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EDITORIAL LOUD THINKING

'Editorial Loud Thinking' introduced from this issue will attempt to give short notes and comments on issues, experiences and innovations. 'Loud Thinking' implies some freedom from the pontifical airs usually associated with the editorial desk. We therefore invite readers to provide the neeessary stimulus by writing to us their reactions and share with us their own ideas and experiences. Let us try to transform the editorial monologue into a reader-editor dialogue.

The new format and size brings the journal in line with other monthly journals. No doubt it is the contents and not the format that makes a journal useful and respected. That will continue to be our main concern. But we hope the new format will be more convenient to readers and give more space to contributors.

We hope also to introduce book-reviews as a regular feature and request authors and publishers to make available two copies of the book meant for review.

THEATRE AS A VEHICLE OF ADULT EDUCATION

George Bernard Shaw once called theatre as the temple of the Ascent of Man. But being an aesthetic expression, a dramatic performance is shy of communicating the message directly. Today's aestheticism in the theatre has two rather persistent preoccupations—psychology of the aberrant individual and experimentation with abstract techniques. Consequently the social purpose is usually eclipsed and even frowned upon, on the ground that the modern individual's life is so chaotic that the expression of abnormality through abstract forms can be the only valid avenue to social purpose and that conventional moral values and a conscious learning process are irrelevant to the modern situation.

Societies in which the way of life of the large masses of people in rural areas is still influenced by continuing traditions and in which transition is gradual, this approach to dramatic expression may have an exotic appeal to educated people in big cities only. But its positive gain to the masses is meagre. The attempt to liberate the individual from the complexes of modern living through an abstract or uninhibited cathartic process has no educational relevance in our societies except marginally for people of certain atypical groups.

It is therefore a welcome development that Badal Sircar a playwright who made a name for his portrayals of urban middle class psychological complexes has been bold enough to strike an altogether different line. He has written and produced a play that seeks to depict the history of the expansion of Britain's commercial and political power in India. In *Sukhapathya Bharater Itihas*, he attempts to explain to the audience the stages in which the British trade in the 18th and 19th centuries progressed through the phases of commercial capital, industrial capital and financial capital. Further even after independence was achieved in 1947, dollar capital for development has come with strings attached to it result-

ing in the continuance and aggravation of inequalities. The play had no plot of the conventional kind and followed the documentary technique. Dates, names and episodes were clearly spelt out. The remarkable thing was that it held the attention of even the sophisticated audience of New Delhi, though its initial forum has been the *maidan* of Calcutta where it has been presented before large street audiences without any expensive paraphernalia.

Badal Sircar is by no means a pioneer. Propaganda plays by the Indian Peoples Theatre before World War II and during the war were also an instrument of adult education of sorts. In the early fifties some very interesting experiments were made by Mod Mandlies, small troupes sponsored under the Adult Education programme of Bihar Government.

In 1953 the Indian Adult Education Association organised a Conference on the use of drama for social education. Subsequently the Song and Drama Division of the Ministry of Information and Broadcasting developed and promoted a special style of presenting purposive messages through the medium of drama. Playwrights like Manmath Ray and Govind Vallabh Pant presented some attractive scripts. Of course the distinction between education and message-communication is rather subtle and usually the latter becomes the pre-ponderent theme.

The significance of Badal Sircar's experiment lies in the fact that a modern urban and intellectual type of playwright has bent himself to the task of using the theatre as a medium of education of the common people. We think that this experiment has another educational dimension also, perhaps even more important. The re-education of the Indian urban elite in the attitude towards the cultural responses of the common people may be facilitated and the widening gulf between them under pressure of the fancy for exotic and sophisticated forms from abroad may be somewhat narrowed.

We hope to present in a subsequent issue, material on the use of the theatre as a vehicle of adult education in ancient times.

J.C.M.

NON-GOVERNMENT BODIES IN ADULT EDUCATION

In a recent editorial in a leading national daily, doubt was expressed on the utility of the work of non-government organisations in developing non-formal education for adults. It was argued that the enormity of the task of promoting elementary education, including literacy, for hundreds of millions of young people in India calls for the concentration of resources and effort on that task. Government should do that rather than diversify funds and resources on activities of marginal value.

It is unrealistic to regard elementary education for children and adult education as alternatives. This kind of reasoning has long since been buried and there is no occasion to exhume it. Perhaps the real issue behind this comment is that of the role of non-government organisations in adult education. A frank and realistic discussion on this issue has again become urgent, partly because of uncertain and inadequate finances from non-government sources but even more because the directions of work are not clear.

After the coming of independence, the drying up of private resources for education has been explained by (a) assumption of welfare and developmental functions by the state supported by considerable increase in taxation ; (b) the inevitable pressure in a democratic system upon moneyed people to contribute to the funds of political parties; (c) the tendency to regard ostentatious living and lavish entertainment as a symbol of social prestige rather than respect and fame based on generous donations to charities and education and (d) the quicker returns to business men and industrialist from 'investments' in graft and under-the-table payments to public officials at various levels, as compared with the tardy recognition of donations for works of pubilc benefit for which even titles and decoration that used to be a compensation under the foreign rule are not now usually given.

However, a less obvious but perhaps a more important factor is that neither those who promote non-government organisations nor government itself are clear on the kind of work that non-government organisations should undertake. Though their general object is supposed to be "peoples' participation" through non-governmental activities, in practice their programme-build-up is a replication in miniature of governmental programmes. Consequently where this kind of voluntary undertaking achieves success, some local government officials begin to fear that their own thunder is being stolen by non-government bodies which in most cases may have obtained funds from government sources. It seems, therefore, necessary to try and identify those items of work, particularly in rural areas that by their very nature cannot be effectively tackled by government personnel and agencies and that require the flexible and informal environment and procedures of non-government action.

Several examples come to one's mind. Let us take one, rural libraries. During the period of freedom-struggle in some parts of India, particularly rural Bihar, Andhra, Tamil Nadu and Baroda State a network of rural libraries sprang up spontaneously. Whenever political movements against the-then governments were on, these libraries provided inspiration, literature and shelter to political workers. At other times the partiotic fervour took the shape of increasing knowledge of happenings elswhere, of seeking the fruits of liberal thought in the world, opening out the inquisitive minds of a deprived society. Libraries arranged debating competitions, handwritten magazines and became a training ground for middle-level leadership.

After independence with the disappearance of the sustaining force of partiotic fervour, rural libraries began to decay. The polarising of political power in state capitals shifted the training ground of future political leaders to cities. Rural intellegentsia had greater scope in cities and lost interest in developing village libraries as base-lines of progressive thought.

But after nearly three decades of independence the need is again being felt for rural centres of enlightenment in the cause of development. It is clear that government by distributing meagre grants and by establishing State libraries and Nehru Yuvak Kendras, cannot generate a rural intellectual movement comparable to that nourished by the rural libraries in old times. Here is an area of work that belongs almost exlcusively to non-government bodies.

Should this challenge be taken up by some non-government organisations, two pre-requisistes will have to be borne in mind. First, it is pointless to expect rural young people to respond to the kind of emotional patriotic calls that were valid during the freedom struggle. Enlightened self-interest is what will draw them to rural libraries. That means a village library must become a nucleus of activities leading to self-advancement and useful group-action. It should not be just a collection of books providing lending and reading facilities. Secondly government should gradually discard pretensions to being able to organise all educational and intellectual activities by its own personnel. Resources should be provided to non-government libraries and enterprise should be encouraged. Government policy of introducing everywhere its own personnel is based on the 'logic' that government provides the funds. But by the same logic, the funds are not the property of the administration but of the taxpayers.

This rationale has had a bad effect on business men and industrialists who in former times used to make donations to educational and charitable bodies without seeking to control them far less to run and administer them. Today in imitation of government's policy, industrialists and businessmen who wish to create foundations and otherwise to donate funds for educational purposes prefer to establish their own institutions. A new kind of private establishment is coming into vogue. These establishments are often operated with the same kind of bureaucratic rigidity and hierarchical system that characterise government. On the top of it the misdeeds of a few non-government individuals come handy for condemening most voluntary bodies as inefficient, unprofessional and prone to financial irregularities.

Is there a way out of this situation? What are the aspects of educational development on which voluntary and non-government bodies should concentrate and which government should leave to them? What should be the modern approach to combining voluntary effort and enlightened self-interest? How can charitably inclined businessmen and industrialists be persuaded to trust educationists and not to use educational institutions as their own institutions?

We invite readers to express their views on the subject.

J.C.M.

CUSTOM TAILORED ADULT EDUCATION

In most plans for providing adult education the central theme is adult education itself.

What about planning and providing adult education as a 'custom service' for specific action programmes of economic and social development whether private or government? Suppose a large industrial estate is to be set up by an autonomous body. About 1500 unskilled labourers are to be engaged in the construction work and they and their families are illiterates. 150 among those to be allotted units and workshop facilities are traditionally skilled but unacquainted with modern techniques. Those responsible for this economic project are still at the initial stage of preparing the plan of action. They have entrusted to a firm of architects the design and lay-out of the colony. An engineering consultancy firm

has been commissioned to design the installation of the plant and workshop equipments. Market experts are on contract to conduct a survey and design and build the market facilities. All these experts would be making proposals designed to suit the specific requirements of the project and its participants and beneficiaries. These preparations will be undertaken as part of the planning and initiating process. Why shouldn't some adult education experts be assigned the task (on contract if necessary) of simultaneously working out the programme of adult education specially to equip the unskilled and skilled workers with (a) a full understanding of the objects and features of the project, (b) the basic skills of literacy related to the vocabulary and terms to be used in the project (c) the technical upgrading that can enable them to improve their contribution and increase their income and (d) the ability to get acclimatized to the changed social environment of this estate and the colony?

Today it is a common practice for project authorities to commission experts for providing custom tailored technical designs and services. In a dairy-project a sub-contract may be given for planning and installing the processing plant and another for developing the extension services. Likewise land-reclamation projects, poultry development projects, construction-projects in new townships and several others have to resort to this practice. Isn't adult education an essential component of such projeets of economic development? If so why should not a custom tailored service be organised by specialists for providing this essential component?

To idealists in the cause of adult education, this may appear to be too commercial an approach. Their preoccupation has been with overall policies and planning and with training and evaluation. We should now seek a new dimension, professional consultancy services that would not sit on a pedestal and make pronouncements but would design and assist in providing an essential input to specific projects of economic development in specific locations and among specific groups of people.

Isn't it time to play a subsidiary but practical role and not merely an idealistic and pedagogical one even though the latter gives us the illusion of occupying a central and critical position ?

J.C.M.

THE FUTURE IS CLOSE AT HAND : A LOOK AT SOME OF THE TRENDS IN ADULT AND CONTINUING EDUCATION

James A Draper*

Since 1964, when I became a staff member of the University of Rajasthan, where I remained for two years, I have been committed to the developments of adult education in India. This has been balanced, since 1967, with my involvement with the discipline of adult education in Canada. The comments which are to follow are my observations of some of the trends which I perceive in Canada, Internationally, and to varying degrees, India. I caution myself to interpret what the implications of these trends are within the context of India. Such an analysis I will leave to you.

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observations

1. The first observation I would like to make is that adult and continuing education is reaching a greater level of maturity and visibility. This is particularly evident in the increasing volume of literature which is being produced. A notable example is the UNESCO International Instrument on the Development of Adult Education."[1] This document undoubtedly will have a far reaching effect on international and regional acceptances of the term 'adult education', not just its usage as a program area for extending the resources of publicity supported institutions, such as schools, libraries and universities, but as a field of specialized academic study. Significant too is the fact that the instrument is an attempt to establish a world policy on adult education. The document suggests a number of definitions of "adult education". I'd like to refer to a portion of one of these, as presented by A.A. Liveright and N. Haygood.

They state that:

> Adult education is a process whereby persons who no longer attend school on a regular and full-time basis...undertake sequential and organised activities with the conscious intention of bringing about changes in information, knowledge, understanding or skill, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems.

Defined in this way, adult education would include vocational or job training; literacy and fundamental education; as well as a host of programs relating to agricultural production or cultural topics. One can imagine that the scope of educational topics has almost unlimited boundaries. In this regard, the contents of adult education should derive directly from the ends sought.

Two other examples of international documentation might be cited. One is a resolution on the develepment of a world community college, which was passed at an international conference of community colleges, held in Vancouver, Canada, November, 1975. One of the principal movers for the resolution was an Indian. The resolution focused on community-based education and the development of a communication network.

A second document upon which we should put great value is the Declaration of Persepolis.[2] The international meeting in Persepolis, Iran, marked the ten year period since the Ministers of Education met in Tehran and recognized the world wide problem of illiteracy. Ten years later, the Declaration again focuses on the need to commit more resources to solving the problem of illiteracy, not just for the sake of teaching reading and writing, but because those who are illiterate are disadvantaged persons, and this factor is invariably linked to a multitude of other characteristics of poverty, including poor housing, malnutrition, disease, and so on.

In Canada too, a number of documents[3] have been produced since 1970 which clearly indicate that continuing education has been accepted as a cultural norm and that more and more individuals and institutions are becoming committed to this specialized aspect of learning and education. Regardless of the range of educational programs in which

adults become involved, or the varied institutional and discipline backgrounds of persons that are associated with planning and implementing these programs, the primary concern is to facilitate adult learning. This commitment is the heart of adult education.

2. There are notable changes in the terminology and concepts relating to adult education, both at the national and international level. The words we use focus on the intent of meaning and the priorities for action. One such term is "andragogy".[4] Simply put, andragogy is the art and science of helping adults to learn. This is in contrast to pedagogy, which is the art and science of helping children to learn. Both are complementary and both have overlapping areas of concern and similar theoretical principles. The rationale for using a term such as andragogy is to direct the focus on the adult as a learner. Teaching and learning relating to the adult has its own particular characteristics. As a term, andragogy might be especially useful in referring to the academic discipline of adult education which focuses on developing the skills, and devoloping the theory relating to adult learning. Already some universities have developed post graduate degree programs in andragogy, for instance, at the masters level, leading to an M.A. in andragogy. Some universities in India are considering similar programs.

3. Increasingly in adult education programming, a greater variety of delivery systems are being developed and used. Some of these may be a combination of using radio, discussion groups, and printed materials. Television undoubtedly has a great potential as a learning and teaching instrument. It is unfortunate that all too often, T.V. is looked upon as a luxury and entertainment item. In the United Kingdom, television is now being used to serve the functionally illiterate adults in that country. Here in India, satellite television programming is also being used for literacy purposes and such use is being developed in Canada.

It seems that not only will the variety of delivery systems increase but more institutions will become involved in using these systems, particularly publicly supported institutions such as schools, libraries, colleges and universities.

4. Adult education, in practice and in theory, has always had interdisciplinary characteristics.[5] Persons with such academic backgrounds as agriculture, sociology, economics, library science, social work, medicine, history, and administration can have an important role to perform in facilitating adult learning. In the masters and doctoral degree programs in adult education in Canada and elsewhere, invariably one will find persons with these various backgrounds. No doubt any program of andragogy should not only accept, but encourage such heterogenity.

The interdisciplinary nature of adult education has always been its strength. A recent publication, written by an economist, is Schumacher's book *Small is Beautiful*,[6] subtitled, "A study of economics as if people mattered". I find it is quite relevant to adult education. A section of the book does refer to India.

5. A fifth trend that can be cited is the increasing attempts being made to legislate continuing education. We know that we cannot legislate

in the sense of forcing adults to learn. But the significance of legislating continuing education is that it makes it possible, not as a privilege but as a right, for adults to continue their education if they wish to do so. The legislation may occur at the World level, such as the UNESCO Instrument which I have previously referred to or it may be at the state level. One state in Canada has recently produced a working document entitled "The Adult Education Act". Legislation and policy items also occur in bussiness and industry, government and non-government organisations.

6. Men and women are increasingly becoming involved in the planning and implementation of their own learning, working with professionals and institutional agents such as those within schools or universities. But such participation is occuring within the area of research as well. In a recent issue of *Convergence*,[7] the journal of the International Council for Adult Education, the focus was on 'participatory research' and gave examples of ways in which the researcher might work with others in undertaking action and survey research.

This special issue of *Convergence* is also noteworthy of mention because it critically examines the traditional methods of research within the Social Sciences and points out the weaknesses, if not real danger, of relying heavily on these methods. What is required are new approaches to research. As adult education develops as a discipline, I would guess that it will bring with it new approches to scientific enquiry and will involve a greater number of persons as participants in planning and researching relating to adult learning.

7. In India and in Canada, there is obviously a greater interaction between established institutions, such as schools and universities, and their surrounding communities. One might argue that both institution and community need each other and it is this mutuality of need which makes viable the contract between them. Was it not Gandhiji who said, "I would revolutionize college life and relate it to national necessities". I think that this is exactly what is happening. One might formulate three hypotheses:

(a) that the interaction of institutions with their respective communities can be enriching to both the communities and the institutions;

(b) that there is no content area taught within the universities/colleges/schools which cannot be brought to bear on general community concerns;

(c) that one of the most effective ways for the university/college/school to reach out to the community is through the students and faculty.

In one sense, the public at large is demanding, or at least expecting, a greater utilization of resources to focus on national, regional and local community problems

8. The whole approach to development has changed significantly within the past few years. In the past, development, like education in

general, tended to segment the totality of things: the multitude of community problems were often segmented into entities such as poor health. lack of sanitation, inadequate housing, unemployment, unsuitable water, under-production; or the numerous needs of adults were divided into food production, literacy, family relationships, home management. Now, there seems to be a greater effort to integrate these various needs and problems and develop comprehensive programs. One can expect that trained adult educators will be challenged to be innovative in assessing needs, problem solving and developing methodologies which will meet the needs of adults, while all the time involving the adult in the process. In the past the tradition of development and established social agencies was on a treatment approach to problems. Happily, one can perceive that a preventative approach is now becoming dominant. That is, not just focusing on the treatment of disease, or the clearing of slums, but attempting to prevent the diseases and slums. A prominant Canadian educator put it this way: "Give a man a fish, you feed him for a day: teach a man to fish, you feed him for a lifetime".

A hard lesson that has been learned internationally is that an 'educational package' or 'problem-solving tools' cannot be transmitted from one Nation to another, without making the appropriate adjustment to a specific cultural and value context. The same caution applies, it seems, in the case of institutions programming with and for community members. At least this will be true, if there is a sensitivity to deal with expressed community needs.

9. An examination of demographic and census data can be used to indicate changes in the population. Many of these changes have great implications to the adult educator, such as the mobility of persons from rural to urban areas or of changing proportionate relationships among age groups within a population. For instance, the number of young persons in Canada is growing smaller, in proportion to older age groups. The result of this is that there are more adults who, potentially, want to become involved in some kind of learning enterprise. Furthermore, the school enrolment is decreasing, there are fewer jobs for teachers, classroom space within schools is becoming available. One obvious result of all this is that schools will be used more and more for adult programs and more teachers will become involved in working with adults in learning settings.

Dr. Malcolm Adiseshiah, president of the Indian Adult Education Association and also president of the International Council for Adult Education, is quoted as saying "At the turn of the century, the schools and universities in the country will be used round the clock...to cope with the compelling demand of education for 200 million children and 370 million adults". Speaking on "Indian Education in 2001", he predicted that education in 2001 will be life-long and both the formal and the non-formal system of education will be functional in the 21st century, such that what one learns in these systems can be applied to individual and community problems.

On the world wide scale, it can be noted that: a) educational growth is tending to overtake economic development; b) education has the task of preparing man for a world which does not yet exist; c) some societies

are beginning to reject many of the products of institutionalized education.

10. Finally, today a number of myths are being dispelled, and this must be viewed as a sign of maturity. Let me give an example from Canada. One of the 'myths' of Canada was that it was a highly developed country, with a high level of adult literacy. As a result of the 1961 and 1971 census data, it is now realized that neither myth continues to hold. Canada has one of the highest adult functional illiteracy rates of any Western country. Accepting and dealing with reality is a sign of maturity, and hence must be viewed positively. It is not until the reality is accepted that educational and social programs can best reach the needs of individuals and communities. In Canada, until it was realized that there was a sizable underprivileged and undereducated population, it was not possible to deal with this situation adequately. In truth then, Canada is a developing country. It is because countries such as India and Canada are developing that they care enough to bring about desirable change; to increase educational opportunities for a larger number of people; to practice the ideas of continuing education to which we must be committed if we are to grow as individuals and nations.

Much more could be said about the changing times but let us stop here and look at what implications the ones I have mentioned might have for adult and continuing education. The following implications which seem to be evident, are cautiously presented.

implications

1. Observing the apparent trends in many parts of the world, it seems that there will be an increasing equality of educational opportunity available to all segments of the population. For years, J.P. Naik and others have argued for a multiple entry approach to education, such that there will be greater flexibility for persons to enter and leave the formal school system. But this can happen best when there is a strong supportive program of non-formal and continuing education available for members of the adult population.

2. Educational establishments in particular are likely to be challenged to make their resources available to the community at large, and to focus on dealing with community problems and the application of knowledge. Furthermore, these institutions will be challenged to develop more open admission policies, to share decision-making, to make available institutional space, and to share authority. All this leading to a decrease in the dependency relationship which the undereducated adult has on the professional person for information and new areas of knowledge. It was the Spanish philosopher Ortega that said that he "had found no civilization in history which had fallen because of an excess of self doubt". The challenge for openness should be viewed by the established authorities as a challenge for creativity in bringing about greater participation and responsibility of the citizenry.

3. Education will be seen, not as terminal points on a time-scale, but as a continuous process. Within the Canadian context, post secondary education means activities for and by everyone beyond the age of

16 years who is not attending formal school. Furthermore, post-secondary education is not confined within the familiar walls of teaching and learning. Increasingly populations throughout many parts of the world will view education as a continuum.

4, To take seriously the notion of continuing education will mean creating links with other educators and institutions and these institutions with their communities. In the future, one must expect more coordination of educational activities and a greater sharing of resources.

5. One can expect to see a revised concept of "studentship" which is not confined to any particular age group. Or the term student will be replaced by the term 'learner'. Many of the stereotypes of "student" will need to be re-examined, such as the notion of immaturity. The trend will be to a term, 'student' or 'learner' which implies responsibility, self-directiveness, enquiry: exploring and self-descipline. Paralleling this, one might expect drastic changes in the relationship of student and teacher. In many ways the relationship will increasingly become that of learner to learner.

6. Following from the above, the freedom to learn will became more closely linked to the freedom to teach. Constraints on that freedom will undoubtedly be re-examined such as the whole question of certification for employment. It might be expected that just as more people will become involved as learners, so too more will be involved in teaching others. The question of pre-service training might become balanced with in-service training and continuous learning.

7. One expects that a society cannot approach social justice for all or even deal with present and emerging social issues by concentrating its educational resources, human and otherwise, on the young and on schooling. One might expect that there will be a shift away from the youth-centered systems and provide them for other groups of learners as well. It would be tragic if these trends resulted in unhealthy competition for resources and uncooperation. A serious concern for extending the equality of opportunity to the entire population most desirably would lead to a fuller and more efficient utilization of resources. The various learning systems should complement each other.

8. Learners, whether these be children or adults, will likely become increasingly involved in determining what they learn. Communication and other skills will be required to maximize participation and shared decision-making.

9. The legislation of continuing education, as I have described it above, will increase and will take many forms. Some of the legislation will be in the government sector. But one might also expect that labour unions will increasingly "bargain" for more continuing education opportunities for its membership. So too, business and industry will undertake their own internal legislation, to facilitate the learning of employees.

10. Increasingly, one might expect that non-government organizations (NGOs) will perform an important role in helping adults to learn. Such indigenous organizations often have a lead over government to be innovative. There seems little doubt that such NGOs should be given every

encouragement to undertake non-formal and continuing education for young and older learners, without funding agencies tying this support to undue manipulation and control.

Linked to all this is the reality that for a society to have a particular educational and learning system, there must be a particular society to support it. Non-government organizations can perform a vital role in helping to bring about such a supportive learning environment.

11. Lastly, one might expect that more and more men and women will develop specialized skills in working with other adults in some kind of educational setting. There are special skills, practices, methodologies and a content base that collectively might be referred to as the discipline of andragogy. In many countries, the question is no longer raised as to whether there is a specialized body of knowledge in adult education, or that there is a need for specialized training programs, including post-graduate degree programs. This is now accepted, just as society, and the universities, accept specialized training programs for social workers, economists, sociologists, engineers and others. One characteristic of an academic discipline is its commitment to conduct and develop and apply theory relating to the particular field of specialization. There is a great deal of research that needs to be done in the broadly defined field of adult learning.

What does all of the above-mentioned seem to say to us? We might conclude that in the future conscious attempts to facilitate adult learning will greatly increase. Many of those involved in this work will be specially trained in such professions as agriculture economics, public health education, nursing, administration, and so on, as well as trained in the discipline of adult education. Further more, the increase in the number of adults engaged in some learning enterprise signifies a movement, connotes planned social change, and symbolizes greater equality of opportunity. One can except that a commitment to continuing and life-long education can only lead to a realization of the global village concept of the World, characterized by greater humaness and maturity.

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ADULT EDUCATION AS A PARTNER IN THE DEVELOPMENT OF THE RURAL POOR*

J.C. Mathur**

The subject-linkage between adult education and rural development is vast. I wish to concentrate on what appear to me to be today's key-issues of adult education in this context.

The two issues that I wish to raise are, first, the responsibility of adult education in the development of the poor, disadvantaged and under-privileged small farmers, tenants and landless agriculture labourers in the rural areas. Secondly, the methodology that, in my opinion, would be the most suitable for adult education which seeks to be part and parcel of the process of development in our rural society, particularly of eht poor and disadvantaged farming people.

Let us consider the first issue. Why should the problem of the rural poor and the steps to remedy them be considered as matt ers of high priority for adult education today ? To answer this question we should appreciate that the connotation of the term economic development keeps on changing from time to time and differs from region to region. The classical measure of economic development used to be the rate of growith and the rate of savings enabling increased investment into productve enterprise. But today in countries like India that are largely agricultural are struggling with poverty, have large populations and do not have

* Modified version of the key-note address for the Fourth Rajasthan Adult Education Conference held at Bikaner (25 to 27 December, 1976).

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steady sources of foreign exchange, a programme of economic development should give priority to the following tasks :

(a) raising agricultural production not just in cumulative terms but on per capita basis ;

(b) providing employment and reducing under-employment ;

(c) increasing incomes so as to reduce inequalities, and

(d) as a consequence of the above measures, raising the quality of life not only for the better-off but also for those who may attempt to cross the borders of subsistence living.

It will be seen that in these components the focus is on those rural people whose incomes are below the average income of the particular rural area ; they are tenants, sharecroppers, landless agricultural labourers, small owners-operators, small livestock farmers and fishermen ; they are constantly plagued with a sense of insecurity ; if they own land it is small and unfavourably situated ; in farming they use family labour and exchange labour ; they have to borrow from private money lenders particularly during the months preceding harvests ; finally they have no control over local decision-making. Usually, they look upon themselves often 'fatalistically as prisoners of fickle fate'.

This description is necessary because the common used term 'small and marginal farmers' does not bring out the characteristics of this category of people. Their numbers usually vary from 20% to 40% of an average rural community but in some areas the percentage may be far less or far more.

The process whereby they have come to this socio-economic state is a chapter of recent history which all adult-educators should try to understand. As its analysis would require considerable space and time, I have given a broad indication of the recent process of the segmentation of the rural sector in Chart-I below :

Chart-I

Segmentation of the Rural Sector in India that is unfavourable to Low-Income Small Farmers

Traditional Rural Society Common economic environment Limited production aspirations **(In the period before National Independence)**	Feudalistic power structure strong but patriarchal, plus Subservient small farmers, tenants and labourers. Poor but occasional recipients of facilities and inputs in return for services and as social custom
Recent trends ——→	Initiation of land reforms but uncom-

(during the years immediately following Independence)

pleted tenancy regulation.

Overall community development but little attention to the specific needs of the rural poor.

Local representational bodies promoted but dominated by the better off.

Indiscriminate subsidies used by the underserving for improving their resources and status.

Leading to ←

New technology but department-wise production programmes so that persons with resources and influence took advantage.

↓

Division into two unequal Segments

(The present situation)

The enterprising segment

Surviving element of traditional power structure

Successors and former employees of landlords. Absentee landowners

New Urban entrants

Characteristics :

Better resources and contacts with officials due to community development and other measures

Responsive to new technology

Near monopoly of scarce inputs and credit. Mostly middle-level.

Low-income disadvantaged Segment consisting of unrecorded tenants, marginal farmers and land-less agricultural labourers

Characteristics :

Rapid decline from ownership to landlessness.

No patriarchal assistance. Little access to inputs.

Most people concerned with rural and agricultural development and with adult education overlook this segmentation of the rural sector. Programmes are planned for villages and villagers, and different kinds of facilities are provided on the basis of local territories and rural communities as a whole. Consequently, the distinction between programme priorities for the whole community and for low-income and disadvantaged small farmer is not generally appreciated. Some examples of this distinction are given below in Chart-II.

Chart II*

Examples of the Distinction between Programme Priorities for the whole Community and for Low-Income and Disadvantaged Small Farmers and Peasants

For the Whole Community	*For Disadvantaged Small Farmers and Peasants*
1. Community-wise maximization of yields for the area.	1. Increased production through inter-related activities of crops, livestock and poultry etc.
2. Canals systems and land reclamation.	2. Local water resources e.g. wells, tanks, shallow tubewells.
3. Advanced and latest technology for seeds, farm practices, disease control, machinery etc., for raising over-all production.	3. Small-farm low-cost technology for raising holding-wise production, through group effort and joint aids to production.
4. Extensive livestock, poultry, and orchard development.	4. Small-scale poultry, livestock, fruits and vegetables development on small household basis.
5. Diversified credit through cooperatives and banks.	5. "Total" credit, channelled through groups and based on cumulative needs of low-income producers including the "hungry" gap before harvests.
6. Sale of inputs through dealers and larger cooperatives.	6. Availability of inputs under a single roof to groups for internal distribution.
7. Warehouses at central places. Big processing units. Large marketing centres.	7. Group-storage and marketing, small storage roof to groups for internal distribution.
8. Training through set courses, through responsive and model farmers and for high yielding varieties and new technology.	8. Direct training in small farm techniques through groups, and local demonstrations.
9. Research at national levels and regional research centres.	9. Research in and near villages and based on action in the field and on farmer-participation.
10. Macro-planning from the headquarters.	10. Local-level planning through field workshops and group-plans.
11. Department-wise, vertical instructions and circulars from higher levels.	11. Multi-purpose and coordinated field action by local officials and agencies in consultation with beneficiaries.
12. Local government bodies, village and area committees, Panchayats, cooperatives on representational or nomination basis.	12. Grass-root multi-functional groups of low-income agricultural producers on direct participational basis.

* These two charts have been reproduced from my report to the FAO Headquarters on the Project regarding "Small Farmers Development" of which I was the Team Leader.

In this context what should be the tasks of adult education in order to help the poor and disadvantaged small farmers and peasants to obtain priority for their specific needs ?

The structure for rural development at the field level is expected to perform two categories of functions. The first relates to the "delivery system" in rural development—its complexities and its inadequacies for the rual poor. The second concerns the absence of a "receiving-cum-utilizing mechanism" at the grass-root level among the poor and disadvantaged small farmers and tenants.

What do I mean by the terms local delivery system and receiving-cum-utilizing mechanism at the grass-root ? By the local delivery system is meant the arrangements and bodies for rural credit inputs, marketing and other facilities under crops, livestock, fishery and other agricultural programmes of and programmes of soil, irrigation and other infrastructure development, as well as facilities for cottage industries, health, nutrition, family planning and other kinds of developmental activities. It includes also the extension mechanism for providing information on new practices, on laws and procedures and the training for acquiring skills. It includes too the administrative and coordination machinery at the local level. Thus government offices and personnel like BDO, VLWs, extension people, private and cooperative banks, suppliers of inputs, marketing bodies, coo erative societies, panchayats, revenue officials—all these belong to the local delivery system. New institutions like SEDA are also part of it. In India, there has been a constant attempt through progressive policies, programmes and projects, to improve, strengthen and diversify the local delivery system. It is being carried down to the village level so that facilities and inputs may be within reach of the rural people.

Though adult education may have only a marginal role in the tilting of the local delivery system in favour of the disadvantaged and poor rural people, it can educate the urban intellengentsia in the problems and distinct and specific requirements of the rural poor. The local delivery system is devised generally by the urban, intellegentsia. They have learnt to look upon the rural community or the village as a single unit to be developed in all aspects. But adult education of the urban intellegentsia in such matter as tenure-system, the precarious economy of poor families, indebtness of the rural poor, unfavourably market mechanism etc., will be an important factor in the adjustment of the local delivery system to the specific needs of the rural poor.

There is another set of functions that are not covered by the local delivery system. These are the seeking, planning, receiving and utilizing by the farming people themselves, of all that the delivery system provides to the rural community. These functions directly involve the farmer or the peasant and his family at the grass-root. They also mean establishing contacts with various units of the delivery system, preparing micro-plans, using the facilities in good time and having a mechanism for these functions. This is what can be named as an "active receiving/utilizing mechanism."

Better-off farmers, whether large or middle sized have their in-built active receiving/utilizing mechanism. They know the offices to be contacted. They have the capability to respond readily to the extension workers proposals, they have resources and enterprise. It is the disadvantaged and low-income peasants and labourers who as individuals are too weak, too inhibited and too poor to have that kind of enterprise and resources by which they can take advantage of the facilities provided by the delivery system. This is the gap at the bottom-level that has escaped notice in both Government and non-Government programmes. The common error is to imagine that cooperatives and panchayats can perform this function. The fact is that cooperatives and panchayats are local agents of the delivery system representing the whole village, the whole community. In order that their services and facilities can benefit the deprived segments of the village, the latter should have some sort of a receiving-cum-utilizing mechanism down at the grassroot level, a mechanism that is active but informal and that is small and compact enough to enable the disadvantaged families to participate directly and not through representatives,—elected or nominated.

I wish to submit to this gathering of adult educators and leaders in the field of adult education that at this juncture in the history of our socio-economic development, the most pressing task of adult education should be to build up the receiving cum-utilizing mechanism of the rural poor. And I wish to support this concept by offering some suggestions on the form, functions and steps for action in the light of my recent field experience in a number of Asian countries. I venture to declare that this is the kind of down-to-earth adult education which is the need of the hour.

The structure of the grass-root level receiving-cum-utilizing mechanism of small farmers and peasants should consist of Production-cum-learning Groups, and of Associations of Groups. (I am purposely using the term Production-cum-learning Groups in this gathering though other names can also be given to them in different contexts).

A Production-cum-learning Group should be organised at the lowest level and should consist of about 8 to 20 members. Anything bigger will impede direct participation and informal functioning.

No poor and disadvantaged farmer will join a group just for the sake of the ideal of group formation. Nor will he be attracted by the prospects of joining a learning-club or class, in order to improve his mind. A group will be meaningful if it can enable him to raise his income. Therefore, the basic purpose of a Production-cum-learning Group should be to give to participating small farmers and peasants a "Group personality" through engaging in common productive activities with the use of joint aids to production, mutual assistance and group self-learning. For the sake of convenience, let us call them P.L. (Production-cum-learning) Groups. Likewise let us use the term Participant learners for the members of the P.L. Groups so as to comprise their economic and educational functions. P.L. Groups will be multi-functional, combining planning, economic, social and training functions.

