowledge, and skills to become a partner in the building up of a new society. For this adult education must be given priority over all development work.

26th all india adult education conference

The 26th All India Adult Education Conference was held in Jaipur from October 4 to 6, 1973. The theme of the Conference was "Adult Education and National Development."

The Conference was presided over by Shri Barkatullah Khan, Chief Minister of Rajasthan. Shri Khan said that adult education programmes could go a long way in bringing socio-economic changes in the community. He stressed the need for

bers to our fold and assure them of our cooperation and service. Our efforts to expand relationship with institutions belonging to all allied field are continuing.

The institutions which have joined us during the period under report are:

1. Sri Venkateswara University, Tirupati.
2. Nehru High School, Secundrabad.
3. Mahatma Gandhi Memorial Adult Education Centre, Waddepalli.
4. Holy Cross Institute, Hazaribagh Town, Bihar.
5. Rural Development Programme, K.R. Educational Association, Bettiah, Bihar.
6. Govt. Adult Higher Secondary School, Delhi.
7. Janta Vidyapeth, New Delhi.
8. Shri M.P.S.M. College of Commerce and Law, Jamnagar, Gujarat.
9. Sindhi Middle School, Bairagarh, Bhopal, Madhya Pradesh.
10. Asha Kala Kendra, Mhow, Madhya Pradesh.
11. Citizen Volunteers' Training Centre, Imphal, Nagaland.
12. Krushaka Bandhu Pathagar, Jageswarpada, Orissa.
13. Gangyan Mandir, Jageswarpada, Orissa.
14. Sreema Sadharana, Pathagar, Orissa.
15. Shri Janak Kalyan Jabak Sangh, Balasore, Orissa.
16. Sadharan Pathagar Surachha, Pratappur, Balasore, Orissa.
17. Rajasthan Adim Jati Sevak Sangh, Jaipur, Rajasthan.
18. Khaira Club, Khaira, Balasore, Orissa.
19. Sarvodaya H.S. School, Jaipur, Rajasthan.
20. Janta College, Dabok, Rajasthan.

21. Rajasthan Adult Education Association, Jaipur.
22. Ayyar Nadar Janaki Ammal College, Sivakashi, Tamil Nadu.
23. YWCA Poonamali High School, Madras.
24. New Delhi Municipal Committee, Education Deptt., New Delhi.

The following joined us as Life-members during the year: Shri R.C. Aggarwal, New Delhi; Shri Rameshwar Dayal Dadhich, Delhi; Dr. A.R. Kidwai, New Delhi; Shri A. Deleon, New Delhi; Shri Roshan Lal Jaidesh, New Delhi; Shri R.G. Mulgund, New Delhi; Mrs. Nirmala A. Patel, Ahmedabad, Shri T. Satyanatha Kurup, Manjeri, Kerala; Dr. A.M. Naik, Bombay; Dr. Ranjit Singh, Ludhiana, Punjab; Shri Sada Shiv Sharma, Jaipur; Shri Om Shrivastava, Udaipur, Rajasthan; Shri G.L. Chandak, Madras; Shri M.C. Nahar, Madras; Shri T. Koil Pillai, Sivakashi; Shri Rama Shanker, Lucknow; Mrs. S. Mahenderjit Singh, Kanpur, U.P.; Shri Bernd Pflug, Bonn, Germany; Shri R. N. Govind Samabula, Fiji Island; Dr. M. Habeeb Ghatala, Ogden, USA; Miss Lily Quy, Cuttack, Orissa; Shri K.L. Zakir, Chandigarh. Dr. R.P. Singhal, Delhi; Shri L.C. Mohan, Delhi.

publications

The Indian Adult Education Association continued to publish literature for adult educators, administrators, field workers and neo-literates. During the year the following publications were brought out by the Association:

1. On to Eternity Vol. III.
2. Mahila Aur Proudh Shiksha
3. Proudh Saksharta Pragati—C. Bonnani
4. Karaymak Saksharta—Kayo Aur Kaise
5. Saksharta Aur Vikash—H.M. Philips

correspondence education for farmers

The project Correspondence Education for Farmers started last year gained further popularity during the current year. The Project is meant for neo-literate farmers involved in the farmers education and functional literacy projects in the state of U.P., Bihar, Madhya Pradesh, Haryana, Himachal Pradesh, Rajasthan and Delhi. The project is being run with financial assistance from the People's Action for Development, Ministry of Agriculture.

The project involves about 2000 farmers who have completed the functional literacy course for farmers. Fortnightly letters entitled 'Kheti Me Sudhar' are issued which disseminate knowledge and information to neo-literate about farming etc. The objective is to develop among the farmers the skills for reading and writing with a view to enable them to pursue further education through self-study.

nehru literacy award

The 1972 and 1973 Nehru Literacy Award were presented to Shri Satyen Maitra and Shri R.M. Chetsingh by the Vice-President of India, Shri G.S. Pathak on March 16, 1974, New Delhi.

The 1974 Nehru Literacy Award has been awarded to Shri T. S. Avinashilingam Chettiar, Founder-Director, Ramakrishan Mission Vidyalaya, Coimbatore.

zakir husain memorial lecture

The Third Zakir Husain Memorial Lecture was delivered by Dr. M.S. Adishesiah, Director, Madras Institute of Development Studies and former Dy. Director-General of Unesco in Jaipur on Oct. 5, 1973. The theme of the talk was "The Relevance of Adult Education to our Educational Crisis".

The fourth lecture will be delivered by Dr. M.S. Swaminathan, Director-General, Indian Council of Agriculture Research, New Delhi.

clearing house activities

The Association continued to play its useful role as a Clearing House of ideas and information in the field of adult education through English Journal 'Indian Journal of Adult Education' which has now entered 35th year and the Hindi monthly 'Proudh Shiksha'. I would like to take this opportunity to express the Association's gratitude to Shri Anil Bordia, who was elected Editor of Journal last year. He has improved the Journal in its content and coverage. It is our hope he will continue to devote his care and attention to the journal thus sharing a great burden which the Hony. General Secretary was carrying for so long.

In addition, the Association continued to send out abstracts of important books and articles giving significant experiments, ideas and methods useful for the field workers and busy administrators.

The reference service bulletins issued by the Association contained list of books and classified list of articles on adult education, community development, cooperation, workers education and allied field.

information service

The Association plays a useful role in providing information about adult education movement in India and abroad. A number of queries were received from India and abroad and the Association's reference section supplied such information and was thus able to help many organisations in planning and organising their programmes.

international contacts

The Association has close con-

tacts with adult education Associations in different parts of the world. Besides, this, it has close contacts with International organisations like Unesco, International Council for Adult Education, International Federation of Workers Educational Associations, International Congress of University Adult Education and ASPBAE.

Visitors from USA, Canada, Papua and New Guinea, New Zealand, Australia, Bangladesh, Afghanistan were received at the Association. They had discussion on different aspects of adult education in our country and their respective countries.

international conference on adult education

The Hony. General Secretary attended the International Conference of National Organisations held in England, from Sept. 9 to 13, 1974. The Conference was organised by the International Council of Adult Education.

aspbae workshop

The Association hosted the Asian-South Pacific Workshop on "Training of Adult Educators" in New Delhi in May 1974. Dr. Amrik Singh, member of the Executive Committee was Chairman of one of the two groups.

establishment of state level adult education associations in u.p. & m.p.

The Association is making great efforts in establishing State Level Adult Education Associations in various States. Various institutions and individuals in Madhya Pradesh and Uttar Pradesh were contacted for this purpose. Ad-hoc Committees to establish the Associations have been set-up in both the States. It is hoped that State Level Associations will be formally set-up in both these States in the near future.

scheme for socio-economic development of women

The Association proposes to initiate a demonstration project integrating condensed course with socio-economic programmes for women in backward areas of Delhi. It is proposed to set-up two such units with an enrolment of 30 women in each unit. The scheme envisages involvement of women in productive programmes to supplement their family income while preparing for the High School Examination. The review committee of the Central Social Welfare Board has accepted the scheme in principle.

workers education

Under the Workers Education programme the Association will shortly undertake the following:—

1. Five one-day school on different aspect of workers education.
2. Five part-time three-day seminars on workers education and trade unionism

thanks

In the end, I must express my thanks to all the members for their cooperation and help. To the members of the Executive Committee, I express my gratitude for the cooperation and guidance they have extended to me.

I must take this opportunity to express my deep debt of gratitude to Dr. Mohan Sinha Mehta for his leadership to the adult education movement for nearly 20 years. It was due to his fostering care, dynamic and bold leadership that a tiny small organisation has now become a national organisation enjoying respect and admiration throughout the world. The debt that the Association owes him is difficult to repay. For me, personally to work with him had been a great educational experience which I shall ever cherish.

institutional reports

gujarat vidyapith, ahmedabad

Gujarat Vidyapith aims at an integrated programme of adult education for the rural and weaker section of our society. The programme envisages not merely a literacy programme of 3 RS' but as an educational effort closely linked up with psycho-socio-cultural development of the underprivileged section of the society. This objective is to be realised through a continuous process of intensive and integrated functional adult education with four basic elements of rural life—psycho-socio-economic-cultural as closely interlinked with each other. This integration is to be based not only on the four basic elements of rural life, but also on the four important sections of rural society. Women the mother of the race, youth the hope of the generation, the aged the climax of the society, and the weakest strata of the society comprising Harijans, Adivasis landless labour etc. It is evident that without integration of the above four elements and the involvement of these four sections of rural society adult education

could not become functional and broad based.

The Vidyapith therefore considered the formulation and implementation of the formal and non-formal adult education programme for the four sections of the society in particular covering the four aspects of rural life and decided that the post-graduate department of social work should undertake the responsibility in this regard.

The Social Work Department which is incharge of adult education programme so far run four adult education centres in slum areas of Ahmedabad city and four rural centres in the radius of 7 miles. Every-day students go to these centres where apart from literacy, courses in citizenship are conducted and various activities of health improvement, better sanitation, cultural development etc. are also organised. The adults are encouraged to undertake the examination of the Ahmedabad Social Education Committee which works in close collaboration with the Gujarat Vidyapith. The Department has formulated the following line of the programme for 1974-75.

1. programme of family life education for women

Under this programme two types of activities are envisaged :

- (1) Education in parenthood, mothercraft and the related aspects of family life with a view to arousing interest of rural women in problems related to parenthood and motherhood with the focus on finding practical solution to the problems. The functional education under this programme would be imparted through formal and informal talks and practical demonstrations.
- (2) Upgrading of skills in economic activity—It is proposed to further develop the existing or new skills in various arts and crafts and other handicrafts with a view to augmenting the family income.

2. programme of education in citizenship for youth

The basic objective of this programme is to awaken the sense of social obligations and the awareness of fundamental rights of citizenship in the rural youth. Through this programme, it is proposed to eradicate their ignorance and develop a sense of responsibility in them so that they would use their democratic rights of citizenship judiciously and discharge their obligations effectively. These objectives would be achieved through organisations of formal and non-formal discussions-group.

3. programme of spiritual education for the aged :

It is commonly recognised that the aged have a special role to play in the society, to exercise a restraining moral influence on the younger generation. They discharge this role by virtue of their age which commands respect in Indian culture. This value

is eroding in the present day society but it is important from the point of view of cultural development and social progress. It should be saved from erosion. This is possible only when the aged possess respectability and the personal moral strength. The basic purpose of this programme is to strengthen these virtues in the aged through spiritual education, discourses and organisation of such other programmes. These programmes will also provide opportunities to the aged for realising a sense of achievement when they organise these programmes themselves or participate in them.

4. programme of education of under-privileged sections of rural society

Any programme of education for the under-privileged section of society need to be particularly based on the study of the problems of those people. These problems are mainly poverty, ignorance, disease and social evils of drinking, gambling etc. The programmes of education for them should comprise eradication of illiteracy, developing skills which may help them in increasing their income, health education and education for changing their habits and developing healthy values of living.

5. programme of education for preventive and social medicine for the rural community

It is a matter of common knowledge that the large percentage of poor people suffer from disease and most unsatisfactory health conditions. The real solution to this problem does not lie in extending only the medical facilities to them but in making available the practical knowledge of preventive and social medicine. Under this programme it is proposed

to impart medical knowledge related to various prevalent disease, preventing measures and curative measures. In this programme medical men, medical social workers and other workers of health departments will be involved.

implementation of the programme

Before this programme could be implemented Vidyapith had to face a challenging situation due to floods in Ahmedabad district which washed away several villages completely uprooting thousands of people from their hearths and huts. The poor were the worst hit and required immediate rehabilitation. Vidyapith took up the challenge and undertook the rehabilitation of five villages alongwith the programme of education.

A formal department of Adult & Continuing Education has now been set up with the support of the UGC and it has announced two short term courses one on Rural Sanitation and another on Hotel management.

It has built up a good library of readings and information on Adult Education including leading journals of India and abroad. The work on preparing literature for neo-literate is going on.

delhi public library (social education department)

Delhi Public Library, besides issuing books for home reading, arranges other Social and Cultural programmes for dissemination of knowledge and entertainment for its members. It has set up a separate department called the Social Education Department for the purpose. The members are invited to join different Social Education groups according to their aptitudes. During the year the following groups were operating :

1. Social Studies Group
2. Natural Hygiene Group
3. Drama and Music Group
4. Literature Study Group
5. Television Club
6. Homeopathic Study Group

During the year the Department arranged 458 programmes which were attended by 30,723 persons. Out of these, the different groups held 199 meetings at which the total attendance was 12,404. During the year 18 Exhibitions and 118 film shows were arranged.

Besides the programmes organised by the Social Education Department, the Library also provides facilities to interested Associations/Societies for arranging their functions in the Library Auditorium. During the year 45 functions were held in the Library Auditorium by the outside associations. These were attended by 8,853 persons.

The Department is also operating a Gramophone Record Library for its members, who can get Gramophone Records free of charge like books for home-listening provided they own a Gramophone Records Player. The Department has a stock of 2,100 Gramophone Records. These were lent to 282 members for 15,303 times for home-listening.

The Department has a stock of 567 reproductions of paintings which were issued to recognised societies and institutions 1614 times during the year.

A Branch of the Citizens' Advice Bureau was opened in the Library in 1970. It provides accurate information and expert advice on different personal problems that arise in the daily life of the citizens. The expert advisors in different fields like legal, medical, taxation, architecture, civic affairs etc. are available for consultation according to a fixed schedule generally between 6 to 8 p.m. The advice given to each individual is free of charge and in strict confidence.

The advisors are pledged not to derive any personal or pecuniary benefit from such consultations. About 300 persons came to avail of advice during the year. The C.A.B. also arranges a series of lectures on different subjects of interest to the community in their day to day life.

department of adult education and extension services, university of calicut, kerala

The University of Calicut is situated in one of the most backward areas of the state namely Malabar which for long years hardly had facilities for primary and secondary education let alone higher education. This had naturally rendered this area to trail behind other areas of the state in respect of education and consequently in many other fields.

When the University of Calicut came into existence it was thought congenial to start a department solely for the purpose of catering to the educational needs and to attempt at the improvement of the socio-economic needs of the people of the neighbourhood of the campus for whom the University has a great obligation.

Taking into consideration these aspects activities of the department are envisaged in three circles viz., Campus Panchayats Development Schemes; college adult education schemes, tribal and fishermen upliftment programmes etc.

campus panchayats development scheme

Campus Panchayats are the three panchayats viz. Thenhipalam, Pallikkal and Chelembra which lay around the University. In this sphere the department has developed various schemes like functional literacy centres for adults, both men and women separately. These literacy cen-

tres within the campus panchayats are financed and supervised by the Department directly. An Advisory Committee styled as Campus Panchayats Development Advisory Committee has been formed with Vice-Chancellor as Chairman. The three presidents of panchayats, prominent social workers of the area, representatives of the Mahila Mandals are all members of this Advisory Committee. The Assistant Director of the department acts as convenor. It is at this Committee level that plans to be implemented are formulated. As the committee consists mostly of local people who are in touch with the people's life, the needs of each panchayat is easily identified and plans are worked for implementation.

At present literacy centres, both Malayalam and English are conducted by the department in all the three panchayats with the help and cooperation of local teachers and social workers who are trained by the department for the purpose. Refreshment and other incidental expenses of these centres are being met by the department.

The significance of relating educational activities with the economic security of the learners can hardly be exaggerated. Therefore much attention is paid to the aspects of developing small scale and cottage industries like starting of Ambar Charka centres and such other self-employment providing enterprises for the sake of the population of the panchayat. The department is actively exploring possibilities of inducting governmental department like industries department etc. also in these efforts.

college adult education programme

The next in the echelon of activities is the network of literacy centres for the benefit of the population in the neighbourhood of the affiliated colleges. An intensive orientation is given to the selected two lecturers of the

colleges in adult education who in turn organise orientation in adult education to 30 selected students of the colleges with the aid and cooperation of other governmental departments like agriculture, animal husbandry, health etc. These trained students with the help and guidance of the college teachers open up literacy centres for the population in functional literacy aspects. This snow balling method has worked very successfully in obliterating illiteracy from a many a pockets of social backwardness.

national service scheme

National Service Scheme is another area where the department of adult education has meaningfully tried to incorporate adult education work. An intensive training in adult education was given to 30 lecturers who are incharge of the scheme representing 30 colleges where N.S.S. programme is being operated. The colleges which have adopted a village each for the N.S.S. work is now implementing adult education in a broader perspective while working for the total development of the rural population.

tribal and fishermen upliftment programme

The department has chalked out for immediate implementation two schemes one aiming at the upliftment of Tribal population inhabiting at high ranges and other for the uplift of fishermen at the coastal areas. To begin with three colleges each for tribal welfare and fisherfolk welfare separately have been selected which will commission work very soon.

extension lectures

Extension lectures have been arranged for the benefit of the teachers of the schools of the three panchayats on topics preferred by them with the cooperation of the member of the teaching faculties of the University.

school health programmes

A scheme of providing medical check up at the campus panchayat schools with the co-operation of Calicut Medical College has been undertaken for the benefit of school children. This will be a continuous yearly activity which has been very much appreciated by the population around the University.

These are some of the programmes directly undertaken by the department in addition to the special programmes like the Youth Against Famine, Youth Against Dirt and Disease in which the department readily co-operate and promote the cause of adult education to the highest extent possible.

bombay city social education committee

The Committee organised the following activities during the year 1973-74.

literacy classes

The Committee conducts literacy and post-literacy classes for educating illiterate men and women from the working class localities in Bombay. It is estimated that over 5 million men and women in the age-group of 14-45, in Greater Bombay, are still illiterate.

The literacy classes are held for a period of 4 months with a daily time-table of 1½ hours. It has got its own literacy primers in 5 different languages viz. Marathi, Hindi, Urdu, Telugu and Gujarati. The teachers are trained to conduct the literacy classes. Refresher courses are also organised.

During the year under report, the Committee conducted 616 literacy classes with an enrolment of 13,280 adults.

During the last three decades the Committee has made about

5.9 lakhs adults literate in these classes.

post-literacy classes

Post-literacy classes are conducted with a view to enabling the neo-literates to retain the newly gained literacy and also to encourage them to take up further education through continued post-literacy classes. The Post-Literacy classes are conducted in two sessions, each of four months. The curriculum includes further literacy courses and courses in general social education subjects.

During the year 476 post literacy classes were conducted with an enrolment of 10,265 adults.

continued post-literacy classes

The Committee encourages voluntary efforts both on the part of the adult learners and local institutions to organise continued post literacy classes. The neo-literates adults are, therefore, assisted in organising such classes on voluntary basis. The adults pay contribution to meet expenses for paying the salary of the teacher and other contingencies.

During 1973-74, 54 continued post-literacy classes were organised with an enrolment of 1,007 adults.

voluntary and grant-in-aid classes

The Committee also assists voluntary agencies in conducting literacy and post-literacy classes. Agencies and individuals conducting them are supplied with teaching materials like textbooks, blackboards, slates etc. free of cost. In addition an honorarium of Rs. 7.50 per class per month is paid to the voluntary agencies or individuals conducting these classes for four months.

During the year nine literacy and nine post-literacy classes were conducted.

employers classes

The Committee has a special scheme of conducting literacy and post-literacy classes in Mills and Factories. During the year, there were 30 literacy classes in Mills and Factories with an enrolment of 660 of whom 406 passed the examination. There were also 30 post-literacy classes with an enrolment of 653 of whom 398 passed the examination.

work among women

Women studying in post-literacy classes are given the benefit of training in some useful home-crafts. 40 sewing and cutting classes were conducted during the year. 833 women were enrolled in these classes during the year.

matru vikas kendras

Eleven Matru Vikas Kendras for training of women to be efficient housewives, good mothers and enlightened citizens continued to work during the year.

extra curricular activities

Extra-curricular activities like film shows, organised radio listening groups, cleanliness campaigns, supervised library reading periods, study groups, talks on subjects of general interest, exhibitions, and filmstrip shows were organised during the year.

library service

The Committee has a library service in the form of (a) 350 circulating library boxes (b) 8 area libraries and (c) one central library at its head office. The circulating library boxes are provided in the post-literacy classes working in different areas. Each box contains 50 to 60 books on different topics of general interest and educational value.

publications

The Committee continued to publish the monthly magazine *Saksharata Deep* in Marathi with a special Hindi section.

seminars, conferences & orientation courses

A Workshop of Officers, Supervisors and Teachers, responsible for organising, supervising and conducting Social Education Centres in different parts of the city of Bombay, was conducted from 3rd July to 15th July 1973 with the object of giving them a brief orientation in using the method of integrating literacy component into the teaching of various aspects related to the functions of the life of men and women, studying in different centres, and framing literacy lessons accordingly.

An orientation course was organised in September 1973 at the Tata Institute of Social Sciences as well as Samaj Shikshan Mandir, Worli, for the College Teachers incharge of Adult Literacy work under N.S.S. Scheme. In all, 50 teachers took part in this programme.

shramik vidyapeeth

The Shramik Vidyapeeth (polyvalent centre) established in collaboration with the National Council of Educational Research and Training, New Delhi in 1967, continued its integrated programme and continuing system of basic development education for workers. UNESCO is also helping the project in the form of equipment and consultation.

social education office, belgaum

The main work of this office is the removal of illiteracy in this Division. This office is also celebrating every year the Social Education Day. Tickets of 5 paise each is being printed and sold in the Division comprising of four districts, Belgaum, Dharwar, Karwar and Bijapur, with the full co-operation of the Assistant Educational Officers and the Block Development Officers in the Division along with propoganda to join S.E. Classes. The Social Educa-

tion Day is being celebrated in the Division with the Co-operation of all the A.E. Os/B.D. Os. in a befitting manner. This office is publishing a Kannada Monthly Magazine "PRAKASH" which is very useful to the neo-literates coming out of S.E. Classes.

adult education association, madras

During the period 1973-74, the General Body elected Office bearers and Executive Members for the Association. Two lectures, one on adulteration and the other on cartoons for adult education, were conducted. Two film shows were organised.

Classes for the school children of Narayanpuram village were conducted by the members of the Association. Some enthusiastic members are taking free Hindi and English classes for some members and their children.

Members attend the library weekly three days to read books and journals available in the Association. Some of the members participated in the Gandhi Jayanti Celebrations from 2nd to 4th October.

A survey of the village, Vayalanaulur, was conducted and a scheme for 'Non-formal, Out-of-School Education for the Rural Youth of roughly between 16 and 30 years age group' was drafted. The village is in the Poonamallee Panchayat Union with R.C.A., Primary Health Centre, and similar service agencies in the vicinity.

karnataka state adult education council, mysore

This voluntary organisation took its birth as a Registered Council under the State Govt. in the year 1940 and the work of the Council was started with literacy as its core programme in

the year 1940 itself and soon it took over the publication of follow-up literature to keep on literacy; establishment of libraries as a permanent follow-up programme; starting of Vidyapiths, revival of folk-arts and folk-dances; audio-visual education programmes and research. The council is fortunate in having the continued sympathy and support from the public, the State Government, the Govt. of India, the Govt. of Denmark and other foreign organisations like Ford Foundation, Mellem Folkligh Samvirke of Denmark and international organisations like UNESCO. In the year 1970 Nehru Literary award has been given to the council for its outstanding achievements. Again in the year 1973 the council was given an honourable mention with Mohammad Reza Pahalvi award for its outstanding activities.

The achievements of the council, in various fields are furnished here under :—

1. Literacy classes organised in the state so far 56193
2. Number of adults made literate 625127
3. Central Libraries 12
4. Circle libraries 22
5. Rural Libraries 2654
6. Total Number of film shows arranged 24864
7. Vidyapiths working
 - (a) number of rural youths trained in regular batches 4775
 - (b) number of rural adults trained in short-term courses :
 1. Men 1293
 2. Women 1524
8. Panchayat Raj Training Centres :
 - (a) Functioning 2
 - (b) Number of persons trained 11484
9. Book publications 233
10. Number of research projects undertaken and completed 5

seva mandir, udaipur

Seva Mandir is a voluntary organisation working in the field of adult education. The organisation is a registered body and was founded in 1966 by Dr. Mohan Sinha Mehta.

It has been working with both urban and rural adults for the past five years.

present activities of seva mandir

Seva Mandir is involved in several activities in both urban and rural areas. In urban areas the activities are as follows :

1. Discussion group
2. Mahila Sahba
3. Yova Dal
4. Harijan Youth Centres
5. Continuing Education Programme
6. Amateur Dramatic Society
7. 1000 House-hold Industry Project

In the rural areas following projects are in operation :

1. Farmers' Functional Literacy Project
2. Experimental Literacy Project, Kherwara
3. Rural Mobile Library Project
4. Water Development Project;
5. Comprehensive Village Development Programme.

eastern u.p. adult education association, deoria.

The Eastern U.P. Adult Education Association was established in 1969. It shares and disseminates knowledge and ideas concerning agriculture and family life education oriented functional literacy programmes with voluntary and education institutions working in regions of eastern Uttar Pradesh, and western Bihar. The followings are the main activities of the Association :

1. Agricultural Extension Work : The aim of developing the

agriculture farms is to create permanent source of income to run the adult education programmes.

A. Agriculture Farm :—The farm development work was started at Intermediate College, Kanhauli and S.D. Inter College, Mathlar from April, 1970. The farm of B.R.D. Inter College, Bhatpar Rani was taken up for development in October, 1971. The work on the farm of B.K.H.S. School, Karsarwa Bujurg was started by the end of December, 1971.

B. Farmers Study Tours :—The aim of organizing study tours is to increase the awareness and knowledge in the field of agriculture innovation in the farmers. Eight farmers study tours were organised from beginning to 30th June 1974, in which 184 person were benefitted.

C. Farmers Forums :—The aim is to provide needed information and to solve the problems of the farmers regarding agriculture. Twenty five farmers forums were arranged on various topics from beginning to 30th June, 1974, in which 1,087 persons were benefitted.

D. Pumping Set Training :—The aim is to give short practical training to the operators and owners of pumping sets in the proper handling and maintenance. Four pumping set trainings were organized from beginning to 30th June, 1974 in which 69 persons were benefitted.

E. Farmer's Fairs :—The aim is to promote the agriculture by encouraging the farmers. Eight Farmers Fairs were organized from beginning to 30th June, 1974 in which 32,000 persons were benefitted.

F. Service Agency :—The aim is to provide custom services at reasonable rates to the needy farmers. Four sprayers and four threshers have been given to cooperating institutions for this work.

library

A. District Library : 1,77,263 books were issued to 9,222 members.

B. Central Library :—This library provides reference books and manuals to the staff members and field workers of the Association and other advanced readers. 5,385 books were issued to 193 members, in which 171 are male and rest are female members.

3. Functional Literacy Classes : 2,553 people were made functionally literate by 229 classes from beginning to 30th June, 1974, in which 2123 male were made literate by 196 classes and 430 female by 43 classes.

training & seminars :

Four seminars, namely, utilization of educational institutions for community welfare, Farm Layout, community and college and nature of education, were organized. 245 Managers, Principals and teachers were oriented for adult education work.

Silk Screen Printing : A silk screen training was arranged. Thirteen persons were benefitted.

Puppet Training: Twenty four young students were trained in the art of puppetry.

Family Life Education Workshops : Three family life education workshops were organized. One hundred and one young girls and newly married wives benefitted from these workshops.

Literacy Workers Trainings : Fourteen literacy workers trainings were arranged. 230 were trained by these trainings.

Fruit Preservation Camps : Two fruit preservation camps were organized. Sixty-nine women took advantage of these camps.

Health Service Programme : Free technical assistance was provided for installing 34 P.R.A.I. Latrines in rural areas.

non-formal education for rural women: an experimental project for the development of the young child

T.A. Koshy*

Despite a variety of programmes directed at mothers and children over the past twenty-five years, more than half the deaths in India occur between the inception of pregnancy and the age of four. The enormous wastage of maternal health and social and emotional energy caused by the loss of children, coupled with nutritional deprivation and physical and mental underdevelopment among surviving children, are major obstacles to India's progress.

Social education programmes *balwadis*, *mahila mandals*, primary and subsidiary health centres in rural areas and supplementary feeding of expectant mothers and children have all had some impact on maternal and child health. Nevertheless, the results have fallen far short of the targets and standards that the Government had set for such programmes thereby indicating a need for new approaches. This is reflected in the Fifth Plan's emphasis on the integration of maternal health, childcare, nutrition, family planning and non-formal education programmes, in the belief that an integrated approach, bringing together the resources of several Government departments, may yield better results, and more rapidly.

International agencies such as UNICEF, which work with Government, can make a contribution by assisting experimental integrated programmes. The non-formal education projects is such an experiment, designed

to investigate the most effective ways of bringing a basic package of maternal and child health-practices to the three most vulnerable groups in rural India—pregnant women, lactating mothers, and young children.

the project

The project sponsored by UNICEF with the concurrence of the Department of Social Welfare, Government of India is being carried out by the Council for Social Development in Mahbubnagar district of Andhra Pradesh. There will be two phases, an initial pilot stage involving eight villages and a subsequent, more extensive experimental stage, which will draw on the earlier findings in expanding the project to 30 and then to about 80 villages. The local language, Telangana Telugu, will be used throughout, and nearly all programme staff are being recruited from the same or nearby district. All local institutions and Government departments are being involved even at the initial pilot stage in order to assess community support and the extent to which existing Governmental structures can realistically be utilized in the experimental phase of the project.

The basic package of integrated services has three components:

a) an educational programme to arouse the interest of rural women in problems related to pregnancy, childbirth, lactation, and child health and focus attention on practical solution;

- b) the efficient delivery of basic antenatal, natal, and postnatal medical services to mothers and infants, as well as preventative and curative practices, by local *dias*, auxiliary nurse midwives, or primary health centres;
- c) a supplementary feeding programme to bridge the most critical nutritional gaps in the diets of pregnant women, lactating mothers and young children, using local foods as far as possible.

To determine the most effective way of delivering these services, four "experimental treatments" have been designed:

- i) Functional Literacy Classes (FLC) designed around the integrated package of services;
- ii) Mother-Child Centres (MCC), demonstrating the medical, health and nutritional practices needed to overcome major maternal and child health problems;
- iii) A combination of (a) and (b) above; and
- iv) An experimental control in comparable villages with no additional inputs other than the normal Government development programmes.

Functional literacy classes built around occupational needs such as the Farmers Functional Literacy projects are already in operation in India. In this experiment functional literacy is related to maternal-child health, nutrition and family planning. Problem surveys of groups of rural women and individual rural women have been conducted in order to identify the major and minor problems in these areas. Some interviews have also been tape-recorded to gather the appropriate local words. These local needs, supplemented with Government maternal health and family planning programmes, provide the subject matter for the functional literacy materials and the non-formal education and

*Dr T. A. Koshy is the Project Director of the Non-formal Education Project, Council for Social Development, New Delhi.

demonstration in the Mother-Child Centres.

The project is designed for three target groups. Firstly, pregnant women entering the last trimester of pregnancy. Studies have shown that providing proper nutrition during the last trimester of pregnancy reduces infant mortality and increases infant birth weight. Feeding programmes during this period are particularly important. Secondly, lactating mothers within the first six months of delivery. Children are at maximum risk immediately after birth and during the first three months of life. Birth complications, disease and other factors take a heavy toll. New-born infants and new mothers are therefore the highest risk groups within the age range considered. And thirdly, mothers of children who are being weaned (about 7 months through 3 years). Maternal milk is often insufficient, and ignorance about the dietary needs of children being weaned seems widespread in this area and a major contributory factor in child death and malnutrition. Research also indicates that this period is important for the child's psychological development, particularly language development, so that this is the crucial period in educating mothers to foster their child's psychological and cognitive growth. It is also the period when mothers leaving the programme to make room for others must be educated about the needs of three to five year olds, so that the progress achieved is not altogether lost.

experiments

Functional Literacy—Functional literacy is the teaching of the basic skills of reading, writing and arithmetic using the subject matter of a person's occupation or major interest. There is no reason why the process of learning to read and write should not be an opportunity for acquiring information that can immediately be put to practical use. Thus the motivation for attending the

classes is centered on the possibility of conditions connected with a person's occupation or major interest. The special features of this project's functional literacy approach is the thematic perception of a subject through a photograph or an illustration which village women can immediately recognise as depicting a problem. The problem is transferred to two or three key words in Telugu used locally to refer to this problem. These words are then analytically broken up into letters and synthetically reconstructed into other words to teach literacy. Functional literacy classes are organised for about 30 women in a village—ideally 10 who are pregnant, 10 with children at the breast and 10 with very young children. The literacy materials are designed around problems that arise in these women's lives: premature childbirth, infant mortality, weaning, immunization for preventable diseases, malnutrition and family planning. The materials raise these problems and offer solutions within the existing medical and nutritional resources of the village or the Governmental Health Services. In short, the functional literacy programme aims at teaching women to approach their major maternal and child health problems by demanding service already provided in existing development programmes. If this type of functional life education can motivate rural women along these lines, it could be the least expensive intervention.

Mother-Child Centres—A number of maternal and child health programmes have been run through organizations such as *balwadis* and *mahila mandals*. The Mother-Child Centres proposed in this project are a combination and an extension of such programmes, with the focus of attention on the same problems as in the functional literacy classes. The activities of these centres will be organized around regular antenatal, natal, post-natal and immunization services,

a mother and child supplementary feeding along with the educational programme. All of these programmes will be woven into a one-year curriculum emphasizing practical demonstrations. Supplementary feeding programmes, nutritional education, kitchen gardens and other methods will be aimed at bringing about a change in the quantity and quality of the diets of mothers and very young children to ensure the quality of the child's physical and mental development. Delivery of medical services would link the existing traditional *dias* (birth attendants), who still deliver 90-95% of children, with auxiliary nurse midwives, health educators and doctors at the primary health centres and sub-centres.

research design

Research for an experimental project is used for two purposes: first to help design the experiment in as scientific a manner as possible; and second, to gauge conditions before and after the experiment in order to accurately document the experiment's effects. In this project the research activities are of both types. A number of quick surveys were designed to determine the main problems of rural women in the area of the project, their diets and the relevant common words used by local people. These data have been used in the preparation of appropriate materials for both the functional literacy and non-formal education including demonstration programmes. In addition, it has been necessary not only to examine the census data in order to select villages, but also to collect household data to determine the number of eligible pregnant women, lactating women and women with young children in a village. Since this project is not working with all women in any particular village, a random selection of eligible women in all these categories has been made, so that any changes which occur

can be reliably estimated. It would be misleading to work with a self-selected, high socio-economic level, highly motivated group of women in select progressive villages, and then make recommendations for the district or state as a whole based on such a highly biased sample.

The main role of research is however to measure the impact of the "experiments", that is, the various approaches to the imparting of information and the delivery of services. As mentioned earlier there are three experimental treatments, (Functional literacy, Mother-Child Centres, and a combination and one control set of the two). The knowledge and behaviour which will be measured are concerned with child-birth, dietary habits during pregnancy and lactation, childhood immunization, child nutrition and family planning. In addition tests on ability to read and write will be constructed. As far as possible village and households with similar socio-economic characteristics have been selected for all four experimental groups.

Research procedures have also been designed to test both the short-term and long-term effects of functional literacy. When women learn to read and write, they learn not only what is in the curriculum but also other things of interest to them. In both the long and short runs, the expectation is that women exposed to the functional literacy programme will learn and retain more than those in MCC only and control villages, both in terms of materials explicitly taught and related practices as well.

time schedule

The entire project will take three to four years to complete. There are four main stages. The first is a design stage to prepare teaching materials, select villages and target populations, design questionnaires, etc. The stage

began in July and August of 1972 and was scheduled to be completed by March 1973; on account of various disturbances in the state and delays in procedures, the work has taken about two months longer than scheduled.

The second stage is the recruitment and training of staff and the conduct of the initial benchmark survey in all the experimental villages. This survey has recorded conditions and attitudes prior to the introduction of the various programmes, so that subsequently it will be possible to record and measure any changes which occur.

The third stage is the actual conduct of the experiment. When the benchmark survey, preparation of materials and staff training were completed, the eight-village pilot study was initiated. The purpose of this initial tryout is to smoothout any rough edges in staff selection and training procedures, recruiting participants in the villages, collecting baseline data, delivering the services or administering the programme generally. Six months after the start of the eight-village pilot project the 30-village study will get underway. Evaluation of this project at the end of a year should provide information in three areas: (i) an indication of the potential value of the approaches tested for national programmes under the Fifth Five-Year Plan; (ii) the feasibility of extending the programme to the 80-village stage; and (iii) the need for programme revisions, both in time of the content of materials and the emphasis of the experimental design.

Assuming that the results of the 30-village study are encouraging, the 80-village project would begin approximately three months after the final report on the thirty villages. Among the purposes of the larger study, which is also scheduled to run for one year, will be to determine whether

results achieved in the smaller-scale programme can be replicated on a larger scale, under administrative and resource conditions similar to those anticipated in Fifth Plan programmes for children. Will staff effectiveness, for example, be effected by the transition from a primarily research project to a more routinized programme? The 80-village stage should also provide some firm cost figures.

The final stage of the project will involve resurveys of the target group and analysis and presentation of the experiment's results. There will be four surveys made in order to detect change: the original benchmark surveys, and three follow-up surveys, made immediately after the completion of the programme, one year later and finally three years later.

expected results

The major results that are expected from this project are:

1. Selection of the basic package of practices which can successfully be delivered by different integrated programmes.
2. The relative costs and effects in terms of manpower, materials, money and organizational structure needed to extend the project on a pilot basis.
3. Tested materials for a Functional Literacy programme including teaching materials, teacher's guide, training, supervision and monitoring.
4. Tested organizational structure and programme materials for Mother-Child Centres, including teaching and audio-visual material, staffing pattern, supervision and monitoring.
5. An adequate research methodology for evaluating action programmes.

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association news

1975 programme of the indian adult education association

a. the programme

The programme of study and action for 1975 is Non-formal education, a Remedy and a Restorer. The 1974 Conference in its final resolution called attention to the fact that despite the socialistic goal written into our Constitution and our Five Year Plans, we are moving to a more inelegantarian society. This is expressed in corruption—individual,

institutional and political, in runaway prices which is reducing even further the low living standards of our poor majority, in mounting unemployment including that of our school and college graduates and in increasing irrelevance of our education system. With the coming elections in 1976, there is the possibility of a renewal of our democratic society and to meet our economic crisis there is the clear priority to increase in every way our agricultural, particularly food grain production. There is the background against which the Adult Education programme in the country must function.

Member Councils, institutions and agencies of the Association at the State and local level are invited to undertake study and action in one of the following four areas during the coming year and send in by August 31st to the Honorary General Secretary a 4-6 page report on the important problems faced and lessons learnt in their programme for discussion and review at the 28th Annual Conference.

The four areas from which each members can choose its study and action programme are:

1. *Non-formal education for school dropouts:* study and action programmes in this area involve a) development of functional curricula for boys and girls who have dropped out of school and are at work at home or in the fields or factory, b) Teaching materials and text books which reflect the functional curricula and the work of the students, c) Teaching and learning methods.

2. *Non-formal education for the 15-25 age group:* this is the largest group of 50 million illiterates and more semi-literates in the country and they are the workers in the farm and factory and are at the age of marriage and the starting of a family. Study and action programmes of nonformal education for this group can include a) Differing training programmes for men and women, for farmers, rural artisans and urban youth, b) development of varying curricula involving understanding the local environment, the changes—social and technological—taking place in society, elementary health and family planning practices, basic skills in the 3 R's and occupational studies and c) producing primers and readers for the trainees, and teacher's guides.

3. *Non-formal education through functional literacy:* There are innumerable literacy programmes under way by members of the Association for our illite-

rate people—men and women which are in general characterised by a) their small scale in relation to the vast illiteracy problem b) the low quality of the training leading to lapse into illiteracy and c) the lack of relation of the educational effort to the agricultural, small or medium industry, health, nutrition and employment projects—plan and non-plan in the locality and the States. Here this year's non-formal education in this area might concentrate on any one of 3 aspects: a) an assessment of existing literacy programmes to identify why they are limited in impact and poor in quality and to replan them to have a spread effect and make them a part of the local development project: b) to prepare functional literacy curricula and teaching and learning materials for the local group of illiterate adults and to train the teachers to be in their use: and c) organising and running a large scale simplified functional literacy programme suited to the local needs and resources available.

Ministry of Education—and correspondence on it should be addressed to the Director, Division of Adult Education, Ministry of Education, New Delhi. The study part of the projects should be started immediately with existing personnel (no new resources are needed for this) in order that the report may be prepared after 7 months experience.

Please do not fail to send in a report on your programme under one of the 4 heads above to the Secretary by August 31st, 1975.

b. draft budget

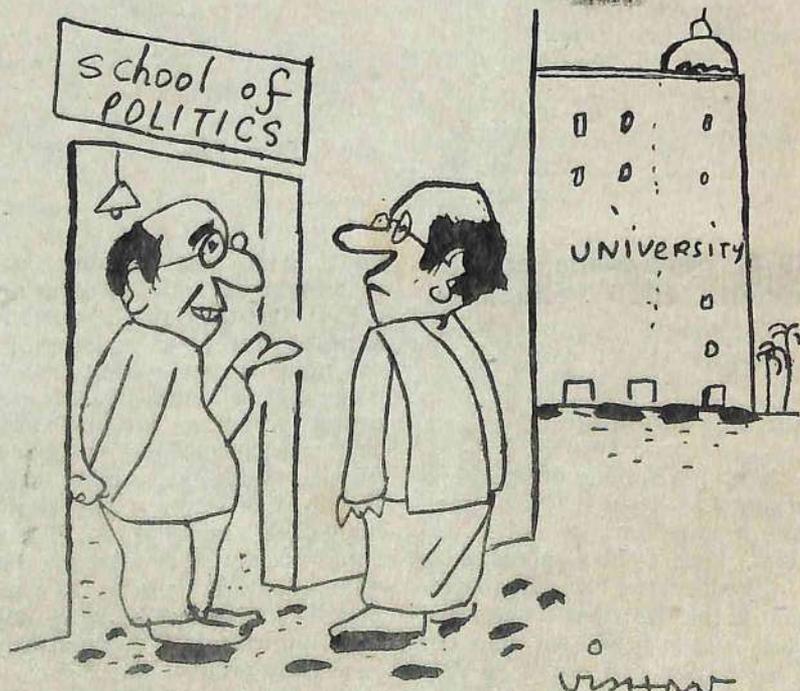
At the next Annual Conference, a special group will be set up to review and comment on the budget of the Association and that of the member councils and institutions who prepare them and send them to the Secretary by August 31st. For this purpose the following planning guide lines may be followed by those who wish to prepare and

submit their budgets for review and comment—not for approval or decision.

1. The period of the budget estimates should be first April 1975—31st March 1976.
2. The income should include anticipated funds with an indication of each source, of which there is a real probability, if not certainty.
3. The expenditure side should distinguish clearly between projects and programmes on the one side and administrative and overhead costs on the other.
4. A brief note on each programme should be appended. It is proposed to draft such a budget for the Association and circulate it to the members to act as a guide to those who wish to adopt this sound planning procedure.

4. *Non-formal education for urban workers and slum dwellers:* The urban industrial workers are in general literate and need further programmes of updating in their skills and education in the political and development plans and programmes of the country. The urban slum dwellers are illiterate or semilliterate and need a literacy provision related to their needs and improved living levels. Member councils and institutions may be organised and run programmes for these 2 groups—industrial workers and urban slum dwellers—involving development of curricula, text books, teacher's guides etc.

The attention of the Association members is called to the first 3 programmes being in the priority programme established by the 38th Central Advisory Board of Education on November 4th and 5th 1974. Well prepared projects within these 3 areas may receive grants from the Union



"We hold special classes for politicians who wish to specialise in meddling with varsity autonomy . . ."

from our correspondents

- people are required to attend
- people are grouped by age
- the schools decide what is to be learned
- only certified teachers may teach
- the work people do in school is graded and certified
- education is separated from living and working

We oppose all these.

2. More and more people accept or demand prolonged schooling, believing it will bring them the way of life and the level of consumption of the more successful and rich.

3. This hope is more and more disappointed. As more people get diplomas they tend to be worth less. More money spent on education brings less and less results. More and more graduates are unemployed or underemployed, while the amount of schooling required for most jobs is growing.

4. Though it may have some value on the labour market, what people learn in school is not, as a rule, useful in their lives, nor does it help them become more self-reliant and creative.

5. Prolonged schooling, however, fulfills social functions:

- (a) By treating alike people of different cultural backgrounds, it translates social inequality into school success and failure.

It takes credit for the learners' success, but denies responsibility for their failure, and so conceals the way in which it reproduces class differences.

- (b) It says that persons are inadequate unless and until they have had a certain amount of schooling; it leaves room for personal interest only when they fit into what the school wants people to

cidoc manifesto on life-long education

Twenty five persons from fourteen countries met at the Centre for Intercultural Documentation (Centro Intercultural de Documentacion CIDOC), Cuernavaca, Mexico, in August 1974, to discuss present trends towards life-long education. The co-founder of CIDOC, Ivan Illich, was one of the important participants. This statement grew out of their discussions.

All those who agree with it may make it theirs.

In this manifesto we oppose

the trend towards compulsory life-long education, compulsory by law or by social pressure. We do not need more school systems. In societies where a few people who "know more" give orders and the great mass of people who "know less" carry them out, formal adult education will only give those few greater power over the many. People shall not be denied the means they feel they need to deal successfully with their problems and to join with others in doing so.

1. During the past forty years compulsory schooling has been growing in most countries and still is. By compulsory schooling we mean that

learn; it convinces people that they must be taught, in school, how to deal successfully with their environment; it makes the right to do things depend on credentials which can only be had from schools, and so discourages self-reliance in learning and doing.

- (c) By making learners compete against each other it teaches them they can only have success at the expense of others; it assumes that people do not want to learn by themselves but must be forced to, and so teaches that learning must be painful.

6. Yet, schools and universities are beginning to fail in their social functions; students grow more and more rebellious and apathetic; employers complain that the schools no longer provide them with an efficient and obedient work force; parents and pupils begin to doubt that schools do offer equal chances or a sure way to wealth and success.

7. The promoters of lifelong education believe that this crisis of the schools can be overcome by extending education beyond the school years.

They claim it will

- (a) offset mass unemployment by retraining the unemployed.
- (b) enable adults to keep with technological changes which might make their skills obsolete, and to do different kinds of work.
- (c) enable underprivileged groups (old people, women, minorities, people in underdeveloped regions etc.) to find their proper place in society.
- (d) convince people to have always a chance to rise in society through learning and that their failure to win favourite positions may be made up for at any time.

8. We maintain, however, that:

(a) the main cause of unemployment is that there are more workers than jobs. Retaining cannot create jobs that do not exist;

(b) continued retraining helps to make skills obsolete, and so threatens job security and seniority rights;

(c) all educational programs help the privileged more than the poor and so increase their advantage over them;

(d) continued education can only improve the position of adults to the extent that unskilled and frustrating jobs are abolished. Unless the working process is made very different, continued education can only be a way for a few to escape at the expense of others.

9. Therefore we believe, that adult education, although it calls for formal changes in the schedules, institutions, media, and financing of learning, will only maintain the prevailing social, political and economic conditions—just as do all school systems.

10. We believe that all persons, of whatever age, have the right to decide what they want to learn, how, when and where. Knowledge shall be permanently accessible to all. No institutions shall monopolize or certify its distribution. Learning, living and working shall be permanently interconnected.

11. When we live we learn. Learning is a function of living; people are learning all the time, all their lives. No one's "learning" is superior to anyone's else's, just different.

But some people have more "knowledge" than others, which means that they have had the power to win greater access to other individuals, informations and tools. In order to abolish that power, everyone must have access to all kinds of knowledge,

i.e. equal time, money and freedom for their learning as well as free and unmediated access to all individuals, informations and tools which they may need for their learning.

12. People are the best judges of what they have learned. Using professional educators to evaluate other people's learning is unnecessary and creates a relationship of superior to inferior.

13. We therefore propose:

(a) it is more important to make existing knowledge available to all than to accumulate expert knowledge.

(b) experts, such as teachers, doctors, lawyers, engineers, scientists, architects etc. have the obligation to share their skills, expertise, and knowledge and thereby to give up their professional monopoly.

(c) Time shall be made available at work in which workers may begin work-related research and learning, to enable them to continually reshape the working process and environment to meet their self defined needs.

(d) Grades, certificates and examinations shall be abolished. It shall be against the law to require scholastic credentials or tests as a condition of having any job. A person's ability to perform a job shall be decided by his or her co-workers.

(e) Individuals and groups should be encouraged to create community workshops and convivial centres which will be open to all, controlled by their users and which will promote self-reliance and critical analysis through learning by doing.

(f) Anyone, regardless of training or credentials, shall have the right to share his experience, knowledge or skills and thus we oppose the professionalization of adult educators.

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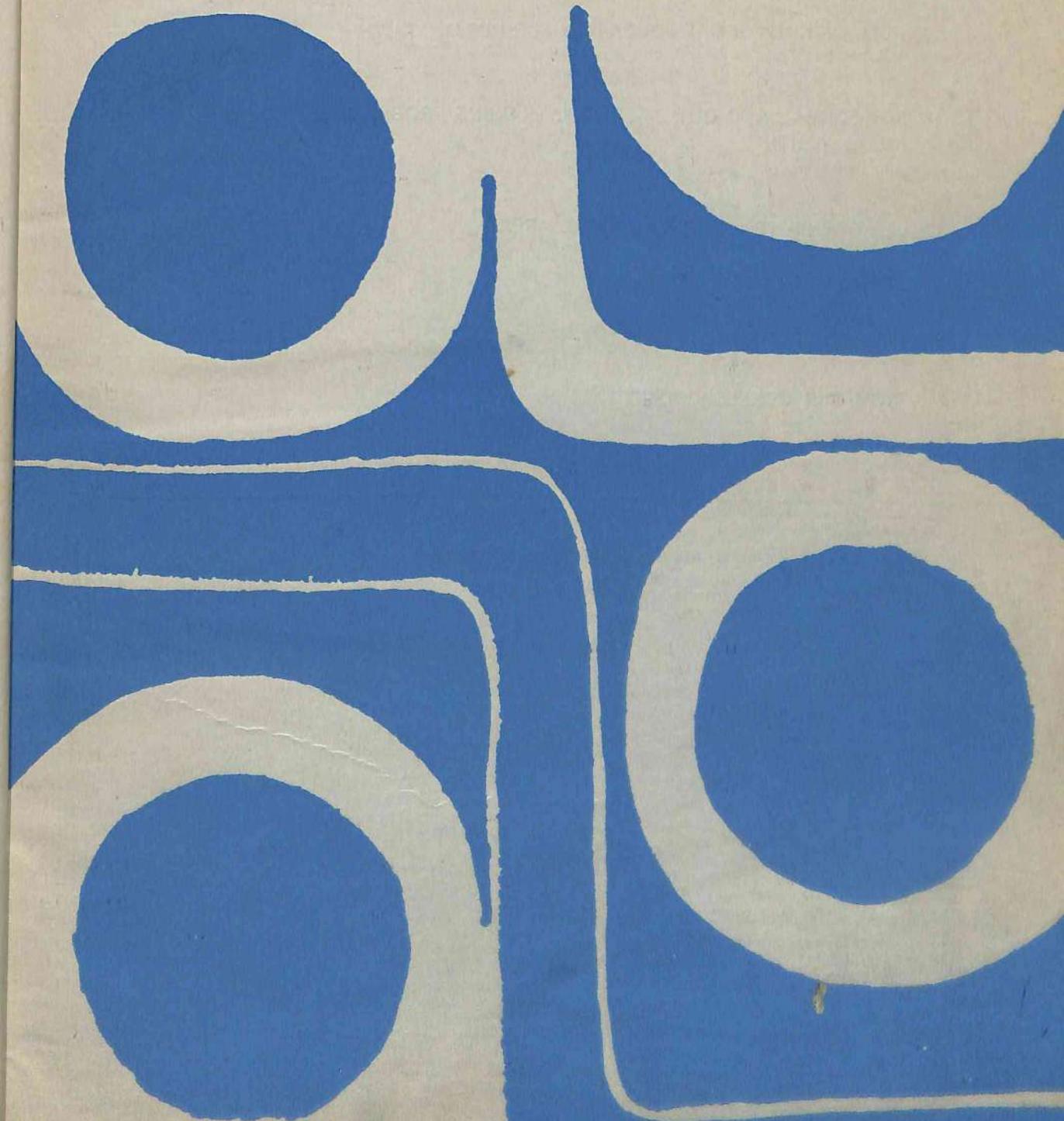
IAEA Publications

1. On to Eternity—Vol. III, 1974	Rs. 6.00 \$ 2.00
2. A Literacy Journey—C. Bonanni, 1973	Rs. 8.00 \$ 3.00
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Indian journal of adult education

theme : rural youth



march/april 75 ● vol. XXXVI ● no.3-4

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rural youth

It has always been recognised that the key to progress rests with the youth. Being a very much more complex economic and social structure, the role of the youth in the urban areas is not as well defined as it is in the rural sector.

Unfortunately the rural youth continues to remain substantially illiterate and uninformed. Although there has been a perceptible growth in enrolment in 6-14 age-group, less than 40 children out of 100 admitted in Class I complete their education upto the V standard and less than 15 complete the VIII standard. Consequently although the percentage of literacy in 15-25 age has increased, the number of illiterates has also continued to increase at a staggeringly high rate. Other media of education and information, for example, films, radio, TV etc. have had little effect. In the Fifties, a concerted effort was made to organise the rural youth through youth clubs, rural sports activities, *mahila mandals* etc. Over the years, however, these organisations of the rural areas disappeared for want of Government interest.

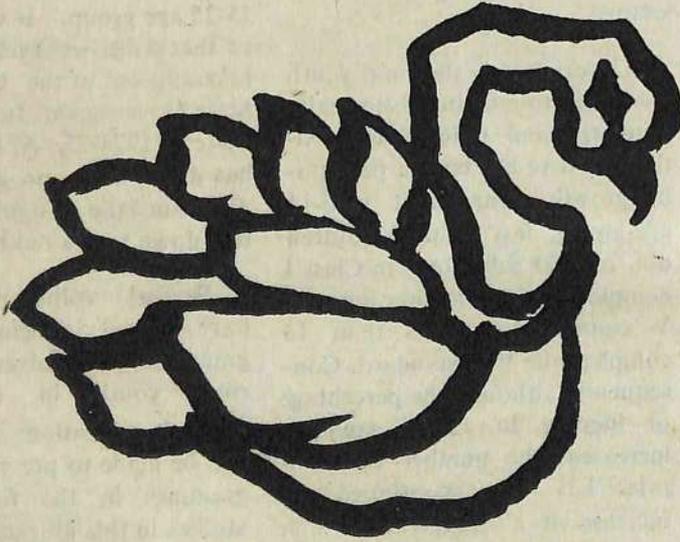
It is, therefore, heartening that the Central Government have decided to revive its interest in youth programmes. In his address to the last meeting of the Central Advisory Board of Education, which met in November, 1974, Professor Nurul Hasan, the Edu-

cation Minister, emphasized that in spite of all constraints of resources, the programme of youth services will be given due priority because it enables the young to participate in nation building activities. Programmes like the Nehru Yuvak Kendras, National Service Scheme and National Service Volunteer Corps Scheme were underscored. As a part of the non-formal education programme, emphasis is also being laid on functional education of 15-25 age group. It was expected that a district each would be taken up out of the Central and State Government funds by each State in 1974-75. Although there has been some progress in this direction, the programme is still tied down to the red-tape.

Several voluntary agencies have started implementing programmes of involvement of the rural youth in development through education. An attempt will be made to present such programmes in the form of case studies in this journal.

publishers note

With this issue, Shri Anil Bordia ceases to be the Editor of this Journal. Shri Bordia had brought to bear on this Journal his commitment to the cause of adult education and had succeeded in making substantial improvements in the Journal, its content as well as the format. He has resigned from the Editorship upon joining the Ministry of Education. The Association would like to place on record its thanks to Shri Bordia and would like to inform all the contributors that articles for publication in the Journal may now please be addressed to the Association address.



स्वाध्यायसेवा कर्त्तव्या नित्यमेव विजानता ।
स्वाध्यायेन तदाप्नोति यत्किञ्चिन्मनमेच्छति ॥

Vishnu Dharmottaram

A *inani*, one who understands and has knowledge, must daily engage himself in *Svadhyaaya*, self-learning. Due to *Svadhyaaya*, such a person succeeds in his pursuits.

role of non-formal education for rural youth

V.K.R.V. Rao

While people in authority in the developing countries of Asia are aware of the predominantly rural character of their population, this awareness is more statistical than real and is not accompanied by a continuous recognition of its implications for national policy or programmes. This is because the ruling class in Asia is not only elitist but is also largely urban oriented, irrespective of the rural or urban origin of their emergence. Not only do urban areas claim more than a proportionate share of the national income, but also a dominant share of the creators of influence and wielders of power such as lawyers, doctors, scientists, executives, civil servants, writers, journalists and teachers, besides of course the decision making and patronage—distributing political machinery of politicians, party bosses and bureaucrats. The educational systems in Asia are not only elitist and urban-centred but also give an urban orientation to the educational institutions located in rural areas. This, not only makes them function as alienators of their pupils from their rural environment but also as prime movers for the drift of youth, ambition and talent from the rural to the urban areas. The tragedy of the systems is of course the incontrovertible fact that the bulk of rural youth is not served by the educational system but also that the bulk of this youth has to live and die in their rural surroundings without any adjustment to their environment, let alone control over it, while at the same time they watch helplessly, and with growing frustration and anger, the steady drift of their more educated and

select brethren to positions of power, influence, income, and modern living in the towns and cities of their country. There is no doubt in my mind that during the next few years, Asia is going to face in a menacing fashion the problem of rural youth. Already, Asia is facing the challenge of youth unrest and youth violence in its urban areas, which is not merely a reflection of the global phenomenon of youth unrest that has also emerged in the developed world. The much bigger problem of rural youth—which is peculiar to Asia with its projection of a continuing rural demographic dominance for at least several more decades if not longer—is at the moment in a dormant state, and the giant iceberg is not even showing its tip to the ordinary onlooker. But to those who can see a little beyond current illusions of reality, it is becoming pretty obvious that the rural youth problem in Asia has started simmering and it may not be long before it bursts out in a fashion that will threaten not only rural stability but also urban stability in Asia and indeed set at nought even the feeble attempts that Asia is making today for

economic and social development and a decent level of living, income and employment for its poverty stricken masses.

It is now well known that the bulk of the age group 12 to 25 in Asia, do not have the education or the training that can enable them either to fulfil their potential or meet successfully the problems of life and work they will be confronted with. According to the UNESCO document on an Asian model of educational development for the period 1965-80, the age group 6-21 numbered 330 million in 1964 or 36.1 per cent of the total population; and it was expected to number 514 million in 1980 or 37.5 per cent of the estimated population that year. The numbers enrolled in 1964 and the targets envisaged in the model for 1980 were as under :

Leaving out the age group 22-25, for which figures are not available, and confining ourselves to the age group 6-18, which means upto Grade XII or school level, we find that in 1964, only 15 per cent are enrolled for secondary education, 85 per cent of the age group 13-17 not having any education beyond the primary level. But all this 85 per cent do not even have education upto the primary level. Of the 171.1 millions in the earlier age-group 6-12, only 61 per cent are enrolled in primary schools and the remaining 49 per cent are

Level of Education and age-group	1964-Estimated		1980-targets	
	Number (in millions)	Enrolment ratio	Number (in millions)	Enrolment ratio
First level (Grades I-VI) (Age Group 6-12)	103.8	61.0	225.2	90.0
Second level (Grades VII-XII) (age group 13-17)	14.4	15.0	50.3	33.0
Third level (Post-school) (age group 18-21)	1.9	3.0	5.5	5.0
All levels (age group 6-21)	120.1	36.0	281.0	54.7

Based on a paper presented at a Regional Seminar held by the Asian Office of UNESCO in Manila.

non-starters; and even of the 103.8 millions enrolled in primary schools, "it is estimated that for the region as a whole, out of 100 children who enter Grade I, not more than 40 reach Grade V", which means that 60 per cent are drop-outs and educationally are practically no different from the non-starters in primary education. This means that of those who reach the age-group 13, 75.6 per cent have either had no schooling at all or are drop-outs who have not stayed long enough in schools to have got any benefit of primary education, 9.4 per cent stop with primary education upto grade VI, and only 15 per cent go on to get themselves enrolled in secondary schools. Even if we take its targets for 1980 given in the UNESCO model for 1980 as realisable and assume further that the drop-out rate has fallen from 60 to 40 per cent, the position in 1980 for the age-group 13+ would be as under :

Non-starters in primary education—	10 per cent
Drop-outs from primary education—	36 "
Stop with primary education—	21 "
Enrolled for secondary education—	33 "

Even the low figures of the number enrolled for secondary education present an over-optimistic picture of the level of education reached as barely half of them manage to complete successfully their course in secondary education.

The enormity of the problem of out-of-school youth education and training programmes can be seen from the figures given above. These figures however are global figures for the Asian region. If they are broken up by sex, the position is much worse for girls and women; and if the figures are broken up by urban and rural areas, the problem assumes almost insoluble proportions for the young among the rural population. As pointed by Philip Coombs and his co-authors in

their "New Paths to Learning", "Despite two decades of valiant efforts to expand formal schooling, in the great bulk of rural areas (where the majority of people live), only a meagre fraction of boys and especially girls are getting a full and effective primary schooling. And of these only a small minority have an opportunity to follow up their primary schooling in any systematic way. The unschooled and the early drop-outs—comprising the great majority—are left largely to fend for themselves".

The correctness of this statement is borne out by the data available for India, which is the largest country in the region, barring of course the People's Republic of China. Thus, the 1971 census data for India shows an illiteracy rate of 47.8 per cent for the urban areas, while the corresponding figure for rural areas was much higher and stood at 76.4 per cent. The educational backwardness of rural India as compared with its urban counterpart is seen from the following figures.

Not only is educational equipment even at the primary level much lower in the rural areas, but the range of difference grows wider with every higher step in the level of education.

Indian data regarding educational levels of boys and girls also bears out the correctness of the thesis of the larger educational backwardness of the latter as compared to the former. This is

borne out by the following figures that relate only to the age group 5-21 but include both urban and rural areas.

The position is much worse in the rural areas if they are taken separately.

We have seen from the data for the Asian region as a whole how the figures of enrolment, especially at the primary level, do not indicate the quantum of educational achievement, as drop-outs upto the V grade are as much as 60 per cent. The position is ever worse for India, the rate of drop-outs being 65.3 per cent in 1959-60, upto Grade V, that for girls being 68.9 per cent as compared to 65.3 per cent for boys.

So, we have this colossal problem before Asia of many millions of rural youth lacking in education and training in the attitudes and skills necessary for dealing with the complex problems facing them caused by poverty, unemployment and the revolution of rising expectations, reinforced both by the hope held out by science and technology and frustration arising out of the inability to take advantage of the possibilities they hold for improvement. How do we deal with this problem ?

An obvious answer would be to do what many developed countries have attempted to do and (some have succeeded in doing), namely, extend schooling facilities for rural youth in the age group 6-17, motivate or enforce 100 per cent attendance alongside 100 per cent enrolment,

	Percentage of population	
	Rural	Urban
Education upto primary level	7.8	14.5
" " middle "	5.6	11.0
" " Matric and High School	1.6	9.4

	Percentage of population	
	Males	Females
Illiterate	50.6	70.8
Literate without any educational level	19.5	12.8
Educated—primary level	14.5	9.3
Educated—middle level	9.6	4.6
Educated—Matric and High School	5.1	2.1

change the curricula and methods of teaching to make the education given in schools more in tune with the social, economic, civic and environmental requirements of the pupils and provide for training and orientation programmes either in a formal or non-formal supplementary educational system to take account of the post school requirements of the school graduates. This obvious answer however is really no solution at all for the bulk of the countries and people in the Asian region not merely for financial reasons and non-availability of the required personnel with appropriate skills, but also because the social, economic and cultural structure and environment of the rural areas in Asia will not permit such a coverage of its youth by a formal educational system with all its rigidity in respect of curricula, examinations, time table, working hours and vocations, and inevitable orientation towards higher education and brain drain from the rural to the urban areas. This does not mean that formal schooling has no place in the rural areas. On the contrary, formal schooling is even more important at the primary or first level in the rural areas as compared to the urban areas. But it does mean that non-formal education has to play a much more important role in the rural areas not only to look after the requirements of the non-starters and drop-outs from the primary stage, but also to look after the post-primary requirements of the primary school graduates who are unable to continue their formal education, in the light of the learning and the training needed for enabling them to meet the challenge of life, work and community living, as also make up the gaps in the learning they have acquired in primary schooling. Learning and training will also be needed even for the rural youth who have completed their secondary education and are either unwilling or unable to proceed for higher education to enable them to face the challenge of rural life, in addition of course to working up the gaps in their secondary

education from the point of view of work, environmental adjustment and community living. It will be seen, therefore, that the learning needs of out-of-school youth cannot be divorced from the learning imparted by the formal educational system nor can there be one standard system of non-formal education for all the rural youth it caters for irrespective of differences in age-groups, the learning already acquired and the kind of learning and training they need for work, employment and environmental adjustment.

Before proceeding to outline a programme for meeting the learning needs of out-of-school rural youth, it would be but appropriate to discuss briefly the learning and training needs of rural youth without bothering about the source, formal or non-formal, from which they are acquired. It is obvious that literacy and numeracy are basic components of the learning that has to be acquired by rural youth. But this is not enough. Apart from what is called academic knowledge by way of history, geography and elementary social and natural sciences, it must also enable the pupil to think for himself analytically and logically. All these constitute the learning imparted by formal schooling, though I very much doubt its ability to give any worth while training to its pupils in the art of thinking. But even more important than this 'academic' knowledge, rural youth badly need :

- (1) training in occupational skills;
- (2) knowledge of the environment and ways of utilising it to human advantage ;
- (3) knowledge of the different types of economic activity found in the rural areas with special reference to the knowledge and the skills by which these activities can be made more efficient, more productive and more profitable ;
- (4) knowledge of the working of legislation and institutions, both governmental and non-

governmental, which are relevant to rural economic activity and the ways in which they could be used for bettering production and personal income ;

- (5) knowledge of civic rights and responsibilities and community living, including political rights and duties, local, state and national ;
- (6) knowledge that can improve the quality of life such as nutrition, hygiene, sports, aesthetics, family life and welfare, and moral and spiritual values, and
- (7) positive attitude to life such as co-operativeness, discipline, dignity of labour, pride in one's work, persistence, scientific temper, self reliance and self confidence.

The seven factors listed above were mostly absent in the formal educational system embodied in schooling and as such it largely left out of account the learning skills, and attitudes relevant to the task of facing the challenge of rural life and making a good job of living in the rural areas. The school system did not have its roots in the rural areas nor did it hold out a vision of rural betterment and rural welfare. On the contrary, it was urban oriented, linked with higher education that was essentially town and city bound, bred neither identification with the rural environment and population nor belief in their potential for growth and betterment, and actually brought about a feeling of alienation in its pupils and a tendency to drift towards the urban areas and urban ways of life at the earliest opportunity. Moreover the methods of teaching adopted in the rural schools are bookish and academic in worst sense of the term and do not include either work experience or social work and could certainly not be described as either all-round or integrated education. I have already referred to their lack of adjustment to local requirements and constraints in their working hours and vocations. In view of

these considerations, it is my considered opinion that the problem of education and training of rural youth cannot be solved merely through the formal educational system, even after it is reformed to take account of some of the learning needs I have discussed earlier. Under the circumstances, one has to fall back upon non-formal education and training for meeting the requirements of rural youth who have not been to school or have dropped out or even those who have had their primary or middle schooling in the rural areas.

Before formulating a programme for meeting the learning needs of out-of-school rural youth in Asia, it is necessary to outline a conceptual framework of what these needs are and what is their relation to the basic problems of rural society. The basic problem of rural society is under-employment and unemployment, low productivity, and extensive mass poverty. This problem cannot be solved by concentrating attention merely on one or other aspect of rural economic activity, whether agriculture or rural industries or rural services or production for self consumption or for the market, rural or urban; nor can it be dealt without taking into account the social and economic aspects of the infrastructural requirements that are germane to the entire realm of rural economic activity. The concept of integrated rural development requires that development in each sector of rural activity is linked with every other rural sector with each meeting the needs and utilising the output of every other sector. This mutual reinforcement is expected to lead to an over-all rate of growth of output and employment that will be higher than under an unconnected and non-integrated development of each individual sector. This concept of integrated rural development is also closely linked with that of area development. Where the focus of development is a given area with its complex of resources, natural and human,

individual and institutional, actual and potential, utilised and unutilised: Its object is to bring about an integrated development of the area as a whole in such manner as to result in an optimum utilisation of these resources and maximum output of goods and services for the area under reference. These two concepts of course are not mutually exclusive. On the contrary, they cross and re-cross into each other and in some ways may even be regarded as the converse and obverse of one unified concept.

In working out the details of this concept of integrated rural and area development for Asia, note must be taken of the fact that rural-urban development on this continent is not likely to follow the familiar lines of development followed by the countries of Western Europe and North America and of Japan in more recent times. It is not likely that Asia would develop in the direction of a 70 or 80 per cent urbanisation of its population nor is its agriculture likely to decline in its contribution to the national income anywhere to the extent that has happened so far in the non-Asian developed world. Nor indeed would it be desirable for Asia to go in for that degree of urbanisation and capital intensive industrialisation that has brought so many sociological and psychological, not to mention environmental and ecological problems to the forefront along with affluence in the developed modern world. Asia is likely to remain for many decades to come dominantly rural in character not only because of economic and demographic reasons but also because of the unpleasant and uncertain world which is there for all to see in the heavily industrialised and extensively urbanised countries of North America, Western Europe and Japan. All the more reason then that integrated rural area development should become a dominant item in the developmental programme of Asia and with it exercise a dominant influence on education for rural youth in Asia.

Integral rural area development will have to be multi-sectoral in approach, dealing not only with agriculture but also with non-agricultural activity, such as processing agricultural produce, small industries, handicrafts, infra-structure and services. Rural economy has to be diversified and employment maximised; science and technology has to be inducted into rural development but of an appropriate kind; productivity has to be increased; and economic activity and area development dovetailed so as to lead to maximum output and maximum employment. This will involve structural changes in respect of property relations, institutional and organisational changes for imparting managerial skills and community participation, and betterment of the quality of life in terms of health, education, nutrition, civic consciousness, aesthetics, sports, family life and happiness and values such as mutuality, cooperation, compassion, discipline, conscientiousness, dignity of labour, fraternity, equality and social justice.

Education for rural youth has to be viewed in the light of this socio-economic background and objectives of rural Asia. Essentially, it means freeing education from its present time-bound and purely scholastic and academic dominance and making education a life-long process, of *learning, to be*, linked with the dynamic and changing social, economic and cultural factors that shape life prospects and therefore learning needs over time.

In this paper, we do not discuss the complex but urgent problem of reforming and possibly revolutionising the formal system of education whether in the rural or in the urban areas. For reasons already stated, the educational needs of rural youth in Asia will largely have to be met by non-formal methods that have found but little place so far in the rural educational set-up in the countries in this region.

But this does not mean that the formal educational system in the rural areas can either be ignored or allowed to continue working in its current irrelevant and unproductive fashion. One cannot have a dynamic and relevant non-formal system side by side with an antiquated and out-moded formal system. On the contrary, the same note of appropriateness, relevance, and adjustment to change has to permeate both the formal and non-formal systems of education in the rural areas, and indeed both the systems must work in harmony, co-operation and with coordination for fulfilling the common objective of meeting the learning needs of the rural youth of Asia. If therefore I confine myself in what follows to outlining the requirements and programmes of the non-formal learning and training process for the rural youth of Asia, it is because of the terms of reference of this paper and should not be interpreted as a wilful neglect by the author of the problem of formal education in rural Asia.

Non-formal education for out-of-school youth can be considered under two broad categories, namely :

- (a) Youth who have not had any primary schooling or the non-starters and those who had left the primary school before completing five grades or the drop-outs ;
- (b) Youth who have had five (or six in some cases) years of primary schooling ;

In the case of the former, the objective should be to embark on what may broadly be described as a school equivalency programme. This does not mean that there should be a repetition of all that is taught in the primary school or that the methods of teaching adopted should include all the handicaps attendant. On the formal school system, prime emphasis of course has to be on literacy and numeracy ; but this should be taught through

some form of activity involving the active cooperation of the pupil rather than by lectures or lessons given to a passive recipient. Local agriculture, handicrafts, natural resources, festivals and folk tales, national heroes and history, all these and other items falling within the world of experienced knowledge by the recipients is more likely to make the lessons both interesting and more effective of absorption than lessons modelled on the formal scholastic basis followed in schools. The non-formal equivalent of the formal primary school should be distinctly different from the latter not so much perhaps in the content of knowledge imparted as in the method of teaching and the materials used and indeed should be an improvement in terms of both liveliness and flexibility. Hours of teaching and days and weeks when it is undertaken should take due account of seasonal and occupational constraints, and there should be no formal examinations with marks, ranking, and all the psychology of competitiveness and personal aggrandisement that it creates. The completion of the course by any given batch of pupils should be treated as a festive occasion in which the entire village community should be asked to participate. This literacy and numeracy programme should be for reasonably integrated age group—say 10 to 16—and should not include older people for whom a separate programme of functional literacy will have to be devised.

Once the non-starters and drop-outs have acquired this basic training in literacy and arithmetic linked to local experience and local environment, they become ripe for undergoing the training which will enable them to take part in integrated rural area development and play not only a useful but also rewarding and satisfying role in rural society. At this stage, they can be joined by the school leavers who have completed their five grades and do not find it possible to continue their formal education. This is

the second group or group (b) referred to earlier, and it will constitute the most important sector of the rural youth for whom education and training has to be provided on a non-formal basis. And this sector will include both the school leavers who have had formal primary education and those who have not had any formal schooling but have had informal education of a school equivalence standard. The age-group to be catered for under this group could be from 12-13 to 24-25 ; but they will have to be divided into two sections, namely those in the age-group 12-13 to 15-16, and those in the age-group 16-17 to 24-25. For those in the age-group 12-13 to 15-16, the training given will still fall broadly under the head of education and have some kind of comparability with the education imparted in formal schooling in the grades VI to IX or X as the case may be, while for those in the higher age group of 16-17 to 24-25, the training given will be more one of preparation for life in terms of economic activity, employment, production, family life, civic training and community living. The former can have some kind of link with the formal educational system not in the sense of the same syllabus and methods of teaching, but in the sense of using the physical and personal facilities available in the formal system supplemented by the use of mass media, instructional material and teaching technology appropriate to a non-formal system. As regards the latter, an altogether new system will have to be created which will bear but little resemblance to the formal system and will have to use institutions and techniques which would be entirely unorthodox from the normal pedagogic point of view and be in the nature of experiments that are capable of change under the impact of experience.

The age group 12-13 to 15-16 needs to be trained in the use of literacy for acquiring knowledge that would be useful functionally

and in terms of an understanding of the environment and the manner in which it can be made to cooperate and if necessary controlled for increasing production and bettering the quality of life. Geography, botany, elementary physics and mechanics, elements of modern agriculture, elementary nutrition and elementary hygiene are all essential parts of an education that is linked with integrated area development; and this has to be done not in the dull and scholastic fashion so characteristic of the formal schooling system but in a manner that links it with the daily life and experience of the rural pupils, I have no doubt that such a non-formal system will require new instructional material and the use of educational aids based on mass media such as films, slides, tapes, radio and television and this has to be done on a central basis with of course room for local variations and adjustments; and it will probably also be necessary to give orientation to local teachers, in addition to using mobile visiting teachers and local cultivators and craftsmen whose active life and experience makes up for the absence of scholastic training. Apart from this functional knowledge imparted by the non-formal system, the organisation of learning should be such as to promote self confidence, faith in the certainty of a better future and readiness to work hard and use science and technology for controlling the environment and increasing productivity. The learning imparted to this age group should also include an elementary knowledge of social institutions and of institutions and facilities made available by Government for rural betterment. If this non-formal education for the age group 12-13 to 15-16 can be combined with activity that is considered useful by the elders of the village and actually assists them in their productive activity then it becomes much easier to operate because of the community support it is able to

evoke.

For the higher age group of 16-17 to 24-25, education and training for out-of-school youth has to get much more integrated with rural economic and community activity than what has been suggested above for the earlier age group. Most of the people coming under this group will be engaged in some kind of work, even if in some cases the marginal productivity of their contribution may be nil, and they would be primarily interested in improving their productivity or employability as the case may be, besides of course the natural interest of that age group in family life and community problems. As they are not likely to be attracted by book work nor possibly have the time for the same, it is essential that the non-formal educational programmes arranged for them should be activity-based and involving participation, especially those related to earning for a living. The link with integrated rural area development should be much stronger in the case of the programmes for this group; and, indeed, it would be very rewarding for them to have programmes involving active participation in actual projects for the social and economic development of the rural community in which they are resident.

In devising employment and or productivity oriented training programmes for the rural youth of this age group account must be taken of the fact that:

- (1) most of them will continue to reside in their rural environment,
- (2) many of them will be self-employed rather than working for wages,
- (3) large numbers, while in self-employment, will also be seeking part-time employment for cash,
- (4) agriculture is likely to be

dominant economic activity, with agro-based industrial activity, handicrafts, repairs and maintenance of modern equipment used in the rural areas and services relating both to Government and the productive private sector.

A certain proportion of rural youth will seek their fortunes outside the rural areas, but it would not be possible for the non-formal training programmes to provide them the needed urban oriented skills. They will have to obtain this from the formal-schooling or post-schooling system wherever it is available. The programmes discussed in this paper are essentially rural-oriented and are not intended to stimulate the drift of rural youth in the urban areas.

Several experiments have been made in the developing world to set up non-formal educational and training institutions that could be adopted to local labour market conditions and integrated with other development activities in the rural areas. Examples are the experimental Banio Developmental School in the Philippines, the Jombang programme for out-of-school youths in Indonesia, the Village Polytechnics of Kenya, the Young Farmers' Club in Dahomey, the New Youth Community Training Centre Approach in Jamakia, the Mahila Mandals and the Nehru Yuvak Centres in India, and the Comilla patterned rural training centres in Bangladesh, Philip Coombs and his associates have picked out certain important features and principles of one or more of these experiments (excluding India which they have not dealt with). Taken together, these constitute whole framework for the formulation of non-formal training programmes of rural youth for employment, production, integrated development and betterment of the quality of life in rural areas. I have therefore thought it fit to reproduce below the relevant extracts from their achievement.

1. They are highly versatile and locally adaptable; the occupational skills they seek to develop—both agricultural and non-agricultural—have direct utility in the local economy; hence there is greater likelihood that their trainees will remain in the area and help to develop it.
2. They can easily be geared to on-going agricultural or other special development projects in the area and integrated with new ones as they appear.
3. Because they make extensive use of practicing local farmers and artisans as instructors, they reduce or obviate the need for expensive, full-time professionally trained instructors from the outside.
4. They emphasize learning by doing: skills are developed through actual application in real-life situations, often permitting the participants to earn while they learn, thereby providing additional motivation and realistic understanding of the economic realities associated with productive skills.
5. Direct community involvement gives these programmes a distinct local character, ensuring their fitness to locally perceived needs, tying them into the social and economic life of the community, and providing them with local support.
6. By utilizing local personnel, facilities, lands and other resources, they keep the capital and operating costs low enough to permit a sizeable clientele to be served.
7. By emphasizing group activities rather than competitive individual development and the earning of certificates, they encourage the formation by young people of cooperative local enterprises that strengthen the economic and

social fabric of the entire community.

It is not easy to combine all these features in one programme nor is it possible to multiply them on an extensive basis to cover all individual villages in Asia.

I would therefore suggest the adoption of the Comilla pattern for the training programme with an organisational chart on the following lines.

Table

Multi-function District Centre of non-formal education for integrated rural area development :

|
Multi-function taluka or Block centres.

|
Multi-village or multi-function centres

|
Multi-function or multi-function village centres.

The function of the district centre would be to act in coordination with the integrated area development authority of the district and conduct training programmes for teachers and rural youth leaders at the taluk level who would undertake the task of training teachers and rural youth leaders at the multi-village level. These training programmes should include agriculture, animal husbandry, poultry, bee keeping, fruit and vegetable gardening, forestry, sericulture and fishing where relevant, dry farming, irrigation, farming, repair and maintenance of farm equipment, whether traditional or modern farm accounts, processing of agricultural products and other natural resources in the area, arts and crafts, whether using power, machinery or animal and human labour but generally based on locally available materials or catering to local service and consumption requirements, co-operatives, panchayats and other governmental and non-governmental agencies or institutions relevant for rural development,

the facilities they provide and the ways and means for utilising these facilities, managerial skills of the type required in rural development, village hygiene and water supply, nutrition, population dynamics and family welfare and economic and cultural relations with areas outside the district. The training given should cover both traditional methods and occupations and the modernised versions of the same including high yielding varieties of seeds, fertilisers and pesticides, water management, storage, marketing and use of power and relevant machinery. The list is truly formidable and may score policy makers by its implications in the fields of personnel, equipment, complexity and coordination, and finance. But it is possible to meet some of these implications by adopting unorthodox methods such as for example using farmers, craftsmen, mechanics, and actual practice-ness in the various topics outlined above as teachers on a part-time basis and buttressing them by a few full time teachers with scholastic or academic training. Then again instructional material could be prepared on a centralised basis and made available for these district centres with some room for local variations to suit local requirements being left in the district centres. Mass media can also brought in as an important aid for making the content of training both more comprehensive and more realistic. Use could also be made of mobile teams for giving instruction on the spot with the district centres not only operating such mobile training schools (Cuba's schools in the country side, and Thailand's Mobile Trade Training Schools are illustrations of the type of work that could be done in this direction) but also training rural youth leaders for functioning as mobile conveyers of knowledge in the fields in which they have special knowledge or have been given special training. By coordination with the authorities and plans for integrated rural development,

the District centre could actually participate in on-going or new projects through its pupils, enabling them to earn when they are learning and at the same time imparting them more effective training through participation in actual development. In any case, imaginative resort to unorthodox methods of teaching and training will have to form a basic part of the non-formal system operated by the district centres combined with emphasis on multiplying results by training the trainers for the taluka (and where necessary also the multi-village) centres and keeping in touch with them both for monitoring results and keeping them supplied with fresh doses of knowledge. While unorthodox use of local and non-scholastic personnel, participation in actual projects and emphasis on the multiplier effect can all reduce costs while cooking at the same time larger community support for their programmes, there is no denying the fact that non-formal education and training of the type suggested will involve considerable expenditure, though much less than what would be needed if the same results are sought through formal education in terms of both the content of the knowledge imparted and the number of pupils covered. It is wrong to proceed on the assumption that non-formal education is cheap education. Of course, it will be less costly (and also more effective) than formal education, but in absolute terms it will be costly and bound to pose financial problems for the developing countries of Asia which want to use these methods for educating their rural youth and link this education with programmes for integrated rural area development.

The taluka or block centres outlined in the scheme will be mini-editions of the district centres except that they will lean heavily on the district centres for their instructional material, their mass media and use of mobile training teams, and above all,

for training their personnel and stimulating them in their work. They may also be more selective in the programmes they offer depending upon local resources and requirements and also rely heavily on local personnel not only for their clients but also for their trainers and instructors.

The multi-village and uni-village centres will have to be much more action oriented than the district or taluka centres, with their training programmes dominated by learning by doing, and their activity linked in a much more integrated fashion with the local community and its on-going and new programmes for development and production. The pupils will have to be brought together in clubs and associations of a democratic and self-governing character unlike the compulsory and ostensibly disciplined herding seen in formal schools or scholastic and academic institutions. Teaching will have to move indirect than direct, and learning linked with useful activity; and work will have to be combined with play, and knowledge with social get together and community participation. Simultaneously the authorities and institutions concerned with development, whether in the government or non-government sector, will have to grid up their loins and

make effectively available the needed supplies for giving employment to and making productive use of the skills imparted by this non-formal system to the rural youth. Examples would be inputs for increasing agricultural productivity, credit, raw materials, implements, power and assistance in technology and in marketing. Unless there is this kind of coordination and continuous and intimate connection between the learners and the users of their learning, the non-formal education and training and the integrated rural area development, there will be no dividends and no impact on family or community welfare and the quality of life in the rural areas. On the contrary, there will be disillusionment and frustration, rural instability and a massive drift of rural youth to the urban areas in search of living, employment, and a better life. Education of the type adumbrated in this paper for rural youth can only be an instrument for integrated rural development; it can become effective only if there is an attempt on the part of the powers that be for promoting integrated rural area development, efficiency in their doing so; and coordination with the non-formal system and indeed its practical integration in the actual task of rural development.

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non-formal and out-of-school training programmes for the rural youth

N.K. Pant

rural india

India has a vast population which is growing rapidly at the rate of 2.5 per cent per annum. According to the Census of India 1971, our population was 54.8 crores and it is rising at the rate of over one crore and ten lakhs per year. Although we have 15 per cent of the total population of the world, the area of land in our country is only 2.4 per cent of the entire area of the world. The large majority of people in India live in villages. Out of 54.8 crores of population, 43.9 crores people live in the rural areas and the remaining 10.9 crores in towns and cities. The rural population of India accounts for nearly 80 per cent of the total population.

poverty of rural masses

According to the National Sample Survey (the 13th round) nearly 75 per cent of agricultural land was in the possession of 20 per cent of cultivators while 20 per cent of people in villages were landless agricultural labour. The lowest 50 per cent among the rural masses from the point of view of land ownership had only 2.7 per cent of the total agricultural land. It is clear that basic resource of agriculture namely, agricultural land is very scarce and its distribution was very uneven. The scarcity of agricultural land and absence of other means of non-agricultural occupation is the root cause of rural poverty.

The National Sample Survey 13th round, considered the household spending less than Rs. 50 per month or less as those living in abject poverty level of existence. It is assumed that the

average household consists of 5 members and hence average monthly spending of Rs. 10 per person shows a state of extreme poverty and misery. Nearly 20 per cent of rural population in India is living under condition of stark poverty. However it will be more realistic to consider spending of Rs. 100 per month per household as the poverty line. According to the figure given by the NSS, nearly 56 per cent of the rural population was living under the condition of poverty. Only 6.15 per cent of the rural population was spending more than Rs. 300 per month or more on consumption and could be considered as enjoying comfortable living.

Percentage distribution of Population Expenditure

Monthly expenditure in Rs.	Rural	Urban	Total
Rs. 1-50	19.5	12.7	19.0
Rs. 51-100	37.4	26.8	36.7
Rs. 101-150	18.1	22.3	18.4
Rs. 151-300	18.5	27.2	18.9
Rs. 301 and more	6.5	11.0	7.0
	100.0	100.0	100.0

Source : National Sample Survey, 13th round

According to a study-based on the NSS the per capita annual expenditure in rural area in 1967-68, in terms of price-level of 1960-61 range from Rs. 75 to Rs. 909 and the average came to Rs. 269 per head per year.

backwardness of indian agriculture

The large majority of working force in India is engaged in agriculture where output per head is extremely low. According to the Census of 1971 nearly 69 per cent of the total labour force in India was engaged in agriculture. But the agricultural sector contributes less than 50 per cent of the total national income, while it primarily

supports 80 per cent of the total population living in villages.

It is universally accepted that in the context of economic growth in India, agricultural development is most vital and essential. The agricultural development should be given top priority in view of the following facts.

One, a small dose of additional capital in form of agricultural input is likely to yield readily a large output of agricultural goods. It will bring about a rapid increase in the income level of the lowest strata of people in the country as the vast majority of such persons depends upon agriculture.

Two, the rate of saving and investment can be kept high for the economy as a whole only if the rate of saving and investment is maintained at a high level in agriculture which is the biggest industry in India providing the largest proportion of employment.

Three, the foreign exchange requirements are negligible in agricultural development as compared to the industrial development. By increasing food production and the output of industrial raw materials we can release precious foreign exchange resources for the development of other crucial sectors of our economy.

In spite of some improvement and the limited success of the new agricultural techniques in India, the overall position has not changed significantly. Much ground has yet to be covered to achieve the desired objective. Adult education and training has to play a very vital role to reach the goal.

causes of low agricultural productivity

Agricultural productivity in India is low due to various factors which can broadly be grouped into (a) institutional factors (b) technological factors and (c) general factors.

(a) *Institutional factors* : In case of institutional factors we

The author is Associate Director of Studies in Economics, School of Correspondence Courses, University of Delhi.

observe that the average size of farm small and holdings are scattered which make them uneconomic. Small and fragmented holdings cause waste of precious time, human resources, cattle power and other agricultural inputs. They are responsible for quarrels and litigations among cultivators, in the rural areas. It is not possible to invest capital on irrigational facilities, fencing of land and other permanent improvements if land holdings is small and scattered.

Faulty land tenure systems is another major institutional defect in India and is responsible for the absence of proper incentives to the actual tillers of the soil. Even though the Zamindari system has been abolished by the law, the position of the tenants still remains insecure and uncertain. Most of the cultivators do not yet own the land and are forced to pay exorbitant rates of rent. It is indeed unfair to expect that agricultural productivity can be improved significantly unless the defect could be removed.

(b) Technological factors: Indian farmers, by and large, depend upon old and primitive agricultural practices which are safe though unprofitable. Lack of finances and required initiative on the part of an average farmer, it is not possible to employ improved tools and agricultural implements, use high yielding variety of seeds, adequate quantity of fertilisers, insecticides and follow scientific rotation of crop pattern.

Adequate and regular supply of water to agriculture has continued to be the major problem in agricultural improvement. The proportion of irrigated land was 24 per cent of total cultivated area in India before the Independence and partition. After the partition of the country in 1947, it fell to 19 per cent and has now risen to about 22 per cent of the total cultivated land in India. Agriculture in India still depends on the mercy of the

the rain god. Insecurity and uncertainty of rains in India is largely responsible for the apathetic and indifferent attitude of cultivators to innovation and large investment on agricultural inputs.

(c) General factors: Among general factors, the overcrowding of population in agriculture is the most pressing problem. Invariable we find a large number of persons working in the field than they are needed. Indian agriculture suffers from under employment and disguised unemployment. The proportion of population engaged in agriculture has almost remained unchanged during the present century. From 1901 to 1971 the proportion of persons engaged in agriculture has been round about 70 per cent although the absolute number rose, along with the rise in population of the country, from 16.3 crores in 1901 to 38.3 crores in 1971. It resulted in the reduction of average holding per capita from 0.43 hectare to 0.36 hectare. Unless pressure of population on agriculture is reduced drastically, things cannot be improved.

Depressing rural environment : Social and cultural environment of the rural area is rather depressing. It fails to enthuse village people for vigorous action for the improved living. Indian farmers live in state of illiteracy, ignorance and superstition. They have become conservative and pessimist in their general outlook. Unfortunately the mere energetic segment of rural population is constantly migrating to urban areas in India and abroad in search of better education and training and for better job opportunities in order to improve their economic and social status. It is hard to find persons with initiative, enterprise and leadership in villages. The constant drain of human talent and potentiality to cities is seriously hampering the rural development.

Inadequate non-farm services :

Indian agriculture is also faced with the problem of inadequate non-farm services such as, paucity of rural finance, inadequate marketing and storage facilities, shortages of high yielding variety of seeds, fertilisers, insecticides and pesticides. For agricultural finances, most of cultivators depend upon the village money lenders, who provide major share of short-term loans in rather restricted quantities and charge exorbitantly high rates of interest. In order to take advantage of rural credit from other sources which offer better terms to cultivators, they need proper information and necessary education and training to make use of these attractive facilities provided by the co-operative agencies, the state authorities and the banking institutions.

farmers education and out-of-school training in new agricultural technique

The crux of the problem is to raise agricultural production by replacing traditional methods of agriculture by scientific and commercial methods. This transformation necessitates that the farmers should be enthused and motivated to accept the improved technique and new scientific outlook in agricultural production. This alone can bring about a rapid increase in agricultural productivity. In order to achieve it the agriculturists have to be emotionally and mentally prepared to adopt new ideas and improved practices in agriculture. By an integrated and properly planned programme of education and training on a continuing basis it is possible to develop the receptivity and willingness of cultivators and sustain their interest in agricultural developments. Such an educational programme will include non-formal education and out-of-school training courses for the rural youth. The practical field demonstration, regular supply of information regarding different phases of farm operations, information about non-farm

services available at different levels will form the core of the educational programme for the rural youth. The rural youth need to know and get convinced of the necessity of adopting new farm methods based on improved technology. They have also to be informed what to do, when and how to avail of the improved non-farm services offered by various cooperative and state agencies.

education of rural youth to be emphasised

It will be advantageous to concentrate on non-formal education to rural youth because firstly, they are not inhabited by the old traditional agricultural practices so much as the middle aged and old cultivators and secondly, they will have a longer span of working life and the social costs incurred on their education and training will have suitable returns to the community. For purposes of planning and operation of rural education and out-of-school training the rural youths may be grouped broadly into (1) illiterate youth including early dropouts from primary schools (2) those who are able to read and write and (3) those who have passed matriculation or any higher examination or are still pursuing their studies at colleges.

basic characteristics of non-formal education and training

One, non-formal education should evolve a training process which will correspond to the various stages of agricultural operations in the context of local needs. The training will have to follow a time-table from the preparation of land to the harvesting and the marketing of the produce. The syllabus has to synchronise with different requirements of agricultural operations—filling of the land sowing, use of quality seeds, irrigation, use of fertiliser and farm yard manure, plant protection operations including spraying of insecticide and use of pesticide, harvesting of the

crop and storage of the produce.

Second, the education and training should be in the place of production, i.e., farmers fields. The class rooms should be used occasionally for general discussion and imparting other knowledge pertaining to the rural life.

Three, the training programme and the content of education should have direct bearing on the use and availability of inputs required for the new agricultural technology.

field demonstration

The rural educational programme for youth can be really effective if the following are kept in view for the field demonstration training:—(a) its purpose to be well defined; (b) selection of items for demonstration on the basis of cultivators needs, the feasibility of their adoption and application in terms of prevailing local conditions; (c) selection of such farmers who are willing to place their fields for demonstration training and the location of whose fields is central and are easily accessible to all; (d) a regular and assured supply of required inputs and other material during the field demonstration programmes; and (e) a team of trained personnel to exercise adequate supervision and to provide the follow-up services.

The field-demonstration programme is an educational technique which can be used equally well to all the groups of rural youth whether illiterate or educated. If properly planned and administered it has a radiating effect on the entire rural community because its benefits are not supposed to be limited to the owners of demonstration plots but for the entire local farming population. The observation on the demonstration plots could successfully be used for group-discussions among farmers and the extension staff. The farmers should be told in concrete terms the economics affected by adopting new methods and other benefits arising from the

new farm practices demonstrated in the training programmes.

functional literacy

For the illiterate rural youth a programme of functional literacy has to be organised so that they are better equipped to benefit more from the field demonstration programme. They will be in a better position to appreciate the practice of new agricultural technology and will be able to better harness its advantages. The functional literacy programme for farmers implies literacy campaign conceived as a component of economic and rural development project. The duration of functional literacy classes should initially be for one year with suitable provision for follow-up activities on the completion of the regular programme. The follow-up activities will include libraries, reading rooms, group discussion and availability of attractive and useful reading material and regularly published news bulletin.

The objective of functional literacy programme is to enable the farmer (a) to read and understand specially prepared literature and reading material on agricultural practices so as to adopt the new innovation on his own farm, (b) to acquire writing skill to perform simple writing jobs and to solve arithmetical problems unaided which he may encounter in his occupation and day-to-day life. He should acquire such competence that he may be able to read and prepare his own requirement of input needs, to enter into correspondence with agencies supplying these inputs, to keep accounts of his farm operations, to read and understand instructions mentioned in the packing of fertilisers and insecticides for their use, to complete applications for applying for agricultural loans and to read and understand rural newspapers and farmers almanac.

short term residential out-of-school training courses

For the literate or educated rural youth, training courses

should be organised in the adoption of recommended package practices for specific crops, use of tractors and other new implements, soil conservation, poultry farming, horticulture. The trained young farmers are expected to take leadership in the discussion in the field demonstration programmes by acting as the conveners of such groups. These courses could be from one to three months duration and may be organised in suitable rural institutions where necessary equipments and trained staff are available. The trainees may get free boarding and lodging as far as possible so that programme could be intensive and comprehensive.

long term regular courses for the educated young farmers

The long duration of regular courses may be organised for those who are at least matriculate and the training should be imparted for one full year. These should include intensive training in improved farm practice, education in farm management, technical knowledge of improved agricultural machinery and tools including minor repairs, handling of plant protection devices, use of fertiliser. This training should also aim at developing group leadership. The young farmers after training will play a key role in social and economic transformation of Indian rural society.

They will also be acting as functional literacy instructors in their respective areas and will be an instrumental to apply new scientific knowledge and technology in agricultural development. They have to be given special instruction in conducting functional literacy courses. Those who are interested may be given training in organising discussion groups on new agricultural technique. They will develop and run rural youth clubs to improve social cultural life in villages.

integration of educational and training programmes

A large number of educational programmes are being

conducted by various agencies in the country independently. The agencies involved in the educational and training of farmers could be grouped as follows: (1) universities, research centres and other categories of training and educational institutions; (2) production wings of the agricultural departments of the state government, as well as officers concerned with formulation of special programmes, such as High Yielding Variety Programmes, in districts and blocks. (3) extension and training directorates of the central and state governments and officers at district and block levels, (4) the information units of the government Agricultural Departments and the Extension Directorate, (5) information media of the Ministry of Information and Broadcasting, i.e. All India Radio and Television, Films Division, Field Publicity Organisation; (6) the programmes run by different cooperative institution; (7) the local Panchayati Raj institution, (8) the programmes of training by commercial bank; (9) the training programmes of various agencies of the government, public and private sector industries manufacturing and supplying input to agriculture such as tractors, fertilisers and machinery for irrigation.

In implementing these programmes the main limitation appears to be their isolated action and absence of any affective link and coordination among the various programmes.

In these programmes while we find some casual coordination at the higher level between various agencies and organisations responsible for running them, it is indeed disappointing to note that at the farm and village level even this kind of loose links are completely missing. This functional weakness has rendered such programmes less effective, more problematic and confusing to the beneficiaries and wasteful to the society and the state.

The most effective step in this regard is the need to develop an integrated approach at the village-

level. Such a constructive effort will increase the efficacy of the farmers training and educational programmes, education in co-operative system; and functional adult literacy activities if they support and supplement each other. The All India Radio should lend effective support in implementing different educational programmes efficiently. The Programme Advisory Committee of the All India Radio should have the representation of various agencies responsible for the education of farmers and through the Committee bring about effective and meaningful coordination.

A multi-agency programme of education necessitates integration and coordination among different schemes of different agencies from the state of planning to its final operation. The coordination should be attempted (1) by setting up coordination committees and action groups, (2) by appointing a coordinator at every level of its working, and (3) by organising inter-agency consultations, contacts and frequent communication—both formal and informal. Without an effective coordination among various agencies and educators the full impact of education and training for rural youth cannot be achieved to develop the rural society in India. So far emphasis of farmers educational programmes have been mainly on increasing productivity in agriculture which is indeed basic for the well-being of the rural society. The fuller benefits of increased productivity of agriculture would only be possible when the farmers gets suitable returns by selling his produce. Thus for the real and stable prosperity of agriculturists, there is urgent need for suitable training in marketing, processing and management techniques as well. There is need to develop a realistic and well integrated programme of diversified education and training with its firm base at the village level, which alone can lift Indian rural population from the present state of stagnation and poverty.

Leadership training for rural areas

The dramatic increase in the number of young people in the developing countries is being matched with some enlarged educational, but with only very slightly enlarged employment opportunities. This constitutes a grave danger for the future of society as an inadequate and often ill adapted education coupled with lack of employment opportunities can be highly frustrating and explosive. This lays a heavy responsibility on governments and voluntary organizations to improve both the quality and quantity of provision for youth work.

youth work against a background of cultural change

Youth work is not a separate or isolated element in rural communities: it is affected by—and also has an effect on—a large number of factors in the general culture which itself is often experiencing rapid change. Thus, the type and level of education provided at school has to be considered as well as economic possibilities. For example, activities which are stimulated by youth programmes can be realistically put into practice only if sufficient technical assistance, capital investment and adequate marketing opportunities are provided. Many dangers exist in situations of rapid cultural change: among them, that of seeking to transfer techniques and methods of youth work from one culture to another without proper adjustment; and that of pressing on with introduced changes too rapidly; or that of indiscriminately discarding existing traditional institutions, attitudes and practices irrespective of their possible utilization under modern conditions. It is important to use existing channels of communication and it is desirable to involve the family unit: however, youth's desire for change and the changing pat-

tern of parental and other roles within the family often create tension. The idealism and energy of youth has great potentiality for assisting the realization of development plans: however it may be easier to harness and utilize this force, in the first instance, on a regional rather than on a national level, that is within an area sufficiently large to be effective for practical development, but not so large as to be a mere planning framework in which youth participation might be lost.

type of leadership

It was recognized that it was not always possible to transfer European and North American concepts of leadership to the developing countries. Many different types of leadership existed, traditional patterns are often found at lower levels while modern practices, sometimes conflicting with these patterns, exist at the higher level. To be successful, the leadership should be in conformity both with the expectations of the group, and also with the objectives of the programme. There exists a critical lack of trained human resources for leadership and imported help from outside may only be acceptable at certain levels. At any rate different levels of leadership must be recognized, in particular local leaders, field workers and supervisors, and national leaders.

youth and community development

More than 65% of the population of developing countries is under 25 years of age. Thus there should be a close relationship between youth work and community development in the technical sense of the term and there is a considerable body of knowledge of community development techniques to study. Attempts should be made to bring together the personnel of the

different services having contact with youth and with the community, during part of their training. For example both services have to be undertaken within the context of regional and national planning; both should be closely related to the economic needs and realities of the people: both require a special relationship between governmental and non-governmental agencies and services, one which may call for a reappraisal of the position on both sides in the future development of rural youth work. Moreover whereas in the developed countries youth work has generally been mostly concerned with the preparation of young people for their future role in society, in the developing countries greater emphasis is needed on youth work as a means to promote the actual participation of youth in the current development of the community and nation.

structures of youth work in rural areas

In the context of a reassessment of rural youth work and programmes in developing countries various structures and types of organizations were discussed. Because of the immense problem in the rural areas of developing countries, there is need of a massive and speedy approach and the decision as to the most appropriate structures to be adopted must be taken in the light of specific national or regional situations. In this context the following possibilities which are briefly described here were considered:

(1) Governmental structures based on conscription or on voluntary participation, such as the army, pioneer corps, where a combination of military or paramilitary training and educational and reconstruction work is found; or organizations where constructive work in various fields is combined with education and training; organizations which are part of, or closely related to, existing technical services in particular

the agricultural extension services. In such cases the problem of leadership may be less urgent if a solid trained cadre exists and training for leadership can be undertaken within the framework of these existing bodies.

In addition to special youth brigades, etc., within a military framework, the period of normal conscription for military service is sometimes utilized, especially in Latin American countries in ways which can contribute directly to rural youth leadership. Recruits are not only given literacy education but are trained to teach others after they leave the army; more time may be devoted to rural project work of various kinds than to actual military training. Such projects include road and bridge construction, land clearance and settlement, experimental agricultural production, school building, construction and maintenance of human and animal health centres, etc. etc. And before discharge, conscripts are given a training of several months' duration in industrial or agricultural skills to prepare them for their return to civilian life.

Despite the evident advantages the disadvantages should be considered, as such structures may not always give sufficient scope for a flexible and wider programme. Neither the hierarchical structure of army or compulsory labour corps may be the right framework for education and training for creativity and initiative nor the cadres employed the best educators. With regard to work linked with extension services, these services should be really effective, i.e. adequately staffed both in quality and quantity of personnel if youth work is to be linked to them.

(2) Non-governmental structures amongst which two trends can be distinguished: one in which the main emphasis is put on vocational, social and civic training, the other which includes also political orientation and education. Political education

and even action with regard to many prevailing situations in the rural areas of developing countries may give a far greater scope to rural youth work. The leadership training for such work should therefore include this element.

(3) The third type of structure for the training is the residential type. This type may be linked up with youth movements and be included in a community development programme or may work independently. Apart from the provision of a continuing stream of leaders for their normal programmes, the specific role of non-governmental organizations in leadership training should comprise various elements. Non-governmental organizations through their corporate activities and through the contribution of individual leaders to governmental programmes may make governmental services more sensitive to the importance of youth work. They can on the one hand provide a reservoir of trained people who will be able to take up positions in governmental youth services or, through their interventions, to influence youth policies. With regard to the present conditions of rural youth in developing countries, non-governmental organizations can also play an important role in training those young rural people, who are unemployed and cannot go into agriculture or who are migrating to urban areas. Special attention should be paid to alternative methods by which young people can gain a livelihood, such as small industries, artisanal co-operatives, etc. Leadership training should take this element into consideration.

fact-finding and assessment

Both governmental and non-governmental bodies concerned with rural youth work are continually faced with the need to take policy-decisions about creating new programme or continuing existing programmes. In many cases decisions have to be taken despite the lack of adequate

information. Some information exists about certain aspects of youth and youth work in Europe and North America, but there is little or no first-hand empirically obtained information for the Asian, African and Latin American regions. Two proposals therefore should be considered:

1) to obtain first-hand facts about the actual situation of rural youth.

2) to obtain an assessment of the comparative costs and results of various programmes of rural youth work.

1) the situation of rural youth

A. The information should include "hard" facts: e.g. statistical material on population by age-groups, sex, geographical distribution, educational facilities available and the extent to which they are utilized, cultural, political, historical background, etc. Much of this information is already available but exists in a number of scattered sources: what is required is their collation and summarizing.

B. A survey will be required on the attitudes, hopes, fears, expectations, etc., of young people themselves both those within and especially those, the majority, outside existing organisations. In view of their isolation many young people in rural areas may have difficulty in expressing realistic (in the sense of realizable) desires. The survey, therefore, should concentrate on matters within their experience e.g. on what conditions, if any, would they be happy to remain in the village or engaged in agriculture; how do they compare their situation, educationally, economically, etc., with that of their parents: what do they know of the city: the status of women, what do they know of youth organizations, peasant leagues, political parties, school and school teachers, religious institutions and leaders, the government (central and local) and politicians: how

do they think things can be changed.

C. In this survey special attention should be paid to the needs of girls and young women. They usually find less opportunity to express themselves. At the one hand their condition may be deteriorating (e.g. by the commercialization of the dowry, by the migration of young men to the towns) whereas at the other hand their contribution to the improvement of the communities is most valuable. The survey should show the advantages and disadvantages of the overall change to these 50 per cent of the youth.

D. The survey should be sponsored by a national body which will have to include governmental and non-governmental representatives, especially from youth organizations and movements and such bodies as can provide sound technical advice on how to brief the "surveyors", how to draft questionnaires, how to collate and interpret the replies. It will be helpful if it can be associated with an international organization e.g. FAO or U.N. Regional Commission, so that results can be compared internationally on the basis of a common general approach. Advice could also be obtained from a number of international non-governmental bodies or institutions could be interested e.g. Social Research Institutes, professional organizations or rural sociologists etc., but caution should be exercised:

(a) to avoid undue delay

(b) to avoid an unnecessarily "scientific" or detailed study of methodology.

E. Various method of carrying out the survey might be used. However on no account should it be undertaken unless it is linked to the possibility of action. The very act of asking questions raises the expectation that replies may be implemented by action. Moreover young people themselves should be used as

"surveyors", so that they themselves will be motivated to take action as a follow-up to their enquiries.

2) assessment

Little is known about:

1) the comparative cost/benefit analysis of various forms of rural youth work;

2) the effectiveness of various techniques of youth leadership training.

Alternative policies might include:

(I) Extension of existing formal primary education, residential further education centres with a large proportion of time devoted to practical farming; introduction or expansion of traditional methods of youthwork; introduction of large scale mobilisation of youth in camps and national services projects. These and other methods have to be assessed in terms of the capital investment needed: maintenance costs, staffing needs in terms of human resources and financial costs and also as to the results obtained in the raising of agricultural economic output, absorption of unemployed, general raising of the local standard of living.

Some start has been made in the formal educational sphere to work out criteria and techniques of measurement and perhaps these can be utilized to some extent. Certain university and research institutes could be interested at national and regional level, as also the Unesco sponsored Institute of Educational Planning.

(II) Critical questions relating to youth leadership training include: durations of courses, selection and employment of staff, organization of training (time of year, block or occasional training, part time or full time). Certainly their usefulness will vary according to the type of training

(pre-service, in-service, etc.) and the level of trainees and above all the aims and objectives of the agency responsible for the training. What is needed is some long-term follow-up to determine to what extent the various methods to effectively achieve their objectives in producing the levels of leadership that are needed.

training strategy

(I) Governmental and non-governmental organizations like WAY should define a training strategy for rural youth leadership training. This strategy should not only include the levels of training and the groups to be trained, but also the means of co-operating between organizations and the possible co-ordination of training programmes.

(II) (i) Training programmes for rural youth leadership undertaken at the international level should primarily concentrate on the training of trainers. This implies that training outside the leader's country offered by bilateral programmes should in general be geared to advanced and supplementary forms of training. In various bilaterally sponsored development programmes there should be a "built-in" leadership training which could have the form of regional educational and training programmes.

The intergovernmental agencies because of their resources of finance and manpower can provide only limited and specific training programmes. Therefore a great role will have to be played by the non-governmental organizations. The need for close contact and co-operation amongst them in providing training programmes and facilities is stressed.

(ii) Training for the middle-level type of leader which would ensure a solid base for the continuation of the programme as well as the multiplica-

tion of leaders should be the keypoint for courses at national levels, especially for non-governmental organizations. Such training should not take place in a vacuum but be seen in the context of the environmental situation and be linked with existing organizations and programmes, whether these are national or proto-type programmes. Middle-level leaders in this context are seen as future agents of training.

- (iii) The front line worker should be trained locally in relation to the programme to be carried out and in relation to the prevailing situation in the country. A distinction can be made between leaders who are front line workers and those who are front line supervisors. In most cases, for reasons of economic necessity or because of ideals of voluntarism basic to many organizations, front line workers are wholly or partly volunteers. Supervisors and those in higher positions are more frequently employed on a full-time or professional basis and for them the factor of social mobility should be realized and staff promotion possibilities considered.

There is a trend for development to be undertaken on a comprehensive and regional basis, often under the control of a specially constituted area on original agency such as a development corporation. Leadership training is an essential and integral part of such an approach. As part of an inter-disciplinary programme of education and training, rural youth leaders of all types and levels should be provided with the appropriate kind of training.

- (iv) The World Assembly of Youth should contact other interested organizations in order to discuss possibilities for such a co-operative approach, as well as to obtain better means of information on

these programmes. This could result in a better geographical distribution of training opportunities.

contents of training programmes

The following broad outline of a training programme can be given; it should contain four areas of training:

1. The leader must learn and fully understand the objectives and methods of the organization in which he is working;
2. He must possess sufficient knowledge and understanding about the kind of people he has to lead and become aware of what they expect from their leaders as well in their way of behaving as in the advantages they gain by following them.
3. He has to possess a sufficient knowledge and understanding of the society in which he is living and in which he is a leader and where the members of the organization with which he is working are part. This includes the local and the national community as well as the international community.
4. The leaders should have a thorough knowledge of the techniques and methods that will enable him to conduct his leadership in a sufficient manner.

All kinds of leadership training at various levels should include these four points although depending on the actual kind of leadership training, stress should be laid on specific parts according to the function to be carried out and the objectives to be achieved.

The methods of training should not be primarily theoretical. Training should be given in working methods above all and help future lea-

ders to discover economic, social and political realities as well as to develop in them problem-solving attitudes. Leaders have to be trained in the appropriate moral attitudes, such as learning to identify themselves with their community without losing their leadership. A devotion to the values of the society has to be promoted as well as a willingness to change this environment for its own benefit.

material

Although a great deal of material for leadership training already exists there is a need for material better adapted to local conditions and to the different levels of training at which it is required. Material that has been produced in the country itself, and preferably by the group itself, is usually best at the local level. Internationally prepared and produced material however, may spark off the production of local material by indicating ways by which this may be done. With regard to production of educational material in a wider sense there are three possibilities of production which should be exploited:

- (a) to establish a unit for the production of educational material by international organizations.
- (b) to promote the establishment of production units within local and national youth organizations.
- (c) a possibility of using apprentices in the printing industry for the actual production of the material.

The realization of these possibilities could both help the organizations economically and stimulate them to greater self-help. In leadership training use should be made of all suitable materials and methods of communication appropriate to the particular circumstances.

nehru literacy award 1974

presentation speech

Fakhruddin Ali Ahmed

I am happy to be here and associate myself with this pleasant function of presenting the Nehru Literacy Award to my good friend, Shri T.S. Avinashilingam Chettiar. I offer him my heartiest congratulations on the distinction conferred on him by the Indian Adult Education Association in recognition of his meritorious services in the cause of literacy and adult education in India.

Shri Chettiar has a long and distinguished record of service to the country and his contribution to educational regeneration is well-known and has received national recognition. The vast complex of educational institutions established at Coimbatore under his inspiring and dynamic leadership is a living testimony to his vision and dedication to the cause of education in general and his keenness for the education and upliftment of women in particular.

The problem of inadequacies in educational facilities was the first and foremost task which the Nation had to address itself after independence. Since then there has been tremendous increase in the number of institutions, students and teachers and the overall expenditure on education has increased manifold. But in spite of all this, we have been able to achieve only less than 30 per cent literacy in India and among women the percentage is much lower. This is a pointer to the stupendous task we have before us in the field of education.

Literacy opens the door to a richer life for an individual and promotes national progress. Many of our ills can be traced to illiteracy of the large masses of our people, particularly in rural areas and among working classes in the urban areas. Unless we pay immediate attention to this problem all our efforts at bringing about radical changes in our economic and social structure will be thwarted.

The Government has, therefore, planned a new strategy in the field of adult education to

initiate a major thrust for the provision of non-formal education, including literacy to the large number of rural and urban community, who have hitherto been deprived of the benefits of education. In the Fifth Plan special emphasis has been laid on programmes of adult education which will include (a) informal education including liquidation of illiteracy and provision of welfare services for the age-group 15-25 and (b) linking the programme of liquidating adult illiteracy with employment programmes. Efforts are also afoot to ensure that the services of large number of college students will be utilised for this purpose and the students who are desirous of contributing to the national effort in this area are provided the opportunity and assistance for making at least 5 persons literate before they graduate. At the same time National Volunteer Service Corps under which students, after graduation, will work on a full time basis for at least one year in rural areas will be for providing relevant and meaningful non-formal education and functional literacy linked to the life of the people in the rural areas.

Success of all these measures will largely depend upon the support and cooperation the government receives from voluntary agencies and organisations and above all the people themselves. In this field the role of organisations like the Indian Adult Education Association and of selfless and dedicated workers like Shri Avinashilingam Chettiar cannot be over-emphasised. They play a vital role by rousing the conscience of social workers and inspiring them to take up the cause with all earnestness and zeal and at the same time provide wherewithal to the various institutions running under their patronage. Only through a well coordinated action we will be able to make a headway in spreading literacy to every nook and corner of the country. If the nation has to

benefit from the modern techniques in the field of agriculture and industry, then every one of its farmers and workers must be educated and trained to avail themselves of these facilities. They must therefore be educated in the quickest time possible.

I thank the Indian Adult Education Association for affording me this opportunity to be with you all and I wish Shri Avinashilingam Chettiar many more years of active service in the cause of eradication of illiteracy.

acceptance speech

T. S. Avinashilingam
Chettiar

I am very grateful to the President of India and to the President and Members of the Indian Adult Education Association for this Award which I value very much. But let me add that this Award has been possible by the dedication and hard work of all our workers in the institution with which I am connected and which I have had the honour and privilege to found namely the Ramakrishna Mission Vidyalaya which is a complex of educational institutions for men, the Avinashilingam Home Science College at Coimbatore which is a complex of institutions for women and the Tamil Academy which has brought out an Encyclopaedia in Tamil for adult and is bringing out an Encyclopaedia in Tamil for Children and to the large number of my co-workers who have been working with me in the rural areas in the educational and development activities. These institutions and their services have been made possible by the inspiration of the ideals of Sri Ramakrishna, Swami Vivekananda and Mahatma Gandhi. I am extremely thankful to the President and the Indian Adult Education Association for the very kind recognition that they

have given to our work.

An Encyclopaedia on Education has defined Adult Education as everything for everybody. Adult Education is not, as commonly understood only for the un-educated and illiterate. Adult Education aims at keeping all in the community including medical, engineering, teaching agricultural, administrative and other professions, to keep themselves in touch with the progress of knowledge especially in their own lines.

But as important and perhaps more important is the giving of knowledge to the millions of people who do not have it. It is sorrowful reading to see in the 1971 census that only 29.45 per cent are literate in our country, 39.45 among men and 18.70 among women. It has been well said that India has a poor people in a rich country. Our resources in land, minerals, water etc. are rich, but still there is no country in the world perhaps which has greater poverty than ours.

We have made development plans in the last quarter of a century. But in these development plans we have not brought into our fold of work, initiative and enthusiasm of nearly 70 per cent of our people. The result is that our plans are half-hearted and have not yielded large results. Consequently, there has been also a mal-distribution of the benefits of the plans. Today if India is to survive and come out of this rut of indifference and non-participation in national efforts, what is necessary is to give education to the millions of people who have not had it and inspire them to greater understanding and effort.

In the past, Adult Literacy programmes have not met with much success for a variety of reasons. To attract an adult, we must prove to him that the knowledge that he gets will be useful to him to lead a better and more prosperous life. It is a good sign of the times that Adult Education has received a

new orientation in the form of non-formal and functional education. It has been increasingly recognised that an adult educated in proper skills and inculcated with proper attitudes is many times more productive than an adult who is not so educated. Therefore in the interest of national development, it is necessary that the 70 per cent of the people who are kept out of the national development programmes at present, should be brought within them through a scheme of adult education which will be useful to them in their daily life and which will improve their confidence, efficiency and productivity and help in getting them a better living.

Some steps are proposed to be taken in our Fifth Five Year Plan towards this end, such as non-formal educational facilities at all stages; at the elementary stage, multiple entry and part-time programmes; for out of school youth, non-formal programmes for the age group 15-25; at the secondary stage, part-time classes in secondary schools for those who are already working, examination facilities for private candidates and correspondence courses at the University level; the establishment of an Open University at the national level, and provision of facilities for correspondence education in at least one university in each state; for adults, a variety of non-formal programmes according to their needs. The acceptance of these concepts, and the provision of a place for them in our plans is gratifying.

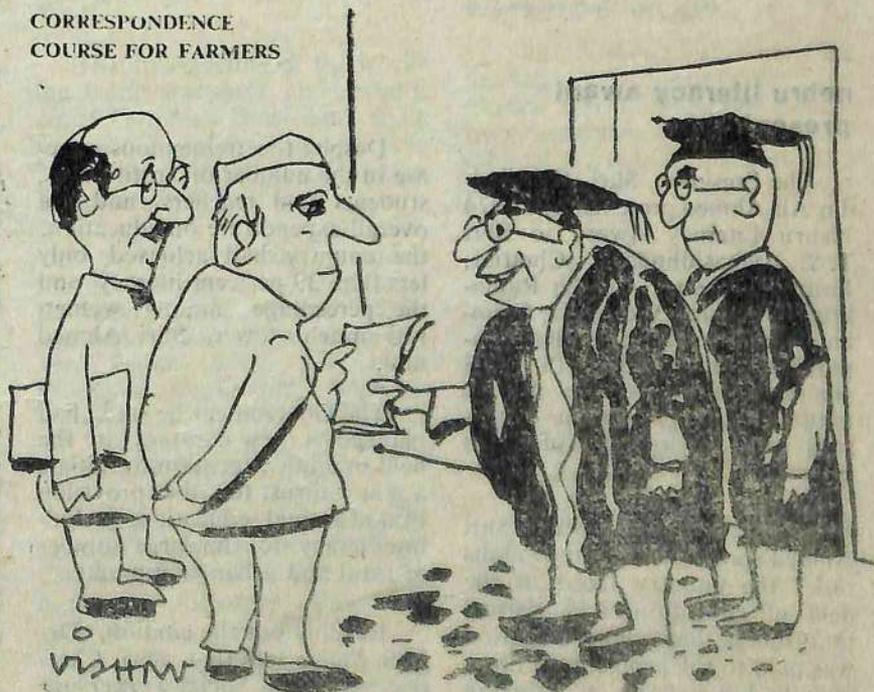
But it is unfortunate in our country, that many of the best programmes started with great enthusiasm to begin with have faltered and have been declared failures after sometime. The Basic Education acclaimed to be the best for our country and started by the Father of the Nation, the Community Development movement initiated by Pandit Jawaharlal Nehru in the fifties, many salu-

tary educational reforms recommended by the Radhakrishnan Commission and the Rural Institutes which contained the best elements of reforms sought to be implemented in our higher education system...all these found a very respectable place in our plans and were begun enthusiastically and after some years condemned ceremoniously. It is not that these schemes are wrong, but the people, leaders, administrators and workers who worked them did not have the sincerity, persistence and dedication for a successful implementation. Lack of dedication in our teachers and others and the new agitational approach adopted by them and the consequent indiscipline amongst students and others are things which should make all of us think. The success of all these well meaning and good schemes depends very much on our dedication and sacrifice and sincerity. The objective of all education in all its aspects including adult education should be to inspire

this spirit of dedication, patriotism and sacrifice in our people in addition to giving knowledge.

The future of our country and the solution of the most important problem such as poverty and unemployment depend upon the inculcation of a new sense of patriotism, understanding and dedication among the educated and the well-to-do sections of our people and this can be possible only by a good scheme of adult education inspired by patriotism and dedication. For this we must make a united and large-scale effort. Such a task cannot be accomplished through paid and professional people alone. Voluntary agencies must be helped and activated. Energies of students and young men must be harnessed for this purpose. Given the will and inspiration and given the necessary national effort—and God willing—and God helps who help themselves—this great task, vast and stupendous as it is, can be done within a reasonable time.

CORRESPONDENCE COURSE FOR FARMERS



"If they don't find our course useful they can use it for fertilising the crops because the paper is specially processed..."

Shri Chettiar, the citation said had been greatly influenced by the ideas of Shri Ramakrishna, Swami Vivekananda and Mahatma Gandhi and under their inspiration had established the Ramakrishna Mission Vidyalaya in 1930 and the Avinashilingam Education Trust (for Women's Education) in 1951.

In his acceptance speech Shri Chettiar said, "the future of the country and the solution of the most important problems such as poverty and unemployment depend upon the inculcation of a new sense of patriotism, understanding and dedication among the educated and well to do section of our people and this can be possible only by a good scheme of adult education inspired by patriotism and dedication."

Shri V.S. Mathur, Vice-President, Indian Adult Education Association, proposed a vote of thanks.

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

A Souvenir on the occasion was published by the Association.

An interview with Shri Chettiar was televised by Delhi TV Centre in its programme "Men & Matters".

annual conference in jabalpur

The 28th annual conference of the Indian Adult Education Association will be held in Jabalpur (M.P.) from October 25 to 27, 1975. The theme of the conference is "Non-formal Education : a Remedy and a Restorer".

The key-note address will be delivered by Shri P.N. Haksar, Deputy Chairman, Planning Commission.

All persons connected with adult education are entitled to attend the Conference. To reserve accommodation and to receive

nehru literacy award presented

The President, Shri Fakhruddin Ali Ahmed presented the 1974 Nehru Literacy Award to Shri T. S. Avinashilingam Chettiar, Founder-Director of the Ramakrishna Mission Vidyalaya, Coimbatore at a ceremony in Rashtrapati Bhavan on April 15, 1975 for meritorious services to the nation in the promotion of literacy and development of adult education.

Presenting the Award Shri Ahmed spoke of the "stupendous task" the country faced in the field of education and warned that unless immediate attention was paid to the problem of illiteracy, "all our efforts at bringing about radical changes in our economic and social structure will be thwarted".

Despite the tremendous increase in the number of institutions, students and teachers and the overall expenditure on education, the country had achieved only less than 30 per cent literacy and the percentage among women was much lower, Shri Ahmed said.

The Government he said, had planned a new strategy in the field of adult education to initiate a major thrust for the provision of non-formal education, including literacy to the large number of rural and urban community.

Reading out the citation, Dr. M.S. Mehta said that Shri Chettiar, statesman, social worker and educator had a long and distinguished record of service to this country.

reading material the intending participants are requested to send delegation fee of Rs. 10/- to the Hony. General Secretary of the Association by September 25, 1975.

state level associations in m.p. & u.p.

With the efforts of the Association the state level associations in Madhya Pradesh and Uttar Pradesh have come into existence. The meeting of the ad-hoc committee of the Madhya Pradesh Adult Education Association was held in Gwalior on April 8, 1975. Shri J.L. Sachdeva attended the meeting on behalf of the Indian Adult Education Association.

Shri Gore Lal Shukla, IAS, Member, Revenue Board was elected as President and Shri G.N. Tandon, Vice-Chancellor, Jiwaji University, Gwalior and Shri Shiv Mangal Singh Suman, Vice-Chancellor, Vikram University, Ujjain were elected as Vice-Presidents. Shri K.C. Choudhary of Mhow, Indore and Shri C.S. Barkatiya were elected as Secretary and Treasurer respectively. The Madhya Pradesh Association proposes to hold a one-day state level Conference prior to the Conference of the Indian Adult Education Association in October this year in Jabalpur.

The Uttar Pradesh Adult Education Association has also been established with Shri N.D. Tewari, Finance Minister, U.P as President and Shri P.N. Tripathi, Deorighat, Azamgarh as General Secretary.

board for promotion of organisations of rural poor

A Board for the promotion of organisations of the rural poor has been set up to promote the establishment and growth of organisations of rural and agricultural workers and persons engaged in allied and subsidiary occupations as instruments and/or agencies of betterment and improve-

ment of their lives and working conditions and to provide such organisations necessary know-how, aid and help both financial and technical as also to function as a centre of mobilization of such workers and as clearing house of information required for efficient functioning of such organisation. Educational programmes for development was considered essential component and function of the Board.

The Association has associated itself alongwith eight other organisations in the establishment of the Board.

Shri V.S. Mathur, Vice-President of the Association is the Member-Secretary-Treasurer of the Board.

working group on non-formal education for women

The Association has set-up a working group of non-formal education for women to define the concept, scope and content of non-formal education for women during the International Women's Year.

The first meeting of the working group was held on February 26, 1975 in New Delhi. Smt. Gyan Chand, Vice-President of the National Federation of Indian Women was in the Chair.

Among others who attended the meeting were Smt. Aroti Dutt, President, Saroj Nalini Dutt Memorial Association, Calcutta, Mrs. Padma Seth, All India Women's Conference, Mrs. S. Doraiswamy, Mr. A. Deleon, Dr. Amrik Singh, Dr. T.A. Koshy and Shri S.C. Dutta.

The Association will also hold regional seminars in Bombay, Calcutta, Madras and Lucknow to involve voluntary agencies in this task.

It will also bring out posters in all regional languages of the country.

workshop on project formulation of non-formal education

The Association organised a workshop of representatives of 12 organisations of neighbouring states on project formulation on non-formal education at its headquarters in New Delhi on March 24, 25, 26, 1975. Dr. M.S. Mehta inaugurated it.

The workshop discussed the methodology of non-formal education, essential components of programme planning and the model projects of non-formal education.

The workshop was addressed among others by Dr. M.S. Adises-hiah, President, Indian Adult Education Association, Mr. Asher Deleon, Unesco Adviser, Ministry of Education, Dr. T.A. Koshy, Dr. Pridipto Roy, Mrs. Bimla Bhatnagar and Shri V. Tripathi. Shri N.R. Gupta, Shri S.R. Mohsini, Dr. N.A. Ansari and Shri N.K. Pant presided over the various sessions.

workers education

The Association with the financial assistance from the Central Board of Workers Education conducted four one day schools in Swatantra Bharat Mills in January 1975 on the following subjects :-

1. Grievance Procedure
2. National and Social Goals of Trade Unions
3. Trade Unions and Productivity
4. Union Management Relations in Developing Economy.

40 peoples participated in each one day schools.

publication

The Association has recently published a book entitled "Farmers Training and Functional Literacy" edited by Anil Bordia.

from our correspondents

thailand

international workshop for evaluation specialists

The Ministry of Education, Royal Thai Government and World Education, New York, jointly sponsored an International Workshop for Evaluation Specialists on Non-formal Education, Functional Literacy and Family Life Planning. The Workshop was held at Chiangmai, Thailand.

The objectives of the workshop were:

1. To effectively assist participants to acquire a more comprehensive common understanding (in terms of concepts, attitudes, sensitivities, and skills) of program evaluation process as it pertains to family life planning for adults.
2. To serve as a practicum, using the Thai program—which incorporates family life planning into the literacy education of adults—as a case study, to develop a functional model or models of program evaluation.
3. To develop a model or models of program evaluation which, with local adaptation, may be useful in other countries in which family life planning has been incorporated into adult education programs such as literacy education.

The 36 participants were divided into three task forces to consider the following aspects of evaluation.

Task Force I. Learner Characteristics, Perspectives, Needs & Gains.

Task Force II. Instruction.

Task Force III. Organizational Development.

A design for Evaluating the Thai Literacy and Family Life Education Programme prepared by the specialists of the Thai Ministry of Education, in collaboration with a Specialist provided by World Education and The Ford Foundation formed the working paper of the Workshop.

Background papers on projects represented at the Workshop, including one on "Monitoring a Non-formal Education project" based on the Non-formal Education Project being operated by the Council for Social Development, New Delhi, were also made available to the participants.

In addition, "An Evaluation Guide for Adult Basic Education Programmes" prepared by the Centre for Adult Education, Teachers College, Columbia University was a supporting document of the Workshop.

The reports presented by the Three Task Forces were discussed during the last three days of the Workshop and finalised as the report of the Workshop. It is a very comprehensive document dealing with all aspects of evaluation. The report is valuable as a guide for preparing design for evaluation of Functional Literacy and Non-formal Education Projects.

syracuse

tolley medal for lalage bown

Miss Lalage Bown, Professor

of Adult Education at Ahmadu Bello University, Zaria, Nigeria has been awarded the William Pearson Tolley Medal for Distinguished Leadership in Adult Education by the Syracuse University of the United States.

Miss Bown, an Oxford University graduate in modern history, was one of the pioneer staff of the University College of the Gold Coast, now the University of Ghana. She was associated there with the building and development of the Awudome Residential Adult College, the first such institution in Africa. She was one of the pioneer extra-mural staff of what is now Makerere University, Uganda and then for six years was in the extra-mural department of the University of Ibadan, Nigeria, most of the time as deputy director. She is now the first professor of adult education and chief extension coordinator of Ahmadu Bello University, the largest in tropical Africa. She has spent over 26 years in University Adult Education in Africa.

Miss Bown has travelled extensively in Africa and has lectured at universities in Britain, the West Indies, North America and Hong Kong. She has written dozens of articles in journals or specialist books on adult education and African studies.

Miss Bown will be the sixth person and the first woman to receive the Tolley Medal, which was first awarded in 1966 to Cyril O. Houle, professor of education, University of Chicago. The other recipients were Mohan S. Mehta, former President, Indian Adult Education Association, Sidney G. Raybould, professor emeritus of adult education, University of Leeds, England; Keneth G. Bartlett, first dean of College, Syracuse University's continuing education college, and James Robbins Kidd, professor of comparative studies, Ontario Institute for Studies in Education, Toronto.

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(See Rule 8)

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2. A Literacy Journey—C. Bonanni, 1973	Rs. 8.00 \$ 3.00
3. Adult Education for Women, 1973	Rs. 6.00 \$ 2.00
4. Adult & Community Education : An Indian Experiment—S.R. Mohsini, 1973	Rs. 10.00 \$ 4.00
5. Adult Education in India—A Book of Readings Edited by Anil Bordia, J.R. Kidd and J.A. Draper, 1973	Rs. 50.00 \$ 10.00
6. Adult Education for Farmers—J.C. Mathur, 1972	Rs. 12.00 \$ 5.00
7. Manual for Adult Literacy Teachers N.R. Gupta, 1971	Rs. 10.00 \$ 2.75
8. Adult Education in the Seventies, 1970	Rs. 5.00 \$ 1.75
9. Adult Education and National Integration, 1970	Rs. 3.50 \$ 1.25

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theme : rural youth



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the great triveni

According to ancient Indian lore holiness is in the confluence of three rivers. Of these two—the Ganges and the Yamuna can be seen even to-day—but the third river named after Saraswati the Goddess of learning, is invisible and is presumed to flow deep underground.

Deep beneath the flow of social and economic changes and industrial and agricultural growths, there has to be the invisible stream of adult and youth education. Bereft of its effect on the skills and values of the working population, progress in any sense would be painfully slow if not unattainable. The grave error of the post-war economic thinking lay in that development was conceived as a mere function of accumulation of capital. The error is now evident. But many years have gone by—many valuable years through which the inexorable growth of population has made the problem more intractable, the resources less available.

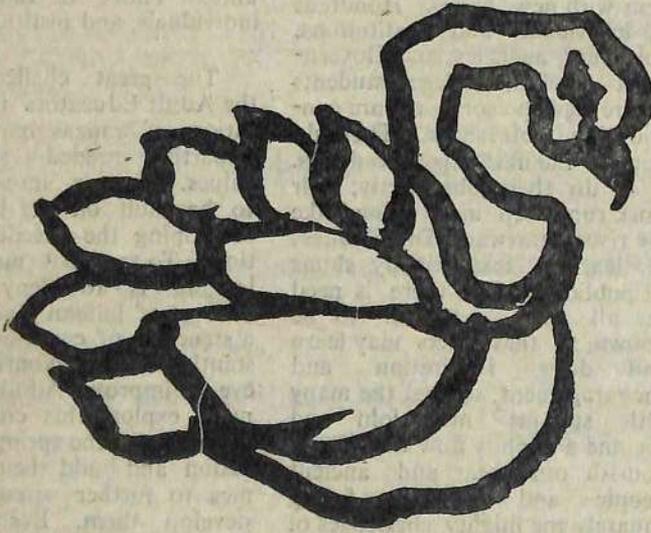
It is never too late to remedy an error. It is also never too soon. There is no time to waste, nor even to bemoan about lost time. The need is to activate the underground channels of learning, to desilt and to deepen them, so that relevant skills and values inform all citizens at home, at school, in farms and in factories. Everyone is a learner and everyone is a teacher and all time and all place is good time and good place for learning.

There are to-day in Indian adult education programmes vibrant with new energy, resplendent with new hopes. Hundreds of individuals and institutions, voluntary agencies and Government officials, college students and retired persons—all are contributing their share. They do not get the newspaper headlines. They do their jobs quietly; their work runs deep underground like the river Saraswati. The Goddess of learning traditionally shuns all publicity. Yet there is need for all these activities to be known, so that others may learn and draw inspiration and encouragement, so that the many little streams may join and become a mighty flow that would nourish our great and ancient people and assist in facing squarely the mighty challenges of the coming years and in the fulfilment of the immediate tasks.

These challenges and tasks are well known. First it lies in the abundant production of food, of cereals and pulses, of vegetable and fruits, of fish, meat, and milk. It is in the production of cloth, in the provision of housing and of drinking water, and of other essential amenities including health, education, sports and cultural opportunities. It lies in afforestation, in avoidance of pollution and in population control. Above all it is in the development of cooperative values, in the definite preference for sharing to possessing, for contributing to acquiring.

1975 is the last year of the first-three quarters of the 20th century. It is time for Adult Educators to take stock of what they have done, and what they are doing and set their sights for the crucial 25 years when a new century will be born—and perhaps with it a new age and a new man. But the “distant scene” will not come to pass by mere imagination. Or by isolated “grand” efforts. Let us remember that though Baghiratha is credited with having brought the Ganges down, this was possible because the hundreds of sons of Sagara had dug up the ocean (therefore called Sagar). What we need is the united effort of thousands of individuals, and institutions.

The great challenge before the Adult Educators is the generation of a mass movement for imparting needed skills and values. Such a movement has to be built on the bedrock of developing the needed motivation. To say that motivation is lacking is to deny the very concept of human personality as a structure of consciousness constantly and endeavouring to achieve, to improve. Adult Educators must explore this consciousness and discover the springs of motivation and build their programmes to further strengthen and develop them. Every human being is interested in his betterment and the so called apathy or difference is in reality attributable to the failure of the educator and the educative process in relating to the environment. If the educators approach the adult with faith in his infinite capacity and provide him with useful knowledge, values and skills, the apathy will turn into enthusiasm. There can be no true education without motivation and no true motivation without education. This is perennial source of the great hidden stream of adult education whose confluence alone would speed up, perhaps make possible the other great endeavours.



हर्तुर्याति न गोचरं किमपि शं पुष्पाति यत्सर्वदा-
प्यथिस्यः प्रतिपाद्यमानमनिशं प्राप्नोति वृद्धि पराम् ।
कल्पान्तेऽवपि न प्रयाति निधनं विद्याख्यमन्तर्धनं
येवां तांप्रति मानमुज्झत नृपाः कस्तैः सह स्पधंते ॥

Bhartruhari

Knowledge is that kind of wealth which a robber cannot take away. It always brings peace. Even when it is distributed all the time, it does not decrease ; instead it increases. This will continue to be so as long as the world endures and indeed even after that. Ye Lords, do not show arrogance towards those who have the wealth of knowledge for no one can rival the men of learning.

continuing education for work among small farmers

J. C. Mathur

It may be futile to undertake a purely educational programme for the small and poor farmers. The educator should instead organize production-cum-educational programme. The challenge is complex but the rewards are stimulating. Shri J. C. Mathur, Director & Team Leader, ASARRD, FAO, Bangkok, Thailand analysis the challenge.

In an analytical essay on peasant societies and agrarian cultures, Professor Nicholas Georgescu-Roegen has made the point that "the peasant views any idea or anyone coming from town with suspicion, and rightly so." The town has repeatedly inveigled the village into accepting a losing deal. Partly this is because urban economy is based upon market operations, buying and selling and the principle of marginal productivity. Peasant economy in the past has hinged upon the opportunity for work to all, work in order to fulfil the peasant's own basic necessities of life. Also urban industries and manufactures are independent of the

seasons. The biological processes that govern agriculture depend upon the energy radiated by the sun and determining climatic conditions. They are also irreversible unlike a manufacturing process.

The crisis today in developing countries is that the availability of an unprecedented farm technology (genetically improved seeds, water-management, machinery, chemical fertilizers, pest control) has brought the subsistence agriculture of the peasant on the threshold of commercial or investment agriculture. In this situation the urban economist and the urban educator thinks that the peasant should readily change his attitude towards production and he should be enabled to do so and to adapt the new techno-

logy, through education and training.

While these objectives are desirable and, indeed, urgent, two equally important actions are necessary on the urban side. First, urban industry and manufacture should moderate the current excessive production of consumer goods and divert more substantial capital and enterprise to production of farm-inputs (fertilizers, pesticides, agricultural machinery, fuel etc.). Secondly, the urban educator should educate himself in the peasant economy and traditions and try to get some acquaintance with the peculiarities of the biological and economic processes of farming.

This means that any

See Subsistence Agriculture and Economic Development—edit. Wharton, Chicago 1969 p. 87.

programme of continuing education for peasant farmers should include an orientation course for the educators themselves.

The term "educator" is used here to connote all those who are engaged in communicating with farmers—extension-agents, suppliers of inputs, information-media men, and adult educators. Most extension agents and most agronomists and experts in production techniques, have inadequate understanding of the sociology and land problems of peasant-farmers. They are out to push their production programmes and the drive to show results quickly compels them to concentrate upon the more resourceful and enterprising among the farmers. Communication experts and those who evaluate programmes tend to judge the villager's behaviour and responses in the light of their expression of urban behaviours. Inter-personal communication is a major ancillary to radio-broadcasts for the spread of information and neighbourhood leaders' or reference personnel are often the opinion-makers. This conclusion derived from most surveys and studies in rural areas is actually an echo of the urban situation where work environment and leisure environment are distinct from each other. In villages it is the same, and therefore the impact on rural groups may well depend upon their mutual economic relationship and the relevance of the information to their group interests. That is why the better-off farmers who have taken advantage of the new high-yielding seeds technology have not been effective communicators of new agricultural information to the smaller farmers.

To educate small farmers and landless labourers, one has to know about their tenurial status, their rights over land, the basis of tenancy, the wage-rates etc. These are matters with which the average educator seldom concerns himself. Even those educators

who come from rural areas seem to attach little importance to these matters as a basis of communicating with the small farmers. Strangely enough, agronomists and livestock and fishery experts who carry the message and techniques of development are indifferent to the tenurial problems and some of them are even ignorant in these matters. To the small farmer, education will be meaningful if he could know about his rights on land and in respect of wages and could understand the changing laws of the land.

Why Ask Me About Adult Education? How Am I concerned? Precisely. You are not concerned. But should you not be? What can you contribute? Time? Money? Thinking? Work? Please write to the INDIAN JOURNAL OF ADULT EDUCATION.

Small farmers have other problems even more important. Production in small holdings can be increased through techniques of multiple cropping and adequate land preparation. For this, heavy inputs applied in a planned and regulated way are essential. Farm-planning, farm management and account keeping are thus the tools of education and literacy. The general belief among literacy teachers is that once the farmer becomes literate, he would use the skill for these purposes. It is assumed that he would have the motivation and patience to acquire the skill unrelated, at the learning stage, to his work. This may be so for the son of a better-off farmer whose resources may permit him the leisure for such preparatory learning. But the small and poor farmer and agriculturist is either too busy or has uncertain and inadequate employment leading to anxieties and frustration.

From this it follows that in

the situation of the small and poor farmers it may be futile to undertake a purely educational programme. The educator should instead organize production-cum-educational or development-cum-training programmes. Such a programme would call for investment, planning, some structural innovations and the involvement of the learners in a process of improved farming with the help of the material tools and inputs, as well as the tools of learning and literacy. In such a programme, farm plans take the place of the Primer, demonstration takes the place of classroom teaching, keeping accounts becomes the homework.

It is obvious that in this kind of work, the educator may have to assume the role of a development-planner, and the teacher that of a participant in the production process. They will have to equip themselves for these roles, through a change in attitudes and through some kind of orientation and self-education. They may have to raise resources, contact banks and credit-giving agencies, seek the help of government officials, and, in the area of their operations, form a society or association through which to conduct such multipurpose activities. While doing all this, they will need to give a fresh look at the accepted techniques of communication and teaching. At what stage is the group-discussion to grow out of group activity? It is safe to identify the local leader right at the beginning? What kind of referencing-system should be evolved to follow up one-time media programmes? What should be the order in which words and letters should be introduced?

Though the challenge of such an undertaking may be complex, its rewards may be stimulating. For education when used as a direct instrument of development of the poor, is a mission far beyond the scope of enlightenment.

organisation of non-formal education programmes

Satyen Maitra

...The pedlars of education programmes coming from a superior level of existing usually see the learners in their own image. This is insidious conceit leading to folly...

(I)

Non-Formal education has special significance in a country where about 70% of the people are totally illiterate. Moreover, 90% of those who are literate are below the school final standard and of the 10% whose standard is above, have been educated in a largely inadequate and irrelevant system. This system puts a premium on learning by rote and the subject matter has little bearing on the lives of the learners. Another significant fact is that the percentage of literacy among women is disproportionately low—only about 18%. So both the content and extent of informal education which the children can receive in their homes from two important source—their mothers and sisters—are not only meagre but are also unsuitable for the future citizenry. This informal educa-

tion, otherwise, can be a good corrective to the existing deficient formal education. No wonder there is such a great divergence between the stated objectives of our country and their pursuit. This kind of divergence creates serious consequences. It results in recognition of progressive objectives only at the surface and the verbal level and endorsement of regressive objectives at the deep and the action level. The structure of formal education in use in this country perpetuates and even stabilises this contradictory state of affairs. Theory and practice pull in different directions.

(II)

In our search for easy solutions to our problems, we draw up excellent schemes and plans and expect desirable and tangible results. But schemes and plans, however well formulated, can never by themselves bring about expected results. There are fac-

tors and problems which can make or break a plan, and unless we take them into reckoning or make an effort to resolve them, we shall only strengthen the doubts expressed by the poet Burns:

“The best laid schemes of mice and men Gang aft agley.”

Let us now consider some of these problems. These problems are generated and compounded by certain firmly held assumptions. The assumptions are:

(a) Our society is a homogeneous society with a congruence or convergence of interests. The fact is, that it is not. This was one of the basic mistakes of the Community Development Planning. There are conflicting and opposing interests even in a rural society. Most of our schemes and plans have benefited a small section of the rural rich and bypassed the rural poor. The rural rich usually send their children to the formal institutions; so the target group for non-formal education in rural areas should be the rural poor and their children. Similarly, in urban society, where there is not even a pretence of homogeneity, the target group for non-formal education should be the urban poor and their children. This means that in terms of non-formal education there should be an organised educational activity for the deprived sections of the population both in rural and in urban areas, and the content of this educational programme should enable the learners to acquire necessary information and knowledge, effect attitudinal changes, and overcome the limitations and constraints under which they operate. In other words this non-formal education should help the learners to reduce the disparity and inequality which exists between them and the more fortunate sections of society.

(b) Another assumption is that this deprived section is avid for learning, that they are

The author is Vice-President, Bengal Social Service League, Calcutta.

already motivated. This is not strictly true. In a largely illiterate society a strong urge to learn, by and large, does not exist. Centuries of denial of sustenance and nourishment have blunted this urge to know and grow; a crust has formed on their minds. It is the job of the educator to find the source of this urge, stir it to life and help it to develop. It is also his responsibility to break through this crust. Otherwise all his teaching will merely roll off it like water off a duck's back. This art of rousing the consciousness of the learners and then to sustain it, is the prime requisite of the educator. The pedlars of education programmes coming from a superior level of existing usually see the learners in their own image. This is insidious conceit leading to folly. They are unable to understand that an educational programme which fails to rouse the interest of the learners should not be pursued, however, excellently prepared it may seem to be.

(c) Another assumption is that a scheme somehow generates its own conditions for success; that circumstances change or adapt themselves with the introduction of a scheme. It is not so. Circumstances quite often remain what they are or bend the intended change to conform the existing conditions. It is especially true when changes in education or in other areas are introduced piecemeal; the odds are heavily weighted against them. Large-scale sweeping changes provide greater opportunities for innovations to strike roots. Introduction of non-formal education without concomitant changes in the formal education poses a greater challenge to its success and viability.

(d) A common mistake which may eventually pervert the basic objective of non-formal education is to look upon it as a cheap and diluted form of formal education, for the educationally underprivi-

leged; as if it provides for the younger age groups an inexpensive and shorter route to the ultimate destination of academic education. This attitude will denude non-formal education of even the doubtful benefits of formal education. Non-formal education should exist and develop in its own right. Those learners who would like to switch over to formal education should be allowed to do so but since non-formal education seeks to help learners function more effectively in a developing society, it must be planned as a separate and parallel learning system, making it flexible, need based and diversified. It should be lifelong, continuous educational process. The main emphasis in non-formal education should be on helping learners to acquire skills in order to solve the various problems which they face in the existing skills in order to solve the various problems which they face in the existing living conditions. Naturally these will assume greater importance in the older age groups, but these skills needs to be gradually developed and strengthened even in the younger age groups.

(III)

Programmes for non-formal education should not be organised around the above assumptions. There would be a strong temptation to do it as that would make the task so much easier. But that task will accomplish nothing. It may even queer the pitch for the programme as a whole and make present or future innovations and experiments more suspect in the eyes of the target groups. If the non-formal education is to play the role that is expected of it, a body of people must be created who would understand the implications of non-formal education and the appropriate methodology and pedagogy which are required for its implementation. In our country, the tradition of non-formal education is practically

non-existent. There was at one time a vigorous programme of informal education, around the epics, for example. Apart from the classics, there were also popular regional editions which contained valuable lessons for all sections of the society, and these lessons were expounded both to the literates and non-literates. The society might not have been literate, but it was educated in some of the fundamentals of living. With the advent of British, a new urban based elite was created and by and large they were not concerned with either the content or technique of mass and popular education. Since non-formal education, in the final analysis, is a mass and popular education programme, instructors and implementers will have to know the people intimately and also be trained in the art of routing and sustaining their interest. Foreign models, however good they may be in their own country cannot be grafted in toto. They may have to be drastically altered to suit the conditions in our own country. We have yet to develop good indigenous models. Mere expansion of the existing literacy centres will not usher in expected changes. It is not necessary here to dwell on the importance of curriculum and syllabus for non-formal education. But the organisers must learn to look upon this programme as basically action-oriented. So long, there has been a dichotomy between learning and doing. Non-formal education should alter that. This need not conjure up visions of heads rolling and barricades being constructed. It means that there large areas in our lives—in health, in environmental improvement, in vocational competence, in the formation of various skills, in citizenship participation, in the acquisition of a rational and scientific outlook, in the discharge of family responsibilities and parenthood, where properly organised non-formal education can play a much more effective role than the conventional formal educa-

tion. It should also lead to critical awareness, realisation of how illiteracy and ignorance can lead to social injustice and economic inequality. Above all, it should aim for the continuous unfolding of the creative potentiality of the human being. It is the singularity of the individual which gives distinction and meaning to personality and character.

So the final requirement for a fruitful programme of non-formal education is training and orientation. Any agency—Government or non-Government—which takes it up should ensure that the objectives and targets of non-formal education remain clear and distinct. This can only be done if the top executives of the agency themselves grasp the implications of non-formal education. They need to be trained first. Quite often, the top executives have an insufficient understanding of the special character of a project and are unable to monitor it properly. The project gets distorted and falls far short of the anticipated results.

The project is then blamed and discarded and something also is taken up-again to be discarded in its turn. Many in the Government and even in the non-Government agencies are sceptical about non-formal education. Their doubts need to be resolved and their questions answered. There must be a core body in every agency who can do this; and they need to be identified and trained first. They in their turn should see to it that the training programme for the planners, executors, educators, supervisors and evaluators embrace the basic objectives of non-formal education. This training programme should not be a one-shot operation. A whole host of questions which will be generated in this field need to be faced and tackled. There must be continuous training and evaluation with a view to strengthening the programmes.

(IV)

A non-formal education programme will be largely successful if it can succeed in making it not only instructive but also entertaining. The deprived section in our country lives in a tough, gritty, distressing environment. Any programme which introduces an element of joy, of animation, motivates the learners in a marked degree. There are some indigenous cultural forms like community songs, plays, jattras, puppetry, and other media which have entertained and influenced our people through the ages. These can appreciably increase the effectiveness of non-formal education provided there is conscious and intelligent effort to develop them as agents of change. They can bring about attitudinal changes much more effectively than mere dissemination of dry-as-dust information. Properly planned non-formal education cannot only lead to a revival and revitalisation of the peoples' culture, it can level it up, enrich it and make it a stimulant for social action. The planners and educators would considerably enhance the scope and dimension of non-formal education if they utilise and develop the popular forms of entertainment.

Certainly in non-formal education programmes, apart from the media mentioned above, mass media like the radio, cinema and television can also contribute in a very significant manner. So long they have been important sources of informal education, but by and large they have generated false values and created a world of illusion. In many developing countries the radio and television have been used jointly or singly for the eradication of illiteracy in specially devised programmes, and have established their efficiency. They have proved their worth in a broad spectrum of community education, too. They have two important features—they can serve a large number, running into hundreds of thousands of learners, and the

novely and the innovative nature of the process of education attract learners who generally find the atmosphere of conventional adult education centres stifling, the methodology boring and the content matter irrelevant.

(V)

Let us now discuss some of the requirements related to the implementation of non-formal education:

(a) As has been mentioned earlier, the educated middle class in our country has practically severed all cultural links with the underprivileged. This has made the communication process between these two sections extremely difficult. The former may be full of sympathy for the latter, but what is needed in the context of educational communication is empathy, not sympathy. Empathy is the ability to understand and how others feel and think, to look at problems from their point of view, to get 'under their skin'.

This would enable the educators to understand what is to be taught, how it is to be taught, and why it is to be taught. This would take into account the learners' feelings and concerns. This would also take into account the particular milieu in which the learner is situated—rural, semi-rural, urban or tribal. This would help prepare not only relevant learning materials but also teaching methods. Irrelevance occurs if the materials are unconnected with the learners' knowledge and experience.

(b) Any educational programme that aims to engage the people in its operation must possess certain qualifications. The first is its drawing power or pull. Secondly it must be meaningful to the people in their condition. Thirdly it must not be too complex nor too remote from their present level of existence.

Fourthly they must be able to visualise how the programmes will fit into their existing pattern of life and work, and effect an improvement in that pattern.

(c) Broadly there are four categories in India who suffer from illiteracy and lack of relevant knowledge. They are: (i) rural labour, small and marginal farmers in rural areas, (ii) industrial labour and slum dwellers in urban areas, (iii) tribals, and (iv) women. Learning materials prepared must take into account the special needs and problems of the above categories. These materials can be printed and non-printed. Some of the printing materials should preferably be prepared in the writers' workshops with the assistance of technically knowledgeable people. These should be graded according to the level of literacy of the users, and should not be uniform but diverse, taking into account regional differences and linguistic requirements including tribal dialects. The main emphasis in the reading materials should be on action and the approach should be that of problem-solving. One of the basic skills which the educators of non-formal education will have to develop is to make the whole learning process a participating one. This requires accent on discussion and dialogue and a qualitative change from the present pedagogic approach where the teacher is active and the learners passive.

Apart from reading materials, simple non-projected A-V aids like flash cards, flannel-graphs, puppetry, should be used extensively. They cost little but are very effective as learning aids. A lot of craft training and simple vocational operations can be communicated better through a series of picture cards depicting the various stages of the operations. There is a whole area of educational technology which is as yet untapped. Non-formal education should encourage innovative and experimental methods of communication.

(d) Some sort of effort should be made to link up economic programmes with non-formal education. The clientele which non-formal education largely seeks to serve—the poor in rural and urban areas—will not be properly motivated unless they see in this programme the prospect of economic betterment. This can be through (i) formation of skills (ii) learning of crafts (iii) acquaintance with the newer and more efficient methods of production whether in agriculture or industry. Sometimes it is necessary to remove certain obstacles which impede economic development. For example, non-formal education centres for the harijans and the tribals can help them to fight for their rights and try to redress the various inequalities under which they suffer, it can help landless labourers to organise for the increment in their daily wages, it can acquaint women with their rights. Learning how to organise for one's constitutional rights and just demands should be considered as an educational process.

We are as yet unaware of the possibilities of the utilisation of resources—waste or otherwise—which lie around us. There is a tremendous scope for education and training in this field. This will lead to considerable economic gains. We are accustomed to only the conventional approach and utilisation of resources. There is a whole uncharted area where a certain amount of relevant research and appropriate technology can make material difference to the standard of living and economic development to the poorer section of the society.

(e) The non-formal education should above all try to generate confidence in people and develop their own strength. This continued dependence on outside agencies—Government or non-Government—has sapped the people's strength and made them objects, not subjects, of development process. They have yet to build up a development ethics

and development psychology. A number of programmes like digging wells, building roads, and small irrigation projects can be taken up either by the people themselves or under Food for Work programmes. If these programmes have an educational component related and bearing on the physical development work, the participants will have a clearer and scientific understanding of the forces and factors which they can use to improve the physical environment. This structural perception, constructive ability and transmission of relevant technical knowledge can help the learners to gain confidence and competence which would not only speed up the development process but would also prevent misuse and misappropriation of resources which result from people's ignorance. Both the Government and non-Government agencies trade on the people's lack of comprehension.

(f) Efforts should be made to make use of the existing community and education centres and their equipment as much as possible. The use of existing educational institutions for broader educational purposes will help to bring about the much-needed change in the formal education system also.

(VI)

A word of caution at the end. Non-formal education properly organised can certainly be an effective factor of change, but we must also be conscious of its limitations. It is not a magic wand. Too much reliance on it to bring about sweeping changes is bound to end in disappointment. It must be assisted by institutional and structural changes. Even changes in the formal education system are necessary. Non-formal education can function as a tool and weapon of change only if it is shaped and chiselled accordingly. Just sticking a label on it will not automatically increase its potency.

evaluation—its role and technique

Dr. (Mrs.) Sumati Mulay

The following is a summary of a talk delivered by the author in a training programme. The author is a trained Sociologist and had guided the Lucknow and Jaipur functional literacy evaluation programmes.

Evaluation is a word commonly used to indicate assessment or appraisal of something. This term is to judge its success or failure.

With a growing realisation of the need to use scientific principles and methods for the planning and structuring of developmental projects so that they achieve maximum success, evaluation directed to this end is now recognized as an essential component of sound developmental programming. A question here may be raised that if the evaluation is built in the system itself, it may lead to biases which might ultimately detract from their objectivity in arriving at judgments on programme effectiveness. But if the data are collected,

coded and analysed according to a preformulated design by well-trained social scientists and interpreted and presented by evaluation with a sense of detachment there is no reason why objectivity in evaluation would be endangered.

The UNESCO general conference laid down that "Evaluation is a study which permits a rigorous scientific measurement of the effects of a project or a activity, taking into accounts its objectives as established before its inception. The purpose is not only to determine the nature of this activity in its social, economic or cultural context, but also to derive guidelines for its future planning as well as that of new projects of a similar nature."

This logically states *two major foci of evaluation*. These foci are to study the impact or effectiveness of the system in achieving its objective. Secondly, the feed back of relevant important information to the agencies concerned in order to attain higher standards of excellence. A major purpose of evaluation is to evaluate the programme on a continuous basis and modify the actual operations in the light of the data gathered. It is regarded as an on going process which should be planned together with the project itself.

The aim of evaluation is not to pass a judgment on the success or otherwise of the programme but to *provide trustworthy evidence* for decision making. The approach is not to describe results but to present as fully as possible the alternatives in problem solving.

The evaluating agency is, preferably, not located within the organisational structure of the programme and interacts closely with other parts of the system in symbolic relationship. Evaluation is not a task taken up at the end but is spread over the entire life of the project.

The term 'feed back' signifies a response *from the receiver of a message* (i.e., the participant of the programme) to the communicator (i.e. implementor of the programme). But it involves more than this and the added element is called "control" meaning that the response from the receiving end actually controls or shapes the sender's behaviour. It is *this element of control which makes feed back so important in evaluation*. The evaluator must ensure not only that the ideas or information from the obtained responses reach the organizer/implementor/administrator etc. but that they do so in time and in digestible form.

what is to be evaluated & why?

At the onset one should be

clear about the broad objectives of the programme as a whole; but this is not enough. The specific operational objective must be expressed as clearly as possible.

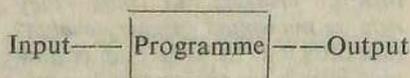
The operational details of a project must be recorded fully. The *purpose* of evaluation, the *design* for the exercise and the *selection of indicators* would all depend upon a clear understanding of what is to be evaluated.

The three characteristics of any project which are particularly significant for their evaluation may be briefly described as :

- (i) The project as an integral part of the overall national development plans;
- (ii) The new effort such as in the field of farmers training, or use of educational aids, modern mass media ;
- (iii) A coordinated administrative structure through which the project is implemented.

In other words the evaluation objectives are mainly concerned with the *experimental treatment*, the *community which is exposed* to this treatment, and the *agency* which administers and implements.

Effective evaluation of an operational experimental programme depends upon a thorough understanding of the way in which the *overall general objectives* as described above, are sought to be achieved, the *inputs* that are *actually mobilised* and the *outputs which are expected*. Diagrammatically, it can be stated as :-



An elaboration of inputs and expected outputs is not only necessary to identify the indicators of change, but also to furnish evidence on *costs in relation to benefits*. The cost benefit ratio is a crucial factor in the efficiency of a project.

how to evaluate? the design

The term *design* refers here to the *totality of the process and procedure visualised and planned for, in order to collect valid and reliable data for achieving the objectives of evaluation*.

The design for evaluation can be developed in several ways :-

- (1) A sampling survey at only one point in time, which is after the programme—technically speaking ex-post facto-study.
- (2) The sampling survey done at one point in time after programme compared with an analogous area where the programme is not organised (control) (ex-post facto with control).
- (3) Survey in the experimental area above, at two points in time—before the experiment commences and at the time of its completion (experimental design).
- (4) Survey at two points in time may be done in both the experimental and the control area.
- (5) The survey may be done at three or more points in time to assess short-term as well as medium term changes and the final achievement.
- (6) The same type of survey with one control group.

The design is to be so selected that it is neither more nor less sophisticated than that required by the logic of evaluation objectives.

how to measure progress, change, achievement indicators

A focal question in any evaluation is to *provide evidence on progress or trends*, in the achievement of programme

objectives. Crucial for this is the identification of indicators of change. An indicator is the phenomenon or variable whose presence and measurement quantum are crucial for a judgment on the effectiveness of the project in terms of the specified criteria and standards. For each indicator a valid and reliable tool or scale has to be selected or constructed. A test for instance may be prepared and administered to find out the level of knowledge regarding farm practices due to farm radio programmes.

selection of indicators

A decision in respect of the indicators must be taken at a *fairly early stage* during the preparatory phase of the project. Appropriate tools and measurements scale are to be constructed. While selecting the indicators the following points must be taken into consideration:

- (i) Practicability
- (ii) Quantifiability
- (iii) Adequacy

In developing a common framework for evaluation of experimental projects, it must be noted that *indicator can only be studied in relation to the unit of analysis*, namely the unit in respect to which changes take place. The experimental projects will primarily cause changes in the participants. Say for instance participants work in farm, or a literacy class changes are expected at the level of the work unit. Further the interaction with friends and neighbours lead to some changes in the community where they live. Indicators are therefore to be developed *with reference to each of the three levels, namely the participant, the work unit and community*.

sampling

For the collection of data a sample has to be drawn. These will be two separate series of samples—one for the experi-

mental group and the other for control.

As far as procedure of sampling are concerned they are the same as in social research project. From evaluation of a project point of view it is *difficult to prescribe a universally applicable formula*. A standard fraction of sampling cannot be suggested as the total number of participants would differ widely from project to the project. Nor can a minimum sample size be laid down. This depends upon—

- a) homogeneity of the units
- b) variability of the data
- c) pattern of habitation
- d) method of sampling

In selecting the sample of persons for the control group, the principle of category-wise matching is to be followed.

how and when to collect measurement data?

Baseline : Interim and Terminal Survey :

Once the indicators are identified, measurement tools are prepared, field tested, validated and pre-coded and the sample is drawn, the field work for data collection starts. It is advisable that data are collected at three different points of time (a) before the participants are exposed to the treatment (baseline); (b) during the operational phase (interim); (c) after the treatment is over (Terminal).

Even before collecting the baseline data, it is essential to make a close study of the background, problems in relation to which the project is developed; specific operational objectives:

- (a) The term baseline survey is undertaken at the start of a project to establish precise benchmark in respect of the predetermined—variables—indicators against which

subsequent status may be measured;

- (b) The interim survey is made during the operational phase of the project. The purpose is to assess the immediate impact, and also to know whether the project is going on in proper direction. This report is to be fed back to improve or modify the operational aspect;
- (c) Terminal survey is after the project is over. This determines the level and extent of change due to the project.

analysis and interpretation

Soon after the data have been collected they should be checked and edited. Data which have been checked must be expeditiously processed, that is analysis, utilising the *built-in-classification scheme, interpreted to answer questions raised at the start of the evaluation exercise*.

limitations of evaluation

Theoretically, these can be described as techniques of evaluation. But this cannot be rigidly followed in each and every situation. (1) It is a different thing to prepare a design, or the tool of measurement at the Headquarters of the Project and it is a different thing to conduct the evaluation project. (2) Operational difficulties do crop up when the field work for data collection is started. (3) Many times the selected control village does not remain control as the programme also is implemented there. (4) Many times the respondents of the baseline phase drop out at the terminal stage (5) One has to understand these limitations due to the social and administrative causes. The word of caution here: Think in advance of such possible difficulties; and quickly modify accordingly: This is the technique of making the evaluation project successful.

rural youths' training and action for development

C. Kishore Saint*

N.K. Paliwal**

It is often said that no development effort can take root in the rural areas unless the people who live and work in a particular place are directly involved in the tasks of betterment of their conditions. Over the years many schemes and projects have failed to make an impact because those whose lives were to be affected by these programmes did not have a share in their formulation or implementation.

As a result of the expansion of educational facilities and the extension work of the various government departments and voluntary agencies, a new generation of young people has come into being in rural areas. Many of these young people, who are increasingly aware of the new range of problems that have arisen as a result of the changes of the past two decades, are anxious to organise themselves in order to increase the extent of their mutual support, to have a forum for gaining better understanding of developmental tasks and to arrange access to agencies who could assist them in these tasks. During the past two years the Nav Yuvak Mandals (youth clubs) in the services area of Vidya Bhawan Rural Institute, Udaipur have been reorganising themselves and they have begun to make plans

to deal with some of their common problems. At their own initiative a central committee, consisting of presidents and secretaries of the individual mandals, has been formed. Thus a potential has emerged through the medium of these organisations for beginning a new era of assumption of responsibility for rural development by the new generation of young farmers and workers. Already they are participating in programmes of functional literacy, farmers advisory service, setting up of credit union etc.

In order to gain a better understanding of the task of development by the rural youth leaders a seven day residential camp was organised during May, 1974, for the Presidents and Secretaries of Nav Yuvak Mandals. The camp was held at Kailashpuri, 14 miles North of Udaipur.

The camp's objectives were to provide the leaders of Nav Yuvak Mandals an opportunity to come together for an extended period of time, to live and work together and with the help of invited resource persons, to reflect on their particular area and village situations, to assess the developmental possibilities and problems, to evolve a strategy and a plan of work for the Yuvak Mandals and to define specific task areas for their work over the coming years.

* 1. Director, Vidya Bhawan Rural Institute, Udaipur (Also Director, Training Camp).

**2. Research Assistant, Vidya Bhawan Rural Institute, Udaipur.

The camp was financed by OXFAM (India) and organised by the Extension Department of Vidya Bhawan Rural Institute, and Seva Mandir, Udaipur.

Experts from various agencies involved in the task of development of this region were invited as resource persons. Discussions were held with special emphasis on the role of Nav Yuvak Mandals in rural development. The subjects discussed were as follows :

1. Problems and prospects of development of Panchayat Samiti, Badgaon.
2. Agricultural Development in the Udaipur District.
3. Problems of Family Life.
4. Education and Development.
5. Problems of Development of Udaipur District.
6. Organization of Nav Yuvak Mandals and their role in Development.
7. Role of Religions institutions in Development.
8. Backward classes—Problems and Prospects of their Development.
9. Hybrid Maize Cultivation.
10. The Future of this Region.

Besides these, some talks and demonstrations were also arranged on balanced diet and fuel saving devices for cooking.

It was a first attempt of this kind to bring together the leaders of working rural youths in this area for a period of over a week. All of them made considerable sacrifices in leaving behind their family and work responsibilities to participate in the camp. Most of them came with little awareness what might be achieved in the camp. Some had thought that they would leave after a day or two. It is noteworthy that almost all the participants who came at the start stayed throughout the camp. Most of the others

who joined later also stayed. There was only one case in which the person left and did not return due to important work on his farm.

An evaluation was made on the last day of the camp. Those who stayed throughout the camp expressed the feeling that they had especially benefited by the talks on agriculture, family life, problems of backward classes and education. They said that the camp had provided opportunities for direct access to the government officials and agencies. They also received help and guidance with regard to the planning of the Kharif crop and information about availability of seed and fertilizers.

The camp was a product of a process of reorganisation and mobilisation of the Nav Yuvak Mandals largely initiated by themselves. The Extension Department of Vidya Bhawan Rural Institute in the light of its past experience of individual based extension work has helped these Mandals with the new emphasis on collective efforts for the common cause of all round development of the villages and the area. In the camp itself effort was made to point out the limitations and the future hazards of the purely individual-based approach. The emphasis throughout was on the common situation and the tasks for the Nav Yuvak Mandals as a group.

after the kailashpuri camp

After the Kailashpuri Camp, regular meetings of Nav Yuvak Mandals leaders have been organised at the Rural Institute as well as in the villages. The Nav Yuvak Mandals of respective villages have planned their course of action in the light of training received in the camp. Most of the activities undertaken by them relate to the immediate needs of the villagers. A brief account of these is given below:

a) fertilizer availability problem

The villagers faced the problem of fertilizer availability due to the rise in the cost of fertilizers and also due to some pending policy decisions of the State Government. The Nav Yuvak Mandals and the Rural Institute took up the matter and approached to various concerning agencies with a plea that the old stock should be sold according to old rates. They did not succeed in this but, being better informed, were able to take timely advantage of the new pattern of fertilizer distribution.

b) the levy problem

Similarly, the government imposed compulsory levy on the farmers for the Rabi crop. This announcement came very late and by that time the farmers had sold their produce in the open market. Also, the manner in which the levy was imposed was not according to yield per bigha. The Nav Yuvak Mandals organised a number of meetings in each village and discussed the government's move. The matter was taken up with the government officials and they succeeded in getting the levy reduced or exempted for those who had poor yields.

c) drive against unauthorised occupation of land

Unauthorised occupation of land is a common problem in this area. The Nav Yuvak Mandal of the village Badi took up this matter and mobilised public opinion against this. They have got released some of the illegally occupied pasture land in the village. The example of Badi was also followed by the Nav Yuvak Mandal of Sapetia and Neemach Khera. The Nav Yuvak Mandals are doing this work with the help of government officials and not by force of extra-legality.

d) construction of school buildings

There are no buildings for schools in villages Katara and Neemach Khera. The Katara school is being run in a rented building. The Nav Yuvak Mandal of this village took up the responsibility of constructing a school building and so far they have collected Rs. 1,000 in cash. The building is now under construction. The Neemach Khera Nav Yuvak Mandal is trying to finalise the legal formalities and preparing plans for cash and kind contributions towards school in their village.

e) road to lakhavali

There is no proper approach road to Lakhavali and other villages in its vicinity. The present road is unmetalled. In the rainy season it becomes impassable. This is a good vegetable growing area. To reach the Udaipur market, the villagers have to travel along a rocky and uneven road on bicycle or on foot. The Nav Yuvak Mandals of these villages and the central committee of the Nav Yuvak Mandals are now making efforts to get this six kilometre stretch of road built properly. They have also started a signature campaign and have met government leaders for this.

f) leadership

The Nav Yuvak leaders have now started questioning the old established leadership and are demanding representation of younger groups in the formal leadership positions in the Panchayats.

g) a new fair at badi

The Nav Yuvak Mandal of the village Badi organised a new village fair in September and wish to continue it. This time the villagers from nearby villages gathered in large numbers. A variety of programmes were

organised. These included rural games and sports, an exhibition and other means of recreation.

h) interest in agricultural fair

Some of the Nav Yuvaks were interested in participating in an agricultural fair organised at Pantnagar Agricultural University. But due to lack of sufficient numbers necessary arrangements for railway concessions etc. could not be made.

i) a nursery plan for bhuwana

Recently the members of Nav Yuvak Mandal of Bhuwana have prepared a plan for a plant nursery and approached the extension department of this Institute for necessary guidance.

j) loyera—plans for co-operative society and relief works

The Nav Yuvak Mandal of Loyera has started a service co-operative and have enrolled 25 members. The main object is to make available necessary inputs for farming to its members at reasonable rates.

They have also prepared a list of construction works to be completed through the famine relief works and submitted it to the Vikas Adhikari Panchayat Samiti, Badgaon.

k) new elections and re-organisation

New elections of the office-bearers of Nav Yuvak Mandals have been held. As a part of the re-organisation of these Yuvak Mandals, efforts are being made to give proper representation to the weaker sections of the village communities. An emerging sense of common problems and purposes amongst the Nav Yuvak Mandals central committee. They are also beginning to develop a

systematic way of doing things. The particular problem of any village is first discussed in the meetings of the Nav Yuvak Mandal of the village and then brought before the Central Committee. The Central Committee then discusses the problem and offers guidance and assistance towards its solution.

On our part there is a greater awareness of the rural problematic and social change dynamics especially in relation to the potential of young people. The Rural Institute extension department and Seva Mandir are planning and carrying out some of their programmes through the Yuvak Mandals.

Applied Nutrition Programme is one such activity which has been started. Five villages have been selected enrolling 20 families in each. The Nav Yuvak Mandals in each village are helping with the programme at the village level. A non-formal education programme of Seva Mandir has also been started through the Nav Yuvak Mandals in some of the villages.

l) more effective catalyst functioning

With the realisation of importance of voluntary organisations in bridging the gap which exists between the state development machinery and the rural communities, attempts are being made to evolve a conceptual frame-work for reorganising the extension activities with the support of research towards more effective catalyst role. So far the Institute has established contacts with the District Agriculture Office, Field Publicity Office, the Home Science College and Social Welfare Department and Department of social and preventive medicine, RNT Medical College, Udaipur. Programmes have been started or are being planned to extend the services of these institutions to the rural areas through the Nav Yuvak Mandals.

the university and adult education: developments in extra-mural work in the caribbean

Leonard L. Shorey

When the University College of the West Indies was established as a College of London University in 1947, it was recognized that an important function of the new Institution would be to provide for and cater to the needs of adults unable to attend full-time courses, or not wishing to do so. As a result of this thinking one of the first departments set up was the Extra-Mural Department to which was given the responsibility for promoting adult education generally throughout the English-speaking Caribbean.

As was to be expected, the early activities and emphasis of the Department were modelled on the lines of Extra-Mural Departments in Great Britain. However, as the University College developed in character of its own, (it eventually became an

autonomous University in 1962) the Extra-Mural Department itself gradually modified and changed its programmes in an effort to meet the needs of the Caribbean people. This process of adaptation has been accelerated and has become more noticeable since the achievement of independence by some of the Caribbean territories, and the rise to Statehood (full responsibility for internal self-government) of others, a process which began with the independence of Jamaica in 1962.

While classes in O-level and A-level subjects remain an important component of the Department's programme in many of the territories, increasing attention is being paid to other forms of adult education. There has, for example, been a noticeable increase in activities relating to the Creative Arts, and work in this area has become a regular and important

Dr. Leonard L. Shorey is Extra-Mural Tutor in the University of the West Indies, Barbados.

feature of the programmes in some territories. In some territories, too, programmes in hand-work and toy-making have developed to meet the needs of the clientele. In others, concentration of effort has been in the direction of short-term training and/or refresher courses for a wide range of persons including engineers, social workers, teachers, media personnel, pharmacists, nurses to give just a few examples. In yet other territories, a major thrust of the Department's programmes has been in the direction of long-term (2-3 years) courses designed to train para-professionals in areas such as laboratory technology, pharmacy and secretarial practice.

It is evident from even a brief overview of the activities now being promoted that conscious and deliberate efforts are being made to adapt old programmes and to devise new ones to meet the particular needs and requirements of people in a particular territory.

The need to make such adaptation is not, of course, restricted to the Extra-Mural Department, but it is most evident in this Department, perhaps because this one, more than any other, seeks to serve the wider community and is not concerned merely with a relatively few students taking degrees or diploma courses, and is in closer touch with the day-to-day needs of peoples in the various territories. Because of its peculiar orientation and structure, the Department has also the distinct advantage of not being committed to the repetition of the same courses year after year, but can, and does, change its course offerings as needs change. The Department has evinced a sensitivity to community needs, which has been reflected in the differing programmes available from territory to territory.

There are, undoubtedly, common elements to be found in all the programmes, but superimposed

on these common elements, and helping more and more to shape and give individuality to each territory's programmes, are activities which reflect the awareness that the University cannot be static, that it must be alive to the different and changing needs of the particular community it seeks to serve.

The importance of this approach is underlined by the fact that whereas, for example, in one territory the government may subsidize the Department to run O-level and A-level classes, in another the government may mount its own programmes for this purpose. Manifestly, therefore, the Department in each territory must be involved in a constant examination of adult education needs, and of the way in which it can best assist in meeting these.

One of the most recent developments has been the attention given to the training of adult educators. It has become very evident that only a few people in the Caribbean have had the opportunity to receive training of even limited duration in adult education methods. Yet the number of such persons is growing rapidly. There is an increasing demand for tutors in nursing, and third-level (post-secondary) institutions, as well as for instructors in management organizations, including those styled as "training officers" in business and industry, for lecturers in Labour Colleges, and so on.

As a result of the growing awareness that efficiency and effectiveness as an adult teacher require certain skills, and that such skills very often need to be taught, there has been an increased interest by the Extra-Mural Department, in some of the territories, providing this kind of training on a limited scale. Since the University itself cannot do all the teaching necessary in the numerous fields where the student body is comprised of adults, it has seemed a sound investment

of financial resources and a wise deployment of trained staff, to concentrate attention on the teacher group itself.

During the academic years 1972/74 a number of workshops were held specifically for this purpose. Participants included tutors in evening class programmes organized by Ministries of Education, lecturers in Teachers' Colleges, instructors in Management Training Programmes, and part-time tutors in the programmes of the Extra-Mural Department itself. This last group has comprised persons teaching full-time at university level, in secondary schools and in Teachers' Colleges, as well as pharmacists, doctors, health inspectors and labour officers. The total catchment area has, therefore, been very wide.

In addition to emphasis considered to of particular subject interest to individuals attending the respective workshops had a solid component of activity—preliminary reading, lecture/representations and group discussions—relating to three fundamental areas of concern of the adult educator:

- i) the teacher of adults—desirable skills, competencies and insight;
- ii) the adult learner—perceptions, orientations, problems and goals;
- iii) the creation of a "learning environment."

Specific attention was devoted to these because it was felt that the teacher of adults must not only be aware of the needs of his "students" but must also examine himself critically and must improve his teaching methods and approaches if he is to develop, in the classroom context, a climate that is really conducive to learning.

Workshop enrolment has varied from about twenty to about one hundred, and resource

persons have included not only staff members of the Extra-Mural Department, but other persons in the community with appropriate training.

An interesting feature of these workshops has been the pooling of effort in order to mount the sessions in a given territory. On several occasion arrangements were made for persons with special skills or interests to travel from one territory to another either to give the lead lecture or to act as a resource person in the discussion groups that followed the presentation of each topic.

It is not always that direct feedback from participants is available on which to assess the perceived usefulness such as the ones indicated above. In all these workshops, however, an important component was the use of an evaluation instrument which served to indicate both the strengths and the shortcomings of the workshops as seen through the eyes of the participants. In addition, the resource persons met as a group and made their own evaluation of the entire exercise.

As a result of these two sets of data it is possible to identify some important findings, two of which are presented below though not necessarily in that order of importance :

1. In a number of cases participants were surprised at the degree of involvement expected of them and in verbal comment as well as on the evaluation sheets, indicated that they had expected to be "lectured to" throughout all of the sessions. In view of the way in which the learning environment is typically structured in the Caribbean, this expectation is not surprising, for the general pattern is for the teacher to do most of the talking, and for the participants, whether adults or children to be, in general, passive listeners.

At the same time participants exposed to this "new" experience frequently admitted that although they found it strange at first, it proved to be both stimulating and challenging, and resulted in far more learning than would otherwise have taken place.

It would seem evident that if the general pattern of adult teaching is to be positively affected, then the training/orientation sessions for teachers of adults must themselves be so structured as to encourage and to facilitate the very kind of learner-involvement which is now widely recognized as an essential element in promoting learning. An important "fall-out" from an environment structured in this way is that the participants are not only "told" that such and such methods can work, but actually see the methods in operation at first hand and experience themselves. This first-hand experience is likely to be a critical factor in creating the change in attitudes and behaviours which was a specific objective of each workshop.

2. The insights which developed as a result of participant interaction underline the effectiveness of the procedure that was adopted. It also provides concrete evidence of the contention repeatedly advanced by writers in the behavioural sciences, that ordinary men and women have a capacity to identify their problems and to evolve workable (feasible) solutions to them—if given the opportunity to do so. The experience of these training sessions suggests that in the past, we have too frequently ignored these potentialities and have too seldom sought to involve people in the exercise of examining and finding solutions to their own problems.

conclusion

It is not, of course, being projected that the mounting of such training programmes is the final and complete answer so far as improving the quality of adult teaching is concerned. Much yet remains to be done. There are still large number of persons engaged full-time or part-time in teaching adult who have not been exposed to training even on this limited scale. The University itself makes no provision for in-depth training of persons engaged in teaching adults, and there are no certificate, diploma or degree programmes in adult education available within the University for people who wish to obtain such qualifications.

But through the workshops referred to above, a start has been made to awaken consciousness, in the Caribbean area, of the need for such training, and response to what has so far been offered suggests that there are many who would welcome an opportunity to receive further training in this field.

The comments above indicate some of the ways in which the Extra-Mural Department of the University of the West Indies is attempting to meet the needs of the Caribbean area. Much yet remains to be done and it is to be hoped that, in the not-too-distant future, the University itself will provide appropriate training programmes for teachers of adults. In the meantime it would seem important that the Department should continue its efforts to provide such training, though necessarily on a limited basis, as a means of providing at least a nucleus of teachers with desirable and essential skills in this area.

a study on relative preference for the various component of training for farmers

A.K. Singh
C.K. Jha

The role of the Indian farmer is fast changing due to spectacular advancement in agricultural technology. He is not only the producer of food for rural and urban areas, but is also an important figure in the economic growth of the country. His capacity to fulfil this role effectively has to be further increased by professional training to equip him with necessary knowledge, skill, abilities, and attitudes.

The High-yielding Varieties Programme was introduced in the farmers' field during the year 1966-67. (While with wheat, the impact of high-yielding varieties and the new technology on the extension of acreage and increase in yields has been dramatic, in case of rice it has not been so. The technology of high-yielding varieties of paddy is highly complex and sophisticated. It requires a thorough understanding and repeated practices of different skills on the part of farmers to reap rich harvests). With the wider use of high-yielding varieties, agriculture has ceased to be a source of subsistence alone. The new agriculture has attained the status of a modern business. Now we are devoting more effort in inducting our farmers to new techniques, and to better means of utilisation of land.

To be effective in its purpose the farmers' training programme must be tailored so to meet the training needs of the farmers. For example an empirical study of the training needs of farmers

Sri A.K. Singh is Assistant Professor of Extension and Sri C.K. Jha a Post-graduate Research fellow at Rajendra Agricultural University, Bihar (Sabour unit).

in relation to high-yielding varieties of paddy occupies an important place. Such a study should answer questions like: What should be the optimum size of training group, timing, duration, interval, venue and follow-up activities to make the farmers' training more effective and meaningful? The present study was a systematic attempt to answer these questions.

methodology

The present study was undertaken in Belhar Block of Bhagalpur district (Bihar). All the villages of Belhar Block were classified into three adopter categories on the basis of their adoption index for high-yielding varieties of paddy. One village from each of the three adoption categories namely high, medium and low was selected randomly. Thus, finally three villages were selected. These were Rajpur, Dhori, and Lakhraj.

All the farmers in each village were classified into three categories namely, large, medium and small on the basis of the criteria suggested by the Export Committee of the Government of India (1969). After stratification, a total of 100 farmers—33 large farmers, 34 medium farmers and 33 small farmers were selected from the above mentioned three categories.

relative preferences for the various component of training

The relative preferences for the various components of farmers' training, namely, venue, timing, durations, size of training group, training methods and

follow-up activities were analysed. A list of specific items under each component was prepared on the basis of review of available literature and pilot study with the farmers of the area of research. A four-point rating scale was used to study the relative preferences of the specific items of the various components of the farmers training. The points of rating scale with their scores given in parentheses were: Most preferred (4), Moderately preferred (3), Less preferred (2), and Not preferred (1).

The frequencies in each response category were multiplied by weightage allotted for it. They were added together and divided by the number of respondents, which gave the mean scores for each item of the various components of farmers' training. The mean scores thus obtained for each item were used to rank them in order of preferences.

Data were collected from farmers with the help of an interview schedule. Respondents were always interviewed individually. Care was taken to hold interview only with those persons who were actually farming.

The findings are presented below:—

venue of training

The farmers were asked to indicate their preference for the different venues of training. The pattern of their preferences was indicated in Table 1.

Table 1 shows that organisation of training camps at the village level was given first rank by all categories of farmers. Training camps at block headquarters was given second rank and National and other demonstrations was given third rank. The Farmers' Training Centre was the last preferred venue of training.

time of training

After analysing the farmers' relative preference for the different venue of training an effort

Table-1
Preferences for the Venues for Organizing Farmers' Training Programme by Three Categories of Farmers

<i>Venues for training</i>	<i>Large farmers (N=33)</i>	<i>Medium Farmers (N=34)</i>	<i>Small farmers (N=33)</i>	<i>Pooled</i>
In the village	3.91(1)	3.94(1)	4.94(1)	3.95(1)
At the Block Headquarters	3.06(2)	3.15(2)	3.25(2)	3.17(2)
At the sites of National Demonstration and other demonstrations.	2.81(3)	2.58(3)	2.45(3)	2.60(3)
Farmers' Training Centre.	2.57(4)	2.54(4)	2.39(4)	2.46(4)

Table-2
Preferences for the Time for Organising Farmers Training Programme by Three Categories of Farmers

<i>Time of training</i>	<i>Large farmers (N=33)</i>	<i>Medium farmers (N=34)</i>	<i>Small farmers (N=33)</i>	<i>Pooled</i>
Before the onset of paddy cultivation	4.00(1)	4.00(1)	4.00(1)	4.00(1)
During the crop season	2.69(2)	2.50(2)	2.15(2)	2.44(2)
During the slack season	2.39(3)	1.29(3)	1.27(3)	1.65(3)
After the cropping season.	1.06(4)	1.00(4)	1.00(4)	1.02(4)

Table-3
Preference for the Duration of Time by Three Categories of Farmers

<i>Duration of time</i>	<i>Large farmers (N=33)</i>	<i>Medium farmers (N=34)</i>	<i>Small farmers (N=33)</i>	<i>Pooled</i>
1 days' training	3.45(1)	3.55(1)	3.78(1)	3.57(1)
2 days' training	3.15(2)	3.29(2)	3.57(2)	3.25(2)
3 days' training	1.85(3)	1.65(3)	1.51(3)	1.76(3)
7 days' training	1.15(4)	1.05(4)	1.03(4)	1.07(4)

Table-4
Preference for the Months for Organizing Farmers' Training Programme by Three Categories of Farmers

<i>Months</i>	<i>Large farmers (N=33)</i>	<i>Medium farmers (N=34)</i>	<i>Small farmers (N=33)</i>	<i>Pooled</i>
May	3.51(1)	3.59(1)	3.72(2)	3.61(1)
June	3.27(2)	3.41(2)	3.84(1)	3.38(2)
July	3.08(3)	3.26(3)	3.37(3)	3.23(3)
August	1.57(4)	1.32(4)	1.18(4)	1.35(4)
April	1.31(5)	1.14(5)	1.08(5)	1.17(5)
September	1.06(6)	1.05(6)	1.07(6)	1.06(6)
March	1.00(7)	1.00(7)	1.00(7)	1.00(7)

W=0.81 significant at 0.05 level of probability,

was made to ascertain their preferences for the different timing for organising the training camp with respect to high-yielding varieties of paddy. Their response pattern was as indicated in Table 2.

It is evident from the table 2 that organisation of training programme before the onset of paddy season was given first rank by them. Organization of training camps during the crop-season and during the slack season was given second and third rank respectively. All the three categories of farmers gave their least preference for the training camps organized after the cropping season.

duration of training

The farmers preference for different durations of training was determined. The related data and analysis have been presented in Table 3.

Data presented in Table 3 reveals that one day training camp was given first rank by the three categories of farmers. They gave second rank to two days' training, third rank to three days' training and last rank to seven days' training camps.

months of training

As the high-yielding varieties of paddy are grown in *Kharif* and summer season, farmers were asked to indicate their relative preferences for the month for organizing with respect to high-yielding varieties of paddy. The pattern of their preference has been presented in Table 4.

It is evident from the above table that large and medium farmers indicated their first preference for May, whereas for small farmers it was the second most preferred month. Large and medium farmers assigned second rank to June while the small farmers assigned first rank to it. In order of preference there were similarities in ranking the rest month by them.