(a) **planning function**: Through their group the small farmers will prepare their group plan. The group will take into account the various activities in which members are engaged and prepare the group plan

indicating joint and individual production activities based upon joint and individual resources, sharing of inputs, transport, marketing, etc., and schedules of operations.

In preparing plans the groups will be assisted by the *Group Organizers*, the mobile planning Team, if any, and other local officials.

(b) income-raising and joint aids to production : These are the most important as they would serve to raise the incomes of small farmers and landless agricultural labourers. Among them are :

(i) Joint action for localized and small-scale land, soil and water development activities, equitable distribution of irrigation water, conservation of water and prevention of waste, extension and maintenance of channels, ground water tube wells, lift pumps, drainage of low-lying land, land levelling, soil conservation, maintenance of fertility of soil, etc. In some cases, Groups may cooperate with local authorities or other agencies in developing infra-structure in the area.

(ii) Common effort for the diversification of income-raising activities e.g. multiple cropping including high protein legumes like soya bean, adoption of rainfed, short-term cereal and field crops, intensive production of vegetables, fruits, poultry, ducks, pigs and milk, acquaculture, pond fishing, etc., and jointly utilizing additional employment opportunities as in rural works.

(iii) Group-channelled inputs and services e.g. credit for cumulative and individual needs of diversified production, capital items and their maintenance costs on joint and several liability basis ; fertilizers, agro-chemicals, joint marketing, transport, storage and processing, joint use of machinery and production aids, combined service centre, etc.

(iv) Group action for the recovery of loans and other moneys due from members and timely repayment to credit institutions, to sustain credibility and credit worthiness.

(v) Jointly organizing labour-intensive methods and low-cost technology in irrigation, crop production, animal husbandry, processing, etc.

(vi) Group savings and its judicious utilization.

(c) **social justice** : Small farmers and peasants are individually weak and neglected in society. Through SFPP Groups, they can profit from the over-all development programmes in the area. They can also directly participate in grassroot level institutions. Jointly they can improve the quality of their life. Thus they gain a "group personality" which gives them a stronger and more viable position in rural society. For this purpose, groups should attend to the following functions among others :

(i) Assisting government agencies in the regularisation of land titles, security of tenure, rents etc. and in the speedy implementation of agrarian reform programmes.

(ii) Developing the habit of acting by consensus and creating a sense of group responsibility.

(iii) Developing the capacity for bargaining as a group in matters affecting their agricultural production and income.

(d) group training : In order to sustain group action and mutual help in production, training and education has also to be through the Group. Some methods to be employed are mentioned below. It is to be noted that in all these matters the sources of information are the extension and other agencies and the Groups will use the facilities and the resources offered by them.

(i) Securing and utilizing information and know how on group-basis on improved agricultural techniques, seeds, fertilizers, etc. for increasing production. Holding group-discussions for using the information and transmitting the queries, doubts and comments of groups to specialists as feedback.

(ii) Group use of information on current prices, recent legislative measures on land policy, rent control, etc., and on incentive available to farmers. Here too receiving, discussing and feed-back of information will be for the group.

(iii) Training through demonstrations for the groups by specialists and extension officers, group-viewing of charts, film-strips, and other simple audio-visual material, and participating in training given by mobile training teams. In every case, the important thing is that the members of a P.L. Group jointly use the facility and discuss together the message received

Who should take the initiative in forming P.L. Groups and what should be the steps in forming them ? The formation of P.L. Groups is an action in response to a programme of economic development in a specific area or group of villages. That is an essential pre-requisite. So a group of villages where such a programme is operating or is to be introduced provide the setting for P.L. Groups of disadvantaged and poor participant learner. But that does not mean that the field personnel of various government departments who are responsible for implementing the programme are in a position to organize P.L. Groups. They are not, because as part of the local delivery system they have neither the time nor the skills nor the aptitude for setting up the receiving/utilizing mechanism. But their own programmes require the complementarity of the receiving mechanism in the form of P.L. Groups.

It is here that the constructive role of high-calibre, mature and inspired adult educator is relevant. I prefer to call them initiators, though they may also be called Group Organizers. Initiators should not become parmanent workers. They should initiate participant-learners into developing their self propelling P.L. Groups and Association. They should be sincerely convinced that they themselves are not to be permanent leaders, decision-makers or saviours. An initiating period of 2 to 3 years should be enough. For these 2 or three years an Initiator should live in that particular area and then gradually withdraw.

How does an Initiator or Group Organizer get about his task ? I suggest the following sequence of steps by way of an illustration :

(i) He should make sure that government departments, banks, cooperatives, supply, marketing and extension *agencies in the area understand and appreciate the* importance of the Groups for increasing production and the better utilization of the facilities of the delivery mechanism which they represent. Their cooperation should be sought in planning and organizing the activities of the Groups. While attempts should be made for holding joint meetings of concerned Departmental officers, they should be contacted individually and informally in advance of any such meeting.

(ii) In order to obtain basic facts and figures and to have some idea of the eligibility for Group membership, the Initiator or Group Organizer (GO) should *collect household data of ostensibly low-income and disadvantaged families and analyse the information gathered.* He should seek the assistance of local field personnel, school masters and some energetic local young people provided they are not themselves known to be associated with the economic insterests of better-off people of the same village.

(iii) *Meetings with potential members should be held in order to sound them, and* the purpose of groups, methods of operation, benefits, etc., should be explained. Alternative nucleus enterprises and joint means of production, as the basis of Group formation, should be discussed with them, keeping in view the local conditions.

(iv) *Actual listing* : GO will then prepare lists of farmers and peasants willing to organize themselves into groups. He will also note possible nucleus enterprises and other common requirements e.g. tube well, water pumps, irrigation canal, a pool of agricultural inputs, common storage, collection and processing activities. At this stage, it will also be decided by prospective members in consultation with Go, if from point of view of production and income-raising, it is better to have mixed groups of small owner-farmers, tenants, sharecroppers and landless, or seperate groups. This will also depend on the local situation.

(v) Once the members of the Group are known *membership cards/ pass books* will be filled in, in the presence of all members and handed over to each. At this stage, the present liabilities, resources and needs (earlier known through the household survey) should be further verified and made known to all members so that all are aware of the common efforts necessary to help each other.

(vi) *Assignments or distribution of responsibilities* of the Group should be by consensus instead of by voting. Assignment or distribution of responsibilities and duties for specific tasks among members should likewise be done so that the capability and eagerness of most members are utilized.

(vii) Certain *preliminary issues* may also be settled by consensus, for example, how the membership of other bodies e.g. cooperatives and clubs should be reconciled with the membership of the P.L. Group so as to keep the solidarity of the P.L. Group intact, how credit by members should as far as possible, be through the group-channel, and how recovery of loans be ensured so that the Group does not get a bad name, and how the Group revolving fund for minor local expenses should be used and reimbursed and increased through savings. The question of membership fee or sharepurchase should not be raised at this stage. But as the Group makes progress, savings and membership fee will become important issues.

(viii) At this stage, *land problems of members* will also be discussed such as conditions of tenure, problems of land use and homestead, etc. Informal contacts may be made with owners in order to work out practical arrangements for the project duration.

(ix) GO will, in consultation with the Group, record the *baseline production and income of members* and of the Group, as a whole. This will help evaluation by the Group subsequently.

Sometimes it may be necessary to form P.L. Groups of agricultural labourers only. There will be some distinctiveness in the contents of the programmes of P.L. Groups of agricultural labourers :

(a) Though they lack land for cultivation on a regular basis, most landless labourers have their homesteads where they usually raise poultry, pigs or ducks or cultivate some vegetables. They may be helped to organize these activities through their Production Groups ;

(b) Labourers who work on wage basis may form Group Service Teams to undertake cultivation operation on hire ;

(c) Contractors engaged by Rural Works Programmes normally hire labour. Such labour may form into Groups to undertake contracts themselves.

(d) Groups by themselves, or through the Association, can also work for their welfare, by bargaining for wages or amenities or better conditions of work

Some activities and enterprises which cannot be performed by individual P.L. Groups, can be taken up jointly. For this purpose a manageable number of P.L. Groups can coalesce into Associations for the sake of operations according to an economy of scale. The important point is that an Association should come after a minimum number of P.L. Group—say about 5 to 10—have been formed. Also normally an Association should not have more than 20 to 30 Groups ; otherwise it will become a remote control body.

I would like to repeat here that P.L. Groups and their Associations do not take the place of cooperatives or banks. They complement them, so that small farmers and peasants can take advantage of the facilities

offered by cooperatives, banks, governments department, marketing organisations and other parts of the local delivery system.

How should a P.L. Group meet, discuss, plan, take decisions, etc. ? Again I would make some suggestions by way of an illustration :

A Group discussion should be organised and conducted according to the following steps : Studying the problem by the Group Organizer himself, presenting it to the Group, encouraging the Group to discuss it and finding a solution that is agreeable to all. Later on the Group Chairman should take up this role, so that meetings can discuss problems and arrive at solutions even without the presence of the Group Organizer.

a. studying the problem

- try to define the problem in simple terms ; may be it has to be divided into a series of smaller problems that can be tackled more easily ;
- determine where additional information is needed, which aids and services can be provided, and what responsibilities will the Group Organizer have to accept ;
- check your attitude towards the small farmers : do you already have a model solution which you want the farmers to accept, or will you assist the Group to discuss alternatives and reach a final solution that may be different from your model ?

b. presenting the problem to the group

- present the problem in a manner acceptable to the Group. If something went wrong, do not put the blame on any individual, but present it in such a way that the Group will feel able to and responsible for finding a solution instead of creating defence reactions.
- explain to the Group that their participation in analyzing the problem and finding a solution is essential.
- provide essential information, e.g. how much money is available, what precisely are the conditions for obtaining credit, what factors have to be considered in preparing a plan and what other instructions have to be consulted before the plan can be implemented, etc.

c. discussing the problem

- analyze the problem together with the group. Use a blackboard or newsprint to list all the relevant aspects. Don't think that you know all of them beforehand already.
- encourage free discussion of all relevant issues ;
- encourage everyone to participate in the discussion, i.e. try to elicit views from the more quiet members also ;
- take each contribution seriously, if you think that somebody made an irrelevant comment, let the criticism come from the group, or ask the member what he means exactly.

— let the group members do most of the talking.

— be sensible towards the feeling of the group and towards tensions arising among the group members ;

— keep the discussion to the point ;

— try to summarize from time to time, whenever a point has been discussed sufficiently and the discussion tends to digress or repeat itself, then try to move on to the next point ;

— make the members feel responsible for the outcome of the discussion.

d. solving the problem

— keep in mind that the solution does not correspond to anyone's initial opinion, but contains thinking from everybody's in the group ;

— summarize the suggested solution(s), write them down and ensure agreement ;

— let the solution include suggestions for action by the group.

— make the group feel responsible for the carrying out of decisions for action ;

— let the group distribute jobs and responsibilities among its members as part of the problem solving activity.

These hints are rather general. Their application and modification in specific situations depend on the Group Organisation. But it should always be kept in mind that one is dealing with people who should be taken seriously, who have reasons for their actions (although these reasons might be different from ones own) and who have to think and work together in order to raise their income and production.

In the beginning of this presentation, I stated that the second key-issue for adult education today is to evolve a methodology that would be the most suitable for development in an unequal society. In a sense group-formation is in itself a methodology. But I wish to refer to another methodology no less relevant in a situation in which we get most plans and programmes from above, made by able and skilled policy-makers. I wish to suggest a methodology for planning from below so that parallel to the planning and formulation of detailed instructions of planning from above a process may be generated from the bottom level, the level of poor and disadvantaged people who are supposed to be beneficiaries and formulation of programmes. In fact even local implementers like V.L.W's, B.D.O. and field-level officials of various departments and agencies are also never consulted at the stage.

In the light of my recent experience I propose the holding of "Problem-identification, Solution-seeking Field Workshops" as a methodology for meaningful joint-consultations right in the rural areas to be a pre-requisite of any kind of rural development programme or project affecting the rural poor.

Field Workshops are a method through which personnel responsible for proposing programme policies, taking or initiating decisions on proposals, and supervising programmes get an opportunity to ascertain local specific problems at first hand through a direct dialogue with the implementers and some of the prospective beneficiaries. However, this method is different from that of "local inspections" and of "local listening to grievances". Exchange of views, and purposive discussions held in an environment of equality right near the scene of action should provide a desirable and longer opportunity for learning and exposure that can bring about a change in attitudes and sometimes lead to a material change in the programme and make them more realistic from the point of view of implementation.*

Most countries have in recent years introduced consultative meetings, training seminars and programme initiating campaign meetings in rural areas. Some of these are for staff and some for farmers. Often they are supported by audio-visual material. Sometimes a few doughty spirits among local staff and some vocal and enterprising farmers put questions at these gatherings. Mostly, however, they are characterised by talks, lectures and exhortations by visiting senior officials and specialists. They are thus information-dissemination occasions. Meetings of officials if they are of more or less similar status along with learned scholars, often provide excellent opportunity for exchange of views, strong and lively arguments and a stimulating intellectual experience. Altogether they are true to their common description as "talking shops". Basically, from the point of view of practical programmes on the field, "talking shops" and "information-dissemination" meetings belong to the same genre.

In contrast to this, Field Workshops are meant to be task-oriented. The method is to enable all participants to perform certain specific tasks through small Discussion Groups. The main tasks of a Discussion Group are problem-identification and solution-seeking and making lists of both on the basis of which the Workshop takes certain decisions for action and makes some recommendations. But actually there is a number of tasks for each workshops and these are all explained and displayed right from the beginning of every workshop. Ideally, a Field Workshop should function as a collection of beehives—each Group earnestly busy in the performance of its tasks.

With these main features, namely—decentralised field-level consulations, involvement of the neglected small farmers and peasants, establishing a direct dialogue between concerned agencies right near the scene of action for integration at the field-level, vertical and horizontal communication between top and bottom personnel, and the performance of specific-tasks through Discusion groups--the methodology of Field Workshops is relevant for various kind of programme—situation and processes.

Basically, the Field Workshops follow a pedagogy in which knowledge becomes an instrument of equality and self-respect among partici-

* I have noticed a distinct difference between the attitudes of those senior officers and specialists who attended the "rural areas session" of the FAO Field Workshops and those who were present only at the "round-up sessions" held in the headquarters. The former had a chink in their armoury of cocksureness and scepticism. The latter tended to treat the sessions as another of those passing experiences.

pants is fostered and in which discussion and reflection are a precursor of actions.* For these reason, whatever the kind of Field Workshop, certain common features should be perceptible. These are (a) on-the-spot partcipation by personnel of different levels (from the headquarters to the field) and personnel from different disciplines, departments and institutions (b) concentration on the problems of disadvantaged small farmers and peasants of specific local areas under-on-going or proposed programmes; (c) small Discussion Groups with specific tasks of problem-identification and solution-seeking. (d) consultations in villages through visits to families and groups-meetings held in villages; (e) additional information through area papers, village notes and case-studies as well as through accounts of experience elsewhere (f) commitment for quick local follow-up action (g) use of a national language that is intelligible to the small farmers and peasants; (h) recommendations for action rather than conclusions of interest mainly to academics.

For the training in the methodology of Field Workshops, there is but one 'school'—attending a Field Workshop either as full participants or as observer-participants. The multiplication of Field Workshops is itself the best way of providing the training. Since training, Field Workshops and Field Action are all inter-related and inter-dependent, I suggest a chain of workshop—By having an arrangement of attaching observer-participants, the chain can be generated with minimal of additional staff.

The important thing is that the first step should be the field workshop held in the relevant rural area and attended by personnel of different levels—from top to bottom. Then alone meetings and seminars at higher levels should be held. This is thus a reversal of the present practice.

I am afraid I have taxed your patience with these rather tiresome details. In fact the very presentation of suggestions in the form of an address is contrary to what I hold to be a basic tenet of adult education, namely the emergence of solutions out of joint-discussions of problems. It should be a churning process, an *Amrit Manthan*. But, alas, at my age I am a victim of the common malady of not being able every time to start my precept with the practice I wish to preach. But I assure you that during the last 3½ years I have done nothing but learning and evolving the methodology of which I have spoken today by operating in several rural areas of different countries in Asia. So I speak from practical experience which is fresh and which fills my mind and heart so much as often to overflow. Previous to that as an official for 30 to 35 years I was generally guided by two notions (a) action can only be planned by experts and responsive adapters of new practices from among the influential villagers can be the agents of change and development. I now believe that both these notions need to be re-considered and in some respects to be discarded. In this matter let the adult educator blaze the trail**

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* "As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creaters.

—Paul Freire, *Pedogogy of the Oppressed*

** For those interested in more information on the methodology suggested here I may add that the FAO Regional Office, Bangkok (Thailand) has a Manual on the subject prepared on the basis of our experience in the field.

A COMPARATIVE STUDY OF TWO ADULT LITERACY PRIMERS*

Ram Shankar**

introduction

After nearly ten years of experience in literacy work, Literacy House ([10]) felt an urgent need to develop appropriate instructional materials, especially a literacy primer, for making non-literate adults literate. A group of dedicated literacy workers including an educational psychologist, a linguist, an artist, a typographist, writers trained in the technique of simple writing and literacy teachers evolved a comprehensive system of literacy teaching, namely the *Naya Savera* (the "New Dawn") and a primer named the *Naya Savera Praveshika*([3]) which was prepared and published by Literacy House for the first time in 1962. The primer was followed by preparation and publication of three graded *Naya Savera Readers* subsequently.

The *Naya Savera* system of adult literacy teaching comprised a course of learning which could be divided into two stages : *First* intended to teach basic literacy skills by using the *Naya Savera Praveshika* and the *second* intended to develop the basic literacy skills to a functional level simultaneously imparting personally meaningful and socially relevant knowledge by using the graded *Naya Savera Readers*.

The *Naya Savera Praveshika* till the year 1973 underwent fifteenth printing (about nine lacs of copies were printed by that year). This primer

* This paper presents part of the data of an experimental project undertaken at Literacy House, Lucknow.

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has been widely in use in the literacy programme undertaken by the governmental and non-governmental agencies in the Hindi speaking areas of the country.

This primer has kept in view the interests of the users and incorporated concepts which are meaningful for adults. The lessons have been prepared on themes vital for the development of the individual learner. The primer contains sixteen lessons. Practically all the alphabets : consonants, vowels and vowel signs have been introduced through its first twelve lessons. In the rest, towards the end of the primer, conjuncts and conjunct consonants and certain letters relatively more difficult in shape and having different forms, have been dealt with. Some proverbs have been provided in the fifteenth lesson and numerals from one to one hundred, both in *Hindi* and Arabic script have been provided in the sixteenth lesson.

A group of review exercises, leading to self-learning, have very carefully been devised and incorporated in the primer after fourth, eighth and twelfth lessons. Appropriate illustrations as visual aids of learning have been provided throughout the primer.

This primer uses one key word in the second lesson : two key words each in lessons first, third and fourth : three key words each in fifth, sixth, eighth and twelfth lessons ; and four key words each in seventh, ninth, tenth and eleventh lessons. Thus thirtyfive key words have been provided in the primer to be taught through the first twelve lessons. Provision for teaching numerals one to ten has been made in the first four lessons. This primer contains five hundred words out of which three hundred thirtynine can be said to be functional words.(2) It is accompanied by a Teachers' Guide which is a must for the adult literacy teacher teaching the *Naya Savera Praveshika*.

Soon after publication the *Naya Savera Praveshika* was put to test. The Naya Savera Experimental Project was launched in a cluster of sixteen villages on Lucknow-Sultanpur road at a distance of about twenty kilometres from Literacy House, on March 1, 1963. Sixteen classes were conducted in each of the sixteen villages. Of these, ten classes were of men and six of women. The only report published about this experiment tells that (i) the percentage of attendance ranged from 26.6 to 95.6 ; (ii) both men and women were found enthusiastic : and (iii) peoples' aspirations and hopes were raised and the response was good.(1)

Later, on, a study of the primer was undertaken by using the records of six adult literacy classes selected out of the forty classes which were conducted in the villages of Sarojini Nagar Development Block area of Lucknow district during 1966-67.(11) Meanwhile a Specialists Workshop on Preparation of Literacy Primers for Adults was conducted from the 2nd January to the tenth February, 1968 at the Literacy House, Lucknow under the expert guidance of an American Linguist Dr. Sarah C. Gudschinsky. As a result of the exercises in this workshop a new adult literacy primer was prepared and published by Literacy House in 1969 under the title *Naya Savera* (*Sanshodhit*) *Praveshika*(4). Although its title gives the impression that the 'old' primer has been 'revised' ; it is not so. In fact it is altogether a 'new' primer based on a different *approach* and methodology.

Though both the primers have been constructed on eclectic principles, the old primer* follows word-approach whereas the new primer follows syllable-approach. The new primer has been prepared keeping two major characteristics of fluent reading in mind :

(i) The units of analysis of new words are *syllables* rather than alphabets.

(ii) The phrases or sentences are read at a glance so that reading is marked with good phrasing and intonation.

A number of other salient features have been mentioned in the 'Preface' to this primer([5]).

In the new primer all the lessons (upto 24th lesson) comprise of two pages each except lesson 1 and 12. Left-hand page contains key words with *illustrations* and new syllables introduced in a particular lesson followed by sentences for practice. The right hand page is devoted to a larger reading selection. Detailed instructions to the teachers have been provided in the Teachers' Guide.

One key word each has been introduced in the fourth, seventh, tenth, eighteenth and, twentythird lesson, and two key words in each of the remaining lessons upto twentyfourth. In all fortythree key words have been introduced from the first through the twentyfourth lesson. Some conjuncts have been dealt within the following two lessons. Numerals from one to ten have been introduced in the first ten lessons. A more detailed description is available elsewhere([12]).

purpose

The purpose of the present study was to compare the above two primers with respect to the attainment level of literacy abilities developed through teaching the above two primers in a given period of time. For this, as a control, initially non-literate adults had to be enrolled in the experimental literacy classes conducted for the purpose.

It was assumed that if two groups of initially non-literate adults are given two different treatments, i.e. taught through two different literacy primers, the differences in the literacy attainment levels at a given time would be indicative of the effect of the differential treatment, i.e. primer, and therefore, the better results would indirectly indicate that the primer used to teach them is better than the other one.

hypothesis

It was hypothesized that if two similar groups of adults are subjected to a literacy teaching programme for an equal period of time using two different primers, the difference, whatsoever, in *mean* literacy scores would not be statistically significant. This hypothesis is partially based on the emperical evidence obtained earlier([7]) and partly on the rationale that since the basic elements of reading and writing in *Hindi* are dealt with in both the primers, no matter which primer is used, the same level of literacy skill will be acquired over a given period of time.

* Henceforth the primer originally published in 1962 will be referred to as 'old primer' and the other one published in 1969 as "new primer".

method

This study was conducted following the 'Field Experiment' method in which two similar groups of adults (the independent variable) were taught through two different primers (the experimental or treatment variable) for an equal period of time and given same set of literacy tests to measure the literacy attainment level (the dependent variable) for comparing the *mean* scores to find out any statistically significant difference between the two groups which would be indicative of the possible effect of the two primers.

The experiment was conducted in selected villages of the Sarojini Nagar Development Block of Lucknow district. Selection of the villages was based on the availability of—

(i) young and educated* men and women willing to work as adult literacy teachers after successful completion of adult literacy teachers' training conducted by Literacy House ;

(ii) suitable accommodation in the village where the literacy class could be conducted regularly ; and

(iii) sufficient number of non-literate adults willing to undergo literacy training.

Teachers' training was conducted and finally twelve male and four female successful teachers were engaged to conduct literacy classes for this experiment. Organisational structure of the sixteen experimental classes under the direct supervision of two Literacy House field work supervisors, was as presented below.

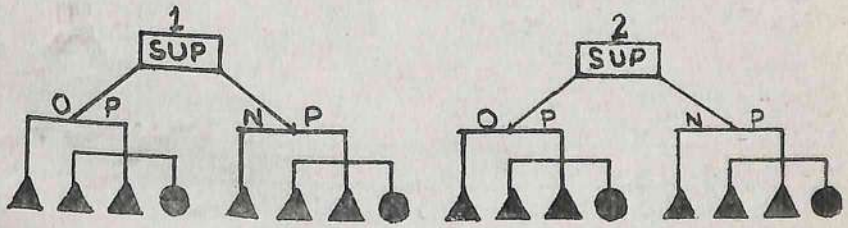


Fig. 1. Organisational Structure of Classes

SUP=Supervisor ; OP=Old Primer ; NP=New Primer ; △=Male & O=Female

Enrolment of adults in these classes was made after the supervisors ascertained the initial literacy status of the prospective adult students by administering a pre-literacy test** with the help of the newly engaged adult literacy part-time paid teachers. Only non-literate adults were enrolled.

* Minimum educational qualification of the prospective adult literacy teacher is a 'High School' passed.

** Pre-literacy test was prepared long back and has been in use for ascertaining literacy status before literacy teaching is begun.

sample

In all three hundred eighty five adults were enrolled in the above mentioned sixteen experimental classes. The number of adults enrolled in each primer group was as presented in Table 1.

TABLE 1

Number of Adults Enrolled in each Primer Group by Sex

Sex	*Old Primer*		*New Primer*		*Total*	
	No. of classes	*No. of Adults*	*No. of classes*	*No. of Adults*	*No. of classes*	*No. of Adults*
Male	6	144	6	151	12	295
Female	2	45	2	45	4	90
Total	8	189	8	196	16	385

Other background characteristics of adults indicated that their age ranged from 15 to 44 years, with the mean age of about 23 years. About 90 per cent adults were within the age-group 15-34 years. Caste data indicated that over 96 per cent belonged to backward communities including scheduled castes and tribes. Occupationally the majority of the men were farmers. The details are presented in Table 2. Similar findings have been reported in an earlier study also (6).

TABLE 2

Distribution of Enrolled Adults by Occupation

Occupations	*Number*	*Per cent*
Farming	212	55.0
Labour	31	8.0
Service	39	10.2
Caste occupation*	13	3.4
Household work (women only)	90	23.4
Total	385	100.0

Information regarding marital status indicated that nearly 65 per cent were married at the time of enrolment.

instruments

A number of instruments such as village survey schedule, individual information blank, and a series of literacy test papers especially devised to be used in this experiment, were the instruments of data collection in addition to various records usually kept about an adult literacy class e.g. attendance register, individual progress report, etc. etc.

The main instrument used for collecting the literacy attainment data consisted of a series of four graded literacy test papers which were care-

* Caste occupations are washing clothes done by washermen, ironsmithy done by ironsmiths, carpentry done by carpenters and the like.

fully constructed and printed in suitable format. Each of the test papers had items on copying, writing dictation, writing numbers, reading and comprehension test. At the bottom of the test papers space for writing testee's name, name of the class (village), date of testing, total number of days the class was held and number of days attended by the adult was provided. The method of scoring was simple and objective.

procedure

The four graded literacy test papers were administered to the literacy class participants at four developmental stages each. These tests were administered by the author who was assisted by the supervisor and the teacher concerned. An uniform procedure of administering the tests was adopted.

The tests were administered in a group (class-room) situation for all items in the sequence printed except the last two items of 'reading' and 'comprehension' which were administered individually. The examinees were provided with sharpened pencils and test papers were distributed after preliminary instructions. The adults were free to use their books (closed) or slates as a base for supporting test papers. Scoring of the answers was done at a later stage for tabulation and analysis. The information blank provided at the bottom of each test was filled in with appropriate informations.

Average number of days classes held and number of adults who participated in a given test as per cent of enrolment have been presented in Table 3.

TABLE 3

Average Number of Days Classes were held and Number of test participants as per cent of Enrolment in Old and New Primer Group (both Men & Women combined) by Tests

Tests	*Average number of days*		*Test participants as per cent of enrolment*	
	Old Primer	*New Primer*	*Old Primer*	*New Primer*
First	41	41	81.5	85.2
Second	94	92	75.6	80.1
Third	126	125	62.0	57.1
Fourth	170	179	44.0	36.2
All four tests	—	—	29.1	26.5

results and discussion

Statistical analysis of the scores obtained by the participating adults on all the four literacy tests indicated that there was no significant difference between the mean scores of the two primer groups in case of both men and the women. The results are presented in Table 4.

TABLE 4

Number of Test Participants (N) Mean Scores Standard Deviations (SD) and *t* Values of the two Primer Groups Testwise by Sex

(FOR MEN)

	Test I		*Test II*	
	Old Primer	*New Primer*	*Old Primer*	*New Primer*
N	116	134	109	127
X	32.41	32.60	32.27	33.35
SD	13.17	16.50	14.43	15.42
t	0.10 NS		0.55 NS	
	Test III		*Test IV*	
	Old Primer	*New Primer*	*Old Primer*	*New Primer*
N	93	90	63	59
X	68.00	72.11	68.71	61.81
SD	23.55	23.43	23.95	24.85
t	1.18 NS		1.56 NS	

(FOR WOMEN)

	Test I		*Test II*	
	Old Primer	*New Primer*	*Old Primer*	*New Primer*
N	38	33	34	33
X	26.08	28.09	25.56	28.40
SD	16.90	16.55	16.86	13.37
t	0.56 NS		0.76 NS	
	Test III		*Test IV*	
	Old Primer	*New Primer*	*Old Primer*	*New Primer*
N	24	22	20	13
X	59.71	63.95	49.80	53.08
SD	29.66	23.53	26.26	22.69
t	0.71 NS		0.36 NS	

NS=Not significant

A perusal of table 4 indicates that the *mean* score of 'Old Primer' group (men) is smaller than the *mean* score of 'New Primer' group (men) in the first three tests and vice-versa in the fourth test. On the other hand, women in the 'New Primer' group have demonstrated their superiority over the women in the 'Old Primer' group on all the four tests. However, none of the *mean* differences is significant.

The results support the hypothesis that was formulated on the basis of an earlier study(7). However, this result should be accepted with caution in view of the fact that the 'Old Primer' was completed much earlier than the 'New Primer' and to fill this time gap 'the *Naya Savera Reader I*' was introduced. By the time the 'New Primer' was completed, the 'Old Primer' group was able to finish 8 to 10 lessons of Reader I, which, as stated earlier, is meant naturally to follow the 'Old Primer' as a part of the whole comprehensive course of functional literacy teaching evolved by Literacy House, Lucknow. Therefore, the 'Old Primer' alone would probably not bring about the same results, as the 'New Primer' would, but then, given an equal time, the 'Old Primer' group gains a sort

of psychological satisfaction for having finished one book (the Primer) and doing well in the next—the *Naya Savera Reader I.*

This 'Old Primer' as a part of a well thought out and nicely designed system, has many good points in terms of the 'contents' it has and its concern with giving new knowledge. It contains purposive messages, tries to inculcate new habits, endeavours to develop healthier attitude towards work. These are obviously lacking in the 'New Primer' which lays much emphasis on drill and encourages repetitive habits of learning to read.

The '*Nava Savera*' system of making the non-literate and semi-literate adults functionally literate was originally planned for one full session lasting ten to twelve months with the comprehensive course to be covered through teaching the *Naya Savera Praveshika* (old) followed by three *Naya Savera Readers.* An earlier study(1) has pointed out that to cover functional literacy course developed by Literacy House, as mentioned above, a period of about ten months would be needed. On successful completion of this course the adult is comparable with the school children with regard to literacy abilities equivalent to the 4th grade, i.e. one year of adult literacy programme of Literacy House approximates about four years of regular schooling. On the basis of yet another study focussing on retention of literacy(9) it has been recommended that '...as a minimum, it is necessary for a person to complete four-year course at a school in order to retain literacy through all his later life. Alternatively, an adult illiterate should not only pass Grade III literacy training, but should also get more focussed and intensive learning in order to ensure retention of literacy skills comparable to those who get four years of schooling'.

Therefore, if lasting literacy is to be imparted, the full course of functional literacy training should be given in ten to twelve months' time and it must necessarily aim at providing focussed and intensive learning experience which should be followed by a suitable follow-up programme. Literacy or the ability to read the printed word 'which equipped man with the transpersonal memory' is a key factor in mass media behaviour(8).

Present study highlights the importance of similar studies which may be undertaken in other regional languages for theoretical and methodological advancement and practical significance. Only then the relevance and application of evaluative techniques of instructional materials for continuous improvement and development will be possible for a relatively wide area and larger target groups. Instead of changing a book (e.g. a Primer) at periodical intervals, improvements can be made in the book after similar experimental observations avoiding subjective opinions especially in the context of Nationalisation of Text Books. Obsolete content may be replaced by incorporting new subject matter, giving emphasis on current problems before the nation, e.g. population explosion and its control, agricultural innovations, increasing industrial productivity, social legislation for bringing about rapid socio-economic transformation in the country.

Experimentation even on modified lines to verify the suitability of books not merely for their adoption but a post-adoption becomes a necessity to make it a dynamic process of continuous improvement in the instructional materials at all levels.

summary

A field experiment was conducted to make a comparative study of two adult literacy primers produced by Literacy House.

It was assumed that the *mean* difference in literacy attainments, as determined by administering suitable literacy tests, of two similar, and therefore, comparable groups of non-literate adults, would reflect the differential effects of two different primers used for literacy teaching in a given period of time.

The hypothesis was that if two groups of adults comparable on most of the relevant background variables, are subjected to a literacy training course using two different primers for an equal period of time, there will be no significant difference between the literacy attainment level of the two groups. The results obtained confirmed the hypothesis. Some methodological, theoretical and practical implications of this study have been discussed.

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EFFECTIVENESS OF TRAINING OF YOUTH LEADERS AT N.D.R.I. KARNAL

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introduction

The key to progress in time to come rests considerably with the quality of youth. But the rural youth in India continues to remain mostly illiterate and uninformed. Rural development depends on a variety of inter-related factors of which education is an important one. There have been a number of schemes and programmes to pay attention for increasing the productive efficiency of the rural youth. The idea is to provide such avenues as can utilize the available energy of the youth for productive purpose and prepare them for a fruitful vocation in life. The Tenth FAO Regional Conference for Asia and the Far East meeting in Canberra, Australia in August/September 1970 stressed the need to involve youth at all levels in agricultural development. However, it was the young adults (18-20 years) who demanded "immediate and special attention in view of their serious employment situation in most countries of the Region".

As population grow, they grow younger and in many countries in Asia, 50-60% of the people are under 25 years of age. According to 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% of the total population. The same report estimated that the number of youth will grow to 514 million in 1980 which will be 37.5% of the anticipated population of that year. The main group, therefore, for whom gainful and satisfying employmennt must be found is the "out-of-school" youth below 25 years of age. In order to harness the productive capacities of the rural youth Nehru Yuvak Kendra of the Ministry of Education and Social Welfare, Government of India initiated to impart training. The youths of these Kendras were also deputed to N.D.R.I. Karnal for training in Animal Husbandry and Dairying. To study the effectiveness of this training, a systematic research project was taken up with the following objectives :

1. To study socio-economic characterstics of youth participating in training programme.
2. To determine the extent of knowledge gained in different areas of training by the participating youth.

methodology

The youth of Nehru Yuvak Kendras receive training in groups for 5 days. The before and after research design, was followe i for the purpose. A structured questionnaire consisting of questions on various aspects like socio-economic variables, breeding, feeding, management, animal health and clean milk production was prepared. The data were collected from the participants before exposure to training programme. The same questionnaire was administered to the youth at the end of the training programme. The data were collected from 54 youth leaders. The tabulated data along with the scores obtained were presented. The gain in knowledge was tested by test of significance at .01, .05 and 0.1 levels of probability.