The analysis of ranks assigned by farmers for the months for training revealed that in order of descending preference months were: May, June, July, August, April, September and March.

An effort was made to examine the degree of agreement among the three categories of farmers regarding the relative preference for different months for organising training programme. The computed coefficient of concordance (0.81) was found to be significant at 0.05 level of probability. Therefore the null hypothesis that there is no agreement among three categories of farmers in ranking the months was rejected. Thus, the inference could be drawn that there was significant agreement between three categories of farmers in ranking the months in order of

preference for organising training programme.

size of training group

The farmers' perception about the appropriate size of training group were also analysed. The pattern of their preference has been presented in Table 5.

Data presented in the above table shows that there was similarities in preference of different size of training group by the three categories of farmers. All the three categories of farmers ranked size of the training group upto 25 farmers as the most appropriate, 25 to 50 farmers group as moderately appropriate and 50 to 75 groups as relatively less appropriate. The size of the training group more than 75 farmers was considered inappro-

appropriate by all the three categories of farmers.

training method

The farmer's preference for different methods by which they would like to be trained was also ascertained. The pattern of their preferences has been shown in Table 6.

Data presented in the above table reveals that under single method all the three categories of farmers assigned first rank to discussion, second rank to demonstration and the last rank to lecture.

In case of combination of two methods, all the three categories of farmers assigned first rank to discussion combined with demonstrations, second to visit of demonstration plots combined with teaching aids and last rank to lecture combined with discussion.

Table 5

Preference for the Size of Training Group by Three Categories of Farmers

Size of training group	Large farmers (N=33)	Medium farmers (N=34)	Small farmers (N=33)	Pooled
Upto to 25 farmers	4.00 (1)	4.00 (1)	4.00 (1)	4.00 (1)
25 to 50 farmers	3.21 (2)	3.32 (2)	3.39 (2)	3.34 (2)
50 to 75 farmers	2.30 (3)	2.14 (3)	2.08 (3)	2.16 (3)
75 to 100 farmers	1.00 (4)	1.08 (4)	1.09 (4)	1.05 (4)

Table 6

Preference for the Training Methods by Three Categories of Farmers

Methods of training	Large farmers (N=33)	Medium farmers (N=34)	Small farmers (N=33)	Pooled
SINGLE METHOD				
Discussion	3.69 (1)	3.76 (1)	3.87 (1)	3.77 (1)
Demonstration	3.42 (2)	3.50 (2)	3.69 (2)	3.53 (2)
Teaching aids	3.15 (3)	3.17 (3)	3.03 (3)	3.12 (3)
Lecture	2.31 (4)	1.85 (4)	1.69 (4)	1.95 (4)
COMBINATION OF TWO METHODS				
Discussion + Demonstration	3.54 (1)	3.41 (1)	3.81 (1)	3.58 (1)
Visit to demonstration Plots+teaching aids	3.39 (2)	3.21 (2)	3.08 (2)	3.23 (2)
Lecture + Discussion	2.27 (3)	2.14 (3)	2.08 (3)	3.16 (3)

follow-up activities

Lastly the farmers' relative preference for different follow-up activities needed to be taken up, by the training institutions and extension agency was here analysed. The pattern of desirable follow-up activities as perceived by the three categories of farmers has been presented in Table-7.

Data presented in the table reveals that follow-up activities, namely, discussing the problems of cultivation of high-yielding varieties of paddy at the farm, visit to trainers before and after the onset of paddy season were given first and second ranks respectively by all the three categories of farmers. In respect of the other follow-up activities there was no much unanimity.

However, the computed coefficient of concordance (0.72) was found to be significant at

Table 7
Preference for Follow-up Activities by Three Categories of Farmers

<i>Follow-up activities</i>	<i>Large farmers (N=33)</i>	<i>Medium farmers (N=34)</i>	<i>Small farmers (N=33)</i>	<i>Pooled</i>
Discussing the problems of cultivation of high-yielding varieties of paddy at the farm itself with the trainees.	3.42 (1)	3.51 (1)	3.78 (1)	3.57 (1)
Visit of training before and after the onset of paddy season.	3.24 (2)	3.31 (2)	3.75 (2)	3.33 (2)
Inviting trained farmers to Block for discussion.	3.06 (3)	3.21 (3)	3.17 (5)	3.15 (3)
Meeting and discussion with trained farmers just before sowing.	2.57 (4)	3.05 (4)	3.33 (3)	2.98 (3)
Contacting trainees at regular interval.	2.48 (6)	2.55 (5)	3.24 (4)	2.75 (5)
Rural Radio programme for trained farmers.	2.61 (5)	2.44 (6)	1.36 (8)	2.14 (6)
Supply of printed materials at regular interval.	2.18 (7)	2.03 (7)	1.75 (6)	1.98 (7)
Maintaining a mailing list of trained farmers for periodical correspondence.	1.84 (8)	1.58 (8)	1.47 (7)	1.63 (8)

W = 0.76*

*Significant at 5 per cent level of probability.

0.05 level of probability. Therefore, the null hypothesis that there is no agreement among three categories of farmers in ranking the follow-up activities, was rejected. Thus, the inference could be drawn that there was significant agreement between the three categories of farmers in ranking the follow-up activities, in order of preference.

According to the pooled mean scores, the follow-up activities were ranked in the following order of preference; discussing the problems of cultivation of high-yielding varieties of paddy, visit of trainers before and after the onset of paddy season, inviting trained farmers to block for discussion, meeting and discussing with trained farmers just before sowing, contacting trainees at regular interval, rural radio programme for trained farmers,

supply of printed materials at regular interval and maintaining a mailing list of trained farmers for periodical correspondence.

discussion

It is evident from the findings that short duration training programme for high-yielding varieties of paddy organized before the onset of sowing time, most preferably in the month of May and June, at the village level was likely to be very popular among the paddy growing farmers. The optimum size of such training group at the village level should be 25 farmers.

The farmers preferences for the training at village level and of short duration might be due to the fact that the farmers may not

be able to leave their farm and home for longer period as it may hamper many farming operations.

Their preference for training session just before the sowing time might be due to the fact that it would make greater impact on them when they would prepare the fields for nursery sowing and would carry out the other farm operations.

Regarding training methods their preference for discussion, demonstration might be due to greater opportunities that could be provided for individual involvement in training events by these methods than lectures.

In case of follow-up activities their preference towards discussing the problems of cultivation of high-yielding varieties of paddy at the farm itself with the trainers before and after the onset of paddy season seems to be due to the greater attachment of farmers and trainers at the field itself.

conclusion

The finding pertaining to the preferences of farmers for the various components of farmers' training programme are summarised below :

Short-duration training programme for high-yielding varieties of paddy organised before the onset of sowing them, most preferably in the month of May and June, at the village level was likely to be very popular among the paddy growing farmers. The optimum size of such training group at the village level should be of 25 farmers. They preferred discussion and demonstration as training methods and in the case of follow-up activities their preference towards discussing the problems of cultivation of high-yielding varieties of paddy at the farm itself with the trainers before and after the onset of paddy season.

continuing education programmes of punjab university

Lt. Col. R.K. Singh (Retd.)

As a prelude to establishing a Centre for Continuing Education, the University Information and Advisory Bureau (UIAB), was informally asked to create a Cell for Continuing Education on ad hoc basis, to experiment with various types of adult/continuing education programmes. The task was undertaken in November 1974, and without any addition to the staff, resources, or funds, the following tasks were achieved :

- (a) Through an informal survey, 'felt needs' of the community within the Campus, and in its neighbourhood were assessed, and continue to be assessed;
- (b) Through personal contacts and informal meetings and dialogues, a learning climate was created amongst various adult groups in and around the Campus;
- (c) A desire was created amongst the faculty to get increasingly involved with the teaching of adult groups and community action, and innovate informal and non-formal methods of teachings ;

- (d) Dent was made in getting the concept of 'life long learning' accepted as a necessity by the University community, and considering the whole of the Union Territory as an extension of the Campus.

The Following types of programmes were organised :

- (a) Parents Education Programme with the help of faculty members from departments of Psychology and Pharmacy and social workers from the Child Welfare Council.
- (b) Extension lectures for faculty wives, with the help of faculty members, extension specialist from the Punjab Agricultural University, and from Yoga Health Centre, Chandigarh.
- (c) Humanities programme for the doctors of Post-graduate Institute of Medical Education and Research, Chandigarh with the help of faculty members from the departments of Social Sciences and Humanities.
- (d) Medical Extension Programme for the University Community with the help of doctors from the PGI.

A unique programme offering space and facilities to the Armed Forces for a Summer Institute is also being experimented with. Besides their professional education army officers will have an opportunity of getting exposed to academic life through a series of lectures and discussions with faculty members. Mere presence of a large number of military officers in the Campus and their interaction with the academic environments, is bound to create demands on the university for educational needs of this particular group.

Above programmes, and the experimentations and innovations with different adult groups by the Cell for Continuing Education, will in due course indicate suitable guidelines and models for the proposed Centre for Continuing Education. Other groups for which our University could innovate short courses and training programmes are the lawyers, engineers, teachers, technocrats, business executives, government employees, police and paramilitary personnel, housewives, retired personnel, farmers, worker, legislators, social workers, youth leaders, educated unemployed and many other identifiable groups. The Cell has prepared tentative lists of types of courses and programmes, which could be conducted by various departments in the University and will be having exchange of views with the faculty members. The Cell is also contemplating a regional seminar on adult/continuing education during the yearing 1975-76 to intensify awareness of this new emerging field.

A Directory of Voluntary Organisations working in the field of Adult Education brought out in 74 lists about 90 organisations. There may be many more. Please write to us of any worth while voluntary effort you know of. Or ask any question on any aspect of Adult Education.

*The Author is Assistant Academic Adviser, Punjab University, Chandigarh.

association news

has been conferred the degree of Doctor of Laws, *Honoris Causa* by the Carleton University, Ottawa, Canada in recognition of his contribution to the advancement of popular education in the developing countries of Asia and Africa.

Dr. Adiseshiah was also honoured at the convocation of the Andhra University, Waltair on May 31, 1975 with the Degree of Doctor of Literature, *Honoris Causa*.

The Andhra University and Dr. Adiseshiah have collaborated in several programmes for the development of higher education particularly in the field of economics and adult education.

Our Congratulations!

new editor of indian journal of adult education

Shri J. Veeraraghavan, Joint Director, Comptroller and Auditor General of India has been appointed Honorary Editor of the Indian Journal of Adult Education in place of Shri Anil Bordia who has resigned because of his joining the Ministry of Education.

workers education

The Association conducted four one-day schools in Delhi Cloth Mills in May 1975 on the following subjects :

1. Aims and Objects of Trade Unions.
2. National and Social Goals of Trade Unions.
3. Union Management Relations in Developing Economy.
4. Trade Unions and Population Education.

40 people participated in each one-day schools.

seminars on non-formal education for women

The Association will hold in September-October this year four two-day seminars in Western, Eastern, Southern and Northern regions of the country. The Eastern Regional Seminar will be organised in collaboration with the Saroj Nalini Dutt Memorial Association in Calcutta on September 8 and 9, 1975. The Southern Regional Seminar will be held in Madras in collaboration with the Tamil Nadu Board of Continuing Education on September 24-25, 1975. The other two seminars will be held in Surat and Delhi.

The Seminars will discuss the concept of non-formal education for women and will initiate women's organisations in the region to start work in this direction. They will also draw a few specific programmes of non-formal education for women to be organised by voluntary organisations. Ways and means to motivate adult women to take advantage of non-formal education programmes will also be discussed.

workshop on non-formal education

The Association in collaboration with the Bombay City Social Education Committee organised a workshop on Non-formal Education for the age-group 6-14 from April 19-22, 1975.

It was inaugurated by the Mayor of Bombay, Shri N.D. Mehta. The key-note address of the workshop was delivered by Shri J.P. Naik. Among others it was addressed by Mr. Asher Deleon, Dr. (Mrs) Chitra Naik, Mr. H.D. Gaokar and Dr. M.S. Adiseshiah. Prof. R.A. Pande, Minister of State for Education and Labour, Govt. of Maharashtra was the Chief Guest at the concluding function of the workshop.

45 delegates participated in the workshop.

a look at the jabalpur conference

As already published in the last number of this Journal, the annual conference of the Association is taking place in Jabalpur (M.P.) on the 25th, 26th & 27th October 1975. Shri P.C. Sethi, Chief Minister of Madhya Pradesh is expected to inaugurate it.

The Zakir Husain Memorial Lecture for 1975 will be delivered by Shri G. Ramachandarn on October 26, 1975.

The theme of the Conference is "Non-formal Education: A Remedy and a Restorer". About 200 delegates from different parts of the country are likely to participate in the conference.

adiseshiah honoured

The President of the Association, Dr. Malcolm S. Adiseshiah

from our correspondents

third session of the international council of adult education

The third annual session of the International Council of Adult Education was held in the University of Ottawa, Ottawa, Canada on May 26 and 27 under the Presidentship of Dr. Malcolm S. Adiseshiah. It was attended by member associations from 36 countries, representatives from UNESCO and OECD and 6 international non-governmental organisations. The Council noted the sound and useful programme executed in the past year presented by Dr. J.R. Kidd, the Secretary General, including the International Conference on national association in London, the Regional African Conference in Nairobi, the publications programme of the Syracuse Clearing House, and the revised and enlarged Convergence issues. The Council reviewed the new activities of the national associations—in expanding area to cover all forms of non-formal education, develop parent associations and mother education programmes and branch out to new forms of vocational training. The major decisions for 1975-76 made were: (a) to launch a programme entitled Education for Survival which will cover Adult Education's role in the fight (i) against pollution, (ii) for conservation of resources, particularly non-renewable resources, (iii) for population control, and (iv) against poverty. The programme will start with an International Conference in the spring of 1976, probably in

Eire. (b) to organise a programme on Education for Development to be focused around next year's Council session to be held in June 1976 at Dar-es-Salam, Tanzania in the presence of the Patron President of the Council, Mr. Jullius Nyrere, President of Tanzania. At that time an international conference will be held on theme. In addition the Council will strengthen its links with its 5 regional bodies—ASPBAE, the African Adult Education Association, the Latin American Centre and the European Regional Bureau and will hold conference of editors of Adult Education Journals in Teheran. New regional centres are to be developed for the Caribbean and the Arab States. The Council decided that its financing which had been so generously assured by the Canadian International Development Agency for the first 3 years of its functioning and for which it expressed its grateful thanks, would from this year be assisted also by contributions by all member associations ranging from \$ 100 to \$ 1,000. The Indian Adult Education Association would be making a contribution for this year of \$ 500.

Second Development Decade : A one day consultation on May 29 was held in Ottawa in which the World Bank, OECD, UNDP, UNESCO, ILO, WHO, IDRC and the Council participated on the progress of the Second Development Decade and the preparation needed for its mid-term evaluation. Some of the conclusions which emerged were : (a)

the evaluation and follow up action should be organised on the basis of the U.N. decisions on the New International Economic Order, the U.N. Declaration of Economic and Social Rights and the Cocotayya Declaration (see Vol. IV p. 361, Vol. V p. 86); (b) the Second Development Decade strategy should be redesigned in terms of rural development, poverty eradication, employment generation and income redistribution and not simply of GNP growth : (c) these elements of the redefinition of Development should be operationalised: (d) the strategy of education including adult education for development should be a function of this redefinition and should be comprehensive and integrated into a system of education: (e) such Development involves thinking through alternative models in education to take into account the massive needs of the developing countries and the education structures, particularly in the non formal area, that will need to be developed: (f) this would involve working out the structures, the financing and the training programmes of Adult Education as part of the total strategy. In this connection UNESCO was requested to collect and publish a document bringing together the legislation in various countries on adult education, and the Council was requested to set up a committee to work out a model plan on the financing of Adult Education: (g) the failure of international development cooperation was noted alongside of its stagnation and decline, and a call for its reconstruction including some cut back in the levels of consumption of the developed countries: (h) finally it was recognised that both development and education so conceived requires change in the political and decision making structures of the countries. The existing structures will oppose these new directions. To that extent, both development planners and adult educators working in this direction will in part be political fugitives.

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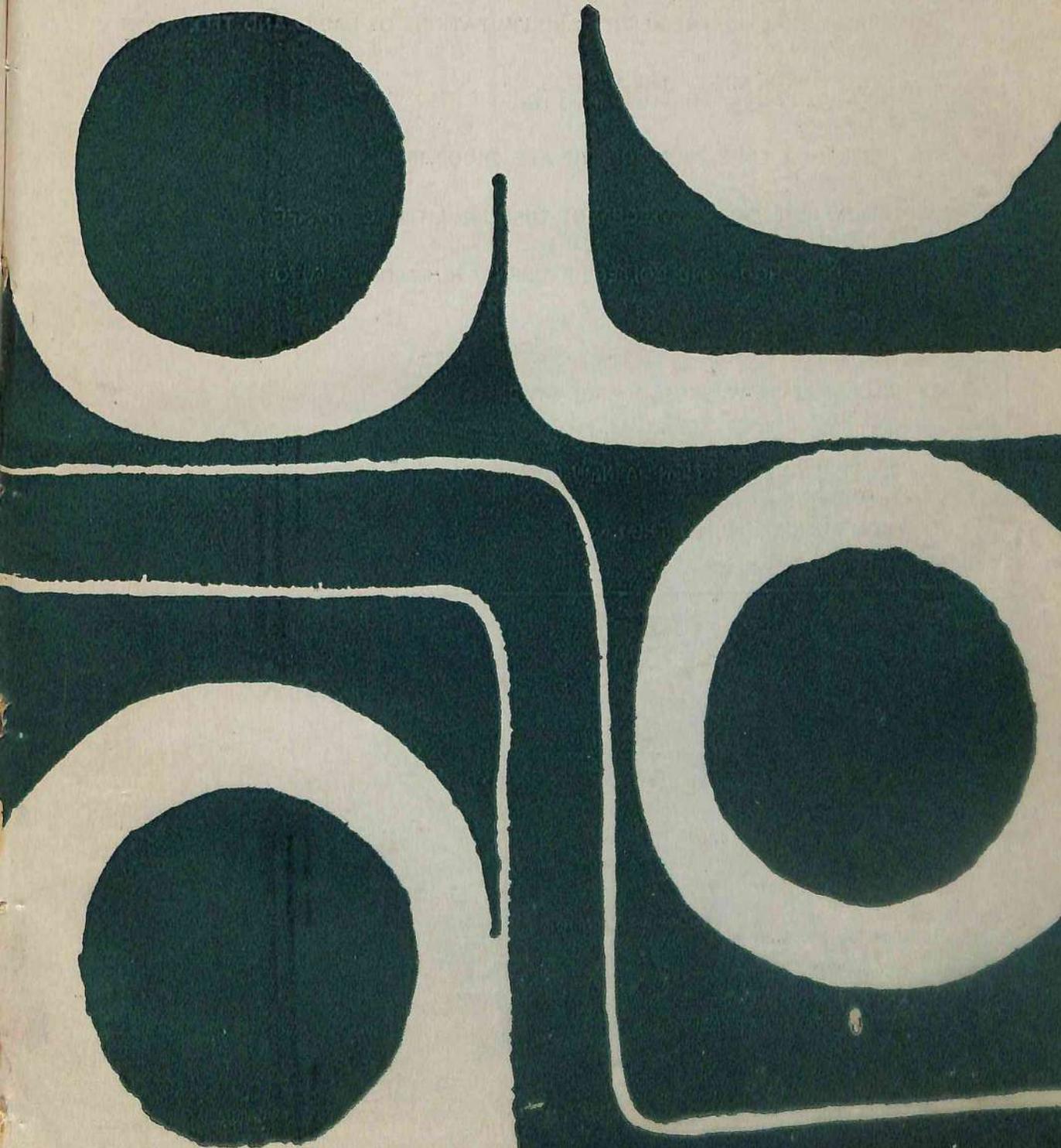
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IAEA Publications

1. On to Eternity—Vol. III, 1974	Rs. 6.00 \$ 2.00
2. A Literacy Journey—C. Bonnani, 1973	Rs. 8.00 \$ 3.00
3. Adult Education for Women, 1973	Rs. 6.00 \$ 2.00
4. Adult & Community Education : An Indian Experiment—S.R. Mohsini, 1973	Rs. 10.00 \$ 4.00
5. Adult Education in India—A Book of Readings Edited by Anil Bordia, J.R. Kidd and J.A. Draper, 1973	Rs. 50.00 \$ 10.00
6. Adult Education for Farmers—J.C. Mathur, 1972	Rs. 12.00 \$ 5.00
7. Manual for Adult Literacy Teachers N.R. Gupta, 1971	Rs. 10.00 \$ 2.75
8. Adult Education in the Seventies, 1970	Rs. 5.00 \$ 1.75
9. Adult Education and National Integration, 1970	Rs. 3.50 \$ 1.25

		रु. पें
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the mission of adult education

In his remarkable essay "The Self and the Other" JOSE ORTEGA GASSET observes :

"Man has never known what he needed to know. Neither God nor beast is ignorant—the former because he possesses all knowledge, the latter because he needs none".

To be man therefore is to be ignorant ; but being man also involves at every point the risk of not being man, that is the risk of reverting to the zoological scale of accepting ignorance, of not attempting to pierce it. Every adult therefore has two options. He may think he knows 'all or that is nothing he needs to know. Alternatively he can seek to know. Those who exercise the latter option believe in continuing and life long education, for themselves and for their fellow men. Too many men fall into the other category sometime during the march of life and lose their unique privilege of being man. They become "beast" or imagine themselves to be God. Adult Education is then no less a quest than to restore the condition of being "man."

But education is not mere 'thinking', thought without action. To quote Gasset again :

"Man does not exercise his thought because he finds it amusing, but because obliged as he is to live submerged in the world and to force his way among things, he finds himself under the necessity of organising his psychic activities, which are not very different from those of the anthropoid, in the form of thought—which is what the animal does not do...Man, then, rather than by what he is, than by what he *has*, escapes from the zoological scale by what he *does*, by his conduct...We do not live in order to think...We think in order to succeed in subsisting or surviving".

These words written in the year 1952 by this remarkable Spanish thinker ring as true today, if not truer : they ring loud and clear when we apply it to the rural poor who are living on the urge of the zoological scale, not figuratively but literally. There is no way out for them except to discover and assert the basic condition of man. This is perhaps what underlies the philosophy of conscientization propagated by Paulo Freire. The pressing need for such a philosophy of thought and action for the poorest among the poor to get out of want and misery is obvious. But it would be an error to assume that

they alone need to revive the condition of. The well-to-do need it equally, though they need it for a different reason. They need it to find a way out of the zoological condition of unthinking rut—though the rut is gilded in luxury. They must discover their "conviviality." No matter how one is smothered—whether by dire poverty or excessive material comforts or by status or by power—it is so easy to lose the condition of being man.

The task of Adult Education is then to light the spark of thinking as a prelude to action. It certainly is for 'satisfaction' of the educand, it may be for purpose of enjoyment ; but it is no mere amusement, a leisure time prank or antics of tramps waiting for the arrival of Godot as in Samuel Becket's play : a mimicry and a pantomime for want of nothing else to do. Adult Educators at all levels and in all spheres must realise their great mission in a world where formal education linked to certification and sharing of spoils has lost its mission and all but abandoned its entire territory and to those working outside the system. This is not to deny or downgrade the vital importance of renewing and re-energising the mission of the formal education system so that from the pre-primary to the highest stage of education it shifts its focus from the certification and screening process back to its own goals of truly educating the students and imparting in them love of knowledge, beauty and truth and the spirit of enquiry. But everyone knows that this will be an uphill and time-consuming task and in the meanwhile the people should not be deprived of opportunities for true education. Even when the formal system is reformed—as it ultimately is bound to be—there will always be the need and scope for supplementing it with other opportunities so that every individual, to use the International Education Commission's meaningful phrases, "learning to *be*". This then the mission of Adult Education.

educational potentialities and limitations of radio and television

Ignacy Waniewicz

developments in communications technology

Radio and television belong to the family of audio-visual communication media which are able to transmit sounds and images carrying messages of a varied nature and for a variety of purposes, including those of an educational character.

Not too long ago, sound radio and television broadcasting were the major, if not the only, widespread electronic media of mass communication. The situation is changing rapidly with every year. Along with the development of diffusion of radio and television programmes through open circuit transmitters, new methods of recording, storage, replaying and distribution of programmes are being introduced. More and more educators and communications specialists speak about multi-media approaches in education, having in mind not only the use of the mass media in combination with conventional teaching, but also the use of combinations of audio-visual media.

In some countries these innovations are already attracting the statesman and educator who see in them an important addition to open circuit broadcasting. For example, in Canada, in the Province of Ontario, the Educational Television Branch of the Provincial Department of Education has been replaced by the Ontario Educational Communications Authority. This change signifies not only the upgrading of the role of communications in different educational fields, but also provides a mandate and encouragement for a wide use of new technology in the production and distribution of educational material.

There is, however, little danger that the growing importance of the newer generations of the communication media will supplant or diminish the great educational potentialities of classical open circuit broadcasting. Although all the communication media share the same basic property, the capability of extending the human sense of hearing and/or sight through space and time, a number of other attributes, as well as imperfections, differentiate them considerably from the point of view of their possible function.

Radio broadcasting is one of the most accessible, if not the most accessible, means of communication. The variety of types and portability of radio sets, makes possible the reception of programmes, in a great variety of living conditions—at home and at public places, during leisure, work and travel, individually or in groups, and so on. In many developing countries and regions, radio constitutes for many people the only source of information and guidance, particularly for illiterates, who still constitute a substantial part of mankind. In some cases it is the only available source of education. Radio is very often still the only link with the outside world for those living in remote areas, for those, who because of different geographic and climatic conditions, live far away from administrative, cultural and educational centres.

The introduction and wide distribution of comparatively low cost transistor radio sets made radio reception accessible even in indigent non-electrified areas. The relatively low production costs of radio programmes are also a very important asset.

Television broadcasting be-

comes increasingly accessible to people on all continents. New television transmitters and re-transmitting facilities mushroom all over the world. In many industrial countries, two or three television programme networks are in operation on a national scale. People living in densely populated areas of some highly developed regions can tune in their sets to as many as five, ten or even more television stations operating in the area.

The transmission technology is developing very rapidly in many directions. Within the framework of terrestrial hertzian wave systems, the use of UHF television is becoming more and more frequent. In some countries, microwave and 2,500 Megahertz systems are used for the distribution of educational programmes.

Scientists and technicians are making most promising progress in the development of other 'wireless' distribution systems, such as 18 Gigahertz (18 billion cycles per second) transmission, laser and infra-red transmission through the ether. (The use of laser and infra-red transmission appears to be more promising through 'optical pipelines').

Some countries are witnessing the advent of the 'cable era'. In densely populated areas Community Antenna Television Systems (CATV) are put in operation. For the most part they are commercially operated. An antenna, designed to pick up as many open circuit television stations as possible, is erected. Programmes are fed from the antenna to a cable, which is usually running adjacent a telephone-lines system. The receiving sets are connected to the cable grid. In many cases, the operators of the cable systems not only are transmitting programmes picked up from regular television stations, but also develop their own programming systems.

The introduction of cable transmission, or as some call it, of "cable casting", opens a new era in mass communication. Thanks

to cable, the number of channels through which programmes could be fed to sets installed in homes and in schools can be considerably higher than the number of radio stations which can at present be picked up through a good radio set. Present cable systems have a capacity of carrying simultaneously up to about twenty-five television channels, which is much more than the number carried by a television receiver currently in use. By duplicating the cable system plant, the number of channels can be easily doubled. Undoubtedly, in the near future, there will be available television sets adapted to the reception of programmes on a large number of channels.

We can expect higher channel capacities, say 50 to 100, of new types of cable, such as fibre optics and millimetre pipe waveguides.

The cable system technology will undoubtedly considerably develop information retrieval systems, which are now utilizing regular telephone lines.

At the same time the development of another distribution system, tele-communication satellites, is taking place. This is another distribution system with extremely important consequences.

Distribution satellites such as Early Bird, Molniya and Intelsat II, are already in operation. These satellites are intended to handle intercontinental and transcontinental tele-communication services. Present technology limits and power capability of the satellite. Consequently, special earth stations have to be built, with very large antennas and extremely sensitive receiving systems, in order to pick up and to amplify the signal from the satellite.

A number of countries which are spread over vast territories are considering the use of satellites for domestic distribution systems. Canada is now building its first domestic telecommunication satellite, which will be placed in 1972 in stationary orbit about 22,300 miles above the equator,

Earth stations located through the country will receive and redistribute radio and television signals from the satellite to the most remote areas of this huge country.

Quasi-broadcast satellites, which will require less costly ground receiving stations are expected to be introduced in the late seventies. It is estimated that the cost of such a station would be in the order of \$20,000 and, therefore, even smaller communities will be able to receive television transmissions directly through the satellite.

Direct broadcast satellites are expected at the beginning of the next decade. Ground receiving facilities serving many home owners are estimated to cost about \$200. The need for redistribution systems of the satellite signal will be eliminated.

Significant developments are also taking place in the technology of recording and storage of both sound and visual material.

Different types of sound tape recorders, many of them battery operated, easy-to-use portable cassette recorders, are now generally available. Entertainment, as well as educational material, recorded on tape or cassettes, are distributed commercially, or by educational institutions, at a relatively low cost.

In television, the increasing distribution of different types of video tape recorders, has enabled the recording from the air and storage for later use (where obstacles connected with copyright problems have been successfully overcome) of programme material. As the number of video tape play-back machines in private homes, schools and other institutions increases, physical distribution of tapes may become an economical feasible alternative method for the distribution of certain types of programme material.

A major breakthrough in the recording technology, which will have its important consequence for storage and distribution, will

undoubtedly be the introduction of colour video-cartridge and video-cassette systems now appearing on the market.

One of them, Electronic Video Recording (EVR), developed by the Columbia Broadcasting System in the United States consists of miniaturized film bands, held in sealed cartridges, which are placed in special players. A lead from the player can be attached to the external antenna terminals of any television set. By pushing the starter button of the player, the film automatically threads itself past an electronic sensor that converts the film image to electrical impulses, and transmits these impulses, along with the sound, into the television set.

Another United States company, the RCA, has announced a device functionally similar to EVR. The device is called Selectavision (SV) and involves the use of a plastic film, which is mechanically deformed by metal master recording. The information pressed into the film is recorded holographically. Holographic recording enables the storage of considerable information in relatively small space.

The Japanese corporation Sony, has announced the introduction of a magnetic colour video cassette player and recorder using 3/4 inch tape running at 8 cm/sec and able to record and reproduce stereo sound. A similar 1/2 inch cassette is being introduced by another Japanese corporation, Panasonic. The latter has developed another significant device, a high-speed tape duplicator which will provide a copy of a one-hour video tape in two minutes. This will greatly reduce the time and cost of making multiple copies of video tapes, and will also significantly affect conventional techniques of distribution.

The developments in recording technology and in cable systems will considerably affect information retrieval systems. Self-threading cassettes and cartridges are an important step towards automa-

tic information retrieval. The requesting viewer will merely enter a code number and the desired selection will be sent to him automatically by cable. Such a remote-controlled 'video jukebox', combined with a high-speed printer, will eliminate the problem of waiting for programmes. Computers will undoubtedly be used for the cataloguing and booking, as well as for programmed instruction and analysis, of programme usage.

Let us return, however, to 'conventional' radio and television broadcasting, the most powerful and most accessible means of communication. Speculations that the effectiveness of the more recent technologies may render broadcast techniques obsolete cannot be taken seriously. For one thing, we know that no new communication technology has ever made an existing one obsolete; new technologies only rejuvenate the older ones, enrich them with new ideas and techniques. For another, it will take many years to clarify sufficiently the economic aspects of the newer technologies so that their introduction on a wide scale for educational purposes in less-developed countries can be considered. Finally, whatever the nature of the innovations, and the main features of the audio-visual media, their educational potentialities and limitations remain, in principle, the same. Let us analyse these potentialities and limitations from the point of view of their practical application to the diverse teaching and learning objectives most frequently encountered in adult education.

Obviously, radio and television differ quite substantially in the way they might be employed for instructional purposes. The nature of each of these media determines not only the style, format, approach and technique in which the content is presented, but in some cases it also determines the intended educational objectives.

However, despite their differences, radio and television have a number of common features which allow us to discuss their potentialities and limitations at the same time.

teaching through the media or face-to-face instruction?

The question whether to use the mass media or traditional face-to-face teaching actually very seldom arises. In conditions where qualified teachers and appropriate facilities are available and are able to reach the target audience, the question becomes one of whether there is a need to use communication media in an auxiliary capacity, and of what their contribution will be to the teaching process in a given educational task.

The problem of using the mass media for direct teaching purposes arises when specific educational tasks cannot be met by conventional means. The question would then be: How effective can radio and television be? To what extent can they be successful in attaining educational objectives? How efficient are they?

The answer to these questions cannot be given in a general way. There are a number of things the media can do as well or better than the average teacher and traditional teaching methods and facilities. On the other hand, there are a number of things the media cannot do as well as the teacher and regular school, but under conditions where a teacher and school are not available, it may be better to have the job done at least to such an extent as is possible through the media. And of course there are a number of things the media cannot do at all. The answer to these questions will depend, therefore, on the kind of education, the kind of objectives, subject matter, audiences and so on, with which the media will be expected to deal.

what can the media do?

In the communication of information and ideas, in affecting attitudes, in motivating thinking, learning and action—in principle, there should not emerge consistent differences between radio, television, film, print or face-to-face communication, provided that the communication is being made under comparable conditions, comprise comparable content substance, for comparable audiences, etc. This has been proven by research carried out in different projects in many countries. Whatever vehicle is used to communicate the message, the amount of information absorbed, assimilated, or accepted by the learner will depend on the same factors: pertinence and credibility of the content, the clarity of its presentation on one hand, and on the other, the abilities of the students, their interest in learning and the amount of work they will devote to master the subject.

There is no reason to believe that one and the same teacher can achieve better results when he teaches through radio or television than when he acts directly in the classroom. Similarly there is no claim that under comparable conditions, with comparable components, students will learn more easily in the classroom than from the television or film screen.

We have, however, every reason to assume that an educational programme, produced with all the necessary educational and broadcasting skills, can be composed of those elements which would normally not be available in the majority of traditional teaching situations.

A broadcast can be more effective in communicating educational information if, for example, a truly excellent teacher—better than those who are available in the majority of schools—is chosen for the programme, if the broadcast is prepared with more care, time and effort than a classroom

teacher could usually afford to devote to his lesson: if the broadcast uses such materials evidence, demonstrations which can explain the problem better than those which are usually used in the classroom; if the broadcast employs teaching methods more effective than those which can be used in the conventional situation. We are assuming that a properly conceived educational programme-production centre will have the necessary resources and facilities to be able to make full use of the potentialities of the media. Otherwise there may be little sense in its existence at all.

Broadcasting can present an educational message in all forms of the spoken word: narration, dialogue, lecture, discussion interview commentary, dramatized scene or in any other form of literary art. It can make the learner meet renowned specialists and experts, personalities from the cultural, artistic, social and political world. It can bring into the educational process images and sounds of contemporary life in all its manifestations occurring in all parts of the world. It can draw on events of the past by bringing in preserved original material and documents or by reproducing situations in an historically sound or fictitious manner. It can use the necessary technical devices to reveal the natural world in a more comprehensible manner than through direct acquaintance.

In many instances 'live' broadcasting, transmitting events the moment they actually take place, can be of great importance to the teaching-learning process. 'Live' broadcasting gives a sense of actually participation in these events.

Radio and television broadcasting can bring great flexibility to the educational process enabling speedy adaptation to changing conditions. Broadcasting can respond immediately to changes in curriculum and in living conditions, to new developments in science and technology, and to reactions

of people. Broadcasting can rapidly introduce into the educational process material which is not yet available in printed form.

A specialized programme-production centre can be equipped with so many different means of presenting subject matter, so many means to evoke and retain interest, to stimulate efforts in learning, to challenge curiosity and intellect, to affect emotions and attitudes, that it can be used for audiences of very different intellectual capacity, for educational aims and objectives requiring a board array of teaching tools. This gives radio and television an enormous potentiality for motivating less 'captive' audiences, for evoking and sustaining interests in learning.

Radio and television educational broadcasting can provide the individual student who is working alone on his self-improvement with the 'elbow-feeling', which will help him to identify with a group of people with the same interests and thus sustain his efforts. The less experienced teacher or monitor will be helped in finding guidance and proper work-rhythm. For the correspondence student, broadcasting will serve as a pacer, helping him to remain on schedule.

Radio and television can in many cases challenge the traditional way and pace of development of an educational system. For example, through radio and television, a relatively small number of educators can provide considerable audiences with those elements of the educational process which need the highest teaching qualifications. The setting up of a traditional educational system for similar audiences would demand costly and prolonged processes necessary for educating a large number of qualified teachers. In a communication project, the follow-up work could be carried out by auxiliary teaching personnel, usually much easier to recruit, and whose training is much less costly and requires much less

time. Similarly, many costly logistical difficulties could frequently be avoided by the use of more accessible facilities.

The mass media attract the educator and all those who are concerned with the development of human resources, not only in situations where no other means of dissemination of knowledge are available, or where the existing educational institutions cannot cope with the growing number of students. Decisions to use the communication media increasingly derive from the desire to improve the teaching process and teaching methods. The media can bring into the teaching process important elements which would not be otherwise available, and create conditions permitting the introduction of new, more efficient teaching methods. Radio and television school programmes, for example, are used in many industrialized and developing countries not as a substitute for the teacher but to enrich the teaching process, and to widen the scope of the educative material used in the teaching.

Perhaps one of the greatest contributions of educational broadcasting is that it has widely promulgated education to the general public. By switching on his set, any individual can listen to and observe instruction on different levels and in different fields. In many educational broadcasting projects important secondary social effects have been reported, thanks to the impact of the programmes on 'eavesdropping', casual audiences, sometimes much larger than the target audience at which the broadcast have been initially aimed. In many cases, educational broadcasting projects employing new methods and approaches, helped to bring about changes in educational practice in general.

can the media act effectively alone?

As pointed out previously, the communication media, and in particular radio and television

programmes, can play a considerable role in the learning process as they are able to disseminate to the widest audiences a message created by the great variety of imaginative means they have at their disposal.

For the same reasons, the media have great potentialities to enhance motivation, willingness to learn, persistence, which are the deriving force of the learning process. Motivation is by its nature the result of social stimulations and influences, deriving from contacts of the individual with the outside world, from the knowledge and understanding he gets of the need and the requirements of society. Being an important link between the individual and the society, broadcasting can contribute to motivation to the same measure that it is able to reflect the life of the world surrounding us.

Many factors are involved in the learning process: the acquisition of skills, the ability of rational thinking, of solving problems, of forming attitudes and values, of making appropriate decisions, etc., are not merely the result of the acquisition of information. 'From the moment of impact, a message is adapted, altered or suppressed by the mind of the receiver according to his prepossessions, his needs, and his capacity.'¹ The message has to be followed by the 'metabolism' of learning, which is an intimate and subjective process.

The quality of the message, its relevance and clarity, its reliability, the respectability of the teacher or of the source of information, can of course influence the learning experience. The better it is, the better it can catalyse the learning 'metabolism'. But the message by itself is only one of the components of this process.

But the learner cannot be left alone in the process of learning. In the majority of cases he needs supervision, additional

clarification of the information he receives; he needs exercise, verification of results achieved at particular stages and so on. The media cannot by themselves provide for this. In order to consolidate and extend their impact, they have to be accompanied by support and follow-up devices of one form or another. They have to be woven into a system, which will provide the human contacts necessary in education.

In adult education, defined in its broadcast sense, there are obviously certain educational tasks of an elementary and simple character, which can be accomplished through a one-way communication system, without special follow-up arrangements, merely by delivering convincing, easy-to-understand information for individuals having a certain amount of interest in a given subject. For example, knowledge concerning some problems of health education, some topics of home and family interests, hobbies, arts, cultural and public affairs, can be effectively assimilated by the receiver, if he will obtain clear and convincing information contained in a radio or television programme. The mother of a baby will eagerly follow the advice of a broadcast concerning health of babies if the information appears reliable and, of course, if the measures to be taken are within her reach. Similarly, an owner of a car will happily learn from a programme how to run the family car more economically, how to preserve it in a good state for a longer period. In these, as in many other instances, a one-way communication will fulfil the task, although an accompanying publication, a pamphlet, leaflet, poster, repeating certain data, figures or recipes, charts etc., would reinforce considerably the impact of the message.

But even in such simple and obvious cases the one-way system may not bring the anticipated results. An illness with visibly frightful consequences is usually well known to the inhabitants

of a region, where this disease is prevalent. A broadcast concerning the treatment of this illness relatively easily gain public attention. But the reaction to the programme will be different in each instance.

When it concerns an illness the treatment of which brings immediate results, for example, trachoma, the public will readily follow the advice of the educator, provided of course that the information concerning the availability of treatment is true. Unfortunately, in many cases information about available facilities is far from being exact, and unreliable information destroys confidence in the media. But in other cases, for example, in campaigns for the eradication of malaria, the simple provision of data or warnings may not be sufficient. In order to eradicate malaria, a number of unpopular operations have to be repeated at frequent interval and have to be continued long after the symptoms of the disease have disappeared. Some of these operations are annoying: house spraying causes considerable disturbance to household and property, and has to be repeated several times over several years; the taking of blood-tests, which is also necessary over a long period, causes some pain, and is disliked particularly by children. The educational task is thus much more complicated, although it concerns a problem in which everybody should be keenly interested. In this case, one-way communications will probably not be able to assure a change of attitude among the population. They would, however, be very valuable as a part of an educational scheme, like a radio-forum, tele-club, action group, in-service training of health workers, monitors or group leaders. The media could provide the expert's view on the problem, well-documented evidence, experience from other localities and many other important elements which the audience would not be able otherwise to receive.

Radio and television have

1. F.C. Barlett, *Remembering*, Cambridge (England), Cambridge University Press, 1932.

been called the 'blind media'. In a sense this is true. Radio and television can disseminate knowledge but without especially devised feed-back mechanisms the educator cannot know who actually receives the message, or how they react to it. The one-way nature of broadcasting does not provide for resolving misunderstandings which may appear in the process of delivering information, it cannot answer questions that are not anticipated before the transmission of the programme. It cannot supervise students' activities, nor control and verify progress made by them. Because it is aimed usually at large audiences, the pace of instruction, the gradation of difficult material, the amount of material delivered in one programme unit must take into consideration the abilities of an average student. In other words, broadcasting cannot take care of the individual needs of the student.

Many difficulties arise from problems of timetabling. It is obvious that the broadcasting schedule, irrespective of how thoughtfully it is composed, will not always suit all the students, particularly adults engaged in many different occupations, home and family duties, and having different habits and ways of living.

Educational broadcasting requires a special type of audience relations, even in projects which do not require supervised teaching. The broadcaster and educator have to be constantly informed about the size and type of audience following the programmes, about the reactions to the particular topics about the adequacy of the pacing, duration of programmes, production techniques, and so on.

justified fears and potential dangers

There are a number of potential distortions which can endanger communication projects.

Centrally disseminated programmes, as is usually the case with broadcasting might seriously jeopardize the principle of participation in the educational

process of the local educational authorities and organizations, if they are not involved in planning, production and utilization of the programmes.

The media, hampered by their one-way nature, are susceptible to programming of a narrow, didactic character. In some cases, particularly in countries where broadcasting has usually been considered mainly as an entertainment medium, aimed at pleasing the widest possible audience in a non-engaging way, approaches used in general broadcasting may penetrate educational programmes, causing passivity and uniformity.

Sometimes initiatives in educational broadcasting originate from those who manufacture the equipment and materials, or who are engaged in general broadcasting production, rather than from educators and subject-matter specialists. This has led too often to educative activities of a not clearly defined character and of little educational value. In other cases, initiatives, though, responding to important demands are carried out in isolation, without co-ordination with institutions responsible for the given field, without the necessary co-operation of educators, and without having the support of the appropriate educational infrastructure.

On the other hand, sometimes as a reaction to this, educators have taken charge of the production side, without sufficient knowledge of the art of production, transplanting mechanically classroom approaches and techniques into the studio, without taking into account the specific requirements of the media and of the new teaching situations.

As a result of the often ill-advised use of the media, fears have been expressed that the 'machinery', the 'cold hardware' would come between the teacher and the students and thereby depersonalize the educational process. It is feared that 'pure technology' will be allowed to dictate instructional objectives.

Many of the pessimistic views

originate from the frustration caused in previous periods of 'media fashion' which was quite strong in some countries. Excessive 'media orientation' has brought about considerable investments in costly equipment and material, in the belief that the media would by themselves easily solve many educational problems. High emphasis was placed on the role of the 'hardware', and not enough attention paid to the 'software', i.e., the specific teaching methodology required when the media are used; special production skills, appropriate selection of objectives suitable for the media, appropriate utilization approaches, provision of accompanying material, audience organization and supervision, etc. In a number of developing countries expensive investments were made for the construction of studios and purchase of equipment, but nothing, or almost nothing, has been done to create and develop cultural and educational programme resources, and to train in communication skills those who were supposed to use the media. The investment themselves were often made without a thoughtful outline. The allotted financial resources were usually too limited. Instead of constructing modest projects capable of carrying out a specific objective fully, the available funds were often used in schemes grandiose in design. Many such projects have never been completed, because of shortage of funds or political changes. As a result, considerable amounts of money have been wasted and expensive equipment has not been used.

In many instances insufficient efforts has been made to assure the provision and maintenance of reception facilities for audiences not in a position to acquire them by their own means. It is amazing how often it has been forgotten that the main reason for the introduction of the projects was to reach these audiences.

—Courtesy: Unesco Publication
Broadcasting for Adult Education.

the 3 F's in place of the 3 R's

(an essay on the motivational problems of adult literacy)

H. R. Gugnani

motivating the adults

Motivating adults for literacy is one of the most difficult problems faced by adult educators. Resistance to literacy is due to several environmental pressures. The continuing fight for survival against debilitating forces of hunger, unemployment, mal-nutrition, disease etc. would, indeed, need an extraordinary effort on the part of non-literate adults to attend literacy classes on a continuing basis. Added to this are no less important considerations like—the over-riding priority, among parents, for their children's education than for themselves; traditional scepticism to change; and even prejudices, especially among rural populations—particularly husbands—towards female literacy etc.

motivating the planners

Motivating planners to accord priority to adult education is an equally difficult task faced by adult educators. The staggering number of non-literate adults above the age of 15 (about 800 million in the world—including about one-fifth of this number in

India) make the task frustrating. The over-riding priority to primary education (a constitutional directive in India) takes away more than half of the educational budget. There is no quarrel over this "priority", but, what is contestable is the notion (still persisting on the basis of a prima-facie logic) that universalisation of primary education would nip adult illiteracy in the bud. Next to Primary education, the priorities go to Secondary and Higher education sectors as the vocal, urban middle and rich classes, often, are able to receive early attention and large allocations for expansion of programmes at these stages in their own vested interests. Then, there are some doubling Toms, in the clan of extension workers and mass-media men, who in their enthusiasm to *play up* the role of their own field demonstration work and mass media (like Radio, T.V., Films etc.) in the communication of useful skills, knowledge and information to various target groups, often try to *play down* the role and utility of literacy for adults.

schooling—vs—adult education

The adult educators, thus,

face problems from both the beneficiaries and the benefactors. Let us take the latter's viewpoints first. Those who think that universalizing primary education would nip adult illiteracy in the bud, write-off the present backlog of 800 million adult non-literates as a "lost generation"—unmindful of the huge wastage in manpower including even the potential youth power in the age-range 15-25. Add to this, the high "drop-out" rate from the elementary school system (sometimes as high as 81% in some of the African countries) that swells the ranks of non-literate adult population on a continuing basis. Moreover, even with the best efforts to develop primary education, the global enrolment of school-going age children has, at the best, touched only 45 per cent mark which shows that the remaining 55 per cent have to become the non-literate adults of tomorrow. Thus, to say that adult education can be done away with, if primary education is universalised, is to say that governments can be done away with if all people become cultured and civilised. It would, thus, seem obvious that the dilemma of schooling versus adult education is spurious. Both are indispensable and must supplement each other. Merely providing schooling is not the only remedy for illiteracy. Vice-Versa, though literacy education for adults is not the whole answer, it can undoubtedly help to make the education of children more effective. Therefore, two-pronged attack is needed.

non-print media and adult education

So too 'Mass Media', Extension Services' etc. are no substitutes for adult literacy, but significant supplements to literacy work. At least three important studies on the role of literacy in social change—would substantiate this claim. For instance, Meier, in his study on the 'Measurement of Social Change' has estimated that an individual in a modern society received 100% more

The author is Education Officer, Ministry of Education and Social Welfare, New Delhi.

information than an ordinary individual in a developing country : and 60% of this information is communicated by reading. Golden, in his book on *Literacy and Social Change in underdeveloped countries* has established a significant correlation among countries between on the one hand, the percentage of literacy, and, on the other hand, per capita income, industrialisation, political participation and the reception of information media. Lerner, in his work on *The Passing of Traditional Society* has stressed the essential role of literacy in extending communications, as radio message, is incomplete and lacking in continuity, unless supported by literacy. The "green revolution" in India has shown that Extension Services, physical inputs, credit and irrigation facilities, without the pronounced need for literacy, could not go beyond the initial stages of adoption. It has been realised that there is limit to increase acquisition of developmental knowledge through extension services and on-the-spot training of farmers where no literacy is required. Very soon it tends to run into zero marginal returns. Though mass media and extension services are quite effective and may be, even cheaper in transmitting developmental knowledge, literacy has an advantage over them as (i) Print media enables the individual receiver to control the rate of message input; (ii) to store and retrieve print information for delayed use ; and (iii) to economise on the utilisation of resources. It is now widely recognised that a farmer who has a working knowledge of reading, writing and calculating skills can take much better advantage of extension services than his non-literate brother ; he can make full use of the extension literature *at any time* ; he can participate in more advanced form of farmers training. In fact, Extension and Mass Media themselves, are out-of-school educational processes ; and thus, Adult Education, Extension Services and Mass Media are supplementary efforts towards the

same goal.

individual motivation

Let us now discuss the problems of motivation at the level of individual adults. Two important points to examine here would be (i) the degree of "demand" for literacy (i.e. the simple desire among adults for literacy); and (ii) the degree of "effective demand" for literacy (i.e. desire backed by means). The discussion on these two points should then lead to : (a) an estimation of the nature and problem of adult motivation, notwithstanding the environmental pressures that inhibit adults from attending literacy classes; and (b) the role of adult educators in not only sustaining the demand, but also stimulating it. Thus, the first thing to know would be how for the non-literate adults value literacy, why and what for? A few opinion surveys conducted in recent years may throw some light on these aspects. A survey conducted in Iran, obtained from heads of families in a rural area of heavy illiteracy showed that 39.03% valued literacy as an instrument of "better living", 14.18% valued because, they felt that "illiterates are blind". 15.47% expressed that 'literacy is good'; two groups of 4.25% each valued it for 'better income' and a 'better job' respectively; 3.65% for being more respectable," and the remaining 21.27% gave *negative* and *other* answers. Among the other answers were the following : (a) for learning prayers; (b) for not being deceived; (c) for taking an official job; (d) because it is an order of the government; and (e) for the sake of the project teachers. The negative answers were only 5% of the positive answers. Another study of textile factories by the University of Bombay showed that 89.26% illiterate workers felt "dependence on others"; 9.39% could not understand money matters; 4.77% could not teach children; 5.35% felt

"inferior" and 0.67% felt "delay or difficulty in getting things done." Similar attitudes towards literacy were thrown up by another survey sponsored by UNICEF in Morocco dealing with opinions of youth. Most of the youth felt that literacy was an instrument for greater independence and self-protection. A typical statement recorded was "when one knows how to read, one feels the master of one's own destiny". Another study of youth in the rural communities in Kenya showed that the most of the young people valued literacy in terms of its own 'pleasure'. The most popular books read by the youth were the stories which conveyed excitement. Another adult motivation to literacy is the 'prestige' aspect of it. An illustration of this, mentioned in the records of the conference on Adult Literacy and Development in Africa, Nigeria (1968) shows that a literacy campaigner in the Eggon Village in Nigeria challenged a group of young adults that "they were just like donkeys because there were illiterate". The accusation created a *sense of shame* which resulted in a felt-need; and in their commencing to read. There is yet another story of the 'prestige' value of literacy by a group of people *pretending to be literate* even if they were not. A firm making ball-point pens received an order from a country with heavy illiteracy for a large number of tops of pens. The firm thought there was some mistake and, therefore, queried back the request. There was no mistake; the pens were wanted by people who could not write, but wanted the tops of the pens showing in their breast-pockets.

However, individual adult motivation, though important and necessary is not by itself a sufficient condition to become literate. Here, the adult educators have an important role in either sustaining and stimulating motivation or stifling it. For instance, the use of irrelevant

materials and methodology or where campaign does not meet the felt-needs of the area, far from promoting adult education, may even stifle the initial motivation to literacy. These are evident from the failures which have occurred, in various adult literacy projects. A study in India by Mustaq Ahmed brought out that of a sample of 1,314 adults who were awarded certificates in 1955-56 for successful completion of adult literacy courses, only 40.7% could after about a year, read with comprehension a test passage which was geared to the standard of the fourth grade of primary schools. A case study of Mukhmelpur village in Delhi showed that 'one in three literates does not read any books. Only 10% of the literates are readers in the modest sense of having read four or more books in their lifetime.' A Government of Maharashtra survey (1962) showed that following adult literacy classes 43.9% of participants retained literacy: 38 percent stood in need for some refresher training, and 18.1 percent relapsed into illiteracy. A Tunisian study demonstrated that almost 50 per cent of the participants did not retain the minimum literacy they acquired after one year of instruction.

These illustrations would show that it is not enough to lead "the illiterate to the fountain of knowledge". The fountain must equally "slake his thirst if he is to return to it frequently". This is a pointer to the relevance of adult education, for different types of motivated groups, i.e. the contribution that adult education should make in improving their occupation, standard of living, better family life or their economic and cultural development.

This means that literacy, if it is to sustain and stimulate the motivation, should be functional, i.e. it should be relevant and its contents and training

methods may be different for different motivated groups. Literacy is not just the teaching of basic skills of reading, writing and arithmetic, it must go far beyond this limited traditional aim—education to prepare adults to participate actively in progress, progress in nation-building as well as their own progress. Functional literacy must, therefore, be viewed as an essential human-resource "input" built into all important national tasks.

The Functional Literacy concept has already come to stay. In India, it forms an integrated component of Food Production Programme; while its direct linkage with another task of national importance viz.

Family Planning is being actively considered and has even been made an important component of a few experimental projects of family life education. With this direct and close relationship of functional literacy concept with food production and family planning programmes in India, there is a marked shift of emphasis from the traditional 3-R's concept of Literacy to the new 3-F's Programme of *Functional Literacy, Food Production, and Family Planning*. These experiences evidently establish that the "built-in" motivation be it economic, social, cultural or even religious is perhaps the only qualified answer to any worthwhile literacy training programme.

one, many and together

There is a mango tree laden with fruit. A little boy jumps but cannot get it. His elder sister is painting under the tree and singing a popular children's song "We are many but at one". The boy is interested about many in one. His sister answers his queries. More children come and she tells them a story about how even difficult tasks become easy if all work together. Can we then get mangoes if we all work together? The boy asks. O'yes, but you have to be both clever and united, the sister answers. The children understand and act. The mangoes are picked and enjoyed by all. 'Ek, Anek Aur Ekta' (One, Many and Together) is the title of an educational film 35 mm, in colour, produced by the Centre for Educational Technology, New Delhi, under the direction of Mrs. Vijay Mulay. It is the first film of the Centre and has received the 'Silver Lotus', the National Award, for 1974. This film is a precursor to many more things to come.

The Centre for Educational Technology has already played a remarkable and dynamic role in training a very large number of

teachers under the Satellite Instructional Television Experiment (SITE) now covering 2400 villages. The Centre's present programmes are now geared to the school going age population but the Centre has a great role to play in the field of adult education. The Centre's main functions are to train the trainers and assist in material production. If the readers have suggestions and comments on the Satellite Programme or on Educational Technology more particularly related to adult and continuing education, we shall be happy to pass on the same to the Director of the Centre or readers may write to the following address :

The Director,
Centre for Educational
Technology,
Aurobindo Marg,
New Delhi-110016.

"One, Many and Together" is also the title of a series which we are starting to briefly report on the activities of individuals and institutions in the field of adult education in India and abroad.

non-formal education for the age group 15-25

J. L. Sachdeva

It is claimed that enrolment in the primary education by the end of Fourth Five Year Plan was 84 per cent in this country. But out of every 100 children who enter class I, only about 40 reach class V and more than half of them drop-out before they have completed two years of schooling. This means that 60 per cent of drop-outs are educationally or practically no different from the non-starters in the primary education. The situation is more worse if we go further. Only 15 per cent go on to get themselves enrolled in secondary schools. If these figures are broken by sex, the position is much worse for girls and women; if it is broken up by urban and rural areas, the problem almost assumes insoluble proportions.

In India according to 1971 census there were about 211 million people of the age group 15 and above, and about 90 million were in the age group 15-25. Out of this number 50 million are illiterate and 20 million semi-literate. They have never been to the primary school, or they have left it too early. Because of

this, these people are unable to play their full participatory role in the country's developmental activities. This age group is important from many points of view. They are often engaged in economically productive occupations, are involved in many community activities, are at the age of marriage or starting of a family. Their educational needs are multifacet and offer a rich and potential material.

Educational and training requirements of many millions of youth facing the problem caused by poverty, unemployment etc. are not being met. How do we deal with these problems? Uptil now there has hardly been any substantial education programme specially designed for the young people.

Formal education which is institutionalised and graded is dated and is not meeting the needs and requirements of the individuals and the community in the rapidly changing society. The few literacy programme have not met the specified need of this group. The traditional literacy has no attraction for them. Any educational programme for this group to be meaningful, will have to be related

to their day to day concerns, their family and community life as well as various developmental programmes with which they are directly or indirectly concerned.

The answer may be extending non-formal education facilities for these people. Philip H. Coombs and his associates in their book "Attacking Rural Poverty: How Non-formal Education can Help" has defined 'Non-formal education as any organised, systematic educational activity carried on outside the frame-work of the formal system to provide selected type of learning to particular sub-groups in the population, adults as well as children. Thus defined non-formal education includes for example agricultural extension, farmers trainings programmes, adult literacy programme, occupational skill system given outside the formal schooling system, youth clubs with substantial educational purposes and various community programmes of instructions in health, nutrition, family planning, cooperatives and the like'.

Non-formal education will have to supplement and complement formal education. It will have not only to look after the requirements of the illiterates and drop-outs of the primary stage but also to look after the post primary requirement of the primary school graduates who are unable to continue their formal education in the light of the learning and the training needed for enabling them to meet the challenge of life, work and community living as also make up the gaps in the learning they have acquired in the primary schooling. Learning and training will also be needing even for the youth who have completed their secondary education and are either unwilling or unable to proceed for higher education to enable them to face the challenge of life in addition of course to working up the gaps in their secondary education from the point of view of work, environ-

Shri Sachdeva is Documentation Officer, Indian Adult Education Association, New Delhi.

mental adjustment and community living. Non-formal education is even necessary for those who have higher education.

Though literacy and numeracy are basic components of learning yet it is not essential that we may start our programme with them. Programmes which are suited to the need and interest of the learners may be taken up to start with and if need arises literacy and numeracy may be taken afterwards.

The main features of the non-formal education are :

1. Education and training according to felt needs.

2. Vocational training for employment or for upgradation of knowledge and skill.

3. Knowledge of civic rights and responsibilities and community living.

4. Knowledge that can improve the quality of family life such as nutrition, hygiene, family planning and population education etc.

5. An overall open educational system with the variety of choices for the learners and keeping mobility within it.

The formal schooling system cannot solve the problems of youth even if it is reformed to take accounts of the some of the needs mentioned above. In the formal system the timings are fixed to suit organisational convenience and are not related to working hours and the occasion of the learners; the point of entry is once and the methodology is generally formal. In the non-formal system the timings are flexible to suit learners convenience; there are many points of entry; the curriculum is diversified and problem oriented and methodology is flexible with teachers learner jointly analysing the course problems and exploring solutions.

In the age group 15-25 most of the people are engaged in some kind of work, even if in some cases the marginal productivity of their contribution is nil and they would be primarily interested in improving their productivity or employability as the case may be besides of course the natural interest of that age group in family life and community problems. As they are not likely to be attached by book work nor possibly have the time for the same it is essential that the non-formal education programme arranged for them should be actively based and involving participation, especially those related to earning while learning.

barrio development school of philippines

The Barrio development school project in Philippines is a fine example of non-formal education of earning while learning in the developing countries. The Extension Department of the University of Los Banos has started a School for farmers children (age group 15-18) approximately in a small village some miles away from the camp. It is more than learning by doing ; it is earning while learning by doing. The school has no farm of its own. It is only an old primary school building.

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.

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 labour paid wages for doing the work and for this purpose seek permission of their parents to use a small portion of the land.

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. 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. The progress chart is seen by the teacher guide. 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 student have to face the real life situation. The outlook of the boys and girls has been fast changed. Parents seeing the results on the children farms are also adopting new practices. Thus some impact on the community as a whole is perceptible.

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human resources development through literacy in afghanistan

functional literacy project of pacca

S.N. Saraf

introduction

On the basis of the findings of the Agricultural Credit Mission to Afghanistan in 1966, the Programme on Agricultural Credit and Related Services through Cooperatives (PACCA) was established under a Plan of Operation signed by the Government of Afghanistan and FAO on 14 April 1968. On 25 April 1968, FAO and the Government of Sweden signed an agreement providing for Swedish financing of the external inputs into PACCA and designating the Swedish International Development Authority (SIDA) as financing agency on behalf of the Swedish Government. The main purpose of PACCA was described, among others, to demonstrate in pilot areas how a coordinated and integrated approach to agricultural credit and cooperatives can lead to the development of agriculture and especially to the improvement of the standard of living of farmers.

Afghanistan, like all other developing countries, has lagged behind in economic development because of the low rate of literacy which, in turn, has largely been responsible for the underdevelopment of human resources. The Agricultural Credit Mission, noting that 90% of the population in Afghanistan was illiterate, recommended, among other things, that improved literacy can play a key role in creating a pattern of viable agricultural industry and better human resources development in pilot

areas which could spread throughout Afghanistan and have a real impact on the economy of the farmers and that of Afghanistan. Considering that improved literacy among the farmers in the pilot areas would be important for the attainment of PACCA objectives, the Government of Afghanistan, with SIDA financing and technical assistance of UNESCO, included functional literacy as an integral component of PACCA. Thus Functional Literacy Project (FLP) was inaugurated on 10th October 1970 when UNESCO and the Government of Afghanistan gave their acceptance to a Plan of Operation. Even though the Planop was signed in October 1970, the work started in 1971, but the activities were intensified only during the middle of 1972 when the full complement of UNESCO staff (one Chief Technical Advisor; one Reading Materials Expert and one Field Expert) was in position.

programme

As already mentioned, the Functional Literacy Project has been conceived and is functioning as an integral limb of the PACCA, which initially was taken up in the viticultural area of Kohdaman and multi-crop area of Baghlan as its target areas. The intention is that the message of modern agricultural developments and of cooperatives should be passed on to the farming population especially the illiterates and semi-literates, through the medium of literacy which is problem-oriented and problem-solving, backed by

other media. Thus, the problem-solving approach has been adopted in the development of curricular content, the preparation of reading and instructional materials, training of personnel, organization of radio programmes, demonstrations, etc. The entire functional literacy course has been designed for group work for about 400 hours, divided into first stage of intensive literacy programme of about 200 hours to be covered during four months, followed by the second stage of less intensive programme of additional 200 hours to be covered during the next eight months. Consequent to the change in the policy of the Government that the accent in the PACCA areas should be mainly on Cooperative Development, the Functional Literacy Project is now having its main thrust on conveying the message of cooperatives through the medium of literacy.

achievements

About two years period in the life of an educational project to achieve all the expected goals and report concrete results of its impact is too short, however, there are a number of positive achievements to the credit of the Project, some of which are listed below:

- (1) Reading and instructional materials have been prepared for functional literacy programme for grapes and wheat. Materials for cotton, sugar beat, rice, potatoes are getting ready. Pamphlets on cooperative principles, techniques and management for illiterates and neo-literates have been finalized. Reading and instructional materials, appropriate to the needs of women population, have been prepared.
- (2) Training materials in the techniques and methodology of functional literacy, use of mass media, evaluation and experimentation and other related matters, particularly cooperatives, agricultural

Dr. S.N. Saraf is Unesco Chief Technical Adviser, Functional Literacy Project, Kabul, Afghanistan.

demonstration, etc. have been prepared. These have been of great benefit to key-level and field workers in improving their professional competence and assuming leadership. A number of basic training courses for field operation officers, supervisors and literacy instructors have been organized.

- (3) The methodology of mass-media support, especially radio, to literacy has been identified and concrete plans have been worked out to prepare manuscripts of radio broadcasts on various topics according to the agricultural calendar of the two project areas. About fifty radio broadcasts, dealing with agricultural crops, have so far been put out on the air.
- (4) The programme of women's education has been studied closely. Literacy courses for women, on a limited scale and for experimental purposes, have been started in Kohdaman and Baghlan areas.
- (5) Quite a good number of key-level personnel have been trained by visits to other projects in other countries under fellowship programmes. Many more have been initiated to this innovative work through on-the-job training and with closer collaboration with international experts. The mechanism of periodic meetings, conferences and seminars is being used increasingly to train the nationals.
- (6) With the appointment of full-time field personnel, in the two project areas, during the current year, it has been possible to organize about fifty literacy courses, attended by about 1,200 participants, mostly members of the cooperatives, on systematic lines.
- (7) The functional Literacy Project has been highly selective and the experience in innova-

tive methodology, psychopedagogic and other technical results accruing from it, have been of a great value. In fact, the PACCA Functional Literacy Project has been the mainspring and professional nucleus for the Government's intention to develop the literacy effort in the country. The Republic of Afghanistan has appreciated the approach and methodology of the Functional Literacy Project of PACCA and they have accepted this approach and methodology in their recently developed two proposals: "National Plan of Adult Education" and "Family Health and Adult Education Project" which are proposed to be assisted by the UNDP and UNFPA respectively from January 1975.

- (8) The innovative experiment of the Functional Literacy Project has been instrumental in professionalising and institutionalizing the programme of non-formal education, which includes adult education, adult literacy and education of non-school going population. The National Directorate of Adult Education, under the Presidentship of a high-ranking officer of the level of a Deputy Minister, with six full-fledged departments of (a) Reading materials, (b) Field Operations, (c) Surveys and Studies, (d) Training and Orientation, (e) Functional Literacy Project, and (f) Administration and Finance, under General Directors in charge of these departments, has been set up. The National Board of Adult Education, to provide the much needed inter-ministerial coordination at the highest level and to advise in regard to all matters of non-formal education, will soon be reconvened.

conclusion

UNESCO, as the international agency, has appreciated the

systematic approach, adopted in the Functional Literacy Project of PACCA and, besides providing external inputs of the Project, have been providing additional technical and financial assistance in broad-basing the programme, within the context of social, economic and cultural life of the people, through the organizations of Field Operation Seminars, writers workshops, and the setting up of model rural literacy development centres. UNESCO is likely to make available assistance for the organization of variety of workshops and conferences which will help in developing the national expertise.

The Republic of Afghanistan is equally appreciative of the work and committed to the promotion of this programme, which is directly instrumental in human resource development of the masses, through monetary, material and manpower inputs. Slowly and steadily, the programmes of adult education and adult literacy in Afghanistan are being institutionalized and are becoming an integral part of the overall social and economic development. To avoid any possible overlap in the activities of different proposals and projects, which are likely to be approved soon, one overall National Plan of Adult Education, with different components being financed by various international agencies, under one unified command from the national and international sides, is being evolved. This will be a good augury for the adoption of an integrated approach for human resources development through literacy within the context of life-long education, which is a condition precedent for the success of various social and economic plans.

Looking back, one could modestly conclude that love's labour, which has been put in both from the national and international agencies in an area which is new, innovative and challenging, has not been lost.

role of school and college students in eradication of illiteracy

Amrit Kaur

In formulating plans for the eradication of illiteracy and pinpointing the sources and agencies of adult education, the fact that school and college students can make a substantial contribution toward the eradication of illiteracy, is not given due importance. The history of adult education in India as well as in other parts of the world is replete with examples indicating that not only college students but even school students have played an important role in imparting literacy skills. In fact, the first winner of the UNESCO sponsored Mohammad Reza Pahlavi Prize for meritorious work in literacy was a group of secondary school students studying at the Boarding School in Tabora, Tanzania. These students started a literacy campaign in which through a 'ten house cell' scheme they brought literacy to 400 adults in their town. The comment of these students regarding their work was very impressive, "In our country, everyone is asked to help in building the Nation and we feel that in doing this work we are playing our

part." In Tanzania, another group of secondary school students also did commendable work. This was a group of 25 school girls studying in the Kasama Girls' Secondary School in Northern Zambia which taught literacy to the inmates of a nearby hospital including lepers, tuberculosis sufferers and patients in surgical wards with limbs in traction.

In Russia, senior students of secondary schools made a significant contribution to the literacy campaign started in 1917. In North Vietnam, school going girls helped in literacy work by imparting literacy skills to their own parents and relatives. In 1955 in North Vietnam, literacy percentage was only 5 and the target of near cent per cent literacy was achieved within 4 years. In this huge task of bringing literacy to the 95% illiterate adults anybody who could read and write was considered a teacher. Thus, the school going children were also entrusted the job of teaching reading and writing to the illiterate members of their own family. In Cuba, school students have played an important role in

reducing illiteracy. In 1961, in Cuba, 105664 youngsters underwent training to join literacy instruction brigades. Among these youngsters almost twice as many came from primary schools as from secondary. These brigadistas went to the countryside to teach literacy skills. As a result of their effort between January 1 and December 31, 1961, the number of illiterate among adults in Cuba was reduced from 23.6% to 3.9%.

In Guinea, school going children have participated enthusiastically in the work of eradication of illiteracy. During 1968 approximately 50,000 secondary school students received special training in order to teach literacy classes. In Burma, college and University students have done meritorious work in the field of adult literacy. During 1971, a group of Burmese students did literacy work during vacation, for which purpose they went to far off places on their own expenditure. For this distinctive contribution these students were awarded Mohammad Reza Pahlavi Prize in 1971. In Mongolia a group of 800 university students took part in the drive for liquidation of illiteracy and did creditable work.

It is encouraging to find that not only students, but even non-students have helped in teaching literacy. In a great many countries member of non-student youth organizations including religious and political organizations have contributed toward the eradication of illiteracy.

The school and college students have played an important role in the eradication of illiteracy not only by teaching literacy skills but also by raising funds for literacy projects. In this connection the work done by Danish and Norwegian secondary school students who raised money to sponsor literacy projects in Zambia in 1969 is worth mentioning. These students 40,000

Mrs Amrit Kaur is Lecturer, Department of Education and Community Service, Punjabi University, Patiala.

in number and aged 14-18 went out to work—shining shoes, picking apples, washing windows and cars, wrapping parcels in shops, and even scaling the roofs of historical buildings to clean the domes—to collect money for a literacy project in Zambia. In this way these students collected 100,000 dollars to sponsor a functional literacy pilot project which aimed at teaching literacy skills to some 3000 Zambian farmers and their wives as well as showing them how their crops could be improved in quality and quantity. In recognition of the work done by these students the Honourable Mention for the Reza Pahlavi Prize 1973 was awarded to the High School Students Association of Denmark and Norway.

In India, school and college students have shown involvement in the task of literacy teaching but their potential has not been fully realized. As far back as 1938, in Bihar school students helped in literacy work. In Bihar during 1938-42 school students participated in the "Make Your Home Literate" movement. In U.P., during 1939-42 school and college students did creditable work in the field of adult literacy by adopting villages. Under the Education Expansion Scheme which was inaugurated on July 15, 1939 in U.P. educational institutions participated in the work of literacy teaching. As part of this scheme all Intermediate Colleges, High Schools and Vernacular Middle School were requested to adopt a village each and to try to make all educable and willing adults in that village literate within a year. In U.P. the students also participated enthusiastically in the "No Thumb Impression" campaigns and in 1941-42 these students succeeded in teaching 63,726 adults how to sign their names.

The work done by university students in Mysore is also worth mentioning. In 1940 these students after getting training in adult education started adult

literacy classes in various mohallas of Mysore City. Some of these students stayed behind during vacations to do literacy work. During this period 470 adults were taught literacy skills and out of these 197 passed the test. Around this period college students in Bombay city were also involved in the work of teaching literacy. In 1941-42, the Bombay City Adult Education Committee started a training class for college students which was attended by 35 students. Some of these students, later on, were employed in the classes in mills and their work was found satisfactory.

After India became independent very enthusiastic schemes were chalked out for the eradication of illiteracy. The Saxena Report which made recommendations for the eradication of illiteracy was finalized in June, 1948 and was adopted by the C.A.B.E. in Jan. 1949. This report gave due importance to the potential of students and urged the provinces and states to suggest legislation or to take other administrative action for mobilizing students. As a result, a number of provinces chalked out schemes to involve the school and college students in the huge task of eradication of illiteracy. Consequently, in the middle of January 1950 Bihar introduced the New Scheme of Adult Education which encouraged middle and high school and college students to participate in the work of literacy teaching. As part of this scheme, each middle school, high school and college was to organize 3, 12 and 10 squads respectively, each squad consisting of a leader, who was a teacher, and some boys. In this way school and college students helped in the eradication of illiteracy in the state of Bihar. More recently, in formulating the National Service Scheme the involvement of youth was given due importance. As part of this scheme college and University students are to organise literacy projects as well as continuing education classes.

In India, involvement of Youth is essential because the goal of cent per cent literacy cannot be achieved with the available resources and existing administrative machinery. According to 1971 census literacy percentage in India was 29.35 and the number of illiterates was approximately, 39 crores (inclusive of 0-4 age group) and during the Fourth Five Year Plan anticipated expenditure on adult education was 4.45 crores of rupees. The amount of money spent per illiterate person per year during the Fourth Five Year Plan thus was close to 2 paise which quite clearly pinpoints the gravity of the problem of illiteracy. Even if the amount of money spent on adult education is increased hundred times in the Fifth Five Year Plan, which of course is not possible, the situation cannot improve very much. Then the question arises as to how can the gigantic problem of illiteracy be solved in India. The involvement of youth and voluntary organisations seems to be an obvious answer to this problem. According to 1971 census the number of universities, colleges and high/higher secondary schools was 86, 2792 and 35773 respectively and the number of students studying at middle (VI-VIII) high/higher secondary (IX-XI/XII) and university level was 134.4 lakhs, 72.8 lakhs and 25.1 lakhs respectively. A simple comparison of the number of students and the number of illiterate persons shows that if each student at the VIth grade level and above makes 17 persons literate, the problems of illiteracy can be easily solved. It has already been shown earlier that, if properly motivated, school and college students can contribute a great deal to the solution of the problem of illiteracy. In view of this, it is suggested that if the goal of cent per cent literacy is to be achieved at an early date, all students at the VIth grade level and above need to be involved in the task of teaching literacy skills.

the freire method

Sanders, Thomas G.

Much has been written about Freire's ideas and methodology as developed by him in Brazil and Chile. An interesting and useful article on the same is one by Thomas G. Sanders, Associate Professor of Religious Studies in Brown University, published in the American Universities Field Staff Report; West Coast South America Series, (see Vol. XV, No. 1, 1968). Following is a brief and free paraphrase of the article which would be of interest to all adult educators in India.—Ed.

Professor Sanders has pointed out that Paulo Freire became interested in adult education as early as 1947. Being a professor of pedagogy, he was, of course, familiar with the standard methods, but was dissatisfied with them. For one thing, the material used for adults was the same as for children. Secondly, the language and situations common in the primers were drawn from urban middle-class and bore little, if any, relation to the interests of lower classes, chiefly rural, that he was trying to teach. Basically however it was the philosophical assumptions about the relative status of teacher and pupil and the psychological effect on the pupil of the existent methods that was found to be unsatisfactory. Culture was regarded as intimately linked with literacy and the teacher was thought of bestowing culture on the ignorant pupil. This intensified the subordination of worthlessness that he, as a member of the lower class, already possessed. The learning process was by its nature paternalistic. Education was only thus a manifestation of the normal class relations. Freire puzzled over *why* he was teaching these people to read and write: was it to appropriate the values and assume the roles of a society that was stratified and dehumanising? He recognised that education aimed at adapting pupils to a society that he, like other typical Brazilians, believed

to change.

The question was whether it was possible to transform the mentality of the rural. Between 1960 and 1963 Freire participated in the movement of Popular Culture in Recife, where such themes as nationalism, remission of profits, development, and illiteracy were discussed in groups, using visual aids to schematise the issues and later on developed a new method. The question was if it was possible to transform the mentality of the rural worker, illiterate all of his life, from passive ingenuousness to critical participation at the same time that he was learning to read.

Freire distinguishes between a "magical", or unreflective, way in which man may confront the world around him and a "critical" vision of that world. He wanted to reform the basic perspective on reality which has usually been a profound pessimism and fatalism, by enabling him to gain awareness of his capacity to shape his environment and to acquire the means to do so. Literacy training should not immerse the pupil in his status, but rather give him the capacity to overcome it.

The Paulo Freire method makes of literacy training a critical, active process through which habits of resignation are overcome. The critical capacity

of the pupils grows out of dialogue about meaningful situations in their lives, on which they have insights to contribute. Both teacher and pupils join sympathetically in a common purpose, seeking truth about relevant problems while respecting each other's opinions. The teacher serves as a coordinator of a discussion while the pupils become participants in a group trying to understand existence in a changing society.

Thus the first phase of the method became a study of the context in which the illiterates lived, in order to determine the common vocabulary and the problem issues around which the process of reflection could develop. The second phase was the selection of words from the vocabulary that has been discovered, "those most charged with existential meaning, and thus, major emotional content, but also the typical expressions of the people".

Why operate with a minimal number of words rather than use a primer that can constantly supply new vocabulary and sentences? Freire believes that no primer is sufficiently contextual, and that all are paternalistic, in the sense of conveying from outside themes and vocabulary the authors consider significant.

The third phase of the method develops teaching materials of two types. One is a set of cards or slides which break down the words into parts for more careful analysis. The second is a set of cards of pictorial situations, related to the words, which were designed to impress on the pupil through vision an image of the word and also to stimulate thinking about situations that the word implies. In Brazil, Freire used pictures separated from the words but in Chile he has combined the two. The pictures become the basis for dialogue.

The actual literacy training in Brazil was preceded by at least three sessions of "motiva-

tion", in which 'he pupil entered into his new life through an analysis of the concept of culture. In Chile, this stage has been incorporated into the literacy training itself, for it was noted that the Chilean, unlike the Brazilian, who liked discussion about himself as a creative, cultural being, tended to lose interest if he did not begin to learn immediately.

In Freire's method, the beginning of a critical, as opposed to a magical, outlook comes from distinguishing between nature and culture: nature is viewed as a matrix in which man lives, culture as an addition that man contributes through his own work. It is important to recognise that for Freire culture is not the property of the learned, something that the pupil may acquire only after he can read and write; rather, culture is something that all men have. A picture that he commonly uses show an Indian shooting a bird with a bow and arrow and illustrates the control that even primitive men have over nature through their creations. The illiterate discovers that culture is relative; through the pictures he sees that he already has culture and a certain domination over the word itself, even though he was previously not conscious of this fact.

Now the method. Picture A, which is the initial one of a series of eight used for cultural apprehension in Chile depicts a peasant carrying an axe with which he intends to cut down a tree. From discussing this situation, the class realises the existence of a world of nature and a world of culture. Through work, man alters the natural environment and creatively forms his culture. The coordinator elicits the meaning of the situation through a series of questions designed to provoke dialogue and self-discovery: What is the peasant doing? Who made the axe? What is the difference between the origin of the tree and the origin of the axe? Why does the man do what he is

doing? How? The illiterate comes to understand that lack of knowledge is relative and that absolute ignorance does not exist. The mere fact of being human entails knowledge, control and creativity. Picture B, which is seventh in the series, depicts a group in which a couple is performing the *cueca*, a Chilean folk dance. The class discovers that man not only creates instruments for his physical necessities, but that he creates for artistic expression as well. Man has an aesthetic sense and the popular manifestations of his culture possess as legitimate a vitality and beauty as other forms. Again the coordinator asks questions: Why are these people dancing? Who invented the dance and other similar ones that you know? Why do men create music. Can a man who composes a *cueca* be a great composer? The situation aims at indicating that a man who composes popular music is as much an artist as a famous composer. In Picture C, we enter the stage of literacy training itself. A class session is built around a word and a picture and the group learns that one can symbolise a lived experience by drawing, reading or writing it. Instead of the prosperous middle-class dwelling of the usual primer, we find a humble Chilean home and a family whose features are typical of the lower class. To the left is a somewhat shabbier house.

The literacy training involves a series of audio-visual techniques, such as repeating and recognising the word, dissecting it into its component syllables, learning to write the letters and the word and constructing new words from the components. The coordinator of the group engages the class in reflection and discussion on the meaning of "house", using such themes as the necessity of comfortable housing for family life, the problem of housing in the nation, the possibilities and ways of acquiring a house, types of dwellings in different regions and countries.

Many questions are both simple and sophisticated. The method has no answer for them but experience indicates that common reflection by the pupils produces considerable understanding. My own most memorable impression from visiting these classes is of the capacity of people of limited education for thoughtful analysis and logical articulation of the issues when the issues are linked to their everyday life.

The key to successful implementation of the method is the "coordinator" who does not "teach" but tries instead to promote self-discovery in the other participants through exploring the dimensions of the pictures. The coordinator tries to get all members of the group to participate by directing question to them, prolonging the discussion so that they will realise the deeper meaning of what was once for them an obvious, accepted reality. He should not give his own opinions. Like group psychotherapy, the method stimulates participants to move themselves by realistic assessment of themselves and their environment, from unauthentic interpretations of life to creative initiative.

The method does not aim chiefly at literacy training but what is known as "conscientizacao". This means the awakening of consciousness, a change of mentality. It rests on certain value assumptions, the equality of all men, their right to knowledge and culture and their right to criticise their situation and act upon it. It implies a faith in the capacity of even the illiterate to achieve a reflective outlook through self-discovery and dialogue. It is free from either paternalism or outside ideologies. It regards as invalid the manipulation of education and people either to maintain an archaic system or to impose perspectives alien to the context. Its only ideology is a kind of humanism that affirms the freedom and capacity of the people to decide their destinies.

village level worker— A case study

R. S. Nirwal
Hira Nand

The importance of village level worker in the rural development programmes hardly needs any emphasis. He is the only multipurpose worker, considered to be the jack of all trades, in direct contact between the man behind the plough on one hand and the researchers who are all the times engaged in generating the technical know-how to be used by the tillers of the soil on the other hand. The researches have shown that as much as one third to the half of the information is passed on by this source alone depending upon the subject matter to be communicated. In fact, he is considered to be the pivot of all the developmental programmes. The success or failure of a programme will, therefore, rest primarily and entirely on how effective a village level worker performs his job which in turn is associated with his training, personality traits and his aptitude towards the work coupled with the environment he is to work in.

Considering this vital role, the

Lecturers in the Department of
Extension Education, HAU, Hissar.

village level worker has to perform, a case study of a, typical to his group, village level worker was undertaken to help exploring the knowledge level in respect of subjects he studied; extension teaching methods and their proper selection and use; strong and weak points in his way of working; and also to find out his problems and suggestions for improvement in his working pattern.

findings

The case study is of a village level worker who is matriculate, belonging to a farming family, has cleared two years pre-service integrated course for village level worker and has about two years of service experience. He was expected to devote whole of his time to agricultural programmes but he was able to devote only half of his time to it. One fourth of his time was consumed in convincing and preparing the villagers on family planning though he himself had unfavourable attitude towards family planning.

Another task which consumed as much as one fourth of his time was making people agreed to

open saving bank accounts. The job analysis, thus, reveals that he was spending fifty per cent of his time on tasks not related to his prime duty, especially on such tasks about which he himself did not have faith.

subject-matter training

The knowledge of subject-matter gained by him, on analysis, proved to be more theoretical than practical. He could gather a little knowledge of the subjects he studied during his two years-pre-service training period, which could be of immense use in solving the day-to-day farming problems. A major portion of the training imparted to him was theoretical only like chemical reactions of fertilizers when applied to soil or what is the chemical composition of weedicides and pesticides and what compounds it makes when applied on plants. What was needed was the theoretical knowledge coupled with practical knowledge which he could apply in solving field problems but this part was lacking and as a result he could not prove worthy of the job he was engaged in.

farm production plans

During his two years of tenure he prepared six farm production plans with the help of agricultural development officer choosing a few farmers purposively. He found these plans very useful. The small number of production plans prepared by him is indicative of the quantum of work he performed. Though he expressed a favourable aptitude towards these plans as in his opinion, it is convenient to find out the requirements of inputs and the day-to-day activities to be performed by a farmer. It suggests that it was due to less time devoted by him on agricultural functions as his time to the tune of fifty per cent was consumed in family planning and small saving programmes, that he could do a little in preparing farm production plans.

extension teaching methods

Result demonstration and method demonstration were the only two methods used by the village level workers in communicating with farmers, over looking even the most effective and important methods like face-to-face contact and group discussions. This is what led to his poor rapport with the farmers of the area, one of the problems expressed by him. The reason expressed by him for not using audio visual aids which help in making the teaching programme easy and effective were:

- (1) Lack of time in preparing visual aids;
- (2) Poor facilities for preparing such aids;
- (3) Limited knowledge on production and application of these aids.

his problems

Some of the problems he encountered as expressed by him are:

- (1) Negligible cooperation from villagers;
- (2) Untimely supply of inputs ;
- (3) Lack of inservice training ;
- (4) Unrealistic targets;
- (5) Lack of incentive for hard work;
- (6) Insufficient knowledge of extension methods and audio-visual aids.

Though the problem of poor cooperation is the outcome of his own doings as he did not use the methods like personal contact, group discussion, etc., which help bring closer contacts with the clients, the insufficient knowledge of these methods and A.V. aids is due to the improper and insufficient pre-service training imparted to him. Again, untimely

supply of inputs and unrealistic targets do bother most of the extension workers and need to be corrected. Lack of incentives for good work and lack of in-service training seem to be superfluous as he has put in only two years of service.

suggestions :

The review of this case study is indicative of the fact that :

- (1) the time devoted to agricultural operations is very less and needs to be emphasized more by putting a curb on activities like family planning and small saving work.
- (2) The pre-service training imparted is more theoretical and incomplete and, therefore, the syllabus of such training needs to be revised in the light of the job to be performed by village level worker and the day-to-day problems faced by him especially in the present day sophisticated technology. The training should be more of utilitarian and practical type with some theoretical background.
- (3) The village level workers are not using different extension teaching methods frequently perhaps due to lack of skill in handling. This suggests a thorough training in proper selection and use of extension teaching methods and audio-visual aids.
- (4) Untimely supply of inputs and unrealistic targets are, of course, the problems to be solved at a higher level because even when all other factors are positive these may spoil the game. The distribution machinery needs to be geared up and the policy making committees should be more realistic in fixing the targets after realizing the task of a village level worker is not easy one. He has to deal with human mind in bringing about change.

continuing education : a new look

D. P. Pattanayak

Education in India is one of the cultural factors in the elite in the making. In a stratified society where people look to the top for guidance and where elite sets social norms to be emulated, there is no wonder that education will be at the apex of social values. Rank, status and wealth are consequent to education. In other words, the educated, however, small be their number, form the upper crust of the Indian society. Therefore when people blame education for failures—political, economic and moral, there is nothing to be surprised about it.

community-based education

About 46% of the total population in the country are below the poverty line and 70% of the population is illiterate. The present institutional education offers little for the amelioration of the lot of the common man on either of the two counts. Educational planners offer more of the same thing in spite of the slogan of academic revolution. In fact, it is a strange spectacle that those who were the managers of education during the last quarter century are most vocal in denouncing the system and crying for a revolution.

education and social relevance

Institutionalised education has been serving the need of a microscopic minority. This minority is formed out of the

upper class and the upper middle class of the society. Even the lower middle class, not to speak of peasants and workers, does not have full access to higher education. Under these circumstances one would not be far from right if one questions the social relevance of education. The educated elite has degenerated into a hereditary aristocracy only incidentally catering to the needs of the community at large. On the other hand, the large bulk of the students from the lower strata of the society, who aspire admission into this new class, get estranged from their social base. In consequence the gulf between the social needs and what education can offer to meet these needs keeps on widening. The content of education has failed either to improve the quality of living or to provide an ideal to strive for. The educated and the highly educated therefore are qualified only for white collar jobs and the contradiction in the attitude of educational planners towards vocationalisation of education persists. There is no wonder that one simultaneously find the demand for 'end of schooling' and anxiety for more schooling.

extension of the existing pattern

Lately there is a good deal of discussion about the open university, continuing education, correspondence courses and the like. Unfortunately, all such courses, wherever they have been experimentally started, have followed the usual university pattern. All of them are

replicas of the conventional universities catering to the populist degree mania. None of the correspondence courses or continuing education units have offered a course in further education which is not degree oriented, but a leisure time education either to improve the quality of life or to provide a specific skill to a person who wishes to undertake such a course. There is no course available for operatives, apprentices or intending craftsmen. There is no course to acquaint on with the problems of parenthood; there is not one even to make somebody a better clerk. The omnibus dependence on the degrees for giving generalised and specialised orientation, even though has been proved wrong, still is resorted to.

Present day educational institutions have become both a battle-ground and a negotiating table between the generations. In spite of the many differences among the generations, both are saturated with achievement ethics. In this sense, the demand for student participation in the decision making process of the educational system is an expression of the achievement orientation which the educated youth subcultures have borrowed from their elders. The elder managers, unable to cope with the changing times, find an escape in the continuing education. For them continuing education is certification with least botheration. It is also in most cases considered to be self paying education and consequently considered as liberal charity without investment.

a new look

Those seriously thinking about continuing education have to make up their mind as to whether their primary interest is education or certification without instruction. If it is the former, then courses should be designed and offered to those who are academically ready for it without

insisting on a degree as necessary qualification for entrance. The central aim of education should then be learning and not teaching; instructions must be for creating abilities to meet the challenges of life and not merely for certification. It is well-known that drop-out is a major problem at all stages of education. None of the educational institutions address themselves to this problem. By accepting the academically ready and not insisting on formal degree as a pre-requisite, not only the portals of education could be kept open for all those interested in it, and all those who need mid career training, but also the problem of drop-outs could be tackled meaningfully. Here is also an opportunity to experiment on the separation of the functions of education and certification. While one group

of teachers could be engaged in producing instructional materials another group of teachers could be employed for examination and certification. This way quality of both instruction and certification could be improved.

In height, depth as well as breadth current education is yesterday's education. It instructs one in things past but does not prepare one for meeting the future. The only justification for continuing education in this country could be given if it comes out of institutional constraints, meet the young and the old on the highway of life, and provide them with a purpose, a vocation, and an ideal. If it continues to replicate the existing university order then it will only have a label without content.

Educational Strategy in the Third World

From an Address by Mr. Amadou-Mahtar M'Bow, Director-General of the United Nations Educational, Scientific and Cultural Organisation (Unesco) delivered at the opening of the seventh International Symposium organised by the Centre for International Co-operation, University of Ottawa, on the theme "Educational Strategy in the Third World: Innovations and prospects for action."

Innovations may be defined as a deliberate effort to improve a component of the educational system. It follows that innovation may be concentrated at a particular point, affecting one specific aspect of that system, such as the curriculum, content, methods and techniques, teaching staff or school premises. But we are well aware that the various parts that go to make up an educational system are inter-dependent, and what I have said about the scope of the educational problems faced by developing countries makes it abundantly clear that they must address themselves to the task of renewing their systems as a whole.

One of the most indisputable advances in educational thinking during the past few decades is in all probability the concept of "education policies", which

establish the goals of education systems on the basis of the ultimate purposes corresponding to different countries' major policy choices, and of their socio-economic and cultural conditions and requirements. All major reforms have been with a re-definition of these ultimate purposes; and efforts of this sort are to be noted in certain countries such as Burma, which is seeking "a Burmese road to socialism" and "education linked with life", Peru, which has decided to place the emphasis in education on the needs of national development and to increase community participation; and Tanzania, which has chosen "education for autonomy." In every case—and there are many others to which I might refer—there is evidence of the same desire to put education at the service of development by ensuring the participation of all.

from ruskin's "unto the last" as paraphrased by mahatma gandhi

"I wish the reader clearly to understand the difference between the two economies, to which the terms, 'political' and 'mercantile' might be attached.

Political economy consists simply in the production, preservation and distribution, at fittest time and place, of useful or pleasurable things. The farmer who cuts his hay at the right time ; the builder who lays good bricks in well-tempered mortar ; the housewife who takes care of her furniture in the parlour and guards against all waste in her kitchen are all political economists in the true and final sense, adding continually to the riches and well-being of the nation to which they belong.

But mercantile economy signifies the accumulation, in the hands of individuals, of legal claim upon, or power over, the labour of others ; every such claim implying precisely as much poverty or debt on one side as it implies riches or right on the other.

The idea of riches among

active men in civilized nations generally refers to such commercial wealth ; and in estimating their possessions, they rather calculate the value of their horse and fields by the number of guineas they could get for them, than the value of their guineas by the number of horses and fields they could buy with them.

Real property is of little use to its owner, unless together with it he has commercial power over labour. Thus suppose a man has a large estate of fruitful land with rich beds of gold in its gravel ; countless herds of cattle ; houses, and gardens and storehouses ; but suppose, after all, that he could get no servants ? In order that he may be able to have servants, some one in his neighbourhood must be poor and in want of his gold or his corn. Assume that no one is in want of either, and that no servants are to be had. He must therefore bake his own bread, make his own clothes, plough his own ground and shepherd his own flocks. His gold will be as useful to him as any other yellow pebbles on his estate. His stores must rot, for he cannot

consume them. He can eat no more than another man could eat, and wear no more than another man could wear. He must lead a life of severe and common labour to procure even ordinary comforts

The most covetous of mankind would, with small exultation, I presume, accept riches of this kind on these terms. What is really desired, under the name of riches is, essentially, power over men ; in its simplest sense, the power of obtaining for our own advantage the labour of servant, tradesmen and artist. And this power of course is greater or less in direct proportion to the poverty of the men over whom it is exercised and in inverse proportion to the number of persons who are as rich as ourselves, and who are ready to give the same price for an article of which the supply is limited. If the musician is poor, he will sing for small pay, as long as there is only one person who can pay him ; but if there be two or three, he will sing for the one who offers him most. So that the art of becoming 'rich' in the common sense is not only the art of accumulating much money for ourselves but also of contriving that our neighbours shall have less. In accurate terms it is 'the art of establishing the maximum inequality in our own favour'.