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findings and discussion

The data regarding the effect of education on knowledge gained by youths in different aspects of Dairying have been given in table I.

TABLE 1

Effect of Education on the knowledge gained regarding Dairy Husbandry Practices.

knowledge-scroes	*Breeding*		*Feeding*		*Manage-ment*		*Animal Health*		*Clean Milk Production*		*Total*		*Diff-erence*
Education level	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Pos Trg*	
Primary	12.5	17.5	5.0	9.0	15.0	31.0	8.0	13.5	0.5	0	41,0	71.0	30.0
Middle	7.6	11.6	6.9	9.9	16.5	30.0	8.4	13.6	4.3	8 2	43.7	74.2	30.5
H.S.	9.6	15.6	7.8	12.5	21.7	37.1	9.3	12.8	6.4	10.8	54.8	88.8	34.0
Above H.S.	8.7	13.9	7.5	10.8	24.1	12,6	9.3	11.8	6.9	7.6	56,5	72.7	16.2
	t = 12.5 (Sig)		t = 8.0 (Sig)		t = 4.7 (Sig)		t = 5.8 (Sig)		t = 1.2 (N.S.)				

It reveals that knowledge gained regarding cattle breeding, feeding, management and animal health as a result of 5 days training was significant at .05 level of probabity. However, this knowledge was not found significant in clean milk production.

On comparison of scores of youth according to their level of education revealed that gain in knowledge was highest by youths with education upto High School followed by middle and primary education. The gain in knowledge was least with education above high school.

Herd size and knowledge level :—The herd size and knowledge of the youth leaders regarding Dairy Husbandry practices have been presented in Table 2.

TABLE 2

Herd size and knowledge level of the youth leaders regarding Dairy Husbandry Practices.

knowledge-scores	*Breeding*		*Freeding*		*Manage-ment*		*Animal Health*		*Clean Milk Production*		*Total*		*Diff-erence*
Herd size	*Pre Trg.*	*Post Trg.*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Pos Trgt*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg.*	
0-3	1.9	12.3	5.5	11.3	13.7	27.4	4.5	12.0	6.2	11.0	31.8	74.0	42.2
3-6	5.9	10.8	6.9	9.5	21.2	27.1	7.3	12.1	7.0	9 3	48.3	68.8	20.5
Above 6	12.7	15.3	7.4	9.9	21.6	32.1	10.6	13.2	4.1	5.3	56.4	75.8	19.4
	t = 5.4 (Sig)		t = 1.1 (N.S.)		t = 6.8 (Sig)		t = 3.5 (N.S.)		t = 2.7 (N.S.)				

The table exhibits that gain in knowledge regarding cattle breeding and management was significant at .05 level of probability. The gain in knowledge in animal health was found to be significant at .01 level of probability.

When the gain in overall scores according the herd size was compared, it was found that gain in knowledge was highest in 0-3 herd size followed by 3-6, and above 6. On the other side it is also observed that knowledge of the youth with herd size above six, was already highest followed by that of '3-6 herd and 0-3 herd size' in pretraining phase.

sources of income and knowledge level

The data in Table 3 show the effect of sources of income on the levels of knowledge gained by the youth leaders in 5 days training.

TABLE 3

Sources of Income and knowledge Status of Youth leaders regarding Dairy Husbandry practices

Knowledge Level	*Breeding*		*Feeding*		*Management*		*Animal Health*		*Clean Milk Production*		*Total*		*Difference*
Sources of Income	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Post Trg*	*Pre Trg*	*Pre Trg*	
Agriculture	10.5	14.5	7.6	10.0	22.1	31,3	5.8	7.6	9.9	13.6	55.9	77.0	21.1
Dairy	12.3	13.4	6.6	9.1	19.8	29.8	4.2	2.4	10.4	13.4	53.3	68.2	14.9
Labour	6.7	11.5	6.5	10.5	18.0	31.1	4.0	2.5	7.5	14.5	42.7	70.1	27.4
Service	2.5	11.1	5.7	11.2	14.5	25.7	6.0	10.7	4.2	11.7	32 9	70 4	37.5
Business	2.6	8.8	2.7	12.0	11.7	24.0	4.7	10.7	3.4	11.4	25.1	66.9	41.8
	t = 4.1 (Sig)		t = 3.6 (Sig)		t = 15.8 (Sig)		t = 1.1 (N.S.)		t = 14.4 (Sig)				

The knowledge gained in cattle breeding and feeding was significant at .05 level of probability. Similarly it was significant at .01 level of probability in cattle management practices. However, the gain in knowledge by youths was insignificant in animal health. Categorywise comparison of over all knowledge score revealed that gain in knowledge was highest in the category of business followed by service, labour, agriculture and Dairy class. It is further observed that pre-training knowledge scores were highest among youths belonging to agriculture and Dairy followed by labour, business and service. It is conclusive of the fact that this training has been useful to the youth belonging to Business, Service and Labour class.

conclusion and recommendations

The 5 days training programme at N.D.R.I. Karnal has been more pronounced upon youth educated upto high school followed by middle class. The gain in knowledge was highest among owners of 0-3 cattle. Taking into account the income level of the youth, the gain in knowledge was highest among business followed by service class. Since the knowledge gained in the area of clean milk production was, low, proportionate time should also be allotted to this aspect in the training programme of youth leaders.

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SOME THOUGHTS ABOUT RESEARCH IN ADULT EDUCATION

N. Venkataiah*

what is research ?

Any research is systematic and creative study. It arises out of carefully formulated problems. It always denotes careful, critical and exhaustive investigation to discover new facts which will test a hypothesis, revise accepted conclusions or contribute positive values to society in general.

Some people are of the opinion that research is something mysterious, costly and requires expensive equipment. They also express that without such equipment it would be difficult to do research. Research in adult education does not require such costly equipment as may be necessary in some other type of research in sciences. There are many aspects of research which can be tackled without waiting for foreign equipment. The life and work of many social researchers reveal that they had to make their own instruments for their investigation. They never seem to have bothered much for the ready-made instruments. They prepared valid and reliable tools for their works. If every thing is fully exploited and is ready-made, is there any need for research in that area ?

The two important factors which will induce one to do research are will and desire to learn. Scientific attitude is basic to any research. Scientific attitude in thinking, making enquiry, striving hard for understanding the causes, observing and inferring are essential qualities required in a researcher.

research in adult education—an overview

Adult Education existed in India in one form or the other and its history is quite old. But, until the middle of twentieth century, no research work was done in this field. For the first time, a pioneering study on 'the problems of lapse into illiteracy' was made by Gadgil in 1945. Since then, sporadic efforts in research studies were made till 1969. It is heartening to note that after 1969 the research in the field of adult education gained its momentum although continuous and consistent research efforts were not sufficient to meet the requirements in the field.

Research in adult education is still very much at the stage of gathering facts. As regards the methodology used, it is, in general, observed that scientific methods of research were not given due importance and in some cases even the designs of the study were not properly stated. The limitations of the study and constructive suggestions for further research were, by and large, wanting.

A general review of the research conducted so far would reveal different types of researches viz., experimental expost facto research, descriptive, historical aud diagnostic research, exploratory and survey types. The tools and techniques used for the collection of data were questionnaires, interviews, historical and administrative documents. It is worthy to mention that a few researchers had also developed some independent research tools. It remains to be observed that a number of studies of higher order like experimental studies making use of highly sophisticated statistical designs seem to have not yet undertaken so far in the field of adult education.

The research findings of researchers of other countries may not be of much use because of the difference in the prevailing conditions in each

* Shri N. Venkataiah is Assistant Director in the Department of Continuing/Adult Education, Sri Venkateswara University, Tirupati-517502.

country. Hence it is imperative that research findings from other countries are not directly applicable to our conditions.

research needs

Any significant research leads to progress in some field of life, or the other. It is more so in case of adult education because it is concerned with all immediate problems of adults who play a major role in the society. Adult education is a growing field and naturally new problems are bound to crop up. Research is an essential tool that can help to solve such problems and lead man towards progress. Research in adult education is inter-disciplinary in nature and hence it greatly depends upon research in other subject disciplines such as human development, education, psychology, sociology, anthropology, cross-cultural studies etc. The ultimate aim of research from the point of view of the adult educationist is to provide knowledge that will help him to achieve his goals by the most effective methods. Country's adult education programmes have a direct bearing on its social, economic, political, cultural factors. Adult education has relevance to the success of developmental programmes. As a result of emerging out of the developmental programmes, a number of new problems have cropped in and old problems have become more complicate and acute. In order to solve the multitude of old and new problems adequate research of quality and quantity has to be carried out. Some of the areas which require the immediate attention of the researchers are as follows :

1. policy making and planning of programmes

Plans drawn and policies made should meet the requirements of the people to whom they are proposed. For this, a thorough field study viz. an enquiry into the needs and necessities, availability of resources, attitude of the people to comply with the programmes are quite essential. Plans and policies based on the analysis of these facts cover a workable strategy and result in more fruitful way predicting probable barriers in their implementation more accurately and searching for suitable solutions to overcome these barriers.

2. teaching methods

Answers to the following questions are to be provided by the researchers

1) Are the current methods of teaching practices effective ?
2) Do the current methods of teaching meet the requirements of modern times viz. needs, interests, aspirations of the community in which they are practiced ?

3. training needs of the staff

Research should throw light on the following needs of the staff :

1) What kind of professional competency is needed to promote the programmes more effectively ?
2) What are the training needs to make the staff more efficient in their instruction ?

4. evaluation

Research oriented towards the evaluation of a programme should cover the following aspects :

1) Whether the programme has satisfied and fulfilled the objectives ?
2) Whether the money spent and allotted is properly used ?
3) How far is it a success in relation to its aim ?

5. attitudes

Attitude survey research may probe into the following aspects :

1) What kind of attitudes do the adults have towards adult education programmes ?
2) What kind of attitudes do the adult education personnel have towards adult education programmes ?

6. motivation

Studies can be undertaken to know

1) The level of motivation among adults to learn
2) The methods of involving the community in the adult education programmes etc.

7. production of teaching material

Efforts of the researchers can be directed towards

1) The production of good reading material
2) The production of good audio-visual materials.

8. administration and organisation

Researchers should identify the causes for ineffective organisation and administration of adult aducation programmes and be able to provide workable solutions to their effectiveness.

9. adult literacy

Studies can be made on the following areas of adult literacy : Development of techniques of literacy work, coordination of literacy work, evaluation work, apathy of adult illiterates, the problems of drop-outs, the interests of adults and how they change with age, characteristics of the adult learners, use of vlounteers in adult education, methods of teaching literacy, reading interests and habits of adult illiterates, study of vocabulary, relapse into illiteracy, administrating literacy work, conditions for learning, socio-economic and psychological factors and adult learning, literature for neo-literates.

As suggested in research priorities, there are a number of unexplored areas for research. Each one has to be tackled but all of them can not be carried out simultaneously at a time. Of the three types viz. the basic, applied and action researches—applied and action researches may be given priority over basic research. Where possible, research should be action-oriented and linked with the country's developmental programmes. Action-research must have a relevance by providing solutions to practical problems. Action-research dealing with problems which are essentially practical and of immediate concern is to be given priority over historical or descriptive research.

Research in the following areas may be carried out in the order of priority as follows. Emphasis should be on application value of research projects for the practitioners.

general problems

1) Evaluation of Farmers' Functional Literacy Programmes which are now in operation throughout India.
2) Research which would try to show the value of literacy as an investment.

3) Evolving models for literacy programmes.
4) Research on methods of adult education which highlight the application value of different methods.
5) Survey of existing reading and teaching materials, their utility and limitations with a view to preparation of resource materials for adult education.
6) Evaluation of the influence of mass media on rural and urban adults with reference to their attitudes towards adult education.
7) Achievement motivation level of adults.
8) Determination of administrative structures necessary for supporting wide-scale implementation of successful strategies for adult education.
9) Study of the nature of resistance to adult education in the rural and urban contexts.

problems relating to functional literacy

1. The impact of the Farmers' Functional Literacy Programme on the adoption of modern agricultural practices with special reference to High Yielding Variety Crops.
2. The impact of the Farmers' Functional Literacy Programme in the improvement of agricultural productivity.
3. The impact of the Farmers' Functional Literacy Programme on the social mobility of the participants with special reference to the standard of living.
4. The impact of the Programme on the social participation of the adults.
5. The impact of the programme on the use of mass media.
6. The impact of the programme on the change of attitude towards childern's education.
7. Longitudinal studies on possible lapse rate in every subsequent years and also on lapse rate among the various categories of participants and factors affecting retention.
8. The ways and means by which illiterate adults of the different socio-economic groups can be motivated to participate successfully in a voluntary literacy education programme.
9. Operational aspects of implementing a functional educational programme.
10. Cost effectiveness studies about the design, implementation and target population.

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WRITERS WORKSHOP—AN EXPERIMENT

T.R. Nagappa*

The preparation of reading materials for neo-literates is a technique and, as such there is dearth of suitable writers in the field. This was felt by the Ministry of Education, Government of India as far back as 1950. To overcome this difficulty, the Ministry of Education, conducted some writers' workshops in the different regions of the country. These were in the nature of training-cum-production workshops for the prospective writers. The duration of each workshop was 4 to 6 weeks. The writers were trained in the technique of preparation of reading material and also evaluation of the same with reference to the intended readers.

The Ministry of Education and Social Welfare, Government of India, since then has continued to aid the voluntary agencies and local governments to conduct such writers workshops. Similarly, the Ford Foundation also has assisted the Literacy House, Lucknow to start a School of Writing for the Writers interested in the preparation of literature for neo-literates. Writers from different States in India and outside have been trained in the School of Writing. The number of writers trained in this institution during the period 1957-68 was 229. Now the School of Writing is closed as the aid received for the purpose is exhausted.

Writers may be trained in the workshops. But they must have the scope of developing their writing talent. Because, books if prepared and published by them, will not sell in the market. This is probably the problem being faced by countries all over the world. The Ministry of Education, Government of India, with a view to encourage authors instituted a scheme of prize awards in 1954 for the best manuscripts prepared in the field of literature for the neo-literates. Accordingly, the Ministry of Education, Government of India invites manuscripts and printed books from all over India in all the languages accepted under the Constitution. The best manuscripts or printed books in each of the languages are offered a cash prize of Rs. 1,000/-. In addition, the Ministry purchases 1500 copies of the same and distributes them to the concerned Departments of Education according to the language.

The Karnataka State Adult Education Council made a humble beginning in 1973 in encouraging the writers trained in the several Writers' Workshops conducted by the Council. Suitable writers among the trainees were selected and requested to write manuscripts on topics of rural interest on a lumpsum royalty basis for each one of the manuscripts accepted by the Council. This project was taken up out of the Government of India grant for the preparation of literature for neo-literates. Four manuscripts out of these are already published and others are awaiting publication.

It may be quite oppropriate to state in this connection that Karnataka State Adult Education Council, Mysore has so far conducted seven workshops with the financial aid from Government of India and Karnataka State Government and Literacy House, Lucknow. The

* The author is Editor, Belaku and Pustaka Prapancha, Karnataka State Adult Education Council, Mysore.

number of writers trained in these workshops including the two conducted independently by the Department of Education is 121. The following is the statement of the workshops showing the duration, cost, number of manuscripts prepared and published :

	Venue of the workshop	*Duration and Year*		*No. of Writers*	*Cost*	*No. of manuscripts published*
		Days	*Year*		*Rs.*	
1.	Manasagangothri, Mysore.	30	1967	21	Not available.	16
2.	Vidyapeetha, Nanjangud.	90	1968	21	,,	19
3.	Vidyapeetha, Basavakalyan.	15	1968	15	4,024-31	
4.	Pampa Vidyapeetha, Ramasagar.	15	1970	15	3,707-66	3
5.	Vidyapeetha, Kengeri.	15	1971	30	6,239-18	10
6.	Vidyapeetha, Kengeri.	60	1972	17	12,599-70	
7.	Vidyapeetha, Shivaragudda.	30	1976	12	9,040-00	

Out of the other two earlier workshops one was held in the year 1952 for writers in Southern languages in Mysore City. Shri T. Madaiah Gowda, late President, Mysore State Adult Education Council, Mysore, was the Director of this workshop. The number of writers who participated was 20, out of whom seven were from Karnataka region. Of the seven manuscripts prepared in Kannada, only 2 were published. The number of participants in the writers' workshop held by the Department of Public Instruction in Bangalore during 1962 was 16. But none of the manuscripts prepared in this workshop appear to have been published.

The outcome of the writers' workshop held at Basavakalyan was the publication of adult literacy texts in Urdu and Marathi and reading cards in Kannada, Urdu and Marathi. The reading cards serve as supplementry reading material for the students under literacy instruction.[1] It may not be out of place to mention that 'the new functional approach to literacy, the workshop felt, would give the adult illiterates the thrill of purposeful learning, relevant to his job, from the very first day they are drawn into the literacy circle.[2]

The best ten manuscripts prepared in the writers' workshop held at Kengeri during 1971 were follow up books on work-oriented functional literacy for farmers in high-yielding varieties. These manuscripts published are being used in all the functional literacy projects in Karnataka. But due care has to be taken in revising these books periodically in view of the changes that may come about in the package of practices in agriculture. This workshop directed by me proved beyond doubt that work-oriented literature is a team operation of subject specialists and lay

1. Preparation of Reading Cards for Adult Literacy Instruction : T. R. Nagappa. Indian Journal of Adult Education. August 1969.

2. Work-oriented Functional Literacy : Reading and follow up materials, Report of a regional workshop. UNESCO. Regional Office for Education in Asia, Bangkok-1969. Page 10.

writers.[3] The folders, pamphlets and guest lectures of the Specialists of the Agricultural University served as source material for the lay writers of the workshop.

Of the manuscripts prepared in Kengeri Writer's workshop held during 1972 with the financial assistance of the Ministry of Education, Government of India, eleven were adjudged as best and these are patiently waiting publication. This is an age of explosion of knowledge. As such the information must be necessarily disseminated in the quickest possible time. Otherwise, it may happen that the ideas become out of date and the writer may also feel disappointed. So, it is advisable to get the manuscripts printed as soon as possible.

As observed from the statement of expenditure on the writers' workshop, the cost of each workshop will range from Rs. 3,707/-, to Rs. 12,600/-. The average expenditure on each writer trained will be from Rs. 370/- to Rs. 754/- per month. So, the expenditure made on the writer-participant is not a small sum. It becomes clear that the training-cum-production Writers' Workshops are a costly process. Therefore, if this heavy expenditure is to be justified we must ensure proper returns, i.e., choice of prospective writers must be carefully made. If necessary, writers may be interviewed before selection and screening may be made at this stage. At present letters are addressed to the different Departments to send persons for Writers' Workshop, who have a taste for writing. But as the type of persons to be selected is communicated in a letter to the various departments, the desired effect may not be forthcoming. Perhaps personal discussions with the Heads of the Departments regarding the objectives of the workshop and the type of materials to be prepared may help us in better selection of participants.

The writers who attend the workshops cannot be expected to come fully equipped about the topics on which they will be required to write. In the workshops being held at present the participants are oriented on the special techniques of writing for neo-literates and also required to complete the manuscript during the period of the workshop. This may be difficult for them as they will not be able to make necessary references and collect the type of material necessary. Therefore, it is perhaps better to hold the workshop in two sessions with a reasonable interval in between two sessions. In the first session of about a week orientation in the techniques may be dealt with and model books reviewed. Then the participants may be allowed to go back to their places to refer to necessary books on the subject and collect materials and consult subject-matter specialists, if necessary, and prepare the manuscript. They may be re-called for a second session when the manuscript will be revised and tested. There is an advantage in this arrangement and that is, the participants may not feel the training-cum-production workshop monotonous and rigid. After the manuscripts are given a shape and found satisfactory, it is very necessary to see that proper arrangements are made for publication of the manuscripts as soon as possible. This will act as an incentive to the writer for further participation. Otherwise, he loses the enthusiasm and it results in waste of training to him. Therefore, whenever worksops for preparation of literature for neo literates are organised, proper financial allocations are to be made in the budget for the publication of the best selected manuscripts.

3. Work-oriented literature for neo-literates: A team operation: T. R, Nagappa. Indian Journal of Adult Education. July 1971. (15, 16 and 21 pages).

ASSOCIATION NEWS

workers education

The Association will hold 10 One-day School on worker education on the following subjects in February and March this year.

1. Grievance Procedure.
2. National and Social Goals of Trade Unions.
3. Trade Unions and Productivity
4. Population and Trade Union.
5. Trade Union—Its objects and activities.

The Central Board of Workers Education has given grant for these courses.

collaboration with other agencies

The Association is collaborating with Delhi Administration in preparing Curriculum on Non-formal Education in Union Territory. It is also represented at the State Level Coordination Committee on Adult Education of the State.

Dr. T.A. Koshy and Shri S.C. Dutta, General Secretary of the Association have been nominated on the Committee for the Eradication of Illiteracy in Uttar Pradesh set-up by the Uttar Pradesh Government.

visitor

Shri Karim Hussamelbin, Technical Member, Foreign Relation Department, Supreme Council for Youth, Cairo, on study tour of India sponsored by Unesco, visited the Association's office and discussed the adult education activities in India and Egypt.

members

institutional

The Directorate of Public Instruction, Govt. of Punjab, Chandigarh has joined the Association as Institutional member.

life members

The following have become life members of the Association :

Dr. (Mrs) Asha Dixit, Jaipur, Shri Muni Deo, Moradabad, Shri I.P. Anand, New Delhi, Mr. V.B. Asthana, New Delhi, Dr. Alan Rogers, Nottingham, (U.K.) and Smt. V. Lall, New Delhi.

bound volume of the ijae

Bound volumes of the *Indian Journal of Adult Education* from 1964 onwards are available from the Business Manager, Indian Adult Education Association, 17-B Indraprastha Marg, New Delhi-110002. The price per bound volume is Rs. 25/-.

barkat ali firaq passes away

It is with profound regret that we record the sad and untimely death of Barkat Ali Firaq on January 28, 1977 in New Delhi. He was 65.

Shri Firaq was Life-member of the Indian Adult Education Association and the Jamia Millia Society He was a member of the Executive Committee of the IAEA in 1953-54.

He was the Editor of the Hindi and Urdu monthly "TALIM-O-TARRIQI" of Idara Talim-o-Tarraqi, Jamia Millia Islamia, now not under publication. He had written a book on "Methods and Techniques of Adult Literacy" in Hindi.

FROM OUR CORRESPONDENTS

new asian newsletter focuses on social action

The Asian Cultural Forum on Development (ACFOD) has begun a newsletter called *Asian Action*. It aims at reflecting Asia's "Asian-ness" by setting up a network of ideas coming from the Asian people themselves, and by providing a means of communication among individuals and groups in different countries and regions concerned with people's participation in development. ACFOD members are individuals and organisations from the countries of Asia and the Pacific involved in social action, research and communication. It attempts to provide a forum through which people's organisations, as opposed to official organisations, can engage in a dialogue on a national and regional basis.

The first issue (January 1976) deals with China's development experience, Sri Lanka, contacts between development groups in Asia and other parts of the world, recent development education activities and experiences. Available from : Asian Action, ACFOD Room 201, 399/1 Soi Siri, Off Silom Road, Bangkok, Thailand.

persepolis papers being published

The papers prepared for, and given at the International Symposium for Literacy held in Persepolis Iran, in September 1975, are being published by Pergamon Press under the title *The Turning Point in Literacy : The Spirit and Declaration of Persepolis*. The final report of the Symposium is available at no cost from : International Co-ordination Secretariat for Literacy, 42 bis. Avenue de Saxe, 75007 Paris, France.

family planning newsletter available

The UNESCO Regional Communications Unit (Family Planning) in Malaysia is interested in hearing from population programme people who would like to receive its newsletter *Communication News*. Each issue highlights a particular programme, such as that of Bangladesh in the July 1976 edition. Write to : Unesco Regional Communications Unit (Family Planning), 10 Jalan Kent Tiga, Kuala Lumpur, Malaysia.

adult education research conference

The Adult Education Research Conference will be held April 20-22, 1977 in Minneapolis, Minnesota U.S.A. Its purpose is to stimulate and improve research related to adult education by providing opportunities for researchers to interact with each other,

For further information contact Professor John Niemi, Director, Clearinghouse ADELL, Northern Illinois University, DeKalb, Illinois, 60115.

janta vidyapeth, new delhi

The One-year diploma Course of Nursery Teachers Training of the Janta Vidyapeth has been recognised by the Karnataka State Government.

The Janta Vidyapeth an educational, social and cultural institution is affiliated to the Indian Adult Education Association.

orissa adult education association formed

A State level Adult Education Association in Orissa has been established recently. Shri S.N. Nath and Shri I.B. Misra have been elected its first President and Secretary respectively.

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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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EDITORIAL LOUD THINKING

Readers Unprovoked

Obviously 'editorial loud thinking' in the January issue did not provoke readers into expressions of dissent. On the contrary we have been favoured with some letters of appreciation on the new format and tone. However, neither provocation nor encomium should be important for educationists. The essence of learning is in eternal curiosity. So we hope the spirit of enquiry can be sustained by this journal with the cooperation of readers.

Our contributors too, we presume welcome questions, howsoever inconvenient. In this connection we hope readers would react to Dr. Carr's article in this issue.

Incidentally, we would request contributors to give sub-headings for the convenience of readers.

Adult Education for Parliamentary Democracy

This is the issue for the month of February. It is being published late for some unavoidable reasons. In the month of March the Indian people have had a remarkable experience of expressing their political will and of undergoing a vast educational experience. The voters are all adults and the educational experience is therefore of fundamental significance for anybody interested in adult education.

Some years ago the Indian Adult Education Association had organised a Workshop and devoted deliberations at one of its conferences to adult education for parliamentary democracy. It is time for us to shake the dust off the Reports of those two meetings and to go over again the papers read and the lively discussions that followed. Some of us recall the participation of people like the late Maganbhai Desai and the dynamic and enthusiastic convenership of Dr. Singhvi.

Generally, professional adult educators have been shy of appearing to be actively responsive to political blandishments and even to some political issues. This is because of a fundamental difference between the approach of the politician and the beliefs and faith of the educationist. The educationist is usually pre-occupied with knowledge that sustains life and values that give directions. He is concerned equally with the demands of the productivity of individuals and the urgency of the removal of inequalities that retard productivity. The politician has vital concern with all these matters. But his aim is to get into a position wherefrom he can promote these objectives by decision-making and directives to the machinery of implementation. In order to get into this kind of decision-making position, he has, however, to concentrate on matters of short term interest. This is what is called expediency. A politician cannot avoid being governed by considerations of expediency. The tools of expediency are tactics, not necessarily highly motivatived strategy.

In this background what kind of adult education would strengthen the roots of democracy ? It is no use imagining that politicians will arise

who will not be guided by expediency and who would refrain from using the tools of tactics. Therefore it seem to be the responsibility of adult education to attempt at least two things. First, the obvious one of educating the voters in the rules and regulations as well as making the freedom of choice in elections the way it should be exercised, the way the choice should be made and the way the programmes offered by the contesting parties should be weighed both from the national as well as the parochial interests. This latter aspect is important and is often neglected. The amazing thing about the recent Indian elections is that suddenly the entire journalistic machinery became an instrument of education. Whether it intended to be so cannot be stated with certainty but it is obvious that the traumatic experience of the press during the preceding months was responsible for making them use all their resources to marshal and gather facts, to go into the interior of rural India, to influence opinions on national issues. This meant that the voters perhaps more than ever before were influenced by national issues in making their choice in a large number of populous states. We have to wait for the results of the analysis of the voting pattern before coming to definite conclusions. But the moral for the adult educator is clear.

It is clear inas much as he should not expect that the press will alone play this role in the future. It will be for adult educators to devise a mechanism with the cooperation of not only of the press and mass media but also a number of small institutions, groups, clubs, libraries, discussion forums, etc., in which national issues could be discussed. This discussion should be however not a sporadic feature generated only with the onset of elections.

How can it be a continuing process ? Continuing Education is more than a slogan. In a new and massive democracy like India, the apparatus for continuing education for parliamentary democracy is still to be built up. It seems to us that this apparatus is already in evidence in big cities like Delhi and Bombay and in some of the intellectually conscious smaller cities. But that will only touch the fringe of the educational challenge, the real challenge of spreading it out into the rural areas and to introduce a habit of group discussions. Group discussions at present take place at shops, chaupals and sometimes though not always around the transistor radio sets. The transistor has made a great revolution during the present times. But it has always the risk of becoming the tool of not only garbled but often one-sided news and information. That is one reason why even from the earliest times the receiving side of the radio has been considered germane to the successful use of the radio (and now the T.V.) as instruments of adult education.

We invite readers to suggest how adult education can stimulate this process of continuous dialogue in small groups among people of akin interest with direct participation by the humblest. The object should be to bring into existence something essentially educational. Obviously a process of this kind would need professional guidance by people who are not active aspirants for political positions but who have intellectual and as well as idealistic commitment to build a broad base for the exercise of the democratic will when elections come.

J.C.M.

Political Education of Youth in Universities

In the halcyon days of pre-World War II, universities and colleges in India following the pattern of British Universities and colleges had various ways of non-formal education. In fact one chose one's university not merely because its examination results were noteworthy but also because of the reputation of the brilliant and outstanding faculty members who constituted an environment of what today will be called non-formal education. This non-formal education was generally imbibed without predesign. The methods were clubs, opportunities for discussion, extra-mural lectures by visiting scholars and sometimes even visiting patriots who happened to be politicians. The Convocation Addresses themselves constituted a kind of non-formal educational experience though it depended very much upon the oratorical ability of the person delivering the convocation address. A person like Sarojini Naidu could hold vast audiences of young men and women in her palm, with the cadence of language that made the search for substance sometimes superfluous! Above all there were the innumerable opportunities for visiting one's teachers whether it be the professor or a junior tutor, at his house, enjoy a cup of tea and dip into his library, borrow books which were lent without suspicion and with pleasure. Again scenes from plays prescribed as textbooks or supplementary reading were put up once or twice a year and provided enrichment of prescribed texts ar d stimulated minds.

Since independence or perhaps even earlier, these ways of non-formal education have fallen into disuse and on the other hand a large number of students seek non-formal "education" in the rough and tumble of life-to-be, sought through contacts with public activities and what is more significant, public men thick in politics. Confrontration with authority for obtaining rights and concessions some of which may be quite justified becomes in itself a kind of educational experience.

But this has acted as a double-edged weapon because this kind of non-formal education through techniques of political confrontation ceases to be a learning process. It calls for so much outside organisational work and use of energy that the learning process is eclipsed. Passions are aroused and careerism becomes a dominant motive rather pre-maturally. In this atmosphere, the educational elements in the college or the university particularly the academic staff, cease to play any significant role except sometimes as targets or as symbols of injustice and wrong authority. Sometimes they are hapless victims, but sometimes crafty manipulators too.

In this respect there is still something to be learnt from the experience of British universities. It is true that lately in places like the London School of Economics, the process of confrontation has become the medium of political non-formal "education" in the rough and tumble of life. But in the same country in other universities like Sussex and Reading and Oxford and Cambridge the procedure adopted is to invite political leaders to address student gatherings. The invitation may be extended by the University Union which is generally non-partisan as a whole or by student groups who are influenced by a particular shade of political opinion. The point is that the addresses which the leaders are invited to deliver are truly in the nature of educational experiences. They

do not mince words but they do not wish to use students themselves as their instruments for the promotion of the political ends of the parties that they represent. Students enjoy listening to them, respond sometimes sharply and put inconvenient questions. But inspite of some recent instances to the contrary, the mainstream of non-formal education for adult students in British universities remains unaffected by the considerations of expediency of the political parties.

It is this matter which needs urgent attention both by politicians and by adult educators in India. The problem is peculiar to us because in India political parties are short of funds and they have to depend for their electioneering work upon the student-force which is available without much cost. But how long will this kind of exploitation of youth go on ? It is true that some of the students who get involved in this way expect quick returns and enter political careers without the kind of long apprenticeship which the non-formal education in British universities imparts to young students. But for the majority, it is a pointless and frustrating experience.

The problem is difficult and not easy to solve. But at this particular juncture we have an occasion for cool thinking and search for a synthesis among various choices of methods and alternatives of political issues.

Obviously this is not a task which can be performed by guidance from active politicians whose immediate interests are at variance with the needs of young minds to comprehend, to discriminate and to cultivate the faculty of making choices. This is some thing which the young people have to be enabled to do in a way similar to the way in which other academic disciplines are acquired.

Academic disciplines are generally acquired through guidance by professors and scholars who have over the years gained an understanding through books, of a variety of new points. But for non-formal education for politics for university-youth the process should be through the interaction of minds among them, guided scholars who have a contemporary approach. The abnormal feature of the decades following independence is that guidance to university students has come from mainly active politicians. In some universities even the academics have tended to be more passionate in their partisanship with regard to issues than the active politicians.

We have no quarrel with such partisanship on individual basis but we are here discussing the requirements of the non-formal adult education of youth. In our opinion placing before the young minds all relevants facets and enabling them to explore various view-points may be a valuable kind of discipline.

The other kind of discipline of course is actual operation of institutional work such as committee work, drafting of resolutions, drafting of manifestos and things like that. But this also should be done as an exercise rather than as a diversion from the pursuit of learning. It is wrong to imagine that near-life experience consists of playing as puppets of political leaders, outside the precints of educational institutions or in carrying out politicians' interests in influencing and even overawing the

academic staff. Life experience can also be aquired in a more cool and balanced way through systematic and scientific experiments in social and political institutions within the university, observing and learning the rules of the game.

This is a highly controversial issue and we do not see why adult educators should not react to this question. We would be happy to publish their reactions and criticisms. J.C.M.

'Certificates' for Non-Formal Education in Formal Institutions

Under the functional literacy project in Iran a new phase has been initiated called the Crusade. There are several features in this new phase which may sometime later be described in a separate article. But there is one interesting attempt which is significant though it has yet to materialise. The intention is to give a practical shape to the oftrepeated principle of introducing non-formal methods and criteria in institutional and formal education.

For this purpose one of the ideas accepted is to give, along with the usual school leaving certificates to children, another certificate on their achievement or progress in non-formal education. This certificate will thus have a value for employment hopefully comparable to the value hitherto attached to the certificate granted on the basis of the examination in academic disciplines. What would be the content and what would be the method of assessment for non-formal certificates have not yet been spelt out. At least it is not yet available in English but there is evidence that the impact of non-formal adult education is being felt on young people's education in the institutions of formal education already.

This is an idea worth considering in the Indian situation also. As in Iran and other rather tradition-bound countries, the certificate continues to have a very crucial practical value to a young person in his career. The certificate of the Board is of course a must but in several interviews for appointment whether in Government or outside, "exta-curricular activities" though not separately certified, are implied in the testimonials of teachers and heads of institutions. But only a few fortunate or enterprising students may manage to obtain from the heads of institution this kind of recognition of non-formal activities.

Of course the grant of certificates of non-formal education in Iran should not be on the basis of marks gained individually but on the basis of the work. In India the experience of some schools in team work through house-activities may be relevant. The point is that the students should have a variety of experiences and should have a choice to go in for something where they have a special interest and where their creative ability finds expression.

Would this arrangement not be better than the kind of vocationalisation of education in institutions that is being attempted under "Ten plus two" ? Or perhaps would it not be a better form of implementing that concept? The point is that it is not through classroom that the non-formal vocational activities should be recognised; it should be through clubs and associations and other kinds of informal and even voluntary activities, for which all students can qualify.

This is another point on which we would welcome readers' reactions.

J.C.M.

ENTREPRENEURIAL ACHIEVEMENT OR SOCIAL ACTION ?

DIFFERING RATIONALES OF ADULT EDUCATION PROGRAMMES FOR VALUE AND ATTITUDINAL CHANGE IN NEW ZEALAND

N. Carr*

Man's values and attitudes determine his behaviour. This contention is neither new nor exceptional, but it underlines the fact that behaviour change succeeds psychological shifts in values and attitudes. Of course, behaviour may be imposed by environmental conditions, brainwashing, hypnosis and chemicals, but these changes fall outside the range of this discussion which is concerned with education and its importance for social change. Adult education, whether institutional or non-institutional, is generally directed to altering value orientation and attitudinal responses, although its aims may be defined in terms of behavioural outcomes desired by the programmes. This is true, too, in the case of psychoanalytical and psychotherapeutic programmes.

In this discussion of the transformation process which leads to behavioural change a distinction is made between life-cycle change, gradual change and critical change, with emphasis on the latter. In brief, life-cycle change refers to chronological (age-stage) shifts in the mentality of the individual, due either to developmental progress or age crises. Gradual change comes with the accumulation of experience,

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personal knowledge and skills over time. Critical change means significant, abrupt alterations of outlook and behaviour due to "critical events" (cultural transitions, social conflicts, or familial crises) or heightened consciousness. Such critical change implies significant differences between former and current modes of personal action. The individual becomes committed to a new way of life. He takes on a new political, professional, social, or religious stance. Or, he becomes committed to new ways of acting towards his life orientation. He becomes more appreciative, integrated and motivated. Although these definitions are somewhat arbitrary, they help to distinguish between changes that occur as a result of age, those that take place with experience and knowledge over time, and those that are catalyzed by events that heighten awareness.

The last type of change involves what some sociologists call "re-socialisation". I prefer the term "critical change" because it suggests an internal as well as an external process whereby the individual integrates, not merely assumes, new (or rediscovered) values attitudes. This distinction I believe is valid since a "re-socialisation" suggests a re-adapting to social needs or pressures. Critical change, on the other hand, connotes a "qualitative leap" or "rebirth" on the part of the individual, dependent upon heightened consciousness and a transformation of the individual vis-a-vis his existence. It is not an adaptation to a changed environment but a transformation of self involving a consequent change in actions toward, or within, the environment. Re-socialisation, in my view, suggests re-orientation of the individual to a changed environment whereas critical change recognises the potentiality of the individual to re-direct himself when confronted with an alternative view of reality.

I will deal here with the critical change in adults that can be stimulated by appropriate educational programmes. Adults can be provoked—some of them, at least—to review and revitalize their values, or their attitudes, to the extent that measurable changes occur in their behaviour in a relatively short period of time, from within a few days to a few months. The varieties of religious experience that provoke critical change have been described by numerous authors—so have those of political enlightenment. These types of value discoveries are exactly what I am talking about when I discuss *value change*. They involve major shifts in life direction, entailing the adoption of new concepts of what life means. *Attitudinal change* differs in that it is not our values that are altered but only our ways of responding to values. We may be perfectly satisfied with our direction in life but lack awareness of how our ways of acting affect our progress toward the goals intrinsic to our direction. As our position or feelings change with regard to a value, so this value becomes more intensified and meaningful for us.

Three educational programmes are reviewed here which catalyze significant, abrupt changes in adults—one which affects the individual's value structure and the other two which influence his attitudinal hierarchy. The three programmes though comparable in certain respects, differ radically from one another in their perception of reality and the purpose for which they concieve individual change to be prescribed. The vision that guides itinerant Brazilian educator Paolo Freire is "cultural literacy": the development of a society founded upon political participation and class equality. The society he advocates is Marxist in structure and

Christian in its ethics. By contrast, American psychologists, David C. McClelland and David G. Winter, in their "achievement motivation" programmes perceive social evil as originating not in capitalistic exploitation but rather from a deficiency in the quantity and quality of capable entrepreneurs and consequent under-utilisation of resources, both physical and human. Development demands in their eyes the creation of an entrepreneurial class to serve in the vanguard of socio-economic change. There is also a widely diversified range of group dynamics programmes. So-called "laboratory education" (which includes organisational development, encounter, sensitivity and T-group programmes) aims to promote group integration and co-operation and the process of reaching this objective often embraces crucial experiences for the individual. As noted in past work, T-group techniques tend to promote "change in the perception of oneself and others and a change in attitudes, thereby modifying, through the group, behaviour which occurs in various social situations."[1] Whether for corporate or other group purposes (military, professional, school, university), group dynamics frequently has an impact, both maturational for the individual and beneficial to the group as a whole.

Although numerous adult education programmes seek to change the conceptual and behavioural patterns of the individual, they usually employ cognitive or psychomotor techniques. Graduate study, military training, and technical assistance are examples of programmes that use intellectual or manual training to alter the individual's values, attitudes and behaviour. These programmes usually require relatively long periods of time to attain their objectives. So-called "affective" or "socio-psychological" techniques are secondary to their general thrust and emphasis. On the other hand, programmes for cultural literacy, achievement motivation, as well as group dynamics and certain psychotherapeutic programmes depend on value and attitudinal approaches for their success. The proof of their efficacy can be seen in the significant and seemingly "overnight" changes that they catalyze among certain adults.

The increase of programmes aimed at catalyzing adult change in brief frames of time is an important trend. Incentive and achievement motivation training courses are proliferating, particularly in the industrialised and industrialising countries. Cultural literacy had been espoused as national educational policy in Chile. Organisational development programmes for promoting group dynamics among corporate teams exist in many countries. Psychotherapeutic programmes—as mental illness becomes one of the major problems in the world today—are spreading at a phenomenal rate. Certainly interest in these programmes is on the rise and with good reason. Participants who go through a cultural literacy programme often emerge with a new sense of identity and cultural awareness. Motivation programmes tend to dynamise entrepreneurs and professionals and increase their risk-taking capacity. Individuals who have engaged in encounter and organisational-development groups frequently attest to the integrative and maturing experiences they have realised. Psychotherapy teaches new ways of relating to self and others. In these programmes critical experiences often occur which affect either self-adjustment or group integration, work incentive, or social consciousness.

These programmes are particularly interesting since their diversity of distinct objectives and techniques when examined as a whole tell us much about the underlying psychology and politics that motivate adult education today. In their efforts to clarify and reinforce certain values they inevitably ally themselves with differing philosophies of man and distinct concepts of society. The "new man" of achievement motivation programmes for example, is economically rational, a "go-getter", whereas for cultural literacy he is critically conscious and an agent for social change.

examples of socio-psychological programmes

Cultural literacy, as conceptualised and practised by Paolo Freire, puts politics and cultural identity in the forefront of literacy programmes. The aim of his programme is to "liberate" the peasant or factory worker from social oppression by showing the vital importance of his taking action in his capacity as transformative agent, especially in those countries where the worker is treated as an inferior. His purpose is to create cultural and critical awareness which leads to social organisation and political action. One author describes this cultural *conscientização* as: "A change of mentality involving an accurate, realistic awareness of one locus in nature and society; the capacity to analyze critically its causes and consequences, comparing it with other situations and possibilities; and action of a logical sort aimed at transformation. Psychologically it entails an awareness of one's dignity....."[2]. The author claims that such a "change of mentality" has an almost inevitable consequence which is "political participation and the formation of interest groups such as community organisations and labour unions".[3]

Social organisation and the drive to read and write for purposes of higher social consciousness are the main behaviouristic outcomes that cultural literacy programmes seek to accomplish. As such, these are major attainments for the individual as well as for society, although many land-owners, factory tycoons and local and national politicians often feel threatened by their realisation. In Chile, however, cultural literacy was adopted by the governments of both President Frei and Allende, and during the latter's administration a nationwide programme (using an adaptation of Freire's methods) was institutionalised to eliminate illiteracy in urban and rural areas.

Freire employs a varying set of "key words"—incorporating approximately twenty words commonly used by the client population and having specific social and political meanings—as a departure point for teaching the individual to read, write and become more conscious of his social status and environment. These words serve as a springboard to engage the participant in dialectical "authentic dialogue "aimed at pointing up the denotative meaning of words he is naming. Like philosophical linguist Noam Chomsky, Freire is concerned with the deep meaning of language. His concept of man in the world and "with the world" emphasises the human being's transformative rather than his adaptive role in nature. It is not the functional maintenance of society that must be sought : the ultimate function of education and training must be to foster *conscientizacao* and "cultural revolution", to humanise mankind. All other educational concerns are ancillary to this major purpose.

achievement motivation programmes

The widely known *achievement motivation* programmes of Harvard and Wesleyan psychologists, McClelland and Winter, have been essayed with success in various countries, and a company with which McClelland is associated with has undertaken consultant assignments for the United Nations Industrial Development Organisation (UNIDO). These programmes seek to increase the need for achievement in entrepreneurs and professional people, thereby elevating this drive in their hierarchy of motives. McClelland and Winter claim that achievement need is a powerful motive that can be catalyzed, stimulated and even "acquired". Changing the individual, they maintain, is not so difficult, time-consuming or costly as one might imagine. Their study suggests that the cost of promoting achievement motivation are not significant in comparison with the economic effects produced. By accelerating the achievement motive in businessmen, they claim to positively influence the economic sector. Abrupt motivational change is not only possible, they believe, it is a moral and practical necessity. Need for achievement, they state, is not a Western, contemporary or white innovation but intrinsic to various cultures, historical and present. Numerous studies have shown virtually no relationship between need for achievement and expressed beliefs and values.

During a three-year project in India, undertaken with the financial assistance of the U.S. Agency for International Development (AID), and the collaboration of the Indian Small Industries Extention Training Institute (ISIETI) in Hyderabad, McClelland and Winter gained evidence to show that the effects of motivation training were not only immediate but lasting. After a two-year period it was ascertained that course participants remained more active, planned and started more new business ventures and mobilised increased amounts of capital and labour. The course participants also tended to have relatively larger increases (as compared with a control group) in gross income over the period studied, 1964-66.

Usually lasting from seven to ten but sometimes as little as two or as many as 21 consecutive days, the training course is administered preferably in an isolated centre. Its aim essentially is to get the individual to shift emphasis from the goal he has internalised to the practical steps necessary to achieve the goal. Although effective with only some participants, the course is generally successful in its endeavour to catalyze significant, abrupt change in adult work attitudes and motivation.

Systematic thinking about *group dynamics*, originally developed by Gestalt psychologist Kurt Lewin, issued from his quest to discover how people can be stimulated "to behave better" as members in and out of group. Like Freire, McClelland, Winter and others, the current advocates of organisational development believe that the individual is changeable and that his potential to change depends on the proper situation and catalytic inputs. As Lewin knew, personality structures, at least in some individuals, are temporary and the right environment and stimulus can alter them. In acquiring new perceptions of himself and of the environment, the individual learns new interrelational habits which sometimes cause major and abrupt changes in his personality and attitudinal structures.

Cultural literacy, achievement motivation and group dynamics programmes represent remarkable means for educating adults to function better or more critically in the transformation of society. Important for policy-makers and educators, these programmes point to the need for closer consideration of : (a) the critical change potential of the individual, (b) the role of stress and tension in provoking critical change of the purposive kinds mentioned here, and (c) the meaning of critical change for educational theory and practice.

At this point, I turn to a discussion of the distinct definitions of development, growth and change and analyze certain subtleties of difference between total and partial change regarding values and attitudes.

critical change and adult development

The differing socio-psychological programmes force us to confront certain specific, though broad, questions. For instance : What do we mean by an adult—somebody whose personality and mind are fixed, or flexible ? Is the function of education to transfer and serve the value norms of the dominant culture or social group ? To what extent should political awareness and social action be objectives of adult education programmes. Does the concept of lifelong education risk operationalising into a governmental tool primarily for work-oriented, "functional" education ? What are the values of those who decide that others should preferably change values ? Are these changers a new breed of adult educator? (While the final objective of an adult education programme may be to catalyze a particular set of actions, or behaviours, it necessarily involves a process which seeks to alter previous values and attitudes. What is noteworthy about this contention is not its truth but the way this truth is interpreted methodologically and politically by those having firm values and fixed ideas about what is desirable and proper social behaviour.)

In systems theory and developmental psychology, the *growth* of an organism (human or institutional) indicates an expansion, the addition or enlargement of parts. Growth is an adding on, the "formation of new units".[4] *Development*, on the other hand, involves the increasing complexity of the organism (or system) as it integrates and co-ordinates growth into a heterogeneity that functions as a whole. In short, the integration and organisation of the perceptual, intellectual, social and emotional growth of the individual at different stages in his life is development. Ultimately, this capability to expand and increase complexity is what makes man more than just another primate.

Change, as a concept, is a generic catch-all. It refers to any process or outcome whereby a human or institutional organism, or society as a whole, becomes different (for better or for worse) from what it was at an earlier time. Change, by this broad definition, is not merely a potential but inevitable. Society, institutions and individuals are always in the process of change ; if only chronologically, they experience the effects that come with growth and decay. Over time, perspective alters. Cognitive and effective differences, as well as those in the organisational and motivational hierarchies, occur and affect the individual's value system in one way or another. Sometimes instead of growth and development there is deterioration, even pathology.

Adult psychology often only considers the clinical aspects and pathological outcomes of what is here referred to as "critical change". This, I believe, is regrettable since critical change frequently involves positive, purposeful transformation, as this article underscores.

Partial and Total Change. The management executive who becomes efficient and discriminating with regard to his work because of a critical experience gained through an achievement motivation programme has undergone an important refocussing of his life within the framework of his stated occupational goal. The ideal image of himself has not changed so much as his drive mechanisms related to this image. Such partial, but significant, change is the kind that people refer to when they say : "Oh, that was when I had my head in the clouds", or "That was before I had any sense of responsibility".

The maturity experience of the corporate worker or encounter group participant also appears to be partial but differs slightly in that it is expressed in distinct terms by the person involved : "Oh, that was before I learned to work as part of a team", or "That was before I knew how to relate to others". Whether he sees himself as a member of a corporate team, military unit, or encounter group, the individual who comes to comprehend more clearly his role, his responsibility and his importance as an active agent in the group has certainly matured with respect to that group (if he accepts basically its tasks and objectives) and that maturity may well affect all his other relationships.

The peasant who, once liberated, gets organised with his fellow farmers to demand better conditions, securities and pay from his *patron* represents a person who has undergone a major mind-shift involving what Erik Erikson calls an "identity recovery".[5] It is as though he receives his first pair of glasses after having blurred vision all his life. Those "new eyes" make the difference between a state of passivity and one of activity vis-a-vis the world. He becomes aware of cultural, class and other social realities. He realises that he must take action by way of collective force if he is to transform these social realities. His change in many ways seems total.

The mind and personality are subjects that go beyond the individual processes into the processes of social change. While education may not be the most dramatic, or immediate, cause of social change, it certainly is historically a major factor in man's evolution. But even in the short run, education may well be catalytic to the individual and influential on the environment. In order to review education as a factor for social change, however, we must look carefully at "which" social change we mean. To do so, we must examine the socio-political assumptions and objectives of the programmes under review.

adult change for entrepreneurial achievement or social action

In a UNESCO publication, McClelland stated that his use of the word "entrepreneur" should not be taken in the sense of "capitalist" and added : " ..... in fact, I should like to divorce 'entrepreneur' entirely from any connotations of ownership. An entrepreneur is someone who exercises control over production that is not just for his personal consump-

tion ..... for example, an executive in a steel-production unit in the USSR is an entrepreneur."[6]

McClelland thus attempts to separate an internal need that exists among all peoples from the social relationships and attitudes that accompany the realisation of this need. So scientists claim neutrality in a world that revolves around differences of social class and political philosophy. By this neutrality, McClelland hopes that his techniques will be employed by all who are interested, no matter what cause they espouse. His commitment is to a world which functions better economically because its entrepreneurs have learned greater self-confidence and a more realistic risk-taking psychology. In brief, he is a positivistic social reformer whose science has led him to advocate "psychological training for economic development" and not to occupy himself overmuch with ideological differences.

Freire's approach is Christain-Marxist, as he underlines in his first major work, *Pedagogy of the Oppressed.* He believes in the values of class consciousness and cultural solidarity—the active organisation of factory workers and of landless farmers. The 'cultural revolution' of the People's Republic of China represents for him one of the cataclysmic events of the twentieth century. He believes that it provided an "interstructure" between the people and the infrastructures of their institutions, thus ensuring that the superstuctures of the country reflect the will of the people they are meant to serve. For Freire, in fact, the most educative act an individual can experience is that of involvement in either revolution or cultural revolution.

Group dynamics programmes usually sidestep any question of political ideals. Positivistic, certainly as far as organisational development programmes are concerned, their techniques work as effectively for guerilla warfare groups as for corporate entities. Advocates of T-group techniques often take the position of scientific and cultural neutrality. They try to avoid any political association although, for the most part, their efforts are directed toward improving the individual's behaviour *within* a dominant culture group task. Like many other educators, they would prefer to ignore all issues of political allegiance, spoken or unspoken.

In the market place of political ideas, group dynamics, like achievement motivation programmes claims to utilise techniques that will work in any culture and in any value framework. True though this may be, it is only a half-truth which plays downs the importance of man's critical nature in favour of his co-operative capacities. It is not enough that education be effective : it must address the whole being, otherwise man continues to exist as a fragment of himself. The thrust of Freire's programmes is also limited in this respect, but at least his objectives are related to social realities and not merely to group co-operation, and these objectives vary in accordance with reality. What is pro-government in one country will be anti-government in another.

All education explicitly or implicitly is political. The importance of Freire, Illich and other educational critics is that they insist on the socio-political reality of education. Education, they say, should be aimed at getting men to see their role in life as transformative so that they may

break out of their various states of oppression. In this I believe they are correct, especially in our increasingly "abstract society".

Politics is one of man's most important instruments for affecting the direction of the society he lives in and thereby the world at large. Today, there seems to be a renewal of the need for political expression. Efforts have started to promote "self-renewal" on a political basis, especially as a means to awaken the middle class to corruption within its governments. Also, manual and rural workers and oppressed minorities, as well as sympathetic intellectuals, are striving to bring about social revolution. In contrast, the so-called "counter culture" appears willing to work with any political structure that leaves it in peace.

Although the scientist's commitment to a world in which science and social knowledge would ideally be used to facilitate the development of all men can be appreciated. I find the argument of neutrality unsatisfactory. The problem, I believe, is that scientists are too busy with social inventions and control of the masses to give the necessary energy to socio-political criticism. Hence, they lack the political drive to control the scientific knowledge they disseminate to the powers that be. Often their discoveries only aid in the advance of governments dedicated to oppression and totalitarian social control. Political interest, to many scientists, is a secondary concern. They are dedicated mainly to understanding how things and people work and how to categorise, predict and control their relationships and behaviour—presumably for the good of society. The fact that their discoveries are often applied to manipulate man as a mere means to technological ends they see as unavoidable. Accordingly, they often become uncritical proponents of trends which they consider inevitable. Thus, many teach and do research within their systems without further concern for the socio-political realities that surround them. This, of course, is an exaggeration but makes a point which I believe needs emphasising.

Certainly when one seeks to change an individual or group one must be clear not only about one's objectives but how they relate to larger value constraints. Technical and psychological professionals claim to be simply working for economic development and social change but they are seldom willing to discuss either aspect outside of specific frameworks which they can statistically define in so-called practical terms. Their culturally limited, value-laden, positivistic approach speaks, in my view, only to one aspect of man and strives for a world of more systematic technologies and greater production as an answer to contemporary confusion and social injustice.

conclusion

Man's values and attitudes, as maintained in this review determine his behaviour. His personality, I believe, lends his behaviour its style. The emphasis on some examples of programmes which seek to alter values and attitudes points to this fact and shows how, by stimulating certain values and attitudes, man's social actions may be changed. The programmes mentioned here also underscore the fact that individual development and change are not restricted by childhood experiences but continue throughout adulthood. They show, too, that critical experience can occur in socio-psychological programmes of education.

Despite the academic stance that socio-psychological education is primarily affective in essence, the cognitive and motivational inputs of these programmes for critical adult change cannot be ignored. In fact, such programmes may well serve as short-cuts to stimulating a personal clarity in life which makes intellectual and psychomotor skills more readily meaningful to and desired by the individual.

When reviewing the political implications of programmes aimed at changing the mentality of people, I can conclude that cultural literacy confronts the social reality of its participants with greater concern for the transformation of their circumstances at all levels of endeavour, whereas achievement motivation programmes seek primarily to direct the energies of the individual toward greater economic attainments. The position is not one of claiming a good-bad dichotomy between the programmes but rather to point up the differences between motivation programmes and those of cultural literacy.* This has been done by emphasising that these programmes incorporate : (1) a reasonably distinct set of techniques for catalysing adult critical change; (2) differing cultural orientations, due in part to the distinct concept of their advocates and the separate class populations with which the programmes work, and (3) differing general concepts of man and the world, with consequent opposing political viewpoints. In this review, I have noted a posivistic, entrepreneurial, capitalistic orientation on the part of McClelland and his associates and a Marxist, working-class, socialistic orientation by Freire. Whereas achievement motivation programmes tend to be a political, cultural literacy programmes see their role as that of transforming society, depending on the political attitudes of the government in question.

While admitting that the main purpose of education is to transfer and enrich the dominant culture of a nation, such education is too narrow if it does not promote social criticism and social action within the framework. The function of criticism, in my view, is to keep society from the totalitarian nothingness that Orwell foresaw in his book, 1984. Also, there is the question of identity. An education which ignores separate cultural identities within a dominant society is likely either to enforce an identity which sits ill with the individual or which in the final analysis keeps an individual's true identity from emerging and thereby contributing to that continuous process which is the making of society. A peasant may have certain attitudes enforced so that he fits better into the dominant culture. If he is given the opportunity to rise within the ranks of social prestige, the he may well adopt the consciousness of the ruling class. On the other hand, if he wakes to a sense of his own cultural heritage and dignity then he may well fight to improve his lot as part of a distinct culture and class. Many individuals in the so-called "lower" class, as Freire knows well, live without a sense of class or culture and thus without a full conception of personal identity. Therefore I feel that political awareness and social action and vital objectives for adult education programmes as much as those of vocational and professional training.

* Is it possible to consider a third alternative for the rural poor of developing countries ? McClelland and his associates seem concerned with motivating individual entrepreneurship. Paolo Friere's pre-requisite is cultural literacy as a mass movement of the oppressed. What about group dynamics becoming an instrument of the entrepreneurship of the rural poor as well as of their cultural literacy ? —Editor.

Quoting from the *Thesis on Feuerbach*, Marxists claim that philosophers have only taught us to interpret the world; the problem is to change it. In a Freire class many individuals discover a new sense of self, to the point that they recover identity and hence begin to transform their socio-political reality. Thus, it is not merely the status of the individual in society which matters but how the government in power conceives of and treates the individual, especially one from the "bule-collar" working class.

Not all workers or peasants, of course, feel that they want revolution. Apparently, however, enough do that one writer sees the great fear of Latin America oligarchs as being that time when the masses rise to government and power.

With Freire the individual's need to achieve and to work as part of a co-ordinated group is sharpened, as is true with McClelland and those who utilise group dynamics techniques. The major difference is that group dynamics and achievemnt motivation operate to alter attitudes within value systems, whereas cultural literacy works to shift value orientations. Freire explicitly takes a stand on the major political struggles going on in the world today, thus attacking the notion of "value-free" education. So-called "value-neutral" programmes are acceptable to efficiency-oriented governments and international organisations dedicated primarily to economic advances, while cultural literacy programmes are welcome only in a few countries and, at best, merely discussed at the international level.

Education today cannot pretend to be politically neutral, nor can efforts to change the values and attitudes of adults be considered only in their technical aspects. The adult can change, as we know, and critically so. He can learn new outlooks, attitudes and behaviours that are crucial to his development and that of society. Education which caters only to adult economic needs ignores man's transformative role as a social animal. Worse, it rejects man's potential as a rare species that has yet to realise the full creativity of its changing mind. The "cultural literacy" programmes of Paolo Freire are not *per se* going to turn the world into a Marxist-Christian universe. Nor are the achievement motivation programmes associated with psychologists McClelland and Winter going to make the world measurably more "positivistic" and capitalistic than it already is. Nevertheless, these and other contemporary efforts to bring about significant and abrupt changes in adults signal a notable trend in the field of education.

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THE ROLE OF NON-FORMAL EDUCATION IN INTEGRATED RURAL DEVELOPMENT

T.A. Koshy*

the concept of integrated rural development

Until recently, rural development was regarded mostly as agricultural development or increasing agricultural production. This was based on the assumption that all other aspects of rural progress would flow from increased production on the farm. Experience has shown that this assumption was not valid. While increased agricultural production could undoubtedly promote rural development, increased production by itself does not necessarily result in better nutrition and health of the family better sanitation in the village, better housing, better education for the children and all such essentials for improving the quality of living of the rural people. This realisation has led to a fresh thinking on what is rural develepment and a new and broader concept of rural development is now evolving

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"This larger view—reflected in the goals set for the UN Second Development Decade equates rural development with the far reaching transformation of the social and economic structures, institutions, relationships and processes in rural areas. It sees the goals of rural development not simply as agricultural and economic growth in the narrow sense but as balanced social and economic development. Among these are : the generation of new employment ; access to employment by largest number of people ; more equitable access to rural land ; credit, marketing facilities, wide-spread improvement in health, nutrition, housing and greatly broadened opportunities for all individuals to realise full potential through education."

objectives of integrated rural development

Integrated rural development aims at reaching specific target groups comprising the rural poor, particularly small farmers, tenants, landless labourers, women and young people. Special emphasis is placed on improving the levels of living of the rural poor and involving all rural people in the total development process, which goes beyond purely agricultural development. It is with this view that the following objectives of integrated rural development are formulated :

1. To achieve a higher rate of growth in agricultural production, particularly food for domestic supplies and export, with special emphasis on increasing yields of subsistence farmers.

2. To improve consumption patterns, particularly in regard to food and nutrition of the vulnerable groups.

3. To achieve better and more equitable income distribution, including non-material benefits of production.

4. To provide more equal access to resources and services with better utilization, and greater access to employment opportunities and social security.

5. To increase mobilization and motivation of rural people in achieving wider participation in decision-making at different levels of the development process.

For a clear conception of what integrated rural development means, two aspects must be distinguished :

1. Integrated rural development means a "package programme." It must take into account the inter-relationships of socio-political, economic and technical factors in a systems approach.

2. The situation of the rural poor can only be improved if this large group is intergrated into the overall system. This means that the society as a whole must develop a better awareness of the problems and create a more favourable political climate.(1)

1. Krishna M. Bhatnagar, Educational Aspects of Integrated Rural Development, FAO/WHO Workshop on Educational Aspects of Family Health and Integrated Rural Development, Morogore, Republic of Tanzania, 6-17 October, 1976 (Mimeo).

why non-formal education

Education planners around the world are well aware that learning does not take place only in the confines of a classroom. It is also well understood that a country's formal schooling system of primary, secondary and higher education can only partially service the varying needs for human resources development.

The development of human resources involves something that is far more basic than the conventional, academic and scientific body of knowledge and technical subject matter taught in schools. This "something beyond" has been described by some as improving the 'quality of life'. President Nyerere of Tanzania in 1967 called it an 'education for self-reliance'. which implies a complete reappraisal of the purposes of the school and attempts to make education become part of the ongoing development of a community.

Included in this view of education are a variety of human learning needs, such as the acquisition of occupational and house-hold skills, the assimilation and successful utilization of information on nutrition, sanitation, maternal/child health care, family planning, small farm management, housing improvement, the cultivation of vegetables and fruits on family plots of land, and basic everyday consumer economics. It also includes the formation of new attitudes, values and aspirations and the building of an informed, active citizenry where each member is concerned with his own individual well being, that of his neighbours and of his environment. This view of education and learning is focused on human beings ; its intention is to help an individual find ways of articulating his needs and those of his community, mobilising resources to meet these needs, and taking common of his own destiny for self-realization. It is a type of learning that is not imposed by outside forces, but is sought and developed by the learners themselves.

This type of education is distinguished best by the role it plays, and not by its structure. Namely, it serves both young people and adults, literates and illiterates ; it is closely related to local needs, and it is neither time-bound nor place-bound. That is, it need not take place in school buildings, nor follow a national curricula, nor require specified, rigid lengths of time to complete nor have as its purpose the earning of a degree or title. Rather, it is life long. It is education in a broad sense, regardless of where, when, or how the learning occurs.

More importantly, this type of education stresses the development of learning opportunities of all types for the masses of people in the traditional and intermediate work sectors, rather than the lopsided emphasis on high-level manpower development for the industrialized sector.

The audience to be served by this type of learning opportunity in this development point of view is the majority of the world's population

which either lives a marginal rural existence in a vicious cycle of agricultural work of low productivity or which barely survives in shanties on the fringes of a large, crowded urban metropolis. Certainly the formal school system should be part of the solution for alleviating these conditions, but the task is much larger and requires much more than a single Ministry of Education which traditionally has been called upon to do within the confines of the school. It requires inter-ministerial, inter-agency cooperation in health, agriculture, nutrition and education with integrated programmes and projects which are directly linked to the milieu and lifestyle of the people most in need of opportunities. Thus, it requires that particular attention be given to the inter-relationship between the formal, non-formal and informal systems for transmitting knowledge in a society. Each system offers a partial solution to the problems, and in combination may represent the integrated approach needed for a more encompassing solution.

the difference between formal, informal, and non-formal education

Formal education refers to "the hierarchically structured, chronologically graded 'educational system' running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institution for full-time technical and professional training".

Informal education refers to "the truly life-long process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment from family and neighbours, from work and play, from the market place, the library and the mass media. The label 'informal' comes from the fact that this type of learning process, as a rule, is relatively unorganised and unsystematic. Nonetheless, it accounts for a very large amount of the practical learning that any individual acquires in a life-time. Through informal education, for example, a child acquires a substantial vocabulary at home before going to school, a daughter learns child care and cooking from helping and observing her mother, a son picks up occupational skills from his father and children, and adolescents learn from their peers. Learning in this way often is accomplished through 'learning by doing, being instructed or inspired by others to perform specific tasks, through association with peers and fellow workers, or simply by participating in a working environment or in the affairs of community life."

Non-formal education as defined by Grandstaff, Coombs, Schramm, Bowers and others is any organised activity, outside the established framework of the formal school and university system, which aims to communicate specific ideas, knowledge, skills, attitudes and practices in response to a predetermined need.

Non-formal education focuses on the improvement of social and personal living, and occupational capabilities. It is important because of the immediate and practical utility of the learning it produces. It encompasses the full range of learning activities and it is of value only to the degree it can help an individual—young or old, male or female—make

practical changes in himself, his daily life and his environment in accord with his own goals and wishes.

Non-formal education is more oriented toward helping an individual solve problems than to absorb a particular curriculum content. It is strongly indentified with specific locally felt needs, local culture and local ways of expression. Instruction is carried out in cooperation with many kinds of teachers, e.g. workers, health educators, community development assistants, or agricultural supervisors who may use a range of communication media, which have included posters, games, puppets, flashcards, charts, displays, exhibits, comic books, newspapers, books, audio tapes, video tapes, slides, films, filmstrips, radio and television.

Non-formal education can take place on the job, with families in a home, in discussion groups under a tree, in community centres, churches, temples or clinics. It need not necessarily be linked to the formal school system, but may be under the auspices of a wide range of governmental and non-governmental, private and public agencies.

objectives of non-formal education

From the foregoing, some of the objectives of non-formal education emerge as follows :—

(i) Non-formal education is to meet immediate and specific need.

(ii) To be adapted to the variety of real and changing learning needs.

(iii) To be able to use a diversity of methods.

(iv) To relate itself to the roles of the learner in life and the social objectives.

(v) To help the learner in acquiring occupational skills.

(vi) To effect a transfer of know-how and modern technology.

(vii) To be development oriented and thus aimed at increasing production.

(viii) To develop a scientific outlook in the learner.

(ix) To develop the capacity to acquire organisational and managerial skills.

(x) To help to achieve a higher quality of living.

form of non-formal education

The main aspect of the form of non-formal education is that there is no rigidity, no fixed curriculum, no fixed number of hours of instruction, timings may change to suit the needs of the learners, curriculum is not unchangeable and always problem oriented. At the same time it is not completely unstructured(2).

2. Based on the book "Communication Media and Technology : A Look at their Role in Non-formal Education Programmes" by Henry T. Ingle.

non-formal education and the rural poor

Since 1970 more and more developing countries and external assistance agencies have assigned high priority to integrated rural development and to the specific goal of improving the lot of the poorest rural families.

No one knows exactly how to upgrade the quality of life for the rural families, but it is generally recognised that there are two fundamental and interrelated requirements. One is to strengthen their economic position by generating *more rural employment opportunities* and by *increasing their productivity, output, and family income.* The corollary requirement is to strengthen rural services for improving other basic essentials of family life—especially in health, nutrition, and family planning—and to extend the reach and benefits of these services to the most disadvantaged.

It goes without saying that in order to improve the quality of their life, rural families must adopt new practices and behaviour patterns. But for this to happen, *they must acquire new insights into their own circumstances, new attitudes* and *new knowledge* and *domestic skills.* The evidence suggests, however, that the necessary educational (including information and communication) components for achieving these results have been seriously neglected and frequently mis-directed thereby reducing the effectiveness of other system components.

For non-formal education to play an effective role, the following questions need to be answered.

What special educational needs arise in connection with multipurpose community based programme, in contrast to centralised single purpose programmes, and how can these needs best be identified and provided for ? How effective have mass media 'messages' actually been—for example, in promoting family planning—and how might these media be more effectively employed ? What other kinds of media, communication channels, and educational methods, and materials—including local ones—could be harnessed to these objectives ? How in particular can *low cost* educational measures be devised that are capable of having a massive impact ? Is there need for new and broader educational strategies in this whole field of family centred programmes, and if so, what are the main considerations in developing such strategies ?([3])

curriculum for non-formal education

In order to prepare need-based and problem-oriented curriculum for non-formal education, the first step is to identify the problems through a problem survey. The next step is to find out from various subject matter specialists the solutions to these problems which are available. On the basis of this information, curriculum content relating to each problem under different subject areas could be worked out including the knowledge, technical information and skills to be imparted through non-formal education. Such a curriculum should be flexible so that suitable modifications could be made when new problems arise and new solutions are found to solve these problems.

3. Based on a paper of the International Council for Educational Development, April 1976 (Mimeo).

THE CONTRIBUTION OF SOCIAL SCIENCES TO NON-FORMAL EDUCATION*

Susheela Bhan**

The object of this paper is to indicate, broadly, the contribution social sciences have made and can make to the promotion of non-formal education in the country, with a special emphasis on the role, Indian Universities can play in the development of this programme, in the years ahead.

the social scientist and non-formal education

I would like to begin with a suggestion that the idea of alternatives in Education, including that of non-formal education, in its present form

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and context originated from the behavioural and social scientists.[1] It is true that non-formal education is no discovery. The channel has been there all along. The new emphasis has, however, come from the social scientists in general and those grappling with problems of change and development in particular.

I need not go into the question—why non-formal education ? The social scientists have argued the case for it. They have analysed the structural limitations and the failures of the formal system and highlighted its irrelevance to the learner, the society and the educational goals. While some of them have seen it as a system aggravating social disparities, perpetuating human degradation and cultural silence, others have emphasized its impotence as an instrument of social change and development.