The rash and absurd assumption that such inequalities are necessarily advantageous lies at the root of most of the popular fallacies on the subject of economics. For the beneficialness of the inequality depends first, on the methods by which it was accomplished and secondly, on the purposes to which it is applied. Inequalities of wealth, unjustly established, have assuredly injured the nation in which they exist during their establishment ; and unjustly directed, injure it yet more during their existence. But inequalities of wealth, justly established, benefit the nation in the course of their establishment ; and nobly used, aid it yet more by their existence."

association

news

workshop on nonformal education for the age group 15-25 in mysore

The Association in collaboration with the Karnataka State Adult Education Council organised a four day National Workshop for the age group 15-25 from June 5, 1975 in Mysore. 20 persons participated in the Workshop. It was inaugurated by Shri Mullikarjuna Swamy Minister for Education in the, Karnataka Government.

The valedictory address of the workshop was delivered by Shri Asher Deleon, Unesco Consultant to the Ministry of Education.

correspondence education for farmers

The project Correspondence Education for Farmers started by the Association in 1973 is gaining further popularity during the current year. The project is meant for neo-literate farmers involved in the Farmers Education and Functional Literacy Project in the state of Uttar Pradesh, Delhi, Bihar, Madhya Pradesh, Haryana, Himachal Pradesh and Rajasthan.

The project involves farmers who have completed the functional literacy course for farmers.

Fortnightly letters entitled "Kheti Me Sudhar" are issued which disseminate knowledge and information to neo-literate farmers about the various crops, animal husbandry, dairy farming etc. This develop among the farmers the skills of reading and writing with a view to enable them to pursue future education through self-study. The association proposes to extend this project in non-Hindi speaking areas.

books on population education

The Association with the financial assistance from the National Institute of Family Planning is publishing two books on Population Education. The first book entitled "Bhir Me Ghire Chere" by Dr. Mahip Singh is in the press.

Jabalpur conference

The 28th All India Adult Education Conference of the Association will discuss the subject of the Conference "Nonformal Education : A Remedy and A Restorer" under the following six heads :

1. Nonformal Education for school dropouts
2. Nonformal Education for youth the age group 15-25
3. Nonformal Education for women
4. Nonformal Education for Farmers
5. Nonformal Education for Industrial Workers
6. A policy for nonformal education and its financing.

The venue of the conference is the Institute of Community Development and Social Welfare, Adhartal, Jabalpur, M.P.

Contact person in Jabalpur is Shri K.B. Sinha, Chairman, Reception Committee, 28th All India Adult Education Conference, 791 Wright town, Jabalpur.

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the true meaning of words

A famous political theorist once said that what the nineteenth century gained by education, the twentieth century lost by "information". By this he meant that education led to more than a mere capacity to understand the superficial meaning of words. Words reveal as well as conceal and a truly educated person gets behind the web of words and grasps the reality behind. He relates words to concrete realities or to other abstractions related to reality or to experiences; thus relating he comes to conclusions, judgements, decisions or other preludes to action.

The twentieth century has however converted this process of reflective thinking and judgement to one of instant reaction, without thought, without reality, without the need to come to conclusions or to consider any practical action. By constant

and rapid feeding of words and images, the thinking organism is converted into a mere "reacting" organism and that too generally based on artificially induced feelings and emotions.

The "journalese" or "jargon" used to secure the desired reactions inhibit genuine and clear thinking. All problems thus get carefully considered in appropriate contexts within available resources and broad agreements are invariably reached on the need for further study and research with adequate emphasis on pilot projects (without which it would be foolish to venture into new areas, especially without built-in-evaluation!) Jargon is of course not the monopoly of bureaucracy or of the professions who use it in a good measure to cover up ignorance and poverty of thought. Jargon today is an all-pervasive and universal screen of

words to mask reality.

If there is this wide gap between the reactions which words induce and their real meaning, adult educators must ponder over their role in their attempts to make people "literate". We can no longer be content with the traditional definition of literacy as the ability to read and write simple words or sentences. The object of such reading and writing is understanding as a prelude to action. The educated graduate who reacts to newspaper headlines in a series of unthinking reflexes is no more literate than an illiterate villager who does not know how to read or write.

The art of writing and the art of reading both need vast improvement. The movements for faster reading do not necessarily work in the right direction. Better rather than faster reading is more appropriately the goal of adult education. The real aim is in the cultivation of the ability to pierce through the solid cover of deception woven with words, perhaps of pleasing hue. (The more pleasing it is, the more difficult it is to pierce). If adult educators do not tackle this problem no one else will and very soon we will reach a situation where words would mean to each one what he chooses to mean by it.

As Paulo Freire has pointed out, "No subject is exactly what it appears in the linguistic form in which it is expressed. There is always behind it something hidden which goes deeper, and this must be made explicit for it to be generally understood. In other words, to write about a subject means finding out as best one can how to get round the deceptive appearances which can lead to a distorted vision of it. This in turn means that we have to make a strong effort to separate it from these appearances in order to reveal it as a phenomenon existing in a concrete reality". Such a true perception of reality is the necessary first step towards commitment and action.

(Readings)

the philosophy of life-long education

Asher Deleon

"Education is not what you learn, but what you become"—an old Indian saying.

The idea of life-long education is certainly not a new one. It is, in fact, a very old one and probably one of the oldest ideas about education and learning. Thousands of years ago Chinese and Indian sayings and scripts contained it already, at least as a necessity for scholars and elites. Muslim scripts exhorted the devotees to learn "from the cradle to the grave". Many traditional societies have had ways of practical teaching and personal development adopted to all ages and phases in life span. Continuity of education has been advocated by many illustrious minds both in remote and in more recent times. Quite suddenly, however, the idea of life-long learning has been vivified and has acquired a new significance and mass application, and has aroused an increasing world-wide support and interest.

what is then new?

This is particularly intriguing since we live in a time when educational systems are far from being built on the foundations of life-long learning. Educational philosophies, policies, strategies and structures correspond to educational conceptualised as a *time-bound* and *space-bound* sub-system, as *part of the establishment*, as a formalised, institutionalised set of activities aiming to "prepare" human beings "for life". The basic

pedagogical doctrine underlying the present educational establishment all over the world, both in capitalistic and socialistic countries, both in developed and developing areas, is built on the assumption that life can be divided in two water-tight stages: first, a *preparation* for life and work—then the *exploitation* of acquired knowledge and skills for working and living. The once-for-all concept of education is still the predominant postulate for many educationists and pedagogues belonging to various "schools of thought", "disciplines" or "ideologies".

What is, therefore, new is the attempt to *identify the dimensions* of life long education in our present time and to *find out its place* in today's societies. It is not merely the pronouncement of a "startling" and "promising" concept, but an effort to concretise, elaborate and implement the "global approach to education."

What is new is the attempt to see life-long education in an *overall perspective*, as an *organising principle* embracing *the whole* of education: from the individual and societal viewpoint, and from the school and out-of-school standpoint.

what does the term really mean?

To its promoters, life-long

education does not mean a set of complementary educational activities after regular schooling; the term is not equivalent to continuing education or recurrent education, or post-school education; it does not imply a life-long curriculum or a life-long schooling; neither is it a new fashioned name for adult education; nor does it aim to upgrade teaching to the top level of social and human activities. While all these trends are more or less present and cannot be discarded, the contemporary thought about life-long education has much more complex overtones.

The term, "life-long education" is used in the sense of life-long learning facilities and practices¹ and the term life-long education policies' is applied to an overall societal action aiming to place at the disposal of as many individuals as possible at all stages of their lives, various facilities for learning. In other words, let us use it in the sense which the international report *Learning to Be* defines it, namely: that "life-long education is not an educational system but the principle on which the overall organisation of a system is founded and which should accordingly underline the development of each of its component parts."

(1) The differences between 'life-long education' and life-long learning is well explained in the following quotation from a recent OECD publication: "In a rapidly changing society, learning is necessary throughout life, not only for the selected few but for all... Learning is not identical to education. Learning is an essential characteristic of the living organism, necessary for its survival and for its evolution. Man learns in all his life situations... Education' is organised and structured learning, confined to an internationally created situation. This is not necessarily an institutionalised or school situation, although the school represents the prototype of the intentional and formal learning situation... The learning process is not restricted to any particular situation or environment. But education, because it requires a certain absence and distance from other activities, cannot conceivably be a permanent or continuous process."

what is its genesis?

The present day concept of life-long learning would seem to be the direct result of three concurrent and correlated phenomena:

one, a growing dissatisfaction with the existing educational policies, systems, patterns and practices;

second, an awareness that new educational needs cannot be met in old, traditional ways;

third, discoveries of new means and methods which make the idea of life-long education realizable.

Throughout the twentieth century criticism of some essential and fundamental values and institutions has been shaking societies. This "critical approach" (in the Marxian global sense) has been sometimes scientific and at others intuitive sometimes implied violence at others remained in an academic framework; not so seldom futile but also leading to basic changes in socio-economic set-ups through political or social action. Currently, almost suddenly and for many unexpectedly, we are witness to a basic critical approach to educational concepts and goals.

Inevitably, reasons and arguments for rethinking and reshaping education are not and cannot be identical in all societies. However, there is a wide consensus that schools alone are not in a position to satisfy all the educational needs in any country. They are not satisfactorily achieving the fundamental goals society expects or pretends to expect from them: neither the promotion of social justice, nor the establishment of social equality; neither the development of social mobility, nor the democratisation of opportunities; neither self-fulfilment, nor the liberation from indoctrination;

neither the thirst for learning, nor the utilisation of what has been taught; neither self-realisation, nor consciousness of responsibilities for individual and collective development.

Even from a pure quantitative point of view, educational facilities are distributed in a very uneven way: existing educational strategies have not been able to prevent almost one billion of the world's population being illiterate the gap between educational "haves" and "have-nots" both in developing and developed countries is widening, limiting education to those who can afford to get in the mainly full-time, sequential, institutionalised way in which it is now organised. Although schools everywhere constitute the dominant educational institutions, although "being educated" is being equated—irrationally—with "being enrolled in a school", half of the people in our world have never set foot in a school.

Solutions have been sought to this situation by social-philosophers, educationists, scientists, politicians, students, technocrats and bureaucrats. Three main orientations, models or paradigms could be identified :

(1) solutions more or less corresponding to the idea of "deschooling society" which represents a radical departure from the existing situation and a real contribution to the critical analysis of educational practices, but is a rather anarchoid trend without real, workable alternatives;

(2) solutions corresponding to the aim of "deschooling schools", trying to make schools less rigid and more relevant, less an attempt to mould and more enjoyable and imaginative, which are certainly necessary improvements but rather too limited for a new educational design and for the solution of problems faced both by the educational system

and by those needing to learn;

(3) solutions which can be embraced by the term "*demonopolising education*", trying to ensure that the provision of learning facilities is not the monopoly of any one type of institution, any one way of transmitting knowledge, or any one profession.² This would mean also transforming closed teaching systems *into* open learning systems, and the once-for-all educational pattern *into* life-long patterns of learning.

is life-long education a necessity?

Or as a corollary, are piecemeal pedagogical innovations and educational reforms sufficient tools for reshaping education?

Unfortunately, or rather fortunately, this is no longer true. The educational establishment of today is inadequate not because it is badly managed nor because some teachers are not properly trained and are not competent for their tasks, but is inadequate because it was conceived for quite different tasks, societies, conditions and clientele.

The adoption of that premise may oblige us to look at educational problems and deficiencies from quite a different angle. More particularly, educational research, both pedagogical and interdisciplinary, has to be re-oriented. Let me cite a few examples :

Inappropriate school methods

² Disussing education alternatives, Everett Reimer, known for his radical suggestions says: "Monopoly must be avoided. The school system must not be replaced by another dominant system—alternative must be plural. There should be competition between alternatives.....Education should not be separated from work and the rest of life, but integrated with them.....Education should not, primarily, prepare for something else nor be a by-product of something else.....It should be a self-justified activity designed to help man gain and maintain control of himself, his society and his environment."

have generally been considered educational "weaknesses" to be eliminated through improved teaching techniques. However, this is an oversimplification. Anthropological studies have, for instance, revealed a basic deficiency in our school methods: an overemphasis on language skills, the written word and written communication. And we know how the world seen through the printed word tends to shed its concrete elements and become a set of ideas and symbols, and how the teaching and learning becomes "bookish". But what is more important is the finding that the emphasis placed on one communication channel and the "uni-dimensional utilisation of human abilities is not a more methodological or pedagogical problem. It is intrinsic to formal schooling and cannot be eliminated without opening the doors to life-long learning and various educational alternatives.

Many reforms of the examination system have been undertaken in various countries, but without the expected success. The main objections to it from the social, pedagogical and psychological points of view still hold. It is evident that the solution does not lie in the improvement of examination techniques, but in building open-ended educational systems where selections and examinations will have an entirely different meaning. The same applies to notions of "educational failures", "drop-outs" or rather "push-outs" and similar symptoms of the education system's mal-functioning. Only a perspective of life-long learning is capable of changing the very notion of success and failure. A humanistic approach should not permit anyone "to be relegated for life to the ghetto of his own failure" and humanism leads inevitably to the perspective of life-long learning.

Another question arises in our minds. Is the pattern of life-long education suitable for developing countries? Is life-long

education a necessity for these countries as well ?

I would say emphatically, yes. There are of course vociferous defenders of the view that development of formal schooling comes first and the rest afterwards. In other words, in their view, so long as universal primary schooling is not accomplished, talk about life-long education is a dangerous diversion. It is certainly difficult to generalise the solutions, both because the conditions are so disparate and because of the scarcity of research findings. However, it seems to me—based on the observations made during my stay in India—that the traditional mode of formal schooling has to be complemented immediately and simultaneously with other educational alternatives, more particularly with various modalities of non-formal and incidental education. This is what is really now happening : the combination of formal and non-formal education at different levels, from childhood to university, is one of the major innovations in the present period.

This evolution in the developing countries is imperative for the growing educational and cultural needs of these societies, the once-and-for-all formula of formal schooling is certainly inadequate. It is, nevertheless, too early, to predict the new modalities which both youth education and adult education will assume. They are probably countless,³ particularly in a country such as India, where there are many categories of the population both urban and rural whose educational and training needs can be satisfied, only in a perspective of life-long education. The next few years should bring interesting findings.

³ "In the ultimate analysis, life-long learning is an ideal that comes out in countless ways. It is a temper, a quality of society, that evinces itself in attitudes, in relationships and in social organisation" (Frank Jessup, *The Idea of Life-long Learning*).

the system of values and adult education : goals and objectives

Ana Krajne

introduction

Efforts in education are directed to the acquisition of certain values or to the change of some values which means the abandonment of values acquired earlier and the adoption

Dr. Ana Krajne, Filozofska Fakulteta, University of Ljubljano, Yugoslavia

of new ones. One part of the educational task is concerned with existing, objectively given values, while the other part has to do with projected or desired values. Every process of education must have its starting point in a clearly stated and interconnected coherent system of values, since all values rely on one another, support one

another, and this makes possible their faster adoption and stronger influence on human behaviour.

In discussing the objectives of adult education, we must also make a closer look at the field of values. Drawing on several philosophical and sociological sources I shall try to interrelate the empirically obtained, positive and objectively given values. From the results of studies made on samples of population in this country I shall try to outline values which we project into the future. In framing educational objectives it is very important that the already formed, existing values be supplemented by projections of potential values be supplemented by projections of potential values that become realizable if they are related to actual social development and so become the imperative of education.

The accepted system of values reflects the social and individual characteristics of every person. This highly complex process of total personality development opens unlimited possibilities of influencing the capabilities of every individual to experience the world, as well as to influence his personal characteristics. It would be absurd to assume that human personality development ends at adolescence. What is said here implicitly assumes that personality development continues among adults.

Continuing adaption to rapid social change requires parallel personal development and adaptation, amounting to educational change in adults. Education thus becomes a continuing process, and the new living condition and educational processes result in the transformation of previously internalized values or their replacement by new ones. However, it would be wrong to equate the education of children with that of adults from the point of view of adoption, formation and preservation of

values. The practical qualitative differences that exist between the two types of education need to be determined theoretically. But both types do have a starting point in clearly and explicitly stated values.

Discrimination between the valuable and the valueless—the imposition of meaning upon surrounding phenomenon—is characteristically and specifically human. Values provide a yardstick by which to measure and assess the reality in which we live. Values are formed in practice, but man himself also introduces values into reality. Whether something is valuable or valueless can only be decided with reference to man. That is why values are said to be subjectively-objective categories.

New values appear in the process of struggle between established and desirable values between existing and projected values that create possibilities of future social development. Practice and aspirations move in two related but also quite different directions: a trend towards reconciling everything with existing values and relations coexists with the antithetical desire to formulate new values. Education and personal development vacillate between the two systems. The processes of their coordination and reconciliation are continuous throughout human historical development and this makes education itself a continuing process. The human essence is realized in the course of history, with man turning all the time into something that he was not before.

The adult educator is forced to orient his work towards certain values adopted either selectively or by acceptance as a whole of an existing value system. To select values successfully, every educator must learn to distinguish between different systems of values and be aware of their deeper philosophical and historical significances. It

is also necessary that he should know the main criteria for the *evaluation of values* supplied by the theory of value. The basis for the assessment of existing systems of values is the objective in view, tied up more or less, with, but never exhausted by, existing value systems. Only those ideals that express the historical possibility for the transformation of a given society can become universal objectives and orientations for human development in that society.

It should be perfectly clear to every practising educator that educational objectives should not be based only on existing value systems, but must also reflect values that express the future—the historical values for which we opt and which we advocate. The general framework of our effort, in which every single value must find its rightful place and get its true meaning, comprises not only the aspirations of a global society but also the nature and aspirations of a given social period and of the totality of human development which is human history and projections of the future based on it.

the system of values and adult education processes

the transfer and formation of values through adult education

Any society in which progressive changes take place rather quickly, and particularly the self-managing socialist society developed in Yugoslavia, must pay increasing attention to adult education. It must try to expand education to such an extent that certain values can also be transmitted to adults, "people who are already fully formed". The child is still incapable of forming his own values and is forced to adopt those which his surroundings provide. The degree of *conscious* response to external stimuli is much higher among adults, so

that the educational processes intended to transmit new values to them must be particularly carefully prepared if we are to be at all successful. If this is not recognised, the ambition of the educator to be as 'helpful' as possible may produce an opposite effect from that desired, the learner reacting with resistance to the imposition of views and attitudes and against external pressures and continuing to defend, even more strenuously, his earlier views and assessments of ideas and events.

Educational processes lacking stimulus to enable, or even permit, adults to acquire new knowledge and attitudes on their own and so take part in the formation of values, may precipitate revolt. Learners may become emotionally opposed to the values that are being imposed upon them, defending first their "independence", regardless of the fact that they may no longer fully agree rationally with the old values or may find the new values quite attractive. This points very clearly to the primary need to devise an appropriate methodology of adult education—an acute need that has long been felt. Only then can we hope to actualize the desirable (potential) values of our global social system as they are formulated in programmatic statements and orientations.

the rational establishment, transmission and formation of values

To transmit existing values and to form new ones in every individual personality we must first define clearly the basic values on which our social and political system rests and which we wish to transmit. To give educational reality to them they must be embodied in curricula and methods of work. But if a person is to adopt certain values or to form new ones fully and permanently, he must already possess a rational basis in information and knowledge in which they can be grounded.

Through acquaintance with many items information and their related systems, individuals gradually become aware of the rational foundations, the social and personal significance and the complex nature of a given value. At that point it is much easier to internalize it and to evaluate certain phenomena.

The ways of realizing educational objectives, which also include the adoption of values should not be seen as abstract processes but rather as those that are most closely linked with social and economic conditions and adult education practice. Adult education objectives cannot be reached merely through formal educational schemes; we must rely also on living practice that helps to emphasize the true nature of certain values by transforming—or conserving—certain values or human patterns of reaction. The frequently quoted dictum that people change practice and practice changes people is in point here. But this does not mean that educational processes as such are unimportant—only that in this as in other areas, they are by no means omnipotent. Well organized, however, they will produce very positive results.

In brief, one may say that discrepancies between existing and desirable values derive partly from the fact that values adopted in the course of education are revised and changed by the impacts of environment and personal experiences. This means that the educational *process*, even though it may have some permanent characteristics, is not of absolute significance in the attainment of educational *objectives* as is often erroneously believed.

the adoption of old and formation of new values as a continuous process of personality development

The process of value development is not finite. Values are

continually changing and improving at a speed determined by the accelerated rate of social development and the revolutionary transformation of social relations and of men. People establish new and discard some of their old values that are no longer valid or adequate, while at the same time, the validity of certain values also changes: what previously may have been repugnant, suddenly becomes attractive. Only within such a context may one discuss the processes of adult education. The more the rate of change quickens in our society, the greater is the emphasis we shall have to put upon the replacement of existing values and the evolution of new values. In the post-war period in particular, events in this country have led to what amounts to a "revolution in values" for adult people as is revealed by the result of some empirical research. Differences in systems of values of people in different social strata have been reduced and new values have been introduced in society, born during the People's Liberation War and implemented since through a massive educational effort.

The realization not only of general but also particular and specific objectives deserves attention. Objectives by their nature represent ideal projections of the personality education is expected to produce, but we all know that such ideal personalities are not to be found in real life. No single person can be identified as having all that is comprised in global systems of values of a given society let alone the partial systems of class, party, etcetera. No one can absorb all the existing, still less the desirable, system of values and this again points to the need for a continuing process of internalization of values, which actually means the need for continuing education for adults.

Continuing social change and the revolutionary nature of our

social objectives combine to ensure that many aspect of our general educational objectives will remain unrealized. The process by which existing values are adopted and new ones are formed will become even longer, necessitating a continuing (permanent) process of educational and other activities directed to that end. Feedback reactions from this process will further revolutionize our values and our society and relations within it.

our basic values and projected values as a foundation for adult education objectives

"In order to be able to educate people, to lead and actively participate in the struggle for self-managing socialism, educators must interpret the world in the spirit of self-managing socialism and in the spirit of its scientific basis—Marxism"¹. This is the ideological basis for regarding social commitment and active relationships with the environment and desire for its change as an important value in our society. The free, self-managing socialist, and totally developed personality, as sketched by numerous authors writing about educational objectives, will adopt the removal of all inequality as its special value.

Work as a fundamental value is that which one performs with pleasure and offers the satisfactions of creativity and the chance to test one's own potentials. "Understood in this way, work becomes man's highest value, for what can be more closely connected with him than his own essence? If man is the subject of the whole world, he must be understood as such and made such. And what makes him such can be only his basic value.

1. "The ideological bases of self-managing socialist transformation of education and personality development (Platform for the Tenth Congress of the Leagues of Communist of Yugoslavia)". *Komunist*, special supplement no. 4 Ljubljana 1974.

The basic value is work...". Yet, work is not the only precondition for the emergence of human creativity and freedom. It presupposes a developed consciousness in every individual, without which it might turn into a self-directed weapon. The highest value of socialist humanism is the desire to reach complete human emancipation and to develop the free, creative personality whose activity will be the precondition of all social development.

Here then, are some of the values of the Yugoslav self-managing socialist society seen primarily from the point of view of adult education. They are also investigated by the self-managing socialist axiology, ethics, sociology, psychology and other disciplines, and they are woven into the web of our legal and economic systems as more or less distinguishing marks of our society. In artistic, scientific and technical systems of values we again find specifically Yugoslav elements intertwined with the general humanistic values adopted by the whole of mankind—a reminder that in the present value adopted by the whole mankind—a reminder that in the present value-analysis of the objectives of adult education, we must take account both of general human values and of those particularly characteristic of our own society.

Should *specific* educational goals also contain general and particular values? Definitely, yes. Perhaps they will not always be directly expressed, but even if they are not they must be included indirectly, since educational objectives must always make a system of clearly formulated requirements and thus provide a precise criterion for intended achievements. The precise expression of educational values in educational objectives has another, broader significance.

2. S. Hribar, "Družbeno-politične vrednote mladine (Social and political values of young people), Institut za sociologijo, Ljubljana, P. 108.

Continuing education requires both regular school forms of education and extra-curricular forms, but both should be directed towards the same objective and the same values.

The value and importance of extra-curricular forms of adult education is seen today very clearly in the sphere of the mass media. But it is precisely in this sphere that we notice deviations from our established social values (as in the influence of advertising, certain films, etcetera). In some cases it is even possible to speak about the negative influence of these media when the system of values they represent is at variance with our system of values.

Self-management is not merely a social relation but also a way of forming human personalities, and as such a component part of the educational process in this country. That is why the internalization of self-managing social values, should proceed in all spheres of social life and not merely in the sphere of education, important as its role is in this respect. Education will systematically integrate and coordinate all educational efforts and, by using the most rational methods and techniques, will bring socially accepted values closer to people and help them to adopt and further develop them.

The active introduction and development of a creative attitude to work, the consciousness of equality and common destiny of all nations and national groups in Yugoslavia, readiness and ability to defend and protect our society, internationalism and humanism, solidarity with all progressive forces in the world which are struggling for the victory of socialism and communism—these and other ideals formulated in the Platform for the Tenth Congress of the League of Communists of Yugoslavia should also be the ideals inspiring all forms of educational work

with adults. This work should refer to a clearly specified set of values and enable those involved in it to develop a personal attitude to the world and to everything that happens in it.

The objectives of our self-managing socialist society, its basic ideals, and the system of values built into these objectives and ideals must provide the basis on which educational objectives in general, including those of adult education, will be formulated and realized in practice. These values and ideals are already built into the basic programmatic documents of our society. Nobody has given adult educators the right, nor can they be so presumptuous as to usurp it, to direct the education of people towards values that represent the educators' personal choices. Such action might result in far-reaching negative consequences for the individual and for society.

An individual's private values cannot be a criterion for evaluation of values, nor can they be a criterion for their inclusion in educational objectives. In such values an individual sometimes express merely his own personal objectives, which may even have different orientations. With such values he sometimes threatens his social position, makes it impossible, and perhaps even jeopardizes his existence. That is why educational objectives cannot stem from the values of an individual's person or from the effects of certain internalized values of his life. In the educational process, values should stem from the most progressive social trends and be in harmony with them. Thus, in defining our educational objectives, we must remain on the firm ground of our self-managing socialist development. This is our fundamental criterion for evaluation of values and for the justification of their inclusion in education at a given point of development in the course of history.

Courtesy: *Convergence*

the new out look that is much needed

T. R. Nagappa

Illiteracy, ignorance and poverty are the three main evils facing all developing countries. India, being one of the developing countries is not an exception to it. Nearly 80% of the people in India live in the villages and under the constitution they are the trustees of political power guiding the destiny of the nation. As per census of 1961 the number of voters in the country was 223 millions of whom only 58 millions were literates. The number of voters has risen to 285.98 million in 1971. Naturally the number of literate voters must have slightly increased. The bulk of our voters, the majority of the electorate is not literate, and obviously therefore, extension of adult literacy, mass literacy, must be a 'must' as far as our educational campaigns are concerned.⁽¹⁾ The illiterate voters, as we have seen in most cases, are guided by extraneous considerations rather than merit, qualifications of the candidates and the manifesto issued by the party to which they belong. The number of invalid votes increasing in every general elections is a case in support of the urgency of the programme of eradication of illiteracy among adults. The number of invalid votes is 2%

The author is District Executive Officer, District Adult Education Committee, Chilmagalore, Karanataka.

of the total no. of votes polled in 1957 which increased to 4% in 1962 and 5% in 1967. This naturally speaks of our political consciousness. When Lenin, the head of the Communist Country, Russia could feel that an illiterate is outside politics: in India where we are committed to democracy, it is high time that political parties should include eradication of adult illiteracy as an item in their election manifesto. This measure would certainly give a boost to the literacy programme in the country.

India has won political freedom mainly through bloodless revolution under the guidance and direction of Mahatma Gandhi, the father of the nation. During the preindependence period the masses were prepared mentally for a fight against the foreign ruler. Several developmental programmes were also undertaken by the several states under provincial autonomy. Adult literacy and adult education, being one of the fourteen points of rural reconstruction initiated by Mahatma Gandhi was taken up in right earnest. Great political leaders like Chakravarty Rajagopalachary, B. G. Cher, Chief Minister Bombay, Syed Mohmud, Education Minister, Bihar and the ruler of Oudh took active part in the adult literacy movement.

The encouragement for the cause was exemplary. It is said that the objectives were political and its function was chiefly remedial⁽²⁾ 'dictated by patriotic endeavour to uplift the masses largely deprived of formal schooling.'⁽³⁾ After the advent of political freedom attempts are being made to secure economic and social freedom through implementation of Five Year Plans. So far Rs. 43,500 crores have been invested on the four five year plans. But we find that our planning has been a failure not only in implementation but in conception and priorities. We have not fully realised the crucial place that adult education occupies in social and economic development.⁽⁴⁾

India was more illiterate in 1961 than in 1951 with an addition of about 36 million illiterate.⁽⁵⁾ and it has further increased by 20 million and has stood at 150 million by 1971 in the age group 14-45. This increase is attributed to population explosion which is at the rate of 2.5% whereas the growth in literacy during 1961-71 is 0.5%. Because the national efforts for eradication of illiteracy are far from satisfactory.

The following is the statement of expenditure on adult literacy and adult education during the five year plans.

As could be seen from the above statement the first five year plan has spent 3.3% of the education budget on adult literacy which is reduced by 50% during the second five year plan. Further it underwent reduction to 0.3% in the third five year plan. In this connection it is estimated that 450 crores of Rs. could be required to make 150 million adult literate. 'The new Chinese Government came into existence somewhere about 1949; we came into existence as an independent nation in 1947'⁽⁶⁾. 'But we did not realise that education of an adult is as important as the education of the child.'⁽⁷⁾

Plan Period	Amounts spent on Education (in crores)	Amount spent on Adult literacy and Adult Edn. (in crores)	Percentage of amount spent
I Five Year Plan	153	5	3.3
II ...do...	273	4	1.4
III ...do...	589	2	0.3
IV ...do...	824.24	8.30	1.0
V ...do...	580	50 (to be finalised)	

Adult literacy and education of children are two faces of the same coin. Compulsory Primary Education has been introduced. 'About 97% of our population now has a primary school within easy walking distance from the home of every child.'⁽⁸⁾ But the enrolment of children has not reached hundred percent and it now stands at 84%. It is estimated by N.C.E.R.T. that full compulsion in primary education could be enforced only by 1976 which is now further postponed to 1981 !!. Beside out of every 100 children admitted to the first year class only about 34 reach class VII, 7 years later.' The wastage and stagnation in primary education is rather considerable. 65%. Besides compulsory primary education is a long range programme involving heavy investments. Japan, one of the developed countries in the east took 50 years to secure 100% literacy through primary schooling. Thailand a smaller country than the sub-continent introduced universal compulsory primary education as early as 1921.

The compulsory primary education has not made any spectacular success and the educational efforts made during the decade of 1961-1971 shows a rise in literacy of only 0.5% as pointed out elsewhere. Ignorance of parents is also one of the causes for the little progress in primary education. Can we afford to leave off the productive section of the population who are now the builders of the nation? 'The cost of making

an adult properly literate ranges between Rs. 20 to Rs. 30 per head. That this is increased only once over a year and is less per year than the cost of Rs. 35 per annum for a minimum of 4 to 5 years for a child 6-11 years of age'⁽¹⁰⁾. This fact is rather overlooked while giving a rightful place for adult literacy.

Russia, Indonesia and Cuba are standing examples of having achieved 100% literacy through mass literacy programmes. In a smaller way the success of Grama Shikshan Mohim has been an eye opener for those who are interested in adult literacy. During the period of 9 years 1961-62 the movement made 88,86,474 adults literate at a cost of Rs. 88,53,000. The average cost per adult made literate works out to Re. 1 only. A special feature of this movement is that it was a movement of the people, by the people and for the people. Money had a secondary place in the movement.

It may not be out of place if I state that 21% of the resources of Karnataka State Adult Education Council spent during these 30 years that is up to the end of 1970-71 is raised from the public and the institutions interested in adult literacy programme. This is in addition to hidden services rendered by the non-officials which is hard to account for. In this connection I may also mention that Bombay City Social Education Committee raises 40% of its annual revenue from the non-governmental sources. The main point for consideration is,

if the community served feels that the cause to which we are devoted to is just and useful, it may unhesitatingly come forward with its might in either cash or kind. The mustibhiksha movement in Bengal during 1937-39 is an example. Therefore efforts to impress on the public the importance of the programme must be made.

I am reminded of the students social service camps conducted by Karnataka State Adult Education Council during the summer of 1949-52 with the help of High School students and teachers for a period of not less than a month in the rural areas. It is no exaggeration if it is said that in many service camps the villagers came forward and fed the students and teacher leaders free of cost. Besides the entire village participated in shramadan as decided and directed by their village leaders and teacher leaders of the camp. The work turned out in some villages was valued at thousands of rupees. The very good work turned out in these camps won the appreciation of the public, leaders and the Government. It indirectly helped the adult literacy programme. For several reasons this programme had to be given up and the same is now being implemented by N.S.S.

Any developmental programme depends upon a band of devoted and selfless workers and in particular, adult literacy programmes whether functional or traditional being complex and difficult need, all the more selfless, educated and enlighten workers. The Karnataka State Adult Education Council has trained and sent back to the rural areas more than 4000 workers through Vidyapeethas. They are actively participating in the programmes of the Council. We shall hope for a time when we may not need any workers other than those trained in our vidyapeethas for social service. They have in a smaller way now assumed the role of 'soldiers of knowledge'

in the villeges they are residing.

Of late for the last four years the Directorate of Youth Services has been sending a band of graduate volunteers to work in rural areas for a period of one year. The local bodies could rightly tap these sources also for the social well being of the rural folk. The services of the volunteers can be utilised to harness the enthusiasm of the village leaders and students for mass literacy programmes and the like.

A literacy programme can become successful only when it is followed up. Literacy scheme acquired should be retained and sustained 'utilisation of literacy is necessary for the purpose of promotion of social and economic development'.⁽¹¹⁾ A lot of suitable reading materials will have to be prepared. Preparation of suitable literature for neo-literates and the new reading public can be done only by those who have the knowledge of writing for them. Hence knowledgeable and prospective writers have to be trained in a series of workshops conducted for the purpose. The number of such writers workshop conducted so far all over India may not exceed forty. After training, such writers may be commissioned to write on topics of adult interests. The Council has acquired the experience of having conducted more than half a dozen writers workshop with the financial assistance of both governmental and non-governmental agencies. Writers trained in those workshops have prepared suitable materials which have been published. They include booklets on work oriented functional literacy for farmers in high yielding varieties. Some of the manuscripts prepared in the above workshop are waiting for publication on account of paucity of funds. It is praiseworthy to note that some of the books prepared in these workshop have been awarded prizes in the annual prize competitions being held by the Ministry of Education, Govt. of India. The Council feels the paucity of funds to commission

the trained writers to write and continue to write on topics of adult interest and get them published. The systematic programme of training, preparation and publication of suitable literature for neo-literates has to be taken up by conducting writers workshops periodically. Besides an association of such writers may be formed to take up the production and distribution of literature on co-operative basis. The Governments may actively encourage such cooperative undertakings by financial assistance and such other facilities required.

'This country has no future if illiteracy is not wiped out in its entirety in a period of at the most ten years'.⁽¹²⁾ The problem of adult illiteracy is not going to be solved by merely making a provision of crores of Rs. There should be a national determination to wipe out illiteracy. It is often said that illiterates must have a strong motivation to learn. It is true. But 'we need also the motivation of the educated to see that no body remains uneducated in his vicinity, in his locality, in his district, in his state, in his country'.⁽¹³⁾ It is with this object in view the Council has formulated a plan to involve the High School and College Students in 'each one teach one.' Taluk Boards, Youth Clubs, Village Panchayats have been approached. Many of the Taluk Boards have come forward with their liberal financial contribution.

I may state that at present the State Governments may not afford to spend huge sums of money on adult literacy programmes. But the lack of resources should not stop the governments from whipping up the emotion and the energies of the people to take up a massive programme of literacy drive and tap the hidden sources as done in the case of Grama Shikshan Mohim of Maharashtra.

The country has an army of teachers, students of high schools and colleges, government servants

and pensioners. What is needed at the present moment is the political dynamic leadership to mobilise the available educated manpower for a literacy drive on war footing. The national board of adult education setup for the purpose, I hope will seriously think in this direction. 'Illiteracy is a sort of mental slavery and it is as bad as physical slavery. If we get rid of this mental slavery we will also be able to remove economic slavery, then only can we become complete human beings as we intended to be when we struggled for our freedom and finally attained it in 1947'.⁽¹⁴⁾

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opportunities in non-formal education for rural development

Philip. H. Coombs

I.

1. Most nations need a greatly revised and broader-
visioned educational strategy which would view education "not as a separate 'sector' or as a development goal in itself, but as an essential means for developing human potentials and for nourishing social and economic progress in all areas. . . . Its concern would not be with educational development *per se* but with education *for* development."

2. This new strategy would "strive for a new synthesis and ordering of what today is differentiated as 'formal' and 'non-formal' education, with the aim of giving reality to the widely endorsed objective of 'life-long education,' . . . new hybrid forms of education would emerge that blend the best features of both." Education should be equated not merely with "schooling," but with *learning*, regardless of where the learning occurs.

3. The recent sharp rise of interest in non-formal education is mainly due to "the growing recognition that formal education, increasingly hobbled by financial and other constraints, will at best be able to meet only a fractional part of the important

learning needs of developing nations in the foreseeable future."

4. The IBRD/UNICEF sponsored ICED study of "Non-formal Education for Rural Development" has concentrated thus far on types of programs directly connected with economic employment and productivity. Future work (for UNICEF) will concentrate on programs for out-of-school children and adolescents and for improving family and community life.

II.

operationally significant features of non-formal education

5. The ICED study views formal and non-formal education, "not as competitors or as things apart, but as potentially complementary and mutually reinforcing partners." Non-formal education can relate to formal education in three main ways: it can be a follow-up; it can parallel and supplement; it can be a substitute. "The essential problem for planners everywhere is how to fit the two together, how to establish the best division of labor between them, and how so achieve the best balance and

means of mutual reinforcement."

6. Some general characteristics of non-formal education :

It is a non-system

It has diversified sponsorship

Its timing and programs are more flexible than formal education

It must keep its customers satisfied

Its curriculum must remain dynamic

It must be planned from the bottom up

It complements other activities

It is often a subsystem of a large educational delivery system

It is often a subsystem of a development system

It provides an experimental laboratory for formal education

It has potential cost advantages

It can tap numerous sources of support

III.

tips for planners of non-formal education

7. Planners are not advised to apply sophisticated planning methods and elegant theoretical models, but to concentrate their efforts at the micro-level.

8. Non-formal education programs "must be carefully tailored to fit the social-economic context of the rural area concerned, the practical development needs and potentialities of that area, the other educational and development activities present, and the specific sub-group of clients to be served — their motivations, needs, educational levels and social and economic prospects."

9. Throughout the whole planning process the question should repeatedly be asked ;

“Education for what and for whom?”

10. “The best educational solutions are designed on the spot, after carefully assessing the comparative feasibility, likely cost-effectiveness and probable durability of alternative possibilities.”

11. “In designing an educational model to fit the particular situation, every effort should be made to marry it effectively to related educational and development activities already going on—or expected to go on—in the same locality, and wherever possible to use a common delivery system for different messages and educational services intended for much the same audience.”

12. “Planners of local level nonformal education programs should take special care to ensure that the ‘backstopping’ machinery at higher echelons on which the local programs must rely for essential inputs and services are in good working order and equipped to deliver effectively.”

13. “The effective planning of nonformal education is no simple affair and no business for narrow specialists. It calls for the broader vision, flexibility and analytical astuteness of generalists—generalists who think intuitively in systems analysis terms that help to illuminate all key factors and relationships in any situation, and generalists who have no special axe to grind for any particular specialty, type of message or educational model.”

14. “The major part of the ‘training’ of generalists must come from practical exercises in the field, not from classroom lectures (for there is too little yet known about planning nonformal education to fill many lectures).”

IV

priority areas for action

15. “Strengthening agricultural extension services and farmer

training programs, integrating these with local agricultural development programs, irrigation schemes and the like, and extending their reach to include women as well as men, and young people as well as adults.”

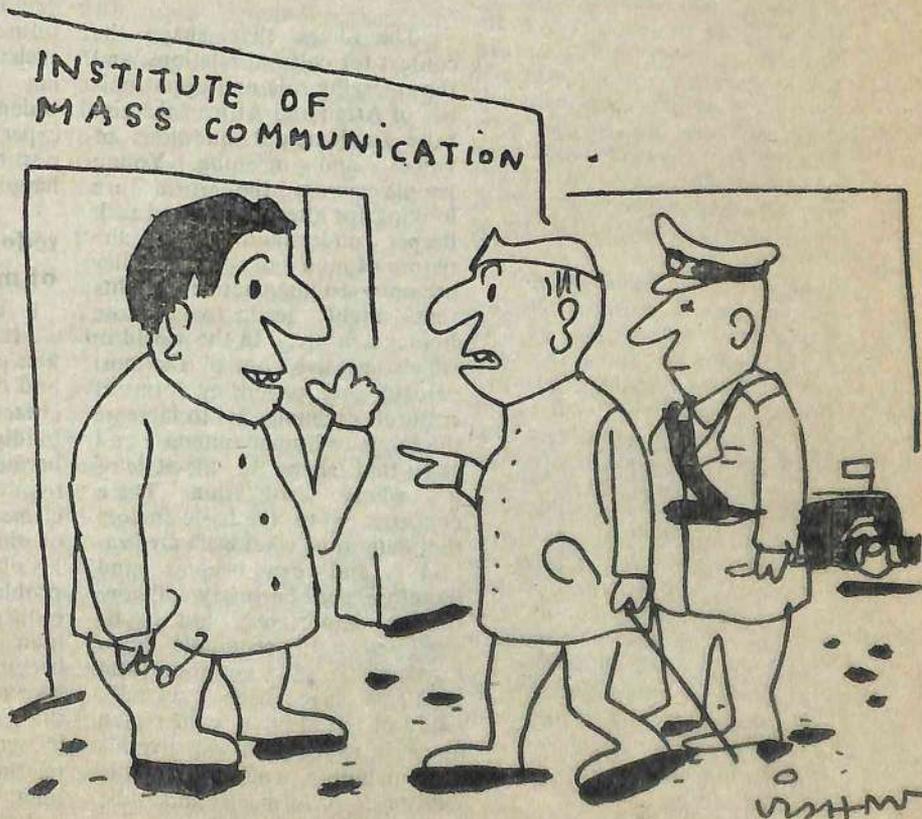
16. “Creation of training services for small entrepreneurs and nonfarm rural enterprises coupled with complementary support services, especially in areas where a dynamic process of agricultural development is underway and where governments are turning attention to the growth of rural ‘hub-towns’ to serve surrounding agrarian areas.”

17. “Enlargement of skill training and upgrading programs for rural artisans, craftsmen and small industry workers, realistical-

ly differentiated from training programs for more sophisticated modern urban skills.”

18. “Building multi-purpose programs for out-of-school rural adolescents (both boys and girls), designed to give them minimal essential general educational skills, familiarity with local occupations, direct work experience, and practical preparation for family and civic responsibilities.”

19. “Building broad, integrated local programs for the enrichment of family and community life, offering all age groups a wide band of useful skills and knowledge—in such fields, for example, as health, nutrition, family planning, homemaking and child rearing—as well as cultural and recreational activities.”



“Evidently there is imbalance of information flow; otherwise you would not be here today to participate in the next week’s function . . .”

the cultural search for meaning : man, youth and values

It is the first of two extracts from the booklet on Reconstituting the Human Community, from a report of Colloquium III, held at Bellagio, Italy, July, 17-23, 1972.

The forces that shape the context for cultural relations, and the emerging role and opportunities of Asian and African therein, raise fundamental questions of values and meaning. Young people across the world are looking for alternatives and seek deeper understandings of the nature of man and society. They are open to imaginative insights that might lead to a more humane future. In the world in which we live, one of the most valuable and promising forms of cultural exchange is to increase the range of human interests and skills that shape the life-style of a whole civilization. These concerns go to the basic factors that determine what each civilization is and can become, and therefore, are of primary and continuing importance, not to be neglected until economic development and environmental problems have been "solved". Cultural relations widen the range in which man can live his life, including working out the relationships of means and ends, technology and social purpose and one set of cultural goals to another. In preparing for the

future, it is vital to see cultural exchange as a means of broadening the area of choice and widening the fund of human experience, thus making it possible to build a new and happier and more civilized life.

redefinition of the nature of man

It is important to identify the first part of this topic as man, and not as "citizen" or "world citizen" or "economic man", but boldly and unequivocally as man, because there is more at stake than man's position as an element in political restructuring of the world or in relations to his obligations as a citizen. The problem we are all facing is the redefinition of the concept of man as the whole man. It has become an urgent problem because of a new plasticity that the concept of man has gained in recent and emerging cultural relationships, but also in the light of advances of science, including genetic intervention of various kinds, organ transplants and so-called mind-expanding or

memory-building drugs. They all reopen the question of how we define man. There is also a whole range of problems opened by development in the biological and other sciences. It is not enough to say that future civilization should be man-oriented or man-centered. It is also necessary to inquire into the "quality" of the man of the future and also that this quality be such that it has meaning and is a source of motivation. Man is man to the extent that he wants to be more than he is, to transcend himself, and to be certain that this quality will indeed insure survival and progress. The danger is that he may become hypnotized by self-love and thereby fall prey to the dangers of pride and arrogance. Impending development cannot be truly beneficial unless men are able to overcome or channel their egoism, vanity and aggressiveness and nourish characteristics of openness and humility, developing a readiness to concede and to share. These qualities grow out of a deep faith in the dignity of the human person and an alert consciousness of and respect and concern for "the other" (whether and individual or a group. This concern for the other, this transcendence of self, whether that "self" be an individual nation, class, race or creed, is we venture to affirm, the essence of morality. Without such morality, not only will the human condition remain highly precarious, but the needed universalism, even if achieved, will prove to be important and without content and the desired humanism will bring more evil than good.

Still another dimension in which man will have to seek redefinition is in terms of the crowded world in which he will have to live. Until the present, his preoccupation has been with freedom as the essential condition for the flowering of his potential. That may not any longer be the central problem for him, although we are fully aware of restrictions

on freedom in most societies. Man's individual and human rights are still too often impaired and we must all keep striving for the creation of those conditions that improve the conditions under which he lives. However, another focus is emerging, involving the restraints that men have to put on themselves to live in a more crowded world. The population crises is creating moral problems of tremendous complexity, such as abortion, birth control and the need for a more rational and spatial distribution of population, focusing on the balance between individual human rights and the collective survival needs of a nation or community. Thus, the problem of human rights and freedom entails a search for an appropriate balance between individual human rights and the social obligations essential for man if he is to live in a civilized manner with more neighbours than his ancestors knew. His personal living space is becoming severely limited. In this connection, Japan is an example of a civilization that for centuries has responded to extreme crowding on a few islands and which has, as a result, evolved a social system giving priority to the needs of community life. In many and diverse situations what is most needed is more self-knowledge, more about what we can expect in the new crowded world so we may identify emerging problems before they become critical and we are forced to react in panic.

Another aspect of the redefinition of man's concept of himself is the need for greater sobriety in viewing the place of material good. In the rich countries ecological necessities will force a slowing down of the growth rate, new consumption patterns, new concepts of happiness and the good life and a re-examination of basic drives. Some very basic cultural questions are involved and can lead to new images of man in society, involving renewed stress

on participation with accountability. We will become acutely aware, once again, of the urgency of various concepts of coexistence, the ways of resolving conflicts and the rebirth of the notion of public responsibility.

These considerations raise questions about the appropriate role of science and technology or, more precisely, of man's use of them. While science and scientific knowledge are in themselves a product of man's quest and achievement, there remains a problem of the relevance of new knowledge to the urgent problems of the world and of society. A strong case can be made for a redirection of some of the resources that are available to science and the scholarly world toward an attack on international poverty, overpopulation and other emerging problems. This will inevitably mean a reduction in the amounts available for the creation of technologies of convenience for the saturated markets of rich countries, which spill over into developing urban areas around the world. The test will come in the ability of the rich countries to respond to the challenge.

Finally, man has to redefine his relationship to society and to art. Part of the problem is the rediscovery or identification of patterns for happiness and the good life. Art has perennial and enduring relevance, for aesthetic expression is a basic human need. Furthermore, art expresses the convictions and commitments of Man. Perhaps we have to look for a revitalization of the concept of art in terms of community life, rather than as exclusively an expression of individual self-consciousness. In the emerging world order in which fuller and more rewarding community living in both cities and rural areas will be achieved, it is important from the outset to consider ways in which men can express themselves aesthetically in community life. In this connection it is

important to recall that many of the traditional arts of Asian and African peoples are activities in which a whole community participates. This is an area for study, experimentation and innovation which may yield large benefits, not only in those areas, but in the affluent countries as well.

the contribution of youth

Again and again in our inquiries, we have found ourselves absorbed with the concerns and interest, the aspirations and frustrations of youth in whatever situation they find themselves. Here we do not address ourselves to "youth" as such because our primary concern is with new ideas, perspectives and problems which all will face in a world where the whole population is steadily getting younger. In a country like Indonesia, for instance, more than half of the population is below nineteen years of age, and in the United States thirty million are between eighteen and twentyfive. The World Bank now reports the median age world-wide is seventeen years. Under these circumstances, it is not possible to speak with detachment of "youth" as a rather minor problem a part. Contemporary youth are in a particularly strategic situation since they will be most affected by future developments and inevitably will be involved in cultural relations.

As a recent United Nations study has pointed out: "There is a growing sense of unity among young people, a feeling of world solidarity and a sense of common responsibility to achieve peace. Youth of the world is seeking a universal identity. This is a new kind of population, more resilient and adaptable than their elders, ready for change, open to new ideas. Youth of the world will soon predominate in world affairs. "Thus we must recognize and encourage thoughtful young

people to build more networks of relationships nationally, intra-regionally and inter-regionally. The problems of youth are our problems and we must think of them in terms of the totality of our communities and our societies.

A central problem in cultural relations for the future is the need to reconsider and facilitate the role of young people in the creation of a new and different world. This may mean institutional changes, making it possible for younger people to assume greater responsibility earlier in life. It may mean establishing educational methods to enable youth to learn certain essential things more quickly and to prepare for a career or careers more effectively than under traditional educational systems. It may mean the development of new patterns of work and learning and different career perspectives in business, government or education. And these are but a few of the ways in which urgent efforts must be made to harness and channel the creative and dynamic social energy of youth.

Thus new concepts of the future and new patterns of work will have to be worked out. The young must participate and share responsibility. This will require tremendous institutional change in all societies. But it does not mean that the older generation should abdicate its responsibilities. They ought never hold back suggestions, ideas or solutions drawn from their deeper knowledge of history and broader experience. The older generation owes it to youth, as to itself, to fight for its ideas and principles and in no way deprive youth of the right and privilege, in return, of fighting for its ideas. An Asian proverb states, "It is a terrible thing to have a reasonable father!" It is only in struggle that the identity of youth can be delineated and their ideas and notions hardened and refined into

useful concepts. Thus one cannot speak helpfully about youth and the cultural changes in society that will be essential for the future unless he speaks of both generations, the older and the younger. Their relationship will vary within each civilization and society. A great deal of thinking and searching is essential on the part of young and old, and especially of both together.

implication of values differentials

One aspect of this search will be a working through of new and emergent ethical problems and the search for a new ethics of survival. In fact, when man faces the future he in reality faces himself; so the problem is to help devise the instrumentalities that will make this search feasible. We shall have to think in new directions, not only on broad philosophical problems but about hard specifics such as the writing of children's books (which-shape values), and about the operational and functional values which will enhance the survival capacities of man. We must think about new rituals, and new forms of celebration of those values that will be functional in the future. These are some of the contours of this important subject that bespeak urgent and continuing consideration.

The problem is very real and crucial. It is close to the heart of any programme for the improvement of cultural relations in the future. It arises because of the values differential in the world. The value systems of the young, insofar, as they have an integrated and overall system, are reactions to their own personal and societal problems. These reactions are broadly of two types: tending either toward social activism in responses ranging from blind violence to experimental and alternative types of social organization; or to religious and spiritual experiences, with

or without drugs. Youth in the developing nations are to a considerable degree social activists in reacting to their own societal situation represented by inequality, poverty and backwardness. At the same time, the values of many youth in the developing nations represent personal philosophies that have been abandoned elsewhere, particularly as they relate to the inner world.

What then is the problem? And what means should be used to link up the potential for social change and transformation in the rich and the poor countries seen through the eyes of the idealistic young? Simple exchange is probably not the answer because it will only emphasize the distance between the rich and the poor. The hope that there will be a common revolution that will link them up in a kind of natural fashion is also an illusion because there is little revolutionary potential among young people in the West. The latter are limited by an essentially particularistic and anarchistic concept of society. Their reaction to the over-organization and over-bureaucratization of modern society is to form themselves into spontaneous small groups that appear and disappear according to needs. This prevents continuing organization for recurrent needs. What is possible is less a restructuring of society than a revolutionary dissolution of organized society through increased chaos, both in the rich and the poor countries.

What is needed therefore is not simply increasing contact and exchange, but rather some unifying vision of the human person and of the world that gives proper place to the flight into the inner world linking up with the religious experiences of the past—and to search for new societal forms, grounded both in experience and imagination. A world vision combining these two perspectives could provide a grand design for cultural relations

for the future. How is this going to come about? The first requirement is a clear definition of the need—a unifying vision worked out by individuals and groups and modelled to fit their particular situations. For this the task is not so much to increase contact but to find exceptional and creative individuals, wherever located, who have the ability to see new relationships. This calls less for a formal organization and more searching out extraordinary individuals wherever they can be found, finding ways to assist them, bringing them into touch with one another and encouraging them to foster creative impulses, rather than stifling them in the name of the *status quo*.

One element of this problem is the danger that communication across national boundaries among those who seek new approaches and new answers might be complicated by a phase differential of their cultures. A very important, even crucial, aspect of cultural relations in the future is to find ways of coping with this problem. Simple increase in contacts by number or intensity will not be sufficient. Communications of much greater intensity and longer duration are necessary—and for this various new or rediscovered small institutions of an Ashram sort, as recommended strongly by the Southeast Asian Study Group, deserve very serious attention and testing.

Another aspect of this situation is the increased antagonism between government or adminis-

trators and the younger generation, particularly in parts of the world where dissent is feared and tolerance limited. The irony and tragedy of this is that it occurs at a time when social change is desperately needed and when the resources of idealistic and courageous youth are at a high peak. Their contributions should be welcomed and encouraged, and ways discovered to bring them into the decision-making and development planning of the future.

The urgent need, then, is for a higher vision, a clearer scale of values and a fresh sense of what is worth living and dying for. We would encourage individuals and concerned groups to seek ways to synthesize those fragmentary social and ethical impulses that are appearing in the world into a single, unifying world outlook—a kind of scenario of hope, but a scenario within the horizon of feasibility that could give direction and purpose to the striving of both young and old to find their place in the future world order. Such a scenario would have to include and interrelate guidelines for understanding such issues as the conditions and maintenance of peace, disarmament, the dividends of peace, a new ecological balance, the concept of social or distributive justice nationally and internationally and a political order dealing more relevantly with the distribution and utilization of raw materials. It would be a blueprint with a difference for it would provide for flexibility and growth.

Books on adult education

Shri S.N. Mitra, who was Commissioner in Gorakhpur Division in 1964-66 and had during this period carried on literary drive throughout the Division covering 1224 villages and more than a lakh of persons, has offered to hand over a number of text-books, follow-up literature, Arithmetic books and books on various subjects suitable for trainers and trainees in adult education. Interested persons are requested to contact Shri S.N. Mitra, 15, Ashoknagar, Allahabad-211001.

mobilisation of governmental resources for adult education

D. P. Nayyar

In a welfare, democratic State, the goal of all measures is the people, on whom they must all converge, whom they should all seek to benefit and who must be able to realise that they are being benefitted. This requires that the people must understand the measures that are being implemented and they must be able to cooperate with the authorities to ensure implementation at minimum cost with maximum benefit. Whenever this effort at arriving at an understanding with the people is neglected, administration becomes impersonal and ineffective, arousing their hostility instead of cooperation, thereby giving an opportunity to the Opposition to fan their discontent and weaken the Government.

Further, terrific pace of change, unleashed by science and technology, has made adult education a programme of central importance, an inescapable responsibility. The alternative to understanding of and adaptation to change is to be swept off the board. Educational institutions can cater to the needs of only limited numbers. In 1964-65, the enrolment in recognised educational institutions was only 17 per cent of the total population above the age of 6. Educational institutions have further the tendency to lag behind because of their inherent conservatism. Even in the USA it is observed that the educational system is 50 years behind time. It is consequently only the informal agencies of adult education that can catch up with change. Hence the importance with UNESCO attaches to life-long integrated education.

* The views expressed in this paper are those of the author and not necessarily those of the Planning Commission, where he heads the Education and Social Planning Divisions.

¹ Excluding ages 0-9.

In India where about 60¹ per cent of population is not even literate, the challenge of adult education is still greater. And even more so in the context of her declared goal of being a Welfare State, where "the last rung of the ladder" has to be taken care of. Democracy is the art of balancing conflicting interests and pressure groups. Hence it should be its basic concern to enable everybody to understand and guard his own self interest, through various measures, of which the most important is education.

To meet the challenge of adult education we need to mobilise all resources—governmental and private. This paper proposes to deal with the mobilisation of governmental resources only. The question has two aspects: the identification of the resources being spent and their effective utilisation through a more intelligent handling and better coordination on the one hand and augmenting these resources either directly under the Adult Education head or by developing adult education programmes as adjuncts to other programmes for improving their impact.

All democratic governments—as a matter of fact all governments—spend considerable amounts in creating an understanding with the people. India is no exception. Since Independence every government department has been investing considerable resources in putting its programmes across to the people. There is considerable amount of propaganda in this effort but it also contains quite an appreciable amount of education. It would be a fruitful exercise if somebody went through the budgets of the various departments of the Central and State Governments and added up the amounts intended for educa-

tion and publicity in various forms. I am sure the result will be a very sizeable amount. It is not intended to do this precise and detailed exercise here. But for purposes of illustration a few important areas are picked up for analysis.

The area which immediately comes to one's mind is the area of family planning. "Population explosion" is the most serious challenge in developing countries. India's population increased from 365 million in 1951 to 439 million in 1961 and 527 million in 1968, recording an average growth of 10 million a year or a net addition of 27 to 28 thousand people a day. To meet this challenge India has set aside Rs. 315 crores during the Fourth Plan in addition to about Rs. 91 crores already spent on account of facilities created during the past. Of the Rs. 315 crores expenditure, Rs. 269 crores will be spent on supplies and services, and Rs. 46 crores on "training, research, motivation, organisation and evaluation". (Fourth Plan P. 393),

In the field of agriculture, the following provision in the Fourth Plan have a significant component for education of the farmer or the rural adult:

Programme	Outlays (Rs. in crores)
Development of small farmers and agricultural labour	115.00
Research and Education Cooperation	85.00
Community Development and Panchayats	178.57
Total	494.03

(Fourth Plan P. 186)

While a considerable amount of supplies and credit will be involved, it will also require a considerable effort at creating an understanding of these measures among the small farmers and agricultural labour. 'Research and education' contains considerable outlays for education of the farmers. Even the institutional

research and education is to provide the material of farmers' education. 'Cooperation, and 'Community Development and Panchayats' are by and large educational programmes.

Broadcasting and Television is largely an educational service including entertainment. Rs. 40 crores have been provided in the Fourth Plan, besides the services already developed. The Fourth Plan explains: "The programme for the extension of internal coverage has been so drawn up that at the end of the Fourth Plan, nearly 80 per cent of the population in all the States and Union Territories would be covered by medium wave broadcasts" (P. 351). Through Satellite Communication attempt is being made to reach scattered villages. Postal services, for the further development of which Rs. 26 crores have been provided in the Plan, is a powerful means of carrying education to the people through the circulation of newspapers, correspondence courses, etc. (Fourth Plan, P. 350-351).

The other areas to which one would like to draw pointed attention are Village and Small Industries with a provision of Rs. 293 crores in the Plan, Social Services with a provision of Rs. 226* crores, Rehabilitation (Rs. 66 crores) and Social and Backward Areas (Rs. 44 crores) (Fourth Plan, P. 66). Similarly in other sectors there are varying amounts meant for educating their clientele. The total combined budget of the Central and State Governments in 1969-70 was Rs. 7026 crores. Even if 1.0 per cent of this were intended for the education, in some form or the other, of the adult population, the country would be spending Rs. 70 crores a year on adult education. How to make an effective use of it is, therefore, a question of paramount importance.

The absence of rapport between the people and the administration is a matter of common

knowledge which considerably reduces the impact of development programmes. For example, the experience of family planning so far has not been very encouraging and it is estimated by the Registrar General that the rate of growth of population will continue to be around 2.5 per cent during the Fourth Plan and will come down to 1.7 per cent a year only in 1980-81. The programme has met with open hostility from many communities. A number of studies conducted by various people on the resistance to the family planning programme shows that it is due to a whole complex of social, cultural and economic factors and the total local situation will have to be understood to be able to put the programme through. The constant factor, however, is the level of education which develops favourable attitudes and leads to lower fertility. The position in regard to agricultural programmes is also the same. Dr. D.P. Chaudhuri in his study: "Education of Farmers and Productivity" comes to the conclusion that "the level of agricultural productivity is significantly related to the education of the farm workers and the pattern of demand for a strategic input like chemical fertilizers is significantly influenced by the education of the farm workers". Among the factors which lead to acceptance of agricultural innovations by individuals and communities discovered by Fliegel, Roy, Sen and Kivlin, are: high level of male literacy, contact with extension services, political knowledge, secular orientation, enlightened leadership, mass media and wider contacts—which are all educational factors. So the obvious conclusion is that the educational content of the programmes should be considerably increased and more effectively managed.

Secondly, family planning, for example, will be more acceptable when presented as a part of a wider programme of family and community uplift by an agency which is continuously in touch with the community. The various

programmes of health, social welfare, agriculture, education, cottage industries, etc. need to be brought together in an integrated programme of the individual, the family and the community to be able to make the maximum appeal. A multi-purpose extension worker at the village/community level, supported by a number of subject specialists, as visualised in the Community Development programme, or in Gandhiji's idea of the Samagra Gram Sevak, is conceptually the best arrangement; and he has to be primarily an adult educator, a Community Organiser as the First Five Year Plan called him. The idea, however, has yet to be properly implemented, and the adult education programme placed at the heart of all programmes. The Fourth Plan says: "The programme of family planning is likely to be more affective and acceptable if maternity and child health services are integrated with family planning". And family planning will be effectively integrated with the general health service of primary health centres and sub-centres". This linkage and integration with other areas will have to go much further. An obvious conclusion is that multipurpose use should be made of facilities created. For example, as a result of the expenditure on family planning, the institutional framework that will be created will be 335 district family planning bureaus, 5225 rural family welfare planning centres, 31752 rural sub-centres, 1856 urban welfare planning centres and 51 family planning training centres including central institutes. (Fourth Plan P. 393). These centres at the base level can with profit be used for various other programmes like education in regard to the family budget, balanced diet, sanitation and hygiene, improved agricultural practices, literacy etc. Similarly, schools can be used for adult education, including family planning. The budgets of the various programmes should be pooled together and put under a Committee of Direction, which would coordinate the programmes

* Excluding outlays for family planning already mentioned.

and maximise returns from resources invested. The various programmes proceeding in unison will also gain considerable support from each other.

Thirdly, the approach should be educational rather than propagandist. The progress in the beginning may appear to be slow and may tend to make the administrator impatient but will be much more rapid and its impact much more lasting once the confidence of the people has been won. This implies avoidance of exaggeration, putting a particular programme in the context of an individual's or community's overall benefit, and continuing the help till the individual or community are able to think for themselves and stand on their own legs.

Fourthly, the level for which literature is produced must be carefully determined and sufficient communication expertise injected to make the considerable amount of literature that is produced by various departments really intelligible and interesting to the people for whom it is meant. Today much of this literature is uninteresting and beyond the understanding of those for whom it is meant. If the various pamphlets that are produced were re-written in this way, much of the complaint about following literature for neo-literates and others would disappear.

Fifthly, in view of the large illiterate population, which has to be approached by most departments, imparting of literacy should be built into project costs, as an inevitable first step in establishing an effective communication link with the group of people concerned. This will also include the production of literature for neo-literates and the establishment of libraries. Where more than one authorities are concerned with a group they can share the cost by setting up a joint organisation. It is only when each department thus takes care of its clientele that functional literacy can become a reality in

India. In the case of its employees every department must not only take the responsibility of making and keeping them literate but also of creating adequate motivation by providing additional increments or some other suitable incentives to those who make the necessary effort to become literate.

As adult education covers a very wide spectrum of activities Coordinating Boards at the Central, State, District and Block Levels will need to be established. To be effective these Boards should be under the Chairmanship of the Prime Minister at the Centre, the Chief Minister at the State, the Collector/Zilla Pramukh at the District level and the B.D.O./Block Samiti President at the Block level. These Boards should be serviced by Committees of officials presided over by the Cabinet Secretary at the Centre, the Chief Secretary at the State, the Collector at the District and the B.D.O. at the Block level.

Thus adult education is vital to democracy and development. In this period of rapid change it is essential for survival. It consequently needs mobilisation of all possible public and private resources. The public resources for adult education need to be increased to make the programmes it supports more efficient. Even more important is to make a more effective use of available resources through educational orientation of their communication programmes and comprehending within them literacy programmes in a democracy of mass illiteracy. It also needs the coordination of efforts by the various departments to make a multi-purpose use of facilities created possible. So far coordination has been the most serious hurdle in streamlining administrative machinery. But without it considerable wastage that goes on through compartmentalisation cannot be prevented. An inter-departmental approach is as vital to administration as inter-disciplinary approach is to modern research. One way of meeting the challenge is to

have a coordinating body at each level with the senior-most person in the political or administrative field, heading it, so that he can take a unified view of the task in hand and enforce the compliance by each party of the portion allotted to it.

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how illiteracy was wiped out in U.S.S.R.

Chandra Kanta Dandiya

"It is difficult indeed to speak of the political education while we have such a phenomenon as illiteracy in our country" said Lenin. "It is the condition without which we cannot speak about politics ... without this there can be no politics, without this there can be only rumours, gossip, fairy-tale, prejudice but no politics".

This was the sounding note of the cultural revolution and social construction. This approach also became the pace setter for the communist party and the policy for the government.

Mrs. C.K. Dandiya is Director Department of Adult Education (Extn.) University of Rajasthan, Jaipur.

As in India of 1947, so in Russia of 1917 poverty, illiteracy and ignorance were the curse of the masses. As per 1920 census only 319 per thousand were literate. In women it was lower—only 224 per thousand. In the gubernias of the Republic there was 80% illiteracy amongst young men and women. Only 5% of the national budget was earmarked for education.

Such a situation was untenable for a new social order. It was against the clan vital of a socialistic society. Hence the government as well as the communist party joined hands to strengthen the cause of education and supplement each

others effort. They launched an all-out offensive on ignorance through a series of official and non-official measures.

The first official measure was to set up the Peoples Commissariat for Education. On the very next day of the October Revolution Anatole Hunacharsky was appointed its chief, on 8th November 1917. In this a special department of adult education was created under the care of Nadzheda Kurpskaya, states-women pedagogue, wife and comrade-in-arm of Lenin. There is no parallel to such speedy measure entrusted in the hands of highest in the land—an evidence of number one national priority accorded to education. This was administrative action. So as to leave no stone unturned. The 8th Congress of the Communist party at its meeting held in 1919 pledged all support to the cause of eradication of illiteracy through a network of schools, classes, courses, peoples universities etc.

To give further impetus the All Russian Congress on Adult Education was held in May 1919 with 800 delegates vigorously discussing measures to eradicate illiteracy. The congress was relentless, and prevailed on the government and party to take firm steps. As a result of their persuasion Lenin signed the Decree on the Elimination of Illiteracy amongst the People of Soviet Russia on December 26, 1919. This was a landmark in the movement. According to this Decree—

(1) The entire population of the Republic between the ages of eight and fifty, incapable of reading or writing, is hereby obliged to study in their own or Russian language, as they desire. The studies are to be held in state schools, both in the existing ones and those which will be set up for the illiterate population in accordance with the plans of the People's Commissariat for Education.

(2) The date for the elimination of illiteracy is to be set by the provincial and city Soviets of Deputies in the areas concerned. The general plan for the elimination of illiteracy on the spot is to be drawn up by the organs of the People's Commissariat for Education within two months after the publication of this decree.

(3) The People Commissariat for Education and its local organs are hereby given the right to conscript, for remuneration equivalent to that of teachers, all the literate population of the country that has not been drafted into the army, to teach illiterates.

(4) The People's Commissariat for Education and its local organs will enlist the active assistance of all working people's organisations, such as the trade unions, local Russian Communist Party cells, the Young Communist League, committees for women's affairs etc., for the elimination of illiteracy.

(5) With the exception of those employed at militarised enterprises, hired workers attending literacy courses will be given two hours off every day without any deduction of wages.

(6) The People's Commissariat for Education is authorised to use public buildings, churches, clubs, private houses, suitable premises in factories, mills and institutions, etc., for purposes of eliminating illiteracy.

(7) Supply organisations are hereby instructed to give priority consideration to requests from institutions working to eliminate illiteracy.

(8) People evading the duties enumerated in this decree and preventing illiterates from attending school will be prosecuted.

(9) The People's Commissariat for Education is hereby charged with issuing instructions

on the implementation of this decree within two weeks.

With this the movement became nationwide. By 1920 there were 12,000 centres enrolling 300,000 students in the 41 European gubernia. The fight was waged on all fronts, cities and villages. There were pockets of resistance and frustration. To meet those eventualities on All-Russian Extraordinary Committee for Elimination of Illiteracy was set up by the Commissariat for Education in July 1920. This committee launched a planned drive.

It solved several nagging questions of implementation particularly of books and teachers and resistance. A new Soviet Primer for adults was written in which Lenin took keen interest and the Extraordinary Committee initiated nation-wide short-term training courses for teachers. There were already 8000 such courses. Collections in cash and kind were accepted to run the campaign. An example of the enthusiasm was the instruction on the manual, "For the Elimination of Illiteracy" in the section had called: "How to Get Along Without Paper, Nibs, Ink and Pencils." It contained the following advice: One can write with long sharp fragments of slate on sooty tiles. One can also write with whitewash on small planks painted dark, wiping them clean with a wet cloth. A splendid strong pencil may be of fragments of lead (old buttons, shot, canister, bullets, spoons etc.)" There was also advice on how to make ink out of beetroot, elder, etc. To create mass awareness, weeks, days and anti-illiteracy drive were arranged.

The fight against illiteracy was not relaxed even in the days of great economic depression after the civil war. The party condemned the closure of schools in 1922 and proposed to the Commissariat for Education to allocate adequate funds.

Lenin desired the liquidation of illiteracy from the age group 18-35 by the 10th anniversary of the October Revolution in 1927. This plan envisaged teaching 17,000,000 adults to read and write. It was a colossal task. Although illiteracy was wiped out from half the population, the targets could not be met by the dead line.

Hence the Young Communist League was involved and soon came to the forefront. The first Five Year Plan (1929-32) planned to graduate 18.2 million illiterate in five years, with 17 million in rural areas. These were ambitious figures. Lenin said, "every literate person should regard the necessity of teaching several illiterate as his duty." This campaign played a decisive part in abolishing illiteracy and the Young Communist League contributed substantively. Classes were held in farms and factories, offices and homes, the illiterate was met in every place of his convenience. Each district competed with the other in accomplishing the task and the drive gained momentum. Elimination of illiteracy was outlined as the main task of the second Five Year Plan. It was a relentless effort. Not one but many agencies, groups and strategies were deployed.

Every resource, human, material and institutional was harnessed to the cause of Literacy. The 1919 Lenin decree was a continuous source of inspiration and support, and the time-bound program was the guide to the destination. The configuration of all these measures achieved the target and by 1937 literacy in the age group 9-49 was 89.1%—94.2% in urban areas and 86.3% in rural; 95.1% amongst men and 83.4% amongst women. A mighty task was accomplished in a record period of 20 years to which there is no parallel in history. And the story of eradication of illiteracy in the USSR is a tale of daring, determination and achievement.

role of nehru yuvak kendras in nonformal education programmes

One of the main tasks of Nehru Yuvak Kendras consists in promoting non-formal education and offering to young people facilities for non-formal learning. In reality, since NYKs are primarily concerned with non-student youth, who in their great majority have had scarce or no opportunities for education, the organisation of educational activities through nonformal modalities is often the only way to satisfy their educational requirements. The need for nonformal education arises also from the fact that NYKs organise many different activities for non-student youth (social

service, search for employment facilities, involvement in community recreational activities, cultural and sports programmes etc. whose efficiency and impact will be enhanced by educational programmes appropriately correlated with these activities.

NYK could perform two types of roles in Non-formal Education :

(1) *Indirect role*—in relation to programmes of Non-formal Education organised by governmental bodies or voluntary agencies.

(2) *Direct role*—in organising and taking up some specific Non-formal Education Programmes for various youth groups.

Although the local conditions will influence in various ways these NYK's roles, some general orientations can be outlined.

the indirect role

The indirect role of NYKs could be looked upon from the point of view of four different types of Non-formal Education programmes, already on going or envisaged for the near future.

- (i) Programmes organised by the Ministry of Education or State Education Departments, particularly : (1) the comprehensive Non-formal Education Scheme for the 15-25 age-group ; (2) Functional Literacy Programme for farmers or other groups ;
- (ii) Programmes organised by other Ministries or Development Authorities or Departments (Labour Ministry, Health Ministry, Family Planning Association, Agriculture Ministry, Departments of Social Welfare, etc.) ; (Note : The Inventory of Central Government Programmes with Relevance for Youth Work will be of reference value in this connection).
- (iii) Programmes organised by voluntary organisations (literacy programmes ; functional literacy programmes ; women's education schemes ; craft training ; library services, etc.) ;
- (iv) Rural Library Services assisted by the Raja Ram-mohun Roy Library Foundation.

While many of these programmes are well organised, there is room for improvement, particularly regarding the following aspects :

- existing educational facilities are not always adequately utilised ; allocated funds are not always effectively or fully utilised ; etc.
- learners are insufficiently motivated ; the drop-out rate relatively high ; the number of youth benefiting from non-formal educational facilities is still too low.
- enrolment of women does not receive sufficient attention ;
- the content of the programme does not often correspond to real youth needs and requirements of potential learners ;
- different programmes are not getting sufficient support from the local community ; physical arrangements are not good enough.

NYK can make a substantial contribution regarding all these shortcomings. Therefore, their role will be promotional, motivational and facilitating :

- (1) *Promotional* : By helping those in charge of various programmes at the district level (D.E.O., F.L.P.O., Officer in charge of NFE, social workers etc.) in (i) enlisting local youth for carrying the initial survey for identifying villages and location of centres ; (ii) identifying youth aspirations and obstacles to their realisation with a view to enriching the content of the programmes ; (iii) indicating to the organizer in charge needs of various youth categories (unemployed youth, young parents etc.) for knowledge and skill ; (iv) occasionally visiting the centres, with a view to help the personnel incharge of the field work.
- (2) *Motivational* : By enlisting the help of local youth groups in popularising the programmes ; in motivating the prospective learners in enrolment ; in

undertaking house-to-house visits of drop-outs with the aim of bringing them to the centres etc.

- (3) *Facilitating* : By helping the programmes personnel in providing facilities available with the Kendra e.g. use of premises, furniture, and equipment like projectors, for such purpose as training of supervisors and teachers ; organisation of writers' workshops and similar other professional meets in furtherance of the programme ; by encouraging young learners to take initiative in providing physical arrangements for N.F.E. ; etc.

To enable the Kendra to perform effectively the above-mentioned activities it would be worthwhile that the youth coordinator is a member of the District Level Coordination/Advisory Committee of main NFE programmes. Wherever the NYK districts and FFLP districts coincide (28 districts at present), the coordinator has already been nominated as a member of the district coordination committee for Farmers Training and Functional Literacy Project. Similar participation in the District Advisory Committee of NFE Programme could also be achieved through advice to State Governments.

the direct role

Although NYK's role is mainly a catalytic one, the youth coordinators could also take some direct responsibilities for organising Non-formal Education Programmes.

There are three types of programmes which could be undertaken on a priority basis :

- (1) Programmes for illiterate or semi-literate young people belonging to different vocations e.g. Weavers, Fishermen, Milkmen, Poultry farmers, local craftsmen, etc ; the content of these programmes

should be multipurpose : related to economic, professional, socio-cultural, civic needs of the learners.

- (2) Programmes for motivated non-student youth or early school leavers, wishing to complete, in a part-time way or through evening courses, their primary or secondary education. For these programmes, Nehru Yuvak Kendra may help in organising these programmes with the support of teachers, educational institutions and local education authorities.
- (3) Short-term programmes for larger groups of young people, aiming at the dissemination of general information and knowledge (regarding the country, development goals, social values, scientific outlook, environmental problems etc.) through various means lectures, tapes, broadcasting, discussions, films etc.

For the training of personnel and obtaining reading and teaching materials in the local languages, the assistance of the State Government may be obtained. The catalogue of Literacy and Adult Education Materials published by the Directorate of Adult Education, lists the materials available in regional languages.

It goes without saying that all such direct activities should—due to shortage of funds and lack of experience—be organised initially on a limited scale. If successful, they will open the path to more programmes of this type and also encourage local organisations, youth clubs, NSS etc. to take up similar kinds of activities.

If NYKs are to carry out these direct and indirect responsibilities in the area of Nonformal Education, they will need to be strengthened both through additional financial allocations specifically for non-formal education, and through strengthening of staff for nonformal education.

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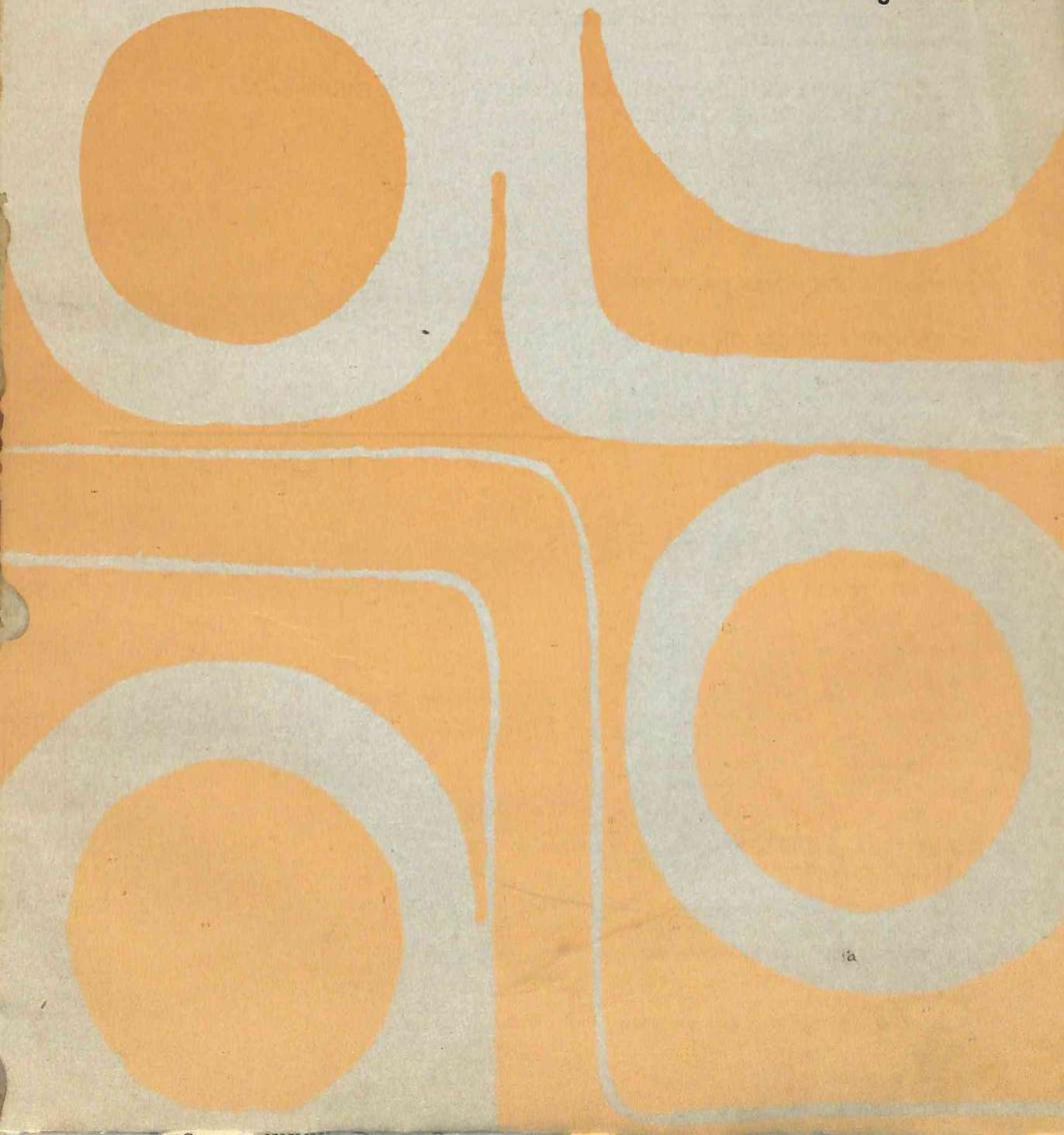
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indian journal of adult education

theme : non-formal education in the
service of agriculture



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adult education means food production and what else ?

We are devoting this issue entirely to the field of agriculture. There is hardly any need to justify or explain such a step. We can never devote too much time or attention to the problems we face in food production and on the larger question of ecological balance. Shri V.M. Rao of the Department of Economics, University of Bombay, has made detailed estimates of the requirements of foodgrains and other foods for the year 2000 based on various assumptions. According to him, on the basis of medium projections of population we may need between 208 to 239 million tonnes of foodgrains by the turn of the century. This can be compared to the estimated production of foodgrains during 1973-74 of the order of 108 million tonnes.

Sizeable investments have been made in agricultural research, education and extension as also in fertilisers, insecticides, agricultural machinery

and irrigation facilities. The extent to which the benefits of these investments are realised by the people depends in the ultimate analysis on the effectiveness of the use of available resources by the farmers. The functional literacy and farmers' training programme has been a pioneer in this area in attempting to integrate literacy work with the problems of food production. But much more needs to be done.

Adult education in rural areas will have to be geared to the problems faced by the farmers. The farmers must come to see adult education as a means by which they can think clearly and act in solving their day to day problems. This requires new approach to material production and methods of adult education. There will have to be more emphasis on practical training as part of adult education programmes. The material used for literacy and adult education work

must be based on sound and tested knowledge applicable to particular localities where the adult education programmes are launched. Fortunately we have a vast and extensive network of agricultural extension and training agencies who are well versed in the latest agricultural techniques relevant to their areas of operation and also have the requisite facilities for practical training. They can also make available a rich variety of extension material.

The problem before the adult educators is to translate such material into practical lessons in the adult education classes around which discussions could be centred and through which the farmers could be made to acquire the capacity to read and write and calculate and above all to question, to think, to find solutions and to act accordingly. A perusal of available materials for literacy work in rural areas shows the relative scarcity of the application of the principles of problem-oriented material. There have been notable exceptions and praiseworthy attempts to prepare such material linked to the problems of crop production. But we need very much more work in the area and material based on not only food-crops but also on animal husbandry, sheep farming, fisheries, horticulture, rodent con-

trol, weed control, marketing and many other aspects. Those incharge of adult education programmes would do well to contact the nearby extension agencies and to work with them so as to develop practical literacy primers and reading materials based on current recommendations pertaining to the improvement of agriculture.

Adult educators also require to have a broad and general understanding of the major problems in the field of agriculture which the country needs to solve. It would certainly be impossible to cover all the important areas in

agriculture in one issue of this journal. We have chosen some of the more important but hitherto neglected topics which need special attention, such as Rodent Control, White Grubs Control and Weeds Eradication. We have also the privilege of publishing in this issue the illuminating Dr. Zakir Husain Memorial Lecture delivered by Dr. M.S. Swaminathan, Director-General, ICAR, on August 23, 1975

at New Delhi under the auspices of the Indian Adult Education Association. We are certain that adult educators will be inspired by this address and devote themselves increasingly and with great energy to the task of converting the general concepts of agricultural improvement into practical action with the help of various subject-matter specialists and training institutions.

We are grateful to the ICAR for the material furnished on Rodent Control, White Grubs Control and Weeds Eradication which have been reproduced in this issue. We hope many adult education primers and neo-literate material will be produced based on the material as adapted to local conditions.



"Fish is dear because fish needs water—We're short of water and that's why fish is dear . . ."

education for agricultural progress

M. S. Swaminathan

An editorial entitled, "Not form but content"¹ in the August 1974 issue of the Indian Journal of Adult Education underlines the dilemma of our educational programmes and efforts. The late Dr. Zakir Husain referred to the same problem in the Sardar Patel Memorial Lectures delivered over the All India Radio in 1958, when he said, "We have turned the so-called intellectual book-school into a mechanical memory training school and succeeded in making our Work School, the Basic School, a place of mechanical work. The work is extraneously and uniformly prescribed; there is no semblance of a spontaneous motivation in the child and he is supremely ignorant of any personal or social purpose behind his work. Work which is mechanical, work in which no mental exertion is involved, work in which one is satisfied with just any result and there is no constantly prodding urge to aim at its possible perfection, work in which there is no self-criticism and so no real progress, is in no sense educative. Schools that have such work are not Work Schools in any sense". Delivering the First Zakir Husain Memorial Lecture of the University Grants Commission in September 1970, I pointed out that the only feasible way of marrying intellect and labour,

which Mahatma Gandhi had diagnosed over 45 years ago as the first pre-requisite for rural development, is to take advantage of the new opportunities which recent agricultural progress has provided for bringing about a "Learning Revolution".² In that lecture I pleaded for involving all university students in developmental and rural educational projects for at least two months in a year through a suitable built-in provision in Plan projects. With an understanding of the basic principles of biological productivity, a whole new world can be opened up for both school children and adults in villages. Appropriate projects involving the study of birds, the identification and eradication of weeds, the detection of acidity, salinity and alkanity, the harvesting of water, the prevention of damage by rats and pests both in the field and in the store rooms, the more efficient use of solar energy, organic recycling, social and man made forestry, crop-livestock integration, coastal and inland aquaculture would all have immense educational and practical value. The equipment needed for such studies is simple and inexpensive and mostly requires only a well informed teacher who does not curb the questioning mind and is not afraid of long walks. With a little training, this is one field where all university students of agriculture and

science can render great service.

India, as our Prime Minister Shrimati Indira Gandhi has frequently emphasized, is a land of the youth and poor, who constitute the two genuine majorities in the country. Fortunately, we have extensive programmes for the education of youth. An idea of the wide range of programmes now available for providing youth with opportunities for learning through work experience can be obtained from the "An inventory of Central Governments' programmes with relevance for youth work" published by the Directorate of Adult Education of the Ministry of Education and Social Welfare in 1974.³ It must however be confessed that a considerable proportion of children belonging to landless peasants and migrant labour are missed from the educational umbrella. Serious thought needs to be given to this problem.

The dimensions of our educational problems are indeed staggering. In spite of all efforts, the number of illiterates in absolute numbers tended to increase during the period 1961-1971, although the growth in literacy expressed as a percentage showed a rise from 24.03 in 1961 to 29.34 in 1971. Growth rate in population is yet to show a marked fall. Therefore, as suggested, in the editorial in the Indian Journal of Adult Education to which I referred earlier, we have to give more thought to the question of what we wish to achieve through adult education. With the beginning of the scientific transformation of agriculture in certain parts of our country, new dimensions of adult education also appear. There are new needs for education among the rural communities since there is hunger not only for new knowledge related to agriculture but also for new skills, particularly

The author is Director-General, Indian Council of Agricultural Research, New Delhi.

1. Not form but content—Indian Journal of Adult Education, Vol. XXXV—8, 1974.

2. Swaminathan M.S.—Agricultural transformation and opportunities for a learning revolution, Dr Zakir Husain Memorial Lectures, 1970.

3. An inventory of Central Governments' programme with relevance for youth work, Dte. of Adult Education, Ministry of Education and Social Welfare, 1974.

technical skills, connected with it. The demand for 'techniracy'⁴ (a term which I used in the Princess Leelavathi Memorial Lectures of the University of Mysore in 1972 to denote mastery over technical skills relevant to the individual's needs) is likely to be much stronger and deeper and also more widespread than that for formal literacy, or even for functional literacy. New approaches to adult education must capitalise on this new demand and need for 'techniracy'.

I would like to briefly refer to some recent global developments in food and agriculture, to indicate both the urgency of developing and promoting educational approaches for speedy agricultural progress and the new possibilities which technological development has opened up in the area of adult education.

global food production outlook

The world has been going through cycles of optimism and pessimism on the question of population—food supply balance. At the current annual growth rate in world population of 2 per cent, it is generally agreed that food production must be expanded from the present annual growth rate of 2.6% to at least 3.6% in the next 12 years. In our country, the average growth rate has been about 2.8 per cent since the beginning of the First Plan. We, however, reached a growth rate of 4.5 per cent per annum during 1967-68 to 1970-71, thanks to the striking progress made in wheat production. Since more equitable distribution of the food produced seems to be still a dream, average projections of growth rate have little meaning to areas of dense population, great poverty and widespread under and malnutrition. Here, not only the growth rate

in food production needs to be much higher than the postulated global average of 3.6% but there also has to be a simultaneous rise in the purchasing power of the population. Agricultural growth in such areas has to insure increased food production as well as income and employment generation. Employment guarantee schemes have to be dovetailed to food production drives, as is being done in Maharashtra. Thus, food production strategies have to be tailored to each socio-economic and agro-ecological milieu in such a manner that both food availability and the capacity to purchase food are concurrently assured.

food production models

Taking the various parameters which regulate food production, different groups of scientists have been constructing models which provide a glimpse into the future production possibilities. Thus, the university of California group headed by Kenneth Watt has proposed a model termed "SPECULATOR" to indicate a simulation programme for examining the casualties underlying land, agriculture, transportation and energy relationship. In the second report to the Club of Rome, Mihajlo Mesarovic and Eduard Pestel⁵ have constructed a model which divides the world into 10 regions in terms of its environment, technology, demographic-economic characteristics, institutional and societal processes, and psychological and biological make-up. The output of the model has been structured to show the relative price of various policy options as well as the cost of delaying various actions.

Applying their model to South Asia's food and feed needs on the basis of what they term somewhat optimistic assumptions about population growth, fertilizer utilization and bringing the

uncultivated land into production, Mesarovic and Pestel have estimated that the annual protein deficit of the region would be equivalent to that of 500 million tonnes of grain by A.D. 2025. If the production and consumption gaps in developing countries are not closed either by accelerated domestic production or imports, they predict that 500 million children may die by 2025.

In spite of such grim predictions and in spite of the efforts of some experts to revive the "triage hypothesis" which would lead to the writing off of large section of humanity to death by hunger and starvation, the World Food Conference held in Rome in November 1974, adopted a resolution setting forth the following goal :

"Resolves that all Governments accept the removal of the scourge of hunger and malnutrition which at present afflicts many millions of human beings, as the common responsibility of the international community as a whole and accept the objective that within a decade no child will go to bed hungry, that no family will fear for its next day's bread and that no human being's future and capacities will be stunted by malnutrition."

Are these empty words or do they represent realizable objectives? In my view, the goal can be achieved but this will need intensive and co-ordinated efforts within developing countries as well as between developed and developing nations on a scale and quality seen so far only rarely. This will involve steps like soil-and water-conservation measures and ecological regeneration through tree planting on an unprecedented scale, integrated irrigation and power schemes, spread of improved genetic strains of plants and animals, conservation and effective use of all available nutrients,

4. Swaminathar, M.S.—Agricultural evolution, productive employment and rural prosperity, Princess Leelavathi Memorial Lectures, Mysore University, 1972.

5. Mesarovic M. and Pestel E.—Mankind at the turning point. The Second Report to the Club of Rome, 1974.

co-ordinated systems of pest management, detailed attention to all aspects of post-harvest technology, voluntary restrictions on the consumption of animal products in affluent nations, promotion of co-operative systems of plant-animal-man food chain, harnessing the resources of inland and sea waters, promotion of recycling and energy conservation principles, and mobilization of human resource. Among these, the mobilization of the human resource through extension and educational efforts and through matching economically viable technological packages with appropriate packages of services and public policies, is the most important as well as difficult task and should consequently receive the greatest attention.

It is clear whether we look at the productivity of crops, farm animals or fish, the gap between what is immediately possible and what is being achieved is very great, particularly in several countries of South Asia and parts of Africa. Our first task is to narrow this gap. The precise methods of doing this will naturally vary from area to area. Many limiting factors will have to be overcome—lack of appropriate extension manpower, deficiencies in technology, inappropriateness of institutional structure, inadequate inputs, excess or poor water availability, fragmented holdings and absence of organized human efforts—one or more such factors may limit productivity in different parts of our country. The various steps necessary for converting a technological break-through into a production advance and a production advance into a prosperity advance hence need to be identified and initiated by each State Government.

Further possibilities for increasing biological productivity

During recent decades and

particularly during the nineteen sixties, much progress has been made in rising the ceiling to yield levels in major cereals and millets. By and large, the principles used are the improvement of the harvest index (i.e., the proportion of economic yield to the total biological yield) as well as the ability to respond to good management, through a re-structuring of plant architecture and developmental rhythm, the exploitation of hybrid vigour and the enhancement of perday productivity through the introduction of insensitivity to photo-period, thereby-facilitating multiple cropping. At the International Rice Research Institute in the Philippines, over 20 tonnes of grain have been produced in a year through multiple cropping. It could therefore be asked whether we have reached the ceiling to yield potential in our major food crops or whether there is scope for raising the ceiling to higher levels.

The scientific potential for improving food production and nutrition has been brought out in a series of excellent papers in "Science" of 9 May 1975 (Vol. 188, No. 4188). An article entitled "The Ganges Water Machine" by Roger Revelle and "V. Lakshminarayana"⁶ in this issue of "Science", for example describes some approaches towards making better use of one of Nature's greatest gifts to man, namely the River Ganges and its tributaries and the flat and fertile plains through which they flow. Similarly, the present and future possibilities for improving crops and animal productivity have been dealt with in a report on "Agricultural Production Efficiency"⁷ published by the U.S. National Academy of Sciences

in 1975. Such analyses indicate that there is still much scope for raising yield ceiling through maximizing the utilization of solar energy by both more scientific work and greater and more efficient use of different forms of cultural energy (i.e., all forms of energy which man has introduced into agriculture and animal husbandry for increasing yield).

The efficiency of light utilization by plants can be computed as the ratio of calories of yield to calories of photosynthetically active sunlight absorbed by the plant. Although the theoretical quantum of efficiency of photosynthesis is 12%, incomplete capture of sunlight by leaves throughout the growing season and wasteful respiration of CO₂ from photosynthetic product restrict the observed efficiency of most plants to the range of 0.1% to 3%. For example, the average maize crop captures only 1% of the 10¹² calories of photosynthetically active sunlight falling upon an acre of land during a 3-month growing season.

Various calculations have been made to estimate the theoretical and potential yields of crop plants. In such calculations it is assumed that light interception is full but that there are Albedo and Inactive absorption losses. Whatever be the absorption of light energy in plant, its conservation is only about 26% because of the conversion efficiency of quanta into chemical form. When losses for respiration are also accounted for, one expects only 71 gm² day (CH₂O) production. There could be differences in such calculations.

Crucial role of water

A major variable in calculations of this kind is the radiation received at any given place which varies considerably. Secondly, the calculations also assume that there is no shortage of inputs such as water, adverse tempera-

6. Revelle Roger and Lakshminarayana V.—The Ganges water machine. Science, Vol. 188, No. 4188.

7. Agricultural Production Efficiency. National Academy of Sciences, Washington, 1975.

ture, nutrients, pesticides, etc. If we consider only three factors, viz. light duration (energy), water availability and temperature, the period of maximum insulation in tropical regions unfortunately coincides with low availability of water and high temperature. The latter would lead to high evapo-transpiration and consequently greater demand of water. In the absence of ground water or lack of its exploitation, water becomes the chief limiting factor in crop productivity. Thus, the period of potential maximum productivity unfortunately becomes in reality a period of minimum productivity. This fact is generally not recognized when scientists working in temperate regions estimate the potential for productivity in the tropics. In many countries of Europe and North America, the period of maximum day length fortunately coincides with periods of precipitation and temperatures conducive to growth. Hence, the conservation and efficient use of all available water resources should get the highest priority in our developmental and educational efforts. If there is water and nutrients, tropics and subtropics afford the possibility of growing several crops in a year through suitable multiple, relay and intercropping techniques. Also, full benefit can then be derived from the period of potential maximum productivity.

The different methods by which man has continuously enhanced the conversion of cultural energy into digestible energy as well some of the major "leaks" in the conversion chain are shown in a diagram. Each factor depicted in this diagram can be used intelligently and effectively in an adult education programme. It has become increasingly clear that only by a suitable understanding of the basic aspects of biological productivity among the community as a whole and, by co-operative management of certain farm operations by groups of farmers with small holdings that

substantial and sustained progress can be achieved in agriculture. Increasingly, modern technology aims to introduce integrated approaches in farming. For example, now-a-days the term "pest management" is replacing the old term "pest control". Pest management involves the development and introduction of integrated pest control systems such as the use of resistant varieties, adoption of crop sanitation and agronomic methods of pest avoidance, biological methods of control and finally, the use of chemicals to the extent necessary. In the area of manuring, integrated nutrient supply systems are being developed which involve the appropriate use of organic manures, biological nitrogen fixation and chemical fertilizers. Watershed management in dry-farming areas involves the capture of excess rain water and storing it in farm ponds for later use for a life-saving and yield-increasing irrigation when the rainfall stops. Successful mixed farming, multiple cropping and aquaculture systems also involve a considerable understanding of recycling principles and of the principles of synergy and harmony among different components of a farming system (The Sardar Patel Lectures 1973⁸ deal with this in some detail). Therefore, it has become imperative that we develop appropriate methods of techniracy. I would like to refer to a few approaches which the Indian Council of Agricultural Research is promoting in the area of adult education.

Krishi vigyan kendras (farm science centres)

The broad guidelines for the establishment of Krishi Vigyan Kendras based on the concept of learning by doing were given by a Committee headed by Dr. Mohan Sinha Mehta. The first Krishi Vigyan Kendra

according to this pattern has been established at Pondicherry under the guidance of the Tamil Nadu Agricultural University. The basic aims of these Kendras are to : (a) identify the felt needs of the rural population in the area to be served by the Kendra in terms of specific training programmes which can help them to derive the maximum benefit from the agro-ecological assets of the area; (b) design courses in a manner that literacy is not a prerequisite for admission to the Kendra; (c) develop training programmes which would help the trainees to acquire a mastery over the relevant technology; (d) restrict the admission in the initial stages to practising farmers and in-service personnel so that the training imparted is effectively used; and (e) develop the Kendra in such a way that existing facilities belonging to either government or voluntary or other organizations are used in the most profitable manner. In other words, the aim is not to invest money and time on brick and mortar jobs but to get for the community the full benefits from investments already made and from the available technical manpower.

A weakness in our earlier training programmes designed to bring about a scientific upgrading of farming has been the lower priority accorded to the training of farm women. It need hardly any emphasis that several of the key agricultural operations, both in the production and post-harvest phases, are in the hands of women. Their contribution to agricultural operations is even higher in Hills and neglected areas. Several problems of health are now known to arise from the improper storage of basic staples leading to the development of food toxins in them. Therefore, under the Krishi Vigyan Kendra Programme, special emphasis is being placed on the development of Kendras for rural women.

8. Swaminathan M.S.—Our Agricultural Future, Sardar Patel Memorial Lectures, All India Radio, New Delhi, 1973.

Any such new programme

should be supported by an effective trainers' training arrangement, which can help to update the technological skill of the teacher and introduce him or her to the purpose and philosophy of the project. Appropriate institutions have hence been identified for undertaking trainers' training programmes in agriculture, horticulture, fisheries, animal husbandry, and land and water management. Plans are being prepared for the establishment of two women's trainers' training centres—one in Central India and the other in the North-Eastern Himalayas. The ultimate success of these Kendras will depend upon a combination of factors such as the technical skill and mental attitude of the teachers, the relevance of the fields of training chosen, and the availability of mobile training teams and mass media support which can enable the Kendra to become a radiating centre for a techniracy drive.

operational research projects

ICAR has initiated through our Agricultural Universities and research institutes and in a few cases bilateral agencies a series of whole village/watershed projects which are designed to bring about more efficient land- and water-use patterns based on principles of ecology and economics. The August 1975 issue of the "Indian Farming" contains several articles which describe the purpose and design of these projects. Such projects will provide considerable opportunities for the education of both school children and adults. In several cases, Krishi Vigyan Kendras and operational research projects will be linked. Whole village projects such as the rural aquaculture projects and the integrated pest control projects in rice and cotton can be used to help school children to learn science through work experience and to introduce adults into the world of biological balance, harmony and synergy.

functional literacy for rural people, based on their occupational interests and needs

The literacy courses for farmers in use in several states, both as a correspondence course and as a direct literacy course, are undergoing continuous refinement. Such courses should obviously be based not only on interests and needs of farmers, but should also be so designed that they are closely related to the cycle of agricultural operations, so that an incentive for farmers to continue is built into them. A recent example of an innovative approach in this area is the work done in Rajasthan to develop functional literacy courses on the basis of clearly identified bottlenecks and solutions to the improvement of agricultural production by small and marginal farmers. Similar courses need to be prepared specifically for the use of farm women.

bypassing the regular literacy route

To the extent that the mass media can succeed in (a) transmitting the necessary information, and (b) demonstrating the necessary skills for daily living and successful farming, the question of formal literacy can be bypassed. Radio and films are already being used for this purpose, but there is considerable scope for refining the techniques of communication and spreading the message wider. This implies that the technical programmes should be still more specific in both content and time, geared to needs and frequently repeated. Also, the imparting of knowledge and information has to be synchronized with the availability of the inputs essential for utilizing the knowledge. For example, there is no point in recommending a new crop variety or a pesticide or fertilizer, if these are not available in the Block or the village. There is therefore need

for effective co-ordination between agencies supplying knowledge and inputs.

Fortunately, we now have the assistance of regular T.V. as well as a Satellite Instructional Television Programme in several parts of our country. If this medium is intelligently used, it could become a powerful tool for transmitting timely and proper advice to farmers. In the audio-visual world of the future, extended formal literacy may be necessary only for those who are interested in pursuing education to higher levels. This is also likely to be true in a different way for nations which are already advanced in technology, since books imparting knowledge tend to get out of date quickly. Hence, if we make the transition from the pre-literacy to the post-literacy world in adult education without passing through the conventional intermediate steps, enormous resources and time can be saved. Emphasis therefore needs to be given to the planned expansion and improvement of appropriate mass media.

Agricultural growth is an organic and dynamic one involving continuous interaction between man, animals, plants, soil, water and weather. Unless we tailor educational and development projects to suit the organic nature of growth in this sector, we will be consistently faced with disappointments. Adult Education programmes will have to take cognizance of this requirement of agriculture. Mental resilience and humility are needed both to absorb continuously new knowledge and to modify approaches to the transmission of knowledge according to changed needs and circumstances. The Indian Adult Education Association which has already made valuable contributions has even brighter vistas before it, thanks to the tremendous opportunities now being opened up by science in rural development and communication.

agricultural extension and adult education for farmers— a hand and glove relationship

Ambika Prasad Tiwari

Agriculture has been associated with the life and living of human beings on this earth since time immemorial. All the ancient civilisations in their explorations and excavations have revealed their glorious past in terms of their food production, storage and distribution systems. Farming has not only been a provision for subsistence, but also a way of social animation. This is more pronounced in those countries where the national economy is built around the income received through agricultural production, export and import of various commodities. It can be taken as a criteria of past development that agricultural production received a world wide attention, both in developed as well as in developing countries. There has been a major breakthrough since the later half of the 19th century, when agriculture began to be viewed as an educational discipline. Educational institutions at all levels started imparting knowledge in the different branches of agriculture which were supposed to be mutually supporting and cohesive in their structure. Gradually, there came a time when it was felt a necessity

to undertake research in the concept of judicious agriculture in order to make it efficient and economical. There also evolved an idea of *agricultural extension*, which primarily concerned carrying the results of the research of experimental stations to the farmer's field and feeding back the problems of cultivation to the research laboratories.

So far as historical reviews illustrate, a systematic development of agricultural extension dates back to 1914 when the Smith Lever Act passed in the U.S., giving rise to Land Grant Colleges establishing Co-operative Extension Services. The Land Grant College pattern was highly influenced by the movements of that era; the most popular and widespread of these movements were the *Chautauqua* system, which began in 1874, and the University Extension Movement, which has its origins in England in 1866.* The term "agricultural extension" was officially used for the first time in a paper entitled "The Attitude of Agriculture Colleges towards University Extension." read

* Eagles, Blythe A. "Agricultural Extension at U.B.C.: Past and Present." in *Proceedings, Seminar on Agricultural Extension in British Columbia*, University of British Columbia, May 18, 1961, p. 11.

The author is Commonwealth Scholar, Adult Education Research Centre, University of British Columbia, Vancouver, Canada.

before the Land Grant College Association by Professor Vorhees of Rutgers University.**

In a similar phraseology Professor Joseph Mathews says that :

"The Co-operative Extension Service, often referred to as *agricultural extension*, has been developed under co-operative arrangements between the State Land Grant College or University in each state and the United States Department of Agriculture. It was founded when the Smith Lever Act of 1914 firmly established grant-in-aid principle. The name "Co-operative Extension Service" was derived from the then unique plan for sharing costs by federal, state and county governments which requires dollar-for-dollar matching of federal and state funds and contributions of local funds in amounts that may vary among the states and counties."***

This approach is embedded in the concept of co-operative demonstration work as a method of providing informal practical education in agriculture for farm families, and is credited to Dr. S.A. Knapp, who was the leader in this type of adult education during the first decade of this century.

the functions of a co-operative extension service.

It was emphasized in its working that this agency serves as the channel through which the research information and educational materials from other agencies and services of to the Department are passed on to the state extension services. Its organization consists of the Secretary of Agriculture in relation to the state extensionservices and other parts of the Land Grant Institutions.

***Ibid.*

***Mathews, Joseph L. "The Co-operative Extension Service." in Knowles, Malcom (ed.) *A Handbook of Adult Education in the United States*. Adult Education Association of the U.S.A. 1960, pp. 218-219.

Its staff has primary responsibility for leadership in the educational programs of the department, including administration of federal laws and regulations involved in Co-operative Extension. Each staff member has program leadership responsibilities nationally with his State counterparts and with certain related interests outside co-operative extension.

In the declaration of national policy of the Co-operative Extension Service in April 1958, six kinds of changes that affect what the Co-operative Extension Service should do and how it should be done are described. This is followed by nine areas of program emphasis for the future. Four have to do mainly with the business of farming and agricultural production, namely :

(i) efficiency in agricultural production ;

(ii) efficiency in marketing, distribution and vitalization ;

(iii) conservation, development and use of natural resources ;

and

(iv) management on the farm and in the home.

The remaining five are concerned with the education of family members for life in a modern society, viz :

(v) family living ;

(vi) youth development ;

(vii) leadership development ;

(viii) community improvement and resources development ; and

(ix) public affairs.

The principle of first responsibility to farm families is recognized in the report, but attention is called to the wider audience being served. That audience includes these general groups : farm families, non-farm rural residents, urban residents, farm, commodity and related organizations, individuals, firms and organizations which purchase, process and distribute farm produce and those which provide

farm people with essential services and supplies such as credit, fertilizers, feed and many others.

The primary function of the Co-operative Extension Service is an educational one—to *aid the people it serves to achieve efficient agricultural production, adequate income and responsible citizenship and to build wholesome and prosperous communities*. It brings to its clientele the latest knowledge gained from research by interpreting and demonstrating its application to their immediate situations, using the most effective methods known to encourage its use in solving problems. Federal legislation authorizing co-operative extension work states that its function is

".. to aid in diffusing among people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same."**

According to Amelia Gordy *agricultural extension* is an agency created primarily to serve adult students. He explains that

"A unique co-operative venture between federal, state and county governments, with the state land grant colleges serving as administrative centres, *the Co-operative Extension Service is probably the largest adult education enterprise in the world*. The size of its student body is indicated by the fact that, in 1960, some 15,600,000 families were associated in adopting improved farming or home-making practices ; the faculty consisted of 14,812 professional workers and 1,276,201 trained volunteer leaders."***

But recent trends in the shift of responsibility of Co-operative Extension Service is also visible.

*Knowles, Malcom, *Op. Cit.* p. 224.

**Gordy, Amelia S. *Extension Activities and Accomplishments*. 1960, U.S. Department of Agriculture Extension Service circular no. 1533, 1961, pp. 1, 9-34,

One such example is the activities taken up in South Carolina. Says Norflaet Hardy :

“Not all the recent programs of the Co-operative Extension Service in South Carolina could qualify as adult education. Some programs have been more advisory and informal than educational. Some, such as the Community 4-H clubs, are for farm boys and girls specifically. Still, the primary function of the Co-operative Extension Service is *education*—helping the people it serves to achieve efficient agricultural production, adequate incomes, as well as helping them bring about general community improvement.”*

Looking at the aspects of research in agricultural extension as an agency of adult education, the picture is not very encouraging. This is because of the profusion of agencies involved, as stated by Edmund Bruner :

“Another handicap to the development of adult education is the large number of agencies engaged in it. There is great diffusion of responsibility, for adult education has never developed, and probably in our type of culture never can develop, a single institutional pattern comparable to the pre-adult university or *co-operative extension* pattern of education. There is, therefore, a diffusion of professional effort. Many agencies conduct no research at all, and most of what is done is a peripheral activity of an administrative or service type, directed by persons whose primary obligation lies in the area of operation.”**

Adding to the appreciable amount of research being done

* Hardy, Norflaet. *Farm, Mill and Classroom: A History of Tax-supported Adult Education in South Carolina to 1960*. College of General Studies, University of South Carolina, 1967, p. 158.

** Bruner, Edmund deS., et. al. *An Overview of Adult Education Research*. Adult Education Association of the U.S.A., Illinois, 1959, pp. 4-5.

by agricultural extension service agencies, he also condemns the lack of financial support by supply agencies in the conduct of empirical research :

“Another reason for the paucity of adult education research has been financial support. Among all the agencies concerned, only the Agriculture and Home Economics Extension Service—the joint rural adult education enterprise of the United States Department of Agriculture and the state colleges of agriculture—has donated appreciable amounts to research.”*

agricultural extension in india

India is primarily an agricultural country. Agriculture is not only a source of national income but also a way of life of the majority farm population. As revealed by the 1971 census figures** out of a total population of 547 million, 80.13% constitute the rural population. Almost the entire rural population consists of cultivators (42.8%), agricultural labourers (25.76%) and other workers (31.37%). Looking at the literacy figures, we find a total literacy rate of 29.34% for the whole population, out of which 39.5% are male and 18.44% female.

Attributable to traditional ways of farming, agricultural production has remained stagnated since the long ago past. The population explosion and the decennial growth rate of 24.66% in population (1961-1971)*** has imposed gigantic problems. Rapidly growing population, coupled with low literacy rates has resulted in economic crisis. Low agricultural production and lack of modernization in farming techniques have remained main foci of attention in recent years.

* *Ibid.*

** India. *Census of India, 1971*. Census Commissioner, Government of India.

*** *Ibid.*

reorganization of agricultural extension

In 1948/49 the government of India appointed a University Education Commission, headed by Dr. S. Radhakrishnan, to examine the entire spectrum of higher education in India and to make recommendations for its improvement. Recognizing the weaknesses of the traditional system and the need to link programs of agricultural education with production programs, the Commission, in 1950, suggested the establishment of rural universities. This recommendation later led to the establishment of agricultural universities. According to the UNESCO Regional Survey about Agricultural Extension in Asia, with reference to India, it is reported that :

“The agricultural university concept modified the previous system whereby agricultural institutions were principally engaged in training with agricultural research and extension being left to state Departments of Agriculture and Community Development. The model was derived from the Land Grant College System in the United States, where teaching, research and extension education in agriculture, including animal sciences and home science, are integrated with constituent colleges and faculties under one administration.”*

Besides the educational approach of these institutions, the Government of India launched a National Community Development Program on 2 October 1952. The core content and methodology of this Community Development Program aimed at all round transformation of rural life. Agriculture was the central focus to achieve this goal. One year later, the National Extension Service was created to support the working of community development programs. The National Community Development Program was mostly field oriented,

* UNESCO. *Agricultural Education in Asia: A Regional Survey*, UNESCO, Paris, 1971, p. 105.

whereas teaching, research and extension were mostly carried out by educational institutions. In order to meet the program's major objectives, a number of agricultural universities were opened. The idea was that each and every state of the country should have at least one agricultural university. It was at these universities that *agricultural extension* work started being taken up systematically.

During recent years, one of the major objectives of agricultural extension activities has been to educate the farmer; the idea expressed in the name *functional literacy*. In India, the high rate of population increase, the slow rate of economic growth and the continual shortage of food grains have underlined the need for an immediate shift from a stagnant farm economy to a modern agricultural system. Fortunately, the evolution of high-yielding varieties of wheat, rice, maize and millet (which increased production two to three times) have raised hopes for a real breakthrough, provided farmers are trained and helped to use fertilizers and insecticides and to practice soil conservation when assured a timely supply of irrigation water. The organization of desired inputs is a function of farmer's education in the comprehensive sense of the term, as defined in the programs of UNESCO.*

"When literacy training makes it possible for people to learn to do a given job it can be appropriately called *functional literacy*. Functional literacy is not a new method of reading or writing, it is a process, totally integrated into a development project. It begins with the identification, in a given milieu, of the problems which impede workers' and farmers' effective participation in the process of economic and social development."

* UNESCO, Regional Office for Education in Asia, *Bulletin*, Vol. V, no. 2, March 1971, UNESCO, Bangkok, p. 12.

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, the long-term objective is, of course, the education of the person in the context of permanent education. From that aspect, most important is not the actual ability to solve a given specific problem, but the acquired capacity to solve any new problem. *Functional literacy, thus, is a kind of mental training in which the adults learn 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—adults must learn not only to read, write, count and reason, but also to think, live and work together. From this point of view, functional literacy is a most valuable educational exercise in citizenship—one which helps to nurture positive attitudes towards problems which the adults have to solve and an active spirit of co-operation and responsibility in dealing with their collective problems.

The functional literacy project has been one of the ambitious and strategic plans for educating farmers in India. Coombs and Ahmed, in a research study by the World Bank, reported that:

"India's new co-ordinated farmers' training programme involves (along with the *National Demonstration Fields*, radio discussion groups and *functional literacy* teaching), farmer training centres located at field research stations. Typically, these Indian centres offer year-long agricultural training for young farmers, short-term training—one week or so—for other farmers, and special programs for particular groups, such as farmers widows, who must learn

how to manage the family farm.*

In the context of literacy in India, J.C. Mathur views a sharp distinction between adult literacy and functional literacy, thus:

"In my opinion the difference between ordinary adult literacy and functional literacy is that, in the first place, functional literacy is designed to give to the learner the skills necessary to perform more efficiently the vocation to which he belongs and to function more effectively in the environment in which he lives. Secondly, functional literacy is marked by the special effort of the instructor to design the course and his method of teaching so as to enable the learner to use the skills of reading and writing while the learner is still in the process of learning them. In other words, the learning process itself becomes part of the process of using it for productive and environmental purposes."***

As with the commencement of the community development program, a nationwide network of extension workers spread. Village level workers were the connecting link between the farmers and the agricultural research workers. As a result, at the beginning of the sixties two trends appeared in the program of agricultural development in India. First, the desire to move from general to specific, and from the comprehensive to the intensive. The community development program, involving the entire country, provided a framework for the peoples' participation in an all round rural development. But soon the feeling began to grow that "the people"

* Coombs, Philip H. and Manzoor Ahmed. *Attacking Rural Poverty: How Nonformal Education Can Help*. Research report of the World Bank, International Council for Educational Development, Johns Hopkins University Press, Baltimore & London, 1974, p. 36.

** Mathur, J.C. *Adult Education for Farmers in a Developing Society*. Indian Adult Education Association, New Delhi, 1972, p. 48.

consist not only of an amorphous mass, but of groups with specific professional interests and needs. The specific situation and potential of a farmer growing certain crops should be identified and examined. Advice and facilities for improved production should be the bases on which such examination is made. With the improvement of production and higher income the farmer would have the incentive for a better life; education would spread; health standards might improve and family planning become meaningful. This is what is meant by the specific approach.

The second significant change in the approach to agricultural development arose from the realization that a new technology is readily acceptable to the farmer, if it leads to a substantial increase in the crop yield and consequently to his income. That is the igniting force without which much of the early effort seemed to fail, but failure was often attributed to the drawbacks of a tradition-based society. Consumption of inputs, demands for better storage and marketing, for farm planning and even for information and training are all triggered off by the introduction of a technology that makes a marked and quick improvement in output.

It is on this background of the trend towards the specific as against the general and the transformation of the attitude towards the new technology and innovation that, in the sixties, a number of programs seeking to meet the newly felt needs of farmers emerged. In a few of these programs, the education of farmers was a built-in element; for some others parallel programs of training were introduced. As a support to this country-wide intensive production program a project for farmers' training and education was drawn up in 1966-67.

The Farmers' Training and

Functional Literacy Project, in conjunction with other complementary inputs, aims at increasing yields per acre and also the number of crops per year, involving a large number of big and small farmers—in the High Yielding Varieties Program, through imparting them knowledge and skills necessary for the use of production requisites like seeds, fertilizers, pesticides, implements, irrigation etc.

National demonstrations and secondary demonstrations organized on farmers' fields, supported by audio-visual aids, on-the-spot peripatetic training, training on specialized topics of interest to farmers, farmers' broadcasts, farmers' discussion groups and functional literacy, form the main components of the training effort.

Coming specifically to functional literacy, which is as an integral part of the program, organized among illiterate groups of farmers to make them functionally more meaningful in the context of modernizing agriculture, the literacy primers, specifically designed for the effort, contain basic information in regional languages, on agricultural inputs required in the High Yield Varieties program. These primers also contain information on preparation of farm plans, maintenance of farm accounts, posting of input cards and writing of simple applications for the supply of credit, etc. The literacy effort is thus, directly linked to the requirements of farmers and serves as a tool for improved farming.

J.C. Mathur quoted the following statistics in the progress of functional literacy :

"Starting in 1967-68 in 3 districts, the program has progressively moved up to 80 districts in 1971-72. About 70,000 farmers have been made literate and about 100,000 are currently participating in the program. When the 20 new districts of

1971-72 start running the functional literacy classes after they have completed the base line surveys, etc., the current enrollment is expected to move up to 136,000. The annual out turn of beneficiaries is expected to go up to 150,000 and 180,000 from the middle of 1972-73 and 1973-74 respectively."*

In conclusion, the approach of agricultural education through functional literacy (adult education) projects is the central theme of educating the farming community of adult-agriculturalists.

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* Mathur, *Op. Cit.* pp. 201-202.

rodent control

It is widely agreed that for achieving a balance between population growth, food supply and opportunities for gainful employment, urgent and adequate attention to increasing food supplies, limiting population growth and reducing food losses both in field and storage is essential. Experts estimate that globally food losses due to waste, erosion, spoilage, diseases, pests and improper storage may claim nearly one-half of the world's food supply. They also believe that a comprehensive adoption of existing technology may bring losses down to 5 per cent or less.

MAJOR RODENT SPECIES

Ours being a vast and ecologically divergent country, a variety of habitats occupied by different rodent species exist. Some of them are habitat-specific to the rocky areas and forests, others are found only in the desert and there are some which inhabit only the crop fields. However, due to their relative abundance, about 11 rodent species are so far known to be of great economic significance in the country.

Rodents are important pests not only due to their omnipresence but also because of their high rate of multiplication. A single female can litter as many as young ones at a time with a frequency of 10-12 times during a year under favourable conditions. The young ones attain sexual maturity within 2-3 months and contribute to the enhancement of the population. Ecologically, the rodents are highly adaptive to the changing environment and food availability.

Looking to the biological and ecological potential for survival and spread of rodent pests, it is essential that for achieving the

desired success, the control operations be taken on a massive national scale, with the entire community participating on a continuing basis. Such a national movement can appropriately be spearheaded by our universities and youth organisations.

A national plan for rodent control has been prepared involving agencies like the Indian Council of Agricultural Research and the staff and students from various universities to impart technical know-how of rodent control, universities and voluntary organisations to implement the campaign and various Central and State Departments for co-operation and co-ordination at different levels for successfully implementing the operation.

RODENT CONTROL STRATEGY

It is important to time the control operation to achieve the most fruitful results. It has been found that the breeding rate of most of the rodent species is minimal during summer months and in December. Moreover, their population density also remains at the lowest level during summer and due to scarcity of natural food, the acceptability of baits is also maximum during this season. The above points have been kept in view while preparing the action plan for rodent control.

rodent control in crop fields

As far as possible, the rodent control operations will be taken up before the sowing of the crop. The active borrows will be surveyed and pre-baiting (cereal flour or cracked grains 97 parts and vegetable oil 3 parts in the form of 1 gram ball or lump, 6 grams per active burrow opening) will be done on the first and the third day. On the fifth day, 2

per cent zinc phosphide will be added and the baits distributed. On the sixth or the seventh day all the burrow openings will be closed. On the eighth day, in those burrows which open, aluminium phosphide tablets will be put @ 1.5 grams per burrow opening. This will help to control the residual population of rodents. This operation is to be taken up at the beginning of *kharif* and *rabi* seasons. In certain crop fields where it is difficult to reach the burrow openings, it is possible to scatter the baits and poison baits carefully.

rodent control in threshing yards

Rodents are known to cause considerable damage in the threshing yards. To control them, the methodology to be followed is similar to that for control of field rodents. These operations should be completed before threshing activity starts.

rodent control in rural residential places

On the first day, the volunteers will collect 1 kg food material from each household which will include the bait requirement for field as well as households which cannot contribute it. They will visit individual houses in the village and predetermine the places where baits are to be placed. In order to prepare the bait material, the collected cereals will be crushed and 5 per cent master mix (0.5% concentrate) of anticoagulant (Warfarin) will be mixed and kept ready for distribution. On the second day, the bait will be distributed in suitable containers like broken pitchers, mud channels, coconut shells and bamboos. In each house, baits will be placed at 2-4 points with approximately 300 grams bait per house. Baits will be replenished on alternate days till three weeks. The dead rats will be collected and buried. This operation has to be repeated once in six months to keep villages comparatively rodent free.

This will bring down the house rat, *Rattus rattus*, population to a low level but some house mice (*Mus musculus*) may survive for which regular trapping should be carried out by the villagers.

by-product utilisation

A few volunteers could collect the dead bandicoot rats and skin them. The skins, thus collected, will be cured for temporary preservation and will be forwarded to the Central Leather Research Institute, Madras, for by-product utilisation.

OPERATIONAL PLAN

training programme

In view of the paucity of trained personnel in the field of rodent control, it is a pre-requisite for the success of the programme that the staff of both the agricultural universities and the state departments of agriculture (Plant Protection) are imparted an operational training in this field. The training will be arranged at different levels. The National Co-ordination Committee will organise an apex level trainers' training following a uniform curriculum, taking into account the regional requirements. For this purpose the facilities available at the follow-

ing centres can be utilised.

Those who have undergone training under the trainers' Training Programme will in turn organise training programmes for supervisors and field level workers in their respective states and may take the help of the directorates of agriculture, agricultural universities, ICAR institutes, SGC officers and pest control organisations.

This trained nucleus units in the State will in turn impart training to the student and voluntary groups. The operational training will consist of the techniques of rodent control in crop fields, threshing floors, and rural residential places; preparation of poison baits, their handling precautions to be taken and first aid measures to be adopted in case of accidental poisoning.

At every level the participants will also be trained to skin the larger rodents like bandicoots and to treat them with chemicals for forwarding them to the Central Leather Research Institute, Madras.

extension strategy

Prior to the actual execution of the programme, the rural community will be prepared for

the rodent control through various extension agencies. All-India Radio and TV (Satellite Instructional Television Experiment) can arrange programmes educating the public, rural in particular, in respect of the advantages of rodent control, the actual operation and also produce programmes to overcome the religious taboos. Likewise, the Films Division can exhibit documentary films on the subject. The Field Publicity Unit of the I & B Ministry and the Extension Directorate can prepare posters and instructions for distribution to the State co-ordinators, universities, youth organizations, farmers forum and to other agencies involved. These agencies will in turn display them appropriately in the villages. It is envisaged that the action plan may last for five years and hence, the extension promotion work should be sustained throughout this duration.

personnel management

The entire project will be serviced by a National Co-ordinator with the assistance of the National Co-ordination Committee. The members of this Committee will be drawn from various official and non-official organisations. The Committee will also review

Centre

States/Union Territories to be covered

Jodhpur
(Central Arid Zone Research Institute)
Hyderabad
(Andhra Pradesh Agricultural University and Central Plant Protection Training Institute)
Parbhani
(Marathwada Krishi Vidyapeeth)
Cuttack
(Central Rice Research Institute)
Shillong
(ICAR Agricultural Complex)
Hapur
(Indian Grain Storage Institute)
Mysore
(Central Food Technology Research Institute)

Rajasthan, Haryana, Punjab,
Delhi and Gujarat
Andhra Pradesh and Madhya Pradesh
Maharashtra, Goa, Daman and Diu, and Nagar Haveli
Orissa, Bihar and West Bengal
Assam, Arunachal, Nagaland, Manipur, Tripura, Meghalaya, Mizoram and Sikkim
Uttar Pradesh, Himachal Pradesh and Jammu & Kashmir
Karnataka, Kerala and Tamil Nadu

the recent information coming in from local and foreign research institutions and evaluate its feasibility in the implementation of the programme.

Each State will nominate a State Co-ordinator and a Committee to supervise and execute the National Programme of

Rodent Pest Management as per the programme calendar. It will be the responsibility of the State Co-ordinator to ensure the implementation of the campaign in each district and village for which purpose District Level Committees under the District Collector/Deputy Commissioner may be formed. The execution of

the work will be carried out with the assistance of the agricultural university/college students, volunteers of farmers' associations, youth associations and village panchayats, etc. The State Co-ordinator will plan the movement of the squads to get the work done in a co-ordinated and efficient manner.

job chart

Job chart for different agencies associated with rodent control campaign.

Organisation	Functions	Responsibility
1	2	3
Universities/Indian Council of Agricultural Research/Council of Scientific and Industrial Research.	To give on the spot guidance to the volunteers and farmers involved in the operation on the technique of rodent control with adequate background regarding handling of the chemicals.	To depute Staff/students with the know-how of rodent control for dissemination of the knowledge at the village level. Technical guidance and training.
State Government (Directorate of Agriculture and other concerned agencies)	<ol style="list-style-type: none"> 1. Department of Plant Protection to associate with the university squad in imparting practical training involving different agencies. 2. Arrange for the procurement and distribution of rodenticides at strategic points. 3. Department of Extension to help in preparing the village community to undertake the campaign. 	To prepare and involve the village community and local voluntary agencies in carrying out the operation. To arrange for timely availability of rodenticides within the easy reach of the villagers.
Youth services, Central and State Social Welfare Boards, Bharat Krishak Samaj, Mahila Samaj, etc.	Execution of the operation under the supervision of technically competent authorities.	To implement the campaign in the given area, mobilise involvement of women.
Panchayats	Encouraging the villagers (farmers and other local voluntary organisations) to undertake rodent control.	To motivate in realising and supplementation of the rodent control work.
Directorate of Plant Protection, Quarantine and Storage.	<ol style="list-style-type: none"> 1. Collection and compilation of the progress made in different states in rodent control. 2. Making arrangements for the import of raw material or rodenticides, if necessary. 3. Maintenance of quality of chemicals through the Central Insecticide Board. 	Documentation of rodent control work and its co-ordination at the state level.
Directorate of Extension	To prepare : <ol style="list-style-type: none"> 1. films and other audio-visual aids on different aspects of rodents and their control. 	To prepare and supply mass communication media to the states, to provide facilities for field-level training.

	2. Other publicity material to facilitate state departments of agriculture in mass communication at village level prior to undertaking the operation.	
Pesticides manufacturers	To manufacture adequate quantity of rodenticides.	Manufacture and supply of rodenticides at appropriate periods.
Pest Control Organisations	They may be involved in the Extension Training of local volunteers in rodent control operations.	Undertake the work entrusted to them in the field of rodent control and training. Associate in implementation of the campaign, if desired.
All-India Radio SITE	1. To communicate to the masses the campaign programme that is being undertaken in different parts of the country in regional languages. 2. To hold interview both with the Government and local participants for the implementation/achievement of the campaign.	Publicity of rodent control operation to create awareness in people and to encourage their active participation in the campaign.

monitoring and evaluation

The National Co-ordination Committee will periodically monitor and evaluate the programme based on the feed-back received from the State Co-ordinators.

prophylactic strategy

To keep the rodent population under check, it is essential that after the campaign the general sanitary condition in and around the rural residential areas is improved. With this in view, a post-operation campaign needs to be carried out to get the village cleared off the garbage dumps. The food grains shall be stored either in metal bins or in indigenous rodent proof storage structures.

Many large hotels in cities and towns, flour mills, wholesale *mandis*, food processing plants, ports, railway goods sheds, etc., are the major foci of breeding and sustaining a large rodent population. The existing laws, legislations and licensing rules may be suitably strengthened and effectively enforced to ensure that the area and premises are maintained free of rodents.

limitations

The programme is not aimed at a total eradication of all rodent species since indiscriminate destruction of rodents may create possible ecological imbalance. Total eradication is also scientifically impossible. Best efforts

could bring down the rodent population to the threshold level at which they may not take a heavy toll of food supply. The National Co-ordination Committee should, however, constantly review the important question of the ecological repercussions of the programme.

rodenticide requirement

Cost and requirement of rodenticides for a C.D. Block*

Name of the rodenticide	Quantity required (Kg)	Approximate cost (Rs.)
Zinc phosphide	120	5,400
Aluminium phosphide	300	30,000
Warfarin 0.5% C	660	9,900
Antidotes		500
	Total	45,800

* Calculated on the basis of :

- Zinc phosphide 360 g/100 hectare
33,180 ha cultivated area/block
Cost @ Rs. 45/kg
- Aluminium phosphide 0.9 kg/100 ha
Cost Rs. 100/kg
- Warfarin 6 kg/village (350 houses)
110 villages/C.D. Block
Cost Rs. 15/kg

control of white grubs

White grubs are of worldwide occurrence. In recent years they have assumed a serious proportion as pests of several crops in different parts of our country, especially in Maharashtra, Gujarat, Karnataka, Rajasthan, Tamil Nadu and Orissa, where endemic pockets have developed. The pest is spreading rapidly to the adjoining areas also. The losses inflicted to the various crops by this pest range between 40 and 80 per cent in endemic pockets.

White grubs have been defined as larvae of Melabonthisidae, but the term has wider usage embracing larvae of Rutelidae, Dynastidae and other families of the Scarabaeoidea. The grubs are broad, fleshy whitish or greyish white and have a curved body in the form of 'C'.

nature of damage

White grubs are polyphagous. They feed on the roots of maize, sorghum, pearl millet, tobacco, groundnut, cotton, sugarcane, potato, chillies, pulses, etc. As a result of their feeding, the plants may die. The attacked plants can be easily pulled out from the soil.

host trees of white grub adult beetles

Adults of the various species of white grubs are nocturnal feeders, they feed on leaves of plants such as grape-vine, guava,

neem, babul, ber, mango, cluster fig, pipal, tax dreck, lac tree, jaman, swanjna, kikar, phalsa, imli, tesu, karanda, mehndi and anar. Damage to plantation crops like coconut and coffee by white grub has also been reported.

life-cycle

Indian white grub species are univoltine. They reveal similar life-cycle pattern, but factors like time of emergence, egg-laying, active larval period and the time of pupation vary from place to place. The same species differs in its time of emergence from place to place depending upon the onset of the first rains in April to June.

recommendations for white grub control

To discuss the available data on the control and other research aspects of the white grub, a Working Group of scientists constituted by the Indian Council of Agricultural Research, met in March 1974. This Group recommended an integrated schedule involving :

- (a) spraying of the host trees with 0.5% DDT or 0.15% carbaryl during emergence period;
- (b) mechanical collection of beetles by shaking vigorously the trees and bushes at night hours, and killing by drown-

ing them in kerosinized water:

- (c) use of light-traps; and
- (d) soil application of BHC 10% dust; application of BHC cannot be recommended for fields where groundnut, tobacco and root crops are grown.

ACTION PLAN FOR THE CONTROL OF WHITE GRUBS

White grub infestation is continuous in some of the endemic pockets of the country. Sometimes, it appears in sporadic forms. Hence, the control measures to be adopted in endemic pockets have to be on a sustained campaign basis. Where it occurs in a sporadic form, the individual cultivator could take care of its control with appropriate technical guidance.

experience gained at the marathwada agricultural university, parbhani

A large-scale campaign was launched by the Marathwada Agricultural University at Ratoli village of Nanded District in Maharashtra during May to August 1974, with the co-operation of the Zillah Parishad, Nanded, Department of Agriculture, Maharashtra, and Director, Maharashtra Agro-Industries Development Corporation, Bombay. The area covered during this campaign was 876 hectares and a twin strategy was followed

to attack the pest. The strategy consisted of first, to destroy the beetles immediately after their emergence from the soil by mechanical and chemical methods, and secondly to destroy grubs in the soil by the application of insecticides. The experience gained during the execution of this campaign has been helpful in developing an overall action plan consisting of : (1) organizational set-up, (2) training, (3) publicity, (4) knowledge about the topographical features of the village, (5) statistics of the village, (6) plan for the execution of the campaign, (7) implementation of the campaign, (8) requirement of insecticides, implements and materials, (9) time of application, (10) availability of funds, (11) medical aid, and (12) evaluation.

training programme

It is a pre-requisite that one staff member from the Entomology Department of agricultural universities/institutes, in whose jurisdiction the white grub menace is prevalent, be trained for the control operations. At a later stage he will act as a subject matter specialist for further training programme. Such trainers' training will be arranged at two centres, viz. Jodhpur (Central Arid Zone Research Institute) and Parbhani (Marathwada Agricultural University). The first centre will cover Punjab, Haryana, Uttar Pradesh, Assam, Himachal Pradesh and Rajasthan, and the second centre will cover Gujarat, Tamil Nadu, Maharashtra, and Orissa.

This trained staff in turn will impart training to the staff of the department of agriculture (Plant Protection), who in turn will train the students and volunteers. This operational training will consist of the techniques of control such as mechanical collection of the beetles, spraying of the trees, mixing of the soil insecticides in the soil and precautions to be undertaken during operations.

Volunteers and students thus trained will participate in the campaign work and guide the farmers in the villages.

extension strategy

Prior to the actual execution of the programme, the rural community will be prepared for the control through various extension agencies. All-India Radio SITE can arrange TV and Radio programmes, educating the rural public in respect of advantages of white grub control and the actual operation. Likewise, the Films Division can exhibit documentary films on the subject. The field publicity unit of the Information and Broadcasting Ministry and the Extension Directorate can prepare posters and instructions for distribution to the state co-ordinators, universities, youth organizations, farmers' forums, and other agencies involved. It is envisaged that the action plan may last for 5 years, and hence the extension promotion work should be sustained throughout this duration.

chart depicting the different agencies associated with white grub control campaign

Organisation	Function	Responsibility
Universities, India Council of Agricultural Research and Council of Scientific and Industrial Research	To give guidance regarding the control operations at the operational spot to the farmers and the volunteers	To depute staff/students at operational spot

Organisation	Function	Responsibility
State Government (Director of Agriculture and other concerned agencies)	<ol style="list-style-type: none"> 1. Plant protection squad of the Department will associate with the university staff at the village 2. Procurement and distribution of the insecticides will be arranged at the operational spot 3. To provide plant protection equipments such as trolley-mounted power-sprayers (3.5 H.P) 148 pre-bolo power sprayer etc. 	<ol style="list-style-type: none"> 1. To involve the village community and local voluntary agencies in the campaign work at village 2. To arrange for the timely availability of the insecticides at village 3. To depute the plant protection squad at operational place 4. Plant protection equipment to be kept ready at operation spot before the commencement of the campaign
Youth organisations Central and State Social Welfare Boards, Bharat Krishak Samaj, Mahila Samaj, etc.	Execution of the operations under the supervision of technically competent authority	To work at the village
Panchayat	Encouragement be given to the villagers and farmers to undertake this campaign operations	To mobilize the farmers for the implementation of the campaign work
Directorate of Extension	To prepare : (a) films and other audio-visual aids on different aspects of white grubs and their control, (b) other publicity material to facilitate state departments of agriculture in mass communication at village level prior to undertaking the operation	To prepare and supply mass communication media to the states
Pesticide manufacturers	To manufacture adequate quantity of insecticides	Manufacture and supply of insecticides at appropriate periods
All-India Radio SITE	To communicate to the masses regarding campaign that is being undertaken at different parts of the country in regional languages.	Publicity on white grub control to create awareness in people and encourage their active participation in the operation
	To hold interview both with the Government and local participants in the implementation/achievement of the campaign	

personnel management

The entire project will be serviced by a National Co-ordinator with the assistance of the National Co-ordination Committee. The members of this Committee will be drawn from various official and non-official organizations. The Committee will also review the recent information coming in from local and foreign research institutions, and evaluate its feasibility in the implementation of the programme.

Each state will nominate a State Co-ordinator and a Committee to supervise and execute the National Programme of White Grub Control as per the programme calendar. It will be the responsibility of the State Co-ordinator to ensure the implementation of the campaign in each district and village for which purpose district-level committees under District Collector/Deputy Commissioner may be formed. The execution of the work will be carried out with the assistance of the agricultural university/college students, farmers' association volunteers, youth association, villagers, panchayat volunteers, etc. The State Co-ordinator will plan the movement of the squad to get the work done in a co-ordinated and efficient manner.

monitoring and evaluation

The National Co-ordination Committee will periodically monitor and evaluate the programme based on the feed-back received from the State Co-ordinator.

prophylactic measures

It is essential that the build-up of the white grub population be checked. For such purpose an integrated approach to destroy the grubs by mechanical, cultural and chemical methods will be undertaken by the farmers of the villages.

quantities of BHC 10% dust required for each state

State	Area infested (in ha)	Quantity of BHC 10% dust @ 125 kg/ha (in tonnes)	Cost* (Rs)
Maharashtra	60,000	7,500	1,01,25,000
Rajasthan	7,000	875	11,81,250
Uttar Pradesh	5,000	625	8,43,750
Punjab	3,000	375	5,06,250
Gujarat	2,000	250	3,37,500
Haryana	1,000	125	1,68,750
Himachal Pradesh	1,000	125	1,68,750
Assam	1,000	125	1,68,750
Total	80,000	10,000	1,35,00,000

* Approximate Rs. 1,350 per tonne

DDT 50% W.P.

State	Area infested (in ha)	Quantity of DDT 50% W.P. @ 2.6 kg/ha (in tonnes)	Cost* (Rs)
Maharashtra	60,000	156	31,20,000
Rajasthan	7,000	18.2	3,64,000
Uttar Pradesh	5,000	13.00	2,60,000
Punjab	3,000	7.8	1,56,000
Gujarat	2,000	5.2	1,04,000
Haryana	1,000	2.6	52,000
Himachal Pradesh	1,000	2.6	52,000
Assam	1,000	2.6	52,000
Total	80,000	208.00	41,60,000

* Approximate rate Rs. 20,000 per tonne

total quantities of the insecticides required and their cost

Insecticide	Quantity required	Rate/tonnes (approximate) (Rs)	Cost* (Rs)
BHC 10% dust	10,000	1,350	1,35,00,000
DDT 50% W.P.	208	20,000	41,60,000
Total			1,76,60,000

equipments required

For spraying tall trees of 9.14 to 15.24 m trolley-mounted

power-sprayers (3.5 H.P.) are essential. The number required will be near about 100 (5 power sprayers for 1,000 ha).

eradication of major weeds

Weeds are causing substantial losses to agricultural production in our country. From time immemorial, weeds have claimed their own share of soil fertility and productivity to the detriment of food and other crops. In our country, the problem of weeds has been particularly acute because of tropical conditions which facilitate year round cropping. Weeds are now widely regarded as a great agricultural menace, because they lower the agricultural production or increase its cost or impair the quality of produce in various ways. In addition, they harbour pests and diseases.

Scientists have reported that weeds could reduce nearly 30 per cent of crop yield. Wild rice is known to reduce the yield of paddy from 5 to 60 per cent in Madhya Pradesh and from 50 to 60 per cent in Kangra District of Himachal Pradesh.

In Uttar Pradesh alone, about 0.4 million hectares of cropped area is infested with a weed known as *baisure* (*Plachea lanceolata*). In Madhya Pradesh and Uttar Pradesh vast tracts are infested with *Carthamus oxydantha* and prickly-pear. In Rajasthan, weeds like *Xanthium strumarium* seriously affect the quality of sheep wool. Another obnoxious weed nutsedge has extensively spread all over India and is consuming a good share of nutrition. The root parasite weeds cause considerable damage to crops like maize, sorghum, pearl-millet and sugarcane in Rajasthan, Madhya, Pradesh, Maharashtra, Karnataka, Bihar and Uttar Pradesh. The damage caused by *Orobanche* sp. on tobacco is 5-10 per cent in West

Bengal, 15-20 per cent in Maharashtra and Gujarat and 30-35 per cent in Tamil Nadu.

Apart from the weeds of arable land, aquatic weeds, like water hyacinth are also a serious problem in Assam, Bihar, West Bengal, Orissa, Andhra Pradesh and Uttar Pradesh. In West Bengal alone, the loss to weeds amounts to about 100 million rupees annually. For the last 5 to 10 years, water fern and two species of pond weeds are posing problems in irrigation canals in Rajasthan, Kerala, Andhra Pradesh and Uttar Pradesh.

It is, therefore, imperative that this problem should receive urgent attention of the authorities in the background of perpetual food shortage in the country.

Looking at the biological and ecological potential for survival and spread of weeds, it is essential that for achieving the desired success, the control operations be taken on a massive national scale, with entire community participating on a continuing basis. Such a national movement can appropriately be spearheaded by our universities and youth organisations.

A national plan for weed control has been prepared involving agencies like the Indian Council of Agricultural Research and staff and students from various universities to impart technical know-how of weed control, universities and voluntary organisations to implement the campaign, and various central and state departments for co-operation and co-ordination at different levels in successfully implementing the operation.

WEED CONTROL STRATEGY

Eradication of weeds of national significance is possible by sustained efforts on the following lines :

weed control in cropped areas

In cropped areas, the active involvement of farmers, agricultural university personnel including the specialists and students in schools and colleges is very necessary. Already integrated systems of weed control involving mechanical, cultural and chemical methods have been formulated in agricultural universities/central institutes/agricultural departments, etc. in different stages. These recommendations can be very well adopted to prevent the weeds from flowering and setting seeds. This approach should be made not only for the crop fields but also for the adjoining land left uncropped. Some useful chemicals that are readily available in the country and which have proved their efficacy and safety to both crop and environment are : 2, 4-D (for eradicating broad-leaved weeds in graminaceous crops like wheat, rice and sugarcane), nitrofen and alachlor for controlling weeds in diverse crops as oilseeds, vegetables, pulses, etc.; Basalin for persistent weed control in different vegetables and pulse crops; and Tribunil for control of both broad-leaved and grass weeds such as wild oats and *Phalaris*. Some other herbicides, which have also been found useful in crop fields in different states, are Diuron, Triazines such as Simazine and Atrazine, and Uracils as Bromacil. Particular grass weeds like *Cyperus rotundus* and *Sorghum halepense* have been reported to be very well controlled in crops like cotton and sugarcane by MSA (Ansar 529).

weed control in non-cropped areas

As weeds in non-cropped areas act as the main source for

the spread of these to cropped areas, it is important that concerted steps should be taken on a massive scale to eradicate the unwanted weed growth.

preventing dissemination through seed lots

All seed-producing and distributing agencies should ensure freedom of the food crop seed lots from weed seeds.

Parthenium poses health hazards and a sustained campaign against its eradication should be taken up. Wherever it is possible to mechanically remove the weed, it should be done. In this task active co-operation and involvement of school and college going students may go a long way in the extermination of this weed and in the prevention of its further spread to other areas. Dense stands of *Parthenium*, were mechanical removal is not an easy and a practicable proposition, measures can be taken to spray with some chemicals like 2, 4-D (ester formulation), Paraquat (Gramoxona) and Aminotrizole (weedazol). Inclusion of urea to the extent of 5-10 per cent per 4.5 litres of water used for spray, triggers off the lethal action of these chemicals on the weed. In the task of spraying, the active involvement of the Plant Protection Directorate, State Departments of Agriculture and agriculture universities and other agencies like public works departments, transport agencies and municipal corporation will be vital to make the campaign a grand success. It has been recently claimed that MSA (Ansar 529) is also effective against *Parthenium*. This work should be taken up immediately in states like Maharashtra, Karnataka and Madhya Pradesh. The eradication of this weed in known cropped areas could be taken up on a campaign basis by students during their vacation with the support of the local administration/block sammities which may provide the necessary weedicides and spray equipment to the

students. If one or two blocks are taken up for intensive campaign, it will give great satisfaction to students and will result in effective demonstration.

Water hyacinth is a problem and a nuisance in states like West Bengal, Orissa and Andhra Pradesh. *Salvinia* (water fern) poses grave problems to the economy of Kerala. These water weeds have to be controlled by mechanical methods. In this programme agricultural engineers can play a vital role in designing simple and easily operated mechanical equipment that removes these weeds from the water bodies. If the infestation is on a limited scale as in tanks, ponds, etc., school children can be trained to remove these weeds physically.

The other weeds like *Rupatorium*, *Mikania* and *Imperata* are big problems in northeastern region and for plantation crops like tea. Control of these non-cropped area weeds is possible through a combination of mechanical and chemical methods.

The research findings available with the ICAR Control Research Institutes/agricultural universities to combat the major weed in the country can be made use of.

OPERATIONAL PLAN

training programme

In view of the paucity of trained personnel in the field of chemical weed control it is a pre-requisite that both the staff of the agricultural universities and the state departments of agriculture (Plant Protection) are imparted an operational training. The National Co-ordination Committee will organize an apex level trainers' training following a uniform curriculum, taking into account the regional requirements. The training will be arranged at different levels. The trainers' training will be held on operational basis at the following centres.

Centre	States/Union Territories to be covered
Hissar (Haryana Agricultural University)	Haryana, Punjab and Delhi
Jodhpur (Central Arid Zone Research Institute)	Rajasthan and Gujarat
Hyderabad (Andhra Pradesh Agricultural University)	Andhra Pradesh, Maharashtra, Goa, Daman and Diu, Nagar Haveily, Madhya Pradesh
Cuttack (Central Rice Research Institute)	Orissa, West Bangal and Bihar
Shillong (I.C.A.R. Agricultural Complex)	Assam, Nagaland, Arunachal, Manipur, Tripura, Meghalaya, Mizoram, Sikkim
Pantnagar and Varanasi (Govind Ballabh Pant University of Agriculture & Technology, and Banaras Hindu University)	Uttar Pradesh, Madhya Pradesh, Himachal Pradesh, Jammu & Kashmir
Bangalore (University of Agriculture Sciences)	Karnataka, Kerala, Tamil Nadu

Those who have undergone training under the trainers' training programme will impart training to supervisors and field-level workers. The trained nucleus units in states in turn will impart training to students and volunteers of other participating organizations. The operational training will consist of the techniques of weed control both in crops fields and non-cropped areas. The student squad, thus trained, will give on the spot instructions regarding the *modus operandi* to the volunteers, prior to initiation of the actual operation.

demonstration

It is proposed to organize two demonstrations of about 0.4 hectare for each major crop in each Gram Panchayat of the Block. Besides, in each Block 1 to 2 hectares of land would be taken up for large-scale demonstration on the control of weeds of a major crop of the area.

extension strategy

Prior to the actual execution of the programme, the rural community will be prepared for weed control through various extension agencies. All India

Radia and TV (Satellite Instructional Television Experiment) can arrange programmes, educating the rural public in respect of advantages of weed control and the actual operation. Likewise, the Films Division can exhibit documentary films on the subject. The Field Publicity Unit of the Information and Broadcasting Ministry and the Extension Directorate can prepare posters and instructions for distribution to the State Co-ordinators, universities, youth organisations, farmers' forums, and other agencies involved. It is envisaged that the action plan may last for 5 years, and hence the extension promotion work should be sustained throughout this duration.

personnel management

The entire project will be serviced by a National Co-ordinator with the assistance of the National Co-ordination Committee. The members of this Committee will be drawn from various official and non-official organizations. The Committee will also review the recent information coming in from local and foreign research institutions, and evaluate its feasibility in the implementation of the programme.

Each state will nominate a State Co-ordinator and a Committee to supervise and execute the National Programme of Weed Control as per the programme calendar. It will be the responsibility of the State Co-ordinator to ensure the implementation of the campaign in each district and village for which purpose District Level Committees under the District Collector/Deputy Commissioner may be formed. The execution of the work will be carried out with the assistance of agricultural universities/college students, farmer association volunteers, youth associations, villagers, panchayat volunteers, etc. The State Co-ordinator will plan the movement of the squad to get the work done in a co-ordinated and an efficient manner.

monetary implications

There is no need to have any additional staff for carrying out the campaign. The work will be undertaken by the personnel already engaged in teaching, research and extension in various agricultural universities/ICAR Central Institutes and agricultural departments in the states. Some funds will be allocated for procuring the chemicals.

unesco in education and communication

Amadou-Mahtar M'Bow

Director-General, UNESCO

With regard to *education and communication*, allow me to lay stress on one major aspect of the new international economic order, *the fight against poverty*, to which you, Mr. President, so eloquently drew the Council's attention at this session's opening meeting. Education and communication must contribute to providing people with the knowledge and know-how which will enable them the more effectively to combat, by themselves, disease, malnutrition and poor living condition in general. At the same time, education and communication must enable them to become fully aware of their conditions and of the role which, through their own actions, it is theirs to play in changing it, and must also enable them to acquire the will and the resources to participate in the transformation of society. This shows how important it is to carry out a profound reshaping of education system so that they can interlock with the actual economic, social and cultural circumstances of each country and act as a leaven in inducing the changes of all kinds without which development is in danger of serving a minority and not the broad mass of the population. To open up education to the actual circumstances of the developing world, make it a prime

instrument of change for both children and adults, taken individually or viewed in the context of their basic communities, and thus develop it into a permanent process—such is the challenge facing governments and educators alike, and this is the path along which Unesco is encouraging them to go.

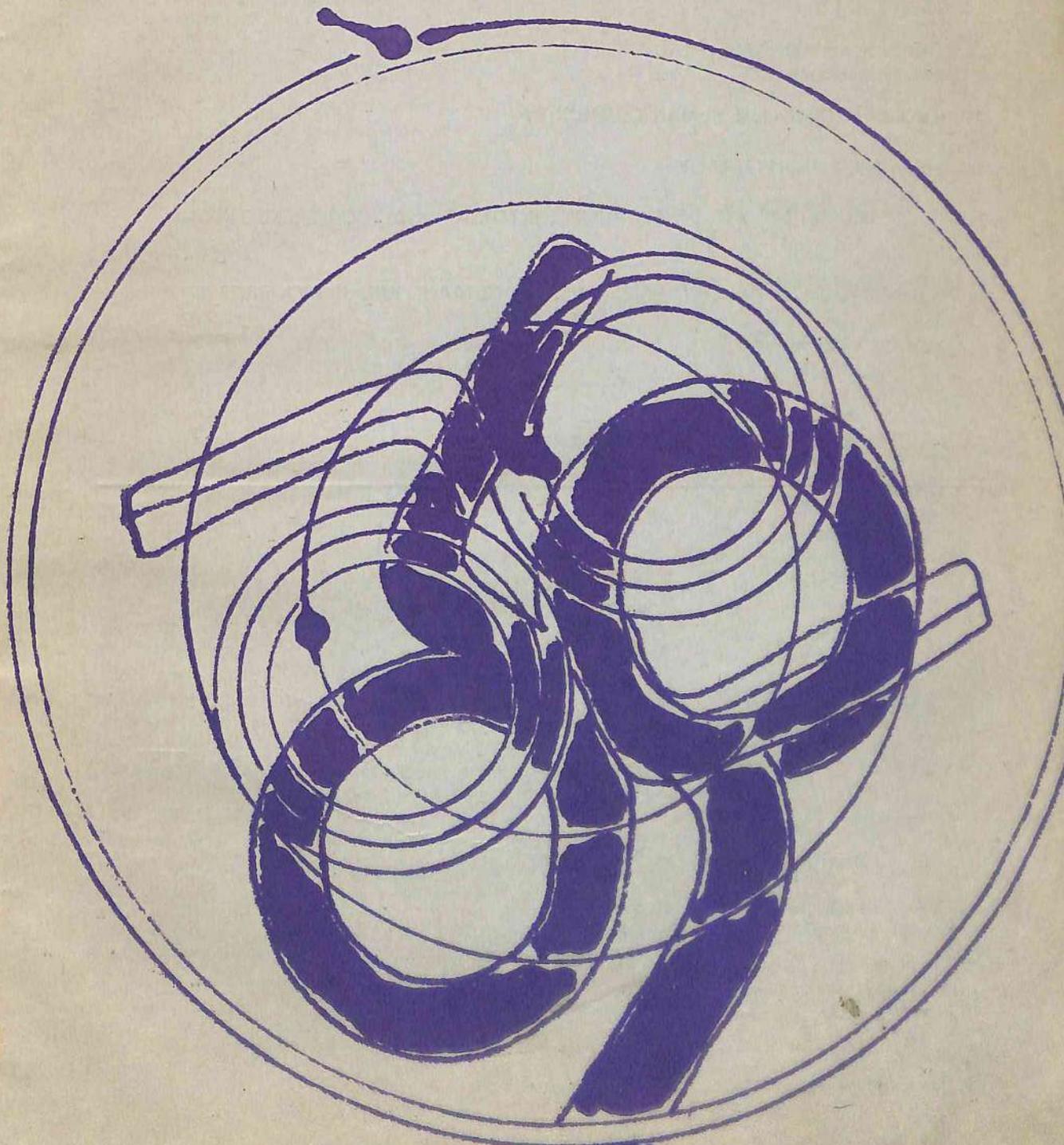
It would be naive indeed to think that all education necessarily requires the mastery of writing and reading, but it is none the less true that illiteracy is one of the major problems of our times in so far as millions of human beings are unable to go directly to the sources of knowledge of their choice or to exercise to the full certain of their rights, these being, in modern societies, beyond the reach of those who have not had a minimum of education. To underscore the extent of the problem, let me recall that, according to Unesco's projections, the number of illiterates in the world will reach a total of 820 million in 1980, most of them, not to say almost all, in the so-called developing countries. Unesco is striving to despel apathy, launch a broad drive for large-scale literacy work and mobilize resources, but the means at its disposal are derisory having regard to the size of the need. It is nevertheless endeavouring to make available to the international community and to each of its Mem-

ber States the experience it has built up over 30 years both as regards methods and as regards ways in which large-scale campaigns for the eradication of illiteracy could be conducted. Nevertheless, although external aid is vital since the need is so great, especially in those countries which have to make enormous efforts at the same time to provide education for children, victory over illiteracy can only come from the political resolve of the government of the country concerned. There is clear evidence that whenever a government has tackled the problem because it was a precondition of other social changes, the results have been favourable.

It is thus possible to state without risk of error that whatever aspect of development operations is envisaged, the most important factor, even if it is not the only one, is an awareness of the problems to be solved and the firm resolve of governments and nations. In this respect, I should like to emphasize that awareness of cultural identity allied to a mobilization of society, is one of the most vital factors in independence and national development. I thus deem it essential that greater importance be attached to the social and human aims of development. It is by building up its national culture and by bringing its own values to the fore that each country will be able to safeguard its authenticity against standardization and, at the same time, make its own contribution to the general progress of mankind. In order to determine along what lines development should be directed, in order to enter on an equal footing into dialogue with others, it is essential that one should have a clear view of the problems, that one should be capable of mastering them.

Excerpts from the address to the fifty-ninth session of Economic and Social Council.

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gaon chalo

The September 19th issue of "Youth Times" is a special number on the theme "Gaon Chalo" (Go to villages). In India where most people live in villages, the doctrine of "go to villages" might sound at once relevant and ironical. Relevant because of the obvious significance of village uplift for the uplift of the whole; ironical because, even if we disbelieve the economic pundit's identification of increasing urbanisation with development, there is the compulsive logic of land's capacity to bear the burden of man and animal. The villages of India, with their finite limits of land and water cannot absorb an ever expanding quantum of living

things. They cannot hold 80% of the 900 million we will certainly be in the year 2000. If they can absorb usully 600 million i.e. two thirds of the population by the turn of the century we should deem that the villages have done their part. For the rest, we must ask the towns and cities not necessarily large metropolitan complexes or urban conglomerations but nevertheless "urban centres", to find useful work, to provide human environment to the remaining 300 million.

A doctrine of "Gaon Chalo" in the sense of migration to rural areas might then be entirely misdirected. But the theme of

"Youth Times" and the several fine pieces built around the theme do not and are not intended to promote any such "migration". What they call for is a selective movement of skilled and talented people, of persons with empathy and commitment to convert the dung heaps called villages into pleasant gardens an often seemingly thankless task requiring much patience.

It is so easy to be wise and cynical when one has all the needed comforts. The "hard-headed" "realistic" "practical" men of affairs generally believe themselves to be wise and practical when they have knowingly nodded their heads at the futile "waste" of money and men on stupid 'social' projects when the need of the hour is "Bread". They do not and cannot understand why any person—leave alone young men and women with promising careers—should go to villages and waste their time.

They should read the special number of Youth Times. The less cynical—the not so 'wise'—Adult Educators who have been patiently struggling with the problems of villages should also read this number. We do hope sufficient number of copies of the journal would be available. What the journal has done is to bring together brief accounts of what several young men and

women as well as members of the older generation are doing in the villages. A mere reading will serve as a protective armour against any easy acceptance of the "Bread First" doctrine. It cannot of course destroy disbelief. But hopefully it would light a lamp in the darkness; and foster that kind of faith without which human endeavour is usually futile. It is in the fitness of things that a magazine for youth has brought out this special number. For to make a success of any adult education work, we need the qualities of the young;—faith, energy and daring.

There are many attractions and rewards for the young to work in rural areas. Certainly they come to know more about the country and the society as it really is. They acquire many 'practical skills' if we include—as we must—the skills of communication and organisation and the ability to work with people. They come to understand human nature and their own selves much better. They derive a deep satisfaction from work well done and draw equally valuable lessons from work blocked or frustrated. They develop what may be termed as qualities of leadership and perceive

the relationship between 'knowledge' as purveyed in books and colleges and the reality as they see it on the ground. What can be more 'educational' than this experience? An year or two of such education can no more be a waste than the three or five years of collegiate education one is accustomed to. In fact we should look forward to the day when no college education would be deemed to be complete without this practical kind of work in villages; not necessary social or economic development work, but any work in the rural setting. This is the true meaning of "Gaon Chalo".

TILONIA, Rajasthan
KISHORE BHARATHI, Madhya Pradesh
SEARCH, Mysore
MARIANAD, Kerala

These are a few names that symbolise the dedicated work of youth and others in rural India today. There are many more. The work they do, the problems they face are of perennial as well as immediate interest to all concerned with Adult Education. The *Indian Journal of Adult Education* hopes to act as a clearing house of information on these existing and inspiring adventures and would welcome contributions in this regard. Contributions can be sent to the Editor, *Indian Journal of Adult Education*, 17-B, Indraprastha Marg, New Delhi-110001.

functionalities of literacy

Dr. Malcolm S. Adiseshiah

functionalities

Functionality is a relationship, a relationship between an independent variable, in this case literacy, and a dependent variable, in this case ranging from a person's environment to his fight for his rights of justice and equity.

There are two essentials then that are the starting point of this discussion of the functionality of literacy, functional literacy for short. First the only kind of literacy that is of concern here is one that is related to some living aspect of the subject, who is also the object—Man. In fact such expressions as literacy *per se*, the joys of literacy, are misleading if they imply the

Paper presented at International Symposium for Literacy, Persepolis, Iran, September 3-8, 1975.

Director, Madras Institute of Development Studies and President, International Council for Adult Education.

absence of a functionality. For literacy is simply the starting tool for learning, which is transforming and reconstructing one's experience, which is internalising through perception, conception and reflection the external environment and its changes. In other words, there is no non-functional, non-related literacy; literacy is the initial initiating instrument for understanding, changing and controlling the real world. As far as I know, it is only in Hindu mystical life that a part of literacy, the alphabet OM, is initially learnt, concentrated on and mentally visualised for months and years, all for itself. The literacy instrument is always and ever a functional instrument—it is a means of transforming, constructing and reconstructing experience.

And this leads to the second essential of literacy's functionality. The experience to which it

is related covers as wide a range as man's entire life and holistic development. It relates, to begin with, to his work as a small farmer, a dry farmer or a landless labourer, as a factory hand or as an unemployed or underemployed seeking gainful employment or self employment. It relates to his culture, customs, beliefs, values which makes for a humane life and that inner life which makes society a cultured society. It relates to different age groups, youth and adolescents with their specialised and specific needs, wants and expressions and the unique demands and rights of the discriminated half of the human race, girls, women and mothers. Above all the functionality of literacy relates to the fight of the poor, illiterate, exploited and disinherited man, who forms the 60 per cent majority in the Third World countries, to organise himself and his fellow sufferers and fight against the existing power centres and decision making processes against the growing poverty he is living in and for an equitable and just social and political order.

It is to these various functionalities of literacy that the remaining discussion is devoted.

Literacy's Functionality to work: The majority of workers are the illiterate agricultural cultivators. They are the 800 million rural people, the 40 per cent marginal men of the Third World, who, in the World Bank documents, are classified into

- small farmers who could produce both for their families and for a marketable surplus but who do not now do so;
- the marginal farmers who include the dry farmers who are non-viable now and will be, without supplementary non agricultural income;
- the landless farm labourers whose productivity and wages keep them at the poverty line.

Translating the Second Development Decade target of 4 per cent annual agricultural growth, the World Bank and FAO have suggested to the Third World countries that they aim at increasing the production of the less than 5 hectares 100 million farms by 5 per cent per annum, towards which the Bank has offered an annual investment aid of \$ 4 billion.⁽¹⁾ There are implicit in this programmes two parallel and sometimes conflicting objectives. One is to increase food crops and cash crop production and the other is to increase employment. Both are urgent and both are needed. The Third World countries have had an annual deficit of 30 to 40 million tonnes of food grains which, with their population growth, will double by the end of the decade, if they continue their current 2.9 per cent annual increase of food grains production. On the other hand the major part of the 300 million by which their labour force is increasing in this Second Development Decade⁽²⁾ will have to be absorbed in agriculture, and to that extent the controversy over labour intensive vrs capital intensive technology in manufacturing industry, while useful in calling attention to the need for developing an appropriate technology for the sector and so shifting the product mix in favour of the lower income group, has little relevance to the overall labour absorption issue.

Increase in agricultural production, food and cash crops, calls for a new system of agrarian relationship in the Third World countries, the availability and use of high yielding varieties of seeds, the timely inputs of fertiliser and pesticides, high quality land and water management and use, an adequate quantum and sagacious use of credit and improved levels of farm management.

So much of the discussion of increased farm production is usually confined to the potential of the recently developed seed fertiliser technology. In terms of the farmer's per capita income as well as in meeting the need for increased farm output, changes in the cropping pattern which are a major aspect of farm management can be as important. Sugar cane for example is an irrigated crop, while groundnut is a rainfed crop. Examining the operative crop mixes in a single year over a region, it was found that sugar

Contrary to the popular view that there is over utilisation of labour in the agricultural industry in the Third World and that the marginal productivity of its labour is zero or near zero, the available evidence indicates that there are possibilities of larger absorption of labour with their given supply of land, provided labour productivity is endogenously improved and land intensity is increased. Taking some of the Asian Countries, the following table illumines the employment potential of agriculture.⁽⁵⁾ These and other empi-

Country	Agricultural worker per 100 hectares	Power of worker (HP)	Value in \$ of per hectare agriculture production
India	90	—	133
Philippines	71	0.05	186
Thailand	110	0.06	112
Taiwan	195	0.07	696
Japan	216	1.05	1,350

cane cultivation by itself was as value adding as a combination of one rice and one wheat crop or one rice and one pulse crop. The cropping pattern decision for the farmer is very often a decision between earning a surplus or not being able to break even.⁽³⁾ In farm management, there is also the problem of decision that the first group of small farmers has to make as to mechanisation, the choice between the unimodal and the bimodal strategy.⁽⁴⁾ From the point of view of society, there is a trade off here between the single goal of increased output and the multiple goals of rural social welfare. At the individual farm level, decisions as to selective mechanical innovations must accompany the new seed fertiliser technology in order to optimise the per hectare output of the small farm.

rical cross country and time series studies show that the new agricultural technology with a complementary increase in mechanical power calls for an increase in labour output per hectare, provided that labour is able to use the new technology and the complementary mechanized power that is available.

For the marginal farmer and the landless labourer who are living below the poverty line, the allied enterprises of animal husbandary, poultry, forestry represent ancillary but hitherto neglected sources of income in Third World countries. There the income elasticity of demand for live stock products, meat and milk is high, a demand which is estimated to increase by 5.5 to 6.4 per cent per annum.⁽⁶⁾ Field studies indicate that 70 or 75 per

(1) 1974 Annual meetings of the Board of Governors, pp. 16-17, 27-28, IBRD, Washington, December 1974.

(2) The World Employment Programme p. 19, ILO, Geneva, 1969.

(3) M.L. Dantwala, Poverty and Unemployment in rural India. pp. 235-237, Bombay, 1975.

(4) B.F. Johnstone: Food Research Institute Studies in Agricultural Economics, Vol. XI No. 1, pp. 14-16, Washington 1972.

(5) Report of the Export Group on Agricultural Mechanisation: pp. 23-24 Asian Productivity Organisation, Tokyo 1968.

(6) Interim Report on Milk production. pp. 14-18. National Commission on Agriculture, New Delhi.

cent of marginal farmer and landless labour households own cattle and that organised into cooperatives and given the necessary education and training, these households can earn as much again as they do from farming. And a significant fact is that the share of dairying in the total household farm income varies inversely with the size of the farm. While the income from dairying forms 78 per cent of household incomes in farms below 3 acres, it falls to 18 per cent in large farms.⁽⁷⁾ A rather daring forecast is that India's so called Green Revolution will so increase the demand for milk that it will result in a 50 per cent increase in employment and income to its 15 million landless labour families in one region.⁽⁸⁾ Similarly forestry (which in the Third World generally is located in backward regions) and the development of farm forestry and products like fuel wood, fodder, timber for rural housing and agricultural implements can augment the incomes of landless labourers and marginal farmers.

Literacy's functionalities to the cultivator—the small farmer and the landless labourer can now be inventoried: they include knowledge of the new seed fertilizer technology, of the appropriate use of credit, of the difficult choices in selective mechanisation, of decisions as to cropping patterns, of markets and price trends, of learning farm forestry and techniques of cooperative dairying, and of the labour market of which he (the landless labourer) is both a com-
posant and a determinant. In a typical programme to express these functionalities, there have developed three massive components: the training of farmers through training centres, demonstrations,

festivals, camps etc., farm broadcasting through farm forums, rural discussion groups etc., and functional literacy courses through a network of 6,000 groups of farmers learners. There are two critical problems in this farmer's functional literacy programme. The first is that there are no a priori methods or materials of literacy functional to the farmer/cultivator and his interests, needs and problems. The start is not teaching about a high yielding variety of wheat or paddy, or producing learning materials around N P K fertiliser dosage, and its water and pesticide requirements. These are still too far and too theoretical in relation to the functionalities of the farmer/cultivator, whose motivation is to work out the cost-return of the new technology, so as to be assured that he and his family can be fed, clothed and housed, or whose product and productivity would earn him a wage which will cover his family's living expenses, and in the process face and find and answer to the monthly, weekly and daily problems that he faces in the new setting in which he is placed. The literacy tool that he wants is one that can be a continuously problem solving tool, and not, in the usual pedagogic tradition, an information inundating one. This is a new dimension for the functional literacy teacher and learner and their tools. There are here no precedents to follow. The path forward must be freshly hewn. The second is a political problem. This functionality is not only politically the least power garnering and attractive, it has also the elements of profoundly modifying the politico-social status quo. It is therefore allowed to suffer the various administrative maladies of lack of coordination between several centres of decision making, overambitious targets with no comparable resources flows or infrastructural supporting services, no continuity in learning from the successes and failures from one plan period to another. Here what is called for is a political

will to use functional literacy and the political concatenation of forces that will generate and sustain that will.

Literacy's functionalities to the work situation also cover the industrial worker. In the New International Economic Order, the Third World has decided to increase its share of world manufacturing industry from the current 7 per cent to a minimum of 25 per cent by the end of the century. Earlier it was suggested that in the short term the massive employment and income augmenting problem of these countries calls for agricultural renovation. Equally, long term employment generation and poverty eradication call for the sustained and accelerating development of manufacturing industry and the growth of urbanisation and its spin off effects on rural areas. The greater part of the facilitating action for this exogeneous to our literacy concerns, namely, the sustained mobilisation of internal resources, development of management talent and the responsive cooperation of the rich one-third of the world. There are two areas where literacy is functional to the rapid industrialisation of the Third World countries. The first is to deal with the residue of illiteracy among workers in the old plants and newly established factories and firms, particularly among those who move in from the rural country-side and whose literacy has to be functional to the unskilled job requirements. The other area is really post functional literacy for the factory's workers, functional in relation to the production objectives of the firm, its production process, market integration into the local and national system, and the problems of the labour force as seen and defined by the workers. There is a solid infrastructure for the functional literacy programmes of the industrial workers—which are the trade unions. The unions should equip themselves to meet

(7) V.S. Vyas: Significance of new strategy for small farmers. p. 12. Sardar Patel University, Ahmedabad 1967.

(8) U. Lele and J. Mellor: Jobs, Poverty and the Green Revolution, p. 18 International Affairs. London 1972.

the functional learning needs of the workers.

Literacy's functionality to sex and age specific groups: Literacy's Functionality to women, particularly rural women who are the vast majority in the Third World countries, and whose needs and demands have been to date neglected, calls for attention and action. According to Unesco, 81 per cent of the 640 million rural women living in these countries are illiterate.⁽⁹⁾ Their needs are multifaceted. First is the demand for employment and the requisite occupational skills in farming, dairying, poultry keeping, fishing, nets weaving and repair (in the case of fishing communities), spinning, weaving and tailoring and a host of handicraft and cottage industries, which can help to supplement the low family farm income. Unemployment and under employment among rural women is estimated to range around 22 per cent of the woman willing and able to work. (most employment censuses in the Third World, for unacceptable reasons, class the rural and urban house wife as being outside the labour force, and so present a less than truthful picture of demand for employment particularly among the unemployed and underemployed rural women).⁽¹⁰⁾ Second is the problem of infant and maternal mortality. Almost half the deaths in those countries occur before the age of five, to which should be added the unaccounted number of foetal deaths during pregnancy and the death of the mother before, during and after child birth.⁽¹¹⁾

To this serious wastage of

(9) Literacy in 1969-71. pp. 23 and 107, 121. Unesco, Paris 1972.

(10) Op. Cit. : The World Employment Programme, pp. 22-47. Census of India 1971. Series 1, p. 23 Registrar General and Census Commissioner, New Delhi 1971.

(11) WHO Chronicle. Vol. 28 N. 12, pp. 533-535. WHO, Gen va 1974. Summary proceedings 1971. Annual Meeting of the Board of Governors, p. 12-13. IBRD, Washington 1971.

maternal health and social and emotional energy caused by the loss of children (which constitutes a major impediment to adoption of family planning by the rural woman) should be added the nutritional deprivation and consequent physical and mental underdevelopment of the surviving children. The needs in this area have been identified as:⁽¹²⁾ (a) provision of adequate nutrition in the last trimester of pregnancy as a means of reducing the risk of infant and maternal mortality and increasing infant birth weight: (b) post natal care to the lactating mothers particularly after the first six months of delivery as both mother and child at this period represent the highest risk group within this age range through ante natal complications, diseases and other factors: and (c) dietary provision and instruction to mothers of children who are being weaned from about 7 months through about 3 years, as maternal milk at this period is inadequate and educating the mother in sufficient and appropriate child feeding is essential for the child's psychological and cognitive growth.

A third related need is their desire to lower age specific fertility rates, as the income distribution becomes less unequal and their literacy and education status is raised.⁽¹³⁾ Again empirical studies have shown that in societies with less unequal income distribution, functional literacy and educational programmes are desired and result in postponing the age of marriage, and so raise the age of marriage

(12) Non formal Education for Rural Women. pp. 2 and 3. Council for Social Development, New Delhi 1973.

(13) Population and Family Planning Progress : A fact book. Reports on Population and Family Planning. Tables 1-3 and 20. Population Council, New York 1974.

Ruth B. Dixon: Women's Rights and Fertility. p. 5-3. Population Council, New York 1975.

J.E. Koches: Rural Development, Income Distribution and Fertility Decline. pp 73-81. Population Council, New York 1973.

and increase the proportion of family planning acceptors among the married couples. A fourth need is the growing and surfacing demand for women for an improved home and family life, an equal political and social status with that of their men folk and for a minimum of cultural participation in the community life, covering religion, music, drama and recreation. Almost none of the women's programmes that have developed in the Third World societies, over the past 2 or 3 decades whether on employment, home economics, maternal and child care and education and feeding has so far responded to this political, cultural and spiritual dimension of rural women's needs and demands—which is not surprising, as all the programmes are planned, designed and executed by men living in a male dominated and run world.⁽¹⁴⁾

Against this picturisation of the needs of rural women, what is needed is a rather complex package of integrated services of women's employment generation and occupational training, a medical programme for the efficient delivery of basic ante natal, natal and post natal services, a feeding programme to deliver the critical missing nutrition components in the diets of pregnant women, lactating mothers and pre-school children. (the delivery system referred to in these two cases depends not only on the free availability of the services, but equally on the spatial allocation of such facilities in order to minimise the direct and indirect costs to the women using the facilities. On this basis, the rule of thumb proposed is that for any specific location matrix of the delivery system, the utilisation ratio will be determined by the catchment area of that matrix)⁽¹⁵⁾

(14) P. Coombs: Attacking Rural Poverty. pp. 70, 97, and 128 John Hopkins University Press, Baltimore, 1974.

(15) Poverty, Unemployment and Development policy. p. XIe10. Centre of Development Studies, Trivandrum 1975.

and a political and cultural participation network—to all of which literacy education should be functional. That is, a literacy education needs to be devised to centre around women's occupational skills, pregnancy, child birth, lactation and child health, and their political and cultural demands—providing in each case practical short term and long term self generating solutions.

Literacy is also functional to the various age groups and their needs in each society or even each locality. The needs of the age group 15-25, usually referred to as the youth group, are examined in this part of the discussion. They constitute in the Third World 15 to 18 per cent of its 2 billion people compared to being 9 to 10 per cent of the industrialised world population.⁽¹⁶⁾ In one of the largest countries of the former group, the 1971 census findings about the 15-25s were that (a) the males were about 7 per cent larger in numbers than the females, (b) 58 per cent of the group were illiterate and an additional 22 per cent semi literate, (c) 43 per cent were workers (which is a higher labour participation rate than for the country as a whole, which stands at 29.56 per cent)⁽¹⁷⁾ with over 40 per cent of rural youth being workers, while less than 24 per cent of urban youth are in the work force, and (d) 1/3 of the male and 3/4 of the female youth population were married.⁽¹⁸⁾ The Third World youth profile that emerges is that of a numerically dominant group, basically illiterate or semi literate engaged for about half of their numbers in productive employment particularly in the rural areas, mostly married, having to

make decisions about the size of their families, and imbued with unrestrained energy, curiosity and thirst for action.

Many youth surveys have been carried out in these countries⁽¹⁹⁾ and out of these an inventory of their needs may be outlined, as including demands for greater participation in the political and decision making processes of the local community, organs and the state, a desire to fight against all forms of injustice, inequity, corruption and nepotism, authoritarianism and bureaucracy that characterise so much of their adult societies, consciousness of their worsening economic position due to the high rates of inflation that are a feature of most of the Third World countries, and the worsening rural-urban terms of trade of which they are victims, fear of the fact of unemployment particularly if they are educated (in the one large country referred to earlier, there were 4.5 million matriculates, graduates and post graduates unemployed as at 31 December 1974)⁽²⁰⁾ and of underemployment and disguised unemployment if they are illiterates or semi literates, anxieties about the decision that they must make or that is made for them about marriage and the number of children they must have, and an irrepressible and almost unsatisfiable demand for games, sports and cultural activities ranging from drama and music to organisation of and participation in cultural festivals. It may be noted that education and literacy do not appear as a priority, in this inventory, and it is open to question whether the founding of

so many youth programmes may not be due to the fact that they rest on such *a priori* assumptions as "youth's thirst for education", that "they must be taught civic responsibilities and democratic citizenship roles" and that they must learn "positive attitudes to life such as cooperativeness, discipline, peace, friendship, dignity of labour" etc.²¹ These are important normative goals for any society and any age group, and in the case of the 15-25 age group they must be regarded as spin offs to a literacy education programme that is functional to their wants, needs and demands of which they are overly conscious and insistently explicit. Given the stagnation of their economies and the growing unemployment back log of the Third World countries of which youth is conscious, the one youth programme which has caught on spontaneously is games and sports and the many sided cultural manifestations, followed by participation in the programmes of the political parties, of which the youth groups are often the embarrassing vanguard, with occupational training—both pre service for updating or improving their existing skills—being a solid if poor third. It is through these openings that literacy can become functional and demonstrate that it can be part of an open, competitive, exhilarating (in the case of games and sports), fighting, organising, demonstrating (in the case of political and societal involvement) as well as a skills forming and cognitive accelerating system.

Literacy's functionality to individual and social values : Literacy's functionalities are not restricted to the economic sector—industry, employment, farming, fishing and dairying—and the material side of life—inflation, costs, births and deaths—though these too are based on certain values which differ from society

(19) Final Report: International Conference on Youth Grenoble 1964. Unesco, Paris.

N. Krishnaswamy: Les activites culturelles des jeunes en Asie. Unesco. Paris 1974.

Report: African Youth Seminar. WFDY. Budapest, 1961.

Report on South-East Asian Regional Seminar. WAY. Brussels 1969.

(20) Report: Directorate of Employment and Training March 1975. p. 6 New Delhi, 1975.

(21) Document: National Symposium on the Non Formal Education for the age group 15-25 Indian Adult Education Association, Mysore 1975.

(16) Demographic Year book pp. 42-48. United Nations. New York, 1972.

(17) Op. Cit. Census of India 1971. p. 29.

(18) P.T. Kuriakose: Non Formal Education for Youth. p. 2. Indian Adult Education Association, Mysore, 1975.

to society. But there is also a more explicit functionality of literacy to the values of an individual and society which are handed down and formed in and by the home, the school and college, the class and/or caste one belongs to and the means used in earning one's living, religion and culture, the defence establishment with its wide ranging professional and para professional out reach, and the growing knowledge of other countries and their values, ways of life and cultures. The values learnt in the home include charity and sharing as well as greed and exclusivity, and home centred literacy for the illiterate homes which are the rule in the Third World must be functional to these positive values and combat the negative ones. The values learnt in the irrelevant and breaking down formal school system in the Third World are learning to beat the rules, cheating violence and snobbishness, which a functional literacy programme as part of a non-formal education sub system can help to reform and replace through making functionally literate in terms of employability, culture and values, the neo illiterates that the formal educational system is rapidly turning out. The values of the class and/or caste and living modes used and adopted can and should be made explicit in a functional literacy programme in which the outcastes and the working classes are the subjects. The values purveyed by one's religion and culture are probably the most basic and life lasting and literacy has to be functional to both. So much of religious education is by functionally illiterate high priests in all societies that compound further the religious illiteracy and cultural bigotry and stagnation that all of us are steeped in. Probably there is no more urgent literacy effort needed than to make it functional to the religious treasures and cultural richness of each society and so fill the emptiness and counter the obscurantism that passes for

so much of religion and culture today. The defence services—both professional and para professional including the university and school military services, the boy scouts and girl guides—the sea and air arms particularly—represent an area where functional literacy services are needed. Among the professional defence personnel large numbers of illiterates, semi literates and neo literates require the working out of a functional literacy effort tailored to meet the needs of each service, along with the explication of the meaning of war and peace. In the para military services, so much of the learning in the Third World goes back to the colonial days when the colonial pioneers had to build bailey bridges and semaphore by flags and coloured cloth the messages. This is still the main learning tradition to which the para defence services are subject. Here a functional literacy of and training programme based on the agricultural, farming and industrial needs and hidden cultural values of the community needs to be developed. In regard to inter country relations and literacy's functionality to them, some of the conclusions of the 1974 Unesco Conference on Cultural policies held in Jakarta provide an apt summing up of this international functionality. That conference declared "that economic development should aim at enrichment of human life by bringing material, spiritual, social and individual values into harmonious balance: that the achievement of a high level of consumption is not always a guarantee of cultural vitality: that the attainment of a humane society is the ultimate objective of all cultural developments: that the collective self realisation and the authentic liberation of peoples is the quintessence of the humane society: that the inner life of man is an essential foundation of the cultural achievements of Asia."⁽²²⁾

(22) Final Report: Inter-governmental Conference of Cultural Policies in Asia, p. 18. Jogyakarta, Unesco, Paris 1974.

Literacy's functionality to the fight for Justice: Illiteracy is one part of the grinding poverty of the sub marginal living conditions of the majority of the peoples of the Third World. Their numbers have been documented. They constitute 40 per cent of the people in each country, if measured by such nutritional norms as the intake of 2,400 calories per capita per day.⁽²³⁾ They constitute over 60 per cent of the people of the Third World countries if not lack of food only but also the lack of minimum education, health facilities, housing, drinking water and cultural flowering are taken into account.⁽²⁴⁾ Illiteracy is thus part of the total sub human condition of the majority of our people. But this poverty condition of the majority is not simply an absolute conscience rousing fact. It is in contrast to the increasing wealth and well being of the minority classes in each country. Since attaining their independence, the Third World countries have chosen a model of development under which their rich have been growing richer and their poor poorer every year. What is a matter of conscience, has been transformed into a problem of justice. The development path chosen has been in favour of the urban industrial upper and lower middle classes against the rural agricultural small farmer and landless labour majority. It has been in favour of quick and large profit yielding capital intensive luxury goods industry instead of employment

(23) Summary Proceedings: 1973 Annual Meeting of the Board of Governors. p. 20 IBRD, Nairobi 1973.

(24) P. Townsend. The concepts of Poverty. pp. 2, 19, 42. Heineman. London 1972, V.M. Dandekar and N. Rath. Poverty in India. p. 174-184. Ford Foundation New Delhi 1970.

V. Ramamurthy. Poverty and supply of wage goods in Tamil Nadu. pp. 49-58. Sangam Publications, Madras Institute of Development Studies, Madras 1974.

H. Chenery and Others: Redistribution of growth; Development Research Centre. IBRD, Washington. 1974.

generating and income redistributing investments. It has been in favour of elite mobility rather than social and economic justice. It has helped consolidate the power of the landed interests whereby "land owners have been permitted to resume land above legal ceilings for personal cultivation which allowed them to escape reforms...and even if a ceiling is imposed the land acquired is insufficient to give minimal holdings either to the mini farmers or the landless."⁽²⁵⁾ In Brazil, for instance, where in the last decade GNP increased in real terms by 2.5 per cent, the share of the national income received by the poorest 40 per cent of the population declined from 10 per cent in 1960 to 8 per cent in 1970, whereas the share of the richest 5 per cent grew from 29 per cent to 38 per cent during the decade. In Mexico in the last two decades the share of the national income for the poorest 40 per cent declined from 14 per cent to 11 per cent and that of the poorest 20 per cent from 6 per cent to 4 per cent. In India, as noted earlier, 40 per cent of the people, that is 200 million men and women and children are living below the poverty line which has been defined at a low \$ 5 per capita per month, despite the fact that during the past two decades the country's national income has increased annually by over 3 per cent.⁽²⁶⁾ In fact, World Bank studies show that along with the attainment of a 5 per cent GNP growth during the sixties in the developing countries, the richest 20 per cent of the people in these countries enjoyed 56 per cent of the national income while the share of the poorest 60 per cent was only 20 per cent.⁽²⁷⁾ In the agrarian system in India, 12 per cent of the rural families control 75 per

cent of the land, in Brazil less than 10 per cent of the families control 75 per cent of the land.⁽²⁸⁾ Further during the sixties, the available evidence is of a widening gap: a fast increase in the share of asset income in total non agricultural income, corporate profits rising faster than national income, no increase in the real income of the factory worker and a fall in that of the landless agricultural labourer. We have thus come to realise certain hard facts in the Third World. One is the clash of the values of growth and social justice, in the short and medium term, in the countries composing it. Increase in national income of the kind adopted and secured does not improve the quality of life for the poor majority because the increases do not reach the poor.

The role of the educational system and the educational elite in this society of injustice is critical. The educational systems of the Third World have been criticised for their being isolated from national development, for being ivory towers unconcerned with society, for not being socially relevant.⁽²⁹⁾ The grain of truth in this critique is overshadowed by the fact that the educational system has made its full contribution to the unjust societies of the Third World. It is also structured like its society. The majority of school and colleges age students are dropped out or pushed out of it (starting at 60 per cent at standard V on to 95-97 per cent at the university):⁽³⁰⁾ Those who survive in the school, college and universities do so because their fathers have the better positions and their sons and daughters will get better jobs because they have stayed on in school: their fathers and mothers have all the places

of power in government, agriculture and industry and so their children stay on in schools to take over these centres of power from their parents: their parents are well mated with property endowed and transferable, and so they will also marry into similar families and become the most elegant bridegrooms and the most bejewelled brides because they have stayed on in schools. Thus the education system is the monopoly playground of the well to do minority of our society, and in return it sustains them, and reflects their class values and economic and social interests. This identification of the school, of the intelligentsia, with the establishment seems to be ingrained in the educational system. In the People's Republic of China as late as in May 1969, *the People's Daily* in a letter from a section of the People's Army reports: "the representatives of the poor peasants (who enter schools) unconsciously become engrossed in service tasks. Whereas the teachers give their classes, the former having nothing to do, busy themselves with heating the stove, sweeping, carrying water, ringing the bell, repaint the tables and benches, etc. and instead of directing the school's movement of struggle, criticism and reform, are performing menial tasks". The letter concludes with the warning that the poor peasants' children "certainly did not enter the schools in order to "lend a helping hand" and even less to submit to the direction of the intellectuals ... but to transform the old institutions from top to bottom, educate and reform the teachers and carry out the educational revolution."⁽³¹⁾ It is not true that "education (*per se*) is positively related to equality in terms of income shares of the lowest

(25) *The Assault on World Poverty*, pp. 42-44. IBRD, Washington, 1975.

(26) Report of the President: Annual Meeting of the Board of Governors, pp. 10-15 IBRD, Washington, 1973.

(27) Survey of Distribution patterns in 40 developing countries, p. 52. IBRD, Washington, 1971.

(28) *Agrarian Reform*, pp. 82-85. FAO, Rome, 1970.

(29) G. Myrdal: *Asian Drama*, pp. 1621-1623 and 1780. 1968. *Higher Education and Development in South-East Asia*, Vol. III Part I, p. 21. Unesco-IAU, Paris 1971.

(30) A statistical study of wastage at school, pp. 15-24 and 91-121. Unesco-IBE, Paris, Geneva 1972.

(31) L. Vander meersch: *Educational Reform (People's Republic of China)*, pp. 3 and 4 Unesco, Paris 1971.

and middle group" (32) unless *a priori* structural change in society has taken place.