In examining solutions to this impasse, in terms of alternatives and complementary systems, the social scientist has stumbled on non-formal education as a potential answer. He has determined its role parameters at various points of educational and social transformation. He has underlined the indispensability of the application and use of ideas and practices from other disciplines as a pre-requisite for a proper development of non-formal education programmes.[2] His highlighting of the limitations of the formal system and the need for integrating education with development has led to a worldwide interest in non-formal education and to the adoption of many other educational innovations in several countries. The educationists will remain grateful to social scientists for both these major contributions which strengthen and support one another. But, important as the contributions are, the responsibility of the social scientist does not end with these. If anything, a new and a bigger responsibility emerges in the process because, and let me emphasize this, no educational reform or innovation can take root, without the active support and participation of the social scientist.

In the past education suffered enormously for the social scientist's lack of interest in it. That was, mainly because education was mostly equated with the formal system or with mere pedagogy. Even in the developed countries social research in the area of Education is very recent. Neal Cross (1959) called Sociology of Education an "unfashionable subfield of Sociology"[3] while the psychologist focussed on the individual behaviour, the social psychologist refused to get interested in the social dynamics of the educational process. As late as 1963, George D. Spindler referred to Anthropology of Education as a "frontier area".[4] The same

1. Certain scholars would prefer to class men like Ivan Illich and Paulo Freire as social reformers. One cannot ignore the fact however, that Ivan Illich obtained a Ph. D. in History at the University of Salzburg and Paulo Freire was a Professor of History and Philosophy of Education at the University of Recife, Brazil. Even Phillip Coombs taught Economics before he got interested in the problems of Education and Development.
2. See Coombs, P. H. The World Educational Crisis. Oxford University Press, 1969.
3. Merton, R. K. Brook L. and Cottvell, L S (Eds.) *Sociology Today*, New York, Basic Books Inc. 1959.
4. Spindler, G. D. (Ed) *Education and Culture*, New York, Holt Rinchart and Winston Inc. 1963.

could be said of the other fields like Economics, Political Science and History.

In India, the situation has been much worse. Though, some of the Indian social and behavioural scientists got deeply involved in community development, small industry and development agriculture and the like, similar involvement in the implementation of the educational schemes and projects remained negligible, if not altogether absent. The Education Commission drew attention to the urgency of research in Education by the social scientists of the country. The seminar sponsored by the Tata Institute of Social Sciences on behalf of the Education Commission, the proceedings of which were published in 1967, made a significant beginning in analysing the implications of the Indian tradition for the modernization of the Indian society.[5] Gore and Chitnis underlined the principal areas of research in sociology of education and pleaded for a proper organization and financing of research in the field.[6] But so far no major studies in educational research have been made either by the University Departments of Social Sciences, or by the NCERT. Even the Indian Council of Social Science Research, has paid scant attention to encouraging or sponsoring inter-disciplinary research in the area of Education. This, in spite of the fact, that Mr. J. P. Naik the doyen of Indian Education, has been at the helm of affairs ever since the Council came into existence. If the reports are correct, very grudgingly, did the UGC, permit the setting up of the Zakir Husain Centre at Jawaharlal Nehru University for inter-disciplinary research in Education and even now this happens to be the only centre of its kind in the country. The other side of the picture is no better. There are over 400 Departments of Education and Post Graduate Teachers Colleges in the country. One of the papers taught is the Sociological foundations of Education and yet understandably, research scholars in Education have not been able to go beyond the boundaries of the field of Pedagogics.

Non-formal Education has come on the Indian scene very recently. With the exception of a few stray papers and pamphlets there are hardly any minor or major studies, on the subject, one can refer to. The scope of non-formal education as we know, is much wider and hence its total educational task much larger and far more complex. Institutions or organizations that use non-formal methods in the country necessarily function in very different ways than our schools, colleges and the Universities in the formal system. The specific needs in terms of its objectives, the process, its clientele, teaching methods, evaluation and the rest, involve dimensions that have not received due attention. Some of the studies conducted by the Michigan State University and other organizations abroad have rendered some assistance but our programmes have to work in the context of our own culture and environment. There is no doubt that, the problems of change and development have compelled the Indian Social Scientist to take note of education as a powerful instrument of both. His interest in education and development has been steadily growing. But, the gulf that once separated the educator and the Social Scientist is still wide in our country. The relevant questions have not been raised and the appropriate answers, naturally, not found.

5. Gore, M S. and Chitnis. S. (Eds.) *The Sociology of Education in India*, NCERT, New Delhi, 1967.

6. Op Cit pp. 335-356.

a new emphasis

To-day, however, one notices a significant and welcome shift. There is tremendous concern about the wide gap between education and the social scientists, at all levels. This has happened for many reasons but also for the reason that the country is in the process of making a determined effort towards strengthening and developing non-formal education as an instrument of social change. The policy makers and planners seem to be accepting the fact that the programmes of non-formal education cannot and will not succeed without a massive involvement of the social and be havioural scientists. This calls for some explanation.

We all know of the schemes India launched since Independence for the modernization of the Indian Society. It is also well known that in most cases our efforts, to date, have not been very successful. Indian planners at one point of time conceived of development as a simple economic process dependent on technology and industrialization. Consequently, we borrowed ideas, techniques, institutions and values from the industrialised societies. Two things happened as a result of this policy, (a) the borrowed models did not take root in the absence of an adequate adjustment to our culture and society and Social Scientists have not been in a position to provide (b) the emphasis on technological and economic factors to the neglect of human values, attitudes, motivation and cultural traditions led to a very slow process of development in many areas.

As our awareness of our failures increased we came to realise that at the root of many of our crises and failure are the perplexing problems of human behaviour and relationships. Development in India is not a simple process in which transplanted ideas can accomplish in a few decades that took the industrialised societies generations to accomplish. Our basic problems therefore, boil down to a careful study of the Indian Society, the processes and problems of social change, and a stimulation of indigenous creativity. Appropriate social policies will naturally follow.

Hopefully, we are now beginning to broaden the base of our planning to take note of human and cultural factors along with the economic and the technological. For instance, the programme of Integrated Rural Development is a realization that increased agricultural production is as much a matter of motivation, social values and attitudes as it is a matter of improved seed and fertilizer. Family Planning is as much a matter of better health care, improved nutrition and better education, as a matter of technical knowhow. Increased concern for human factors in change has, naturally, led to greater emphasis on the contribution of education and especially of non-formal education to development. Hence, a greater recognition also of the large and significant input, which the social and behavioural sciences can make to the development of these programmes. This is a situation which is both a challenge and an opportunity for the social scientists of the country.

some important areas of research

I have said that the concept of non-formal education has come to focus on two counts, (1) a recognition of the disfunctionalities and other deficiencies of the formal system including the fiscal impossibility of its

extension and (2) the necessity of evolving effective alternative educational methods to motivate and train our people for effective participation in development programmes. Among the varied problems the country faces with regard to its development, the integration of education and national development which is the core of all programmes of non-formal education, is the most complicated and difficult.[7] Because of the limitation of space and time it will not be possible for me to go into what each of the disciplines can contribute towards helping this integration, but I would very briefly like to refer to certain specific problems of non-formal education, that need urgent attention of the social scientists :

(a) The financial issues like unit costs need careful study. The Indian economists will have to come forward with comparative cost-benefit studies of formal and non-formal education programmes to enable us to come to some valid conclusions in this behalf. He will also have to examine carefully the possibilities and ways of making the maximum use of the existing resources available for non-formal education.

(b) The motivation of the clientele of non-formal education poses a big challenge to the social psychologists of the country. This is also, obviously, related to the content of non-formal education which is not supposed to impart general education, but useful knowledge and skills with emphasis on the achievement of attitudinal and behavioural changes. The knowledge and skills have to be relevant to the present needs of the learner and to practical and immediate end-results.

(c) The problems of techniques is equally important. By and large the potential clientele of non-formal education are illiterate, semi-literate, depressed, skeptical and may possibly suffer from a poor self-image. Many of their social and individual values may conflict with the "learning message". The most effective approach will require novel methods of instruction and persuasion to bring about the required degree of motivation. Specialists in learning theory and practice will have to work in collaboration with development practitioners to diagnose basic facts about how people from varied backgrounds learn in different situations of complex interplay of the multiple and often contradictory influences of our changing social and cultural environment.

(d) The Indian Sociologist will have to analyse the religious and cultural traditions, values and expectations, modes of social communication and a whole range of our social institutions that are likely to support or impede the educational task of the non-formal educator.

(e) The historian too, will consider how far we can draw upon the content of our history. That may not suggest any solutions of the current problems, but, surely, that will, provide a correct

7. How complex and difficult these issues are has been brought our very well in Maz Milliken and David Hapgood's excellent book : *"The Dilemma of Agriculture in underdeveloped countries*, Little Brown and Co. Boston, 1976.

perspective of the possibilities and complexities of changes and the carry over of our past to our present situation and future aspirations.

(f) The units of analysis and the disciplines concerned are : (1) The individual as adopter of the changes non-formal education seeks to introduce will involve, psychology, sociology, consumer research and public health; (2) The group as a key parameter, (since in non-formal education the group as a whole is the target of instruction of and the group responses very significant) will involve mass communication, social psychology and sociology; and (3) The institutional and cultural frame work will involve Anthropology, History, Economics and Political Science.

The list and the classification is only indicative and suggestive and cannot be held with any rigidity. In fact non-formal education is a developmental process which can neither be mechanical, nor predetermined. It will bring into play a complex range of variables like individual perceptions, group process norms, organizational structures, the community pressures, the cultural codes and so on, operating in a highly integrated system. To do justice to all the variables involved, the contribution of social scientists in four main areas is essential :

(1) The study of non-formal education as a social process, a social system and a social institution This will have implications for an analysis of goals and functions of non-formal education which stem from the complex cultural values, as also for non-formal education as a profession.

(2) The study of non-formal education in its socio-cultural context. Here interaction between non-formal education and the social system, interaction within the sub-system and more specifically interaction between the learner and the programmes will be studied. The area will also include the study of the impact of the rapid changes, growing population, shifting social stratification, use of science and technology etc., on the cultural life of the people and the implications of the same for non-formal education.

(3) The social scientist will also aid the non-formal educator in developing suitable scientific methods of inquiry including the more refined and sophisticated techniques made possible by advanced statistical analysis and Computer Science. The application and use of the scientific methods of inquiry to non-formal education will not only help to develop verifiable theories about learners and learning, but also give the education the objectivity and discrimination necessary for differentiation of fact from value, slogan from opinion and what is hidden from what is observable.

(4) The social scientist will have to advise those responsible for formulating educational policies. They will help to design instrumentalities based on data and theory for carrying out

policy decisions, compare and evaluate the outcomes of various courses of action, anticipate the consequences of alternative policies and actions, observe and explain social trends and obviate the need for hasty ameliorative decisions taken in desperation.

In view of the complexity and magnitude of the issues involved in non-formal education, interdisciplinary teams and interdisciplinary approaches will have to be made use of. The success of non-formal education will in fact depend upon the collaborative effort of various disciplines for a proper understanding of complex social behaviour.

measures to promote research

The Indian educator can no longer delay facing his dilemmas. The rising expectations and the frustrated hopes of our people can reach a point of no return. The social scientist will not provide him with any easy solutions. Granted that the social reality exists, there are fundamental limitations to the study of social behaviour. For instance social data, for the most part, does not lend itself to strict quantification. It can identify factors that are predictive but not determinative. At best it can delineate certain boundaries within which certain probabilities can be indicated. The limitations notwithstanding, the social scientists is the educator's best hope. While he needs to be aware of these limitations, he cannot wait till all the accurate and precise findings are available. He must take his decisions in the light of whatever data and guidance he can lay his hands on. At the same time, our society must realise its obligations in this behalf. We need to take all possible measures to help our social scientists to use their full potential towards helping non-formal education. Many institutions and organizations are in a position to do so. But the responsibility of bodies like the ICSSR, the UGC, the NCERT, the Ministry of Education and the Universities, is the greatest. Through a rigorous and coordinated effort, they need to take the following measures on a war footing, if we mean to give our non-formal education programmes the right direction :

(1) Sponsor a major study to assess the contribution of the behavioural and social sciences to non-formal education in terms of its past growth, present position and anticipated development.

(2) Study the role and potential of institutions of the Indian society that use non-formal methods for human resource development or education in a broader sense for economic and social development.

(3) Develop centres as the nuclei for widening opportunities for social scientists to become involved in basic applied and inter-disciplinary research that has bearing on non-formal education.

(4) Provide research grants in the subject area and encourage research at local and regional centres dealing with local problems as they arise in real-life situations.

(5) Sponsor studies to help build a proper and healthy relationship between the formal system and the non-formal educational programmes within the framework of a national educational policy.

(6) Treat research in non-formal education by the social scientists as a priority area of research.

(7) Maintain professional liaison with national and international agencies, foreign and national universities conducting research or operational progrmmes in non-formal education and to provide intellectual leadership and coordination in the subject area.

Since non-formal education, social change and development are interdependent, all reasearch on social change and national development will be of use to non-formal education in designing its programmes as well as in assessing its impact. Development of improved social indicators reflecting trends accurately can, for the same reason, be of great value to the non-formal educator.

the special role of the universities

My last point, I consider the most important, in view of the fact that the theme of this seminar is the "Contribution of Universities to Non-formal Education". By and large, the Indian Universities have not concerned themselves deeply with the problems, the country has been facing with regard to its developmental needs. The charge of their being isolated from the main-stream of the social needs and problems of our people is being repeatedly, and if I may be pardoned, very justly, levelled against them. The position, status and resources of our universities give them almost a monopoly of scholars, who are in a position to conduct research directed towards the advancement of knowledge pertinent to the process of development. We have lost precious time and we must begin raising questions on the role of our universities in developing human resources and the measures necessary to draw them effectively into our developmental effort, to relate university research problems to our urgent societal needs and help the governmental and non-governmental agencies to make full use of the results of research by the Universities in implementing non-formal education programmes. Answers to these questions will determine the extent of the commitment of our universities to undertake research on the key developmental-educational areas of non-formal education. They will also determine the nature of the new concepts and programmes, the universities will need to introduce in their curricula, to train change agents for their educational role. The universities already provide basic professional training in the critical specialised fields on which the progress in agriculture, health, social welfare and other sectors depends. In their task as educators, additional skills in education and communication will have to be imparted to all those who undergo basic professional training at the universities. The communication specialist, the sociologist, the anthropologist, the psychologists and others will have to be involved in pre and inservice training programmes for extension personnel who will have much to do with bringing about the desired behavioural changes in our people.

THE CRISIS ON HUMAN ENVIRONMENT IN RELATION TO EDUCATION

Douglas Payne*

A new attitude to work and leisure will force us to reconsider the function of education. It is surely one of the crises of our time that for many people the work situation has become so boring that it is something to escape from as soon as possible to a slice of life which is then imagined to be available for pleasure. Fortunately, management, with Sweden as pace-setters, is now realising that better results are achieved when workers are encouraged to take a more active part in the total enterprise and Governments are realising that what people do in out-of-work time is of concern to society. Education should no longer be seen as preparing a person for his station in life but as an attempt to increase opportunity for self-expression a nd happiness.

Few of us would go so far as Illich in *Deschooling Society* (1) when he calls School the New World Religion, yet perhaps we do place too much emphasis on the traditional school of children and youth rather than seeing education as coming in appropriate age bracket throughout life-centres of continuing education. The present school should provide

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the foundation for succeeding segments and give reality to the concept of life-long learning. This is a point made rather forcibly in the A.E.B. Annual Report, 1975 when I suggested that compulsory education should be introduced for the 18-20 age group and a voluntary opportunity for all, say, in the 30's. This does not imply that some people would not continue to higher education as at present or that other age groups will be denied opportunity. What it does mean is the recognition that some form of re-orientation education is vital for the young adult after a preliminary basic education. The majority would then have a pattern of 5 to 14 years basic education, strong emphasis on literacy and maths, 14-16 preliminary trade/vocational training, 16-18 work experience and 18-20 further education including liberal studies. Expensive but not impossible—if the presnt rate of change continues it might become a necessity. To talk of the "majority" suggests an elite with another path but doesn't that happen already ? Despite valiant work in many nations we are only now preparing for the great problem of how to educate everybody —millions have been left out of the process up to now and millions of others only given a second rate education. Even in developed countries it is often children in the poorer areas who receive the poorer education. Teachers, often subconsciously, expect less from these children and as recent research shows, one of the biggest factors in education is the attitude of the teacher. The expected poor standard self-perpetuates itself ; whereas it must be wrong to assume that in every case poor environment means any less basic innate intelligence. Obviously progress must be made on several fronts at once and Eric Midwinter in his account of the priority education project in Liverpool (2) states— "Faced with the fact of social deprivation, one would hardly escape the view that equality of opportunity was, without equality of conditions, a sham". He estimates that at the present rate of development it would take 50-100 years to get complete urban regeneration.

My own philosophy would agree with Toffler in Future Shock (3) when he states that Technocrats suffer from ecno-think, the dangerous belief that non-economic problems can be solved with economic remedies. On the other hand to claim for education the sole means of progress would be equally foolish. The very idea of progress might be questioned but as Pollard states in *The Idea of Progress* (4) "Progress, like history itself, is not just an object of study. it is also a challenge for those who are in the vein of humanity, groping forward into the dark, the belief that they are moving in an upward direction is also a necessity. Today, the only possible alternative to the belief in progress would be total despair". It is this fundamental feeling that we are making life better and happier which inspires workers in adult education throughout the world. Toffler in *Future Shock* warns that we must not assume that man's potentials for re-education are unlimited yet for the vast majority of the world we have not got beyond the basic education stage.

the problem of literacy

To give you some ideas of the problems—in 1970 it was estimated that 783 million were illiterate—roughly 34% of the world population. *Literacy Discussion* (5) stated that 45% of children in Asia, 50% in Arab States, 60% in Africa do not attend primary schools and therefore unlikely to be getting any basic education. In all countries there must be million

more who are functionally illiterate, i.e. cannot fill in an income tax form or read a hire purchase agreement form or read more than the headlines of the popular press. Recent research in U.K. and U.S.A. show that problems of partial literacy to be much greater than at first thought—in U.K. an illiterate is defined not better than the average seven year old and a semi-literate as one with a reading age of nine. Functional illiteracy could be as high as 50% in some areas of the U.S.A. and we know that several thousand people are attending classes for illiteracy in the U.K. There is a national adult literacy campaign aided by special B.B.C. programmes.

To put the question of literacy in a wide perspective I would like to give some examples from projects to alleviate the crises of human environment through Education in Kenya and Ecuador. In Ecuador the objectives for the 5 year functional literacy project included relating the project towards work and production, to activate adults participation in the socio-economic life of the country and pay special attention to young parents who were forming their families, to developing crafts and to instruct in agriculture and basic homecrafts, The idea that you can teach literacy without taking into account economic and social factors has disappeared. Ecuador has a population of 4½ million and now devotes 25% of its national budget to education with free education between 6 and 12 years of age. Kenya sees its development through adult education expanding resources in land, capital and labour with programmes for rural development to facilitate increased farm production, marketing and use of land resources, civic education to heighthen political awareness and health education—nutrition, disease, sanitation and family health. It was estimated that about 20% of the population were being covered by the health education programme. Literacy training is given top priority related to these programmes—the literacy processs is related to life. Literacy training is defined by UNESCO as "promoting man's adjustment to change so that he becomes both the agent and the object of development". This is a far cry from school-room reading and writing classes.

Women in continuing education

Much of India's family life planning problem was realised to be largely a literacy problem and it is well to remember that the last census in India in 1971 showed only 34.49% of men and 18.48% of women to be literate. In most countries the figures of women compare unfavourably with men. It is worth noting that the number of women in higher education is still less than men and that the proportion of girl University students to male is still roughly what it was in the 1920's yet women constitute 42% of the US labour force and in Australia 38%. Taking world illiteracy figures it is estimated 40% of women and 28% of men are illiterate. As stated by Betty Friendan in her excellent book *The Feminine Mystique* (6) "The concept of continuing education is already a reality for men in many fields. Why not for women. Not education for careers instead of motherhood, not education to make them 'better wives and mothers', but an education they will use as full members of society".

It will be long time before there is anything like approach of equality of opportunity for education by both men and women in all countries and therefore this represents a crises to one section of the community.

the 'haves' and 'have-nots'

It is natural that emerging nations should see education related to economic progress as millions of poor, hungry and illiterate people must stifle development. Yet, in the so-called developed nations one of the crises is the development of two cultures—those who have education and power, and want more, and those whose leisure is the mercy of commercial interests and whose poverty is increasing. The gulf between rich and poor is beginning to widen again although it is not two cultures of wealth in monetary terms but rather of intellect and range of expression--whole sections of population are likely to be cut off from a large slice of cultural heritage unless active steps are taken to foster the concept of life-long learning. At a time when we have increasing wealth and knowledge there is a real danger of the world dividing into superior and inferior groups the 'have' and 'have nots' and as stated in *Learning to Be* (7) published by UNESCO—vast areas of the earth constitute the geography of ignorance. We may not wish to deschool society but it is obvious that education is facing a critical challenge – a challenge brought about by our knowledge of how to alter the environment—we are at a new stage of evolution which presents a crisis.

the educative environment

Not only do we have a dichotomy between people but we are faced with the need for achieving harmony with nature. The earth had one billion people in 1870 and three billion in 1960 to educate, nurture and provide a reasonable social environment. We know that only a small proportion of the population achieve a balanced existence. International co-operation for education is now essential with more dissemination of information and adult education can play a major role in preparing people to adopt to change as well as providing the rudimentary levels of education and more advanced intellectual education. Education is becoming a function of society not just schools but of each individual citizen and it has been stated that we must make our entire environment educative—the term 'ecology of learning' has been used and this seems to me to be essential if we are going to cope with the crises of materials and energies. Whilst many nations pay lip service to the need for education of adults few supply the resources really necessary—Norway is an exception for with a population of about 4 million has 450 full-time organisers and teachers in adult education; Australia has approximately 13 million with not more than150 people engaged in adult education, but few nations equal Sweden's expenditure of 10% of their education budget on adult education. Adult Education in Australia and other developed nations can offer facilities for leisure-time pursuits but for many nations adult education is concerned with basic problems of survival, and without doubt the adult education agencies of the developed countries will also have to return to fundamental problems.

a question of priorities

To alleviate one aspect of the present crises we must relate illiteracy to the wider context of poverty, unemployment and action by agencies concerned with agriculture, health and community development, and

fostering of the concept of life-long education which cannot reside in the school system alone but must involve industry, commerce and the mass media with strong official support.

This paper has concentrated on the aspect of education related to underprivileged but many would see an equal crises in attitudes to University Education. Education is one facet of the crisis of the environment and one which we who are living in a more fortunate area cannot afford to be complacent. We can try to ensure universal basic education systems that enable sufficient attention to be given to the fundamental problems of our survival.

To put it bluntly eventually it will be useless for any nation to spend 20% or more of its national budget on education if we cannot control the emission of toxic substances in the atmosphere and pollution of the seas. In the so-called developed nations we must think beyond education as a means of earning more money or passing exams to a means of gaining a greater understanding of the world and its peoples —economic motivations will not be sufficient to solve the crisis in the human environment—education in both human understanding and the natural environment should be the primary aims.

One thing is absolutely certain, governments all over the world will have to give greater priority to the education of its adults, for leisure, vocation, retraining, and for retirement, otherwise the crisis of the environment will get beyond control.

Since writing the above I have read Lengrand's *Introduction to Life-Long Education* (8) which explains far better than I could express the pitfalls to the acceptance of life-long education and the reasons for its necessity. As he stated : "For this human being of whom we are speaking is not what he is for one day or one moment, but during the whole of his existence. He is what he does and what he becomes at every moment of his life, at every stage of his development, with all his achievements, failings and successes judged, superseded and assimilated. For him, the truth is not a given fact but has to be conquered. As we can see from so many examples of the work of artists, it is the end of the road and not at the beginning, after passing through many different stages, that a man really come into his own, provided that at the start he has not been cut off from the sources of creativity"

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TRAINING NEEDS AND SUGGESTIONS OF RURAL YOUTH ABOUT FRUIT AND VEGETABLE CULTIVATION

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The strategy of directed change in agriculture through science and technology needs to take into account the prescription of specific "package of practices" to the target audience in ways that serve individual's requirements in selected regions. Trainings have been acclaimed as effective tools in developing favourable attitudes, job competence, confidence and also willingness to adopt recommended farm technology. Every year about five million youth, mostly rural become earning members in our country. But, unfortunately about two-third of them are untrained and unskilled. These youth form the potential target audience for promoting sustained agricultural production in different agro-ecological regions of the country.

An efficient programme of organising the rural youth and imparting vocational training to them is imperative to harness their potentialities for national development.

Vocational training could be made effective by manipulating, to the fullest possible extent, variables like the selection of educationally attainable need based subject matter for trainees. This could be ascertained by periodic investigations into the felt needs and suggestions of the trainees for modifying the approach and content of future training.

Hence, present study was taken up to analyse the training needs and suggestions of rural youth about fruit and vegetable cultivation. A training on these aspects was organised by the Directorate of Extension in 1974. During the training, ninety rural youths were trained in propa-

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gation, cultivation and plant protection measures of selected fruit plants and vegetables of rainy season.

objective

The main objective of the study was to identify the training needs of rural youth by their heriditary occupation and initial knowledge levels with regard to fruit and vegetable cultivation and their suggestions for strengthening similar training in future.

hypothesis

The following null hypothesis were tested from the study :

1. Areas of training needs in fruit and vegetable cultivation do not differ among heriditary agricultural and non-agricultural categories of trainees.
2. Areas of training needs in fruit and vegetable cultivation do not differ by initial level of knowledge of trainees.
3. The needs for different aspects of vegetable and fruit cultivation are equally important to the trainees.

review of past work

Regarding content and method of training programme, Ram Krishna (1965) emphasised the consideration of local needs and problems and the applicability of new techniques in solving local problems. Barooah (1965) laid emphasis in training and handling of agricultural implements, plant protection equipments, and judicious use of fertilizers. Demonstrations, field trips, group discussions and practicals in training programmes were recommended by Vidyarthi and Kaushal (1963), Srivastava (1963) and Barooah (1965). Bishan Singh (1964), recommended organisation of training shortly before sowing time. The duration of the camp should be one day. Sandhu and Patel (1968) suggested 2-3 days duration of training as the farmers could not spare more time continuously.

methodology

The trainees were classified by their heriditary agricultural and non-agricultural occupations and also by the levels of initial knowledge possessed by them about fruit and vegetable cultivation. An inventry of eight aspects of fruit and vegetable cultivation was developed. Each trainee was asked to rank these eight aspects in order of his felt training needs. For determining the need of individual aspect, mean score of each aspect was calculated and ranked for different categories of trainees. In order to further ascertain whether the differences among the mean scores were significant, the data were subjected to analysis of variance test and critical differences were calculated. The information is presented in tables 1 and 2.

Suggestions for organising effective training programme and favoured aspects of training were ascertained by scoring the ranks given by the respondents to each aspect of training organisation. The mean

score for each aspect was calculated and ranked for different categories of trainees. These are presented in tables 3 and 4.

findings and discussion

Need satisfying innovations stand greater chances of acceptance in a social system. With this end in view, the trainees were asked to rank the eight aspects of fruit and vegetable cultivation in order of their need to receive training.

The table No. 1 indicates the priority rank of training needs of the trainees belonging to heriditary agricultural and non-agricultural groups.

TABLE—1

priority rank to training needs by heriditary occupation

Need areas/Occupational categories.→ ↓	*Agricultural n=54*		*Non-Agrl. n=36*		*Total n=90*	
	Mean score	*Rank*	*Mean score*	*Rank*	*Mean score*	*Rank*
Vegetable cultivation	6.89	1	6.40	2	6.68	2
Plant protection	6.75	2	6.20	3	7.95	1
Vegetable nursery	6.46	3	6.00	4	6.27	3
Dilution of P.P. Chemicals	5.32	4	6.46	1	5.75	4
Fruits cultivation	5.27	5	4.95	5	5.16	5
Fruits nursery	2.84	8	3.21	8	3.00	8
Fertilizer use	3.67	6	3.39	6	3.56	6
Maintenance and minor repairs of P.P. equipments	2.97	7	3.30	7	3.07	7

Calculated F for categories	= 0.18
Calculated F for need aspects	=28.2 ××.
Critical difference for comparing need aspects at 5% level of significance.	= .968

The calculated F value for Agricultural and Non-agricultural categories of farmers is less than the table value revealing thereby no significant difference in ranking of training needs among both the groups. Hence the first null hypothesis is accepted, supporting that there is agreement among the two categories of trainees in ranking their training needs. Various aspects of fruit and vegetable cultivation do not seem to be equally needed by trainees for receiving training as is evidenced by their average calculated scores and the critical difference value. Primary training needs of the trainees include areas like cultivation practices of vegetables and plant protection measures followed by techniques for raising vegetable nurseries. A sharp deviation is only recorded by non-agricultural group, where dilution of plant protection chemicals emerged

as dominant training need of the group. Dilution of plant protection chemicals and raising of fruit plants were invariably expressed as secondary training needs whereas raising of fruit plant nursery, fertilizer use and handling and minor repairs of equipments were expressed as tertiary needs of the trainees.

The guiding force behind the perceived training needs seems to be both economic and situational. Urban forces, frequent transport means and assured market in the developing city of Udaipur prompt farmers of all castes to earn higher profits through vegetable cultivation. Proficiency in vegetable cultivation and plant protection measures hold the promise of increasing farm income and hence are perceived to be dominant training needs of trainees. Easy availability of fruit plants in the city, past experience in fertilizer use and use of borrowed plant protection equipments have led to tertiary ranking of these areas by trainees.

The relative needs for training as perceived by traineesh aving little, moderate and high levels of initial knowledge are presented in table 2.

TABLE—2

priority of rank of training needs by initial knowledge

Need areas/Initial knowledge level ↓ →		*Little* *Mean score*	*N=66* *Rank*	*Moderate* *Mean score*	*N=19* *Rank*	*High* *Mean score*	*N=5* *Rank*
1.	Vegetable cultivation	6.58	1	6.94	1	6.00	2.5
2.	Plant Protection	6.55	2	6.58	3	6.00	2.5
3.	Vegetable nursery	6.18	3	6.68	2	5.80	4
4.	Dilution of plant protection chemicals.	5.97	4	5.05	4.5	6.25	1
5.	Fruit cultivation	5.15	5	5.05	4.5	5.75	5
6.	Fruit nursery	3.27	8	2.33	8	3.00	6.5
7.	Fertilizer use	3.87	6	2.92	6	3.00	6.5
8.	Maintenance and minor repairs of p.p. equipment	3.51	7	2.53	7	2.25	8

Calculated F for categories = 1.52

Calculated F for need aspects =32.04 ××.

Critical difference for Comparing need aspects at 5% level of significance. = 1.07

The calculated value of F for categories is less than table value and thus reveals no difference in ranking of training needs among different initial knowledge level categories of trainees. The calculated value of F

for needs is greater than the table value revealing significant ranking difference in needs. It furnishes conclusive evidence that the needs for different aspects of fruit and vegetable cultivation are not perceived to be equally important by trainees.

The average rank values and critical difference value show that vegetable cultivation and plant protection are common primary needs of all categories of trainees. Raising vegetable nursery is primary need of moderate knowledge group and secondary need of little initial knowledge group. Dilution of plant protection chemicals and fruit cultivation are perceived as secondary needs both by little and moderate initial knowledge groups. Raising fruit nursery, fertilizer use and maintenance of plant protection equipments continue to occupy tertiary position among training needs for all categories of trainees.

It becomes obvious that training needs in more aspects increases with the increase in the initial knowledge level of trainees.

After ascertaining the training needs, suggestions were invited from the trainees on different aspects of training organisation. Table No. 3 presents, the number of responses to, average score and rank order of, each suggestion as expressed by trainees belonging to heriditary agricultural and non-agricultural groups.

TABLE—3

suggestions for improving training programme

Suggestions	*Agricultural N=56*		*Non-Agrl. N=34*		*Total N=90*	
	n	*Mean score*	*n*	*Mean score*	*n*	*Mean score*
1. Short duration training	39	6.69	27	5.81	66	6.18
2. Frequent trainings	44	6.72	29	6.65	73	6.69
3. Follow up	38	6.10	25	5.00	63	5.66
4. Topical uni-theme	39	5.41	23	4.08	62	4.91
5. Training in villages	31	4.77	27	4.74	58	4.75
6. Use of training methods	31	4.35	22	4.31	53	4 34
7. Local language	33	4.33	29	4.71	62	4.51
8. Literature support	29	3.58	18	5.00	47	4.12

It is inferred that all suggestions are not equally important but preference order of suggestion does not vary among different categories of

trainees. Organisation of short duration trainings, frequent trainings and follow up of trainings are emphatically suggested by all trainees. These suggestions support the earlier findings of Bishan Singh (1965) and Sandhu and Patel (1968). Selection of topical training subjects and organisation of training in villages were suggested next. Use of training methods and local language were ranked in descending order of suggestion. Literature support to training has been suggested in the last by trainees.

Trainees were asked to rank some aspects of the current training which also found the application of suggested criteria for evaluating training by themselves. The observations are presented in table 4.

TABLE—4

favoured aspects of training

Training aspects	*Occupational categories.*	*Agricultural N = 56*			*Non-Agrl. N=34*			*Total N=90*		
		n.	*Mean score*	*R.*	*n.*	*Mean score*	*R.*	*n.*	*Mean score*	*R.*
One day duration of training		39	4.87	1	22	4.27	2	61	4.65	2
Selection of timely topic		32	4.28	4	20	4.10	3	52	4.17	4
Availability of seeds and fruit plants		37	4.40	3	24	4.08	4	61	4.44	3
Providing practice session		51	4.49	2	32	5.00	1	83	4.68	1
Farm visit		48	3.55	5	26	3.53	5	71	3.54	5
Literature support		30	2.06	6	21	2.76	6	51	2.35	6

Among the favoured aspects of training the practice session given to trainees was ranked first closely followed by one day duration of training. Seeds and seedlings were made available to trainees and it was ranked next to duration of training. The selection of topic of fruit and vegetable cultivation was ranked fourth. Farm visit and literature support to training found favour at the end.

It could be inferred from the above that farmers learn more and are interested in learning through doing. They prefer to receive frequent training of short duration as it helps both in learning a few things of immediate requirement without losing manpower for farm operations.

summary and conclusion

The present study was undertaken in Rajasthan to identify training needs of rural youth in various aspects of fruit and vegetable cultivation

and their suggestions for improving such training in future. The data were subjected to analysis of variance test. Findings of the study reveal that needs in different aspects are not perceived to be equally important by trainees. The priority rank order of training needs does not change with change in heriditary occupation or with the initial knowledge level of trainees about fruit and vegetable cultivation.

Training in cultivation practices of vegetables, plant protection measures and techniques of raising vegetable nurseries were perceived to be dominant training needs by trainees. Dilution of plant protection chemicals, fruit plantation, raising fruit plant nurseries, fertilizer use and minor repairs of equipments were other perceived training needs of trainees in descending order. For strengthening such training programmes, trainees suggested organisation of short duration uni-theme trainings with follow up support at frequent intervals. Such training should provide drill method of developing skill and confidence in trainees. Access to required farm inputs suggested in training was found to promote action as a result of training.

action implication

Vocational training to rural youth is imperative for accelerating farm productivity. Family background of agriculture, experience and interest rather than heriditary occupation of trainees should be considered while selecting trainees. Organisation of short duration uni-theme training at frequent intervals duly supported by follow up activities are recommended. Such training must provide practice session to develop needed skill, work experience and confidence in trainees.