The responsibility of the educational system for our unjust societies goes deep. The dominant group in our societies is not simply the large industrialists who are local counterparts of multi-national corporations, the big landlords and moneyed interests, but the lower middle classes to which most of us in this symposium belong. The lower middle classes comprise small proprietors in agriculture, industry and commerce dependent to some degree on hired labour, a wide spectrum of the self employed, those engaged in the profession of teaching, administration, medicine and law (whether self employed or in paid employment). The criterion for the identification of the lower middle class is that the income of the person belonging to it should be derived to a small extent from property (which are material assets as well as what has come to be called human capital) and to a large extent from work.(33) In the kind of social and educational system that obtains in the Third World referred to earlier, the educated elite (possessing certain kinds of skills in the educational, administrative and scientific areas) earn a rental element in their income which is no different from the rent of a landlord or the profits of an industrialist or trader. And it is this group or of the lower middle classes which hold in most countries (and is coming to hold in others) the political reins which form the government at the central, local and village levels and which is responsible for the gap between professions of equity and social justice and the growing reality of

inflation, black money corruption and the mockery of land reform.

Parallely and conjucturally, injustice is growing not only intra nationally but internationally. The rich one-third of the world is growing richer with a per capita income moving up from \$ 4,000 to \$ 5,000 while the poor two-thirds of our world is growing poorer with a per capita annual income moving from \$ 140 to less than \$ 150. The terms of trade of the poor world are worsening, their debt burden growing to \$ 99 billion in 1973, and international aid (ODA) declining in money terms to 0.3 per cent instead of being the pledged 0.7 per cent of the national income of the rich world, in real terms being nearer 0.25 per cent, given the rate of world inflation in the last two years.(34) Behind all this, is an economic order which has in the last four centuries of world history included the Third World from the sources and fruits of development. The New International Economic Order, the Charter of Economic and Social rights, and the Cocotayya declaration point the pathway to a juster international order for the remaining decades of the century.

Literacy's functionality to the society of injustice within the Third World and between countries of our world is somewhat daunting. It may involve, in so far as they are successful, literacy programmes coming up against the status quo in every society, against the centres of power and processes of decision making, against the means of enforcement and weapons of terror, violence and powerful coercion of the establishment in every country, to the point where literacy programmes which are functional to the fight against injustice having to go underground and partake of the life of political fugitive.

But I see no alternative to this functionality. There is the easy and fatal alternative which is to do nothing and allow the mounting injustice in our societies to move the countries further away from the democratic and human values embodied in their constitutions, till there is a final blow up. The other way is to work towards a system under which political and economic power will be shared with the rural masses who are now kept out of it, and the socio-economic system turned around in the direction of their participation all decision making processes and centres of power. This would mean first that we of the lower middle classes shedding our current monopoly positions of power and alliance with and tolerance of the forces of reaction and accepting to share power with the poor numerical majority. This will mean completing our independence revolutions when power was transferred from the capitalist group to the lower middle classes where it has stayed, and from where it must now move to the bottom of the pyramid. Second and for this, it means that the poor majority—the currently unorganised, dispirited, disinherited rural poor—must be organised to fight for their rights, participate in society and share in its power centres, its economic processes and cultural expressions. In our democracies, adult franchise has given the poor majority the vote, but this political participation is not the exercise of political power. It is always and only the same small (lower middle class) select group which has the entry into all elective and appointive offices of power and decision. And so literacy and education have to become part of a total wider package for bringing about this just society. Such is literacy's final and awesome functionality.(35)

(32) Op. Cit. Redistribution of growth. p. 86

(33) M. Kalecki: Intermediate Regimes, in Selected Essays on the Economic growth of Socialist and Mixed Economy. p. 86-88, Cambridge University Press 1974.

K.N. Raj: Politics and Economics of Intermediate Regimes. Kale memorial lectures pp. 11-15, Poona, 1973.

(34) Development Co-operation 1974, pp. 13-17. OECD Paris, 1975. Annual Report World Bank 1974. pp. 8-14. IBRD. Washington, 1975.

(35) Malcolm S. Adiseshiah: The Relevance of Adult Education to our Educational Crisis pp. 5-8. Indian Adult Education Association, Jaipur, 1973.

reconstituting the human community

It is the second extract from the booklet on Reconstituting the Human Community, from a report of Colloquium III, Bellagio, Italy, July 1972. The first has appeared in the July issue of the Journal.

Rich and poor nations alike face the problem of helping to restore and build a humane world society, for we are a divided world, torn by factionalism, civil strife and deep national, ethnic, tribal and ideological divisions. The shackles and constraints of a divided world community lie heavily upon us and one of the first objectives of cultural relations for the future must be to break them down in the name of mankind.

Not only are there tensions within nations and communities, but there are also tensions between nationalism and the human race. Each nation that wants to play a role in helping to build the more humane world society of the future must relativise its sense of uniqueness and join others in a common endeavour. It must be prepared to live in an "open world", never forgetting its mutual dependence upon other societies. For every major nation-state this challenge is particularly acute. To lessen the claims of uniqueness deprives any nation-

state of certain dimensions of its moral strength. The controlling question for all in this evolving status situation is how to find a new balance between uniqueness and community. Once more, however, we all confront the perennial issues of antinomies and ambiguities, and unless we are realistic, we are unlikely to contribute helpful guidelines.

challenge of the divided world

The present theme, "Reconstituting the Human Community," derives inevitably from the challenges and opportunities. We have not been concerned with instant panaceas, nor yet with utopias either of an older or more modern variety with charts and blueprints for the future and purposes proclaimed with missionary zeal. The practical challenges and existing opportunities which we have glimpsed are far more fundamental and significant. Two aspects have a particular bearing upon our recommendations. For one thing, we have been vividly aware thro-

ughout the inquiries of the past two years that in a quite unusual sense we as a group have become knit together. Within the microcosms of our Study Groups in different parts of the world and our international Colloquia we have become more aware of the possibilities of the human community. Mankind's predicament today is that we are torn by divisions and stand within different cultures. While we need one another, we make scapegoats of one another. Through this modest program of inquiries, each Group and individual, inter-acting and working together, has fundamentally altered long-standing views of cultural relations and of opportunities for the future. From listening to one another and from intense debate has come, not universal agreement, but the discovery of a fundamental unity on a different and higher plane. From this experience a new confidence in the future has emerged with hope that men everywhere will come to practice mutuality and cooperation in their relationships.

A second point that we would underscore, borne in upon us from many quarters and different parts of the world, is that the audience for fresh and bold thinking about cultural relations for the future is broader than we had at first thought. It is made up of diverse men and women who belong to societies, not to communities—to societies where, as one sociologist said years ago, Men huddle together as porcupines in terrifying fear, rather than in love and mutual trust". It is made up of youth, of women, of minorities, of victims of poverty and affluence, of victims of impotence and of too much power—power so staggering as to make it powerless—and of victims of change and future shock, of utopias and of fear of the apocalypse.

All these considerations remind us of the precariousness of human relations. Even the steadiest of human relations move along a

precipice. The links that have been formed in our little network are being continued in various ways, both regional and world-wide. This is at least a small start, among many others, toward the human community that is desired, the remarkable solidarity which we have experienced, through moral as well as intellectual bonds, was born because the idea of diversity and unity was not only talked about but tested in the crucible of our experience. But beyond this little enterprise, there are, as we well know, many more who seek to mold new communities, both small and large, and who share our feeling of need and common concern.

What is it, then, that we have in common? Basically, it is two things. We seek human community but without certainty of its possibilities, characteristics or attainments. On a personal level, we know what we want: something more than the depersonalizing effect of life's structures, margins for the expressive and intuitive and among fellow-men a new surge of trust. On the intellectual level, we seek theories to do away with violence and to bring more social meaning and coherence into what society does. All who share these concerns embark, as it were, upon a modern odyssey into the unknown, voyaging upon trackless, stormy seas of change without adequate charts, but with knowledge and experience indicating both the perils and challenges involved and with renewed confidence in one another and in our diverse heritages. The unique feature of the new adventure that awaits us is that we pursue our ends in the absence of affirmations. In the pursuit of critical reasoning, neither the question nor the answer comes easily. We know more about what is wrong than what is right, what is worse than what is better. We are against materialism, consumerism and militarism, selfishness and callousness, despoilers and oppressors, hypocrisy and moralism. We are better at talking about fallacies,

contradictions and inconsistencies than we are about what we believe. So we are caught in a predicament such as Lincoln described when he talked about "a people destitute of faith and terrified by skepticism". But we also know that even today between countries that are opposed to each other in the political or other fields, there is a vast amount of cooperation. Little is known, or little is said about cooperation, but a great deal is said about every outbreak or expression of conflict or violence, and so the world is overwhelmed by the idea that conflicts go on and we live on the verge of disaster. It would be a truer picture if the many cooperating efforts in the world today were recognized and put forward and we came to see that the world depends on cooperation and not on conflict.

what we have learned in our inquiries

In this world-wide atmosphere, so characteristic of the age, we have learned in our own little cooperative enterprise certain truths about the opportunity and challenge of reconstituting the human community. They are as follows:

1. We have learned that the human community is not one culture for the whole world, but many cultures in Asia, Africa, the Middle East, the Americas and everywhere. This requires, as Joseph Needham has pointed out transcendence of "only a European point of view" in regard to the origin of science, democratic development, nationalism and the United Nations, as well as a transcendence of the "psychology of dominance", especially in regard to the power of science and technology.

2. We have learned that the future lies not in remaking cultures in a single mold, but in discovering and reinforcing local strengths, revitalizing traditions as well as giving birth to new cultures and new patterns. In

this cultural advance the peoples of the new nations of Asia and Africa may provide the clue. In this context they have an especially exacting task of discovering their own roles as the true basis for creative participation in the evolving international community.

3. The curse of cultural relations has been the incubus of a dualistic view of a world divided between the powerful and the weak, the donor and the recipient, the dominant and the dependent. This night mare can be and must be overcome if the world is to reap the full fruits of an interdependent future.

4. New patterns of relationships and institutions, of social and political inventions are needed, running across the whole gamut of cultural relations. One example, mentioned above is the need to explore means of mutual helpfulness and assistance in the matter of developing intermediate technologies.

5. We are all in a state of cultural crisis, conscious of swift currents of change and aware that we share a common plight. We all have to work out our future and at the same time join in building a common future. It is a help to know that we are not alone. Each country, civilization and institution has an identity problem, but through it all, we know that each is valuable in its own right. Awareness not only of strengths, but of common inadequacies, may help prepare us for a little better understanding of each other's cultural problems.

6. We have come to realize and recognize new purposes and new approaches to problem solving. In this connection, some have said that the ability to think about these matters requires a transcending common perspective replacing the simple and fallacious dualisms that characterize much traditional and contemporary thinking. This dualism is expressed, for instance, in the

division of mankind into we-they, Christians, and Barbarians, Muslims and Jews, but also permeates thinking which deals with problems of population, disease, the environment and conflict resolution.

Thus it is coming to be recongnized more widely that it is never enough to talk simply in terms of problem-solving or the issues of a technical, economic and scientific age. The point has been well made in a report by one of the most powerful international agencies when it said that the national responsibilities of the rich ought not to be conceived too narrowly in simple economic terms. When countries are viewed as poor or less developed countries, they are bound to suffer from invidious feelings. While never ignoring the need for poor countries to become richer, it is essential that they should be regarded more inclusively for what they are. To paraphrase further, a better world must certainly be a richer world with less harsh contrasts of wealth and opportunity; however, it should be a world in which cultural intangibles go hand in hand with numerical comparisons. In this perspective, the idea of development assistance as an approach to the problems of the rich and poor countries is too narrow. An approach to countries which emphasizes their distinctiveness in cultural and historical terms implies different constellations of values than an exclusive stress on economics and technical development. It legitimizes diversity and the right of people to be proud in their distinctiveness, even if this involves a more restrained activism and modest emphasis on material well-being.

In these times, there is widespread dissatisfaction with rampant materialism. The poor countries are being asked to achieve a better balance than that worked out by western societies, a pattern in which material well-being, social contentment,

a decent and dignified life all belong together. This accords well with the fundamental concerns of youth in the affluent societies as well as citizens of all ages in many countries. This provides the grounds for going beyond material advancement. There will be no significant, enduring development for the poor countries and no health, healthy human community of the older and newer societies except when social and political and human problems are considered as essential as the solution of technical problems.

7. Central to the long-range tasks of reconstituting the human community is a more imaginative awareness of the moral and spiritual potentialities of man, drawing on old and new concepts neglecting neither the good nor the bad, emphasizing ancient truths like the proposition that "man does not live by bread alone" but also new truths such as concepts of the "good life", the quality of life individually and collectively and in relation to the changing forces that come to play upon man in his interdependence with nature and the biosphere. It is central to any notion of a new and better human community that man remains master rather than servant of the changing world order. This will inevitably have profound significance in reordering thinking about all dimensions of human relationships in the future.

8. Reconstituting the human community will involve new roles, undreamed of twenty, or even ten, years ago for self-conscious and determined groups such as youth and women or for universities, foundations and other social institutions. Reshaping the human community involves the restructuring of roles and opportunities.

9. Understanding the human community means facing, even welcoming the inescapable differences in our community—

the phase differentials, the old and the young, the rich and the poor and the changing arenas in which human conduct is possible. Only then will it be possible to make use of creative potential and to institute changes in the institutional setting that may facilitate emergence of the desired future society.

10. Recognizing all mankind's differences, there are still unities from which we derive strength, as does the world community. This unity is a different sort than that which was talked about in too simple terms twenty-five years ago. It is a unity which assumes and takes advantage of lesser unities, such as constructive regionalism and the struggle for recognition by smaller groups within societies. They are unities which those outside a particular unity or unifying tradition have to learn to respect and to esteem, without envy, whether included or not. There will be unities within local communities which strengthen the larger community within a country. And the West, particularly the affluent West, must learn to recognize and welcome, as a sign of true progress, worthy of support, the growth of self-confidence and self-reliance in nations and societies elsewhere in the world and their search for new directions. This, after all, is one aspect, varying in time and place, of the growing fabric of the desired human community.

Thus, this modest program of inquiries about cultural relations in the future is just a small beginning. We believe it will go on, among us and hopefully, within a widening circle, including individuals of societies and peoples who did not participate in the first phase and, also in many educational and cultural institutions. A reconstituted humane future awaits the release of the moral and spiritual potentialities of men rising to a new level of unity and cooperation founded on common interests and goals.

the world of illiteracy

A Report from :

Dr. Malcolm S. Adiseshiah

Ten years after the Unesco International Conference on literacy which met in Teheran in September 1966, an International Symposium for literacy met in Persepolis, Iran from September 3 to 8, 1975 bringing together some 90 specialists from all countries of the world, including Paulo Freire from Brazil, Shamin Amin from Egypt, Hamiche from Algeria, Cisse from Senegal, Etienne Verne from Cuennvaca, Mexico, Lizara Baru from Peru, Rahnama from Iran, Asher Deleon from Yugoslavia, Garrudy and Paul Marc Henri from France, Helen Calloway from the United States, Hsiao from China, Ho and Khoi from Vietnam, J.S. Ho from North Korea, Morales from Cuba, Galtung from Norway, Roby Kidd from Canada and Malcolm Adiseshiah from India. The symposium had 24 documents, the 7 lead documents being: the state of Illiteracy in the world by the Unesco Secretariat, the functionalities of literacy by Malcolm Adiseshiah and Shamin Amin, literacy's imperative for basic social change by Hamiche and Galtung and the relationship of literacy to the educational and training systems by Paulo Freire and Etienne Verne.

The symposium engaged in a profound examination of the concepts, structures, politics and economics involved in the tragic illiteracy situation in our countries. Out of the 4 days of the ensuing intellectual and spiritual

cut and thrust, it adopted the following declaration, which as an international generalised statement naturally misses some of the deeper insights gained by the participants. To the Iranian authorities and specialists go the credit of having organised so faultlessly this unique rendezvous of educators, economists and political leaders around one of the human tragedies of our times.

declaration

The declaration adopted states :

The number of illiterates is constantly growing.

This reflects the failure of development policies that are indifferent to man and to the satisfaction of his basic needs.

In spite of the progress made in some countries as a result of far-reaching social changes, there are close on one thousand million illiterates in the world, and many more under-nourished people.

In many cases, moreover, even people who have become literates have not yet acquired to a sufficient degree the means of becoming aware of the problems of the societies in which they live and of their own problems, nor the means of solving them or of playing a real part in their solution.

There is even a tendency to a decline in literacy in the industrialized countries.

Successes were achieved when literacy was linked to meeting man's fundamental requirements, ranging from his immediate vital needs to effective participation in social change.

Successes were achieved when literacy programme were not restricted to learning the skills of reading, writing and arithmetic, and when they did not subordinate literacy to the short-term needs of growth unconcerned with man.

Tribute should be paid to those mass campaigns that have already brought about the complete or almost complete eradication of illiteracy in certain countries and to regional or more limited experiments, which have helped to prepare innovative methods with regard to the programming, means and organization of literacy activities linked to development aims. These experiments, and in particular functional literacy programmes and projects, have made a valuable contribution to the common stock of practical methods in the field of literacy and basic education. Greater use should be made of them in future efforts.

The International Symposium for Literacy, meeting in Persepolis from 3-8 September 1975, in unanimously adopting this Declaration, considered literacy to be not just the process of learning the skills of reading, writing and arithmetic, but a contribution to the liberation of man and to his full development. Thus conceived, literacy creates the conditions for the acquisition of a critical consciousness of the contradictions of society in which man lives and of its aims; it also stimulates initiative and his participation in the creation of projects capable of acting upon the world, of transforming it, and of defining

the aims of an authentic human development. It should open the way to a mastery of techniques and human relations. Literacy is not an end in itself. It is a fundamental human right.

It is true that all social structures give rise to the type of education which can maintain and reproduce them, and that the purposes of education are subordinated to the purposes of the dominant groups; but it would be incorrect to conclude that there is nothing to be done within the existing system.

Literacy, like education in general, is not the driving force of historical change. It is not the only means of liberation but it is an essential instrument for all social change.

Literacy work, like education in general, is a political act. It is not neutral, for the act of revealing social reality in order to transform it, or of concealing it in order to preserve it, is political.

Consequently, there are economic, social, political and administrative structures that favour the accomplishment of literacy projects, others that hinder them.

The most favourable structures would be :

- Those that, from the political point of view, tend to bring about the effective participation of every citizen in decision-making at all levels of social life : in economics, politics and culture.
- Those that, from the economic point of view, aim at an endogenous and harmonious development of society, and not at blind and dependent growth.
- Those that, from the social point of view, do not result in making education a class privilege and a means of reproducing established hierarchies and orders.

— Those that, from the professional point of view, provide communities with genuine control over the technologies they wish to use.

— Those that, from the institutional point of view, favour a concerted approach and permanent co-operation among the authorities responsible for basic services (agriculture, welfare, health, family planning, etc.)

Experience has shown that literacy can bring about the alienation of the individual by integrating him in an order established without his consent. It can integrate him, without his participation, in a foreign development model or, on the contrary, help to expand his critical awareness and creative imagination, thereby enabling every man to participate, as a responsible agent, in all the decisions affecting his destiny.

The success of literacy efforts is closely connected with national political will.

Ways exist of attaining the objectives which result from the definition of literacy on which the Symposium based its work.

The ways and means of literacy activities should be founded on the specific characteristics of the environment, personality and identity of each people. True education must be rooted in the culture and civilization of each people, aware of its unique contribution to universal culture and open to a fertile dialogue with other civilizations.

Literacy is effective to the extent that the people to whom it is addressed, in particular women and the least privileged groups (such as migrant workers), feel the need for it in order to meet their most essential requirements, in particular the need to take part in the decisions of the community to which they belong.

Literacy is therefore inseparable

from participation, which is at once its purpose and its condition. The illiterate should not be the object but the subject of the process whereby he becomes literate. A far-reaching mobilization of human resources implies the commitment of literacy students and teachers alike. The latter should not form a specialized and permanent professional body, but should be recruited as close as possible to the masses undergoing literacy training and should belong to the same or to a related social and professional group in order to make dialogue easier.

The effectiveness of this mobilization will be increased if greater respect is paid to the initiative of the populations concerned and to consultation with them, instead of abiding by bureaucratic decisions imposed from outside and above. The motivation of those involved will be stronger if each community is itself given the opportunity of carrying out the literacy project.

The methods and material means should be diversified, flexible and suited to the environment and needs of the new literates, as opposed to a uniform and rigid model.

Literacy work of this kind would constitute the first stage of basic education designed to bring about the individual development of men and women through continuing training and to improve the environment as a whole. It would permit the development of non-formal education for the benefit of all those who are excluded by the present system or are unable to take advantage of it. Finally, it will imply a radical reform of the structures of the education system as a whole.

The importance of audio-visual aids for literacy was fully recognized. However, attempts to take over these aids on grounds of technical necessity by economic or political forces beyond the control of the peoples

concerned, and their use as instruments of cultural colonization, should be rejected. Uses of audio-visual aids that would hinder active participation and human dialogue should be banned. Programmes should be drawn up in consultation with those concerned, through an exchange of information on significant experiences. Literacy work should encourage the participants to acquire a wide range of communication skills.

The accomplishment of these

tasks calls for a priority claim on national and local financial and human resources. In certain situations, the appeal of countries for complementary international financial co-operation supplied, *inter alia*, by international and regional institutions, may be justified in the light of special needs, particularly with regard to equipment and to the training of personnel. The use of complicated equipment which the recipient community could not fully control should not be encouraged, and

such assistance should under no circumstances be allowed to influence national policies.

Literacy work is of world-wide concern, requiring that ideological, geographical and economic distinctions be transcended. While its primary field of operation is in the Third World, the new-international order gives it a universal dimension, through which the concrete solidarity of nations and the common destiny of man must find expression.

WCOTP SEMINAR URGES GREATER ROLE FOR WOMEN

An international WCOTP seminar, held in Calw (Federal Republic of Germany) between July 24-28, highlighted trends affecting "The Role of Women in a Technological Society", and specified the professional, social and educational provisions which would help remove sexual and other forms of discrimination.

The 30 participants from 18 countries recommended giving special attention to minimising disparities between rural and urban areas, without damaging present cultural patterns. They urged fighting the practice of automatically making women the first to be redundant, in a period of recession. Women, they felt, should be encouraged to seek more responsible posts, through the policy of governments, employees and unions, and through non-discriminatory criteria for promotion. Provisions should also be made for part-time employment, with adequate conditions of service.

Social provisions called for by the seminar included child-minding services, pension schemes that do not discriminate against women, assistance to those caring for dependent relatives, and adequate paid parental leave. Vocational training and retraining facilities were further requirements which the participants felt should be provided to those entering and reentering employment.

Regarding education, the seminar agreed that technological education at appropriate levels should be available to both sexes alike. It called for curriculum changes and the examination of school textbooks to remove sexual stereotyping. Vocational guidance services and teachers using mass media should also have in mind the avoidance of limited vocational patterns and stereotyped roles for women.

Finally, the seminar recommended changes enabling women to participate in union meetings, and called for having more women officials in unions. Women should be encouraged to form pressure groups in professional organizations, so that unions seek greater representation of women at all levels in the labour force.

Four principal speakers discussed aspects of the main theme. Fay Saunders (WCOTP Vice-President from Jamaica) said it is increasingly urgent to find a system of social organization counteracting discriminatory attitudes and traditional patterns, which prevent women's individual development. Conscious changes should be made by men and women in both the educational and the domestic systems, as well as in economic and political fields.

Jenny Yong (Singapore Teachers' Union) contrasted the

problems of women in developing and developed countries and outlined the factors which, to different degrees in the two cases, enable and encourage married women to work outside the home. But, she said, many women still face considerable difficulties in doing what society ostensibly expects, let alone what it barely tolerates.

Pumla Kisosonkole (WCOTP Consultant for International Women's Year, from Uganda) discussed the educational systems' influence on the role of women, in the context of changes sweeping Africa and in light of the basic roles of men, women and education.

Like the other speakers, Jean Farrall (National Union of Teachers of England and Wales) stressed that women may be limiting themselves by their own attitudes as well as being limited by actual conditions. She gave a comprehensive picture of the influences on women in employment, including the influences of tradition, demographic change, low promotion prospects, and the lack or establishment of social services.

The seminar was organized in cooperation with the Deutscher Lehrerverband of the Federal Republic of Germany and WCOTP's Committee on Technical and Vocational Education.

adult education and development

international conference in dar es salaam

Development means freedom, providing that it is the development of the people. But people cannot be developed, they can only develop themselves —Julius K. Nyerere.

The Second Development Decade will be just past the half-way point in 1976. Fundamental examinations are under way of both the meaning of development and of its effect upon the relationship between nations. Equally fundamental is the need to examine and to focus the power and force of adult education in its broadest scope as an integral component of development.

One of the urgencies is to obtain a rational consideration of what constitutes balanced or human development and the ways in which interaction can be strengthened between adult educators and development planners in the interests of integrated development.

Because these are crucial issues, a major international conference on *Adult Education and Development* will be held in Dar es Salaam, Tanzania, June 21-26, 1976. The conference is organized under the auspices of The International Council for Adult

Education with the active cooperation of The Society for International Development, The International Congress of University Adult Education, and several inter-governmental organizations such as UNESCO, FAO and WHO.

The conference will focus on the role of adult education in development with special emphasis on increasing the interaction between those concerned with planning in the widest sense in agriculture, workers education, health, community development and communication.

His Excellency, Julius K. Nyerere, President of the United Republic of Tanzania and Honorary President of The International Council for Adult Education, has agreed to make a major international statement on the theme of the conference.

Specific work will be based on discussions of:

(a) implications of the New Economic Order;

(b) the expanded concept of development;

(c) a critical examination of the allocation of educational resources, taking as priority questions of the equitable distribution of wealth and social services;

(d) the importance of, and methods by which, popular participation can be increased in development decisions;

(e) the importance and possibilities of a total restructuring of educational systems, including all aspects of non-formal education;

(f) the relationship of political and economic structures to the full implementation of measures necessary for an expanded concept of development.

Since the theme of the conferences stresses the interrelationships of the various sectors to development, the 250-300 participants will represent planning and finance ministries in addition to a core of adult educators from agriculture, health, community education, communication, extra-mural institutions, rural education and literacy programmes. Participants will be both delegates and observers. Participation will be by invitation from government and national adult education bodies.

The title of the conference assumes that there is a close and direct relationship between education and development, that education is indeed a component of development. Yet, this assumption is not universally accepted and is still the subject of considerable debate, although no longer as shrill and unrealistic as a decade ago. There are still romantics who favour any and all forms of education regardless of its character and its costs or of what other services might be begged; pessimists who argue that educational processes are too slow and too

uncertain of result; and those who consider themselves economic realists and deny that education or training has relevancy for development.

People have entered the Second Development Decade in a more realistic frame of mind. It is well that they did because the new problems that have emerged seem to overshadow any achievements. For many a country any capital that had been slowly accumulated over a decade by sacrificial effort was dissipated in a few months by the rise in energy costs.

But there is no turning aside: development of one kind or another will occur. The significant questions now are *how* and *what*. Will it be balanced development that results in higher economic standards and a better quality of human life or will it be development that serves best, or only, those opulent individuals and nations and leaves far in the rear the largest part of the human race? This is a serious question and of the kind to which education can and should speak.

From its inception the International Council for Adult Education has pursued the goal of developing the resources of adult education for balanced development. To the great debate about what constitutes balanced development no one has contributed more than Julius Nyerere, its Honorary President and Malcolm Adiseshiah, its President.

During two days in May the ICAE held a consultation on *Adult Education for Development* at the National Conference Centre in Ottawa. The opening statement was delivered by Lewis Perinbam, himself born in a developing country, long a worker for development and now Vice-President of the Canadian International Development Agency. He was followed the next day by representatives of the World Bank, UNESCO, World Health Organization, International Labour

Organization and OECD, whereupon the subject was studied in commission groups made up of Board members and colleagues of the ICAE, and representatives of several international NGO's.

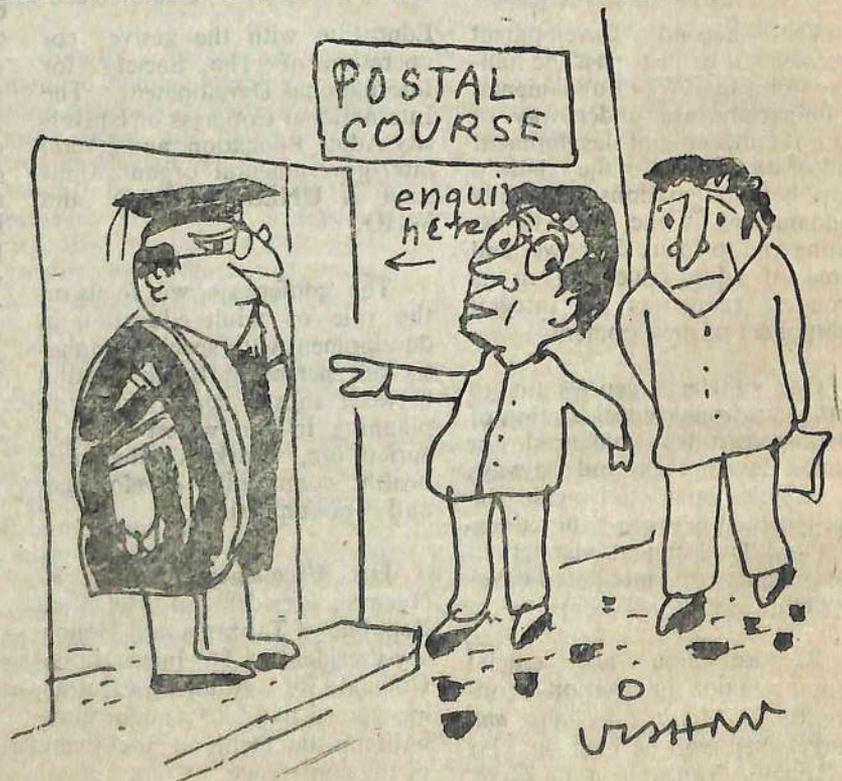
This excellent beginning is being carried forward during the year by other study groups for a program of action to be considered at the Dar es Salaam conference. The emphasis is on *study* and a program of *action*.

Study is still needed. It is clear that some of the expectations and fondest hopes that were held a scant decade ago about education for development have been abandoned. We note three examples. First, few persons would now expect to reach the goals of development solely through resorting to the elementary school. Second, it is equally clear that economic growth alone and progress measured by an expanding GNP, do not signify all that men and women need and

aspire to. Third, only the rashest patriot would now believe that the export of his favorite educational institution to developing countries will always result in achievement in the new host country. Study and understanding are still needed about the ways in which human beings can learn from each other's mistakes and successes, without slavish and wasteful copying, but also without rejection of all that had its origin elsewhere.

A plan for action is also needed—action internationally, action in the regions, action in the state and action in the barrios and villages as well as in the teeming cities.

We invite you to take part in the year of preparation and to join us in Dar es Salaam in June when, in the environment of a nation that is pledging its full resources for human development, we will forge a work plan for the balance of the decade.



"The first lesson we've learnt is that the postal services need toning up . . ."

mohammad reza pahlavi prize nadezhda k. krupskaya prize 1975

The Jury appointed by the Director-General of UNESCO to award the Mohammad Reza Pahlavi and Nadezhda K. Krupskaya Prizes for meritorious work in the field of adult literacy, having met on 28, 29 and 30 August 1975 in Tehran at the invitation of the Government of Iran.

Emphasizing that the object of these Prizes is to stimulate the efforts of communities and individuals and to mobilize public opinion in favour of adult literacy,

Noting satisfaction :

—that an important number

of nominations submitted in 1975, International Women's Year, made references to the efforts accomplished in view of eliminating the injustice and discrimination to which women have been nearly always subjected in most educational systems and to obtain a larger participation from the feminine population in political, economic and socio-cultural life of the people,

—that several projects and programmes have successfully integrated effective measures, without which the educational process would not be possible, in line with the exigencies of massive literacy and post-literacy activi-

ties, which imply more and more the mobilisation of the whole society, and

—that in certain cases the collective will to fight illiteracy has been sustained and guided by remarkable personalities whose contributions to theory and to organization on a national scale have permitted an identification between the programme and its leader, which contributes positively to the necessary mobilization of resources and intellects,

Having examined the 27 nominations received, from governments or international non-governmental organizations, in accordance with the stipulations and criteria set out in the general Rules,

has unanimously decided to award the **Mohammad Reza Pahlavi Prize for 1975**

to **Paulo Freire, Nominated by Belgium**, for his conception of literacy and education founded on the awakening and the developing of the critical awareness of adults regarding themselves and the reality of their environment, for his commitments to place literacy in the development process of Man in all his individual and social dimensions, for his original contributions to literacy methodology which have been applied in several countries of diverse cultural backgrounds, particularly in Latin America, and for his generous contribution to the concept that education must not only consist of a pedagogical activity, but also build the foundations for the exercise of liberty and participation of men in the creation of their own history; and

to award the **Nadezhda K. Krupskaya Prize for 1975**

to **Abdirizak Mohamoud Abukar, Nominated by Somalia**, for the intensive activity he sustained during many years as a political and intellectual *animateur* of a

vast national movement of people's education, for having conducted researches which led to the adoption of the Latin script for writing the Somali language, which contributed to strengthen national linguistic unity, for the implementation of a large-scale national literacy programme embodying mobilization of the whole society (especially young students) in an effort to make the educational system as well as the urban, rural and nomadic population achieve literacy objectives, for putting at the disposal of this programme the institutional, financial and technical means as well as professional skills which are indispensable for any mass literacy enterprise, and for the remarkable quantitative results achieved in its implementation in successive phases and in a relatively short time.

The Jury, aware of the need to recognize, publicize and encourage the many initiatives and activities devoted to literacy work which can provide a source of inspiration and an incentive to emulation, has also decided :

to award honourable mentions of the **Mohammad Reza Pahlavi and Nadezhda K. Krupskaya Prizes**

to the following institutions, projects and persons :

mohammad reza pahlavi prize

Functional Literacy Project of the Agricultural Credit and Cooperatives Programme (PACCA), Afghanistan, for its achievement at the experimental stage demonstrating an application of functional literacy principles in rural areas by using jointly national, bilateral and international resources, for encouraging the exchange of personnel with other developing countries and providing the base for an enlarged national literacy programme, which implementation will be effective in the near future ;

ABD EL Tawad Youssef, Egypt, for his effort, over twenty-five years, to contribute to the service of literacy in the Arab countries his qualities as a writer, for the continuing use of the mass media for the promotion of adult education, and for his devotion as organizer of a large national scale literacy programme under the sponsorship of the Central Committee of the Arab Socialist Union (Egypt) ;

Panamanian Workers' National Trade Union, Panama, for its example of trade union solidarity in cooperation with governmental services in organizing an intensive programme during which previously trained urban trade unionists worked several weeks in rural communities in teaching literacy ;

Department of Community Education, Zambia, for the encouraging results obtained respecting agricultural productivity and growth and the improvement of the general living conditions by its functional literacy programme for women in rural communities.

nadezhda k. krupskaya prize

Directorate of Literacy and Education Permanente, People's Republic of Congo for its success in maintaining and expanding the literacy level already acquired by the population, through the publication of the rural journal "Sengo", through the use of mobile libraries, and the organization of rural groups for the implementation of a health education programmes, as well as for experimenting with new techniques to strengthen post-literacy in the frame of education permanente ;

Kerala Granthasala Sangham (Libraries Association of the State of Kerala), India, for its example of large-scale and imaginative utilization of a chain of more than four thousand libraries, supported mainly by community

contributions and for having organized additional supporting services such as sport, arts, education for children and literacy courses, assisted by various staff training programmes and by the production of reading material ;

Institution For Workers' Education, Iraq, for its notable efforts aimed at eliminating illiteracy among industrial workers, for integrating literacy with trade union and professional education, for mobilizing and training workers as voluntary teachers, and for the articulation obtained between the literacy programme and the national educational system ;

National Service for Literacy, Togo, for the efficient implementation of a functional literacy programme in vernacular languages in agricultural communities utilizing well adapted, pedagogical methods and leading to the planning of a future programme on a national scale addressed to the rural population, as well as the positive influence of the Togolese experience on the educational activities of other African countries.

The Jury also wishes to express its appreciation of all the persevering and fruitful efforts achieved for literacy of the masses throughout the whole world, including certain developed countries ; it therefore invites Governments and interested organizations to encourage these meritorious works and to support their substantial diffusion throughout the entire international community in order to strengthen the solidarity and essential exchanges by those who are engaged in the decisive battle against ignorance.

Members of the Jury :

H.I.H. Princess Ashraf Pahlavi
Mr. Rodolfo Baron Castro
H.E. Mr. Ben Mahdy Cisse
Mr. G.N. Filonov
Mr. James Robbins Kidd

training workshop on preparation of problem-oriented learning materials

A National Training Workshop on Preparation of Problem-oriented Learning Materials was organised by the Association in collaboration with Literacy House, Lucknow from Sept. 4 to 9, 1975. 40 Writers and Adult Educators participated in the Workshop. They represented the States of Andhra Pradesh, Delhi, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu and U.P.

The workshop promoted among the writers an understanding of problem-oriented learning materials and provided opportunity for the preparation of such

materials to the participants.

Nine stories, one novelette, two dramas, two letters, two content sheets, three flash card commentaries and one model lesson of the basic material were developed. In addition to this, one curriculum on the problems of 'proper use of fertilizers' was also developed. The problem areas covered were child-marriage, proper use of fertilisers, wages, untouchability, pre and post-natal care, dowry, prodigal expenses in marriage ceremonies, indebtedness, cooking and role of women in rural development.

The manuscripts were developed in Hindi, Marathi, Kanada, Gujarati and English languages.

The workshop recommended that problem based learning

material be developed by a team which may consist of a writer, a linguist, a subject matter specialist, an adult educator and an illustrator.

It also recommended that problem learning material be constructed and written with both the learner and the instructor in view and should suit the instructional methodology chosen.

seminars on nonformal education for women

The Association organised in September this year three two-day Seminars on Nonformal Education for Women in Eastern, Southern and Western Region of the Country.

eastern regional seminar

The Eastern Regional Seminar was held in collaboration with the Saroj Nalini Dutt Memorial Association in Calcutta on September 8-9 1975. 30 representatives from 25 adult education organisations from Assam, Bihar, Manipur and West Bengal participated. The Key-note address was delivered by Dr. S.N. Sen, Vice-Chancellor of Calcutta University.

The Seminar recommended that the syllabus of nonformal education for women should include knowledge about child care, health and economic improvement etc.

southern regional seminar

The Southern Regional Seminar was organised by the Association in collaboration with Tamil Nadu Board of Continuing Education in Madras on September 24 and 25, 1975. About 150 delegates attended.

The Seminar was inaugurated by the Education Minister of Tamil Nadu Dr. V.R. Nedunchezhiyan. He said that a large number of Nonformal education programmes should be organised for the different age groups.

In his valedictory address Dr. Malcolm S. Adiseshiah, President of Indian Adult Education Association said that for running massive national and State programme like health and literacy not only government agencies but also voluntary organisations be utilised. He said that army, police and political parties should be asked to implement nonformal education programmes for women in rural areas.

The Seminar recommended the need of having a band of devoted and specialised workers to train women on health, maternity, child care, nutrition and population education.

Among others it was addressed by Shri J.P. Naik, Smt. Chitra Naik and Shri Asher Deleon.

western regional seminar

The Western Regional Seminar was held on September 27 and 28, '75 in Surat in collaboration with the Gujarat State Social Education Committee. 47 delegates from Rajasthan, Maharashtra and Gujarat participated.

Shri Harihar Joshi, Secretary, Education and Labour, Govt. of Gujarat inaugurated the Seminar. Shri A.R. Desai, Vice-Chancellor of South Gujarat University presided. Shri Yashwant Shukla former Vice-Chancellor of Saurashtra University was the Director of the Seminar.

Shri Joshi in his inaugural address said that the formal and nonformal education were supplementary to each other.

Dr. G.B. Shah, Professor and Head of Education Deptt., South Gujarat University in his Key-note address said that school certificates and University Degrees be delinked from employment. Nonformal education through part-time, evening, and correspondence course for those who want higher knowledge and skills while working on some job should be provided.

nehru literacy award for dr. mehta

The Nehru Literacy Award of the Indian Adult Education Association for 1975 has been awarded to Dr. Mohan Sinha Mehta, former Vice-Chancellor of Rajasthan University in recognition of his outstanding contribution to the promotion and development of literacy, and for distinguished leadership in adult education in India.

In 1969 Dr. Mehta was decorated with Padma Vibhushan by the Government of India. He was also awarded Tolley Medal of Syracuse University, USA in the same year. He had also received the ASPBAE Award for promotion of Adult Education in the Asian South Pacific Region.

An able administrator, a successful diplomat, an outstanding educationist Dr. Mehta has been responsible for initiating many experiments in the field of education through Vidya Bhavan, Udaipur. He was President of the Indian Adult Education Association for over 15 years. His dedication to adult education movement was translated into action by the establishment of a Department of Adult Education—the first of its kind in an University in the University of Rajasthan during his Vice-Chancellorship.

Earlier Dr. Mehta was India's Ambassador in Netherlands and subsequently India's High Commissioner to Pakistan and then Ambassador to Switzerland, Austria and Vatican.

The Award was announced on International Literacy Day, Sept. 8, 1975.

building fund

The following institutions and persons have sent contributions for the construction of an additional storey to the existing building of the Association :

1. Shri Ramakrishna Mission Vidyalaya, Coimbatore
Rs. 1000/-
2. Dr. M. S. Adiseshiah, Madras
500/-
3. Shri V.S. Mathur, New Delhi.
100/-
4. Dr. T.A. Koshy, New Delhi.
100/-
5. Shri S.C. Dutta, New Delhi.
100/-
6. Shri S.N. Mitra, Allahabad
100/-
7. Nehru High School, Secundra-
bad.
43/-
8. Holy Cross Institute,
Hazaribagh
200/-

life members

The following have become life members of the Association :

1. Shri M. Mari Basappa,
Bangalore.
2. Dr. (Mrs) Amrit Kaur,
Patiala.
3. Shri D.P. Maheshwari,
Lucknow.
4. Shri Arati Srimal, Cal-
cutta.
5. Shri B.B. Mohanty, Cut-
tack.
6. Shri L.K. Singhal, Delhi.
7. Shri J. Veeraraghavan,
New Delhi.

workers education

The Association with financial assistance of the Central Board of Workers Education, Nagpur will hold in December 1975 and January 1976 eight one-day schools on the following subjects:

1. Trade Union and Popu-
lation Problems
2. Trade Union - Its objects
and activities
3. National and Social Goals
of Trade Unions
4. The Union and Produc-
tivity.

Book Review

TOWARDS A FUNCTIONAL LEARNING SOCIETY

Published by The Tamil Nadu Board of Continuing Education, Madras, September 1975, pp. viii+124.

In September 1974, the Government of Tamil Nadu made a request to the Tamil Nadu Board of Continuing Education to make a survey of non-formal education schemes in the State.

The Board under the chairmanship of Dr. Malcolm S. Adiseshiah set up a Committee, framed a questionnaire and studied the non-formal education activities of six Government Departments, their directorates and divisions and 98 non-governmental agencies. In all 134 schemes were surveyed.

"Towards A Functional Learning Society" is a report of this survey. The entire report is divided into 6 chapters preceded by an introduction and followed by an appendix and an annexure.

The first chapter of the report is an overview wherein all the 134 scheme under survey are listed. The scheme cover 5.68 lakh people.

On the basis of the similarities of objectives these 134 schemes have been classified into two categories viz. (1) General Education Training and (2) Occupational Training. General Education Training is sub-divided into three categories viz (i) Remedial and Basic Educational for those who did not go to school or who dropped out (ii) Orientation Courses in general education and social services (iii) General Youth Education and Service Programmes for younger persons with or without general education. Occupational Training is sub-divided in 14 sub-groups such as agriculture, industrial, social welfare, health etc. All these

schemes are found to have five common characteristics namely, that they (i) provide opportunities for learning, (ii) are organized by some agency, (iii) take place outside the formal education system, (iv) are motivated by the desire to improve one's general or technical qualification, and (v) cover the entire life span of the individual. Thus non-formal education (in Tamil Nadu) has been defined as the organized provision of learning opportunities outside of formal education system, covering a person's life time, and programmed to meet a specific need—remedial or vocational or health or welfare or civic or political or self-fulfilment.

The second chapter deals with the importance and recognition of non-formal education by State and Central governments and adopting a policy of giving non-formal education an important and distinctive place in the education system so that education would no longer be identified exclusively with school, college and university providing formal education.

A comparison of formal and non-formal education shows that formal education is based on foreign and borrowed ideas, works well in urban industrialised areas, helps only a small intellectual minority; its syllabus and curricula are out dated and its examination system is a test of memory rather than attainment. While non-formal education is comprehensive in drawing in every one, man, woman and child into its learning system. It is flexible in adapting itself to everyone's skill needs and learning ability and is relatively susceptible to early and expeditious change and correction in response to its evaluation procedures and feed back mechanisms. It functions well in the absence of a fixed curriculum which is its salient characteristic. It is work based and employment oriented. It is financially frugal, lies within the means of everyone and does not need funds increasing at an

exponential rate. It does not distinguish between the poor and the rich, between class and community, and can help in the realization of a juster, democratic, more productive and peaceful society which are avowed State and National objectives.

This comparison is followed by various provisions and recommendations made by the Central Advisory Board of Education.

The evaluation of the survey in chapter three entitled "An Interim Assessment" has been done in terms of achievements and weaknesses of the schemes. On the achievement side one finds that (1) the number of non-formal education schemes has grown larger (in Tamil Nadu) since their introduction in the year 1935, (2) there has been an increased involvement of Union and State governments in such schemes, (3) involvement of a large number of non-governmental voluntary organizations in these schemes has increased, (4) these schemes are widely scattered over 14 districts of Tamil Nadu State and Madras city (5) the programmes are differentiated according to the needs of functional learning—functional to age groups, sex etc., and (6) the rate of drop out is nil, job security is more and unit cost is less.

As regards the weaknesses it is observed that (1) there is no concerted State policy to support and regulate the programmes (2) there is a serious imbalance between the number covered by the general education and training projects and that served by occupational educational training schemes (3) there has been no conscious organized effort to help, support and guide the numerous voluntary agencies active in the non-formal education area and (4) wrong notion of educated elite that non formal education is inferior compared to formal education.

Chapter four of the report discusses the problems faced by non-formal education and their

possible solutions. The classification pattern of scheme followed by is the same as mentioned in chapter one.

It is noticed that schemes falling in the category of Remedial and Basic General Education encounter a number of problems. Their progress is hindered by the non-availability of upto-date locally relevant learning materials, text books, dearth of qualified teachers, longer time taken in preparation of curriculum in certain schemes, low attendance, low stipend, non-recognition of the services of tutorial colleges, lack of training facilities for the available staff, finance, need for revising curriculum for certain programmes, lack of expert advice etc.

With reference to the Occupational Training Schemes the problems faced by them are (i) limited coverage of people, (ii) inadequate finance, (iii) absence of training in cattle and poultry management, (iv) absence of training in maintenance and repair of farm machinery, buildings and equipments, (v) lack of effective training methods etc. Apart from these there are several others which cannot be enumerated here. The exhaustive and detailed suggestions given at the end of each problem serve as the guidelines for future projects.

What should be the curriculum content of non-formal education? The answer to this question is provided in chapter five of the report.

It has been felt that the curriculum of non-formal education should be functional in nature and be framed in accordance with (1) the need of the worker (agricultural and industrial), (2) the needs of women, (3) the needs of youth, (4) the needs of urban poor, and (5) the needs of the dropouts.

Thus the curriculum should enable the farmers to increase the production by using the latest techniques of farming, making use of high yielding seeds, timely and adequate inputs of

fertilizers etc. In the case of industrial workers it should provide knowledge of production process, production objectives, principles of time and motion. Regarding the needs of women it should prepare them for various jobs by giving occupational training in farming, dairying weaving, spinning, tailoring etc. It should also train them in foods and nutrition and child care.

With reference to the needs of youth it should teach them the civic responsibilities, rules and conventions of democratic citizenship, inculcate cooperativeness, discipline, friendship, dignity of labour etc. Similarly it should help the urban poor by making them aware of their poor condition, its causes and efforts to remove them. Further it should help them in improving their living conditions and providing vocational and occupational training.

Lastly non-formal education should meet the needs of school drop outs in the form of motivating them for schooling, conducting classes at a time convenient to them, offering short term courses, etc.

In the last chapter certain policies for future programmes in Tamil Nadu are outlined in the form of recommendations, which are (1) the State Government should formulate a policy of non-formal education and present it to the legislature at the time of the Budget Session for discussion and ratification, (2) the policy statement should be based on providing non-formal education and training to the poverty sector in the State in order of priority (3) the policy statement should lay down directives for the financing of the programme of non-formal education in the State (4) the government should gradually introduce legislation to govern the work of the various sectors and sub-sectors of non-formal education on the same lines as those for industrial training (5) the Department of Education should establish a Directorate of Non-formal Education

by rationalizing work allocations and procedures of the Directorate of School Education and (6) the State government should try to increase the number of voluntary agencies by providing financial and technical help in the form of expert advice, text books, teaching technology etc.

Followed by this chapter is the appendix wherein details of all the 134 schemes are given.

The annexure contains the questionnaire used in the survey.

The report is a useful source of information for laymen as well as for the professionally engaged in the field of non-formal education.

The wide range of activities covered by the survey clearly maps the scope and realm of non-formal education. At the time when unemployment is on the increase, discipline among the youths is disappearing, standard of education is falling, sense of duty and responsibility is fast diminishing our only hope lies with non-formal education which would help us in proper utilization of human resources and the solution of problems faced by the formal education.

The suggestion and recommendations are thought provoking and call for some definite policy toward non-formal education by the State government of Tamil Nadu.

It is hoped that other States also carry out such surveys, assess them and recommend future policies. This will help the Central government to frame uniform policies, rule and regulations regarding the role of non-formal education.

The Tamil Nadu Board of Continuing Education deserves all praise for their efforts in carrying out a momentous survey and publishing a very useful and enlightening report.

Dr. Z.M. Quraishi

Centre for Continuing Adult Education and Community Services, M.S. University of Baroda, Baroda.

New Publication

Farmers Training and Functional Literacy

Edited by
ANIL BORDIA

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the enemy of adult education

In the last issue of this journal we lambasted those who are cynical about adult education and the contribution it can make to national well-being and growth. It is not surprising that this had touched many a heart. The reaffirmation of faith and hope is a necessity in an atmosphere of negativism and in doing that, this journal seems to have but given expression to the deep-felt feeling of many adult educators who often have to watch in silent mortification trite remarks about the "utility" of adult education vis-a-vis "productive" programmes. We rightly pointed out that all too often cynicism masquerades as wisdom. True wisdom, at least in matters mundane and material, is

always positive, constructive.

But who is the true enemy of adult education programmes? It is tempting to find scapegoats or villains or both and blame this person and that and find one excuse or another for "failures" in the field. The real enemy however is elsewhere, rather in the mind and heart of every worker in the field of adult education. Simply stated the enemy is in the lack of self-evaluation and self assessment. Do we find time to reflect on what we are doing, whether it is worth the effort, whether the intended results are being obtained? Are we conscious of shortfalls and shortcomings and is this consciousness backed by the will to remedy the state

of affairs and bring about the needed improvements? There are of course the traditional and not so traditional limitations—the lack of finance, the lack of motivated workers, the temper of the times, the lack of material, the red tape, the lack of transport and one may add to the list. But within the limitations have we exhausted all possibilities or are we so dumbfounded at the enormity of the task that looking at the distant scene and all the obstacles, we fail to take the very first steps? These are questions to ponder over for every adult educator—in the field or in the office.

We know the enemy's presence for it is omnipresent! We see it in adult education classes which no one attends or some attend in a desultory manner; where the learner does not want to learn and the teacher does not want to teach and immovable ignorance meets irresistible apathy. We see it in classes organised without books, or books printed but not despatched or books received but not distributed! We see it in the use of irrelevant material and responsible methods. We see it in the psychology

of non-attention to details as if you can take care of the pounds the pennies will take care of themselves. We see it in the total lack of concern for results and for the value obtained for money spent.

There is enough material to provoke and feed cynicism. Adult educators therefore must not only reaffirm their faith but must also do their bit in removing the well-known deficiencies in programmes. They must not allow lack of learning to lurk under their programmes or measure their "achievements" only in terms of number of classes held or by attendance. They must fight tooth and nail every falsification or exaggeration or window dressing. They must consider it a cardinal sin to use these programmes as a device for obtaining "funds" from Public Exchequer or other foundations and must deem it their personal responsibility to ensure that meaningful learning occurs for each rupee spent. These are not a set of "ideals" to be followed in some utopia; they are ground rules for every successful programme in government, in business, or indeed in any field of human endeavour.

The villages where adult education classes are held have a special responsibility. We know villages are distant places, difficult for the "supervisor" to reach. The classes are meant for the benefit of the villagers and if the villagers do not take interest in the classes, if they do not ensure that the benefits are derived, the supervisor or the Government or some other agency cannot do this. Those who are leaders of village opinion must mobilise the beneficiaries of the programmes for constructive cooperation and explore how maximum benefit can be obtained from adult education programmes. They must indicate their problems and needs to the organisers and they must use the adult education programmes not merely to further the cause of literacy but for fostering development work in every field of activity. Can we not expect the teacher, the extension worker and the other educated individuals in a village to form a group of some kind to assist and oversee the learning programmes in the villages and seek help from outside agencies and assist those agencies in removing the blot of ignorance?

non-formal education : the concept and priorities*

Anil Bordia

a. definition

In the history of mankind school-centered education is an event of recent origin. Learning of skills required for survival is as old as the emergence of homo sapiens. With the development of social and economic institutions learning and instruction acquired family and group characteristics; and, although there were no 'schools', there was an unwritten curriculum and norms of competencies. Those were however not uniform for a whole region or a race—but were determined by the climate, nature of work, social institutions, environment etc. Even in the present age, most of the learning that sustains humanity, and enables it to develop, takes place outside the school-system.

The process by which a person imbibes attitudes, develops skills, cultivates values and acquires knowledge, without there being any organisation or system about it, may be called informal education. This would include the deliberate attempts of the elders in the family and the community to help the young ones grow and adapt to the environment as well as incidental learning that takes place at work, at play during travel or through mass media like radio and films.

Formal education has been defined by Philip Coombs as "the highly institutionalised, chronologically graded and hierarchically structured education system, spanning lower primary school and the upper reaches of the University". Organised educational activity in

our country comprises almost entirely formal education. There are significant instances of non-formal education, but those are limited to the field of adult education and youth development. In comparison to the total education, these instances are of minute size and have had little effect so far.

Philip Coombs and Manzoor Ahmed have defined non-formal education in two of their significant publications on this subject, New Paths to Learning, and Attacking Rural Poverty—How Non-Formal Education Can Help. They refer to non-formal education as any organised, systematic educational activity carried on outside the framework of the established formal system—whether operating separately or as an important feature of some broader activity—that is intended to serve identifiable learning clienteles and learning objectives.

Michigan State University in U.S.A. has been working on the different aspects of non-formal education since 1971. They constituted several study teams to prepare case studies of non-formal education in developing countries as well as to go into the concept, historical perspective and economics of the subject. While emphasizing the difficulties in defining non-formal education and suggesting that definition will have to vary from situation to situation, they have nevertheless felt that the definition should have the following four elements :—

(a) Although they may be linked to formal schools in several ways, such as sponsorship and shared facilities, non-formal efforts are outside the formalized, hierar-

chial structure of the graded school system.

- (b) Non-formal education is a deliberately planned educational effort, having identifiable sponsorship, goals and programmes. It is not 'incidental' or 'informal'.
- (c) The "non-formality" of an educational effort is taken to reside in its location, sponsorship and administration, but not in either its purposes, its pedagogical character or its credentialing status.
- (d) Given these definitional constraints, particular interest lies in a subset of effort that satisfy the above criteria. Those educational efforts that have identifiable developmental purposes related to the contextual setting in which they take place can be defined as the referent of the concept 'non-formal education for development'.

What are the constituent elements in the definition of non-formal education? We may simply say that for an educational activity to be called non-formal it should be :

- (i) outside the formal system of education—the chief characteristics of the latter are an assumption that education is synonymous with school and teaching, sequential and hierarchical organisation, objective curriculum and a prescribed periodicity of evaluation;
- (ii) consciously and deliberately organised and systematically implemented;
- (iii) organised for a homogeneous group—which implies that such a group shall have to be identified in terms of their learning needs; and
- (iv) programmed to serve the needs of the group—this would necessitate a flexibility in design of the curriculum, organisation to facilitate learning and the

*The views expressed in the paper are those of the author and not necessarily of the Ministry of Education and Social Welfare where he is the Director (University and Higher Education).

scheme of evaluation.

Although an attempt has been made to define informal, formal and non-formal education, these are not watertight compartments and educational activities do not always lend themselves to be categorised as one or other. Within the formal education system, for example, there are several shades. They range from the rigidly formal schools to institutions which have several characteristics of non-formal education. In the former category are institutions where a child must be admitted in class I, if he wanted admission to a higher class he must produce a transfer certificate showing that he has completed studies of the preceding classes. Curriculum in such schools is heavy, examinations are dreaded and the spontaneity of learning is crushed by the methods of teaching and the fear of punishments. In the second category, viz. schools within the formal system which outreach the rigidities of the system, are institutions like Visva-Bharati, good Montessori schools, genuine basic schools established on the principles of *nai taleem* etc. These institutions not only relate their activities to the environment and emphasise learning rather than teaching, they also create circumstances in which informal learning can take place. Yet another category of programmes which form part of the formal education system are evening colleges/schools, where the only flexibility is in regard to timing. Otherwise they are equally institution-centred and generally follow the same curriculum and examination as full-time colleges/schools.

Within the region of informal education, too, there can be wide variety of activities. On the one hand is the effortless learning of a language by a child and on the other several activities which border on non-formal education. For example the programmes organised through radio and films have characteristics of informal or incidental learning as well

as non-formal education. Similarly there is considerable deliberate effort in teaching of work-skills, cooking, child-care etc. to the young people by the elders; minimum competencies are understood and there is an implied organisation in all this activity. Yet it could hardly be covered by the definition of non-formal education.

b. variables of the parameter

It would facilitate a clear understanding of the concept of non-formal education if the factors which distinguish it from formal education are delineated in some detail. These variables determine the extent of non-formality, or formality, of a programme. It should, however, be kept in mind that a rigid stand in regard to the criteria of non-formality can be as harmful for the programme, owing to the difficulties of systematic implementation, as disregard of its essential components.

1. Objective—the objective of formal education is all-round development of the person who has entered the system at its beginning. Formal education is seldom explicitly related to the needs of national development. On the other hand N-F E does not always lay claim on all-round development, but rather emphasises the possibility of providing an educational opportunity to those who cannot, or could not, benefit from formal education. N-F E is also, particularly in countries like ours, linked with the process of development in an integrated and dynamic manner. After considerable study Philip Coombs et. al. have come to the conclusion that N-F E of the right kinds and in the right places, properly tied to complementary efforts, is a potent instrument to deal with rural poverty.

2. Entry—Entry into the formal education system is at one point, generally between the age of 4 and 7. Thereafter the entrants proceed sequentially and there is little possibility for a

person who misses this opportunity to enter the system at a later stage. On the other hand, for purposes of admission, N-F E takes into account the competencies of an individual and attempts to build a learning programme over it. It is an important aspect of the openness of N-FE that persons wishing to avail of it should not be required to give any needless account of their past schooling or family background. That person would only be called upon to furnish enough information to place him in a homogeneous group to facilitate learning. It may, however, be necessary, for purposes of planning, to restrict the programme to a particular age-group or to persons engaged in a particular vocation.

3. Clientele—Formal education looks upon all children as its clientele and once they enter the school system little difference is made between one and another in organisation of teaching or learning. Upto the secondary level the emphasis is on universalisation. The clientele in N-FE, on the other hand, must comprise a homogeneous group with more or less similar learning/educational requirement. Since all human beings can, at least potentially, benefit from N-FE, the clientele has to be related to the programmes organised and vice versa. An attempt to dilute the homogeneity of the clientele would tend to diminish the effectiveness of the N-FE programme. This point may be further elaborated with the help of a specific example. In Kekri block of Ajmer district in Rajasthan the broad break-up of agriculturists is as follows:

- 15% have viable irrigated holdings who concentrate on cultivation of wheat in the Rabi season;
- 40% have viable unirrigated holdings who mainly cultivate Bajra in the Kharif season;
- 25% have non-viable unirrigated land and are covered under SFDA programme;
- 20% are landless agricultural labourers most of whom have

recently been, or are soon to be, allotted agricultural land surrendered by/acquired from large landholders or out of village common land used for grazing of cattle by the dominant village communities.

Although a rigorous attempt at identification of homogeneous groups can lead us to further divisions in each of the above categories, the attempt has to be practical from the point of view of programme organisation. On the other hand to treat all agriculturists as one group and to provide a common programme to them would go against the basic principles of N-FE.

4. Content—Just as the clientele of formal education is universal, so is the content or curriculum. It is based on a concept of general education, which basically means literacy, in the wide sense of the term, and seldom is there an emphasis on development of skills, particularly functional skills. On the other hand the content of N-FE has to be related to the group for which it is meant. There may be certain common features in the content planned for the different groups identified in the preceding paragraph, e.g., literacy, numeracy, public health, maternity and child-care along with family planning etc. but in planning the content for this kind of a clientele there has to be due emphasis on the requirements connected with his economic functions. Thus while the first two groups could concentrate on the HYV programme, the third shall have to be initiated in a subsidiary occupation, like dairy farming, sheep rearing etc. in addition to intensive agricultural practices. The main concern of the last group, particularly, the landless who have been allotted land which belonged to, or was used by, the large land-holders, would be to retain their holding and to learn necessary skills and managerial capability to be able to make proper use of it. The last two groups would require special type of programmes to enable them to hold their own in the

face of possible hostility to their development among the dominant classes. The implication is that those responsible for framing the content of N-FE programmes shall have to coordinate with the various developmental agencies and will also have to be fully initiated in the sociological, even ideological, aspects of the problems of the groups they propose to serve.

5. Learning situation—Being centred around the school, formal education is naturally considered synonymous with learning in the school or campus. Organizers of N-FE may, indeed, use school buildings to organise their programmes but it is by no means indispensable. Often, the programme can be, and ought to be, run on work locale. In several cases, the home of the learner may be the locale of learning or it may be a jointly decided place like a temple, mosque, panchayat ghar or just shadow of a tree. In its emphasis on openness, the learning situation connected with N-FE has to be without walls.

6. Timing—Perhaps the most conspicuous distinction between formal education and N-FE is in regard to timing. The former is almost, always full-time upto the end of a session. There is also usually, a high degree of compulsion regarding attendance; unexplained absence being punishable with forfeiture of the time spent earlier in the session. It is because of this reason that formal education is considered out of bounds for the workers, and is characterised as incompatible with the world of work. There is no such rigidity in N-FE, where part-time or own time learning programmes of varying nature can be pursued, depending mainly on the convenience of the learner. Several variations are possible within the framework of part-time or own-time learning. Courses may run for part of a day, and even here some pupils may join them for as short a period as half-an-hour and others for two to three hours. In other cases full-time courses

may be organised for teachers during vacations and for farmers in their off-season.

7. Methods, media and materials—The method in formal education is rigidly class-room centred, teaching with the help of text-books with need for exercises to grasp the texts. Although use of audio-visual media is increasing, emphasis is on printed texts and laboratory experiments in schools endowed with such facilities. Methods, media and materials in N-FE shall have to be based on the learning requirements of the group as well as its background. It could be class-room instruction, field demonstration, correspondence or just guided private study. Where literacy forms part of the programme the organisers shall have to take a decision regarding the language to be used. Since most of the persons covered under the literacy programme would be first generation learners not familiar with standard regional language it might be advisable to use materials prepared in the local dialect. There would be obvious difficulties in doing so, but the issue should not be put aside for that reason. The need for production of suitable material has always been realised by educators but hardly any programme included it adequately and that has been one of the main limiting factors in their successful implementation. Limitation imposed by difficulty in production of materials can be partly overcome by skillful use of mass media, like radio and films. The importance of methods, media and materials in successful implementation of N-FE can scarcely be exaggerated.

8. Teachers—Apart from the school, the other significant characteristic of the formal system of education is a total dependence on professional teachers. The teacher determines the operative aspects of the system: the time-table, the content, methods of teaching and evaluation. The whole process is

pedagogical, the teacher knows and he teaches. This kind of dependence on teacher is anomalous in N-FE. (In the context of N-FE the word "teacher" is being used to signify facilitator of learning/animateur/instructor/extension agent etc.) The expectations regarding content and method imply that ordinarily the professional teachers would not be able to meet the diverse needs of the learners. Cooperation of field functionaries of different development agencies shall have to be enlisted to make the programmes truly functional. It might be worthwhile exploring the possibility of using educated youth among the participating groups to function as part-time teachers. This kind of arrangement, namely use of field functionaries of development departments and teachers drawn from the group, will require a high degree of coordination with the concerned agencies and also considerable flexibility in the rules and procedures. Moreover, the professional teachers as well as others involved in the N-FE programme shall require carefully planned training/orientation. It may be added that although reliance may have to be placed on the professional teachers during the initial stages, a complete dependence on them on a long term basis could jeopardise the chances of success of the programme.

9. *Pupil evaluation* — As against the system in formal education where periodic tests are succeeded by the session-end examination, the pupils in N-FE will have to be provided with a system of individualised testing. Each pupil should have the opportunity to proceed at his own pace. This is essential because it would be possible for the pupils to attend a given course for as long as is possible for them and it would also be possible for them to discontinue it for a specific period and then return to the class at the stage they left off. Note shall also have to be taken of varying degrees of motivation, learning capability and the milieu from

which the pupils come. It is however, not implied that tests comparable with examinations in the formal school system should not be administered. In fact, wherever considered necessary, it would be of great advantage to provide for tests of a level comparable in formal education so that these learners, often with disadvantaged socio-economic background, may have an opportunity to enter the formal system and to compete for the rewards the latter offers.

10. *Agency*—Formal education is believed to be the exclusive concern of the Ministry of Education at the Central and of the State Education Departments at the State level. The schools are managed either by Government or private managements, the working of the latter also being guided and supervised by the Government functionaries. The Government at the Central as well as the State levels, shall have to play a key role in N-FE also. However, considerably greater coordination in Governmental activity, as well as between the Government and voluntary organisations, shall be necessary to derive the best results from the available sources. Several Ministries/Departments/Corporations, for example, those concerned with Agriculture, Animal Husbandry, Dairying, Cooperation, Rural Development, Social Welfare, Health and Family Planning, Labour etc. have more or less well-defined educational programmes which would be much more effective if they acquired the characteristics of N-FE. Similarly the programmes organised by the Education Ministry/Departments, or supported by them, will require active cooperation of, and coordination with, the field level functionaries, of these and other Ministries/Departments/Corporations. The role of voluntary agencies in organisation of programmes of N-FE is of pivotal importance and their participation in a big way is implicit in its very concept. So far the effort of these agencies has

been rather experimental or conforming to the pattern of formal education; however, the kind of flexibility which is presupposed in N-FE makes the involvement of voluntary agencies inescapable. The agencies which have mass support, for example those working in the field of rural development, khadi and village industries etc. shall have to be identified and others having such potential shall have to be adequately supported to grow and enlarge their activities.

Reference has been made in the foregoing paragraphs to the formal system and the non-formal system of education. It should, however, be clarified that these should not be viewed as two systems in conflict with each other. Education must be viewed as indivisible and formal as well as non-formal styles should be viewed as parts of one system. This is necessary not only from a practical point of view, since in the organisation of non-formal education programme use of the facilities and resources of formal education will be inevitable, but integration of the two is essential in any case. The experience of *nai taleem*, which was juxtaposed as a parallel system of education, should be a reminder that two conflicting systems cannot exist and grow at the same time. Indeed, it is reasonable to hope that over a period of time the concept of non-formal education, which is related to the learning needs of a homogeneous clientele, may begin to influence the structure of formal education.

c. priorities

In our country non-formal education must be linked with the problems of poverty and socio-economic development.

It is not a coincidence that the poverty-line and the illiteracy-line overlap each other. The former is estimated at about 60%, and so is illiteracy, if we take the country's population above the age of 6 years. Although there may be no evidence of cause and effect relationship between poverty and illiteracy, it is probable that the

poor cannot graduate above the poverty-line without being involved in a programme of functional education. The vast mass of people who have got excluded from the benefits of development, including that, of education, are the central concern of those responsible for country's planning and policy formulation.

Alongside the problem of poverty and inequality is the general issue of socio-economic development. Increase in production, agricultural as well as industrial, is the key to country's overall economic progress and any programme which attempts to relate itself to development cannot underestimate the importance of greater production. The problem of farm production is very complex because it is linked, inter alia, with (i) agrarian relationship; (ii) need to improve the capability of the landless, marginal and small farmers who have little awareness of the factors involved in their own development; (iii) adoption of technical know-how by millions of illiterate farmers; and (iv) a systematic endeavour by all concerned to conserve the land and water resource and to put them to the optimum use. The industrial workers too have to be involved in the process of production and enabled to avail of the benefits allowed to them by law. In the past country's economic growth has been neutralised by population increase and in addition to increased production the other most important factor of development has to be an integrated public health and maternity and child-care programme with due emphasis on population control.

Keeping in view the overall strategy of the problems of poverty and socio-economic development the types of non-formal education programmes which deserve priority may be listed as follows:—

(1) *Programme for 8-15 age group*: This group comprises two further categories: working children and school drop-outs. A very large percentage of children

have to join the work-force either in the organised, or, often in the unorganised sector. This would include the children who have to attend the cattle, who must earn to support their family and girls who have to stay at home to assist the mothers in household chores. The percentage of dropouts has remained around 60% in the last 25 years. The rate of drop outs for girls and persons belonging to the weaker sections of society is much higher. It is futile to expect that these drop-outs can be made to begin their education at class I or to wait to receive education till they become adult. This group, namely 8-15, is potentially of greatest importance because it has the aptitude to learn and it is possible to prevent them from entering the ranks of illiterates. The non-formal programme organised for this group should provide, wherever necessary, for tests which would enable them to enter the stream of formal education.

(2) *Youth in 15-25 age-group*: This is again a most important age group because young people, boys and girls, in this age group begin to make families and start playing responsible role in family's economic pursuits. This group generally has a dynamism and energy which can be channelised for constructive purposes. If there is to be planning for rural leadership, it is this group which shall have to be depended upon. About 52% of the persons in this age group are illiterate and even those who have had some education receive no reading material to continue it. From the point of view of the strategy of socio-economic development this group is of crucial importance.

(3) *Farmers and industrial workers*: This group has a direct relevance with programmes of agricultural and industrial production. It has been estimated that about 75% of the entire male work-force and about 90% of the entire female work-force is illiterate. The effect of this on productivity is obvious. The

programmes organised so far have tended to concentrate on comparatively well-to-do farmers, many of them must have had some kind of literacy. Moreover those programmes tended to ignore the small farmers, marginal farmers, agricultural labourers and industrial workers. It is, therefore, necessary to redesign the strategy of educational programmes for agriculturists and industrial workers.

(4) *Housewives not engaged in out-of-home work*: Considering the influence these women have on the family planning programme the quality and life of the family and the education of children, this again is a very significant group. The Mahila Mandals and other programmes for women, which received considerable attention in the Second Five Year Plan, have languished and most of the programmes of non-formal and adult education for non-student youth and adults have paid scant attention to women. It is essential to focus attention to this group in the new strategy of education.

It is evident that the organisation of a massive programme of non-formal education is not a soft option but is rather a hard and complex one. It is, therefore, necessary to sound a note of caution. The pre-occupation of the Government and those who matter in the society with formal system of education, in particular with the crisis management involved in higher education, may accord to non-formal education the status of a scheme which conforms to the thinking in the world but they may fail to look at it as a major departure in educational policy, aimed at serving the weaker sections of community and making education an integral part of national development. It is, therefore, necessary for all persons working in the field of non-formal education to keep their focus on the essential constituents of the programme and to keep its implementation linked with the primary concerns of the country.

the possibilities of life long education

Asher Deleon

is life-long learning possible?

When we discuss the possibilities for life-long learning, two major questions arise: one, can one learn throughout one's life? and second, do facilities exist for doing so?

The question whether learning can be extended both before and after the privileged school age, has received an unambiguous answer from several theoretical and empirical psychological studies. Early infancy has a very significant value for the mental,

The author is Unesco Adviser, Ministry of Education and Social Welfare, New Delhi.

intellectual and cognitive development of every individual, much greater than previously understood. It is widely recognised that these early years constitute "a stage of psychological development in their own right" and not merely a "waiting period" prior to schooling. In many respects these first years of life are so decisive, that educational policies cannot afford to neglect the child's development during this period. Therefore, life-long learning should start even before formal schooling conventionally begins.

The same is valid for adult learning. Until recently, educators have generally underestimated the adult's capacity to learn. Today's findings and practices, however,

have confirmed endless possibilities for the development and diversification of adult education. Adults are capable of learning continuously, all the more as the surrounding conditions exercise strong pressures on their learning and training needs.⁽¹⁾ In other words, for some adults, education has a "complementary" value while for others it plays a "compensating" role. But what is new is the fact that many adults—having previously achieved various levels of education, training and schooling—are obliged and interested to obtain knowledge, which is neither complementary nor compensatory, but which has an independent, intrinsic value related to new developments and phenomena. This is why the methodology of adult learning needs to be investigated, experimented with, and evaluated systematically, rather than be limited to a pragmatic adaptation of methodology used in teaching children, which is totally unsuited to the psychology of adults and their learning needs.

Although learning can and should occur in a longer life period than it traditionally happens, each period has its distinct psychological characteristics and learning abilities. Therefore, contents and methods of life-long learning have to be diversified and this calls for innovation and imagination both by educational practitioners and researchers.

do facilities exist?

Coming to the question of the facilities for such a life-long education, the possibilities today are manifold. In fact, never in

(1) As early as 1928 the ability of adults to learn effectively was stated with authority: "In general, nobody under forty-five should restrain himself from trying to learn anything because of a belief or a fear that he is too old to be able to learn it. Nor should he use that fear as an excuse for not learning anything which he ought to learn...Adult education suffers no mystical handicap because of the age of the students". (E.L. Thorndike, *Adult Learning*).

the past have such diverse opportunities and avenues been available. Resources for learning have been diversified and new means and tools invented. Intermediate and high-level educational technologies have been developed and communication devices, simple and sophisticated programmed learning models, various self-learning techniques, are increasingly known and utilised. At the same time, several factors in the community and working environments are playing inter-related roles in shaping the aptitudes, intellect and personality of individuals in all age groups—factories and cooperatives, museums and libraries, newspapers and books, playmates and workmates, peers and elders, social and religious groups, voluntary agencies and unions, and various parties and decision-making bodies. Life-long educational theory and practice are built on the utilisation and coordination of all these facilities for learning and social activity.

is life-long education controversial?

It is controversial in the sense that the basic concepts, premises, foundations, assumptions, and goals of life-long education are in contradiction with many features of contemporary societies.

Life-long education is certainly not a mere change in educational policies, strategies and structures. The concept of life-long learning is intrinsic to basic human values and man's new roles and responsibilities in contemporary society. It is impossible to visualise the realisation of life-long learning without going into the roots and the many visions of contemporary humanism, involved in such basic problems as self-liberation, dis-alienation, the ways men choose to transcend their present position of oppression, dependence and fear. Life-long education is a part of the fundamental philosophical, ethical and aesthetic issues of today's humanity. It has to be seen as a component in man's

struggle against blind social and ecological forces, against anti-human conditions of life, against exploitation and misery, against inequality and dominance.

One cannot deny that in all spheres of human activities there was some evolution: in thinking, in problem-solving, in prospects building. But, the recent past and world of today are full of abortions of human aspirations and objectives, perversions of the hard technology and lop-sided technological developments.⁽²⁾ We are very far from the objectives built into the aspirations for life-long education. The world has not yet realised some basic conditions for the fulfilment of the life-long education dream.

Should we, therefore, wait until such conditions have been achieved? This is the fundamental dilemma for all of us involved in making life-long education a reality.

Some favourable conditions already exist in certain societies. In the industrialised countries, with their large formal education system, there is a huge amount of technological potential on the one hand, and a tremendous social pressure for education in various stages of the life-span, on the other. Socialist countries have certain social advantages and needs which make the expansion of life-long learning more real. Many developing countries are in the midst of a process characterised by high social mobility and cultural emancipation, but still inspired by traditional ways of education, that

(2) A British scientist has expressed it in his own colourful way: "He (the man) sees his every dream being thwarted or perverted. He wants socialism, he gets technocracy—he wants equality, he gets hierarchies—he wants control, he gets jargon; he wants community, he gets dormitory suburb; he wants joy in work, he gets buttons to push, he wants shorter hours, he gets unemployment or commuting—he wants fresh air, he gets a smog-mask." (Peter Harper).

strengthen the motivation for life-long learning.

Nevertheless, there are also several obstacles. The hostility between man and his environment, the nature of work relationships, the overwhelming technological pressures, the dominance of technocracy and bureaucracy, the inevitable social injustice in-built into existing school systems—do not pave the way of any society towards a life-long learning system.

Socialist societies and socialistic movements have also a headway to make. Socialism is not a society where education is only made *for* the society—but where education is an essential *part* of the society. Seen from another angle, we can say that socialism is not a society where education is only made *for* the people—but a society where education is organised and managed *by* the people.⁽³⁾

In other words, proper conditions for life-long education *have yet to be created* in many situations. But this does not mean that one should wait till all the societal change has taken place and a favourable setting is fully developed. In fact this may never happen. Educational policies and strategies, educational philosophies and concepts,

(3) It is not without interest to mention, in that respect, the original solution in Yugoslavia, where the so-called "self-managing communities of interest" are built to decide about management, organisation and financing of education. Their aim is to link the interests of those who render specific public services (educators, for example) with those who use these services. "Self-managing communities of interest shall be formed by working people to satisfy their personal and common needs and interests...Workers who realise, on the principles of reciprocity and solidarity, their personal and common interests and needs in education, and educational workers shall form self-managing communities of interest in which they shall freely exchange labour, pool labour and resources, and shall jointly and on equal terms decide on the performance of these activities..." (From the Yugoslav Constitution).

are not necessarily limited to reflect the main features of a society in existence, or to be their passive consequence. Education can and *should play* a positive and even a dynamic role in *shaping the conditions* for human fulfilment and, thus, for a *more human education*. Could we expect the trends toward life-long education to be a contribution in that direction ?

Seen in this light, life-long education becomes more meaningful and far-reaching, while its nature gets a certain flavour of a utopian vision of tomorrow's educational scene.⁽⁴⁾ Although I do not share the fear about entering into an area where tomorrow's vision and today's reality are part of the same realm, no one can deny that we are stepping into a domain where unpredictable forces and factors will condition the realisation or non-realisation of a goal called, "life-long education".

what is its ultimate aim?

Undoubtedly, life-long education has to transform the educational systems and learning practices—but this is certainly not its final goal. The transformation of structures and methods is a means, but the real goal and objectives lie beyond.

Life-long education questions basic premises of traditional educational systems, reverses established procedures, destroys quite a few myths and dogmas deeply rooted in our educational beliefs and practices. But even this is not its ultimate value and its full scope.

Such an educational theory which is still in the process of

⁽⁴⁾ Several authors have commented on this aspect. For a British adult educator, life-long education has a utopian smell, is of an utopian order, life some "ideal and inapplicable concepts which will never become anything more than imaginary, while remaining at the same time, a useful source of imagination". The former French Minister, Mr. M. Pisani is more optimistic: "Life-long education is the utopia of the years 1965-70 in the same way the free and obligatory schooling was the utopia of the years 1880-1885".

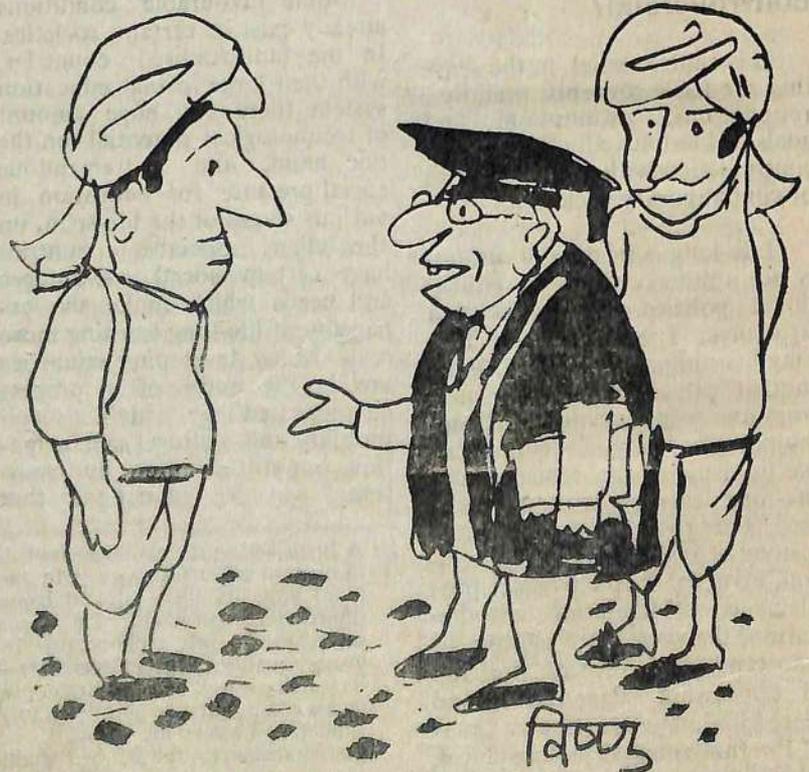
explorations and formulations is basically a *humanistic conception* in the true sense of the word. Education was an instrument—it now becomes an aim and overall goal of life. Education had always some specific end—it now becomes coterminous with the wholeness of life itself. Education was preparation for social and professional status—it now becomes a way to transcend social and cultural limitations. Education was accumulation of knowledge—it should now make a contribution, limited but decisive, to man's liberation from environmental forces and social dependence. Education was prepared and delivered—it now becomes a life-long, organic process of acquiring of knowledge and aptitudes for satisfying basic and distant needs. Education was a way of selection—it now becomes an attempt to help the realisation of the uniqueness of each personality. Education is often a part of the alienating process of man's conditionings—as a life-long pro-

cess it becomes a way to overcome numerous alienations. Education was a process, a system, a modality - it should become a way of life, an anti-system, a sure ally of man's liberation and transcendence.

It is in that sense that life-long education is not only an *educational philosophy*, but a *philosophy of life*. Basically, it is the man and his world becoming more sensitive and more human and thus taking a leap forward to man's eternal quest for meaning and quality of life, for the attainment of a higher and more humane civilization and culture.

It is in the contemplation of such horizons that the International Commission for the Development of Education took a decisive step forward by commending.

'life-long education as the master concept for educational policies in the years to come for both developed and developing countries' ("Learning to be", 1972).



"Why should I continue my education ? I have got my cap and gown haven't I . . . ?"

a study of educational need patterns of adults in the urban, rural and tribal communities of rajasthan

Asha Dixit

Education does not end with schooling but it is a life long process. The adult today has need of an understanding of the rapidly changing world and growing complexities of societies. Even those who have had the most sophisticated education must continue to learn, the alternative is obsolescence.

The rapidity with which problems grow during our times compels every generation to find solutions to them at the time they occur. Finding their solutions cannot be postponed, nor is the earlier education acquired during childhood and adolescence good enough to solve them. The belief that it was enough to educate children to enable them to meet the needs of a life time afterwards to has to go, one has now to accept that the education imparted during childhood or the adolescent period even if the standard of that education is high, cannot be helpful in living efficiently for the rest of the years on this planet. Once we thought

of education as a process designed to prepare youth for life. Now we see it as a natural life process that one never graduates from school but only from various schooling experiences. Education is now enabling man to live at his highest potential power.

In these times of crisis, adult education has a unique opportunity to provide learning experiences addressed to the crucial issues and problems confronting our people. Unless we look upon education as a process of helping people acquire the necessary skills and enabling them to think clearly, critically and imaginatively we shall be facing students of all ages to becoming rote learners, incapable of acting intelligently in a variety of situations. While the vocational and training functions of adult education is both appropriate and necessary, we must offer learning that speaks directly to the human condition and helps students get an insight into and understanding of the conditions and circumstances that directly affect them.

The progress of a nation depends upon the education and well being of the people. A free

nation is, therefore, expected to chalk out and follow a programme or a system of education conclusive to the healthy growth and development of its people. Thousands of men and women in India could not avail themselves of opportunities of education not even of the primary knowledge of the three R's. Keeping these factors in view, the researcher attempted to find out the educational need patterns of the adults in the urban, rural and tribal communities of Rajasthan. The problem of this study was to secure a better understanding of these educational needs by asking the following questions :

1. What are the differential patterns of educational needs of adults by:—
 - a) Sex, b) Age, c) Education, c) Occupation, d) Type of community.
2. What attitudes do adults have towards their needs for continuing education and is there a significant relationship between different age groups ?
3. What kind of continuing educational experiences and expectations do adults possess ?
4. What factors do they perceive as limiting their participation in the educational activities?
5. What are their preferences for educational programme designs and content?
6. What type of continuing education may help compensate for the lag between acquisition of formal education and educational requirement of living in rapidly changing world ?
7. What are the educational opportunities available to adults in these communities?
8. What type of programmes are useful for the education for adults in these areas?

Summary of the Ph.D thesis.

Dr. (Mrs.) Asha Dixit is Programme Organiser, Department of Adult Education (Extension), University of Rajasthan, Jaipur.

scope of the study

1. The study was conducted entirely within the geographical boundaries of Jaipur and Udaipur districts and therefore was limited to these boundaries.
2. The investigator has confined to a study of the educational needs of adults of 36 years and above who were residents of the selected communities of Jaipur and Udaipur districts by a random sampling from the total population of the village and the city.
3. The investigation has been confined to a study of the responses made :—
 - a) to the questionnaire given to urban respondents in the following occupations :—
 - Teachers
 - Nurses
 - Ministerial staff
 - Telephone operators, and
 - Private businessmen in Jaipur city
 - b) To the personal interview with the rural adults in three villages of Sanganer Panchayat Samiti of Jaipur District—Shivsinghpura, Nevata and Mohana and with the tribal adults in the three tribal villages of Girwa and Kherwara Panchayat Samities of Udaipur district and with the randomly selected adult members of these communities.

Conclusions arrived on the basis of this study were limited to the above mentioned communities of Jaipur and Udaipur districts. However, it is hoped that some of the findings and recommendations will be of value to others engaged in a similar task in a larger measure.

The selection of the locale of research and of the sample was guided by the delimitation of the problem.

The proposed study covers:

1. Urban : Jaipur City
2. Rural : Three village each with a population of not less than 1000
3. Tribal : Three tribal villages all in Udaipur District

The number of adults to be included in the study from each of the above categories are :—

1. Urban : 598 adults (male & female) in various occupations; teachers, nurses, ministerial staff, telephone operators and self employed businessmen or business assistants.
2. Rural : 4% of the adult population
3. Tribal : 4% to 10% of the adult population (4% in a small tribal village)

It was felt at the beginning of this study that it would be desirable to secure some information from each community in the population to be studied and this could be done by designing a questionnaire and an interview-schedule.

The questionnaire, included the following general information about the urban respondents :

- 1) Age, 2) Sex, 3) Marital Status, 4) Occupation, 5) Extent of previous education, 6) Training, 7) Nature of job held, 8) Duration of being on the job, 9) Income.

Interview schedule included the following general information about the rural and tribal respondents.

- 1) Age, 2) Marital Status, 3) Occupation, 4) Income, 5) Education

It was supposed that these tools would yield some of the most significant information.

Statistical Tools

For the analysis of the data the following statistical techniques were used :

- Chi square
- Rank order correlation

The chi square measure was utilised to test the hypothesis, with the .05 level chosen as the minimum level of significance.

Rank order correlation was applied in order to find out if there was any relationship between each of the variables and the responses of the subjects.

definition of the terms

Educational need :

The term educational need is defined in this study as a lack or deficiency in the ability or capacity of a person which may be met by means of learning experience in order to achieve a more satisfactory condition of well being.

Urban community :

Urban community means a city or town with a population of half a million and above.

Rural community

Rural community means a group of habitations without a civic body but having the statutory organization namely Panchayat.

Tribal community :

It means villages with 80% or more population of those declared as tribals under the Constitution.

Adult :

The term adult is used in this study to refer to persons of 16 years of age and above.

CONCLUSIONS OF THE STUDY

urban

1. Majority of adults in the urban community expressed their preference for the areas of further education, continuing education vocational education, short courses, courses for competitive examination and other professional courses.

2. The main purpose of further education was promotion.

3. There are certain implications from these findings for educational programme planning for urban community. The adults perceive their educational needs to be secondary to their economic needs, it is therefore recommended that educational programmes must deal with the problems concerning their economic development. Therefore, the adults should be trained for vocational competence and increased economic efficiency.

4. Since this segment of the population is of readers of newspaper and magazines, they can be reached through these media-both for subject matter of promotional nature and for information connected with their activities.

tribal and rural

In the rural community the majority of respondents did not have the opportunity for formal schooling and the main reason for this deprivation was domestic responsibilities and lack of school facility in the village.

Advantage of education as perceived by the adults was rise in status.

Majority of the adults were interested in further education and had a favourable attitude towards vocational training. In fact, their main aim to join classes was to get more knowledge connected with their occupation not three R's only.

5. The needs of different groups have different educational need and within the group itself educational need differ individual to individual. Therefore for programme planning it is necessary to stratify the population on the basis of similar needs. For adults the educational programme cannot be given in the same manner as we give in formal education. The approach for them is an open class. That is each individual has to be started at his/her individual level. Otherwise the interest of many might go down and they may drop out.

6. In the field of adult education particularly (for women) in rural and tribal areas should be through youth clubs, Mahila Mandal, Charcha Mandal and other agencies where literacy and post literacy work can be combined with other important educational programs, craft training and entertainment. The participants of the above mentioned agencies are made to undergo change by learning through seeing/using.

7. The study also reveals that very little has been done by way of extension education to evoke the interest and enthusiasm of rural and tribal communities for literacy and further education. Much more needs to be done by extension worker to mentally prepare the population for availing of the educational facilities that already exist and which could be created further. For example their expectation in terms of immediate financial gains as the price of their joining literacy or vocational classes, clearly showed utter lack of appreciation for education as a major factor both for long term economic gains and as an immediate help in their personal development and social advancement. Literacy classes exist in the sample villages, but very few feel inclined to make use of them. The facility has been provided without creating proper atmosphere of readiness to receive the benefit. It would be more useful if at least 25% of the money and time proposed to be

spent on literacy classes, is spent on doing pre-literacy extension-work to make literacy a felt need of the community.

Since the percentage of literacy in the rural and tribal communities is very low, and of those who are categorized as literate, very few are functionally literate, the population cannot be reached and influenced for educational work through the printed work. Other media need being used, in depth, and continuity over a period of time. Mass group and individual contacts by the extension worker to work up a desire for education are recommended as preliminary activities preceding educational programmes.

There is at present no functionary operating as education extension officer even at the Panchayat Samiti level. These designated as education extension officers are looking after schools only. They are neither trained for extension work nor do they have community education, or social education as part of their job in real terms. The provision of a functionary for extension education, at least at the Panchayat Samiti level, seems to be a very desirable step. The expenditure on this maintenance will have a lot of money going waste by preparing the people to favourably receive the facility of both literacy and further education.

The scope of this study has necessarily been limited only to the central theme. The scope for further study or studies on the various problems and on the implications of the conclusions remains to be vast. Communication training, training model of adult education workers, cultural patterns and adult education, motivation for adult education in different cultural settings, programs planning are some of the important areas of further studies. It is hoped that this brief study will provide some assistance to those interested in more detailed study of the problems, possibilities and priorities of adult education.

some of the characteristics of a 'teacher' as liked by illiterate adult males

Anil Kumar Mathur

introduction

The present study was undertaken with a view to discover some of the characteristics and personality factors of the Teachers engaged in Adult Education programme. It is hoped that the so delineated factors may contribute to a better and effective approach of the adult education teacher to his students. It is well known that teacher who possesses more characteristics which are sought for by his students has comparatively a higher influence and motivating power over his pupil population, and may be more easily accepted by them.

The above aspect is particularly relevant to the Adult

The author is Clinical Psychologist, Psychological Services, Lokmat, Bikaner.

Student population as these student possess a pre-set and preconceived ideas about the Good/Bad, Moral/Immoral, Socially acceptable/Unacceptable, as well as a more or less clear, Self-Image, Life-Goal, etc. They are quite rigid in their values, attitudes, beliefs and notions about right or wrong. Therefore it is very important to carefully select teachers for adult education programmes who may possess certain personality characteristics which are desired by the adult student population.

The adult student population is highly different from those of children who are elastic and easily adopt new situations and to the things given to them by their teachers, whereas the adult students find it difficult to adjust

a new person and to new learning situations which threaten to break his existing system of beliefs and way of life by teaching him literacy. Unless the teachers are acceptable to them, it may not be possible to impart any education to them. With these aspects in view the present study aims to discover some of the desired characteristics for an adult education teacher, so as to make this programme successful.

It may be pointed out that this is only a pilot study with its limitations. It only gives a broad indication of the characteristics required and paves way for a further extension of the same.

method

The subjects for this study were all male, totally illiterate, married and having children. There were 60 subjects in all. They came from low socio-economic strata and were daily wage earners. Age range was from 32 years to 61 years. Of the 60 subjects, 35 were urban and 25 were from nearby villages. The occupation of urban subjects was mainly manual labour, some were Tonga Drivers, Hand-Cart Pullers etc. Subjects from villages were agriculturist. Table-1, shows the sample analysis with regards to Age and Domicile.

Table-1

	Urban	Rural	Total
Age 30 Yr. to 40 Yr.	9	12	21
41 Yr. to 50 Yr.	18	9	27
51 Yr. and above	8	4	12
	35	25	60

Since the subjects for this study were mainly illiterate, only unstructured interview method for collection of data suited it. The subjects were told the purpose of the interview and their doubts cleared. It was found that most of the subjects were

afraid of a follow-up and were apprehensive of their private life being uncovered. They were highly self-conscious and many tried to be non-committal.

Every one of the sample was interviewed individually and separately, by the same interviewer. No prior knowledge or information of such interview was given to them and their attitudes was caught instantly.

It seems that adult learners like a person of their own age or of older age and definitely not of younger age group to teach them. Urbans are somewhat liberal then villagers in this aspect.

Regarding the aspect of age of an adult education teacher 54% wanted them to be above 30 years of age and 46% wanted them to be above 25 years. There was none who expressed a desire for having a teacher of less than 25 years of age. As for the urban subjects, only 13 out of 35 wanted the teachers to be above 25 years, while the

remaining wanted the teachers to be more than 30 years of age. On the other hand, nearly 60% of rural subjects wanted the teachers to be above 25 years and only 40% wanted them to be more than 30, 40 or 50 years. It is interesting to note that while only 11.4% of the urban subjects wanted their teachers to be more than 50 years, 28% of rural subjects wanted the teachers to be more than 50 years. By and large both rural and urban adult students do not seem to want younger people to teach them. They want them to be definitely more than 30 years old.

The data reveals that most of the adults like to be taught by the person of same sex. All are very orthodox in regard to the education of their wives. There does not seem to be much difference between the urban and rural subjects on this factor.

It reveals that most of the subjects like their teacher to be an unknown outsider. While

only 23.3% have preferred a person from the same domicile area, remaining 76.7% wanted them to be outsiders.

It is indeed striking to note that not even one adult student wanted the teacher to be from one of them acquaintances.

miscellaneous factors

In addition to the above mentioned three factors certain other interesting factors also came to light during interviews. A brief account of the same is given below:

These adults showed a liking for a person whose look is 'Teacherly'. They explained that a teacher should be well dressed in urban modern dress, wear a serious elderly look, preferably use spectacles, should have some books in hand, look authoritative and dignified. Teacher is not to be ultra modern and highly talkative. He must be co-operative, adjustive, kind, humourous, sober and must be self controlled. He should be respectful to the elderly students and must keep up confidentially. The adult students also preferred a person from high socio-economic strata as their teacher. They wanted that they should be married and have faith in religious practices.

concluding remarks

Though a pilot study the present investigation has pointed out that there are some factors which may be controlled while selecting teachers for adult education, to make the programme effective. A neglect of these factors might cause failure in the attempts to motivate the illiterates to pursue literacy. It might also be the cause for high degree of absenteeism, drop-outs and apathetic class sitting.

Further detail studies with larger samples might provide more insight into the various characteristic to be looked for in an adult education teacher.

Table-2-1

1. Factor of Sex of the Teacher

Age group of the subjects	Sex from whom subjects would like to be taught				Total
	For Self		For Spouse		
	Male	Female	Male	Female	
30 Yr. to 40 Yr.	18	3	X	21	21
41 Yr. to 50 Yr.	27	X	X	27	27
51 Yr. and above	5	7	X	12	12
Total	50	10	X	60	60
Urban Subjects	28	7	X	35	35
Rural Subjects	22	3	X	25	25

Table-2-2

2. Factors of Prior Acquaintance with Teacher

Age group of the subjects	Teacher should be				Total
	From Friends Circle	Same domicile	Unknown person	Outsider	
30 Yr. to 40 Yr.	X	3	7	11	21
41 Yr. to 50 Yr.	X	5	12	10	27
51 Yr. & above	X	6	6	X	12
Total	X	14	25	21	60
Urban Subjects	X	14	20	1	35
Rural Subjects	X	X	5	20	25

polyvalent education for the tribals?*

Rakesh Hooja**

Dr. Singhi has pointed to the lack of upper primary schools and higher educational institutions in the areas of Rajasthan with a tribal predominance, to the high drop-out rate and to low levels of enrolment in educational institutions, to the lack of understanding about the importance of education amongst tribals, to the undue emphasis on formal syllabi (at the cost of an interest in extra-curricular activities) wherever tribals do avail of existing educational facilities, to the need for more hostels for tribal students, to the need for career-guidance as well as scholarship guidance agencies in tribals areas, to the need for schemes of extra-coaching so as to bring weaker tribals upto the level of other conte-

mporary students, to the need for providing greater motivation, and resources to teachers in these regions as they shall have to put in much more effort than in other areas where a better educational milieu exists, and the like.

Similarly the sub-plan¹ talks of (1) opening 80 new upper primary schools, (2) opening 10 new hostels (3) provision of scholarships to atleast 30% of school going tribals, (4) constructing school building-cum-residential quarters from local material, (5) provision of free transport facilities to school students (6) greater emphasis on teaching through folk-media (7) provision of vocational courses in 25% secondary and higher secondary schools, (8) adjustment of time tables to suit local (tribal) lifestyles as well as to increase the number of shifts run at each school with the existing staff and resources, (9) attaching 'Balvadis' to schools so that school going children can bring younger brothers and sisters to school along with them instead of having to stay home to look after them; (10) providing functional adult literacy courses; (11) providing part-time courses based on local problems for young and old alike; (12) use of mass media to bring about awareness; (13) teaching through dialogues and not through discourses; (14) teaching in the local

language/dialect, such as 'Vagdi'; (15) training tribals to become teachers, etc. For this the sub-plan has advocated the setting up of a special educational agency for tribal education.

While both have talked of non-formal education, the emphasis seems to have been on expanding the existing formal educational system, albeit perhaps with partial modifications, so as to cover more tribals. Considering that the existing educational system has been under fire² for being inadequate, and that even the Planning Commission (in the Fifth Plan) has liked the idea, one wonders why the concept of Polyvalent Educational Centres has not received more attention from either Dr. Singhi, or in the Sub-Plan.

II

It would be appropriate here to digress and explain the concepts of Polyvalent Education³ and Polyvalent Centres. A Polyvalent Centre is one where all the varied educational needs (academic, technical or vocational, cultural, civic, spiritual, psychic, perhaps even political, and the like) of a human being are met, *a different syllabus being framed for each individual*, according to his tastes, needs, aspirations, aptitude and environment. Such flexible educational opportunities, which also look to the development needs of the communities, are made available to all those attached to a Polyvalent Centre *throughout their lives*.

Thus, Polyvalent Education is designed to serve the multifarious educational needs of a person so as to fully develop his personality and ensure better participation on his part in the community. Such education must, perforce, be integrated and interdisciplinary, structured around the convenience, interests, and perceptive understanding, of the people to whom it is being imparted as regards the timing, venues, and types, of formal integrated

*This paper was presented at a seminar on Administration of Tribal Development Programmes organised jointly by the Rajasthan Regional Branch of the Indian Institute of Public Administration and the HCM State Institute of Public Administration, Jaipur on May 30, 31, 1975. It was a response to a background paper "Tribal Education Policy and the sub-Plan for Tribal Area Development" by Dr. N. K. Singhi. It is not the result of a detailed analysis of Tribal problems; but is in the form of loud thinking, open to discussion, based on the authors study and published work on (1) the existing education system, and (2) Polyvalent Education. Dr. Singhi will please forgive the author if his understanding of Dr. Singhi's paper has proved erroneous at some place.

** I.A.S. Probationer, HCM State Institute of Public Administration, Jaipur.

courses, informal get-togethers, and cultural programmes to be organised, and the traditional and modern symbols to be used for imparting such education. Such flexible, and life-long education is to be imparted not by the usual full-time pedagogues but by 'specialists' trained for Polyvalent Education.

Such centres can thus not merely provide students with degrees, or prepare them for careers, but make them fully capable of successfully facing all sorts of future problems in this complex and changing world, lead to their multi-dimensional personality development in such a way as to make them Complete Men, and help to change their life-styles and world views in such a way as to positively transform society.

Where possible and if the government feels so constrained small groups may replace the individual as the basic unit for Polyvalent Education.

III

A Polyvalent Adult Education Centre (Shramik Vidyapith) already exists in Bombay.⁴ Similar *Grameen Vidhyapeeths* are planned, and one could easily be set up in a tribal area. The first requisite would be through study of the environment in which the Centre would be required to function, and the sort of people who have to be educated at such a Centre. Only then will it be possible to identify the sort of Polyvalent programmes, and teachers, needed. Similarly the forms and media of education, and the types of supporting facilities needed as well as the mode of sustaining a life-long involvement of the tribals with the centre shall have to be worked out.

The Centres shall also have to be associated with all the various developmental and other schemes (especially protective and

material-benefit-distribution ones) so that all sorts of guidance can be made available from that Centre. The centre would thus be able to function as a sort of Centre-Place (or Growth Centre) for Integrated Area Development.⁵

Since such Centres are being welcomed in the urban, impersonal conformist (mass) societies⁶ to avoid the atomising of men, and to ensure that each person can develop in his own way and at his own natural speed, this method is likely to prove even more useful in any area where tradition and modernity, specificity and diffuseness, achievement-orientation and ascriptive-dominance tribalism and westernism (with various intervening, and mixed cultures), all co-exist.

It is also likely to prove useful in that the tribals would be able to learn modern ideas in a way made especially explicable for tribals and not in the currently accepted ways that perhaps do not even suit today's Indian town youth, but in reality are structured for the prospective 'brownsahibs' the British influenced metropolitan public school children (and have undergone very little modification).

Polyvalent Education as proposed by me might sound too Utopian. However I have chosen to describe the abstract, and ideal, model. Whether a modified form of Polyvalency would be more appropriate is a matter for more discussion. Further I advocate that even non-Tribals be educated at the Polyvalent Centre so that they learn how to live in better harmony with a tribal environment.

Footnotes

1. *Sub-Plan for Integrated Tribal Area Development* (Fifth Five Year Plan 1974-79), Special Schemes Organisation, Govt. of Rajasthan, Jaipur (Cyclostyaled).

2. For the authors personal views on the objectives of education and shortcomings of the Indian system see

Rakesh Hooja (1) 'Student Unrest and Indian Politics' *Political Science Review*, July-Dec. 1972, (2) 'To Learn or To Riot' *Quest* No. 77, July-August 1972, (3) 'Education and Politics in India' *Indian Journal of Politics* Dec. 1973, (4) 'Students Want Their Share of the Cake' *Hindustan Times Weekly Review* April 26, 1970, (5) 'Students in University Management' *JS* (formerly *Junior Statesman*) Jan. 30, 1971, (6) 'Student Alienation' *Sunday World* (formerly *Hindustan Times Weekly Review*, August 27, 1972, (7) 'On Teachers Indiscipline' *The Radical Humanist* July 1973 (8) 'Is Polyvalent Education The Answer' *The Radical Humanist* August 1974 and (9) Book Review of a College of Profile of in *Quest* No. 82, May-June 1973.

3. For the concept of Polyvalent Education also see (1) *Polyvalent Adult Education Centres* (Report of the Asian Regional Seminar on Polyvalent Education Centres) Ministry of Education and Social Welfare, Govt. of India, New Delhi, (2) Rakesh Hooja 'Polyvalent Education A Revolutionary Developmental Device of the Old System Under New Trappings' *Indian Journal of Adult Education*, March 1974 (3) Asher Deleon 'Polyvalent Education' *Indian Journal of Adult Education*, June 1974, and (4) Rakesh Hooja 'Polyvalent Education,—A Counter Response' *Indian Journal of Adult Education*, July 1974.

4. For details about the Bombay Shramik Vidyapith, whose experience could serve as a partial model for a *Grameen Vidhyapeeth* in Rajasthan tribal belt see 'Polyvalent Adult Education Centre, Bombay' (second Evaluative Study), Directorate of Adult Education, Ministry of Education & Social Welfare, Govt. of India, 1974.

5. For details about the Growth Centre Theory and its importance while discussing Integrated Area Development see (1) Lalit K. Sen et. al *Planning Rural Growth Centres for Integrated Area development*, N.I.C.D. Hyderabad 1971, (2) Lalit K. Sen (ed) *Readings on Micro Level Planning and Rural Growth Centres*, N.I.C.D. Hyderabad 1972, (3) *Journal of the Lal Bahadur Shastri National Academy of Administration* No. 1, Jan-March 1975 (special issue on District Planning) including the article 'District and Regional Planning—Some Aspects with Regard to India by Rakesh Hooja, and (4) *Indian Journal of Public Administration*, July-Sept., 1973 (Special issue on Multi Level Planning) including the articles (a) 'Lessons of Work on Growth Centres for Micro Level Planning' by Sudhir Wanmali, and (b) 'The District as a Planning Unit-Style and Locus' by Rakesh Hooja.

6. These characteristics and the uniformity, or pull towards uniformity in today's society have been described by many starting with William Kornhauser *The Politics of Mass Society*, Glencoe, Illinois, 1959.

international development : a new internationalism

Lewis Perinbam

Peter Drucker, the management sage, has referred to the times in which we live as an "age of discontinuity". Clearly, we are at a watershed in the world's history; when one era is ending and a new one is being born.

In the lifetime of most of us, we have witnessed an extraordinary phenomenon: namely the transformation of the world into a human community. Few important problems can be contained any longer within national boundaries: problems of pollution, inflation and energy, to mention only a few, are all global in their implications. They can only be solved on an international and multi-dimensional basis.

1. Paper presented at the Third Session of the International Council of Adult Education in May 1975 in Ottawa, Canada.

2. Lewis Perinbam is Vice-President, Special Programs Branch, Canadian International Development Agency, Ottawa, Canada.

As a result, people [all over the world are striving to relate to each other, both within their own societies and across national frontiers. A new internationalism is being born. And, for the first time in history, people all over the world are participating in shaping this new internationalism.

This new internationalism is no idealistic vision. It is a growing reality that is finding expression in many practical ways and forms. One recent example of it is the Lome Convention, the Trade and Aid Agreement hammered out after eighteen months of negotiations between 46 developing countries in Africa, the Caribbean and the Pacific (ACP) and the European Economic Community. This agreement could transform relations between the 46 developing and the 9 European nations. It is the first agreement of its kind which gives a large number of

developing countries duty-free access, on a non-reciprocal basis, for virtually all their exports to the markets of nine highly industrialized countries; the first to guarantee them a stable income from a dozen of their principal exports: the first to give the sugar producers among them virtually the same guarantees as those enjoyed by European producers; and the first which provides for the industrialization of the developing countries with the help of both public bodies and private firms.

More recently, the Commonwealth Heads of Government, meeting in Jamaica, created a "group of experts" to draw up a program of practical measures for the establishment of a New International Economic Order, as adopted by the United Nations General Assembly. At the invitation of Prime Minister Trudeau the group of experts is expected to meet in Ottawa, which indicates the importance which Canada attaches to this endeavour.

The Cocoyoc Declaration adopted in Mexico in October, 1974, following a symposium on "Patterns of Resource use, environment and development strategies" represent yet another thrust in the search for a New International Economic Order. It was organized by the UN Environment Program and UNCTAD. The Declaration urges governments and leaders of public opinion and educators to take immediate and positive steps to create a new system in which the world's bounty will be used for the good of all its people and to encourage the new disciplines that will be necessary if this is to be accomplished.

These, therefore, are momentous; when our world is going through yet another and distinctive phase in its history. The challenges we face are probably more formidable than those which any generation has faced in the past, especially since they

reflect a changing balance of power in the world.

One striking challenge is the wish of the developing countries to break out of the "donor/receiver" aid relationship and to establish genuine cooperation with the industrialized countries. They wish to participate increasingly in the formulation of aid and development policies to determine ways in which they wish to receive assistance and to establish programs which will benefit them.

Another example is the call of the developing countries for a restructuring of the international institutions where they are at a disadvantage by unequal voting systems. As a result, many rich countries feel compromised and vulnerable because they do not wish to give up their control and influence in such organizations. But it should be remembered that by a curious paradox, it is the massive majority of the world's people who have often been unrepresented or ignored in international organisations, despite their numbers. They have found themselves to be "unequal partners" on planet earth. We need to remember also that some of the rules of the United Nations which are being challenged today by some Western countries were in fact made by them—albeit at a time when they could control the majority of the votes.

In the Canadian International Development Agency we are trying, in practical and creative ways, to be responsive to the changes in the world scene. The appropriations for CIDA's program of development cooperation have grown steadily in recent years and are expected to reach almost a billion dollars this year. We are moving towards greater concentration of Canadian development assistance to the very low income countries and to priority sectors such as rural development.

Second, while Canada has

concentrated on its bilateral (government to government) programs as the mainstay of its development assistance efforts, we are significantly increasing the aid channelled through multilateral institutions. We recognize that Canadian aid can often achieve more when it is coordinated with the contributions of other countries. We realize also that many countries prefer multilateral assistance which comes without political connotations and strings. This fiscal year Canada's contributions to multilateral institutions are expected to reach \$300 million, an increase of 53% over the previous year.

One of the most innovative and fastest growing parts of CIDA is the Non-Governmental Program. Since it was initiated in 1967/68 its budget has risen from \$5 million to \$32 million this year. This program stimulates, encourages and supports (the efforts of the Canadian people in) international development cooperation through the non-governmental sector. At the same time, it helps to give a human edge to CIDA's endeavours by encouraging programs on a "people to people" basis. An important feature is that it has helped to demonstrate the extraordinary potential of the non-governmental sector in international development. Increasingly, CIDA is collaborating not only with NGOs but also encouraging joint non-government and bilateral ventures to ensure the greatest impact of our efforts in the developing countries.

Its success, and an awareness of its growing potential have prompted us to create an International Non-Governmental Programs Division. Thus we now have the *added* capability to cooperate with international as well as with Canadian NGOs in international development. The main purpose of this new division is to enable us to assist selected, imaginative programs and activities which are more

appropriately implemented under a multilateral framework.

I would not like to let this occasion pass without paying a tribute to the NGOs. CIDA has learned much from them. For instance, long before we started to provide proper preparation and orientation for personnel going overseas, the Canadian University Service Overseas (CUSO) was highly experienced and competent in this area and taught us many lessons. In the execution and management of many NGO programs we have noted an efficiency and economy which we rarely achieve in CIDA, such as in the construction of schools, provision of community health services and in community development.

It is no disservice to CIDA to acknowledge that many NGOs are well ahead of governments in international development co-operation. Indeed we are happy that they are there to pace us and to provide an incentive to our efforts.

One of the distinctive characteristics of the NGOs is their capacity to harness the enthusiasm and capacities of people to practical advantage. NGOs are an example of Emerson's saying "nothing great was even achieved without enthusiasm". Their achievements are usually directly proportional to their enthusiasm—this precious human quality whose absence is often the most obvious evidence of a mindless bureaucracy—be it government or NGO.

I mentioned earlier that CIDA's collaboration with the NGOs has permitted us, in ways which are often not available to governments, to aid development to the poorest and most remote communities. A lesson which we have learned from the experience which this collaboration has brought us is that education is a necessary dimension of all such development programs; one which, alas, is often omitted.

Adult education has always been one of the most vital and creative elements in the non-governmental sector. It has played an important part in international development and in the human transformation that our world is undergoing. We need only look at its accomplishments in the Scandinavian countries and the Netherlands; that is perhaps one explanation why these countries are so progressive in their efforts to promote justice at home and abroad.

It may be presumptuous of me to suggest what its role may be in the future. I venture to do so only because I am among friends whose forbearance has not failed me in the past.

There is a debate going on at the present time over the question whether we should be encouraging the developing countries to extend their formal education systems, or rather be aiding them to develop non-formal or adult education systems. To my mind this is a sterile debate. It is more important, first to recognize that education is a dimension of all development action, and second, to ask whether what is being provided in the way of education is related to social and economic needs.

In Western societies the school teacher has always been a major figure in adult education, whether as teacher or as student, and often as both. In the developing countries he or she can be not only an educator vis-a-vis the whole community, but also an important agent of social and economic change. One of the reasons why he or she is not effectively utilized in this role is the tendency, inherited from the industrialized societies, to divide the professions into sectoral compartments. We see this in the Universities, in government and in the agencies which have been set up internationally to assist development.

In agriculture we see research stations set up with no effective relationship to the development of human resources, and to changes in institutional structures which will be necessary to revamp farming practices. In health we find that the curative facilities which have been set up with development aid often have little effect on the major health problems; and that these could only be solved by preventative educational programs. Most absurd of all, we find education itself treated as a specialized and sectoral activity. International development aid in this field often consists of educationalists talking to educationalists. They are aware that their most urgent task is to link education to the realities of production, employment and social development. But they are confined to a closed system of schools and teacher training colleges. As a result they have neither the competence nor access to the resources for the task.

These inherited problems of professional structure also have the effect of encouraging the stratification of societies which, before the coming of colonial powers, often has no class systems. We find ourselves in a dialogue with bureaucracies, sharing our vested interest in development. Even the best administrations with which we deal have difficulty in breaking out of the bureaucratic and sectoral mould. They share with us a natural tendency to see development in the shape of institutions and projects for which we and they can be given the credit. Very rarely, going in with our grants and loans and innovative technology, do we take any account of the immense investments which even the poorest and most remote community has itself made over a period of generations to bring about its own development. This is all the more strange if we consider the fact that we do not think of our own governments and civil services as the most

competent people to decide how we should run our lives.

Our experience over the past few years has shown that non-governmental organizations, utilizing effective means of adult education as a dimension of development programs, have begun to recognize that they have opportunities which are denied to governments or to the specialized development agencies. Here I should stress that indigenous organizations are in the best position to establish, in the traditions of adult education, a learning as well as a teaching role for themselves. They can work with people within their communities and put their own institutions, skills and resources to work in ways which, since they are their own, are more likely to last and to take root.

Here is an opportunity for the adult education movement to take some new initiatives. This movement has traditionally been a force for change and innovation. Its instincts are basically human and practical. It helped to provide the leadership for most of the developing countries in their struggle for freedom and independence. It has always been at the heart of change, of innovation and of action. I am confident you can meet these challenges.

In conclusion, I suggest that in our changing world adult education is helping to create a new internationalism—a new concept of the brotherhood of man. That is really what The New International Economic Order is about—it is about people, and about fashioning a New World Order—more humane, more equitable and more just than the one we inherited.

Future generations may say of us that we did not succeed in our effort to create a New World: let them never say of us that we lacked the imagination or vision or the courage to try.

open university for adult language teaching

Dr. D. P. Pattanayak

Open University is one of the answers to the failure of the conventional university in providing learning experience to the community outside the narrow university subculture. It is a movement from the closed teaching to an open learning system and from once for all learning to life long education. In many societies, particularly in the developing societies, education is irrelevant to the development strategies, which in turn are irrelevant to the socio-cultural needs of the society. Open University, whether set up outside the infrastructure of conventional universities or created by opening up one or more of the existing universities, is meant to innovate in teaching methods and curriculum design

* The author is Director, Central Institute of Indian Languages, Mysore.

so as to make education learning centred and more relevant to the larger community.

Language is one of the severely neglected areas of education. Linguistic factor, though a major contributing factor to the State of being disadvantaged both in and out of school, seldom received attention of educationists until very recently. The conventional notion of the dominant and the standard being the hallmark of the educated, the language of education became the language of failure and brought disaster to million of children and adult learners all over the world. The serious educational problems due to language based problems of the linguistically different learners who are otherwise not disadvantaged was ignored by the educa-

tion planners at great cost to the system.

Adult education is a major problem in the multilingual societies all over the world. It assumes serious proportions in the populous, poor and polygot countries of Asia, Africa and Latin America which share among them the 800 million adult illiterates of the world. Education in these countries accentuates cleavages between the elite and the masses and thus becomes totally irrelevant to the needs and aspirations of the societies in general. Education being teaching centred, a textbook and a teacher offering a 'banking' system of education, it rarely provides a creative learning experience. Naturally language under these circumstances is taught as a subject, wherein emphasis is given either on the building up of emergency vocabulary and controlled communication through graded and guided structures to meet the immediate day to day needs or at the best on the literary content and history of the language and literature concerned. Language as the vehicle of instruction, the compelling controlling power underlying all human thought and action is yet to be given its due place in education. Education and language both being open ended systems, proper education and proper instruction in language can only be realised through the Open University.

There is more to adult language learning than merely learning a language in the conventional sense. Language learning is not merely learning a set of grammatical rules and controlled vocabulary, nor is it learning graded structures and guided composition. It is not merely learning a device to express emotions and sentiments and to control behaviour. It is all these and yet something more. It involves (a) creating an objective need in the learner for using the language for complex intellectual operations; (b) creating the ability in him to articulate the intellectual process

in the company of his fellow professionals; and (c) creating the ability in him to comprehend the present, interpret the past and project the future through the use of language. Thus the learner must acquire competence to make appropriate responses in the varied social settings he is called upon to participate, fight the poverty of conceptual experience, and test the relevance of the education he may have received through formal institutions. The learner must acquire the ability to question, to interpret, to hypothesise and test his hypothesis. It is in this sense that language learning is a necessary condition of both academic success and success in life.

In a dominant monolingual situation, dialects, styles and registers act as media of limited communication and the standard as the medium of wider communication. In a multilingual situation, languages in addition to the above act both as media of limited and wider communication. Thus the total communication network of any individual has hierarchies of dominance at different levels of communication, whether it is from standard to dialect or one language to another. In the multilingual situation, the communication network is much more complex as different languages identified with different cultural history, tradition, region, ethnicity, etc. introduce an element of tension. Planning for language use in education has not taken into account the subcultural specialities reflected in language use by social groups. Consequently the lack of educational strategy for meeting the various communication needs of an individual and building bridges between dialect/language of limited communication and that of wider communication has in most cases resulted in severe handicap in language development leading to failure in the classroom and cultural retardation outside.

Open University, which by necessity has to address itself to

the section of the community deprived of the opportunity of formal education and offer either base line competencies, mid-career courses or enrichment programmes has to adopt an innovatory approach towards language teaching. Having accepted the centrality of language in learning, it must develop strategies for building up further competence in language use only on the foundation of existing competencies. This poses a challenging task to the language teacher engaged in classroom instruction. To a teacher in a non-formal education system, who is called upon to combine face to face interaction with devices of distance education, this poses further problems and difficulties. With a view to breaking the barriers imposed by subcultural constraints, enabling the learner to

articulate his thoughts and reasonings through verbal devices, and thus release his creative energy, the language teacher engaged in adult language teaching must use all available modern devices. He must exploit the mass media to build up comprehension and create a verbal context of learning, personalised instruction designed for groups of learners to learn at their own speed. The open university cannot afford the luxury of either comprehension without articulation or fluency with incomprehension. Both are barriers to good education. Breaking the language barrier is a pre-requisite to developing an educational strategy which can break the constraints of institutionalised education and cater to the needs of the majority of learners.

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of social transformation. He asked the adult educators to take into consideration persons at the grass-root level in planning their programmes. Adult Educators should realise the realities of the situation and plan their programmes accordingly which should be based on the necessities of life, he added.

Shri Haksar said that agricultural transformation was the need of the hour. The poverty in the country cannot be removed unless the agriculture is modernised alongwith the modernisation of industry, he said.

Dr. M.S. Adiseshiah in his presidential address said that non-formal education was not only to look after the requirements of non-starters and dropouts but also of the farmers, industrial workers and women etc.

The delegates were divided into six groups to discuss the subject of the Conference "Non-formal Education A Remedy and A Restorer". The Group Chairmen were Shri D. Kariappa Gowda, Dr. D. Subba Rao, Shri B. Chatterjee, Shri N.K. Pant, Shri C.R. Bhatt and Smt. C.K. Dandiya. The group rapporteurs were Shri B.R. Vyas, Dr. (Mrs) Asha Dixit, Smt. Bimla Bhatnagar, Shri S.S. Sekhon, Shri S.N. Lal, Shri B.C. Rokadiya and Shri B.B. Mohanty.

The valedictory address of the Conference was delivered by Mrs. Chander Prabha Pateria, Chairman of the State Social Welfare Advisory Board.

225 delegates from 19 States/ Union Territories attended the Conference. Universities of Rajasthan, Delhi, Andhra, Tirupati, Saurashtra, Marathwada, Agricultural, Nagpur, Jabalpur, Aligarh, Jadavpur, Visva Bharati, and Gurunank Dev also deputed the delegates.

Full report of the conference will appear in the next number of this Journal.

Jabalpur conference

The three-day annual conference of the Indian Adult Education Association which concluded in Jabalpur on Oct. 27, 1975 has strongly urged to earmark at least 10 percent of State Education budget for non-formal education. It has also resolved that more universities should be persuaded and encouraged to undertake programmes of non-formal education.

Welcoming the delegates, the Mayor of Jabalpur, Shri G.P. Patel said that adult education

should be considered as an essential part of the all development programmes.

Shri P. C. Sethi, Chief Minister of Madhya Pradesh in his inaugural address said that adult education was a great necessity in this country. All efforts should be made to wipe out illiteracy from India he added.

Delivering the key-note address of the conference, Shri P.N. Haksar, Deputy Chairman, Planning Commission, said that adult education should be instrument

from our correspondents

tolley medal presented

The William Pearson Tolley Medal for Distinguished Leadership in Adult Education was presented recently to Miss Lalage Bown, Professor of Adult Education and Chief Extension Coordinator, Ahmadu Bello University, Zaria, Nigeria, in Syracuse, USA.

The speech of Miss Bown "A Rusty Person is Worse than Rusty Iron—Adult Education and the Development of Africa" is available free of charge from Dr. A.N. Charters, Syracuse University, 220 Huntington Hall, 150 Marshall Street, Syracuse, New York, 13210, USA.

ph.ds in adult education

Mrs. Asha Dixit, Programme Organiser of the Department of Adult Education (Extension), University of Rajasthan has been awarded the Ph. D. degree by the Rajasthan University on her dissertation "A Study of Educational Need-Patterns of Adults in the Urban, Rural and Tribal Communities of Rajasthan".

Shri B.K. Talukdar, Department of Education of the University of Gauhati has been awarded

the Ph. D. Degree by the Gauhati University on his thesis "History of Adult Education in Assam during Pre-Independence Period".

gugnani joins unesco

Shri H.R. Gugnani, Education Officer (Adult Education) in the Ministry of Education and Social Welfare has joined Unesco as adult literacy expert (training and field work) in Afghanistan.

polyvalent adult education centre in delhi

A Polyvalent Adult Education Centre in Delhi has been set-up by the Government of India, Ministry of Education and Social Welfare as a part of the Directorate of Adult Education. The Centre will develop and offer comprehensive continuing education programmes to meet the diverse needs of urban workers in organised and unorganised sectors to upgrade their skills, to broaden their knowledge, and to enrich their lives. While the educational needs of all categories and levels of workers will be the concern of the Centre, emphasis will be given to younger workers at the middle and lower levels.

The programmes of the Centre will be related to :—

- technical, occupational and vocational education
- understanding of and adjustment to working environment
- civic participation and citizenship responsibilities
- health and family life.
- art, cultural and personal enrichment
- safety and social security.

The programme will be organised on part-time basis and will be held at places convenient to the learners and close to their places of work. Teaching will be done by specialists in the respective fields.

For further details, please write to The Director, Polyvalent Adult Education Centre (Directorate of Nonformal (Adult) Education) Government of India, J-17 Hauz Khas Enclave, Sri Aurobindo Marg, New Delhi-110016.

workers education course for working women

The Workers Education Centre, Jaipur conducted a special one-week full time course for working women as a part of celebration of International Women Year from August 4, 1975 in Jaipur. The theme was "Working women and their Problem". 39 Women from banks, corporations, offices, medical and public health department, education department and private industries attended the course.

The course was inaugurated by Smt. Ushi Barkatullah Khan, General Secretary, State Level Celebration Committee, International Women Year, Rajasthan and presided over by Shri N.K. Joshi, Labour Commissioner, Rajasthan.

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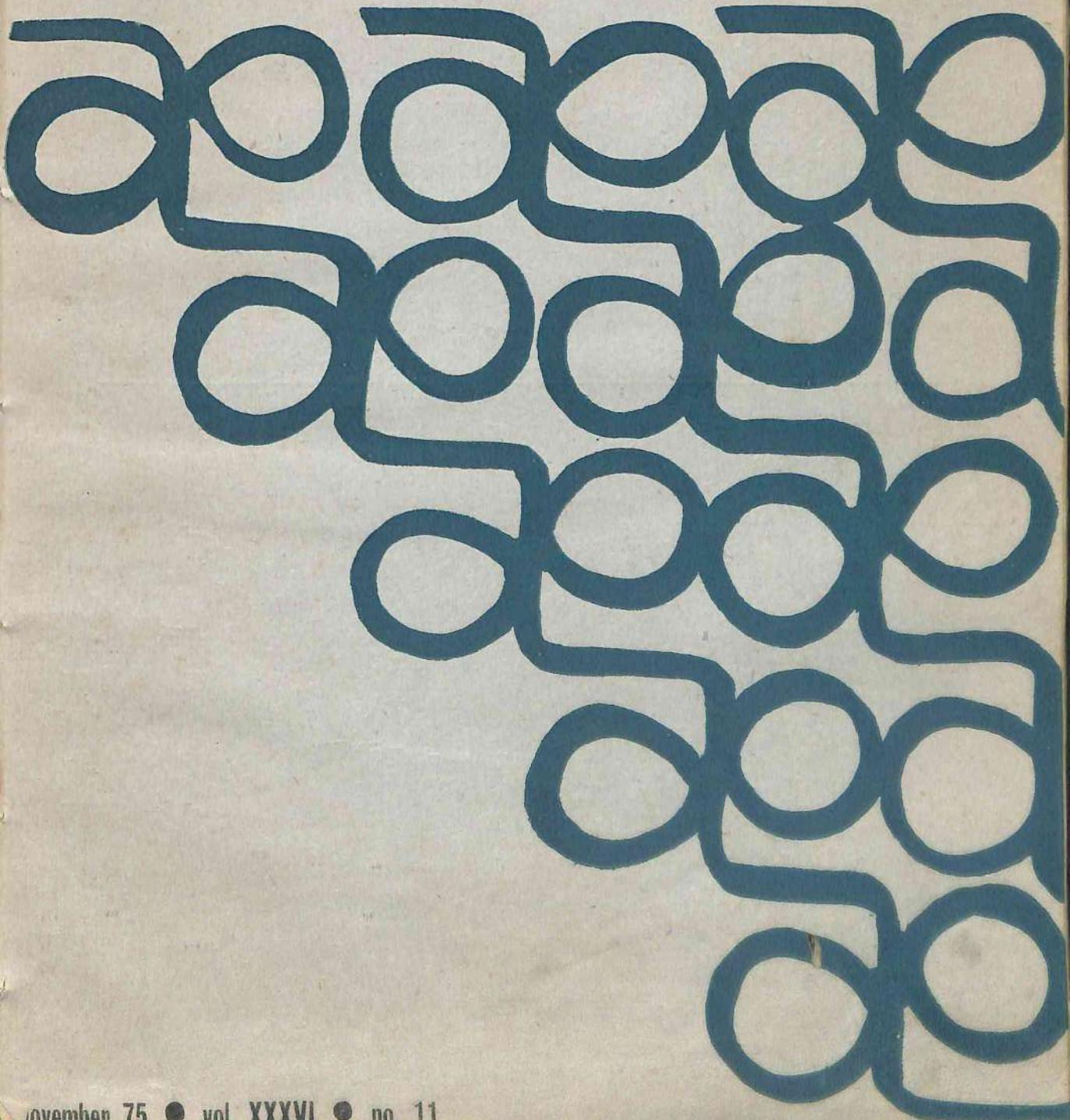
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indian journal of adult education

conference number



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Editor

J. Veeraraghavan

Design

Jaya Wheaton

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on to eternity

This number is devoted to the 28th Conference of the Indian Adult Education Association. Twenty Eight years is a long time in the life of an individual, but in the life of a nation it is but a moment ! What a great moment it has been in the life of our nation, what exciting adventure has it been and will continue to be to have freed ourselves from bondage to an alien rule and the bondage to superstition, ignorance and poverty—which words if not synonymous, have yet a habit of being together !

In its humble way the Indian Adult Education Association has contributed significantly in the fight against ignorance. The Indian Adult Education Association is of course much older than 28 years—in fact it is nearer 38 than 28 ! It was in 1938 the year before the Second World War, as the rumblings of coming events were causing concern and despair that a Provisional Committee was set up under the Chairmanship of Shri Shah Sulaiman for promotion of interest in

the field of Adult Education and to make preparations for a more representative conference. Shri H.B. Richardson was the General Secretary and among the members were Rajkumari Amrit Kaur, Shri N.G. Ranga, Shri J.B. Raju, Shri N.M. Joshi, Shri Ranjit M. Chetsingh and the Princess of Berar. As the first President who assumed office in 1939 we had Dr. R.P. Masani and as Vice Presidents we had that year among others, Dr. Syed Mohmud, and Smt. Vijay Lakshmi Pandit. Since then the Indian Adult Education Association has had the singular good fortune of succession of several dedicated illustrious men and women who had built up the Association and the movement associated with it, brick by brick. Any selective mention of names would be invidious and will not do justice to several, yet one cannot but refer to the able guidance provided by Dr. Amaranatha Jha, Dr. Zakir Husain, Shri K.G. Saiyidain, Shri Shafiq-ur-Rehman Kidwai, Shri V.S.

Mathur, Prof. M. Mujeeb, Smt. Kulsum Sayani, Dr. V.S. Jha, Dr. S.R. Ranganathan, Dr. R.V. Parulekar, Shri R.M. Chetsingh, Dr. Mohan Sinha Mehta, Dr. T.A. Koshy, Shri G. Harisarvottama Rao, and the present General Secretary, Shri S.C. Dutta who first assumed office as Associate Secretary in the year 1948.

There is thus a tradition to be proud of. But a tradition is also an obligation. To keep the torch lit is not enough, tho' necessary. To light many more such torches, to carry on the message and the mission to the corners of this country is the only fitting task that can truly belong to the tradition. Today there is a new awareness and a new life among adult educators. They are to be seen sometimes in the most unlikely places. There are several agencies mobilising the young and not so young in the task of eradicating illiteracy in a *meaningful manner*. The IAEA must provide the leadership and be the forum for the many voices that speak for the illiteracy and semi-literacy. The 28th Conference we hope will provide a new spark. Its large attendance and its deliberations provide strength to this hope. It is said that when the moment and the man meet, the result is achieved. For IAEA this is the moment though the task is one that must go on, endlessly on to eternity.

reports of sub-groups

We have great pleasure in presenting below a summary of proceedings of the Sub-Groups of the 28th All India Adult Education Conference of the Association. These sub-groups reports were considered by the Conference and the resolutions adopted may be seen at page 8.

The all-India conferences of the Indian Adult Education Association are more than conferences. They have usually been an occasion for discussion. An association that has its delegates from practically all parts of the country of continental size will necessarily see a wide spectrum of view points. The 28th All-India Adult Education Conference held in Jabalpur from October 25-27, 1975 was no exception. There were large number of delegates representing different specialities, different interests and varying experiences. What united them was their commitment to advancing the case of adult education.

The theme chosen for discussion in this year's Conference was appropriately entitled "Non-formal Education". The theme in itself is indicative to the fact that not all is well with formal education. It goes further and implies that the remedy cannot be formed with the formal educa-

tion itself.

Concerning the vast scope and many sided ramifications of the theme and the galaxy of talent and experience gathered at Jabalpur. The Conference divided itself into six groups to consider several aspects of the theme. The aspects considered by them were :

1. Non-formal Education for School Drop Outs;
2. Non-formal Education for Youth—Age Group 15-25;
3. Non-formal Education for Women;
4. Non-formal Education for Farmers;
5. Non-formal Education for Industrial Workers;
6. Policy for Non-formal Education and Its Financing.

Each group had a Group Leader and a Rapporteur for guiding and synthesizing the wide ranging discussions.

Group—I *Non-formal Education for School Drop Outs*

Mr. D. Kariappa Gowda, President, Karnatka State Adult Education Council was the Group Leader and Mr. B.R. Vyas, Dy. Director of Education, Delhi was the Rapporteur for this group. Over 30 members took part in the discussion.

The group identified the reasons for school drop outs as :

1. Poverty;
2. Apathy towards education in the family;
3. Distance of the school from the residence of the learner especially in the rural areas;
4. Lack of interest among the teacher due to non-availability of physical facilities and distance to be covered by them;
5. Rigid curriculum not suiting the needs of the learners.

The group felt that before any programme of non-formal education was launched for the school drop outs, the following steps were essential :

1. A survey of the particular area/locality will have to be carried out for assessing the number of drop outs and their socio-economic background and the needs for further education—general or job-oriented.

2. Training personnel needed for the programme will have to be drawn out from the particular area/locality as far as possible. This will bring about a sense of belongingness among the learners and teachers. Orientation for the methods of teaching will have to be provided to the trainers.

3. The timing of the programmes will have to be varied according to the conveniences of the students. The duration will also differ according to the level of understanding of the group. The programmes will have to be flexible.

4. For job oriented programmes maximum use of local resources will have to be made.

The group felt that the school drop outs can be passified under three categories :

- a) Those who want to join the main stream of education under the scheme of multiple point entry system;
- b) Those who want to improve their occupational skills;
- c) Those who are under-employed, unemployed and want to learn certain occupational skill for bettering their economic conditions.

The group made the following recommendations :

1. The basis of primary education should be strengthened by providing adequate physical facilities for the teachers and also by improving service conditions so as to bring about a sense of stability and security in them.

2. Schooling facility should be available within a distance of 2 Kms. from the place of learners' residence especially in the rural areas.

Both these measures will help in reducing the number of drop outs from the school to a very great extent.

3. The curriculum and content to be followed under the programme besides being need based should also be job oriented.

4. The centre of non-formal education so formed should also take into account the availability of local resources for general as well as job oriented education.

5. The reading material to be provided to the teachers under the scheme should be according to the understanding and the interest of the particular age group.

6. The State Governments should be requested to make the multiple point entry system at the school level a regular feature of admission so that the drop outs can join the main stream of education as and when they need it.

7. The Central/State Governments should be requested to give due recognition to the learners coming out of their scheme in government and other services. This is possible only when stress is not given for proper qualification only, but by assessing the suitability of a candidate for a particular job from the point of view of this being functionally being useful.

8. The state and the local government should be requested to provide all facilities for the implementation of the programmes by way of making existing resources available such as building, library and workshop facilities.

9. An agency at the Dist./ Taluk level should be formed for the supervision and evaluation of the programme. So as facilities be made available for the necessary feed back for sustaining the interest of the learners.

Group—II *Non-formal Education for Youth—Age group 15-25*

Dr. D. Subba Rao, Director of Adult and Continuing Education, Andhra University, Waltair was the Group Leader and Dr. (Mrs.) Asha Dixit, Deptt. of Adult Education (Extn.) Rajasthan University, Jaipur was the Rapporteur,

The group emphasised that non-formal education was not just a new term for old Adult Education. Neither it was a secondary education for those children and youth who for various reasons could not get the formal education. The concept of non-formal education did not also mean mere addition of new types of programmes to the conventional programmes. The objective of non-formal education was to provide basic training to help each group to become conscious of their needs and problems and to learn to achieve their own goals and the goals of societies of which they form a part, by acquiring proper knowledge, skill, practice and attitudes. The following groups were identified:

1. Those who never went to school;
2. Those who left too early;
3. Youth in search of employment;
4. Youngmen and women in rural areas ;
5. Youth in tribal areas.

Again youth could be classified : i) illiterates; ii) drop outs; and iii) those who needed continuing education.

The specific objectives for the 3 groups were identified as :

i) Illiterates :

- a) To make the illiterates conscious about the problems and responsibilities.
- b) To provide better learning facilities for them to become literate.
- c) To develop certain skills useful in their vocation.

ii) Dropouts :

- a) To provide facilities for further education for those

who want to continue education.

- b) To develop certain skills for those who want to do a job and provide general knowledge.

iii) Continuing Education :

To provide continuing education facilities of different types through various means.

organisation & agencies

The non-formal education for this age group would be undertaken by different agencies. It need not confine to a single agency. Different agencies can attempt different styles based upon their resources, clients and the area in which they operate.

The three agencies are :

- 1) Government agencies like Department of Education.
- 2) Institutions other than government like Zilla parishads, Panchayats, University departments, and other institutions employing large group of persons in this age group.
- 3) Voluntary agencies doing educational and social work can take up this scheme either of their own accord or with the help of finance provided by Government or local bodies.

curriculum

1) The group felt the curriculum for the first group namely illiterates should consist 4 units : (1) Literacy, (2) Numeracy, (3) Technocracy, and (4) Social problems.

2) (a) The curriculum for the second group should be a modified and condensed course of the existing syllabus for those who want to enter the main stream. They may be prepared to appear

for VIII class or X class or still further depending upon their needs.

(b) For those who want job oriented courses, suitable training may be arranged with the help of local agencies including industry, business, transport and so on.

(c) For those who want to take continuing education courses suitable courses content and syllabus may be prepared based on their needs.

The group suggested that workshops should be held at different levels to prepare detailed curriculum materials including course content, lesson units and other teaching materials.

supervision

The supervision will be undertaken by the agencies engaged in non-formal education. The supervision should not only control but also help the concerned programmes in formulating schemes, teaching materials and so on.

planning

The actual planning of the programme should be based on local needs. They should keep in mind the following criteria :

- 1) What the people want to learn and practice ?
- 2) When they want it ?
- 3) How they want it ?

Duration, time and place should be decided in consultation with people in the local area. There should be flexibility in regard to hours depending on local conditions including seasonal variations.

evaluation

Evaluation of a formal type may be avoided. Evaluation should be as non-formal as the

non-formal system of education. As experience is gained in the field suitable evaluation material and procedures might be developed.

Group—III *Non-formal Education for Women*

Shri B. Chatterjee, Director, National Institute of Public Cooperation and Child Development and Smt. B. Bhatnagar Dy, Director, Directorate of Non-formal Education acted as the Group Leader and Rapporteur respectively.

On the question of non-formal education for women there were many viewpoints. The census of the group was that the objectives of the non-formal education programme should be to prepare women for an informed and intelligent participation in solving general problems of their life and in contributing to the economic and social transformation of the society. The group felt that though the education of women is important for all ages and stages, priority should be given in the age group of 15-25. There was also considerable discussion on the content of non-formal education for women. The group felt that a number of programmes were already going on in this area. There was a need of survey at the state or regional level for all the programmes and services already provided and an attempt should be made to synthesise and coordinate these programmes. The stage in the life cycle of the target population may be kept in mind and the content should be developed around specifically. The main emphasis will have to be on learning three R's., management of value and efficiency in work. It would also be useful to teach one part of the economic value. There should be a core and non-core curriculum. The core curriculum should be based on common social attitude

and skills and non-core or optional programme should include other role related competencies.

The manner of extending the programme to various groups was also discussed. It was suggested that the use of folk medium should be explored. Educational institution like institute of education, agricultural universities, colleges of education etc. should help in the preparation of material in the development of methods. It was pointed that a voluntary organisation should look to assess their own efforts and the methodology. New programmes should be developed and continuous efforts made to offer new ones into various organisations and groups.

Group—IV *Non-formal Education for Farmers*

Shri C.R. Bhatt, Secretary, Gujarat State Social Education Committee was the Group Leader, and Shri S.S. Sekhon, Education Department, Govt. of Punjab and Shri S.N. Lal, Assistant Secretary, UGC acted as Rapporteurs.

The recommendations of the group may be very briefly summarised as :

1. To make education accessible to larger sections of rural community through non-formal means.
2. To relate this education to the environmental social modern citizenship and developmental needs.
3. To make the educational process lead farmers to self-learning, problem solving initiative and participation.

types of programmes

1. Functional literacy programme.

2. Radio, films, television and audio-visual programmes.
3. Short courses such as :
 - (a) Agricultural developmental problems.
 - (b) Utilisation of modern techniques of cultivation, use of fertilizers etc.
 - (c) Modern Indian citizenship.
 - (d) Problems of social integration in the context of the country.
 - (e) Health and hygiene.
 - (f) Scientific development.
4. Training.
5. Holding of seminars and group discussions.
6. Organising farmers festivals, bringing up their local cultural talents.

curricula

The curriculum for the short courses may contain :

- information about Indian heritage ;
- elementary knowledge of main features of our constitution, economic development and instructional situation ;
- fundamental knowledge of elements of national integration, civic rights, responsibilities and community living ;
- basic skills in reading, writing and mathematics, co-related with attitudinal changes and optitudinal promotions ;
- basic knowledge for understanding various social, economic, scientific, technological changes affecting the farmers agricultural basic knowledge of technical agricultural

know-how and improved farm practices ;

- information and knowledge regarding the various facilities available from the departments and agencies such as banks, farmers cooperative credit societies etc. ;
- knowledge of the elementary principles of health, hygiene and sanitation ;
- elementary knowledge of family planning, family life and child care ;
- knowledge about the importance of national festivals and religious festivals with stress on their national interpretations ;
- training in plant protection, use of fertilizers, improved methods of irrigation etc. through brief courses.

organisational set up

1. Coordinating committees for the non-formal education for farmers should be constituted at the state, district, block and village levels consisting of the representatives of the different agencies and institutions running this programme.

2. Chalking out of the programmes, necessary arrangements for running the programmes at the village level inviting educators from institutions and agencies to the actual site of the programme, arrangements of necessary funds, transport and other facility would be done by the Distt. coordinating committees, which may have one among them as chairman and other as the coordinator.

3. The block committees and the village committees may decide about the programmes to be conducted in the respective areas in consultation with the district committee.

4. At the village level, there would be a programme conductor who may be designated as "Gram Sathi". He would be coordinator of the village committee.

learning material

1. Combined primer and reader for learners.
2. Teacher's guide for group leaders and educators.
3. A kit of teaching charts.
4. Other supplementary material according to the interest and needs of different learner's groups.
5. Effective distribution of the material should be ensured.
6. Need of a central reporting agency to coordinate production of the above material.

training of educators

1. Initial training of 10 to 15 days for every instructor/Group Leaders (teachers, student, volunteers, various professionals, social workers etc.).
2. Various training institutes available in the area could be entrusted with the work of conducting the training.

evaluation & assessment

1. Evaluation of the progress of the adults.
2. Evaluation of the success and impact of the programme from the point of view of
 - a) educational achievement,
 - b) literacy achievement,
 - c) efficiency of training programme,
 - d) suitability of literature supplied,

e) strength and weakness of the administrative and organisational arrangements.

financial aspect

1. The "Gram Sathi" should be chosen by the village committee who may be inspired to render his services voluntarily. However, if such a suitable man is not available, he may be paid an honorarium of Rs. 50/- per month.
2. The district, block and the village committees may try to meet the expenditure at their respective levels from their own resources supplemented by the local contributions, grants from different agencies and state committees.

Group—V *Non-Formal Education for Industrial Workers*

Shri N.K. Pant, Associate Director, School of Correspondence Courses, University of Delhi and Shri B.C. Rokadiya Dy. Director, Directorate of Non-Formal Education acted as the Group Leader and Rapporteur respectively for this group.

The group felt that non-formal education should focus on meeting the educational needs of workers—men and women—in organised and non-organised sectors in large and small scale enterprises working on various levels. There will be skilled, semi-skilled, unskilled, literate, semi-literate and illiterate groups.

To start with emphasis have to be on programmes for industrial workers in the urban industrial cities. The programmes will have to be diversified so that it take into account the need of the particular group related to their work, their family life and their participation in socio-economic

and civic affairs of the community.

The group emphasised that non-formal education was the responsibility not only of the educational institution but a co-operative effort of several official, non-official agencies which include trade unions, voluntary agencies engaged in educational and developmental programmes, employers organisations and associations and also of individual employers.

The group noted while the existing programmes illustrates some of the ways and means of meeting the needs and requirement of the workers, there was a vast area still to be covered and the majority of workers need to be brought into the orbit of non-formal education.

The group also took note that there was relatively greater motivation among the workers for learning and there was a wide range of teaching and learning facilities and equipment available in different agencies which could be utilised and harnessed in the development of non-formal education for industrial workers. There could not be a single designed or a pre-determined programme of education for all workers. The multifaceted or polyvalent character of the needs will demand an equally matched programme determined on the basis of the study of learning requirement and should be a joint endeavour of workers, employers and programme organisers.

The group noted that the commitment of the country to the 20-Point Programme envisaged for development and socio-economic transformation necessitated preparation of workers through education for their participation in management of industry and affairs impinging upon their contribution to increasing the productivity and at the same time safeguarding their own well-being.

Group—VI Policy for Non-Formal Education & its Financing

Smt. C.K. Dandiya, Director, Department of Adult Education (Extension), University of Rajasthan, Jaipur and Shri B.B. Mohanty, former Unesco Adviser Cuttack, Orissa acted as the Group Leader and Rapporteur respectively for this group.

The Group to start with, examined the scope of the topic for discussion and agreed to discuss about an overall policy on non-formal education for the country as a whole.

Any policy decision flows from a political commitment. The preamble to the Constitution of India focus the need to secure to all its citizens—equality of status and of opportunity and the Universal Declaration of Human Rights stresses the right of education for one and all.

Against this perspective, the Group felt that although the 20-Point Economic Programme of the Prime Minister now beginning to be vigorously implemented reflect the desirability of organising non-formal education programmes for various groups, this should be brought very clearly into focus so as to justify its role in the economic regeneration of the country.

The following were the recommendations of the Group :

I. Policy

1. The Central Government and the State Governments should make a policy statement on Non-formal Education on the lines of the 1967 policy statement on Education ; such a policy statement should define the concept of non-formal education and areas to be covered under it, earmark all the agencies, both public and private to be concerned about and responsible for it, and make broad indications regarding the availability of finance for its implementation.

2. The National Board of Adult Education, already consti-

tuted by the Govt. of India in the Ministry of Education is now defunct, and during the past few years the entire concept of Adult Education has broadened. The Board should be reconstituted as a larger form giving representation to all possible interests.

3. Appropriate legislative measures should be taken to introduce support and implement all types of Non-formal Education programmes at various levels by several organisations so that apart from enabling the Central and State Governments to issue the above mentioned policy statement on Non-formal, Education the following socially desirable ends are met:

- a) In-service training of workers in factories, establishments, farming, cooperatives, defence establishments, and Railways etc. should be made obligatory for the management and vertical and horizontal mobilities are to be linked with the non-formal educational programmes for workers.
- b) All village Panchayats, Municipalities and city Corporations are to be directed to implement Non-formal Education programmes for various groups such as farmers, artisans, landless labourers, women workers, youth, school and college drop-outs etc. as a priority programme.
- c) There should be an Apprenticeship Scheme for the out-of-school youth, both in the urban and rural areas so that he gains experience in Non-formal education and in turn contributes his share into it.
- d) The school and the cooperative have to render all possible assistance for the successful implementation on Non-formal Education programmes.

4. All the students at the school and university stages should be exposed to Non-formal

Education, both in theory and practice, through development of appropriate curricula.

5. Every school should have a teacher exclusively for Non-formal Education.

II. Financing

1. The Group thought that it is not wise to proceed under the assumption that additional funds are must for Non-formal Education programmes, and proceeded with the premise that possibilities have to be explored for obtaining the necessary finance from the present economy, untaxed areas and the existing budgetary provisions which in many cases provide for enormous allocation of funds.

2. If it was true that 60% of our primary student were drop-out and 20% of teachers, according to the statistics available from one state were surplus than their financial implications were obvious.

3. All cooperatives, large and middle farmers and medium and small scale industries should contribute towards non-formal education through the imposition of a small cess, as has been the case in Tamil Nadu.

4. It has been suggested in the 5th Five Year Plan that 2% of the total budget of any development activity should go to the beneficiaries. Rs. 6000/- crores are being spent annually for public sector industries, and these organisations should set a model and an example before their counterparts in the private sector by contributing appropriate finance for Non-formal Education.

The Journal of the Indian Adult Education Association is extremely grateful to all the participants of the Conference and in particular to the Group Leaders and the Rapporteurs for their valuable guidance and submissions which have enabled us to bring out this synoptic view.

28th all india adult education conference

Jabalpur, Oct. 25-27, 1975

resolutions adopted by the conference

Within the broad ambit of adult education, non-formal education represents sharpening of focus as well as the adoption of a new strategy. It does not seek to replace the formal system of education nor provide an alternative to it. But it certainly can and should play a remedial role in respect of those who have either not had access to the formal system or have had to drop out of it for reasons they could not help.

2. By virtue of its very nature, non-formal education emphasises flexibility, diversity of approach and operations and the needs of the individual and his environment. To look upon it as a second rate pattern of education is to misjudge its true nature. Instead it should be looked upon as a new type of education which compliments and, in its own way, strengthens the formal channels of education. Even more than that, it has the capacity to vitalise the formal system of education in so far as the latter with the passage of time tends to become uncreative, impersonal and not always relevant to the current changing situations.

3. In specific terms, the non-

formal approach can be utilised with particular force in respect of the following ongoing programmes:

- (a) Education of those between 6 and 14.
- (b) Education of those between 15 and 25 with special emphasis on increased productivity through functional literacy in rural as well as urban areas.
- (c) Improvement of skills and productivity of urban workers.
- (d) Education as well more intensive and fruitful participation of women.
- (e) Continuing education at all levels and through all possible agencies including universities.
- (f) Programmes of civic education.

4. While the Union Government has redesignated the Directorate of Adult Education as the Directorate of Non-formal (Adult) Education, a number of other steps are required to be taken by the Government so as to enlarge its area of work and commitment. In this behalf, the

following proposals are made:

- (a) The Board of Adult Education established a few years ago may be re-designated, re-constituted, re-activated and given new powers and responsibilities so as to promote and execute programmes in the field of non-formal education.
- (b) In order to concretise the perspectives to eradicate poverty and attain self-reliance now being finalised in the Fifth Plan, it is imperative to place more emphasis on programmes of non-formal education.
- (c) Towards this end, budgetary allocation both at the Central and State levels requires to be more rationally allocated as between the formal and non-formal education system and the total quantum increased as necessary. To start with, 10 per cent of each state education allocation should be earmarked for non-formal education.
- (d) Since the involvement of voluntary agencies is crucial to the success of these programmes the pattern of assistance to them may be re-examined, made more efficient and their financial base strengthened.
- (e) More universities should be persuaded as well as encouraged to undertake programmes of continuing education. They have expertise as well as the resources which deserve to be utilised better.
5. The national leadership and Government of India are requested to mount, with the cooperation and involvement of (a) Universities, (b) Schools, (c) Voluntary bodies, and (d) other agencies such as organised farms and factories a massive campaign on a national basis for eradicating illiteracy and providing education in the country.

general secretary's report 1974-75

the functions of the Board.

Shri Jagjivan Ram is the President and Shri V. S. Mathur, Vice-President of this Association is the Member Secretary-Treasurer of the Board.

As a result of the efforts made by the Board, an Association of the Rural Poor has been set-up in Ghazipur (U.P.) and has started functioning to provide assistance to the poor.

27 28th all india adult education conference

27 The 28th All India Adult Education Conference was held in Lucknow from November 3 to 6, 1974. The theme of the Conference was "Adult Education in the Service of the Rural Poor".

The Conference was inaugurated by Shri N.D. Tewari, Finance Minister of U.P. He said that in Adult Education Programmes priority should be given to the civic education of masses. He advised the Adult Educators to take notice of the changes taking place in rural areas and prepare literature, audio-visual aids accordingly. Dr. M.S. Mehta in his presidential address said that the education of the mind and the hand could alone bring change in economic, social and political programmes of the country.

Shri V.S. Mathur in his keynote address on Socio-Economic Background to Rural Poverty said that the rural poor could only improve their lot if they organise themselves. They should have independent and free organisation of their own, he added.

The Conference passed a number of resolutions including a comprehensive resolution on the theme of the conference namely "Adult Education in the Service of the Rural Poor".

non-formal education workshops

The Association with the financial assistance from the Ministry of Education & S.W., Govt. of India organised the following three national workshops on Non-formal Education:—

On the occasion of the 28th All India Adult Education Conference of the Indian Adult Education Association, I have great pleasure in welcoming you all this morning and present to you a brief report of what the Association has been doing since we met last year.

board for promotion of organisations of rural poor

In response to the decision of the twenty seventh All India Adult Education Conference held in Lucknow in November 1974 calling upon the Association and its institutional members to initiate, support and cooperate in programmes of education for the rural poor, the Association took steps to associate itself in

the establishment of a Board for promotion of Organisations of Rural Poor which was set up in February 1975.

The Board aims to promote the establishment and growth of organisations of rural and agricultural workers and persons engaged in allied and subsidiary occupations as instruments and/or agencies of betterment and improvement of their lives and working conditions and to provide such organisations necessary know-how, aid and help both financial and technical as also to function as a centre of mobilization of such workers and as clearing house of information required for their efficient functioning. Educational programmes for development was considered essential component of

a) Workshop on Non-formal Education for School Drop outs

The Association in collaboration with the Bombay City Social Education Committee organised a workshop on Non-formal Education for the age group 6-14 from April 19-22, 1975 in Bombay.

The Key-note address of the workshop was delivered by Shri J.P. Naik. Among others it was addressed by Mr. Asher Deleon, Dr. (Mrs) Chitra Naik, Mr. H.D. Gaokar, and Dr. M.S. Adiseshiah. Prof. R.A. Pande, Minister of State for Education and Labour, Govt. of Maharashtra was the Chief Guest at the concluding function of the workshop.

45 delegates participated in the workshop.

b) Workshop on Non-formal Education for the Age-group 15-25 in Mysore.

The Association in collaboration with the Karnataka State Adult Education Council organised a four-day National Workshop for the age 15-25 from June 5, 1975. 20 persons participated in the workshop. It was inaugurated by Shri Mallikarajuna Swamy, Minister for Education in the Karnataka Govt.

The valedictory address of the workshop was delivered by Shri Asher Deleon, Unesco consultant to the Ministry of Education.

c) Training Workshop on Preparation of Problem-oriented Learning Materials.

A week long National Training Workshop on Preparation of Problem-oriented Learning Materials was organised by the Association in collaboration with the Literacy House, Lucknow from Sept. 4 to 9, 1975. 40 Writers and Adult Educators participated in the Workshop. They represented the States of Andhra Pradesh, Delhi, Gujarat, Kerala, Madhya Pradesh, Maha-

ashtra, Karnataka, Rajasthan, Tamil Nadu and U.P.

The workshop promoted among the writers an understanding of problem oriented learning materials and provided opportunity for the preparation of such materials to the participants.

The Reports of these workshops will be published soon.

non-formal education for women

The Association with the financial assistance from the Ministry of Education & S.W. has undertaken a project of Non-formal Education for Women during the International Women's Year.

Under this programme a working group to define the concept, scope and content of the Non-formal Education for Women during the International Women's year has been set up by the Association. The first meeting of the group was held on Feb. 27, 1975 in the office of the Association. Smt. Gyan Chand, Vice-President of the National Federation of Indian Women was in the Chair.

Among others who attended the meeting were Smt. Aroti Dutt President, Saroj Nalini Dutt Memorial Association, Calcutta, Mrs. Padma Seth, All India Women's Conference, Mrs. S. Doraiswamy, Mr. Asher Deleon, Dr. Amrik Singh, Dr. T.A. Koshy and Mr. S. C. Dutta.

seminars on non-formal education for women

a) Eastern Regional Seminar

The Association in collaboration with Saroj Nalini Dutt Memorial Association, Calcutta organised a two-day Seminar on Non-formal Education for Women in Calcutta on Sept. 8 and 9, 1975. 30 representatives from 25 adult education organisations from Assam, Bihar, Manipur and West Bengal participated. The Key-note address was delivered by Dr. S.N. Sen, Vice-Chancellor, Calcutta University, Calcutta.

b) Southern Regional Seminar

The Southern Regional Seminar in collaboration with the Tamil Nadu Board of Continuing Education was held in Madras on September 24 and 25, 1975.

c) Western Regional Seminar

The Western Regional Seminar was organised in Surat in collaboration with the Gujarat State Social Education Committee on Sept. 27 and 28, 1975. 28 representatives from 18 organisations from Gujarat, Maharashtra, Rajasthan attended.

d) Northern Regional Seminar

The Northern Regional Seminar will be held in Delhi.

The Reports of all these Seminars will be published within this financial year.

workshop of project formulation of non-formal education

A workshop of representatives of 12 organisations of neighbouring States on project formulation on Non-formal Education was held in the office of the Association from March 24-26, 1975. It was inaugurated by Dr. M.S. Mehta. He spoke on the concept of Non-formal Education.

Mrs. Bimla Bhatnagar, Dy. Director, Directorate of Adult Education spoke on Methodology of Non-formal Education. Shri N.R. Gupta presided over the session.

Dr. T.A. Koshy spoke on the essential components of programme planning. Shri S.R. Mohsini was in the Chair. Shri Virendra Tripathi spoke on the type of activities of Non-formal Education. Dr. N.A. Ansari presided over the session on Model project formulation of Non-formal Education. The President Dr. M.S. Adiseshiah also addressed the participants on the second day.

On the third day Mr. Asher Deleon of the Ministry of Education addressed the participants on Govt. Schemes of Non-formal

Education. In the last session of the workshop Dr. Prodipto Roy, Council of Social Development spoke on the evaluation and supervision of Non-formal Education Projects. Shri N.K. Pant presided.

membership

During the year 16 Life members, 18 institutional members and 40 individual members joined the Association as a result of the appeals issued by the Association to various organisations and individuals. We are happy to welcome all these new members to our fold and assure them of our cooperation and service. Our efforts to expand relationship with institutions belonging to all allied field are continuing.

The institutions which have joined us during the period under report are :—

1. Adult Education Division, Shri Durga Vidya Niketan, Vijayawada.
2. Prashnottaer Parishramik Sansthan, Basauly, Madhubani. (Bihar)
3. Talim Samaji Markaz, Delhi.
4. Jeevan Sadhana, Baroda.
5. Institute of Correspondence Courses and Continuing Education, University of Mysore, Mysore.
6. Have i Taluka Khadi & Village Industrial Cooperative Society Ltd., Totadayallapur, Dharwar.
7. Vidyarthi Vikas Parishad, Mhow.
8. Mahila Prashikshan Mahavidyalay, Indore.
9. M.P. Adult Education Association, Bhopal.
10. Janpad Vibhag, Udaipur,

11. Community Centre, Udaipur.
12. P.S.G. Arts College, Coimbatore.
13. Tamil Nadu Board of Continuing Education, Madras.
14. U.P. Adult Education Association, Officers Hostel, Lucknow.
15. Sauskrite Sansod, Calcutta.
16. Shyam Sunder Pathagar Nayapali, Balasore, Orissa.
17. Rawatbhata Education Society, Anushakti, Kota.
18. Shri Lok Bharti Institute, Barwai.

The following joined us as Life members during the year :—

Dr. Y.C. Simhadir, Waltair, Shri D.N. Kamath, Shertalli, Kerala, Shri C. Hanume Gowda, Mysore, Shri M. Mari Basappa, Bangalore, Dr. (Mrs.) Amrit Kaur, Patiala, Shri Gokul Prasad, Naubasta, Kakoni, Shri S.N. Raghav, Varanasi, Mrs. Kusum Misra, Lucknow, Mr. D.P. Maheshwari, Lucknow, Shri Sabyasachi Mukherjee, Calcutta, Smt. Arati Srimal, Calcutta, Shri B.B. Mohanty, Cuttack, Miss S.K. Kapoor, Delhi, Dr. C.B. Gupta, New Delhi, Shri L.K. Singhal, New Delhi and Shri J. Veeraraghavan, New Delhi.

correspondence education for farmers

The project on Correspondence Education for Farmers started in 1973 gained further popularity during the current year. The project is meant for neo-literate farmers involved in the Farmers Education and Functional Literacy Project in the State of U.P., Delhi, Bihar, Madhya Pradesh, Haryana, Himachal Pradesh and Rajasthan.

The project involves about

4500 farmers who have completed the functional literacy course for farmers. Fortnightly letters entitled 'Kheti Me Sudhar' are issued which disseminate knowledge and information to neo-literate farmers about the various crops, animal husbandry, dairy farming etc. This also develop among the farmers the skills of reading and writing with a view to enable them to pursue further education through self-study. The Directorate of Adult Education, Ministry of Education & S.W. is subscribing 120 copies each for its 34 districts in Hindi speaking States.

The Association is planning to request State branches of non-Hindi speaking areas to start this project in their respective areas.

nehru literacy award

The Association gives away every year Nehru Literacy Award to an individual or an institution for outstanding contribution to the promotion of Adult Education in the country.

The 1974 Nehru Literacy Award was presented to Shri T.S. Avinashilingam Chettiar by the President of India, Shri F.A. Ahmed on April 15, 1975 in New Delhi.

The 1975 Nehru Literacy Award has been awarded to Dr. Mohan Sinha Mehta, former Vice-Chancellor of Rajasthan University.

zakir husain memorial lecture

The 1974 Zakir Husain Memorial Lecture was delivered by Dr. M.S. Swaminathan, Director-General, ICAR, in New Delhi on August 23, 1975. The subject of the Lecture was "Education for Agricultural Progress".

workers education

The Association with the financial assistance from the Central Board of Workers Education organised nine-one-day schools on various aspects of Workers Education in Delhi.

publications

The Association has published a book entitled "Farmers Training and Functional Literacy" edited by Shri Anil Bordia. The report of the Lucknow Conference on Adult Education for Rural Poor is also being published by the Association.

books on population education

The Association with the financial assistance from the National Institute of Family Planning is publishing two books on Population Education. The first book entitled "Bhir Me Ghere Chere" by Prof. Mahip Singh is in the Press.

translation of books

The Association with the financial assistance from the Ministry of Education & S.W., Govt. of India is bringing out Hindi translation/adaptation of two books :

1. Adult Education for Farmers—J.C. Mathur.
2. Practical Guide to Functional Literacy—Unesco.

clearing house

The Association continued to act as a clearing house of information and experience for workers in the field of adult education. The monthlies "Indian Journal of Adult Education" and "Proudh Shiksha" were published. These journals carry news about the programmes of Adult Education in India, research projects and experimental schemes. The

Ministry of Education & S.W. is providing assistance for the improvement of the Journals.

information service

The Association plays a useful role of providing information about adult education in India and abroad. A number of queries are received from India and abroad, and the Association's reference section supplies such information and is thus able to help many organisations in planning and organising their programmes.

state level associations in m.p. and u.p.

With the efforts of the Association two State level associations in M.P. and U.P. have come into existence to coordinate and promote Adult Education in the States. Efforts to form an Association in Andhra Pradesh is at an advance stage.

Efforts to establish state level associations in Assam, Jammu and Kashmir and Orissa are also being made.

building construction

The construction of an additional storey to the existing building of the Association is near completion. This will cost the Association about two lakh rupees.

The following institutions and persons have sent donations for the building construction in response to the appeal of the General Secretary :

1. Sri Ramakrishna Mission Vidyalaya, Coimbatore, Rs. 1000/-
2. Dr. M.S. Adiseshiah, Madras, Rs. 500/-
3. Dr. T.A. Koshy, New Delhi, Rs. 100/-
4. Shri V.S. Mathur, New Delhi, Rs. 100/-

5. Shri S.N. Mitra, Allahabad, Rs. 100/-
6. Shri S.C. Dutta, New Delhi, Rs. 100/-
7. Nehru High School, Secundrabad, Rs. 43/-
8. Holy Cross Institute, Hazaribagh, Rs. 200/-

I would like to take this opportunity to appeal the institutions and individual members of the Association to donate liberally to the building fund of the Association.

international contacts

The President Dr. M.S. Adiseshiah, presided over the meeting of the International Council for Adult Education held in May 1975 in Toronto. He also participated in the International Symposium for Literacy held in Shiraz, Persepolis, Iran in September, 1975.

Mr. Satyen Maitra, Associate Secretary of the Association visited Kenya in September as a Member of Study Group from India to study the impact of Village Polytechnic Institutes on rural development in Kenya.

thanks

In the end I must express my gratitude to our President Dr. M.S. Adiseshiah for his advice and guidance. Dr. Mohan Sinha Mehta not only took initiative to give a fillup to University adult/continuing education by convening Conference of Vice-Chancellors of Universities of Southern States but continued to give us advice and guidance to expand and strengthen voluntary organisations. To other members of the Executive Committee, I am thankful for the uninstincted cooperation extended to me. Members of the Staff also deserve our thanks for they bore the brunt of the expanded activity of the Association.

non-formal education programmes in haryana

We give below relevant portions of the paper presented by Shri K.L. Zakir, Head of Non-formal and Adult Education, Directorate of Education, Haryana in the Jabalpur Conference. The innovative initiative of the Haryana Government would doubtless be of great interest to all those interested in adult and primary education.

non-formal education programme in the age group 6-11

It was felt that inspite of considerable expansion of education at the Primary level, the number of beneficiaries amongst Harijans and girls remained small specially in the non-municipal areas. It was further observed that large drop outs occur at the age of 9 particularly amongst these groups. It was, therefore, necessary to formulate an educational programme which should be cheaper as compared to the formal system of primary education and should visualize to engage the children of these categories (Harijans and girls) at a place and time convenient to them. The teaching should be non-formal, imparted in small groups and by persons who could inspire confidence in these groups. Yet another fact was kept in view. A child of 11

years has already acquired a large amount of environmental knowledge and is able to absorb formal skills and knowledge at a quicker pace. A drop out who went out of school stream at the age of 9 or a fresher both of about 11-12 years of age can possibly complete the formal fifth primary course in about 6 months to one years time with intensive coaching.

content of knowledge

It was proposed to impart the following knowledge to the children:—

- (i) Skills and knowledge as prescribed for 5th primary class for formal test from 5th to 6th class.
- (ii) Knowledge of personal hygiene.
- (iii) Knowledge of fight style of

conversation and personal bearing for a child of the age 11 plus.

beneficiaries

The beneficiaries of this scheme were to be the girls of all communities and Harijan children of either sex not below 11 years of age and not above 13 years on the date of examination in the rural areas. The child to be benefited under this scheme should not have been a regular student in a Government or a recognised school for two years prior to the examination.

agency

Any person in the village covered under the experimental area who was capable of teaching 5th primary standard but was not a whole time Government servant could be nominated as Agent to impart the requisite knowledge and skill to the beneficiaries. He should be generally Matric or if Middle should have an experience of teaching Primary classes of about five years. The Agent was entitled to a part time remuneration of Rupees Fifty per month and an incentive of Rs. 125/- for every child sent by him for examination and who passed the test to be conducted by the conductor of examination. A bonus of Rs. 15/- per child obtaining 60 per cent marks in aggregate was also to be paid to the agent.

examination

There could be two examinations in a year in the months of June and December to be conducted by the Sub-Divisional Education Officer or any other person nominated by the Director of Public Instruction. This was to be one day examination, partly oral and partly written with minimum 40 per cent marks in aggregate and in the written papers. Weightage for written papers was to be 80 per cent and for oral test 20 per cent.

experimental areas

For this new experimental project the following four Sub-Divisions of the State were selected with a provision of recruiting 30 Agents in these Sub-Divisions:

- (i) Khaithal (Distt. Kurukshetra)
- (ii) Mohindergarh (Distt. Mohindergarh)
- (iii) Naraingarh (Distt. Ambala)
- (iv) Narwana (District Jind)

finances

A provision of about Rs. 2.50 lakhs was made in the State Budget for the implementation of this experimental project.

results

This programme was started in August, 1974 and the examination was conducted in January, 1975. Since the project could be started late, therefore, only one examination was conducted. Out of 104 students enrolled 72 passed. Special certificates to the successful children were issued so that they could join the general stream of school education in the 6th class.

extension of the project during 1975-76

Although the experimental project in the age group of 6-11 was started late the results were encouraging and public response was good. Therefore during the year 1975-76 this project was extended to four new sub-divisions in the start, namely:—

- (i) Ferozepur (Distt. Gurgaon) Jhirka
- (ii) Fatehbad (Distt. Hisar)

(iii) Loharu (Distt. Bhilwani)

(iv) Jhajjar (Distt. Rohtak)

The project was in operation in the areas selected last year. A provision of about Rs. 2.50 lakhs has been made in this year budget for the implementation of this programme. The programme is proposed to be extended to more sub-divisions next year.

non-formal education programme in the age group of 11-14

To provide the facility of Non-Formal Education upto the Middle School level to the Harijan children and girl of all categories another experimental project was formulated which has been put into action from this year. The presumption is that a drop out who went out of the school stream at the age of 11 or fresher both of about 13-14 years of age can possibly complete the formal middle class course in about one year time with some intensive coaching.

content of knowledge

The scheme is proposed to impart the following knowledge to the children:—

- (i) Skills and knowledge as prescribed for 8th class for formal test for promotion from 8th to 9th class.
- (ii) Knowledge of personal hygiene.
- (ii) Knowledge of right style of conversation and personal bearing for a child of the age group 14 plus.

beneficiaries:

The beneficiaries have to be any girl or a Harijan child of either sex not below 14 years

and not above 17 years of age on the date of examination in the non-municipal areas. The child should not have been regular student in a Govt. or a recognised school for two years prior to the examination.

agency

Any person in the village selected for this experimental project who was capable of teaching 8th class standard but who is not a whole time Government servant could be nominated as Agent to impart the requisite knowledge and skill to the beneficiaries. The Agent is entitled to the remuneration of Rs. 150/- for every child sent by him for examination and who passed the test to be conducted by the Conductor of Examination in addition to a part-time remuneration of Rs. 50/- per month. A bonus of Rs. 15/- per child who obtains more than 60% marks in aggregate shall also be paid to the agent.

examination

In the case of this group covered under the Non-formal education programme only one examination in the year will be conducted by the person nominated by the D.P.I. This examination as in the age group 6-11 is proposed to be partly oral and partly written with minimum 40% marks in aggregate and in written papers. Weightage for written papers is proposed to be 80% and for oral test 20%. The written test would be of 1½ hours duration each for Hindi, Mathematics, Social Studies and General Science. Answers would be evaluated and the results would be declared by the conductor on the spot.

experimental areas

For this experimental project, four sub-divisions of the State have been selected with a provision for recruiting Five Agents for the first two sub-divisions

and Four Agents for the remaining two sub-divisions:—

- (i) Kaithal (Distt. Kurukshetra).
- (ii) Mohindergarh (Distt. Mohindergarh).
- (iii) Naraingarh (Distt. Ambala).
- (iv) Narwana (Distt. Jind).

formal education for the illiterate youth of this age-group. The following table is a comparative study of the literacy percentage in the various districts of Haryana. It is on the basis of this study that the districts of Jind and Bhiwani were selected for the implementation of this programme. Jind has the lowest literacy percentage on the whole and Bhiwani has the lowest literacy percentage among women:—

Distt.	1961			1971		
	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7
Hissar	25.4	7.6	17.2	32.1	11.9	22.7
Bhiwani	27.5	5.4	17.2	36.8	10.2	24.4
Gurgaon	28.9	8.2	19.2	38.2	14.1	27.2
Jind	17.7	4.1	11.4	26.6	6.9	17.5
M. Garh.	38.0	6.7	22.8	44.3	12.3	29.0
Ambala	37.5	19.2	29.3	43.5	26.3	35.5
Karnal	28.5	11.8	20.8	36.7	17.1	27.7
Kurukshetra	23.0	8.1	16.2	31.2	14.2	23.4
Rohtak	33.6	9.6	22.3	45.5	17.8	31.5
Sonepat	30.4	8.9	19.8	41.5	15.6	29.5
Haryana State	29.2	9.2	19.9	37.3	14.9	26.9

finances

A provision of about Rs. 1.00 lakh has been made in the State Budget for the implementation of this experimental project. After seeing the results more areas are proposed to be covered under it next year.

non-formal education programme in the age group of 15-25

According to the statement of the Ministry of Education and Social Welfare, Government of India, showing the State-wise distribution of illiterate youth in the age group 15-25, Haryana has a total number of 10,46,400 persons. Out of this 3,88,100 are men and 6,58,300 women.

selection of districts

Out of Ten Districts (now eleven), two districts, Jind and Bhiwani have been selected for launching a programme of non-

selection of villages

The District Education Officers of the two Districts were requested to select one hundred villages in each of the Distt. and also identify the teachers/retired teachers/Ex-servicemen who could take the non-formal education classes to be set up in these villages and also indicate the places where these centres would function. They entrusted this work to the Block Education Officers who are in-charge of primary schools in their respective blocks. General guidelines for the selection of villages and the part time teachers, however, provided to these officers. They consulted the Gram Panchayats and other village leaders and then prepared a list of the villages and the teachers including the retired teachers, women teachers and ex-servicemen and also specified the places for conducting the classes.

training programme for the teachers and the supervisors

Five Training programmes of three-day duration were organised in the Districts of Jind and Bhiwani from 13.9.75 to 29.9.75. In these programmes the teachers/retired teachers/ex-servicemen/women teachers and the Project officers of the Districts in which Farmers Functional Literacy programme is functioning, participated. In addition to this social education workers of Social Education Mobile Squad and also the teachers working on part-time basis in the Adult Education centres were associated. An officer from the Directorate of Adult Education, Government of India, also joined as an expert. In all the training camps a few writers of that area were also invited to understand the concept and the content of knowledge to be imparted to the Adults in the Non-Formal Education centres. Besides this the District Officers and the Officers of various Departments including Agriculture, Health, Animal Husbandry, Small Savings etc. also gave talks on the subject concerning their departments and initiated discussions. It was mostly through discussions that the trainees were given detailed information regarding methodology of teaching, adult psychology, involvement of village community, use of mass-media, and other points in which it was necessary to prepare the trainees before starting their classes. It was very heartening to note that the officers of the various Departments visited these training programmes. The Education Commissioner, State Education Minister were kind enough to inaugurate and preside over the valedictory functions of these camps. They appealed to the teachers to make this programme a success and work whole heartedly for the uplift of the rural masses.

survey

A proforma prepared by the Directorate of Adult Education, New Delhi for the village survey was translated into Hindi and each of the teacher was given this proforma. This survey was to be conducted before the centres started functioning. Stress was particularly laid on the collection of vocabulary an important item on the survey proforma, which has been found helpful in preparing literature for the adults through writers workshops.

cooperation of local community

The trainees were requested to form village level Non-Formal Education committees with the Sarpanch of the village as Chairman and also to include the Mahila Panch and other village leaders in the committee. Members of this Committee should be consulted and their active participation enlisted while locating classes in the villages and also be persuaded to motivate the adults to attend these classes. It has also been planned that at the Distt. level also there should be such a committee with the Deputy Commissioner of the Distt. as the Chairman of this committee. These steps are very necessary in order to improve the quality of the non-formal education programme.

supervision

Two independent officers have been appointed in both the Districts selected for this programme to look after the functioning of the 100 Non-Formal Education centres in the District. These officers would be assisted by full time supervisors or part-time supervisors of the Education Department as provided in the pattern circulated by the Ministry of Education and Social Welfare, Govt. of India, New

Delhi. The District Education Officers of both the Districts will however, be the overall Incharge of this work in their Districts. The Deputy Commissioner of both the Districts have been requested by the Education Commissioner to extend full co-operation for the running of these centres. At the Directorate level a senior officer designated as Head of Non-formal and Adult Education has been put incharge of all the Non-formal education programmes including the Farmers Functional Literacy programme, Social Education Programme and the Adult Education programme in operation in the state. All these programmes come under the Non-formal education scheme of imparting literacy and knowledge to the adults and children at various levels.

writers' workshops

It is proposed to organise a Writers' Workshops to prepare a series of books to be introduced in the curriculum for the groups attending Non-formal education centres.

In the writers workshop, the writers who were associated with the training programmes organised in the two Districts and also these persons who have already produced literature for Adults will be associated. Experts from the Govt. of India would be requested to guide the writers and officers of the concerned Departments would be requested to participate in the initial stages of the workshop. The manuscripts when prepared will be pre-tested before they are printed.

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institutional reports

karnataka state adult education council, mysore

The Council is an institution avowed to the cause of non-formal education in the State with a population nearing three crores. It has played a significant role in the field of educating the masses beyond the limits of formal schools and colleges. Its achievement or contribution to the literacy and cultural advancement of the State is by no means small.

The Council is not built in a day. It has grown up from a microscopic beginning of combined efforts of students and University Professors in Mysore. A series of experimental projects were undertaken and with the experience gained there from the present scheme of adult education—covering from literacy to life-long education—was formulated in the year 1941. The Council has grown as a popular movement and evolved activities of varied kind.

the curse of illiteracy

The problem of illiteracy being one of the natural evils, is growing more and more complex in nature, when huge section of the state population, as many as 28 lakhs between the age range of 15 to 45 years happen to be illiterate. It is at the root of every problem and casts its dark shadow

on all developmental activities. It is high time that eradication of illiteracy should be taken up on war time emergency and closed in as short time as possible. It requires a combined and consolidated efforts from all agencies—official or non-official,—mercenary or voluntary. The Council since its inception, has run 59,193 literacy centres wherein 7,47,127 adults have been taught.

The importance of functional literacy is gaining momentum. A number of courses have been started to train teachers and volunteers in teaching methods and techniques. A text book has been specially designed for the functional education, and it is titled as: "Come, Brother, Read this—Grow More Crops" in the background of agriculture, co-operation and family planning. The Council had ventured to utilise the enthusiasm of the student world in programmes like "Each One-Teach One" and "Make Your Home Literate". Through all these programmes the Council aims at making at least 80,000 adults literate every year.

books and production of literature for neo-literates

"Books mould the personality of men". It is the responsibility of the Council to give right type of books and reading materials in the hands of the people. The Publication Wing of the Council

is equipped with competent staff and machinery and the following publications are undertaken:

- a. Functional Literacy Text Books—Parts I & II
- b. Books in Popular Series.
- c. Books in Library Series, such as epics: Janapriya Ramayana, Bhagavata, Sharana Charitamruta, etc.,
- d. Books in biographical and scientific series.
- e. Books produced in Literary Workshops.

The total number of publications is : 233.

Besides, the periodicals—BELAKU (Weekly) and PUSTAKA PRAPANCHA (Monthly) brought out by the Council, have effectively proved as medium for spreading scientific and modern ideas among the masses. It is proposed to start correspondence courses through BELAKU in Gardening, Poultry, Dairy and Citizenship. A mobile sales unit carrying Council's publications from door to door is also thought of; details of the same are being worked out.

a library for each village

A net-work of rural libraries have been organised all over the State with the target of starting one library in each village. They are set up with the initial grants from Village Panchayats and supported by the Council with matching grants in the following years. There are 2,654 rural libraries, 17 Circle Libraries and 12 Central Libraries with feed-back arrangements. They cater to the needs of the educated classes, school children and neo-literates in rural parts.

community centres

Literacy is not an end in itself,

but a means to an end. Every literacy centre successfully concluded, expands itself into a Community Centre, i.e., from literacy into general education or from a small group to the entire village community. As a part of this activity, series of lectures on different topics are held by competent persons and films exhibited. Demonstration of folk dances and recital of group songs form part of the programmes in which people participate in large numbers. It is a huge programme of non-formal education undertaken by the Council.

mobile film units

The film units of the Council have played an important role in spreading scientific and social knowledge among rural masses. They are sources of recreation too. They are so popular that demand for them is ever increasing. There are nine such units.

vidyapeethas (peoples colleges)

The Vidyapeethas are the permanent centres of information and inspiration to the rural folk. They are residential institutions on the model of our ancient Gurukulas where the teacher and the taught lived together and shared in common 'Jnana Yagna'. The Institution runs two long courses of five months and number of short courses of one-week duration every year. The syllabus roughly covers lectures and discussions on agriculture and gardening, poultry and dairy and handicrafts in the background of cultural and social education, constitution and citizenship. The trainees who have gone out of the institution have been playing an admirable role in the field of co-operation and Panchayat Raj as effective practical leaders. Through 12 Vidyapeethas started by the Council, 7,417 young men and women, both in long and short courses, have been trained. They are the torch-bearers of knowledge and experience and

they have identified themselves with common masses contributing their mite in hastening up the silent and slow revolution in the field of agriculture and rural development.

The Council is bent upon making vidyapeethas more and more job-oriented so as to enable young people to engage themselves in prospective fields of agriculture, gardening, poultry, dairy and modern crafts.

A Vidyapeetha at Kengeri (near Bangalore) has been converted exclusively into a Mahila Vidyapeetha. Short courses in domestic science are offered to young women of 15 to 25 years of age range.

Proposals are also ahead to start one or two vidyapeethas in industrial areas so as to suit the requirements of the labour classes.

revival of folk arts

Attempts have been made by the Council to preserve the rural folk-lore and culture. Every year demonstrations are organised for dances and dramas and prizes awarded to the artists. A number of folk-songs collected from people are being printed and published in BELAKU every week.

panchayat raj training centres

The Council has run till recently two centres for training Panchayat Secretaries, Members and Chairman. The work of the institution was highly commended by the Government as well as the public. The number trained so far is 11,384.

research wing

To evaluate and assess its own work, the Council has set up a Research Wing in the Main Office. Under expert guidance special projects are run and field

verifications are conducted in respect of many teaching instruments and their methods. The text books on functional literacy are being prepared by this unit. Many workshops conducted and abundance of useful literature is produced for neo-literates.

international name and fame

The Council has been an Associated Project of UNESCO. During 1972, the Nehru Literacy Award was conferred on the Council and honourable mention of the International award of Mohamed Reza Pahalvi given in recognition of persistent and assiduous work in the field of non-formal education.

conclusion

Illiteracy is not only a dynamite to democracy but also a danger to human race in general. To eradicate this evil, a time-bound plan is envisaged. For this purpose, the Council has prepared a five-year-plan involving financial implications of 450 lakhs of rupees, which is receiving attention of our benevolent State Government.

In view of changing conditions of time, it has become urgent to reshape the administrative structure so as to make it competent to shoulder new and higher responsibilities. Efforts will have to be made to impress the Governments—State as well as Central—to include non-formal education as an integral part of educational system as a whole and earmark 5% of funds allotted for development works, for education of our masses.

Finally, it has been proposed to reconstitute the Council into a statutory body and bring all voluntary agencies involving in non-formal education, under the umbrella of the new Council.

gujarat vidyapith, ahmedabad

Gujarat Vidyapith aims at an integrated programme of adult education for the rural weaker sections of our society. The programme for the year 1974-75 envisaged not merely as a literacy programme of 3 R's but as an educational effort closely linked up with psycho-socio-cultural development of the under privileged sections of society. This objective set before in the programme was to be realised through a continuous process of intensive and integrated functional adult education with four basic elements of rural life psycho-socio-eco-cultural—as closely interlinked with each other. This integration was to be based not only on the four basic elements of rural life but also on the four important sections of rural society—Women the mother of the race, youth the hope of the generation, the aged the climax of the society and the weakest strata of the society comprising Harijans, Adivasis Landless labour, etc. who are the pivotal of societal energy. It needs not be pointed out that without integration of the above four elements and the involvement of these four sections of rural society adult education could not become functional and broad based.

The Vidyapith therefore considered it essential to formulate and implement the Non-formal adult education programme for the four sections of the Society in particular covering the four aspects of rural life. The responsibility for formulation and implementation of the programme was entrusted to the department of social work which chalked out a concerted programme for the purpose.

The report of the progress of work of Non-formal education undertaken by Vidyapith is as below:

The department of social work carries its programme of activities in four slum areas for

under-graduate students and four rural centres for the post-graduate students. All these centres are within the radius of 7 miles. Students go to these centres according to the schedule of work. In these areas the non-formal education programme is in the centre around which various action programmes are carried on. The details of the main programmes and their progress are as below :

1. programme of family life education for women

The programme covers two types of activities.

1. Education in parenthood, mothercraft and other related aspects of family life with a view to arousing interest of rural women in problems related to parenthood and motherhood with the focus on finding practical solutions to these problems. Though this programme is meant for women but in finding solutions of different problems men are also involved. The functional education under this programme is imparted through Non-formal discussion and practical demonstration.
2. Efforts are made to improve existing skills and developing new skills in economic activity related to various art and craft and other handicrafts with a view to augmenting their family income.

Incidentally, 1975 was observed as an international women's year. For launching women's year programme in India an international conference on Education and Women was held in Vidyapith in the month of January. Several eminent participants from various parts of India and abroad were invited to the conference. Social work students working in slum and rural areas availed of this opportunity and invited some of the conference participants to visit these centres where special programmes for their meeting with the people,

particularly the women, were organised. They discussed their own experiences and ideas on certain problems of the women with the men and women of the communities.

These discussions were specially related to role and status of women in family and the society.

During the year 5 to 7 group discussions or lecture sessions were held at these centres to which some social workers, medical men from medical college and health department personnel were invited to disseminate new and scientific ideas particularly among the rural women. The main focus remained on personal cleanliness, diet, common illness, education of the child in the family, development of healthy habits and environmental sanitation. At two centers sewing and embroidery training classes were arranged. At two others centres Ambar parishramalalyas were organised for ladies.

2. programme of education in citizenship for youth

The basic objective of the programme was to awakening a sense of societal obligations and an awareness of fundamental rights of citizenship in rural youth, so that the energy of the youth could be directed in a constructive way. Through this programme it was expected that it would eradicate their ignorance and develop a sense of responsibility in them so that they would use their democratic rights of citizenship judiciously and discharge their obligations effectively.

For the realisation of this objective, youth clubs were organised in almost all the centres. The youth were helped to frame their own constitutions for their clubs. In this programme an active help was sought from Yuvak Vikas Trust of Ahmedabad. This Trust organises some camps, competitions and group discussions for non-collegiate youth. The youth from different centres were encouraged

to participate in those programmes. Nearly 30 youths from different centres were encouraged to participate in those programmes of the Yuvak Vikas Trust. In day to day programmes some recreational activities were undertaken by these clubs and thereafter they sat invariably for group discussion on current issues and problems of local and national relevance.

These clubs also organised mock Parliaments for role play sessions. These clubs also celebrated national festivals like Gandhi Jayanti, Republic Day and Independence Day. On these occasions meetings of men, women and children were held by the youth themselves and they made short speeches on the significance of these national festivals and talked about the leaders of the independence movement.

3. programme of spiritual education for the aged

This programme has been undertaken with the conviction that the aged have a special role to play in the society as they exercise a social controlling force and restraining moral influence on the younger generation. They discharge this role by virtue of their age which command respect in Indian culture. This value is eroding in the present day society but it is important from the point of view of cultural development and social progress. It needs be saved from erosion. This is possible only when the aged possessed a sense of responsibility and moral strength in themselves. As such basic purpose of this programme was to strengthen and develop this virtue in the aged through spiritual education, discourses and organisation of such other programmes. Another objective of this programme was to provide opportunities to the aged for realising a sense of achievement which they may obtain when they organise these programmes themselves and participate in them.

For the realization of the

above objectives, the persons above the age of sixty were encouraged to sit together in the evening at the common places of the villages or the slum areas to which they belong. There they have prayers, kirtans, pravachans and discussions on matters of their own interest. Usually they are related to Gita, Ramayan and some such other religious scriptures. To this regular gatherings some prominent persons have been invited for religious discourses. On a larger scale, two discourses were held—one on the Vidyapith campus and the other at one of the rural centres of Thaltej by Dongre Maharaj an eminent and very popular katha vachak of Gujarat in collaboration with Sad-Vichar Pariwar Samiti of Ahmedabad. Over one lakh of people participated in these programmes which were held for seven days and three days respectively.

The religious festivals are also celebrated at these centres particularly with the help of the aged. Whenever some problems related to moral lapses arise or there is a problem related to social evils, these persons are involved in finding solutions of such problems.