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NON-FORMAL EDUCATION IN BOMBAY

B.G. Wani*

I have been working in the field of adult education for more than two decades and I have realised that the traditional and functional literacy could not bring any desirable change and transformation in the life of illiterates. We have to open the gates of economic realities and bring the economic goals and gains to the doors of the illiterates under 25 point economic programme of national reconstruction. The principal objective of the Bombay City Social Education Committee has been, so far, the spread of literacy only amongst the illiterates of this great industrial city. There was a net work of literacy and post-literacy centres running with no concern with the surrounding community for decades together around Greater Bombay. In the latter part of the year 1974, we succeeded in collaboration with Government of India and T.V. Centre in telecasting our literacy lessons. But after gaining sufficient experience in adult literacy, we have now shifted our approach and emphasis on socio-economic programmes of the people and hence we look forward to the non-formal education irrespective of age, caste, creed and language. We are taking the community as a whole rather than individuals with faith, confidence and brightening hope.

The Bombay City Social Education Committee with financial assistance from the Ministry of Education, Government of India, has started an experimental project of non-formal education in Bombay. It has been started in the 64 chawls at Delisle Road in the selected compact locality, mostly inhabited by the working class community. Our project area is surrounded by Western and Central Railways, half a dozen Cotton Textile Mills, several big and small industries, one Railway Workshop, four Municipal schools, two secondary schools, one Labour Welfare Centre and few cultural and recreational organisations run by private agencies. There

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are about 80,000 people residing in these B.D.D. and other private chawls, where we found that the literacy percentage is not more than 40. The locality has about 15 medical practitioners and a lot of private co-operatives. Practically, every chawl is having an active Chawl Committee and the entire community is socially and politically awakened to give a good response to the varied programmes of Non-formal Education project promptly.

The first and foremost step in the Non-formal Education is *to take the survey of the locality for studying the needs, interests and environment* of the community. This was done in the month of April 1976. However, before the start of survey work, a meeting of area social workers, local Corporator, M.L.A. and School principals was organised at the area Labour Welfare Centre, to appraise the people with aims and objects of the project work in Non-formal Education and in the month of April alone, the Delisle Road project area for Non-formal Education witnessed a number of Padyatra programmes, when about 300 students from Maharashtra High School, Dr. Shirodkar Training College and Maratha Mandir School, Worli, joined our hundreds of social workers and area people in taking a demographic survey of this locality in 64 chawls. Groups of people, young and old, with enthusiasm, went from chawls to chawls, rooms to rooms and keenly studied the immediate needs and necessities of the project areas. Various problems like water, accommodation, sanitation etc. were enlisted by the workers, who noted the existing potentialities also. In the month of July 1976, a sample of 300 Attitude and Aspiration Tests was also carried out and thus our scientific approach and intimate contacts with the area people brought to our notice the following results :—

Total area population in the age group of 6 to 45 according to languages	Marathi	17,387
	Hindi	243
	Urdu	511
	Gujarati	614
	Telugu	21
	Kannad	12
	Other	34
		1,8822

Curriculum construction in the non-formal education in itself is a gigantic task. The meeting of experts in four-fold operations—(1) organisation work, (2) curriculum construction, (3) training of personnel, and (4) external agencies, has already taken place. The area vocabulary is ready and the entire syllabus for the area is being worked out under the units of Health, Water, Child-care and Nutrition, Economics, Civics, cultural and other suitable topics by the educationists concerned.

In the months of June, July and August, we proceeded further with a number of chawl meetings, group meetings and corner meetings, by involving similar area agencies like family planning, Municipal, Govern-

ment and semi-Government organisations, and tried to understand the demands of the young and old. People spoke out their problems and miseries abundently and we gave them a systematic and sympathetic co-operation in solving their problems. An association of past adults was established on the eve of 15th August for awakening the socio-economic consciousness of the masses in the area. A free Legal Advice Centre for the area people was also declared open on the 15th August, at B.D.D. Chawl, No. 8, our Committee's sub-office, and thus we had a proud privilege to participate in the Satya Narayan Poojas, private and personal ceremonies and national flag hoisting programmes of 15th August.

implementation of the project

Immediately after the survey work, we encouraged the organisation of study classes being conducted for chawl people only. School going and non-school going children of the chawls are now daily taking the advantage of these study classes. By introduction of such study classes, we do not mean to disturb the formal school system of the area. On the contrary, such activities are giving relief to the area people by encouraging the non-school going children more efficient and accurate in their school subjects. Thus, a sort of discipline and an atmosphere of education and goodwill has been created in these chawls by inviting the public participation.

The second step is to involve the people in keeping their chawls clean and to be away from dirty habits of spitting anywhere. Chawl, have vigorously taken such problems and are determined in removing all the anti-social elements like gambling, drinking and other mal-practices in the area with our co-operation.

The most potential age group in the area is 15 to 25. The survey points out that majority of younger people is frustrated for want of suitable employment. Their energies and abilities are to be properly channelised. We have already established at Delisle Road our adult evening centres of continuing education in the Municipal School buildings by following the Municipal School curriculum and enabling them to join the VIII Standard classes in any secondary school of Bombay. Guidance and teaching aids at all levels are being given to the adults at these Continuing Education Centres. It is also proposed that what these young persons need is a mix, which will have a strong vocational core around, which will be built in other important educational interests such as family life education, promotion of recreational and cultural pursuits and participation in programmes of social service of national development.

Lecture-cum-demonstration multiple courses like boiler attending, book-binding, painting, film projecting etc. are to be conducted in the area with the co-operation of our polyvalent centre, so that the people may be more and more efficient and skillful in their occupations, thereby raising the national output. This is a Himalayan task before us, The assistance from Rotarians, Lions, Thesis and other institution will be taken in solving peoples' problems as early as possible. All the 83 area institutions like 13 Bhajan Mandals, 27 Sport Clubs and 43 Youth and Dramatic Clubs will be brought under one banner of Non-formal Education Project soon.

WISDOM FROM THE "IDIOT BOX"

REVIEW OF TV & RADIO PROGRAMMES FROM THE EDUCATIONAL ANGLE

We propose in this column in every issue to refer to some of those TV and radio programmes that have educational impact or potential. We think however that comments from the columnist can only be meaningful if he can attract comments from other viewers who also look upon the much-maligned "idiot-box" as a unique source of wisdom.

TV is still an urban luxury despite the commendable attempt to promote community viewing in villages in the vicinity of the cities with studios and transmitters, and the short-lived experiment of SITE. In cities a TV set is switched off as soon as the Krishi Darshan comes on the screen. But some "life-long learners" like the present viewer who though not agriculturists have found these programmes full of interest though not always of exciting information.

One of the anomalies of the Indian situation is that policy-making and finances for rural development come from urban dwellers. Among TV owners of urban areas indifference towards the acquisition of knowledge about village and agricultural matters is regarded as a sign of normal taste ! However urban viewers are attracted towards those farming programmes that are introduced by researchers and scholars of national or international eminence and presented in the language to which readers of the Sunday magazine or news magazine articles are accustomed. If Dr. H.L. Jain of the Pusa Institute speaks as he did in one of recent programmes, and answers specific questions rather than merely expounds theories, then it is acceptable to the drawing-room audiences. Moreover, information from a top level scientist, if tempered with respect for the humble farmer wins the hearts of the rural people also. Dr. Swaminathan, Director-General of ICAR who also recently appeared in a relevant programme has a different approach. His forensic abilities are a rare quality shared not even by the noble-laurate Norman Borlaugh. In fact he would rank among one of the top exponents of complex research matters to the intelligentsia. Therefore his talks on agricultural matters have this additional appeal to the urban mind.

The strange thing is that he and others like him are seldom presented on Krishi Darshan programmes but on the general programmes. Immediately the implication strikes a perceptive mind. The implication is that the Krishi Darshan is for the common folk while the general programme for people with superior comprehension and urban backgrounds. Is it not time that this kind of attitude is reviewed ? We do certainly need programmes of the very practical kind which the Krishi Darshan provides.

But we also need programmes of general intellectual calibre on agriculture which are of equal value to the urban viewers and to the kisans. This would no doubt be a challenge to the TV producer as well as to the script writer.

Unfortunately neither AIR nor TV has had any opportunity for "adult education" of speakers. There was a time when AIR could not venture to suggest even the minor pauses to a VIP coming on the air. This is now changing. Scripts should also be attempted which abridge the gulf between the urban intelligentsia and the rural people. The process is not without precedent. After all in a different field Prof. Galbraith has been trying to do something similar interpreting the abstract and controversial theories of modern economics to the common people.

In a different kind of T.V. programme, light music, it is time that we could do some re-thinking. I enjoy ghazal programmes greatly and it was a delightful experience to view the last TV recording of Begum Akhtar. In her voice so much more expression was compressed that the latest trend among young ghazal artists of embllishing their song with alluring facial and hand expressions seemed juvenile. I do not mean to under-rate the spontaneous gestures of Runa Laila whose programme was repeated with great success in mid-March. But it should not be overlooked that every ghazal programme is an education in literary discrimination. This educational aspect of the ghazal was responsible for its great hold upon the intellectuals in the Urdu world from the earliest times. I fear that after the death of Begum Akhtar the new trend is perhaps unconsciously damaging that educational perspective. There is another unwelcome innovation too; the undue tarrying of the camera on an "army" of modern instrumentalists. This is some thing vulgar which I did not notice even in less developed TV organisations in some of the countries in South-East Asia. Orchestra certainly lends richness and depth to film songs. But there it is unseen. If it were displayed to the eye on the film then it would lose all its charm. In one of the Runa Laila's programmes it was distressing to see repeatedly an instrumentalist displaying his muscular body and a large ugly western instrument, in her proximity and thus trying to eclipse the singer's spontaneous expressions. What a contrast it was to see Begum Akthar only with a sarangi, two ektaras and a tabla.

A danger with our TV is that its professional personnel may be trying to imitate the film. The medium is different and that difference should be emphasised in all programmes. I was able to see some awareness of this distinction in a rather good programme on Hindi poetry and its contribution to emotional integration. The participants were stalwarts like Prof. Nagendra and Shri Prabhakar Machve. They spoke with clarity and their faces and expressions were caught by the cameras in the close-ups very effectively. But the Hindi programmes in general have to get over a hang-over from the time when Hindi was striving to emerge from its limited and static existence as a medium of expression for a neglected lower and traditional middle class. Hindi is no longer so. Not only is its poetry and creative literature modern, it is also a potent vehicle for the dissemination of thought and information on a variety of current problems and developments. Let TV exploit this potential.

—Lifelong Learner

ASSOCIATION NEWS

national workshop on non-formal education in integrated rural development

The Indian Adult Education Association organised a National Workshop (the first one in a series of four national workshops to be organised by the Association in selected States of India during the current calender year) on 'Non-formal Education in Integrated Rural Development' at Hogenakkal in Dharmapuri District of Tamil Nadu, from February 4-6, 1977.

The workshop studied the socio-economic, educational situation and the natural resources potential in the Dharamapuri District and then framed a three year plan for non-formal education as a component in Integrated Rural Development programme.

Twenty seven participants and six observers comprising agriculturalists, sociologists, economists, social workers, engineers, medical people, administrators, adult educators etc. representing universities, institutions of higher education, government departments, voluntary organisations AIR, T.V. Centres and the like took part in the deliberations of the workshop.

It was inaugurated by Dr. G. Rangaswami, Vice-Chancellor, Tamil Nadu Agricultural University, Coimbatore. Shri R. Perumal, Director of Non-formal Education, Tamil Nadu presided over the inaugural session.

In his inaugural address Dr. Rangaswami said that the programme for non-formal education should aim not only at eradication of illiteracy, but ensuring better economic and social development. He said the development of human resources should receive comprehensive attention along with the process of economic betterment.

Shri Perumal, in his presidential remarks, stressed the vital role of non-formal education, in the present-day context and explained how the scheme was being operated in the State of Tamil Nadu with the opening of 374 non-formal education centres, one in each Panchayat Union, to cover initially, the school drop out of the age-group 6-11 and 11-14. He emphasised the urgent need for evolving suitable programmes for the future and for the furtherance of the programme in the State.

During the five business sessions eleven papers were presented, which were followed by detailed discussions among the participants.

recommendations

In formulating a three-year plan of non-formal education in Integrated Rural Development in Dharamapuri district the workshop recommended among others that :

In Integrated rural development the trasnfer of relevant science and technology to rural areas should not displace the worker but be conducive for making the work easier and healthier and capable of larger output and consequent larger earning for the village worker. The input from outside to the rural sector cannot continue for ever but can act as only a catalyst for self generation in the rural system which sustains the system further.

Formal system of education can't cater to the needs of the workers in the set up of the present IRD programmes. A more relevant and need based system could help the rural people in programmes such as the IRD programme. Non-formal Education alone could be the answer to this.

Non-formal education programme should have an inbuilt programme for developing remunerative skills.

NFE should be formulated by keeping in mind the facilities that were available for self-employment.

There should be resource centres for monitoring and evaluating the NFE programme.

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EDITORIAL LOUD THINKING

A Word to Contributors

Though we receive and have published articles by researchers who have done sample surveys among people exposed to specific development activities and projects, we have had very few articles by persons who are themselves conducting development programmes on adult education in the field. Reports or descriptions of such activities in a large region or State are also sometimes received. But these cannot serve the purpose we have in mind.

To our readers it would be refreshing to have the impact of first-hand field experience. There is a human quality in such writing that sometimes more than makes up for the lack of professional skill in them.

Some field workers may feel diffident about their language. In such cases a professional writer or researchers could be the medium.

We invite articles from field workers, written by or for them. But we would like to caution against platitudes and accounts that read like reports to governments. It is innovation and risk and failures that provide more valuable reading than monotonous descriptions of routine progress and repetition of well known conclusions.

Coordination,—Escapism no Solution

Adult Education has, in recent years in India, faced the prob'em of coordination more pointedly since the programmes of functional literacy, integrated rural development and non-formal education have come to the fore. In the past when it was largely concerned with literacy and social education, programmes lay more or less within the province of education departments on the government side and educational institutions on the non-government side. Functional literacy, however, calls for contacts with subject matter programmes at various stages. Integrated rural development, as the name itself suggests, rests upon the coordinated and cooperative functioning of the various developmental measures in the rural areas. Likewise non-formal methods of education of adults imply that educationists and instructors have to seek the involvement of various media as well as various socio-economic operations.

Anyperson having experience of trying to coordinate the work of equals would exclaim "Woe befide the coordinator"! In practice, coordination measures tend to become a kind of escapism from ugly reality in administration and management. Usually the solution sought is to set up coordination committees at various levels. Another formula used is to have instructions issued by top authority. With this is connected a device usually employed for by international bodies, namely, to insist on important programme being directly under the Head of the Government so that all Ministers and senior officers cooperate.

Experience however shows that all these devices touch only the fringes of the problem. Coordination committees often present a scene in which members make statements and observations only with regard to their own items. They usually keep mum or talk irresponsibly when it comes to the items that are the central responsibility of any other member. A coordination committee that is quick in disposal of its work is usually the one in which the presiding officer is the boss and the others are subordinates who usually agree with him. These may be neatly operating bodies, but certainly not models of coordination. Where a national programme is initiated under the direct authority of the head of the state the device succeeds on a short term basis, or as a highly publicised campaign. Some examples are the Samual programme of rural development in South Korea, the Masgnana 99 programme of paddy production in the Philippines and recently the highly publicised programmes in India during the emergency. Actually there was no coordination in these programmes; it was only a case of carrying out instructions from above, by all departments due to the power of authority.

In adult education the problem has been avoided rather than faced. Ministries of Education have sought to have their own self-contained programmes which tended to fall into the routine groove. That is why we often have complaints that functional literacy programmes are nothing but conventional literacy programmes. Education in these cases has not been treated as a service to the subject matter departments or to the principal socio-economic programmes but as a kind of central theme. Education Officers had also problems when they found that the operators of the socio-economic programmes were themselves not securing cooperation between different wings or branches of the body concerned with their own activities.

It is, therefore, a matter for consideration if instead of aiming at coordination under instructions from above, an attempt could be made to build up pressures from the bottom so that at the field level where programmes usually fail, the personnel from the various agencies and departments implementing the programme have to coordinate. What kind of pressure from the bottom is possible and how can it be built ? It would seem that the most effective pressure would be the one that comes from the beneficiaries of the programme, the target group itself. For this purpose the target people need to be organised into continuing education groups at the field level. These groups may be more effective in pressurising coordination than trade union type of organisations in which the representatives may secure their own leadership by inflating demands and creating a situation of confrontation. Learners' groups engaged in joint productive efforts therefore could prepare programmes of their own at the local level involving more than one agency and it will be then for the agencies to respond to these programmes rather than to impose their own diversified programmes from above.

This is only one of the problems which adult educators can help other departments and organisations to solve by setting an example of coordination from below. It is no use trying to escape the reality howsoever inconvenient it may be.

J.C.M.

Local Museums and Adult Education

Educationists all over the world have realised that museums should not be merely repositories and display-windows for archaeological antiquities but should be used for the teaching of history and sociology and for providing vividly and graphically educational material to visitors. Lately there has been emphasis upon local museums. In India a few local museums have been established by the Departments of Archaeology in or near places where excavations through ancient sites have been uncovered. Some of these have still to display all the antiquities in their possessions but unfortunately it cannot be claimed that they are used for adult education of local people particularly the villagers living in the neighbourhood of the "Ajayab ghars" (museums). It seems that the technique of imparting educational information through museums has yet to be given a trial in India. It has yet to be assimilated by curators many of whom are not aware of their potential as educators.

It is not altogether their fault. Professionally adult educators, themselves have hardly given any attention to the motivation that could be built up among people who live around an ancient site or near a museum, for acquiring information. Not far from the world-famous Comilla Academy of Rural Development in Bangladesh there are remarkable ruins of an ancient Buddhist university and also of a township Mainavati. It is doubtful if the Comilla Academy has thought in terms of utilising that as a base for providing information. There must be some adult education classes conducted near Nalanda and Vaishali in Bihar. At both these places, there are museum. But the adult educators have not thought of them as a base for promoting information about them among local villagers.

Here is also a challenge to research and training institutions and bodies responsible for formulating programme, curriculum and reading material. For example is it possible to prepare guidedlines based upon the principal exhibits in a particular local archaeological museum, guidedlines that the curator could use for organising educational programmes for villagers visiting the museums? Evening lectures and talks common in museums in western countries may not necessarily appeal to villagers. A leaf should be taken out of the experience of tourist guides who take round groups of visitors in a museum. The difference, however, would lie in the fact that a acurator using it for adult education purposes would not stop at giving information regarding specific exhibits. He would go on to tell the story behind the exhibits and to explain the history of the times to which the antiquity belongs. In this way it could well be a lesson in history. Of course success would lie in arousing curiosity among the visitors to ask for more material. A local museum should, therefore, have a small library of follow-up reading material on the history and sociology of the area and the period to which the antiquities belong.

There is no point in just locating museums in rural areas and posting there curators who have no interest in adult education. It is also not practicable to try to attempt a guide-book which can be applied to all museums of this kind. What is suggested here is the preparation of guidance material based upon the contents and needs of particular museums and the rural people living around them.

Experiments of this kind require a basic change in the attitudes of the Departments of Archaeology. In developing countries they tend to confine their role to preserving, conserving, and protecting antiquities and ancient sites rather than using them as a springboard for information and education of the people of the locality.

J.C.M.

Journal for Neo-Literates

Most educated persons use four kinds of reading material in their day-to-day life. These are, first, reading material required in the course of one's work, secondly, newspapers and professional journals, thirdly, entertaining fiction and light stuff, and, finally, in the case of the religious minded persons, sacred scritptures, books or extracts from them. Of these, newspapers are a daily repast for the educated, supported by illustrated and light weekly magazines particularly of the tabloid kind. There are, of course, some among educated citizens who cultivate reading as a personal hobby and read books on subjects of their chosen interest apart from these four kinds of material. But by and large the majority are prevented from relapse into illiteracy because of reading material of these four kinds. What about neo-literates ?

There is very little for them on the lines of the material that supports persons with full fledged education. They are equally mature. They are as much engaged in the struggle for better life. And yet very few journals for neo-literates exist in developing countries. There is little need for such journals in the developed countries, except marginally for special groups of population, Experience in India has been that any material prepared specially for neo-literates tends to be stylistically condescending. Most educational journals are monthly. Some that give timely and useful information about new and advanced techniques in agriculture are liked by the more enterprising and better-off among neo-literate farmers. There has been no survey of the readership of journals of neo-literates. The Ministry of Information has been issuing in Hindi "Apna Desh" which tends to be a propaganda paper than truly educational. It is designed as a wall newspaper and the types are bold.

In most languages, monthly journals for general readers have ceased to be popular. Weeklies with illustrations are commanding a large readership. Some of them provide interesting popular material, presented in attractive form. But as these are not journals for neo-literates, the type used is small, and the language relatively complex. Their circulation has been steadily on the increase and some of them have become an effective vehicle for continuing education of the intelligentsia. In fact the last two decades in India have been the decades of illustrated weeklies in Indian languages.

And yet there is hardly any such weekly journals for neo-literates in Indian languages. There are some monthlies like "Proudh Shiksha" add "Ujala" in Hindi. Karanataka, Andhra Pradesh and Bengal have some journals. But the basic point is that the features and attractions that have made the illustrated weekly journals so popular among the towns people lately would also appeal to adult neo-literates. Of course the type should be bold, the style and language should not be complex. Ideas should, however, be mature and adult and readers should not be addres-

sed condescendingly. However, unless these journals provide illustrations comparable to those of popular weekly journals today, they will not make much headway and will not gain subscribers. This requires funds.

Among large outlay of funds visualised for non-formal education, provision needs to be accommodated for supporting illustrated weekly journals for neo-literates in all those linguistic areas where literacy teaching (whether for functional purposes or otherwise) is a major programme. Literacy House, Lucknow provides its fortnightly journal 'Ujala' free of cost for a short period to all neo-literates who have attended its courses. But the number of subscribers enrolled eventually is a small percentage only of these neo-literates.

If journals of this kind could be helped to change their style of presentation and could have bright, coloured and other kinds of illustrations, there is a reasonable chance of the circulation going up. Subscribers may not necessarily be enrolled on individual basis but in groups. If the journal is attractive, then groups of 4-5 neo-literates may be tempted jointly to subscribe to the journal. These journals will not get advertisements in the beginning. They would require subsidy until substantial circulation is achieved. This subsidy should be treated as a very important contribution to the promotion of literacy. After all, a frequently heard complaint is that literacy programmes are not followed up adequately. Government is thinking in terms of an accelerated pace of adult literacy programmes. Acquisition of literacy without the stimulus and facilities for its retention will greatly reduce the usefulness of the proposed accelerated programme of adult literacy. Therefore Government should seriously consider ways and means of encouraging the growth of illustrated weekly journals for neo-literates in Indian languages. Eventually they will not be confined to neo-literates, they will become illustrated weekly journals for the common people particularly in the rural areas.

J.C.M.

"I think development is a narrowing down of progress, which becomes especially useful for the concentration of power into elites. It is a professional vision. In a professionalized society, status coincides with university training. Progress is transformed into development. It is a paternalistic transformation."

— **Ivan Illich** (author of Deschooling Society) in *REPORTS Magazine, 1414 Sixth Ave, New York.*

THE ROLE OF THE UNIVERSITY IN INTEGRATED RURAL DEVELOPMENT

Malcolm S. Adiseshiah*

integrated rural development

The National Programme of Integrated Rural Development has a double origin against the backdrop of the poverty of our rural people—poverty which encompasses the lives of 40 to 60 per cent of its people, depending on whether we use the nutritional norm or the "minimum needs" norm. The first source of the Programme is the two year old Karimnagar experiment of C.S.I.R., where the resources of its national laboratories and those of the ministries of Agriculture and Health are being deployed to increase the productivity of the people of the district of Karimnagar in Andhra Pradesh. The second source is the deliberations and conclusions of the 1976 session of the Indian Science Congress at Vishakpatnam, where the congregation of Indian Scientists for the first time in the history of the Congress successfully geared their disciplinary and interdisciplinery papers, exchanges and conclusions to the means whereby the sciences could be used to attain the national objective of the removal of rural poverty.

It is out of these two sources that the Union Government's memorandum of Integrated Rural Development has been established and constitutes the directive for the programme. Its basic feature are two. One, the integrated use of all of our science and technology resources to survey, identify and inventory the resources—natural, material and human—of the the rural areas and out of this to use science and technology to develop and operate feasible projects. Second, the projects should be chosen and executed in areas and in a manner to raise the incomes of those in the selected rural area living below the poverty line, so that their incomes can be raised to or above that line.

Against this brief outline of the programme, the question of defining the role of the universities in the programme might be considered. This role can be considered under two broad heads.

the university and integrated rural development

First, the University's role in the Union Government's programme of Integrated Rural Development. The Union Government has selected one backward district in each of the 22 States and Union Territories and has allocated Rs. 13 crores for the integrated use of Science and Technology in the 22 districts. The Programme, on an all India basis, is being managed by a Committee of Scientists headed by the Director-General of I.C.A.R., with the Department of Rural Development in the Ministry of Food and Agriculture acting as the coordinating agent. One of the first tasks of the management of the programme is to locate a village in the selected district where a science and technology complex is to be established.

* Dr. Adiseshiah is Vice-Chancellor, University of Madras and President, Indian Adult Education Association.

For this Union Government Programme, the Agricultural University in each State should take the leadership in bringing together the science faculties and technology institutions in the State, the help in the planning of the programme in the selected district and in executing through research and development one or two of the projects as and when they are approved and established. The Tamil Nadu Agricultural University which organised in early September such a planning meeting for this State is forming a consortium of University institutions which will help in the execution of projects, and has itself adapted the selected district—Dharmapuri—for special survey and research work in certain selected areas, such as its socio-economic condition, mulberry cultivation, sugar beet cultivation, paper board pulp from the local weeds, animal husbandry etc.

the university and village adoption

A second role of the University is to use its science and technology resources in order to apply them for surveying the rural area of its choice and executing projects which do not require large capital costs. For this, every university should plan and execute a village adoption programme. In the case of affiliating universities, each affiliated college as well as the departments of the university should each adopt a village. In the Madras University, the 50 University Departments have adopted or are at work in the villages and the 160 affiliated professional and arts and science colleges have each adopted a village.

This University work done by the students in the village adoption programme is a part of the semesterised curriculum in all postgraduate programmes and in 41 selected colleges at the undergraduate level. This part of the curriculum which is called Community and Social Service requires two hours of supervised work per week by each student and has a maximum of 100 marks which he/she can earn towards his/her degree.

The reason why Community and Social Service is made part of the curriculum (and is not regarded as extra-curricular or co-curricular) is that the learning process requires both exercises in abstraction, theory building and conceptualising, and, what is more difficult but equally imperative in a complete learning process, applying the theory to the world of work. It is for this reason that in this part of the curriculum, the students' village work is as far as possible related to this discipline—a Physics student to repair and help in the maintenance of agricultural or power implements, a Chemistry or Geology student to work on fertiliser use or soil analysis, a Botany or Zoology student to improve the crop yield or animal husbandry, a Sociology student to survey the rural social structure and assets ownership, the engineering student to developing appropriate technologies to improve small, cottage and home industries or organise the desilting of tanks and ponds, the medical student to serve in the Primary Health Centre or sub-centre, the language student to run adult literacy and education programmes, the Home Science student to improve the nutrition and protein intake of the pre-school child and the pregnant and lactating mother, the History and Archaelogy student to identify, clear and preserve the local monument etc. The essential feature of the Union Government programme is, it will be recalled, to deploy the science and technology resources of the country to deal with the problems of rural poverty and this basic element the village adoption programme of the Universities and their affiliated colleges must preserve.

The resources needed by the university or the affiliated college for the village adoption programme are minimal but essential and within their reach. The NSS grant to each member is one small but essential resource which can pay for tools, travel to the village and back etc. In the case of viable projects, such as small equipment for home crafts or for animal husbandry, loans from nationalised banks are readily available provided the university or college helps in making the project feasible. There are two additional expenses which must be met. There is need for the village adoption programme and the community and Social Service in each college for a full-time staff member with social work qualification to coordinate and catalyse the programme. This staff post must be admitted by the State Government in its grant-in-aid to the college. Second, some colleges will need a transport—a bus or a minibus or a jeep for transporting students and staff to the village and back. This should be a priority permissible item on a 100 per cent grant basis under the upto Rs. 5 lakh UGC development grant for each college.

The university will also need to issue guidelines on the organisation, supervision and assessment of the work done by each student under this village adoption programme, much like the regulation and scheme of examination issued by the Board of study for the learning in its discipline. There is also need for UGC/State Government funds to be used for training the staff engaged in supervising and directing this programme along with the training and orientation courses organised for the NSS Programme Officers.

some general considerations

There are some considerations with which I end this note. First, except in the case of the universities, under the leadership of an agricultural university, participating in the Union Government's programme in the 22 selected districts, (and even in those cases), the basic approach of the university's role in the village adoption programme, is not that the university and its colleges are going to revolutionise the socio-economic life of the chosen village and abolish its poverty. The university/college activity is intermittent, fragmented and semiterminal,—2 or 3 hours a week, long summer vacations, a changing student population, with no real access to capital resources. The integrated use of science and technology to remove or alleviate rural poverty is a full-time professional task. All that the university/college community can do in this regard is to help the rural community become aware of its needs and resources and organise itself, particularly the unorganised exploited rural poor, to share in decision making and so raise their living levels with the help of government resources. To my mind and this is the basic approach of the Madras University which is that through this programme, it is the rural community which is helping the university/college community by making its learning and research process complete, by bringing together theory and practice, conceptualisation and its testing in our rural life. It is the village which is serving the university/college to be the university/college—to attain that unity of knowledge and truth which is the hall-mark of the *Universitas*.

Second, the specific and somewhat unique learning that this nexus with the village programme makes possible is that it leads from the grounding in our separate disciplines which is the university's special forte to the

multidisciplinary, interdisciplinary and sometimes transdisciplinary learning and research which confrontation with rural life makes possible to the universitarians. There are no physics problems, chemistry problems, economic problems or anthropological problems *per se* in rural life. The rural problems are poverty, underemployment, malnutrition, lack of housing or drinking water and so on and for this problem centred conspectus not only have the separate natural, social, physical, technological and human science disciplines to interact with each other, in the process, for viable actions they have to borrow from each other their tools, techniques and models, learn each other's methodologies and language, make one discipline's parameters another's data base, and in some cases, lead to the merging of concepts. It should always be remembered that in so deploying our science and technology resources, the university is acting as the technical consultant to the rural community, not the principal actor in the drama, who is the poor villager.

Third, there is a further task incumbent on the university in this programme. With its social sciences equipment,—represented by political science and public administration, psychology, sociology, anthropology, economics and geography—it can undertake an objective, scientific survey of the social and political structures in the village, covering such sensitive areas as land, wealth and factor ownership, power relations, proceses of decision making, and the nature and social class of the decision makers and the social, cultural and political preconditions necessary for the success of the integrated deployment of science and technology on the rural poverty situation. So much of scientific and techological resources invested todate for raising rural levels of living, whether it be irrigation, animal husbandry development or the technological package associated with the Green Revolution, has somehow ended up in the hands of the so-called "progressive farmer" who is always the well-to-do farmer and the relatively well-off rural minority and has left aside the small, marginal and dry farmer and the landless agricultural labourer who constitute the rural poor. What are the social processes and political frameworks which account for this bypassing of the rural poor and how can they be restructured so that the programme of Integrated Rural Development is effectively slanted towards the rural poor ? University social science resources through their survey and research effort can bring to light these somewhat explosive issues. It can at least break through the current conspiracy of silence that beclouds this grim reality. Decisions on it are of course outside the purview of the university's universe of discourse. But there must be recognition that this function of the university in regard to rural development involves questioning the *status quo* and will involve some amount of tension, some degree of unrest and some element of disruption of the existing unjust order.

Fourth and finally, there are certain recognised stages in the consultant help that the university/college is called upon to offer in the rural development programme. The first is the choice of the unit of operation. It could be a village or group of hamlets or a block or a taluk or a district. This unit selected will be a function of the resources available to the university/college. Whatever the rural unit selected, it must be a backward one, backward in terms of per capita or family incomes, employment, housing, health and education facilities. The second stage is the survey referred to earlier. For the survey of natural an material resources, there

should be a review of what has already been done by the State Government, the lead bank, AFC or other agencies. In Tamil Nadu, for instance, most rural areas have already been surveyed for their natural resources, in some cases with the help of UNDP, or a consortium banks etc. and even the interpretation and analysis of the results of the survey completed. The university should obtain this documentation from the State Government. Where such a survey has not been made, the question arises whether the university's scientific and technological resources are adequate and can be deployed on a full-time basis for such a techno-economic survey. My own feeling is that this is a professional full-time job—which should be undertaken by a government or public agency. The social survey of the chosen area, on the other hand, is a university/college responsibility and can and should be undertaken with as much scientific precision as possible. The third stage is the development of schemes in regard to ownership structures, land and water use, food and non-food crops, animal husbandry, afforestation, agro-industries, cottage and home crafts, housing, roads, health and nutrition and education—non-formal, vocational etc. The development of the schemes must be on a project feasibility basis. Finally, there is the stage of choice of schemes for operation by the university/college. Schemes calling for capital must be developed on a professional basis with full-time management and technical staff, with capital fairly easily available for viable projects from the banks. Schemes not calling for such large financial resources are those which can be operated by the university/college.

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USING WORK-ORIENTED FUNCTIONAL LITERACY APPROACH IN THE TRANSFORMATION OF INHERITED OCCUPATIONS TO VIABLE COTTAGE INDUSTRIES IN IMO STATE OF NIGERIA : A STUDY IN THE USE OF ADULT EDUCATION FOR INTEGRATING TRADITION IN RURAL RESOURCES DEVELOPMENT

E.O. Odokara

I. abstract

The use of work-oriented functional literacy approach in the transformation of inherited/traditional occupations to viable cottage industries in Imo State of Nigeria is an illustration of the role of adult education in effective identification, development and utilisation of rural resources.

Since inherited occupation is an occupation with a tradition-oriented emphasis, this study, in effect, involves the use of adult education in integrating tradition in a programme of rural resources development.

In earlier studies on differential behaviour of adults and their acceptance of new ideas or innovation, and also of stages of adoption process, certain important personality traits had been isolated and their degree of association with the decision to accept or reject new ideas and practices in preference to the familiar and the traditional had been predicted using belief system theory as postulated by Milton Rokeach (1959).

This prediction has thus become a useful means of not only determining the innovativeness of individuals but also of the rate of adoption of innovations as a function of the interaction of personality and the characteristics of the social system. It has therefore become a useful basis for facilitating the initiation of social action in rural areas which are infested with rituals and customs.

From the insight of these earlier studies, three important variables—belief structure, innovativeness and stages in adoption process—had been isolated and related as components of a model of theoretical basis for the development of the work-oriented functional literacy programme used in the transformation of the inherited/traditional occupations. These variables and the resultant model, since all relate to the importance of development and to changes in traditions themselves, have served as useful means in integrating tradition in this programme of rural resources development.