4. programme of education for under-privileged sections of rural society

The main focus of the entire programme of Gujarat Vidyapith is the service of weaker and under privileged sections of rural and tribal society through education. Over 50 per cent of the students are drawn from these sections of society only. As such this programme has some special significance. This programme is carried out in two ways. One is that the students from these sections come to Vidyapith and compulsorily stay in the hostels for three years. During this period new values are inculcated in them and their adjustment with the students of other sections of society are effected and in turn they carry these values, new ideas and a sense of assimilation with the

normal channel of society to the tribal and other rural areas and disseminate them in the wider tribal and other areas.

The other way of implementing these programmes is through organising activities at the centres under reference. There some literacy classes are held and some filmshows are organised. Vidyapith Tribal Research Institute maintains films on the life of the tribal people. These films are exhibited at the centres. Some film shows are arranged from the department of information bureau and health. In Ambar parishramalay the women belonging to these sections are particularly encouraged to join. Campaigns against drinking, gambling and illiteracy are launched on the occasions of national and religious festivals.

5. programme of education in preventive and social medicine

It is a matter of common knowledge that a large percentage of poor people suffer from various diseases and live in most unsatisfactory health conditions. The real solution to these problems does not lie in extending only the medical facilities to them but also in imparting practical knowledge of preventive and social medicine. With this end in view, a project was undertaken by the department of preventive and social medicine of medical college and civil hospital of Ahmedabad at Thaltej. The doctors on behalf of that project visited the village for three days in a week. Mass health checking was done, medicine prescribed to suffering cases. The programme of education for prevention of the diseases were undertaken. In various activities the students of the department of social work participated as social workers.

At other centres not much work could be done under this programme except organising some film shows.

It was the first year for initiating this type of non-formal education programmes and, as

such, much of the time and labour was spent in the initial steps to contact people and making them aware that such programme were needed. In the effort several difficulties were seen particularly those of resources of man and material. It was realised that those programmes could be run in much better way had there been some special staff for the purpose so that the work could be carried on continuous basis.

bikaner adult education association, bikaner

The fifth five year plan's educational strategy is built on the assumption that formal and non-formal education should be correlated and integrated since in a country like ours with enormous educational needs, formal education through full time institutions can't itself be sufficient for the achievement of major educational objectives.

Accordingly a programme of Non-formal education is formulated. The programme envisages :—

(1) Non-formal and Part-time education to the children in the age group 8-20 years, who had no schooling.

(2) Continuing part-time education to the children in the age group 8-20 who are dropouts at various stages by allowing them multipoint later entries and thus enabling them to complete education upto class VIII.

This programme is devised for those children who completely missed schooling on account of various reasons, like ignorance and poverty of parents and non-availability of schooling facilities etc. Since such children (age group 8-20) must have been employed in some gainful pursuits some where, it would be essential to take into consideration their special characteristics before formulating the course.

The drop out boys and girls of age-group (8-20) are admitted

and the times of centres are so fixed that they may not effect their work.

The objectives of Non-formal Education Project are following :

- (i) To impart basic skills of reading and writing.
- (ii) To impart fundamental skill of arithmetical calculations related to normal daily lives of the educators.
- (iii) To impart knowledge about socio-economic environment that prevails around them and to familiarise them with the democratic processes.
- (iv) To make students aware of the various developmental programmes of the area, stress the need of functional literacy to drive out the maximum benefit out of these programmes.
- (v) To develop positive attitude towards their fellowmen, society and the country.
- (vi) To enable them to participate actively in the local economy.
- (vii) To link the non-formal education with formal education for those who desire to acquire school-certificates for further education.

After a comprehensive survey of the Bikaner district the Non-formal Education Committee of BAEA selected Kolayat and Bikaner tehsils in rural areas and schedule caste and backward caste Mohallas in urban areas for the operation of this project. 30 centres in rural and 20 centres in urban area were started from January '75.

It was felt by BAEA that syllabus of formal school system does not work well with the non-formal system. Association, therefore, decided to impart basic literacy and numeracy at first stage and then functional literacy connected with the vocational

and socio-economic interests of the clientele through BAEA's own primer and other books which are based on needs and interests of the people of the region.

BAEA arranged an orientation programme for the workers involved in the field of non-formal education. Project Officer (non-formal education) and three supervisors of BAEA attended this orientation course. It was felt that non-formal education objectives cannot be attained unless instructors are not properly oriented. Keeping this in view, a training programme for five days was organised at BAEA's headquarters. Mr. D.C. Soni, in his inaugural address on concept of Non-formal education cleared many doubts and objections regarding non-formal education. Some working knowledge of animal husbandry with hygiene, civic discipline and rural sociology and psychology was also provided to the trainees as the farming is the main profession of the people of the single-crop area. Local Animal Husbandry Department, Veterinary College and Education Department extended their fullest cooperation in this training programme.

30 Centres in rural and 20 Centres in urban area are running. Some changes had to be made in the places of rural centres due to some unavoidable conditions such as famine and transfer of teacher etc. No significant change has been made in urban area.

A most significant point to note is the low percentage of drop-outs which is otherwise a serious hindrance to the cause of adult education.

By the end of August, most of the Centres have completed the first primer. The BAEA is now making efforts to prepare a new syllabus for these non-formal centres so that the people who have attained the first stage of literacy may further improve and enhance their ability.

curriculum construction for non-formal education : 1976 programme of the indian adult education association

The 28th Conference of the Association meeting in Jabalpur declared that non-formal education comprises any organised educational or training activity for school dropouts, for illiterate rural and urban adults, for youth, for women or for industrial workers aimed at improving their employment or income earning potential, or giving them general education which in some cases, as desired, may help them re-enter the formal educational streams. The characteristics of this programme is that all of them are learner centred, need based, open ended and flexible in training and methods and composed of an infinite variety of curricula and reading materials.

The task for 1976 before the Institutional members of the Association is to take the next step in the development of this

programme of Non-formal Education, which is to construct the curricula for the various programmes and develop the consequential syllabuses.

1. The construction of curricula for school drop outs in the age group 6-14 may be undertaken by some Institutional Members, involving identifying the learning needs and the optimum in-take of the local group, deciding and elaborating the main subjects of learning, the duration and timing of learning and instructional materials to be produced.

2. Other Institutional members will work on developing the curricula for the 15-25 age group, which will have to start in ascertaining in each particular area the employment prospects and occupations of the youth involved, and building the curricula around that dominant interest and providing in the learning programme for all educational experiences and intake from professional preparation, general education to drama, game and music.

3. Some other Institutional members are invited to intensify their work on the curriculum and the training of workers in developing and using that curriculum for functional literacy programmes—for farmers, artisans and industrial workers.

4. Finally, Institutional members are invited to follow-up the regional seminars held in 1975 in building curricula for the non-formal education activities of women in a packaged manner—the curricula covering employment training, nutrition of the pre-school, school and the pregnant and lactating mother, general health care, cultural activities and education.

Members are invited to send to the Hony. General Secretary an interim report on their curriculum activities for information and review by the Executive Committee and circulation to other members between March-July, 1976, and send in their annual reports to the Secretary by September 30 for presentation to the 29th Annual Conference of the Association.

As part of the programme for 1976, the National programme of the Association for the year will include the following activities:—

1. A national course for training functional literacy workers in curriculum building of farmers—to be organised on behalf of the Indian Adult Education Association by Gujarat State Social Education Committee, April 1976.

2. A national workshop on curriculum construction for the age group 15-25 to be organised on behalf of the Indian Adult Education Association by the Bengal Social Service League, June 1976.

3. A national symposium in curriculum construction of non-formal education for women to be organised on behalf of the Indian Adult Education Association by S.V. University, Tirupati, August 1976.

4. The Education component in agricultural extension service to be organised on behalf of the Indian Adult Education Association by an agricultural University in the North, Sept. 1976.

5. A monthly information service to neo-literate farmers in Hindi speaking States and in one non-Hindi speaking State to be organised by the Secretariat of the Association.

6. A continuing training programme for writers of learning materials arising out of non-formal educa-

tion curricula to be organised on behalf of the Indian Adult Education Association by Literacy House, Lucknow.

7. A curriculum Cell on Non-formal Education to be developed on behalf of the Indian Adult Education Association by one of the universities, preferably in the South which has a Department of Adult Education.

Association members are invited to intensify their activities in the programme curriculum building of Non-formal education and in addition participate as much as possible in the Union and State Government run programmes of the selected districts for non-formal education in the age group 15-25, the farmers functional literacy programmes in over 130 blocks and in Nehru Yuvak Kendras.

building fund

The following institutions and persons have sent contributions for the Building Fund of the Association:—

1. Circle Social Education Officer, Jullundur	Rs.	314.00
2. Dr. M. S. Mehta, Udaipur		40.00
3. Dr. Amrik Singh, New Delhi		100.00
4. Shri D. Kariappa Gowda, Mysore		30.00
5. Shri S. R. Mohsini, New Delhi		50.00
6. Smt. Kulsum Sayani, Bombay		101.00
7. Shri C. C. Sheth, Bombay		100.00
8. Shri Anil Bordia, New Delhi		100.00
9. Shri J. C. Mathur, New Delhi		250.00
10. Shri R. G. Mulgund, New Delhi		101.00
11. Shri J. M. Gadekar, Bombay		51.00

life members

The following have become life members of the Association:—

1. Smt. Jyoti Barakoti, North Lakhimpur, Assam
2. Shri Chaman Lal Chunilal Sheth, Bombay
3. Smt. Sulochana Shantaram Bhat, Bombay
4. Smt. V. Shrivastava, Udaipur

from our correspondents

tirupati

adishesiah elected president of the iuace

At a meeting of the General Body of the Indian University Association for Continuing Education held in Tirupati recently Dr. Malcolm S. Adishesiah, Vice-Chancellor, Madras University was elected President for a term of two years. Shri I.J. Patel, Vice-Chancellor, Gujarat University, Ahmedabad and Dr. (Mrs) Madhuri R. Shah, Vice-Chancellor, S.N.D.T. Women's University, Bombay were elected as Vice-Presidents.

Dr. Amrik Singh and Mr. S.C. Dutta were elected as Secretaries. The following were elected as members of the Executive Committee :-

1. Dr. M.S. Mehta, Seva Mandir, Udaipur.
2. Shri S.V. Chhitibabu, Vice-Chancellor, Madurai University.
3. Prof. R.C. Paul, Vice-Chancellor, Panjab University.
4. Dr. A.N. Bose Vice-Chancellor, Jadavpur University.
5. Dr. A. K. Dhan, Vice-Chancellor, Ranchi University.
6. Prof. J.N. Kapur, IIT, Kanpur.
7. Shri Anil Bordia, Ministry of Education.
8. Shri L.R. Shah, NEHU, Shillong.

The General Body decided that with effect from next year

the annual session of the IUACE would be held one day in advance of the annual meeting of the Association of Indian Universities. At this meeting, in addition to the member Vice-Chancellors, persons incharge of continuing education programmes in their respective universities would also be invited.

The General Body requested the SNDT Women's University, Bombay to organise a Workshop for some of the colleges in that area.

Dr. M.S. Adishesiah pleaded for the development of Adult Education as a separate discipline at the Post-Graduate level. This would train people for the various departments that were being established in the country and would also promote research in Adult Education, he added.

mysore

The Institute of Correspondence Courses and Continuing Education of the University of Mysore has started two Certificate courses on "Yogasanna" and "Indian Philosophy" from November 19, 1975.

The duration of each course is three months. The fee is Rs. 15/- per course. 60% attendance is compulsory. At the end of the courses there will be an oral test and successful candidates will be awarded certificates.

bombay

The Bombay Adult Education Association has started winter term courses from December 8, 1975 to March 31, 1976. These are language courses, terminal courses like commerce, accountancy, homeopathy and special courses like Radio and Television, Computer programming etc.

Further details can be had from the Hony. Secretary, Bombay Adult Education Association, 136 Appolo Street, Fort, Bombay—400,023.

Still available

Adult Education in India : A Book of Readings

Edited by

Anil Bordia, J.R. Kidd and J.A. Draper

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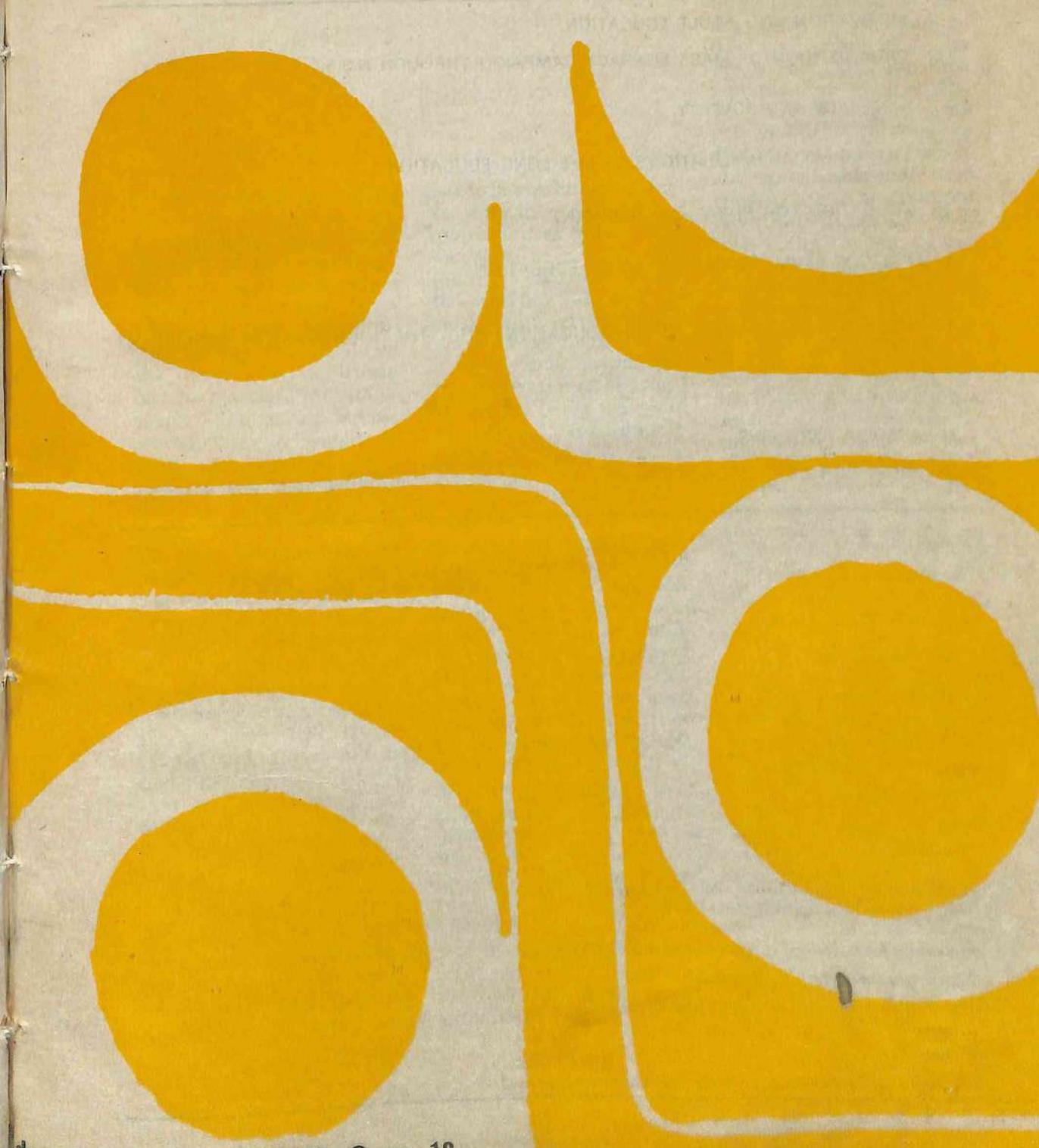
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4. Adult Education for Women, 1973	Rs. 6.00
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9. Adult Education in the Seventies, 1970	Rs. 5.00
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10. Adult Education and National Integration, 1970	Rs. 3.50
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Design

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motivation and adult education

A question frequently asked is: What is the motivation for Adult Education? Many intellectuals and urban citizens often remark that without motivation the adult education programmes will go down the drain. As a truism one may accept the statement. But as an excuse for unaction it would be most unacceptable. It is right to say that without seed, we cannot have the plant. But does one leave the land uncultivated because seed is not available? But what else can be done? What happens in times of seed shortage? Do we not move heaven and earth to procure the seeds? For we know that without seeds, there will be no plants and there will be hunger. The day we know that without literacy, our hunger is worse, that day we will *create* motivation than talk about its absence.

Motivation is not something to be procured, something to be transported and implanted. It is there, within the minds of men, at the root of every soul

that is in any human being. No human organism is known to exist which does not seek to learn. The blind, the deaf, the dumb, the wolf-boy all seek to learn within given limitations. How then do we make the facile assumption that motivation is lacking? Are we not using the word 'Motivation' for opportunity?

The poorest of the poor, immersed in deepest apathy, may be utterly different to the antics of the better off. He has seen many such antics and known them to be futile. He refuses to be tantalised. Hence the apparent indifference. Yet it is no more than apparent. Let there be a meaningful opportunity to better himself. No one can stir himself more energetically than this person whom we pictured as the very embodiment of apathy. Just as it is said that it is not the children who fail, only the teachers, it is not the illiterates who have no motivation, it is the literates who by not providing meaningful op-

portunities drive the illiterate to the state of apathy.

In a land surfeit with educated persons on a scale which few can boast of, how can there be shortage of teaching personnel? Yet this is the case. Learned arguments on whether Rs. 30 per month, or Rs. 50 per month is needed to attract part-time teachers and on whether full time teachers are to be preferred have little meaning. Nor it is of any use to debate the role of youth, of students, of older men, of professionals, of volunteers. There is enough and more to do, for any one who wants to do. Let us look out of any door or window, we find a job waiting for the man. Let each educated person come forth to do his bit. Let him not seek the pittance of thirty or fifty rupees, though money is often needed to meet the expenses. Let the educated think of the job as their personal obligation, may be their first obligation.

This journal does not pay any remuneration to any of the contributors. Yet several have contributed freely of their valuable time. It is possible for this journal to introduce a scale of payments and this might attract those who want to contribute their knowledge only through the sale counter. But we do hope there are many who think otherwise and we are gratified by their response.

organization of mass literacy campaign through n.s.s.*

Chandra Kanta Dandiya**

introduction

As per census data 1971 there is only 29.3% literacy in India with 18.4% amongst women and approximately 41% amongst men. There are besides great disparities in regions and castes. Rural literacy is 23.6% as against urban literacy which comes to 52.5%. Likewise, literacy amongst scheduled caste is very low and amongst rural women and rural scheduled caste women the percentages touch the bottoms of the numerals.

Not that efforts have not been made. Both government and voluntary agencies have been contributing their share to literate people, through formal schooling and non-formal classes for adults as well as youth. Public spending on school education has been increasing over the years, yet the dream of universal provision of education is still beyond the reach of this century, if our population growth and rate of literacy maintain the present ratios. After 28 years of independence and five subsequent plans, we have nearly 38 crore illiterates an increase of almost 10 crores since independence.

To make such a mass of people literate in the stipulated period of time and in response to the democratic right of the people the current strategies demand rethinking and planning. Happily the educational approach in the Fifth Plan has switched on

its axles to untraditional thinking and the thrust on non-formal education is a welcome step. However all efforts towards eradication of illiteracy should not be left to government agencies and the formal structure of education in the Ministries of Education only. Every able bodied group and live organization who has had the privilege of education, should be prepared to share their education with the not so privileged, and particularly at a time in emergency when the country is in the ferment of a new road of production and reconstruction.

In a developing country like ours, universities have to provide the leadership in solving the problems of poor including illiteracy.

University Involvement : That the universities should be involved in solving the problem of illiteracy and adult education is a question beyond doubt. So that it may live up to the levels of expectation as a centre of excellence and leadership, and perform its role in the most effective manner, the universities have to be very clear about (i) their objectives and goals and (ii) the level of their involvement.

For their role performance we have two models (i) of indirect involvement in the problem of eradication of illiteracy. Accordingly the university will function in its traditional role of training, research, planning policies, evaluation, preparation of reading and teaching material and follow up. In this model it will not be directly involved in the mass campaign, except in taking up a

few pilot projects to develop a pragmatic expertise. Only the concerned departments of education and adult education with support from related disciplines will be involved in this program. To make its neighbourhood literate will not be the job of the university. To prepare personnel, develop training programmes, produce reading and teaching material for the use of the mass campaign) to guide research, evaluation and follow up strategies will be the functions of the university. These will be an easily accepted role in its traditional structure. (2) The other model is to be directly involved in the eradication of illiteracy from amongst the masses. This is a most untraditional function. Eye brows may also be raised and questions asked about the appropriations of this involvement. Accordingly, this will be a university wide program, involving students and teachers and all the faculties. It will be the concern of the central and chief authority of the university, shared by all its constituents and sub-systems including the affiliated colleges. In this model the students and teachers will pay their debt directly to society and teach illiterate men, women and children.

an untraditional activity

In its present mood, some universities are inclined to adopt the second model. How far this will succeed in Indian conditions is yet to be experimented. There are both plus and minus points. Assuming that some universities will adopt the second model, this program is conceptualized for experimentation. It may be borne in mind that the expectation are likely to be high. Also that the universities will come out with innovations and new methodology that the functioning will be systematic and technically sound showing new paths to others. Being a new activity our universities have to develop their own expertise and knowledge partly on the first model before they can venture to adopt the 2nd model.

Prior to launching such a pro-

*Revised version of the scheme submitted to the Vice-Chancellor, University of Rajasthan, Jaipur for Mass Literacy Campaign through N.S.S.

** Mrs. Dandiya is Director Incharge, Department of Adult Education (Extension), University of Rajasthan, Jaipur.

gram, favourable conditions have to be created, a cadre of key personnel has to be developed i.e. teachers, trainees, resource persons, group leaders, writers, surveyors and evaluators and others i.e., a well thought team of workers ; a climate of acceptance, a desire to innovate and work, to surrender some freedom for service, mobilise support from within and without, integrate resources and create favourable conditions.

the strategy

Hence the strategy should be to initiate Pilot Projects, making detailed note of the successes and failures, the different components

1. Goals
 - Social
 - Economic
 - Literacy
 - Numeracy
2. Pedagogic
 - Initial survey
 - Reading material
 - Teaching material—charts, flash cards, black-boards etc.
 - Training Program
 - Supervision
 - Teaching program
3. Personnel
 - Adult learners
 - Trained student teachers (ST)
 - Adult Educators for training
 - Supervisors
 - Experts
 - Writers
 - Evaluators
4. Administrative set up & relationships
 - Director
 - Coordinators
 - Supervisors
 - Office staff—Typist, cashier, Clerks etc.
 - Organisation
5. Targets
 - Age group to be covered
6. Physical resources
 - Finances
 - Teaching material—books, pencils, slates etc.
 - Class room space seating, light, water etc.
7. Follow up & Evaluation
 - Wall papers
 - Newspapers
 - Testing, supply of useful reading material

of the program and needs and strategies. On these experience a Mass Literacy Program may be drawn out and expanded so that failures and frustrations are not repeated.

pilot project

The following inputs are required for implementation to be experimented on :

Inputs of the programme

Goals : Goals are indicators and path guides. They determine the direction, speed and techniques. They are concepts on which practise is built. Any practise without goals will be

blind and involve wastage of effort and resources. In an educational program goals help to determine the method and content of teaching. From an identification of the content, follows curriculum development and reading material.

Hence goals must be determined. Adult and non-formal learning adopts an ecological approach. It has to be relevant to the needs and interests of the individual and his community life, and will be differential. At the same time national objectives, priorities and aspirations will play a key role in their identification. In our case the goals will be broadly social and personal, economic and vocational, democratic and political and remedial to be modified according to need. Accordingly the learning objectives have to be identified i.e., those relating to health, personal and environmental sanitation, the democratic process, the vocational activity and numeracy and literacy. Special care should be taken to ensure that the literacy level aimed must be at the retention level. Sponsoring agency will work out the details for its group.

2. *Pedagogic* : Socio-economic and educational surveys of the needs and interests of the target population as well as the number and age group of illiterates have to be conducted for (i) forming homogeneous learner groups and ii) developing reading and teaching material. Surveys have also to identify geographical locations of the target groups. This may be done by the departments of Sociology and Geography.

reading material and curriculum development

Earnest thought has to be given to the preparation of reading and teaching material which requires months of planning if purposeful material is to be

developed. Adult and literacy education is still looked upon as a way side activity which anyone can undertake at any whimsical moment of inspiration. This concept has to be shed off. It is becoming a highly technical affair with years of experience behind at the global level. And nothing does more harm to the project than a casual approach to it.

Contingent to the decision about the target population, the reading material will have to be developed keeping in mind the needs and interests of the group. Linguists, subject matter specialists and adult educator will then team up together to produce, primers, charts, maps, flannel-graphs and manuals for teachers and other aids.

training programme

Training programmes for two categories of personnel have to be developed (i) Programme for NSS volunteers who will be responsible for field work and teaching (2) Programme for Supervisors.

1. *Programme for NSS Volunteers* : The approach to training should be field oriented and practical. Normally a training program is completed in one block of time and then the trainees are left to find for themselves. Such an approach can be successful if the training is intensive and the trainee is being prepared for a full time occupation in that discipline. Neither of these generally hold good for the NSS Volunteers since their primary vocation is other than the literacy work. What they actually need is periodical guidance at the different phases and operations of the programme. Hence the training should be phased in three to four parts supplemented with weekly meetings to orient and assign weekly lesson units so as to ensure effective implementation.

The three phases will be divided as follows :

I Phase — 7 afternoon training

II Phase — 2 afternoon training for feed back and review after one month

III Phase — Evaluation and Follow up after two months

+ weekly meetings with the supervisors.

The curriculum of the training will include magnitude of illiteracy as a correlate, socio-economic underdevelopment, the concept of functional literacy, adult learning needs and psychology, principles of learning, methods of literacy teaching, program promotion and establishing community contacts, identify needs and interests, survey techniques, use of reading-teaching material, need for evaluation and follow up. The supervisors should contribute to the training program as observers for their own orientation and to later guide the operations. This training program should be the responsibility of departments of Adult Education where they are or Department of Education Psychology, and Sociology with the collaboration of experts in the field. Universities which do not have departments of Adult Education may seek the assistance of those which have in their region. Some universities may consider the possibility of forming clusters and developing departments of Adult Education to serve the training and research needs of their group of universities. Without developing a firm nucleus for training solely responsible for this function the training program will not be serious and purposeful and without adequate training the program will be without a soul.

2. *Training of Supervisors* : Two approaches will be adopted to the training of supervisors. Number one as observers in the above training they will have their first confrontation, in theory

and practise, number two they should meet in seminar situations with the experts and discuss issues of relevance for their functioning.

Supervision : It is our experience that in educational planning of untraditional programs inadequate attention is given to supervision which though vital becomes the weakest link of the whole program. Hence in this project effective supervision should be a strong and active component of the operations and a group of five centres should be under the charge of one team of supervisors consisting of a lecturer or Reader, a research scholar and a post-graduate student. They should maintain adequate records of the supervision and solve the problems in weekly meetings by mutual discussions and exchange of experience.

Teaching programme. A new approach to teaching program must be experimented in the Pilot Project.

Each centre of 30 learners will have a team of 15 NSS volunteers attached to it. Each volunteer should be expected to do five hours of teaching a month, without interrupting his/her studies and working for five days a week each month. He/she will work for atleast four weeks spread over four months making a total contribution of 20 hours of teaching. This is not much for one student per year. Classes will be held five times a week Monday to Friday. One team of three students will teach for one week each of one hour per month three periods daily, reading, writing and arithmetic.

The total teaching program will be divided into 16-20 units and every Saturday the Supervisor will meet the outgoing as well as incoming team to coordinate and assign lesson units for the following week. This will ensure continuity of the teaching program and maintain a certain amount of rapport with the learners. Learners resent nothing more than lack of seriousness

or purpose amongst the teachers. If the program gives the impression of being slip shod and non-serious the learner develops an attitude of feeling cheated and subsequent resistance with adverse on the total project. Hence the teaching program should be well-knit, purposeful, definitive and goal oriented. The units may be developed by a team of experts and writers. These may have to be reviewed and rearranged periodically according to the response and reactions of the learners.

If the objective is to literate adults there should be effective and result oriented, planning and management. It is observed that many schemes overlook this concern and fall half way through or do not reach targets. Hence the emphasis is on a frequent guidance and continuous and close watch.

3. *Personnel* involved in the program will be identified groups of learners, NSS volunteers, NSS officers, supervisors, adult educators, subject experts, linguists, writers, evaluators and surveyors together with full time coordinators and office staff.

4. *Administrative set up and relationship* : For effective functioning suitable administrative machinery with well defined functions and relationships has to be evolved. The following pattern is worth a trial :

Steering committee—A high powered Steering Committee with the Vice-Chancellor as Chairman, should be constituted to advise, plan, guide, assist and watch the progress of the project. This should meet at least once a month. A full time person responsible for the coordination may be Secretary of the Committee. Other members of this committee will be concerned Deans, faculty members and representatives of the Syndicate and some community leaders.

Full time coordinators : To

implement the program, a specialist or an experienced person in adult or non-formal education or literacy work or community development or extension education should be made responsible, preferably he/she should be in the reader's grade, but nothing less than a lecturer. The responsibilities of the Coordinator will be to implement and coordinate the various components of the program, ensure the functioning of its committees and other bodies. He/she will also work in association with the various agencies and departments involved in the program.

Supervisors : University teachers should be involved intensively in the program and be team leaders as supervisors whose functions will be :

- (i) to supervise the teaching at the centres
- (ii) to give weekly assignments to the volunteers
- (iii) organize the volunteers into teaching teams
- (iv) discuss problems
- (v) see to the maintenance of records and supply of teaching learning material
- (vi) ensure the effective functions of the centre and take measures to that end.

There will be one team of three supervisors for five centres. In the initial stages they should visit at least one centre in 10 days. The supervisors should be willing faculty members imbued with public spirit. Unwilling and reluctant members will contribute to frustration rather than success of the programmes.

The list of willing faculty members should be developed simultaneously with the Pilot project since a large number of them will be required when the Mass Program is launched

after the experience of the Pilot Project.

Research scholars and post graduate students should also be involved for supervisions as members of the supervision team. This will serve many purposes (1) ensure effective supervision (2) develop a cadre of key personnel for the expansion of the program (3) make the work interesting and generate enthusiasm for it. The team will develop supervision chart as well as weekly lesson unit, coordinate with the full time coordinator, for reference and information. They will be the focal point for the centres. For greater effectiveness, supervision can be a two tier system, particularly for the Mass Program. Four teams of supervisors may be responsible to one Senior supervisor, who would be either a senior lecturer or a Reader, to ensure effective functioning of the supervision system.

As an experiment for the Pilot Project only the two teams may be responsible for one Senior supervisor.

organization

For the mass campaign the whole city may be divided into wards or project units coinciding with municipal delimitations or anyother logical criteria. The survey of these project units should be completed within time schedule. Two project units will be under the charge of one senior supervisor. When in full operation he/she will be responsible for 4 teams of supervisors with 20 teams of NSS volunteers.

For the Pilot Project to begin in 1976, target groups may be identified, the classification criteria to be determined by the authorities either age wise, or vocation wise or on geographical basis.

For the Pilot Project immediate steps to be taken are to identify (1) the learning groups

(2) the NSS volunteers who will teach—willingness, enthusiasm and public spirit should be important criteria for selection (3) Develop a training programme for them and an orientation program for the supervisors (4) Divide the total teaching program into 16-20 weekly units (5) The duration of one project should be preferably between 4-5 months (6) Workout budget and identify other resources (7) Provide for transport or conveyance allowance to volunteer students and other full-time staff (8) Identify learning material or prepare primers.

Office staff : In addition to the Full time Coordinator the following office staff will be required for the Pilot Project (1) Cashier (2) Typist (3) Peon, Stationery and other office supplies have to be provided. Facilities for transporting reading/teaching material to the centres will also have to be provided. For the Mass Campaign the size of the staff will increase proportionally.

NSS Officers : Who will be attached to the various departments and colleges of the University faculty members will be responsible to :

- 1) Identify student volunteers to teach
- 2) Work out the operational details of the training of volunteers with the Adult Education department or concerned faculties
- 3) Be observers in the training
- 4) Act as supervisors for the Pilot Project
- 5) Coordinate the total program in their institution for a Mass Campaign
- 6) Match student group with learning groups, preferably on the principle of neighbourhood, to cut down on transportation costs

- 7) Ensure the supply of materials
- 8) Recruit willing faculty members for the mass program in their institutions.

5. Target Population and priorities : Keeping in mind the resources of the university, its primary functions, time available with students and teachers, the target population should be clearly identified. Priorities may be fixed on the basis of some agreed criteria. It may be geographical factors, economic activity, occupation or social status, aspirations and need.

Normally adult literacy has expressed its concern for the illiterate in the age group 15-45 and hence focusses attention here. In this group also priority is given to the age group 15-25 being the most significant years of a persons life. National priorities, national goals and objectives of democracy, socialism and secularism will also influence the identification of the target population.

6. Finance : Adequate finances will have to be provided for. According to the estimates of the Directorate of Adult Education, Government of India at least Rs. 40/- per head are required to make one person literate. This includes the remuneration. The costs may be lower in this case since teaching will be voluntary. Still the details of cost have to be worked out.

Teaching material like primers, slate, pencils, black boards, charts, flash cards etc, *tat patties*, attendance registers, supervisor diaries etc. will have to be supplied free of costs to the learners at the centre.

Recurring costs will include transport, electricity or kerosene, water etc.

Accommodation: suitable class room space has to be located for each centre. The NSS Volunteers

and the supervisors of NSS offices will locate these. These may be in schools, colleges, community centres, private residences, youth clubs, mohalla clubs etc.

7. Follow up & Evaluation: has to be well integrated into the program so as to ensure the desired level of achievement and avoid relapse into illiteracy. The NSS program officer should make arrangements for the evaluation involving Department of Sociology, Public Administration and Political Science and other social sciences. The writer team should plan for follow up material like wall papers, newspapers and books for neo-literates. NSS volunteers may collect used newsy reading material from the neighbourhood.

8. Institutional support : The project should mobilize support of agencies outside the University like News media, welfare agencies, the Social Welfare Department of the Government and the Medical and Health department: local leaders, and voluntary organizations should be tapped for whatever assistance they can provide. For example it would be pragmatic to open literacy classes for children at the scheduled Nutrition centres of the Social Welfare department and get folic Acid, vitamin and prophylactic medicine from the Health department.

Planning for mass programme: On the basis of the Pilot Project a mass program may be blown up. Imaginative, realistic planning and adequate preparations are the key to success of any program. Any slipshod runaway approach is likely to end in failures and frustration.

Teachers and students involved in the program should be given adequate incentives to sustain their interest in the program. The incentives may be as far as possible non-material like credits, preference in employment, promotion and other awards.

illiteracy and poverty

G. Ramchandran

May I begin by saying how grateful I am to Dr. Malcolm Adiseshiah for inviting me to come here today and to deliver the Zakir Husain Memorial Lecture. He was kind and considerate enough even to change the original date and venue of this lecture for my sake and but for his affectionate insistence it would not have been possible for me to be present with you on this occasion. And then, as I stand before you today, a flood of memories comes to me of the late Dr. Zakir Husain in whose name this annual lecture has been instituted. I was associated with him in the earlier years of the Jamia Millia Islamia, the University, which he founded and at which I worked under him as a Professor. This was away back in 1926. Later when under the inspiration of Mahatma Gandhi, the Hindustani Talimi Sangh was established to

promote Basic Education, Dr. Zakir Husain was the Chairman of the Sangh and I had the privilege of being one of the Secretaries under him. Later still, he became the Vice-President of India and, therefore, the Chairman of the Rajya Sabha when I was lucky to be a member of that Upper House. For some years, I looked at him daily sitting in the chair with that high dignity, erudition and grace for which he had become justly famous. We used to have a private joke amongst ourselves in the Rajya Sabha that the longevity of its Chairmen would always come in for a drastic reduction! It was such a difficult place to occupy. There were redoubtable members who tore to pieces all procedure and almost daily created most unenviable situations. But Zakir Husain sat in the chair, "with unperturbed majesty and unhurried mind." And finally when he became the President of the Republic of India, he received the universal acclaim of the Nation. It

Dr. Ramchandran is Hony. Director, Gandhigram Rural Institute, Gandhigram, Tamil Nadu.

is, however, as an educationist that his name will live for ever in the history of India. I think he was perhaps the greatest Educationist of our country, in our time. As a humble educationist myself, I feel privileged and happy to deliver the Dr. Zakir Husain Memorial Lecture on this occasion.

Keeping in view my subject today, "Illiteracy and Poverty" it is of considerable significance to remember that Dr. Zakir Husain and I worked as the Chairman and Secretary of an Adult Education Committee set up by the Hindustani Talimi Sangh many years ago and that when Gandhiji himself was alive and consented to guide the deliberations of this Committee. It was really a sub-committee of the Hindustani Talimi Sangh and its first meeting was held in Sevagram with Gandhiji present. Among other members of that committee were Kaka Sahab Kalelkar, the late Smt. Rameswari Nehru and the late Sri D.G. Kher. Within a few minutes after the Committee met we were face to face with the explosive realities concerning the vast and tragic proportions of illiteracy in our country and the incalculable consequences arising therefrom. Gandhiji's voice cut into the discussions like a sharp razor laying bare the problems and solutions. It would be fascinating to recall the first set of findings which emerged from this meeting of the Adult Education Committee. The following were the major lines of thinking and the consequent proposals :—

1. Adult Education does not necessarily begin or end with literacy and yet literacy is an essential part of it.
2. No programme of literacy will succeed or be effective unless it is placed in the context of general adult education, touching the life of the people at all vital points,

3. While it would be a Himalayan task to make the millions of the Indian people adequately literate, it would be even more difficult to assure continued literacy. To *make* people literate was perhaps a little easier than to *keep* them literate. This meant continuation work to make literacy self developing after a period of time. Continuation work should become catalytic.
4. Illiteracy and poverty are both the cause and effect of each other and, therefore any programme for successful literacy should take note of the poverty of the people and literacy programme should be linked to schemes for the removal of poverty. Without literacy programmes thus becoming life-centered it will not bring adults willingly and effectively to literacy.
5. Such a programme for the millions cannot be implemented by any centralised agency but only through a vast network of decentralised organisations, institutions and voluntary bodies. The entire educated community in every walk of life must be involved in such programme, if necessary under the law.
6. Since literacy is the birth right of every citizen, the denial of it to any considerable number of people will be the betrayal of Democracy. It would be the duty of the State to finance this programme and that, if necessary, through a special national cess.
7. The test of the success of literacy will lie in the literates themselves preserving in literacy and making use of it to acquire the knowledge necessary to help in solving their problems

including poverty. Whether such a result accrues should be assessed by appropriate educational and popular agencies from year to year. It was also imperative to set a time limit for the achievement of total literacy.

It will be in vain to go into all the reasons why a great and massive programme of literacy did not then emerge under Gandhiji's leadership. The "Quit India Movement" intervened and political uncertainties and consequent administrative disarray played their part. But what is amazing is how, India after becoming Independent did not take up this programme with all the urgency and seriousness, it called for. It is tragic beyond words that nearly 30 years after India has become a Sovereign Republic, nearly 300 millions of our people are either illiterate or inadequately literate. It would be staggering to understand and estimate the implications of this situation.

But before we look into these implications, let me enable you to look into the mind of Mahatma Gandhi as we sat with him discussing Adult Education in India. He gave an illuminating explanation for the statement that Adult Education neither begins nor ends with literacy. He said that literacy cannot be forced upon the toiling masses desperately engaged in just living somehow. A hungry and tired people will have no genuine interest in literacy. Literacy must come as the response to the inner urge of the people themselves who have eaten some food during the day and have some marginal energy. The best way to bring literacy to such people is to make the programme life-centered. Literacy work may well begin with conversations and explanations. As problems are discussed and adults become involved in a search, however, elementary, for knowledge to help solve them, then would come the desire to read, write and understand. As soon as the

Adults realise that for understanding the problems of their daily life and for possible solutions for the same, there is available easy and practical instruction in the written and printed page, then he would want to read. For assimilating and retaining what is read, he would want to write to conserve what he has learnt. This is the irresistible and imperative logic of literacy as it grows from point to point in the life of adults. *We thus clearly come to the idea of life-centered literacy.* If literacy is isolated into a special process of mental drilling with no link with life, it becomes mechanical, is only learnt superficially and therefore, easily lost. The relapse into illiteracy after a spurt of literacy is the tragedy that has dodged adult education everywhere in India. Even in the case of children, have we not found they learn reading and writing better and quicker when both these are linked to their own lives, environment and activities. Everybody knows that the first words the children learn are mother, father, milk and food and the name of play things. If the first lessons in reading and writing are linked with these images in the minds of children, they will begin to learn reading and writing just as they learn how to sit and then to crawl and then to walk. That is why in adult education the first thing to do is to make informal conversation on the problems of the life of the adults. Luckily no one has to teach the adults the art of talking. Talking has come to the adults as naturally as breathing. Adult Education, therefore, might well begin with talking, explaining, questioning and answering, illustrating and symbolising. From then on the process inevitably leads to reading and writing. Illustrations and pictorial representations make a phenomenal impact on the illiterate adult mind. The adult is thrilled to see pictures and specially coloured ones of what he sees and knows in daily life. Singing and reciting can come before reading and writing. Chorus singing can

give a fine start to Adult Education. Story telling can excite the thirst for knowledge. Nothing can make an adult education centre more cheerful and exciting than the showing of relevant and short film strips. In such a dynamic situation literacy emerges naturally and joyously. Let us, therefore, be clear in our minds that the method is to weave literacy round the life and problems of adults, if we are to draw some 300 millions of illiterates in India into this mighty adventure of literacy and advancing adult education. These ideas came from Gandhiji as we listened to him in the first meeting of the adult education committee in Sevagram. It was Gandhiji again who stressed the link between illiteracy and poverty. He said that there was nothing accidental in the fact that the number of illiterates and those who lived in poverty were more or less the same. We all know this dark and tragic fact. It is heart-breaking. We talk of the poverty in India and admit that about 40% of our people live below the poverty line. We talk of illiteracy and admit that some 300 millions are illiterate or inadequately literate. We have thus in India almost the same number of poverty stricken and illiterate people. Gandhiji pointed out that this was a logical and self-evident situation. It was certainly not an accident. There is an inevitable link between illiteracy and poverty. No illiterate people can eradicate their poverty and a poverty stricken people will hardly look at literacy. Wherever there is illiteracy there will also be poverty and vice-versa. Literacy is thus not only a problem in education but equally one in our Economics. Since Independence, India has certainly made phenomenal progress in increasing production in agriculture and industry, in expanding formal education, in improving communications and in the eradication of diseases, etc. But what is shocking is that the terrible realities arising from mass illiteracy have

received only very inadequate attention. I am not unaware of the efforts being made by Central and State Governments and by non-official and voluntary agencies to spread literacy. But the first thing to understand is that this problem of illiteracy is like the problem of poverty which cannot be solved in any whole and corner manner. It can be resolved only by a massive nation-wide and simultaneous thrust in which the Government and the people join together with all their earnestness and resources. We see how the eradication of poverty is now being undertaken in some such manner. But let us realise once and for ever that poverty itself will never be eradicated without all the millions of our people becoming literate and capable of reading and understanding elementary printed matter on the problems of increased production in the field and the farm and the factory and in our villages and homes. As a member of the Rajya Sabha I pleaded some years ago that a massive and planned attempt should be made to eradicate illiteracy within 7 years and that the Central and State Governments should be jointly involved in such a planned programme as also every non-official and voluntary agency, plus of course every educated individual, and that the Central Government should provide a grant of Rs. 210 crores spread over the period of 7 years. Was this too big a price for a venture of such paramount and imminent importance? The then Finance Minister appeared to treat my plea with sympathy, but added the usual complacent statement that the Government was well aware of the problem and that everything will be done to solve it! This was more than five years ago but not much has happened during these years. But in the meantime every year the number of illiterates in this country is going up and keeping pace with the increase in population. Many crores are going into the Family Planning programme and I am happy this is so. I have no

doubt it is our duty to arrest what has been called the 'population explosion.' But even this is not going to succeed without fighting the menacing explosion of increasing illiteracy.

Formal education has considerably expanded. This is all to the good. But this quantitative expansion of formal education has curiously not touched the growing illiteracy of the adult millions. How tantalising it is to see that on the one hand formal education is quickly expanding and at the same time the dark and tragic area of illiteracy is also steadily increasing. Even at the last meeting of the Central Advisory Board of Education which met in Delhi under the Chairmanship of our able and brilliant Education Minister, Prof. Nurul Hasan, I made a passionate plea that no time should be lost, at least now, to organise a massive national movement for literacy among the people. I pointed out how the failure of Basic Education, which was Gandhiji's greatest gift to India and the failure of many other plans and attempts to improve education were directly due to the fact that these attempts were made against the vast background of illiteracy in India. Without literate parents we are never going to achieve an educated India. I have already mentioned the clear view that literacy will not succeed unless it is woven round the life and problems of adults and their hard and bitter struggle to barely exist. For our farmers in the rural areas, literacy should be linked to the problems of his farm and his cattle, to methods of irrigation of his land and to the production and supply of fertilizers, to simple machinery which would help him to plough and till and reap. We must make for him a set of elementary lessons pertinent to his life and printed in simple language with plenty of illustrations. This would be the first primer of his literacy and his life at the same time. Such literature will give him a thrill and expand the area of his knowledge and self

help. Let us make use of every media of communication, like pictures and illustrations, the radio and film strip, song and drama and story to enlighten him. As with our farmers so with our weavers, carpenters, potters, taners and other craftsman who are slowly facing extinction in the face of competition by the big and organised industries. Let us give them their own life-centered literacy, so that literacy will stick to them and they will stick to literacy.

It is at this point that the relevance of my subject today, "Illiteracy and Poverty" arises crucially and inescapably. Let there be no doubt whatsoever that a literacy programme cannot stand alone but only as a relevant part of broad based adult education. I have often defined adult education as education for citizenship. Citizenship in a free democracy and within an open society involves some training, a minimum of general education and last but not least the capacity to earn an honest living. What is the use of giving every adult a vote without giving him or her some training and some learning to exercise that vote freely without fear and under no pressure from within or without. Have I not seen in rural areas crowds of poor and illiterate voters herded together to vote for somebody for money and under threats. If money and pressure can buy votes then Democracy becomes a mockery. I remember at once Vivekananda's ringing challenge that he recognised only two basic sins in human life, i.e., ignorance and poverty. Vivekananda saw with unerring eyes the link between ignorance and poverty. Let therefore, every one who wants to join in the battle against poverty join also in the battle against illiteracy and ignorance. The twin problems of poverty and illiteracy will be solved together or never.

I wonder if, in this year of grace 1975, it is at all necessary to enumerate the consequences of

illiteracy in the Republic of India. Perhaps the greater wonder is that it is necessary to do so. Everybody will admit that illiteracy is a shame and a challenging national evil. But the dark ramifications of this evil are not adequately studied. To be illiterate is a crippling handicap. The illiterates are worse untouchables than the untouchables. They are shut away not only from political and social rights but also from their birthright to learn and to know. There is today in India a mighty quickening of our conscience against social untouchability. There is no such thing about this educational untouchability of literacy. The educated classes have become the new upper castes with the illiterates as the untouchables below them. The illiterates are without self-respect and cringe before the educated. The great world of written and printed knowledge in every subject is closed to them. They lack of course even the least and elementary knowledge of science and technology. They can learn nothing and, therefore stagnate and deteriorate. They fumble and stumble in the darkness of life. We talk so much about the need for spreading elementary scientific knowledge among our people without solving the crisis of illiteracy. The illiterates stand outside the area of progress in every direction. He can be frightened, pressurised and made to kneel before the affluent and educated classes. Illiteracy is, therefore, the provocation for exploitation and the source of every superstition and obscurantism. All developmental projects of economic and social advance become a mockery in the area of illiteracy. For us in India, the talk of Democracy, Socialism and progress, with 300 out of the 600 millions of the people engulfed in illiteracy, is plain and unmitigated nonsense. If Democracy is still unreal and Socialism still far away, the reason is not far to seek. Will illiterates understand our Five Year Plans or the challenges of sanitation, nutrition, public health etc.? Are we taking the people with us

in the grand schemes and programmes we make for national growth? Are we not like fools trying to draw water from the well with a very leaky bucket? What then can we do and must we do? May I present some broad proposals :—

1. Let us make all work for literacy life-centered and linked to occupations. This means broad based non-formal education at every stage.
2. Let us stress the supreme importance of bringing into the drive for such literacy adult women in every walk of life.
3. There should be set up within the Ministry of Education a separate wing for Adult Education under a Minister solely charged with promoting adult education and completing the task within 7 years.
4. The Central and State Governments must provide adequate funds for this work and if necessary through a special cess for this purpose.
5. Let us train a lakh of workers for the period of a month and spread them out to cover every language area.
6. Let us press into service the teachers and facilities of every elementary school and high school to make up this programme, so that every such school becomes a literacy-centre. Every teacher doing this work satisfactorily to be given an honorarium of Rs. 30/- per month.
7. Education Departments and even the Universities should guide and supervise this massive programme. Let our leaders also set the example.
8. Every educated public servant should be involved in this national drive under appropriate rules of service, it being made obligatory that each one of them should produce ten literates annually.
9. Central and State Legislatures should appoint non-official committees to inspire and advance this work.
10. Since this programme has to be carried out in the most spread-out and decentralised manner, every panchayat in India should be brought into this work with the obligation that every adult in the Panchayat area will be made literate in 7 years. Each Panchayat should be given the free services of two trained adult education workers.
11. A set of ten booklets should be prepared in every one of our languages on the basis of the concept of life-centered literacy and keeping in mind the occupations of the adult groups concerned. These ten booklets should hold not only the contents for attaining the necessary standard of literacy but also the minimum of knowledge for citizenship.
12. Every media of communication including film strips and the radio and, perhaps now, even television should be pressed into service to fulfil this programme.
13. Every state should undertake an assessment of the progress of this work in its area once in every three months, keeping in mind all the time that the time-bound programme must be completed in 7 years.

As I conclude my address, memories again from the Gandhian era flood into my mind. Mahatma Gandhi was perhaps

the greatest adult educationist in history. He brought knowledge and enlightenment to more millions people on almost every aspect of life than any other teacher. He took up one vital issue after another, affecting the life of the people and through talks, explanations, exhortations and writings in regard to these issues, he taught millions of people politics, economics, social ethics and the disciplines of public conduct. The entire mass of our people stirred from one end of India to the other. The biggest achievement of the Gandhian Constructive Programmes was this astonishing awakening of the masses of India and particularly of the women of India. Religion, politics, economics and the values of citizenship were never the same after Gandhi as before Gandhi. No one has yet assessed the magnitude of what Gandhiji accomplished in this manner for India and mankind. But for us the most fascinating thought is that, all this was achieved outside formal education. Some one must now at least study this historic phenomenon which shed its light over the whole of India for a generation. Let us be sure that not one of these fundamental achievements has been lost or can be lost. They are still in the soil of India and it is because of them, knowingly or unknowingly, we are able to do much of what we are doing today.

And now in conclusion, may I say that I have said nothing new. In fact, I wonder if there is anything new, any one can say on this subject. It is a very old one and all its implications are clear as day light. We do not lack information or data. We have a surfeit of them. The only issue is what to do. I have indicated what might be the answer. The one thing I would stress yet once more with all my strength is that illiteracy and poverty are twins born from the same womb of our distorted history. Literacy work must become life-centered and the eradication of poverty must become literacy-based.

the practical implications of life long education

Asher Deleon*

what are its practical implications?

Since the idea of life-long education has received a global support and affirmation, the task now consists in *identifying practical "consequences" and "implications"* stemming from this general acceptance.

In that light we have to start answering—in practical operational terms—questions like the following:

- how do we start rethinking or revising the educational system as a whole, from pre-school education to adult education, searching for various alternatives at all

levels and for all ages?

- what are the necessary structural changes and modifications of the formal school and university system in the light of life-long education?
- could formal and non-formal ways be simultaneously offered for education of children in the school-going age, or for professional training, or for higher education, for mid-career improvement, etc.?
- what are the implications for educational policies and educational planning of the idea that formal, non-formal and informal education are inseparable components of a whole educational entity;
- what are the ways of transforming the "primary educational cycle" into a really democra-

tic provision of elementary, basic education to all those, in various age groups, who are needing it; in other terms, what measures have to be undertaken in order to overcome the traditional concept of primary education in favour of "the notion of a basic cycle of education of flexible duration intended to provide enrichment for life in the perspective of life-long education"?

- what types of new institutions are necessary to be fitted into a global life-long education "system" (or non-system)?
- what are the ways and means of making an educational system "open", of widening the range of choice available to learners, of de-formalising a great part of educational activities, of permitting learners to move freely, both horizontally and vertically, within the system?
- what are the practical steps for "opening" all the universities and institutions for higher learning, instead of only complementing an "open" one to the many "closed" already existing?
- how can a search for non-institutional solutions in all areas of education be initiated?
- how can non-educational forces be brought into the "world of education", how can non-educational facilities be utilised more systematically for learning purposes?
- what are the modifications needed in the educational structures, what are the ways of "inner linkages" between formal and non-formal education, how to implement practically the principle that "the important thing is not the path an individual has followed, but what has he learned or acquired"?

*The author is Unesco Adviser, Ministry of Education and Social Welfare, New Delhi.

- what are the practical measures that will transform learners, young and old, from objects into subjects of their own education and learning; what are the areas of their educational responsibilities?
- what are the consequences on administrative patterns, management and monitoring, as well as on the diversity of financial resources, and their distribution?

Many more such questions could and should be raised, regarding the formulation of educational objectives, elaboration of contents, constant revision of curricula, modernisation of learning methods, particularly self-learning, utilisation of educational technologies, etc.

We are very far from having even initiated the "cleaning of the ground"—with the support of necessary research and investigation—for the search of answers to all these and related questions. There are many partial studies, fragmentary experiences, sectoral innovations—but overall investigations with suggestions for wide restructuring and alternatives on a large scale are still limited.

However, let us look closer into three aspects.

strategies—alternatives—planning

Discussing the elaboration of strategies for educational development, the International Commission came to some basic conclusions which it would not be superfluous to be recalled here: "If we accept the idea of an education system which is truly integrated in society and which has the same fundamental objectives as that society we shall agree that educational strategy should be global, integrated and reasonably long-term. *Global*, that is to say it must cover all

educational forms and levels. *Integrated* into other systems of policy objectives both social and economic, in which education is either a constituent or subordinate element. *Reasonably long-term*, reasonably being understood here as related to the point at which political choices will probably evolve."

A political option in favour of life-long learning must have for its implementation the type of strategy mentioned here. A particular example could be quoted as an attempt in that direction. May be I am not taking a great risk by mentioning the Worth Report on Educational Planning in Alberta (Canada), although some of its deliberations may be obsolete and outdated due to the difficulty of an unprecedented task, as well as to unpredictable events on the international scene and in national economy. But the task of the Commission was huge and comprehensive: to investigate social, economic and technological trends for the next 20 years; to examine the needs of all individuals in the local society; to analyse total educational requirements; to recommend the future changes, structures, and priorities necessary for a comprehensive educational system. Could not some inspiration go out from Alberta into other parts of the world?

Such a comprehensive approach cannot be based on old-type, conventional educational strategies. The search for genuine "strategies of innovations" takes a prominent place, at least in writings, reports and studies, if not yet in the practical work.

I am using the term, "innovation" in a rather restricted sense, since there is today a danger that by *inflating* educational innovations we *deflate* their value by *multiplying* them too easily we run the risk of *discrediting* their importance and necessity. Therefore, let us qualify the use of the term:

- innovation is more than a change, more than an educational modification or reform;
- every change is not an innovation;
- innovation is a particular, identifiable, and measurable, educational modification which is intended to *find a solution* for some *basic problem or deficiency* in the educational system, structure or practice.

The search for educational alternatives by promoting, experimenting and evaluating educational innovations, becomes more and more the "core" of the development, planning and management of education.

The whole idea of alternatives in education is in fact based on two assumptions: one, that the existing patterns and models have not proved their efficiency and relevance and that new alternatives must be searched for new conditions and needs—second, that as a general principle, education and learning are realised through the action of a multifaceted educational environment: and environment can do certain things but not others, and there are some things which can be achieved only through one educational environment and not through others.

The *selection among various alternatives*, without prejudices and preconceived ideas, becomes a new task for educational planning.

Old ways and patterns of educational planning die hard. Educational planning is a relatively young discipline. It exists more as an institutional planning than as a global educational planning. Planners almost exclusively use the "linear expansion methodology", or what some authors call "target "planning", which consist of planning a programme of activities to

meet specified targets at specified times. From what we have said about the philosophy and concept of life-long learning, it is evident that the conventional planning and programming patterns are not conducive to the introduction of a new approach to education and learning.

I read recently somewhere a rather apt description of the attitudes of educational planners and those responsible for educational development. They are in the same position as a traveller who—

(1) has a journey to make and wishes to know which one of available vehicles is best suited to his needs;

or

(2) has a journey to make and wishes to know what kind of vehicle to build in order to make the journey;

or

(3) has a vehicle and want to know what kind of journey he undertake in it.

Most times we behave like the third category, trying to fit a programme into an old structure—to push children into an educational pattern first because the teachers and buildings are already there and what we achieve is only square pegs in round holes.

Rarely do we behave like the 2nd category—daring to devise an entirely new system like cosmonauts, fashioning new vehicles for journey into space.

What we should strive towards in life-long education is, however, the first model—making choices out of existing alternatives and adapting them to fit the learner's needs.

This would mean a big change in planning perspectives: to adopt the strategy of educational alternatives through search and

through selection from all available alternatives those which have a demonstrated or potential capacity to achieve desired goals and satisfy definite needs. We are far from having implemented this approach to educational planning, or at least it has remained largely in a "laboratory stage."

Only when we move in the direction of "the traveller who chooses between available vehicles" can the idea of life-long learning become a reality.⁽¹⁾

This leads to a decentralised, environmental, "ecological" approach to education and its planning, with the stress on environmental needs and learners, as the two major arms of the educational process. In practical terms, in order to arrive at the point where the strategy consists in selecting from all the available resources those which have the highest potential of achieving desired goals, the planning and programming process might comprise the following *sequential phases*.

(1) Identification of socio-economic and socio-cultural *aims* and *objectives*, with a balance between micro and macro-objectives;

(2) diagnosis of *problems* and *obstacles* in the physical or human environment which are hampering the realisation of

(1) Bill Plant has formulated a similar suggestion in the following way: "Target planning may need to be subordinated to what I shall call vector planning. By this term I mean the designing, programming, the diffusing of educational innovations, giving particular attention to the *direction* of movement likely to result, and making provision for the use of feed-back for self-correction.....A job of planning then, is to select from among the repertoire of possible arrangements and experimental evidence those programmes which *prima facie*, offer reasonable prospect of helping to transform education in desirable directions" ("The Faure Report: A Turning Point in Educational Planning).

desired aims and the achievement of desired objects;

(3) analysis of essential *educational needs* necessary for the achievement of objectives and removal of obstacles, leading to substituting the concept of educational objective, for that of the educational context;

(4) stock-taking of utilised, under utilised and unutilised *potential for education*;

(5) selection of *alternatives* so far identified for the achievement of different educational goals, for the satisfaction of distinct educational needs, for various categories of potential learners;

(6) expansion of *activities* by institutions for formal education, as well as organisation of a network for non-formal learning;

(7) translation of educational needs into a pedagogical language, or a *programme*, or into a set of *educational facilities* put at the learners disposal;

(8) promotion of an active "participatory role" for learners, not as objects but as subjects of the learning process;

(9) establishment of *inner links* between formal and non-formal education, which should not function in water-tight isolation but in a mutually beneficial osmosis;

(10) finally establishing an in-built *evaluation scheme* to assess individual results and to measure the socio-economic and educational impact of a global educational programme, as well as to get a feed-back for recurrent corrections of the programme.

These ten sequences—or any similar methodological approach—seems to me an adequate way for the elaboration of an educational policy and strategy leading to the creation of life-long learning facilities.

education for rural development

C. R. Mitra*

It is significant that this sixty-third session of the Indian Science Congress has chosen as its focal theme: 'Science and Integrated Rural Development'. I describe this event as the beginning of the quest by Indian science to find its true identity. It is only by taking the peasants as partners in development that Indian science can discover its authentic role.

Now, education is both a product of and a feed-back from the developmental process. Before we proceed further it is desirable that we define the words 'development' and 'education'. By the word 'development' I mean a dynamic process of life which generates self-reliance, and which moves the entire society in an ever-widening growth. 'Education' is an organised human effort which contributes towards the cultural transformation of a people. Thus, education is no longer neutral and does not exist for its own sake. Now, to conceptualise development, I submit that man is to be viewed with his environment and in the context of his origin. To design any strategy for development without reference to this inter-relationship is to produce a model which, at best, succeeds in separating man

from his environment and origin and makes him a mere object. Development, in simple terms, implies a process of qualitative and quantitative change. At this point it is important to realise that in the entire living system man alone can control the time at which change can take place. The seed transforms itself into a plant according to the law of nature, which the seeds does not control. Similarly, a newborn animal is transformed into a productive member of the herd, but the animal neither accelerates nor delays the process of this transformation. It is this unique nature of man that makes it possible to work out strategies of development, where centuries of status quo, degradation and domination can be transformed according to a time-schedule drawn up by man himself.

At this stage it would be useful to look at the nature of knowledge. Many theories of education accept knowledge as an abstract entity, and thereby miss the importance of the unity of *knowing* and *doing*. The growth of knowledge takes place through an eternal cycle of practice and knowledge, more practice and more knowledge. In other words, practice is both the source of knowledge as well as the test of knowledge. Thus, the transmission and application

of knowledge are a part of a total activity, and it is not necessarily broken up into two discrete fragments—one done in the classroom for a single time in the life-span of a man and the other to be done under a different tutoring and supervision. Any model of education that distinguishes between those who know from those who do not know only attempts a process of domestication and fails to accelerate the time-schedule mentioned above.

It is important that before a new strategy is developed we understand the character of the Indian village according to its productive process. It is basically a situation where for the production of food for the nation an enormously large number of men and a large area of the land mass are tied up. Every developmental model has essentially remained centralised, bureaucratic and dependent on a belief in the 'spread effect'. Even the education system is out of phase with the rhythm of this life. The entire concept and operation of the primary school is totally focussed on the acceptance of its product into the secondary system of education. The secondary system, in its turn, has no concern with life around it, and prepares students through a device called teaching-and-examination for the tertiary system. The goals of the tertiary system seem to rest outside the Indian milieu, so that its misplaced priorities ultimately dominate in succession the secondary and the primary systems. It is no wonder, therefore, that when a village lad qualifies for the higher secondary diploma he seeks the urban slums for his salvation; while the product of the tertiary system like to swell the scientific manpower of affluent foreign countries. The model is so distorted and unrelated that any planning diagnoses that there is 'less of everything', and automatically arrives at the prescription that there should be 'more of the same things'. If one accepted this

*Director, Birla Institute of Technology and Science, Pilani (Rajasthan)

model to put all children upto the age of 14 through free and compulsory primary education, a simple calculation can show that not only is the cost prohibitive, but that physically it is an absurd proposition. Even if all other inputs were miraculously available, there would not be enough land to grow both food and build primary schools upon.

It should be clear that the model that we have followed so far has failed in making rural development possible. In these circumstances, there is no alternative but to search for a new model, which is less expensive, which functions within the life-style of the village.

One would have wished that a readymade model could have been derived purely from theoretical considerations, and implemented in all the villages of India simultaneously. However, for a country of India's dimensions and poverty, a search for a model has to be made by involving ourselves with the real situation in India. Perhaps, if the goal of education for the Indian village is no longer defined in bureaucratic terms like: how many students were enrolled?, how many dropped out?, how many passed the examination?, we would make the first beginning in self-reliance in education. Described from the point of view of development, the goals are clear: literacy, numeracy and understanding of the productive process and the practice of knowledge and testing of knowledge in the real life of the villager. Mahatma Gandhi gave us a glimpse of this educational process. In this connection one recalls the two propositions that he enunciated to formulate his concept of Basic Education. These are: (1) education plus vocation used as a vehicle for this education; (2) this education is to remain economically self-supporting. It is not important to go into a hair-splitting argument on the practical feasibility of these two propositions made

by Gandhiji. Nonetheless, one recognises the fundamental concept whereby education is deliberately kept as an integrated part of the productive process of the village. I believe it is possible to build on this concept a workable structure of education for rural development. This concept is not built on man-made barriers between: educator and educatee, classroom and the rural world, learning and practice. The details of such a curriculum can be worked out only when we decide to accept this fundamental concept, and make it work in the context of rural development.

However, the main features of the alternate education system can be highlighted, and are given below:

- (i) Its objective will be to liquidate illiteracy. But, for this purpose, it will not depend on free and compulsory primary education of the present kind;
- (ii) The disfunctional aspect of the present primary educational system will have to be discarded. The present primary system is classroom-oriented, 'trained'-teacher-dependent, full-time, single-point entry, examination-oriented, sequential, costly and merely prepares the student for the secondary system;
- (iii) To liberate the primary system from the secondary and tertiary, it is important to allow entry into secondary or tertiary even for those who have not graduated from the primary system;
- (iv) Adult education must become a cardinal goal. Education in a peasant society should combine primary with adult education. The aims of the curriculum should be limited, practical and as closely related to

ordinary life and need of the moment as possible;

- (v) To avoid total dependence on external inputs, all human and material resource endowment of the village must be exploited. Thus, with imagination, even the failures of the present system or those who are denied access to the present system can participate in this programme of collective endeavour based on fullest cooperation;
- (vi) Education to be carried out in the school and in the setting of productive labour. Indeed school itself can become part-work and part-study. The system will generate new teachers who may well be more effective than traditional 'trained' teachers;
- (vii) The system will carry on education combined with production, in order, through organised labour, to cultivate the students' constructive spirit, their habit of labour and their labour viewpoint. The foundation of teaching shall be self-study and collective mutual help. Teachers and students will join in study to secure the inter-penetration of book-learning and practical experience. At the same time, democracy in teaching will be developed in order to encourage the spirit of asking questions in difficulties and of keenness in discussion. The objective is to cultivate the ability of independent thought and criticism.
- (viii) Thus this new system will on the one hand arouse positive social attitude in students, a desire to broaden a general understanding and acquire technical skill; while on the other hand it will *not* stimulate desires that society at this stage cannot satisfy.

role of farmers' fair in adult education

Harish Varma*

A.W. Sohoni**

No research institution or organisation can afford to remain as island of knowledge and prosperity and at the same time being surrounded by poverty and ignorance. Such institutions will be failing in their duties if they do not ensure the communication between them and the people around for continuous flow of technical knowledge, services, and other facilities developed at these institutions. Fortunately, this role is now being well understood by the agricultural universities and research institutions and for its fulfilment Extension Services have been started for the welfare of the community. Several Extension Education programmes are undertaken through these services.

"Farmers' Fairs" occupy a unique place among all the Extension Education activities. Farmers' fairs have come up as an important tool for adult education by now. These fairs provide an excellent opportunity for the scientists and other intelligentsia to educate a large number of people by exposing them to the miracles of science and thereby developing a scientific outlook among them. These fairs also make available the services of the institution at the disposal of the visitors and provide an opportunity to the scientists to have a feel of problems, urgent needs,

aspirations and expectations of the people.

Farmers' fairs would degenerate as a yearly routine ritual if their educational value is not properly understood and maintained. It is, therefore, necessary to examine all the components of the fairs to maintain their educational aspects and value. Following objectives should be held as guidelines for organising a successful farmers' fair.

1. To acquaint the farmers with the latest technology for better agricultural production and living.
2. To develop a scientific attitude and outlook among the people.
3. To develop a spirit of competition for promoting individual growth and prosperity.
4. To make available the services including expert advice for specific problems and difficulties.
5. To promote an atmosphere in which there is free and frank discussion, exchange of views and notes between the farmers and the experts, thereby bridging the gap between the farmers and the institutions.
6. To promote a sense of brotherhood and community living among the farmers.
7. To create goodwill and develop better understanding

among the farmers towards institutions engaged in research and extension.

8. To help people recognize and understand their problems, create interest among them, and develop ability to take decisions through discussions with brother farmers and experts of university.
9. To find out the reactions and response of the farmers towards the various activities of the farmers' fairs.

All the activities concerning the farmers' fair should underline one or more objectives enumerated above. These objectives may create an impression that farmers' fairs are solely meant for the benefit of the farmers alone. However, the facts are not so. These fairs are equally beneficial to the organising institutions because only through these that the institutions can keep themselves on a right track and can pursue their objectives more clearly. This is because these fairs provide an opportunity for the institutions to judge their worth of being helpful to the people around.

For attaining the objectives, set out for organising a successful farmers' fair, several activities can be undertaken in the total programme with the experience gained year after year. Many more can be included and the superfluous dropped. The activities like a round to the research farm, question-answer session, method demonstrations, competitions, agro-industries exhibitions, etc. can be undertaken as regular features whereas sale of seed and other inputs, farm literature, soil and water testing, crop disease diagnosis which enhance the importance of the fair should be considered as service activities for the maximum benefit to the farmers. The activities like reception, registration of visiting farmers, inexpensive boarding and lodging arrangements, distributions of prizes and

* Technical Assistant (Extension)

** Extension Education Specialist
Haryana Agricultural University,
Hissar.

certificates which form the core of the farmers' fair are the supporting activities. The element of education should never be lost sight of while conducting these activities.

To make the fair really a gainful experience and a memorable event, it is necessary to examine the major activities of the fair with a view to understand their educational value for the farmers and to improve them further for making them more and more educative.

1. Research Farm Visit : This provides an opportunity to the farmers to see for themselves a good stand of crops raised by application of scientific technology. Learning becomes still easier with the commentary by an expert and doubts of the farmers are removed at the spot itself. Selection of different stops on the research farm, of course, needs to be done with meticulous care. Many experiments, although important from the farmers' point of view, happen to be complicated and, therefore, un-intelligible. This should be avoided. However, the organizers may expose the visitors to some experiments which can give a fairly good idea of the kind of research work being undertaken. The number of such places should be very few.

Lest farmers forget what they learn at the farm, a small guide-book containing brief description of the various steps on the farm should be given to each of them at the beginning of the farm round. This acts as a reminder to them till their visit to the next fair.

2. Question-Answer Session : The dialogue between experts and the farmers, as a separate activity of the fair is necessary because individuals have specific and unusual problems for which generalized recommendations are of little value. These sessions are extremely useful in educating the farmers by answering their several questions, and removing their

doubts. These also help in dispelling unfounded fears and superstitions, prevalent in rural community. This session can best be utilized for encouraging some progressive farmers to address the gathering for narrating their success-stories. This is also necessary because the experience of a farmer is more credible for another farmer.

3. Demonstrations : For teaching the skills and ensuring the excellent performance, method demonstrations are organized during the fairs. These are specially helpful in case of demonstrating the operations of various kinds of machines and implements. Preferably, the locations of such demonstrations should be either in sequence of farm-round or in the exhibition area.

4. Agro-Industries Exhibition : Display of research achievements, innovations, and several commodities, inputs, exposes the farmers, to modern world of agriculture. This creates awareness in them, builds up interest and inspires them for action. The exhibitions in the fair should be set up with this motive only. The sequence of various stalls and the modes of display should manifest imagination. However, the participating farmers may like to buy many necessities—not necessarily related to agriculture. Therefore, some stalls should be allotted to the dealers in bicycles, utensils, clothes, radios, transistors, toys, etc.

5. Competitions : Several competitions like tractor ploughing, bullock ploughing, best crop produce, etc., form an important feature of the fair. These, not only introduce a spirit of competition but also help in improving the individual's performance. The non-participating farmers get inspiration from such competitions.

The award of certificates to the best entries and winners develops a sense of achievement and recognition, thereby ensuring

more participation and better performance in the coming years. The prizes should not be fanciful but should be of utility to the recipients. A bag of new seed, or new pesticide, not tried earlier, won as a prize will definitely be used in the field on a trial basis and will educate the farmer about the modern inputs.

Although the farmers' fair is organized mainly as an educational activity and if this objective is prominently held, fairs would turn out to be a boring experience to the farmers. The experience has shown that people generally go to the fairs to seek recreation. This basic psychology of the farmers should be understood and accordingly the provision for entertainment in the fair should be made. This may be done by arranging cinema shows, slide shows, wrestling bouts, puppet shows, magic shows, etc. However, the programme of the fair should be so chalked out that there is no conflict between the recreation programme and educational activities.

In order that the farmers fair remains an excellent tool for adult education, its follow up is a must. Some procedures can be prescribed to judge the efficacy of the fairs. After every fair, a critical analysis of the total programme is necessary to find its success in comparison with the previous fair. This can be found out by the number of farmers participating in the fair, their District and Block-wise distribution, the sex distribution, the quantity of seed sold, the number of participants, in various competitions, the number of questions raised in the question-answer session—their subjectwise analysis, the number of soil and water samples received for analysis, etc. The comparison of the fairs organized year after year on these criteria will indicate the popularity of these fairs. Any reduction in the figures against the criteria mentioned warrants the diagnosis and the removal of the lacuna.

the threat of recurrent education, and the nightmare of permanent education

Ian Lister

Extract from a speech delivered at the 3rd International Conference on Higher Education held at the University of Lancaster from 1st to 5th September, 1975.

As faith in education provided by schools has declined, belief has been switched on to a new area—recurrent education and permanent education, two alternatives currently being pushed by the multi-national educational corporations. They have bad origins—born out of the Cold War and late industrial society. Their planning is essentially economy-centred (not man-centred) and their main aim is to adapt people to the changing demands of the labour-market. A typical scheme is that of the Swedish U-68 Plan, which recommends various schemes of periodic return to formal education for job-retraining, to achieve “many-sided flexibility between education and labour”. The main limitations of present plans for recurrent education and permanent education (from the point of view of preventing the creation of a learning society) are:

(1) they do not democratize access to knowledge

(2) the consumers are exactly the same groups as those who flourished in the traditional system (particularly our old friends the professional imperialists—doctors, dentists lawyers, and teachers—and the managerial elites—top engineers and salesmen, bishops and prison governors)

(3) they are economy-centred, not man-centred, and consequently

(4) they aim to alter people's

perceptions rather than to alter oppressive structures

(5) they further increase the costs of education, and, like the traditional system, are part of a system of regressive taxation

(6) they create a new bureaucracy with a vested interest in knowledge obsolescence

Most literature on the subject of recurrent education/permanent education is still in the rhetorical stage, and books like UNESCO's *Learning to be* have, unfortunately, already become sacred texts in several parts of the world. Critical literature is growing, and I list some of it here. John Ohliger, in the United States, has protested against growing compulsory adult education. (He has asked: “Is Life-long Education a guarantee of permanent inadequacy?” and one of his fellow-workers has asked: “Is there school after death?”). In France Etienne Verne has analysed the real costs of life-long education. In West Germany Andre Gorz has exposed “the hidden curriculum of Adult Education”, and a group led by Heinrich Dauber have produced a critique of the OECD Report *Recurrent Education*, under the title: *Does lifelong learning mean lifelong school?* A group met in Cuernavaca, Mexico, in the summer of 1974, to discuss the costs and dangers of the kind of deschooling which ends up in recurrent and permanent education. They issued a manifesto, called *The Price of Lifelong Education* in which they maintain:

“(1) the main cause of unemployment is that there are more workers than jobs. Retraining cannot create jobs that do not exist;

(2) continued retraining helps to make skills obsolete;

(3) all educational programmes help the privileged more than the poor and so increase the advantages of the privileged over the poor;

(4) continued education can only improve the position of adults to the extent that unskilled and frustrating jobs are abolished. Unless the working process is made very different continued education can only be a way for a few to escape at the expenses of the many.”

There can be no doubt that some people want to Prussianize and Industrialize Adult Education, and make the kind of affective training in acquiescence and obedience which characterized the early mass school available to all citizens on a compulsory basis. Two people in Career Education in the United States have written: “Career Education is closely associated with the life-long-learning concept, and in order to fully realise Career Education, an adult should be *recycled* for a career at any time and almost any place” (my italics). Another theorist has written: “An important role for Adult Education—that of resocialization—has been ignored...Resocialization is a process in which allegiances, perceptions, and habits are altered. It involves a change in social and personal identity.

In short, the nightmare of permanent education is that, instead of ushering in the learning society, it would provide us with permanent schooling: the schoolmen-imperialists would make all the world their domain, as they came beyond the school walls which now contain them, and stalked their prey everywhere. Instead of self-reliance and creativity and humanity, we would have the programmed society.

institutional report

y. w. c. a., madras

The Madras Y.W.C.A. in 1972 started a special Adult Literacy programme near and around the Y.W.C.A. among the slum dwellers and an Adult Literacy full-time worker was appointed.

The report is confined to Non-formal education for urban workers and slum dwellers. The education however is of functional nature. The Y.W.C.A. of Madras has entered this field of work about 3 years ago. The initial survey and the need for functional literacy are conducted before the full time worker is employed. The present worker has been in service for one year and two months and has started work in two new centres. Today the Y.W.C.A. has adult literacy centres in 3 places. One at the Y.W.C.A. for the woman workers of the Y.W.C.A. and the wives of the male workers one at Dr. Santhoshanagar a slum which is about 2 furlongs from the Y.W.C.A. and the 3rd one is at Jeyalakshimouram another slum which is about 4. k.m. from the Y.W.C.A. We have about 76 women on the rolls 17 + 31 + 28 and they meet in their centres for one and a half hours everyday.

The women in the slums are ignorant of many things. So functional literacy is taught to them with the basic knowledge on Family Planning, Health and Hygiene, Nutrition, Handicrafts. Citizenship, Home and Social Education besides the three R's. Lessons are taught with the aid of charts, pictures, examples, film-shows, talks by people from the same field and the teacher, demonstrations, discussion, etc. Monthly evaluation studies^{ca} done by maintaining a progress record.

We get the help and co-operation from the Bureau of Family Planning, Juvenile Guidance Bureau, Food & Nutrition Department, Field Publicity Department, Madras School of Social Work, New Residents Welfare Trust and members to carry on the Programme successfully.

Intensive campaign on Family Planning has been conducted and as a result several women have under gone sterilisation and tubectomy. Folic acid and vitamin A drops supplied by the Family Planning Department are dispensed to expectant mothers and children who suffer with malnutrition.

Weekly demonstration cum lecture programme on simple recipes made out of ragi, wheat, tapica, dhal, green vegetables are arranged by the Nutrition Department and the importance of balance diet. After attending these classes the women know the nutrition value of these things and they use more of these dishes.

Cleaning up campaigns in the slum are conducted regularly and the women come forward to do this with the spirit of oneness. This helps them to keep their environment clean and tidy. Kolam and rangoli competitions are held now and then and prizes are awarded for the best Kolam and the best kept house. The women are taught to use dustbins to put the rubbish.

Seeds and seedlings are supplied to them every year to encourage kitchen gardening. This they do individually or collectively. Prizes are awarded for the best garden.

Learning handicrafts is the centre of attraction of this programme. Things like shower-caps, shoe mittens, patch work marketing bags, plastic and paper flowers, simple wire bags, lace lengths garments like baby's knickers are some of the things which they learn to make in these classes. Articles like shower-caps and shoe mittens are supplied to few of the leading hotels of Mad-

ras. The Y.W.C.A. of Madras supplies the material for this and pays making charges to the women at piece meal rate. This helps them to improve their skill and to supplement their income. This also helps to keep the attendance regular and steady.

Occasional Film-shows, picnics, get-together with the Y.W.C.A. members are some of the programmes which they enjoy very much. Festival days like Deepavali Pooja, Christmas are celebrated with special entertainment by the women like Kolatam, Kummy, short skirts, Kathakaletshebam, etc. The women participate in these items enthusiastically which bring out their inherent talents.

Daily news from the Newspaper are read to them and with keen interest they discuss matters of topical interest. National celebrations like Independence day and Republic day are celebrated with flag hoisting and distribution of eats. Simple talks on National and Local leaders and the functioning of the Government are told to them. Lessons on immunisation, going to the Government Hospitals, importance of Q system, observing the road rules are also taught to them.

We teach them to write words which they often use in their every day like, and simple Arithmetic to do their shopping. Quite often they forget the alphabets and the same lesson has to be repeated many times. Prizes are given to them occasionally for their progress in studies. An attendance register is kept and gifts are given for the best attendance also.

The project has been accepted by the women and a change in their attitudes, thinking and behaviour is clearly visible though the progress is gradual. On the side of the Y.W.C.A. this out reaching project has been a soul filling experience and we realise the words of Gandhiji when he said "Teach an Indian to read and write and that is the greatest service to the country".

association news

The Association is making efforts to establish a State Level Association in Jammu and Kashmir. Shri and Shri Atal Bihari Vajpayee, Secretary, Jammu and Kashmir State Level Association, visited the office of the Association on December 23 and discussed the matter with the staff of the Association. It is hoped that a state level adult education association may be established there.

Foreign visitor
Mrs. N. Jagan, Assistant Supervisor, Women's Organisation, Social Welfare Department, Govt. of Madhya Pradesh, visited the office of the Association on December 17, 1975. She had a discussion on various programmes of education for women in the country and mutually decided to exchange views.

He was the Director of the National Institute of Adult Education and National Instructors' Conference in October 1969.

The Association deeply mourns the sudden and untimely death of Shri B. H. Bhat, who was the Vice-President of the Indian Adult Education Association from 1971-72.

The Association is making efforts to establish a State Level Association in Jammu and Kashmir. Shri and Shri Atal Bihari Vajpayee, Secretary, Jammu and Kashmir State Level Association, visited the office of the Association on December 23 and discussed the matter with the staff of the Association. It is hoped that a state level adult education association may be established there.

seminar on non-formal education for women

The northern regional seminar on Non-formal Education for Women was organised by the Association in New Delhi on December 13 and 14, 1975. 30 delegates from the States of Madhya Pradesh, Uttar Pradesh, Punjab, Haryana and Delhi participated.

It was inaugurated by Dr. Mohan Sinha Mehta. Dr. N.A. Ansari and Mrs. Bimla Bhatnagar of the Directorate of Adult Education spoke on the concept of the non-formal education for women. Smt. Habeeba Kidwai, Chairman, Delhi Social Welfare

Advisory Board presided.

Dr. (Mrs.) Rajni Shirur of the Council of Social Development spoke on Nutrition, Family Welfare and Population Education for women. Dr. (Mrs.) R.P. Devadas, Asst. Director-General, Indian Council of Agricultural Research presided. The subject of the vocational education for women was dealt by Dr. (Mrs.) K. Subramaniam of the National Council of Public Cooperation and Child Development. Mrs. Sarojini Varadappan, Chairman, Central Social Welfare Board presided.

The Association proposes to organise another Seminar in early May this year in Orissa as the

participants of Orissa could not attend the Eastern Regional Seminar held at Calcutta due to floods.

seminar of extension workers

The Association in collaboration with Punjab Agricultural University, Ludhiana is organising a Seminar of Extension Workers on 'Educational Component in Agricultural Extension Service' on the 15, 16 and 17th April, 1976 in Ludhiana.

The subject will be discussed under the following heads:

1. Relationship of Agricultural productivity with education—Impact of Green Revolution on Education—whether it has led to its expansion or reverse.
2. Place of Education in agricultural extension training and curricula.
3. Communication in terms of education—need for a national policy on Communication—use of mass media for education and extension service.
4. Educational Inputs for some of the 20 point programmes—land reform, full use of irrigated land, rural indebtedness and bonded labour.

It is likely to be attended, among others by Dr. M. S. Adiseshiah, Vice-Chancellor, Madras University, Dr. Krishan Sondhi, Consultant, Communications Systems and Evaluation, Planning Commission, Dr. Edward Nicholson, Chief Technical Adviser, Indian Council of Agricultural Research, Dr. G.S. Vidyarthi, Director, Extension, Ministry of Agriculture and Irrigation, and Shri Asher Deleon, Unesco Adviser, Ministry of Education.

syllabus of functional literacy for women

The General Secretary of the Association, Shri S.C. Dutta, was appointed Chairman of a Committee set-up by the Deptt. of Social Welfare to prepare a Syllabus for Functional Literacy for Women as an integral component of the Integrated Child Development Scheme. The Chairman has finalised the Syllabus in consultation with Shrimati Sheela Trivedi and has submitted the same to the Government which has accepted it.

publication

The Association has recently published the report of the Lucknow Conference on "Adult Education for Rural Poor". Its

price is Rs. 8.00.

state level association in j & k

The Association is making efforts to establish a State Level Association in Jammu and Kashmir. Shri and Smt. Alvi of Zanana Dastkari Cooperative Society, Srinagar, visited the office of the Association on December 23 and discussed the matter with the staff of the Association. It is hoped that a state level adult education association may be established there.

foreign visitor

Miss N. Jankee, Assistant Supervisor, Women's Organisation, Social Welfare Department, Port Louis, Mauritius, visited the office of the Association on December 17, 1975. She had discussion on various programmes of education for women in

India with the staff of the Association.

begg passes away

We profoundly regret to record the death of Shri M.M. Begg, former Principal, School of Correspondence Courses and Continuing Education, University of Delhi on December 15, 1975 in Delhi.

Shri Begg was the Vice-President of the Indian Adult Education Association from 1971-74.

He was the Director of the National Seminar on "Adult Education and National Integration" in Gauhati in October 1969.

The Association deeply mourns his sudden and untimely death.

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from our correspondents

teheran

"Literacy in Development" is a series of training monographs commissioned by the International Institute for Adult Literacy Methods (IIALM) Teheran. The series, edited by Professor H.S. Bhola of Indiana University, USA, is directed to the middle level literacy worker and offers guidance on those operations basic to the conduct of literacy programmes. Among titles completed in 1975 and to be published in early 1976 are : *The Use of Radio in Adult Literacy Programmes*, *Learning to Read and Reading to Learn : An Approach to a System of Literacy Instruction*, and *Programmed Instruction of Literacy Workers*. Titles under preparation include : *Lessons from Linguistics for the Literacy Worker*, *Making Evaluation Operational in Functional Literacy Programs*, *Toward Understanding Visual Communication*, *Teaching Words and Ideas to Adult Learners*, *Literacy Programs for Adult Women and Rural Libraries*.

For further information regarding the monograph series, please write to : Dr. John W. Ryan, Director, International Institute for Adult Literacy Methods, P. O. Box 1555, Teheran, Iran.

trivandrum

unesco award to kerala grandasala sangham

Literacy has been a world concern for the last several years. Sincere and impressive adult literacy efforts have been going on all over the world during the last quarter century. Experimental literacy projects have been conducted in several parts of the country. In India pioneering work has been done by a number of agencies towards removing illiteracy. Several voluntary organisations have launched experimental programmes for the promotion of literacy and it is now viewed as an integral part of the National Development Plan.

To further promote such projects, UNESCO continues to make vigorous efforts to assist Member State countries in their attempts to eradicate illiteracy. It is to encourage organisations and individuals in their fight against illiteracy that UNESCO has instituted two awards under the Nadezhda K. Krupskaya Prize and the Mohd. Raza Pahlavi Prizes for outstanding merit and special success.

In 1975 Kerala Grandasala Sangham has been awarded one of the honourable mentions of Nadezhda K. Krupskaya Prize for its example of large scale imaginative utilisations of a chain of more than 4,000 libraries supported mainly by community contribution and for having organised additional supporting services such as sport, arts, education for children and literacy courses assisted by various staff training programmes and by production of reading material.

Kerala Grandasala Sangham is a voluntary organisation established in the State of Kerala in 1945 and has been engaged in a literacy-cum-library movement in the rural areas of Kerala. It has a network of 4,150 libraries which serve as community centres for cultural and recreational activities and also organises nursery classes, sports and arts programmes, discussion groups, radio clubs and farmers' forums. More than 60 per cent of the libraries have special facilities for adult education and over 200 run literacy classes. A bell Bicycle Scheme was instituted with a coverage of 200 villages in Kerala. Since 1971, adult literacy programmes based on economic development are implemented in the most backward areas inhabited by fishermen and poor agricultural labourers with grants from Central Government. Training programmes for its adult education instructors and production of reading material for the neoliterates are undertaken by the

Sangham. It brings out a News weekly for Neo-literates (Sakshra-keralam).

In the preceding years, Mohd. Raza Pahlavi Prize was awarded to Gram Shiksha Mohim of Maharashtra in the year 1972. Honourable mentions under Mohd. Raza Pahlavi Prize were awarded to Bombay City Social Education Committee, Bombay in 1969, Literacy House, Lucknow in 1970 and Mysore State Adult Education Council in 1973. Honourable mentions under Nadezhda K. Krupskaya Prize were awarded to the National Federation of Indian Women, Delhi in 1973 and Bengal Social Service League, Calcutta in 1974.

toronto

communication linkages in non-formal education for latin america

The International Council of Adult Education (ICAE) is starting a Project of Communication Linkages in Non-Formal Education for Latin America.

The ICAE through its discussions with individual adult educationists in Latin America, with government officials responsible for non-formal education activities, and with international and regional agencies working in Latin America, feels that there is a dearth of information about non-formal education activities. There are few communication linkages among adult educationists beyond national boundaries.

As an effective way of procuring, assembling and distributing this kind of information, the ICAE is sending a team of two experienced adult educationists into Latin America. They will perform the role of "energetic reporters" to ferret out detailed and up-to-date information about activities, institutions and individuals in non-formal educa-

tion. This project will coordinate with a similar study being conducted in the Caribbean and may incorporate the Caribbean findings into the final directories.

objectives of the project

(A) This project intends, through correspondence, questionnaires, search of literature, on site interviews, and visits to institutions and government ministries, to determine the State-of-the Art and to do a needs assessment in the broad field of Adult Education within the region of Latin America.

(B) The project will identify and catalogue:

- 1) Institutions and organisations working in adult education;
- 2) Adult education activities on a local, regional, national and multinational level,
- 3) Newsletters, bulletins, and other periodicals concerned with adult education;
- 4) Information and documentation centres dealing with adult education and related materials;
- 5) Individuals who actually are working primarily in adult education;
- 6) Professional training opportunities for those who work in adult education.

(C) The project also will procure as many samples as possible of publications, reports, newsletters, bulletins, training manuals and other documents pertaining to adult education in Latin America. These documents will be deposited in ICAE Regional Offices and particularly in its Costa Rica office.

(D) In addition, information will be shared during on-site interviews and visitations.

(E) The resultant catalogues and directories of information will be published. If sufficient funding is secured, then it is intended to distribute free to each institution and organisation identified a copy of the resultant directory. This is intended as an initial step in expanding the communication network among adult educationists throughout Latin America and the Caribbean.

(F) The directories and reports also will be made available to the international and regional organisations which are concerned about aspects of adult education in Latin America.

project directors

The project will be under the direction of Dr. Kunte Buttedhal, a Canadian adult educator and former director of a CIDA-Colombo Plan project, and Paz Goycoolea Buttedhal, a Latin American expert with a degree in adult education.

definition of adult education

In this project Adult Education is synonymous with out-of-school education and means education provided for the benefit, and adapted to the needs, of persons not in the regular school and university systems.

It includes formal education in which adult students are enrolled or registered; all aspects of literacy work with adults; and non-formal education in which none of the learners are enrolled or registered but which serves identifiable users and is organized to achieve learning objectives.

Adult Education also includes programme not called "education" such as training, extension, family life, community development, and family planning, provided there is an educational purpose and a learner-learning facilitator relationship.

Shreemati Nathibai Damodar Thackersey Women's University, Bombay-400 020

Applications (eight copies) are invited on prescribed forms available from the University Office, on payment of Rs. 5/- (by Money Order or in Cash) for the following posts to be filled in the Department of Continuing Education of the University so as to reach the undersigned not later than April 15, 1976.

1. Director of Continuing Education*
2. Assistant Director of Continuing Education (Two posts)

QUALIFICATIONS

1. Director

- (i) A first or second class Master's Degree of an Indian University or an equivalent qualification of a foreign University in Adult Education/Social Sciences/Social Work.
- (ii) A Research Degree of the doctorate standard in any of the above subjects.
- (iii) About ten years experience in programme planning, administration and teaching.
- (iv) A person with experience in research and work experience in community development projects with emphasis on adult/non-formal education will be preferred.

2. Assistant Director

- (i) A post-graduate degree at least in the Second Class in one of the Social Sciences/Adult Education/Social Work or an equivalent qualification of a foreign University.
- (ii) Experience of teaching, research and/or field work of at least 5 years.
- (iii) A person with a doctorate will be preferred.

SALARY SCALES;

1. Director : Rs. 1100-50-1300-EB-60-1600 plus admissible allowances. (Total initial emoluments Rs. 1350/-)
2. Assistant : Rs. 400-40-720-EB-40-800-50-950 plus admissible allowances. (Total initial emoluments Director Rs. 740/-)

- NOTE :**
- (a) Work specifications of the above posts will be available with the application forms.
 - (b) Only selected candidates will be called for interview.
 - (c) Those with proficiency in English and working knowledge of Hindi/Marathi/Gujarati will be preferred.
 - (d) Other things being equal, preference will be given to candidates from scheduled castes/scheduled tribes/backward class communities.
 - (e) Conditions of service and leave rules will be as laid down under the statutes from time to time.
 - (f) Higher starting salary will be considered in exceptional cases.

(SMT.) KAMALINI H. BHANSALI
REGISTRAR

IAEA Publications

1. Farmers Training and Functional Literacy Edited by Anil Bordia, 1975	Rs. 15.00 \$ 5.00
2. On to Eternity—Vol. III, 1974	Rs. 6.00 \$ 2.00
3. A Literacy Journey—C. Bonnani, 1973	Rs. 8.00 \$ 3.00
4. Adult Education for Women, 1973	Rs. 6.00 \$ 2.00
5. Adult & Community Education : An Indian Experiment—S.R. Mohsini, 1973	Rs. 10.00 \$ 4.00
6. Adult Education in India—A Book of Readings Edited by Anil Bordia, J.R. Kidd and J.A. Draper, 1973	
Paper Back	Rs. 25.00 \$ 6.00
Hard Cover	Rs. 50.00 \$ 10.00
7. Adult Education for Farmers—J.C. Mathur, 1972	Rs. 12.00 \$ 5.00
8. Manual for Adult Literacy Teachers N.R. Gupta, 1971	Rs. 10.00 \$ 2.75
9. Adult Education in the Seventies, 1970	Rs. 5.00 \$ 1.75
10. Adult Education and National Integration, 1970	Rs. 3.50 \$ 1.25

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८ परम्परागत समाजों में साक्षरता— जैक गुडी	१९७४	६.००
९ साक्षरता तथा विकास— एच०एम० फिलिप्स	१९७४	१.००