II. introduction, the problem and the need for the study

The main object of this study is to demonstrate the practical application of functional literacy approach based on a model whose theoretical bases are derived by relating the variables—belief structure, innovativeness and adoption process—in the transformation of inherited/traditional occupations in rural areas of Nigeria to viable cottage industries.

As inherited occupations are occupations with tradition-oriented emphasis, and also, as the object of this study is to bring about the development of rural resources, the study therefore implies the use of adult education to integrate tradition in programmes of rural resources development.

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As traditional occupations are centred around people of priestly origin and practised in a traditional environment by people who are dogmatic and tradition-oriented, more insight for this study was gained by review of literature and previous work which dealt with implications of tradition in social change, belief system theory, intra-organismic characteristics and their influence on innovativeness and adoption decisions of individuals, culture variables that are associated with adoption of technical innovation or new ideas, and such personality traits as dogmatism or closed-mindedness and the roles they play in the decision-making process which forms the core of adoption studies.

Since there is a growing need to establish in rural areas in Nigeria viable cottage industries which can generate employment opportunities and harness the present migration of people from rural to urban areas, and also help to facilitate development of rural environment and rural people ; also, since most of the existing industries, some of which are in the rural areas, have failed to make meaningful impact on the life of communities and their people, as most of the people being illiterate and suspicious do not patronise their products, there is a dire need to find out ways in which the existing innerited/traditional occupations can be transformed to viable cottage industries. The inherited/traditional occupations, having their root in the culture of the people, enjoy full patronage of the people, in spite of the fact that their products are few and, to a great extent, crude when compared with their imported counterparts.

It is therefore, important that since these inherited/traditional occupations enjoy a high degree of acceptance by the rural people, any means which makes it possible for these inherited/traditional occupations to become viable cottage industries and in so doing increase the quantity and the quality of their products will help to make them generate employment opportunities and also help to develop the rural environment and rural people.

Thus, realising the need for using work-oriented functional literacy approach and technique in transforming inherited occupations to viable cottage industries and the benefit this will bring to the nation and the particular communities in form of :—

1. Creating viable cottage industry that will enjoy the people's patronage without running into conflict with their culture and belief,
2. Creating opportunity for employment to presently unemployed rural youths and, in so doing, prevent the migration of the rural youths to already congested urban areas,
3. Promoting the resultant wealth and good life the project will bring to the community and its people,
4. Promoting informed citizenry and skilled craftsmanship which are necessary for the development of all human resources of the nation,

the Division of Extra-Mural Studies, as unit of the University of Nigeria, Nsukka, which has the responsibility of relating the educational resources of the University to the solution of identified community problems, accepted this social task.

III. previous studies

Previous studies on the following areas were reviewed :

(i) Implications of Tradition to change.

(ii) Using Personality Theory in Deriving Pestulates in Differential Innovativeness of Individuals.

(iii) Methods and Materials for Developing Work-oriented Functional Literacy Which Can Have A Generative Role In Socio-economic Reconstruction of Communities.

(iv) Integrating Tradition To Rural Resources Development Programme.

(v) The Isolation of the Variables which Served As The Components For The Theoretical Basis or Model.

(i) implications of tradition to change

Cues were derived on the implications of tradition to change by the review of previous work of such people as Wissler, (1923) ; Ryan and Gross, (1943) ; Kevin Touhy, (1948) ; Adorno, (1950) ; Back, (1950) : Festinger, (1950) ; Wilkening, (1952) and (1956) ; Moreno, (1953) ; Christie and Jahoda, (1954) ; Janis, (1954) ; Dodd, (1955) ; Menzel, (1957) ; Rogers and Harp, (1957) ; Katz and Levin, (1959) ; Lionberger, (1960) ; Rokeach, (1960) ; Katz, (1961) ; Levidge and Steiner, Deutschmann andFals Borda, (1961) and (1962) ; Mason, (1962) : Powell, (1962) : Rogers, (1962) and (1965) ; Troldahl, (1963) ; Girard, (1964) ; Bay, (1965) ; Childs, (1965) ; Lin, (1965), Shoemaker, (1965) ; Odokara, E. O., (1971) and (1973) ; and also through the review of the studies of Ruth Benedict, (1934) : Hirschman, (1958) : Benvenuti, (1962) ; Foster, (1962) ; Gusfield, (1962) : Geertz, (1963) ; Heesterman, (1964) ; Weintraub, (1964) and (1970) ; Agpalo, (1965) ; Bhola, (1965) : Srinivas, (1966) ; Weintraub and Burnsten, (1966) ; Willner, (1966) ; Benda and Larkin, (1967) ; Minkovitz, (1967) : Rudolph and Rudolph, (1967) ; Goldberg, (1968) ; Abueva and de Gusman, (1968) : Weintraub and Parness, (1968), Weitz and Rokeach, (1968), and Lupri, (1969).

(ii) using personality theory in deriving postulates in differential innovativeness of individuals

Empirical evidence of differences on adoption patterns as disclosed in the studies of Shoemaker, (1965) ; Donohew, Lewis, (1964) ; Sighn, (1958) ; and Krishna, (1969), suggested that personality theory may be useful in deriving postulates to account for variations among individuals in adopting new ideas.

Hence, both Rokeach's conceptualisation of a general theory of authoritarianism which focusses upon the structure of a person's entire belief system and the dogmatism scale which was developed to measure the dimensions of the belief structure were reviewed.

Through the review, the implications of the two types of central beliefs which were hypothesised by Rokeach as :—

(a) primitive beliefs held because there is a hundred per cent social support for them ;

(b) primitive beliefs experienced by the person and which he is sure are true regardless of the social support he may have for them, were noted, since the targets of this study are rural illiterate craftsmen who practise their crafts as a priestly caste and whose occupations are inter-woven with their belief system and religion and thus, by their life style, are dogmatic.

(iii) methods and materials for developing work-oriented functional literacy which can have a generative role in socio-economic reconstruction of communities

For guidelines on methods and materials for developing work-oriented functional literacy which can have a generative role on the socio-economic reconstruction of communities, the previous study of H S. Bhola, (1967) on "The Configurational Theory of Innovation Diffusion" based on his experiences in India and Tanzania were reviewed. Insight on strategy for application of functional literacy in a socio-economic milieu was gained.

(iv) Integrating tradition to rural resources development programme

By the review of the previous studies of such rural sociologists as Benvenuti, (1962) ; Weitz, (1968) ; Rokeach, (1960) ; Gusfield, (1962), Benda, (1967) ; Larkin, (1967) ; Willner, (1966) ; Rudolph, (1967) ; Agpalo, (1965) ; Weintraub, (1964, 1970) ; Gusman, (1968) ; Srinivas, (1966) ; Foster, (1962) ; Hirschman, (1956) ; Bernstein, (1966) ; and Bellah, (1965) insight was gained on the implications, problems and strategies of integrating tradition to rural reso ırces development.

(v) the isolation of the variables which served as the components for the theoretical basis or model

Thus, from the reviewed studies of :

(i) the rural sociologists on implications of tradition on social development ;

(ii) diffusion and personality researchers on dogmatism, innovativeness and personality traits and their effects on acceptance and rejection of innovation in preference to the familiar ;

(iii) Shoemaker and other diffusion researchers on decision-making model ;

(iv) Rokeach (1960), Rogers (1962) and other diffusion researchers on belief system theory and also by using :

(a) hypotheses derived from the studies of Famias (1965) and Troldahl (1965) on adoption process, and

(b) examination of several theories of diffusion researchers, which linked personality theory with adoption theory in diffusion process based on attempt to study the individual's behaviour in adopting or rejecting innovations, in three variables—*belief-structure, innovativeness and stages in the adoption process*—were isolated and by relating them, a general process was derived and used as hypothesis for a theoretical basis or model which has served not only as a means of transforming the inherited occupations to viable cottage industries but also as an effective instrument in integrating rural tradition in the programme of rural resources development of the State and what is more, in promoting effective identification, development and utilisation of rural resources in the society.

(vi) methods and procedures of the study

(A) *How The Previous Studies Reviewed Were Used In Carrying Out This Study* :

The variables which were used in developing the model and its resultant hypothesis for this study were isolated from the review of the previous studies as follows :

(i) Implications of Tradition to Change.

(ii) Using Personality Theory in Deriving Postulates in Differential Innovativeness of Individuals.

(iii) Methods and Materials for Developing Work-oriented Functional Literacy which Can Have A Generative Role In Socio-economic Reconstruction of Communities.

(iv) Integrating Tradition To Rural Resources Development Programme.

(v) The Isolation of the Variables which Served At The Components For The Theoretical Basis or Model.

(B) *Action Programmes In The Communities* :

(i) Communities where inherited occupations are being practised were identified.

(ii) The significance of such occupations and the people who practise them were identified.

(iii) Contacts were made with the people through "Awareness Forum", "Community Study Groups" and other special Adult Education Programmes such as "Seminars for Informed Citizenry" for rural men and women as a means of getting them involved in an educational programme which will :

(a) enchance their knowledge about their trade or occupation ;

(b) improve or refine their skill so that they may produce better products ;

(c) help them gain knowledge to increase the marketability of their products ;

(d) increase their awareness of cooperatives and cooperation so that they will realise the advantage of pooling their resources together in practising their occupation and building it into a viable cottage industry ;

(e) make them aware of the usefulness of such a cottage industry as not only an income, but also an employment, generating source for the community and the nation.

(C) *Identification of Communities and Cottage Industries* :

During the years (1973 ; 1974)[32] and (1975), through "Community Study Groups" and "Awareness Forum", the Division made contacts with several communities in three Eastern States (Imo, Anambra and Cross River) by organising Seminars and Workshops in cooperation with several Voluntary Agencies, Government Ministries and Community Groups, and through interview, the Division was able to identify some inherited

occupations in some communities such as pot-makers at Ozalla near Enugu, mat-makers at Uturu near Okigwe,[33] etc.

By carefully meeting with Government Community Development workers and Social Welfare workers, information was collected about religious beliefs which surround these inherited occupations. More information was also received about the life the people live and how it affects the craftsmen and their work.

Through these "Awareness Forum" and Seminars, direct contacts were made with some of the craftsmen involved in these occupations and their cooperation in participating in the educational programmes was obtained.

(D) *Preparation of Work-Oriented Materials Geared to the Cottage Industries :*

Since the craftsmen involved in these inherited occupations are not only adults, but persons who associate their craftsmanship with membership of the priestly caste of their family gods, caution was exercised in making sure that any adult education activity planned recognised the inherent difficulty to be expected in innovating people who are dogmatic about their belief. Earlier approaches through "Awareness Forum" and "Community Studies" were therefore geared towards increasing the learning set of the people, and also in assuring them that the innovation in their craft will not in any way dislodge their belief in their traditional custom and culture but will rather enhance it.

Also guided by earlier studies of the Division on "Differential Behaviour of Adults and Their Acceptance of New Ideas: A Study in Adult Learning",[34] the Division was able to develop a programme which has been effectively related to the identified learning need of the craftsmen of the inherited/traditional occupations in rural areas.

(E) *Preparation of Innovative Programmes For the Craftsmen Involved In Inherited Occupations :*

Previous studies carried out by the writer on "Differential Behaviour of Adults and Their Acceptance of New Ideas : A Study in Adult Learning" were centred on the problem of isolating important personality traits which were deemed to be associated with the decisions to adopt or reject new practices in preference to the familiar and the traditional in Nigerian social situation. This early study used the belief-system theory as postulated by Rokeach. This theory has also been used in this particular study in developing a theoretical basis for predicting innovativeness of individuals, and thus the rate of adoption of innovations as a function of the interaction of personality (craftsmen of inherited occupation) and the characteristics of the social system (rural communities in the three Eastern States—Imo, Anambra and Cross River).

The cues derived from another earlier study on appropriate and effective way of increasing the "need-arousal-potential"[45] of rural people has been utilized in facilitating the planning and promoting of the work-oriented adult education programme geared towards transforming the inherited occupations to viable cottage industries, which project represents

an important landmark here in the initiation of social action in rural areas which are infested with rituals and customs.

All the educational activities involved in the use of work-oriented functional literacy in transformation of inherited occupations to viable cottage industries have been undertaken as a very important programme on diffusion of innovation.

The aim of the Division was to use work-oriented functional literacy programme which is geared to the identified inherited occupations in innovating the craftsmen and, by their being innovated, in getting them to accept the social and occupational role which they are required to play in transforming their inherited occupations to viable cottage industries. Therefore, to achieve this important social action, the Division gained insight on previous studies based on personality and adoption theories. Insight was also gained from previous studies of individual behaviour on accepting or rejecting innovations.

By reviewing the adoption model postulated by Shoemaker (1965), in which the process of adoption has been viewed as a decision-making process closely allied to the various intellective processes referred to as problem-solving productive thinking, creativity and invention, insight was gained in the development of the general hypothesis for the theoretical model.

The researchers and the planners of the programme discovered that this decision-making model has the advantage of permitting one to view those activities that take place after adoption or rejection, and as such will enable the Division to continue to evalute and conduct follow-up study some years from now. Thus, the Division, using this model, will continue to determine how much the transformation of inherited occupations to cottage industries has contributed in total development of human and material resources of the community. This opportunity to follow the long-range effect of this innovation will provide the Division the opportunity of planning other social action in other communities around the University.

(F) the model and its use

Using the hypothesis that resulted from isolating the three variables—belief structure, innovativeness, and stages in adoption process—from the previous studies and researches of rural sociologists, diffusion/adoption process and personality researchers, and also from examination of researches of Rogers and Shoemaker on decision-making process model, on personality theories of Rokeach and functional literacy theory of Bhola, a model which served as a theoretical basis for work-oriented functional literacy was developed and hypothesis developed.

(G) findings from the study based on the application of the hypothesis of the model

HYPOTHESIS ONE

More dogmatic individuals will move from awareness to adoption or rejection more quickly than less dogmatic individuals.

findings based on hypothesis one

Since the craftsmen belong to a priestly class and are very dogmatic in their belief of the divine nature of their occupation, as highly dogmatic individuals, their acceptance of idea and information from the work-oriented functional literacy programme geared to their occupation and to transforming their occupations to viable cottage industries was easily achieved by getting them to participate in various Awareness Forum Programmes and Projects where they were made to gain information and appreciate the benefits to them as individuals and as communities which their learning new and modern ways of refining their products and also their voluntary participation in pooling their resources together for building a cottage industry out of their scattered and ill-functioning inherited occupations will bring to them as individuals and as a community. They were also assured that the programme will not distort but enhance their cherished customs and tradition.

HYPOTHESIS TWO

Low dogmatic individuals will utilise more information sources than high dogmatics in making decisions to adopt or reject ideas.

findings based on hypothesis two

Since the craftsmen who are engaged in inherited occupations are of priestly class and are highly dogmatic, in promoting this social action (transforming inherited occupations to viable cottage industries), the Division discovered that they did not need a lot of information sources (reading materials) before they could make decisions to adopt or reject. As a consequence of their being high dogmatics and require less information sources, materials prepared for work-oriented functional literacy programme were few and source was weighted more on person to person contact between the personnel of the Division in promoting community development and extension and the craftsmen who are the targets of this social action project.

The limited reading materials used were enriched more with illustrative and demonstrative pictures of social processes related to new behaviour changes required of the craftsmen. In addition to this, audio-visual materials were used in showing similar occupational groups like them in other lands, who have built cottage industries from their local occupations equivalent to the inherited occupations in their various communities. These illustrative examples facilitated their conviction that the information they were receiving from the change agent (the personnel of the Division in-charge of Community Development and Extension/Adult Education) was to their benefit and also to ther acceptance and quick adoption of the new ways they were taught and their acceptance of the innovation through social action.

HYPOTHESIS THREE

High dogmatic individuals will be more certain of their decision after adoption or rejection than will low dogmatic individuals.

findings based on hypothesis three

After six months of involvement in series of "Awareness Forum" which served as avenues of diffusing innovation to the craftsmen involved in inherited occupations, all the rural craftsmen involved in the selected communities adopted and accepted the innovation or the idea of the usefulness of their transforming their inherited occupations to cottage industries. They showed amazing interest in pooling their resources together and developed a cooperative programme as a preparation for building a cottage industry. They voluntarily participated in actual action programmes desired for achieving that goal.

Since they are highly dogmatic, there was no evidence of dropout from this programme which had become a community programme. The need-arousal-potential having been fully activated, they became more innovative, and ther belief in, and support for, the project increased with time because they were satisfied with their decision to adopt the innovation.

HYPOTHESIS FOUR

High domatic individuals will use diffusion information sources than low dogmatic individuals in deciding to adopt or reject an idea.

findings based on hypothesis four

Since the craftsmen involved in the inherited occupations are of priestly class and therefore highly dogmatic, they, before arriving at the decision to adopt the social action (transforming inherited occupations to viable cottage industries), did not depend wholly on the information and idea given to them by the personnel of the Division as to the future usefulness of the project (transforming inherited occupations to viable cottage industries) to them as individuals and to the community; but they sought information from such other sources as Government Ministries and Voluntary Agencies and when they were satisfied that acceptance and adoption of the new ideas are to their best interest, they decided to adopt and finally adopted the innovation (transformation of inherited occupation to viable cottage industry).

HYPOTHESIS FIVE

High dogmatic individuals will use more personal information source than low dogmatic individuals.

findings based on hpyothesis five

In promoting this programme, the Division realised that the craftsmen of these inherited occupations, since they are mostly illiterate and of priestly class and therefore highly dogmatic relied more on information received from the change agent (personnel of the Division in-charge of Community Development and Extension/Adult Education) and personal contact than what is read to them from either a book or a newspaper. They trusted the individual more than what they read from a book or heard from the radio.

v. conclusion

The findings in this study based on the application of the hypothesis of the model confirm—(1) the earlier observation of Srinivas (1966); Rudolphs (1967); and Hirschman (1958) based on their studies of the Sanskrit tradition in India and (2) the findings of Abueva and de Gusman (1968) and Agpalo (1969) based on their studies in the Philippines and conclusions that :

(a) "traditions do not have to be uprooted in reconstruction, nor invariably protected from it, because they can be integrated into and support construction", and

(b) "there are no traditional barriers which cannot be gotten round or which are not later found to have been an advantage after all."

This study has proved that tradition can be mobilised for the reconstruction of the society as by the experience of the authors, it has been revealed that the tranformation of the traditional occupation to viable cottage industries has helped the practitioners of the traditional occupations to recognise the importance of the project in their lives and that the object of the programme is not to destory their custom or way of life.

Since their interest is based on their participation in the programme, a strong community spirit has also been developed as the people recognise the important role which their traditional occupation can play in their lives, even in this modern age.

The approach of this study by identifying these particular inherited occupations for this pilot study increased the social recognition and identity of both the practitioners of inherited occupations and also the communities in which these occupations exist. This social recognition of the University and Government Ministries working with these rural people in their social setting by increasing their self-concept and regard for their occupations, also facilitate their group loyalty to the programme.

This their group loyalty made it possible for them to give their full support to the transformation of the traditional occupations to viable cottage industries. Consequently the people transferred the love, loyalty and patronage which they had for the inherited occupations to the resultant cottage industries, and in so doing, become not only more skilful but also more innovative and more effective as citizens in a changing society.

references

(Please see page 47)

A STUDY OF LEADERSHIP PATTERN AMONG ADULTS IN THE FUNCTIONAL LITERACY CENTRES UNDER N.S.S. UNIT OF AGRICULTURAL COLLEGE

A.G.V. Reddy, D.R. Reddy and G.V.N. Reddy*

introduction

It is of common knowledge and understanding that factors like attractions and repulsions are basic to human nature and play an immense role in developing harmonious relationships. Hence, care has to be taken to safeguard individuals as well as human groups from the ills of these factors as they determine the interpersonal relationships among the individuals and groups. Many characteristics like intelligence, popularity and leadership qualities of individuals will aid to determine the interpersonal relations, resulting in the form of working groups. The present study deals with one of such working groups in which teachers and adult learners are involved. Therefore, it can be said that this is the study of the group dynamics ; the main focus of which is to identify the group structures basing on the criteria viz., the pattern of friendship and its relationship with intelligence and popularity in determining the leadership in the class as a whole.

This study was undertaken with the following objectives :

1. To locate the group structure of students basing on perceived best student (friendship) pattern,
2. To locate the group structure of students basing on intelligence pattern,
3. To locate the group structure of students basing on popularity, and
4. To locate the group structure of students basing on leadership.

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material and methods

Sample : All the three centres under the Functional Literacy programme of Sri Venkateswara Agricultural College were selected purposively for this study as the researchers are working as teachers in these centres and have the intimate contact with the respondents, resulting in good rapport. All the students numbering 65 who were observed as over active in several activities were chosen for the purpose of the study.

Methods : Sociometric technique was used in this study as detailed and adopted by the eminent researchers like Rogers and Burdge (1962), Wilkening (1952), Rahim (1961), Singh (1965) and Reddy (1967) and graphic presentation of sociograms are drawn for better understanding.

Four sociometric situations were constructed representing aforesaid four patterns. Under each criterion the respondent was required to name three persons in order of preference. The first choice was weighed as three points, the second as two and the third as one.

Having attained the relevant sociometric information of who selected whom, the data has been presented graphically depicting the chooser-choice dyadic relationship in relation to the four situations. The figures were drawn on the Northway's (1959) pattern.

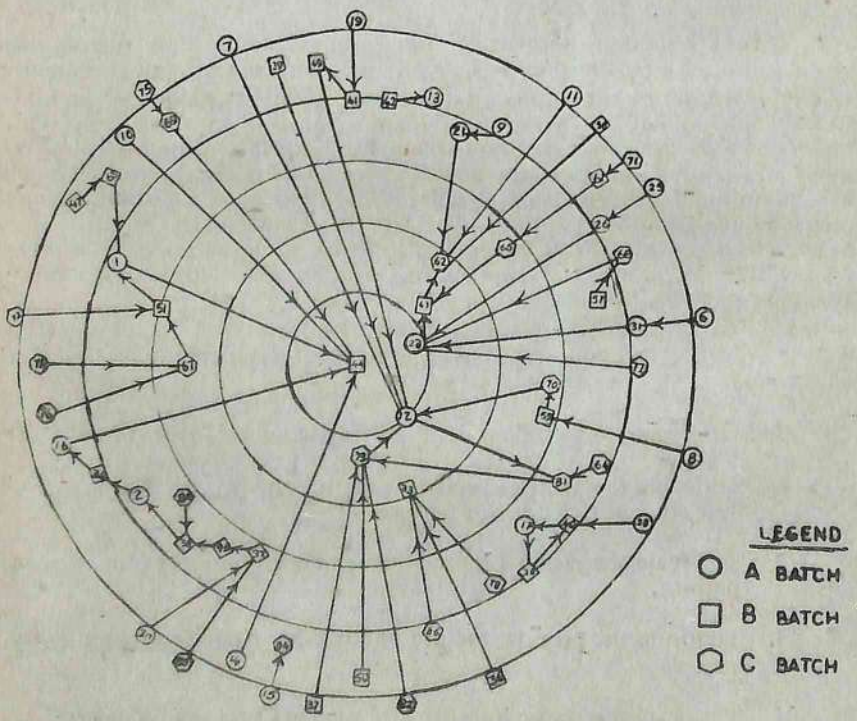


Fig. 1

results and discussion

In this study, leaders are those persons who are spontaneously considered by the students as their choice in a specific situation or situations. Such persons set the tone for various activities and changes. Sociometric study in the class situation is intended to locate the central figures in seperate situations and their inter-relationships.

Figure 1, which represents the perceived best-student pattern highlights the spread of preferences on a large number of students. In this pattern there is the prevalence of more links which convert the pattern into a more complex web-pattern. In other words, the respondents have different preferences for purposes of friendship. Number 44 is at centre with a long chain in support. No. 73 forms a triangle with Nos. 12 and 81 while No. 44 being star is not reciprocating his choice. He stands socially aloof.

Figure 2, represents the intelligence-pattern in the group as a whole. The important pattern is of the spoked-wheel type with small groups

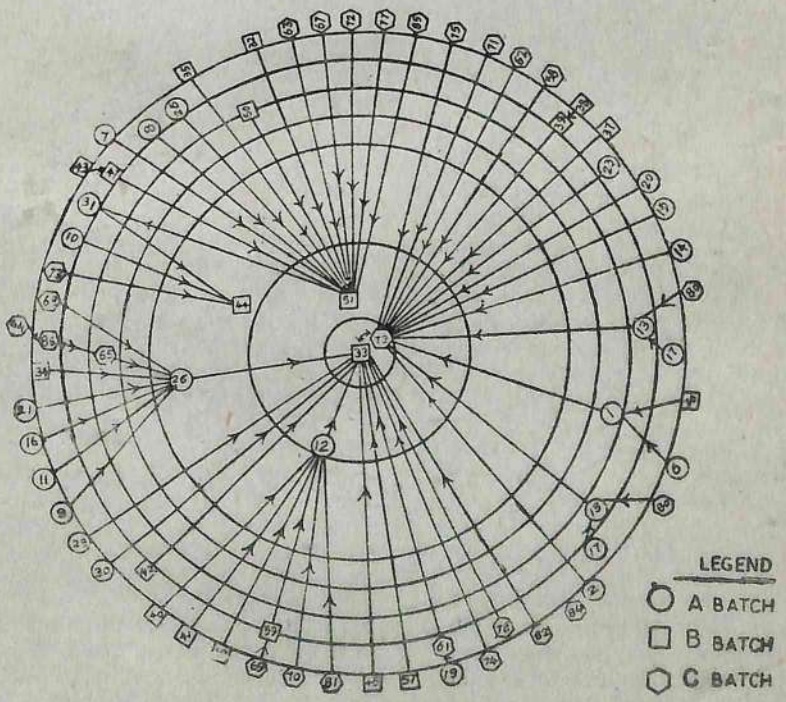


Fig. 2

choosing many students. In this situation, No. 33 ranks first, followed by 73, 51, 12, 26 and so on. These spoked wheel patterns are marked with linkage with one another. At the centre Nos. and 73 are choosing mutually. No. 44 forms a cleavage linked with No. 51. But he is not choosing anybody here also.

In Figure 3, which represents the perceived best student pattern exhibited the the spoked-wheel patterns are seen. Nos. 43 and 33 form isolated groups. No. 73 has come to centre with mutual linkage with No. 23 and in chain with subgroups headed by Nos. 26 and 51. These interconnections make the whole pattern an emerging star type. The more striking and noteworthy difference between this and other two patterns Fig. 1 and 2 is the disappearance of No. 44 being thrown away to periphery supported by only two students. In this situation, No. 73 ranks first as the popular student.

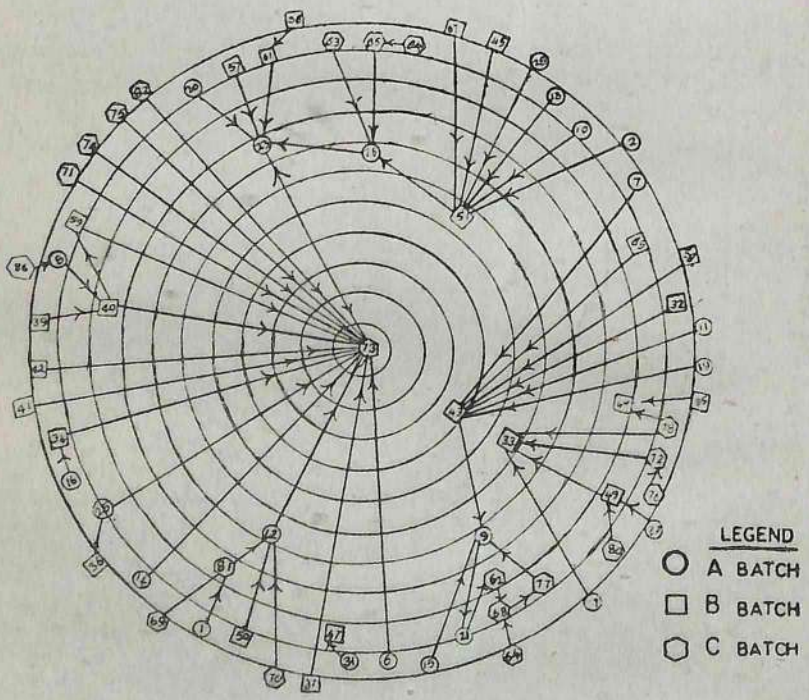


Fig. 3

Figure 4, represents the leadership pattern, which indicate only one spoked-wheel with emergence of No. 73 at the centre as star with support of all. Even though there is separate spoked wheel formed by No. 43, he has also link with No 23 who in turn chooses No. 73 placing him at strategic position as a overall leader. No. 44 is flung off, isolated with only one associate and cut off from the rest.

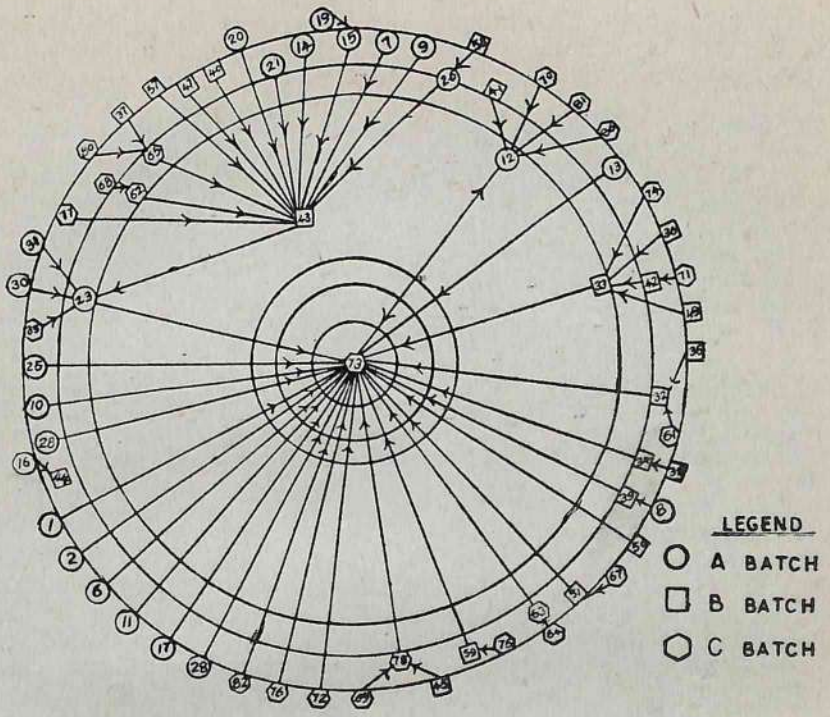


Fig. 4

In general, therefore, the leadership-pattern follows the popularity-pattern in the class as a whole. Although many affiliations are prevalent in the perceived-best student pattern, yet the students seem to show willingness to choose an intelligent and popular man as their leader.

To further discuss, No. 44 in Fig. 2 is seemed to have been accepted by his fellows because of what he does rather than what he does not do. Friendship, here, seemed to have an element of admiration in it, and this may be a factor influencing friendship formation. It may be a defence mechanism in that no one will expect an impossible choice to be reciprocated, whereas the lack of reciprocation of a more natural choice might draw adverse notice. No. 44 seemed to be socially uninterested. He may be trying to withdraw deliberately because of fear of rejection or not knowing how to mix with others. He may wish to be quiet, retiring and to make no effort socially. Jennings (1950) found that the isolates tended to be self-found and unable to bridge the gap between themselves and others.

Nos. 33, 51, 12 and 26 in the intelligent pattern and No. 23, 12, 43, 33 and 51 in the perceived-best student pattern although they are found prominent occasionally in some particular situations, they are undistinguished in the popularity and leadership patterns. None of these would exert strong or lasting influence on the class as a whole. In the popularity pattern Nos. 73, 43, 51, 33, 26, 12 and 23 are accepted by other members in small groups. In the leadership pattern No. 73 has direct contacts with No. 43, 12, 33 and 23 who are themselves in and strong stable popular position. The influence of the No. 73 is thus spread through the whole

class because of the contacts with these more generally accepted popular figures. This sort of leader is called as the 'aristo-tele' leader by Jennings (1937) and (1950).

summary

This study will not only help to understand group dynamics better but to have an insight for making some changes by the teachers in the social environment that would lead to more satisfying relationships. This is of academic interest as well as directed towards adult teacher-taught relationship and so the researchers have taken up this assignment in the centres where they were working. The total students were chosen for the study.

In this study, that although many affiliations are seen in the first three criteria, it is observed that leadership pattern followed the popularity pattern. The influence of the 'Aristo-tele' leader chosen is spread throughout the class due to his contacts with the generally accepted popular figures.

acknowledgements

The authors are grateful to Prof. K. Jayarama Reddy, Head of the Department of Extension Education, S.V. Agricultural College, Tirupati for his critical comments on this article. They acknowledge the help rendered by M.A. Subban and S.A. Basha who are the in-service students of the College.

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ADULT EDUCATION IN THE INDIAN UNIVERSITIES: SOME OBSERVATIONS

J. R. Kidd*

1. introduction

In most countries where there is significant progress in social, economic and political spheres, the university is engaged not only in educating the youth of the country but in educational programmes for large numbers of adults, founded on research that is relevant to the needs of society and the extension of knowledge. It is true, of course, that some universities and university traditions display more restricted goals, but this is changing. All departments of a university share in this responsibility but a large part ought to be and can be discharged through appropriate programmes of adult education including:

(a) University undergraduate work for able, mature people, often as part-time students;

(b) Continuing education for government officials, managers and professional personnel;

(c) Programme for extending knowledge to all who can make use of it in the geographical area served by the university.

Adult education so conceived arises in response to certain objectives and requires certain conditions and resources to be effective—organization, training, research.

2. goals: university leadership

There seems to be considerable agreement that Indian universities are now committed to the following responsibilities:

— Offering the authority, moral support, and experience of the university to great national causes such as rural integrated development, elimination of illiteracy and poverty, increase in production of food, extension of social justice;

— Extension of every field of knowledge studies or taught in the university, to those outside that need and can utilize it;

— Direct responsibility for the continuing education of the university's own graduates: doctors, lawyers, engineers, government officials, managers, etc., so that they can continue to perform effectively;

— Development of adult education as a field of knowledge;

— The preparation of personnel who are well trained and competent.

The last two responsibilities are not everywhere accepted nor is it possible or necessary to start such work in every university at once. But it is a responsibility that many of the greatest universities have assumed (Moscow, Prague, Manchester, Columbia, Chicago, etc,) and one that is needed in India and for which some trained and competent people are available—enough to make an excellent start in a few universities.

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3. adult education requires well qualified personnel

The personnel required for adult education should possess broad experience of living, attitudes and personality that assists them in guiding others to learn, ability to organise and administer, of course, such essentials as good health, intelligence, commitment and character almost come first because this is a relatively new field where pioneering, innovation, resilience are essentials. But adult education has also become a field of knowledge of immense scope—drawing on many fields of psychology, sociology, history, philosophy, chemistry and nutrition, management principles, administration, etc. Preparation for effective work can be provided in a diploma course or an MA programme if these are extremely well planned and staffed but before long it will be necessary for a few promising people to obtain doctorates and be prepared for intellectual leadership in the field. On the other hand, practitioners who are already in the field can be assisted to improve with relatively brief training experinences and able mature people can also be assisted to be effective with relatively short training experiences.

4. training for whom ?

The question is invariably asked : "Who will come for training and where will they be employed ?" In country after country that has provided training it has happened that almost as soon as it was offered, applicants do present themselves. In India there are already hundreds of practitioners in various fields that might be described as adult educators who may take an opportunity for training if it is opened to them.

This should not be a situation in which there is concentration only on a number of young people who have no experience, and have not settled on their career and who will take a course of adult education to mark time or are hoping that some job may turn up. It is a case where many of those selected are now practitioners but lack adequate preparation ; those young people who have already showed an aptitude through youth service or in other ways, as well as educational personnel in colleges, or universities, or government service or in the army who may wish to change to a stimulating demanding field.

The fields where people possessing experience and training in adult education will be needed are many. For example :

- professional development of all teachers ;
- professional development of government servants ;
- further education of management ;
- continuing education of all professionals (doctors, lawyers, etc.) ;
- component of adult education for professional preparation—public health, agricultural extension, planning, etc. ;
- staffing universities and colleges for adult education and extension activities ;
- a few to train others in adult education in selected universities ;
- planning, organizing, training, evaluating in literacy :
- training in industry and other mass campaigns for health, rural development.

As noted above, most universities that have begun such training in developed and developing countries have had more demand for their services than anticipated or than they have been able to support. It is probable that every state in India should have one such programme in India by 1985 ; that 10 institutions overall might be sustained by 1980 and that 2-5 programmes might be undertaken in the next two years.

5. training should be flexible

It is assumed that universities offering training should do so for some full-time students, for many part-time students (usually those already in the field) through short courses and special programmes and perhaps in some form of an "open access" or "learning at a distance" project, where good face-to-face education is offered along with opportunities to obtain material through library, post, radio, television, etc.

Men and women who take early retirement may also be excellent candidates and special programmes could be directed towards them just before retirement, particularly in such fields as education, government, army, railway, etc., where they have already had experience in training and education.

6. criteria can be established to judge when a university is ready to provide graduate training in adult education

Criteria are relatively easy to establish. They include :

- Is the university serious in its commitment to adult education ?
- Does it now offer some extension or adult education activities ?
- Can it field a small staff of well-qualified people for the nucleus adult education staff (perhaps 3-4) ?
- Does it have 3-6 other faculty members who are trained and willing to assist with some of the courses or research supervision ?
- Are there able personnel in the community who might assist by supervising students in practicums ?

It is not necessary to have a large staff. Boston University with three full-time staff members offered for many years both masters and doctoral degrees, and maintained standards of excellence. The utilized adjunct professors from other departments ; qualified members of the community, and annually borrowed on exchange one professor from another university.

Where there is a strong nucleus of Indian professors it becomes possible to utilize one expatriate teacher. Programmes should never be initiated under the direction of expatriates, but such persons can be useful if they are *adjuncts*. Most of the universities elsewhere with the best programmes follow this practice ; it brings new insights and stimulus and it would not jeopardize the core of Indian experience or control.

7. any programme should be founded on a good library collection

Universities in India do not have adequate collections of materials on adult education. But this omission can be repaired without enormous expense. With some assistance, any university can provide the basic

books, reports, case studies, journals, oral and video tapes, for a few hundred dollars and the collection can be built up and improved over time. It should be founded on Indian materials that are available for quite a modest expenditure. Some central means of reproducing research reports should be provided. There is considerable valuable research found in theses and reports in individual universities that should be shared. There exist also some research reports from universities in other countries that should be brought back in xerox or microfiche form. No extensive equipment is needed in each library but a good oral tape recorder is probably essential and a case could be made for a microfiche reader (as low now as 800 rupees) and later for some form of videotape recorder.

8. research and publishing

Every university department should conduct research. perhaps emphasizing "participatory research" and other forms that lead to action and more adequate decision making. It is not necessary for every department to be able to publish but there might be some shared use of good university publishing services. Whenever research is carried on, all other universities should be notified and be in a position to borrow, obtain an abstract, or an actual copy.

a) research

In addition to social scientists in universities who carry on research in problems affecting adult education, there are now a score or more of able university adult education practitioners who are interested in and competent in research. These individuals have planned an informal association aimed to strengthen and improve such research : their efforts should be appreciated and supported.

b) publishing

While there is significant writing about adult education in India, and in several languages, it has not been well organized or distributed. There are also considerable gaps. These can be repaired over a five-year span if some attention is paid to them, if able educationists are encouraged to write, and provided that the works are published in modest form and distributed widely—at least to all universities, colleges and ministries of education. Univerities that have inexpensive presses should be requested to take responsibility for this. The main works to be published include theses, case studies, reflective essays on organization and method, analytical and evaluative statements. Several important theses by Indian students have been published abroad ; these should be brought back in some form such as xerox and lodged in a few collections. Lists and inventories will be needed concerning the main collections so that those who need them can find them without difficulty. If the effort is shared, it need not be costly.

9. regional or international centres

Because the field is relatively undeveloped and other countries in western Asia do not have adequate training, and because the quality of Indian leadership is now recognized, it is probable that there may be a

few able students from other Asian countries that will wish to enroll in Indian diploma or graduate programmes of adult education. It is to be hoped that this can be done either by arranging that one or two students go to each, or that one or two universities become recognized regional or international centres. The entry of such students can be controlled so that excellence in the programmes can be sustained and that foreign students do not become so numerous that they take away places needed for India. In this way they will contribute to the programme and in turn India will be giving signal leadership to other Asian countries.

10. open access learning

It seems probable that with experience in correspondence study in several Indian universities it will be possible to apply "open access methods" to the education of many adults who have not been to university, to the continuing education of professionals and managers, and to the education of practitioners of adult education themselves. A combination of radio/television, correspondence programmes, some college residence experience and "contact" activities, tutorial and counselling, guided reading, etc., will result in low-cost but effective programmes.

11. national service

It is not yet clear how national student service schemes can be utilized in support of these programs but there seem to be several possibilities associated with literacy efforts, with "integrated rural development", with field research, with counselling and tutoring. These possibilities deserve to be explored and the results should be appraised and experience exchanged.

12. organizational forms

Because the situation is different in each university, no detailed suggestions have been made about organizational plans and relationships. In North American countries, and in some other, it is becoming more common to place the continuing education functions under a Vice-President for Continuing Education (where there are usually three including one for academic affairs, and one for administration). This arrangement gives visibility and influence to a function that is significant for the entire university. In some institutions the continuing education enrollments far exceed those of the undergraduate and graduate programmes. It is also becoming more common to create a separate college for mature and part-time students, thus ensuring that the services that they need are provided. In other institutions the programmes of continuing education for doctors, engineers, etc., are offered in the professional colleges ; more often they are also linked with the central system of continuing education so that the records, knowledge and expertise in continuing education can be made available to all.

The programme of adult education as a teaching-research field of knowledge or discipline is sometimes part of a faculty of education, occasionally an independent department and sometimes part of a department of continuing education. It is not very satisfactory when it is simply appended to a faculty of education, members of which are primarily

interested in and trained to work only with children. Serving the educational interests and needs of youth and adults is at least as significant, as complex, requires as much attention as the service to children and should be seen as a related but cognate field, not just another subject.

13. integrated rural development

In addition to agricultural extension there seem to be several university and government programmes that have as goals the improvement of agriculture and rural living. It is obvious, of course, if functional literacy or national service or education for citizenship or better homes or for food production are to be effective there must be some coherence in what is planned, what programmes are offered, which are given the major financial resources, what research base is used and so forth. It may well be found that the central question, the one for which the answer will spell success or limited success, will be effective organization and the achievement of coherence. The title *integrated rural development* offers a guide to the kind of university organization that is required. Certainly attention to human resource development is a primary concern and should not be neglected in planning.

Personnel trained for agricultural extension in agricultural universities have experience and capacities that are much needed for other fields of adult education. Other universities should learn from these agricultural institutions and co-operation, exchange of experience and teaching staff will benefit both.

14. urban problems

There are a great many familiar as well as new problems associated with urban life and growth which will require specialized attention by some university adult education departments. Examples : workers' education, citizen participation, economic affairs, housing, community planning, community health and social services, political leadership. In some countries such as Yugoslavia, England, and the United States, significant innovations in training for urban needs and conditions have been achieved.

15. planning : a phased development

There is now general agreement, as stated in the Unesco Recommendation on Adult Education given unanimous approval at the General Conference in 1977, that adult education should be at the centre, reflect and serve the main economic, social and political purposes of every society. This has profound implications for a university which is responsible for the planning, training and research on which adult education is based.

It is essential in all countries that a plan, in phases, be created for every country which will provide an improvement and enlargement of university leadership in adult education, ensure the training of personnel at all significant levels, and undertake study of adult education and adult learning as a discipline or field of study. These plans should be designed over a five or ten year time span, and implemented in carefully considered phases.

A PERIPATETIC PEDAGOGUE FOR RURAL DROP-OUTS

V. Rengarajan

In the wake of Non-formal Education, drop-outs, a by product of formal educational system, are important clientele who need special attention. Otherwise, there is every possibilities for these drop-outs to become illiterate again. In order to identify the nature and cause of drop-outs and to prepare a functional model for imparting education to these drop-outs outside of the formal educational sub-system an experiment was conducted personally in a village as a pilot project at Chingleput district.

At first, to find out the nature and cause of drop-out, a non-directive informal interview was administered to them on the spots, the locations being road side, tank bund, threshing floor, pumpset house etc. Of course, the sample is small and ages of the boys range from 8 to 18. Most of them are dropped out before they complete the elementary education. The reasons for drop-out, put forth by them are of two nature (viz) psychological and economical. Three-fourth of the boys revealed that they stopped school going since they were much frightened due to corporeal punishment by the teacher. One interesting case is that a boy relieved himself on seeing his counterpart being canned. The rest reported economic causes being that they are pulled out by their parents for looking after the cattle of their own and for others on wage (like cow herds).

Incidentally, all these drop-outs who were interviewed are all working as herdsmen rearing cattle and sheeps. Three illiterates cowherds, later, joined with this group. Once the clientele was identified, I want to study their job profile and environment from multi-disciplinary angle as it is a 'sine quo non' for any functional approach. These cowherds turned drop-outs, have to take the cattle to the grazing ground and allow them to graze till noon and fetch them home safely. These cowherds are in three different groups and they have to do their work in three different places. Their place of work depends on where the grazing field is available. Further, they have to move along with the cattle frequently from one place to another during grazing. Sometimes, one animal may stray away to a long distance or might be eating up paddy or other crops. Then these cow boys have a very tough time setting right these situation. In spite of these difficulties, I found, these boys are playing innocently, their favourite games like 'Killithandu', 'Kilikodu', 'Kadu Puli' (Traditional chess—goat and tiger) horse jumping, monkey play, kabadi etc. They like cinema songs and are much interested in chatting off about popular film actors like M.G.R. and Sivaji Ganesan. These boys are also god fearing.

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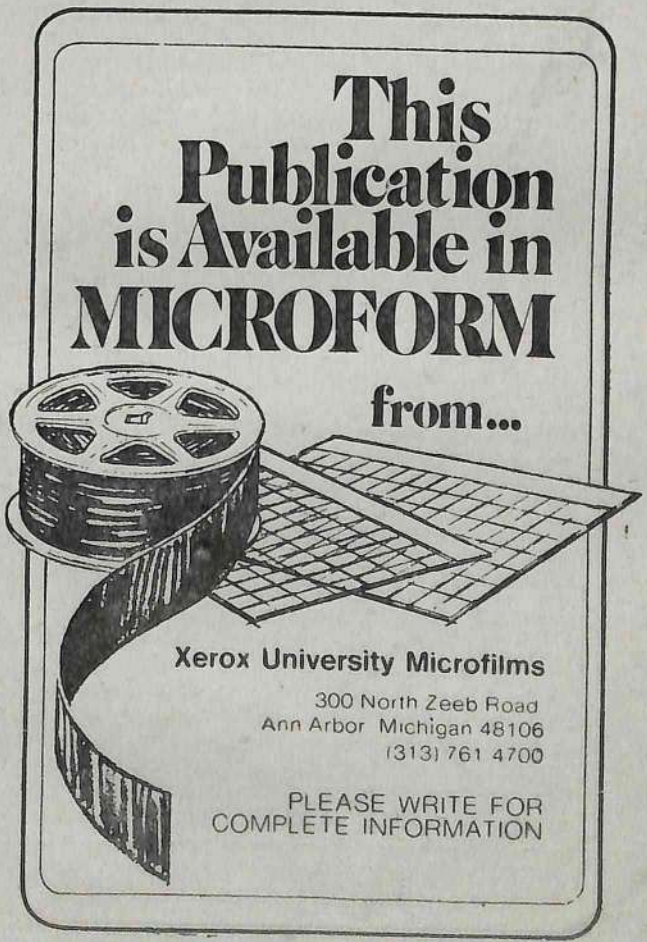
Having observed them in their work and life situation, I started moving with them very informally and went to their place in a very simple dress and used folk language and I made them as teachers to tell me about the various kinds of cattle, how would they respond to their call ? How much milk could each cow yield ? How to increase the quantity ? What was the lactation period ? What were all the cattle diseases ? How did they identify their cattle in the midst of a herd ? When they answered my questions, they seemed to be relaxed and more knowledgeable persons. To every answer, questions were put to get expected answers. Further, in the process of building a good rapport, I used to give my new cycle to these boys to have a joy ride and they were very much delighted. On another occasion I also got completely drenched in the rain along with my student clientele though I am advised to go by cycle to the safest place. This action led a zenith of communication from where they looked upto me for leadership and guidance. Thus, while I reduced the social distance between myself and the cowherds, a genuine respect was created.

Having built a good rapport, I started advising them the importance of education and everyone agreed to co-operate. But they raised a challenging question like where and when to congregate for educational sessions. In my experiment area three groups of cowherds are located in a distance place stretching three miles and single place approach to get together for all was impracticable. It was also found that classes in the evening also could not be done. So I promised them that I would attend the each group separately when they are looking after the cattle at their respective grazing grounds. My clientele enthusiastically agreed. Daily, I took my cycle with a bag, otherwise known as learning kit, made out of local materials, like Tamarin seed, choli, pieces of sticks, mud square piece and cylinder picture book etc. First, I went to the first group and taught some lessons most of the time through dialogue and sometimes through the medium of their favourite games. During the class each one including the pedagogue takes their turn to look after the movement of grazing cattle. Having spent an hour with the first group, I gave some exercises (all writing work in the ground with a stick or with figure) to be done when I went to other groups. These small playful exercises would be checked again in my second visit in the afternoon of some day. This arrangement was found suitable and agreeable to all and accordingly I moved from one place to another touching each twice a day. In this venture, my cycle cum pedagogical unit has rendered immeasurable service. This experiment yielded good result to do further research work in the field of 'Mathetics'—Science of learning for the rural drop-outs. The net result is three illiterate cow boys became literate and rest picked up well their job-oriented skill (i.e.) economics of dairy farming, and basic veterinery knowledge along with general information like government offices, financial institution, health facilities, communication services and application writing.

This attempt may be small experiment with many limitations and little achievement. But some findings, which emerge from this pilot study, would help a lot to the interested and researchers in the Non-formal Education particularly in the rural areas. The following findings are concluded (a) The padagogue should first learn the social values of his clientele and get acclamatised with their culture and customes not only to win their confidence but also to build a rapport and to reduce the social distance between him and the participants. This is an essential requisite for the implementation of any non-formal educational activities in rural areas.

(b) The whole system should be so flexible as to accommodate the specific group characteristic of different section of the seasonally vocationalised rural clienteles. (c) This would be a new kind of experience for the researcher, and it would be a challenging task to perform in terms of special teaching skills and development of functional curricula.

If we want to do any real constructive action to participate in the battle against poverty, the first and foremost activity for the personnel engaged or interested in Non-formal Education, is to start their activities from the lowest rung of people or below the poverty line—landless and casual agricultural labourers and cowherds. The existing programmes are conceptually sound but call for realistic approach as they do not take account of actual rural realities and lacks inter-disciplinary approach particularly in the context of a selective attack on poverty and disguised employment the twin constraints to the development of rural economy into a national assest in terms of individual well being and the country's prosperity.



IMPACT OF THE FARMERS' FUNCTIONAL LITERACY PROGRAMME ON THE PARTICIPANTS IN ANDHRA PRADESH*

N. Venkataiah**

i. design of the study

The present research study attempted to assess the impact of the Farmers' Functional Literacy Programme on the participants in Andhra Pradesh. The assessment was made in terms of the following selected objectives of the Farmers' Functional Literacy Programme (F.F.L.P.)

1. Attainment of Literacy Skills
2. Attainment of Agricultural Knowledge
3. Attitudinal changes toward Improved Agricultural Practices and Adult Literacy.

To assess the accomplishments of the aforesaid objectives, the following tools were developed in the vernacular, namely Telugu by the investigator for the purpose of this study, as no such tools were in existence :

1. A Reading Test;
2. A Writing Test;
3. An Arithmetic Test;
4. An Agricultural Knowledge Test;
5. An Attitude Scale on Improved Agricultural Practices; and
6. At Attitude Scale on Adult Literacy.

These tests and scales were constructed drawing a random sample of 370 adult participants of the F.F.L.P. in Andhra Pradesh during 1973-74.

An experimental design was used for the investigation and data were collected accordingly. The experimental group consisted of 540 adult farmers attending the Farmers' Functional Literacy classes in 1974-75. They were drawn from 36 villages in 3 blocks—Suryapet, Tadikonda and Chandragiri-Pulicherla in the three different regions of the state viz., Telangana, Circar and Rayalaseema respectively. The control group consisted of 270 illiterate adult farmers who were not participating in the programme. They did not belong to the experimental villages. They were drawn from 18 villages in 3 blocks in different regions of the state.

*This article is a summary of the doctoral thesis of the author.

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The villages in a block and the respondents from the villages were selected following the principles of stratified random sampling techniques.

ii. collection and analysis of data

Data on the tests and scales were collected from both the experimental group and the control group before the commencement of the project and after the completion of the project. The project was of one year duration. There was a gap of one year between the pre-testing and post-testing of the respondents. The same set of tools were used in the pre-tests and in the final tests so that the results of the two tests were comparable.*

To find out whether the differences between the experimental group and the control group in reading, writing, arithmetic, agricultural knowledge, attitudes toward improved agricultural practices and adult literacy were significant or not, the 't' technique was used.

In order to find out whether the experimental group could attain the third standard level of the primary school children, a comparison was made between the achievement of literacy skills of the experimental group in the final literacy tests and the achievement of the elementary school children who were just promoted to the fourth standard. The primary schools were selected from among the experimental and the control villages. The students for the study were randomly selected. The same literacy tests used for the experimental and the control groups were administered on the school children. The difference between the means of the experimental group and that of the school children was tested for significance by employing the 't' test.

The study also sought to take into account certain intervening variables such as the age, caste, farm size and socio-economic status of the participants and the impact of the Farmers' Functional Literacy Programme on these groups. The chi-square technique was employed to study the extent of association between the intervening variable and the experimental variable.

iii. conclusions

The major *conclusions* emerged from the study were as follows:

a. comparison between experimental, control and school children groups

There was significant difference in the achievement of literacy skills between the experimental group and the control group. Though the

*The mean differences between the pre-test and the final test for each of the two groups (M_{E1}, M_{E2}, M_{C1} and M_{C2}) were computed to find out the change.

$D_E = M_{E2} - M_{E1}$, the change shown by the experimental group

$D_C = M_{C2} - M_{C1}$, the change shown by the control group

$D_1 = M_{E1} - M_{C1}$, the pre-test difference between the two groups

$D_2 = M_{E2} - M_{C2}$, the final-test difference between the two groups

The difference between the means was tested for significance by employing the 't' test.

literacy skills of the participants of the F.F.L.P. improved significantly, the reading and writing skills of the school children were higher than the adult participants of the F.F.L.P. But there was no significant difference between the adult participants and the third standard school children with regard to the achievement of arithmetic skills.

The experimental group had significantly higher knowledge in modern agricultural practices and more favourable attitudes toward improved agricultural practices and adult literacy than their counterparts in the control group. These attitudinal changes equip the participants (for a smooth process of modernisation) and to break down the resistances to the process of change.

b. intervening variables

1. *Age* : Age and literacy skills were significantly related to each other and the age of the participants was inversely related to the acquisition of literacy skills. The same was the case with the agricultural knowledge of the participants and their age. The younger the participants, the higher was the level of attainment in the agricultural knowledge. The impact of the programme in respect of agricultural knowledge was more on the young and middle age groups than on the old age group. The attitudinal change toward improved agricultural practices and adult literacy was significantly related to the age of the participants. The younger the participants, the greater was the possibility of imbibing favourable attitudes toward improved agricultural practices and adult literacy.

2. *Caste* : There was positive association between the caste of the participants and their literacy skills. The higher caste groups acquired better literacy skills than the middle and the lower caste groups. The levels of agricultural knowledge possessed by the participants and their caste groups were also significantly related to each other. The dominant, the agricultural and the prestige castes acquired more agricultural knowledge than the scheduled and the lower castes. There was significant impact of the project on the dominant and the agricultural castes with regard to the achievement of agricultural knowledge. The attitudinal change towards improved agricultural practices and the castes of the participants were significantly related to each other. The higher caste groups showed more favourable attitude towards improved agricultural practices than the lower and the scheduled castes. It was interesting to note that there was no relationship between the attitudinal change towards adult literacy and the caste of the participants.

3. *Farm size :* The mean literacy achievement scores increased significantly with the increase in the size of land holding of the participants. The larger the land holding of the subject, the more was the knowledge possessed by him about modern agricultural practices. But this programme had a positive effect on all the participants with small and large la d holding in acquiring agricultural knowledge. The favourable attitudes of the participants toward improved agricultural practices and adult literacy increased as the size of land holding rose.*

*It would be relevant to know if the higher land size holders response was without limit or whether after a certain limit is levelled. Very big landlords not directly supervising details of cultivation do not usually find adoption of new practices to be economical—Editor.

4. *Socio-economic status :* There was a significant increase in the literacy achievement and acquisition of modern agricultural knowledge with the increase in the socio-economic status of the participants. A significant impact of the programme on the socio-economic status of all the categories acquiring modern agricultural knowledge was noticed. The favourable attitudes towards improved agricultural practices and adult literacy increased with the increase in the socio-economic status of the participants.

A significant impact of the programme in respect of attitudes toward modern agricultural practices and adult literacy was found on all the age groups, caste groups, land holding groups and socio-economic status categories of the participants. It was concluded that the F.F.L.P. was efficacious in three areas namely (a) developing literacy skills in varying degrees (b) improving the knowledge of modern agricultural practices and (c) bringing about favourable attitudinal changes toward improved agricultural practices and adult literacy.

iv. recommendations

On the basis of the findings of the study and observations made during the study, a few recommendations which may help the F.F.L.P. were offered.

1. The study 'Retention of Literacy' made by Roy and Kapoor indicated the need for four years of primary schooling or attainment of grade III of adult literacy (Literacy House, Lucknow, standard) as an absolute minimum function for continuous command of literacy skills. In the present study, the participants of the F.F.L.P. in general did not attain this standard. Hence, it would be advisable to provide proficiency level of four years of primary schooling for all functional literacy classes so that the literacy skills would be retained for decades later. Further, literacy to be functional should not be too rudimentary but rather pitched to a sufficiently high level.

2. In the enrolment of adult illiterates in the functional literacy centres, preference should be given to the young and the middle age adult illiterate groups. As revealed by the study, these groups would be benefited more than the old age group.

3. This study revealed that the impact of the programme in respect of agricultural knowledge was found only on the dominant and agricultural castes. There are many participants from other castes who are engaged in agriculture. Hence necessary steps should be taken to motivate the latter groups so as to improve their agricultural knowledge.

4. Though the level of achievement of the lower castes, small farm holders and low socio-economic status categories in literacy and attitudinal changes was lower compared to the achievement level of the higher castes, large farm holders and upper socio-economic status categories, the impact of the programme in respect of literacy and attitudinal changes was found on all categories of adult participants. Hence the F.F.L.P. may be extended to all areas and for all class categories.

5. The differences between the mean scores of the initial and final tests of the experimental group indicated that there was a good acquisi-

tion of skills in the case of reading, writing and arithmetic tests while the acquisition of agricultural knowledge was compratively low. This result showed that there was need for the improvement of agricultural knowledge which was one of the main components of F.F.L.P. The following suggestions were offered to improve the position:

(a) Teaching aids such as picture, posters, flannel boards etc. which will easily capture the imagination of the adults and help them to grasp the modern agricultural methods should be supplied to each Functional Literacy Centre.

(b) Steps should be taken to see that more model farms demonstration plots and seed farms are made accessible to the teachers and the participants for the dissemination of new ideas and practices in farming.

(c) Up-to-date information on agricultural practices and related matters prepared by the Farmers' Training Centres should be supplied periodically.

6. The achievement of literacy skills will have no real significance for the people if the programme is not followed up by systematic and orderly guidance for the newly literate adults. Therefore the following follow-up action is to be undertaken soon after the completion of the course.

(a) Since many neo-literates cannot purchase books, an effective circulation of books be ensured by estabilishing mobile libraries, village libraries and reading rooms. The Bell-Bicycle library is a modest approach in this direction. A provision must be made for establishing these libraries.

(b) A far greater range and volume of neo-literate follow-up literature based on rural needs should be produced through writers' workshops. There should be a constant flow of brochures, booklets, hand-outs, circulars, leaflets, posters and other materials printed in a style appropriate for neo-literates. For this, a state level organisation (like state Resource Centre) should take steps to develop and produce instructional and reading materials suited to the needs of the learners. A problem-oriented curriculum should form the basis for the preparation of instructional and the reading materials.

(c) Informal education sources like the radio, film shows, farm visits, demonstrations and kisan tours should be activated and made more captivating.

(d) Appropriate films and documentaries prepared by the Ministry of Information and Broadcasting on the modern agricultural practices have to be supplied to the project offices for screening and circulation among the Functional Literacy Centres.

7. In some villages, the Functional Literacy activities still resemble old-fashioned adult night schools and there is little attempt to link

literacy with development purposes. The officers in charge of these projects should take necessary steps to vitalise the activities of both the educational and agricultural components. The following steps should be taken to improve the present situation.

(a) The concept of Functional Literacy should be made very clear during the training programme conducted for the literacy workers and project officers and supervisors.

(b) The literacy workers should be exposed vigorously to the demonstration of modern agricultural practices during their training programme and later in the orientation programmes.

(c) A teacher' guide which is designed to help the teachers in the methodology of using the books, correlating agricultural practices with literacy skills should be prepared in the regional languages and be supplied to the literacy workers, supervisors and project officers.

8. In order to make the F.F.L.P. more effective, co-ordination between the Farmers' Training Centres and Functional Literacy Classes as well as inter-departmental coordination is to be strengthened further. Apart from horizontal coordination, the programme needs a vertical inter agency hierarchy with defined points of authority and responsibility for making better progress.

9. As suggested by Draper, competent teachers from the universities should be involved in carrying out researches on various aspects of Functional Literacy. What is required is a long term commitment to adult literacy education such that continuity and competence will be required.

10. As stated in a folder issued by the Directorate of Non-formal (Adult) Education an appropriate system of non-material incentives have to be devised in order to mobilise the dedication and enthusiasm of a large range of people at the village level.

v. suggestions for further research

The present study is an evaluation of the immediate effect of the F.F.L.P. on the participants in terms of the attainment of literacy skills, agricultural knowledge and attitudinal changes toward improved agricultural practices and adult literacy. Further studies may be conducted on the long range impact of F.F.L.P. on different aspects as given below:

1. The impact of the Farmers' Functional Literacy Programme on the adoption of modern agricultural practices with special reference to High Yielding Variety crops.

2. The impact of the F.F.L.P. on the social mobility of the participants with special reference to the standard of living.

3. The impact of the F.F.L.P. in the improvement of agricultural productivity.

4. The impact of the programme on the social participation of the adults.

5. The impact of the programme on the use of mass media.

6. The impact of the programme on the change of attitude towards children's education.

7. Longitudinal studies on possible lapse rate in every subsequent year and also on lapse ratio among the various categories of participants and factors affecting retention.

8. The ways and means by which illiterate adults of the different socio-economic groups can be motivated to participate successfully in a voluntary literacy education programme.

9. Operational aspects of implementing a functional educational programme.

10. Cost effectiveness studies about the design, implementation and target population.

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"The tutorial class did not comprise thirty students and one tutor, but thirty-one students"

— **Albert Manbridge**—founder of *Workers'* Education Association.

WISDOM FROM THE "IDIOT BOX"

REVIEW OF TV & RADIO PROGRAMMES FROM THE EDUCATIONAL ANGLE

The writer of these comments on the educational aspects of specific programmes broadcast by All India Radio and Doordarshan is able to cover only programmes from the Delhi stations of the two organisations. We would request that contributors and readers of this journal may please give us their comments about the programmes broadcast from the stations to which they tune in. Comments should be analytical and should relate to those items or aspects or programmes that would interest readers concerned with adult education.

There are two programmes from the Delhi Station of the All India Radio broadcast early in the morning that I found to be of broad cultural and educational value for adult listeners. There is a music lesson in the morning in which the instructor and the learner have a dialogue accompanied by demonstration by the teacher, and thus a realistic learning situation is created. This programme has value not only for learners but also for those who wish to appreciate classical music and wish to know what distinguishes a good musical piece from a poor one. For this latter purpose, a new dimension could perhaps be given to this programme by playing a short item or a portion of a longer recital by a master and then having a discussion on the points that a connoisseur looks for and can spot.

There is a wide gulf between experts and those who go to music recitals for being seen in the concert hall. In between is a wide spectrum of average men and women who turn away from programmes of classical music because the environments in today's home and school give no opportunity to cultivate music-appreciation as part of one's way of life. The radio can be an effective tool of non-formal education in music appreciation for people in this broad spectrum of average persons. This cannot be done by merely scheduling full-fledged recitals of classical music, nor by instructional programmes for young learner. A special kind of communication has to be established with the uninitiated adults.

Braj Madhuri is an interesting early morning programme from Delhi directed towards those who are interested in the culture, poetry, arts and devotional environments of Braj, the home of Lord Krishna, Braj Bhasha is a sub-language of Hindi. Most of the classical poetry of Hindi is in Braj Bhasha and therefore it is of great significance for students of Hindi literature. It is a binding link for Hindu devotees practically throughout India. Some very fine compositions in Karnataka music of the South are in Braj Bhasha and even today an outstanding South Indian artist like Subbalakshmi includes in her repertoire some bhajans in Braj Bhasha. The Braj Madhuri programme has therefore an immense potential for the cultural education of adults. Several items are charming because of their poetry and musical value and because of their devotional association with the songs. However the comments on some of the items by scholars and experts tend to be rather outmoded and sometimes far too effusive and monotonous for persons brought up in modern environments. It has of course a special meaning for the older generations among the

rural as well as urban people. But why should not an attempt be made to extend its appeal to relatively younger people for whom also the Braj culture with its festivities and its arts are significant in a modern way? The programme will gain by being related to the socio-anthropological context of the festivities as well as the high aesthetic value of the sponstaneous expression of the community in different forms of art. The horizons of devotionalism need to be widened so as to make the programme appealing to any one interested in things of beauty and the quest for knowledge of human behaviour.

The Doordarshan Station of Delhi has a Sunday morning programme for women that should command wide viewing. What marks it out is the spontaneity of its blend of formal instruction with casual comments. For example a programme on *mehndi* was very realistic, the close-ups were charming and the way the questions were put and answers given made it an effortless experience in communication. The programmes covered not only the designs made on the palms by the *mehndi* artists but, also knowledge about the plant and its biology. Perhaps one of the reasons for the spontaneity of the programme is that rural artists who made those designs on the palms, are so skilful that the urban interviewer cannot venture to feel superior in their presence even though some of them were illiterate. The lesson is obvious for the evening rural programmes.

Programmes of classical dances are a regular fare on T.V. However it would seem that the artistic instincts of the producer are so predominant and the technician is so much at pains to show his skill in photography that the educational value for the average viewer is overlooked. A large majority of viewers of classical dance are no doubt impressed by the intricacies of movements and the charm of facial expressions and the variety of costumes. But most of the urban people who see classical dance, particularly (north Indians) are unaware of the meanings which the dances seek to portray. TV could be an ideal educational medium if occassionally lines from the text of the songs which the artist portrays through *abhinaya*, could be shown for a while and then faded out. Some of these songs have high poetic value and it is necessary that persons not familiar with the language of the song understand it. Telugu songs could be rendered into Hindi with very little effort because of the common Sanskrit vocabulary. This applies to songs from Karnataka and Kerala also. A line of the songs could he shown on the screen when *abhinaya* of a particular piece is depicted. It will not cause a distraction because as any body familiar with classical dances knows, every line is formulated in the language of gestures several times and each phrase of gestures and foot-work is a different kind of elaboration of the same line and words. TV has an advantage over other media of presentation because it can convey the meaning and show the words without interfering with the progress of the programme.

Lifelong Learner

"History is a constant rivalry between catastrophe and education."

— **Dr. S. Radhakrishnan**

FROM OUR CORRESPONDENTS

welthy fisher visits india

The recent visit to India of Mrs. Welthy H. Fisher, founder of the Literacy House, was more than an event and a home-coming. Three years more to go and she will score her century, howsoever relentless be the bowler of inscrutable Time ! She is enshrined in our affections ; she embodies the unfailing challenge to flagging spirits among adult educators in India.

No, she refuses to be an idol to be worshipped, a memory to be recollected in the peaceful irresponsibility of the non-doer. Her life has been an ever-changing panorama ; even more, she has been the witness to a vast panorma consisting of revolutions in the minds and behaviour of mankind.

During her all too brief visit, some of us had the privilege and pleasure to meet her, her eye-sight restored, her body steady and the beam in her eyes bright and infectious as ever.

We look forward to her celebrating her century in India in 1980.

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venkataiah gets doctorate in adult education

Shri N. Venkataiah, Assistant Director, Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati has been awarded the Degree of Doctor of Philosophy by Sri Venkateswara University on his thesis "Impact of the Farmers Functional Literacy Programme on the Participants in Andhra Pradesh".

Shri Venkataiah is a life-member of the Indian Adult Education Association.

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continuing education programmes of S.N.D.T. women's university

The Department of Continuing Education of the SNDT Women's University, Bombay organised the following programmes recently.

It organised extension lectures on the significance of Mahabharat in Modern Context, Appreciation of Novels and Introduction to Hindustani Music.

The Department also organised short courses on Paediatric Nursing, Creative Flower Arrangement, Rural Community Health Care. The duration of short courses varied from one month to three months.

training of instructors and supervisors of non-formal education in haryana

The Directorate of Public Instruction, Government of Haryana organised two training programmes for field and supervisory staff of non-formal education in Gurgaon and Faridabad in February March this year. Shri K.L. Zakir, Head of Non-formal and Adult Education, Govt. of Haryana was the Director of the courses.

Shri J.L. Sachdeva and Smt. Bimla Dutta from the Indian Adult Education Association addressed the trainees of the Faridabad training course.

functional literacy project in salumber, rajasthan

The Lok Shikshan Vibhag of the Rajasthan Vidyapeeth had started a functional literacy project in Salumber Panchayat Samiti area about 44 miles away from Udaipur since December 1975.

About 1700 adults have been made functionally literate in one year.

Further information : Shri K. M. Jaisani, Director, Lok Shikshan Vibhag, Rajasthan Vidyapeeth, Udaipur.

seminar on universities and non-formal education

"The Contribution of Universities to Non-formal Education" was the theme of the National Seminar of the Indian University Association for Continuing Education, held at the Tamil Nadu Agricultural University, Coimbatore on January 16, 1977.

About 65 delegates including 25 Vice-chancellors attended the Seminar.

Km. Susheela Bhan, Deputy Director, Indian Council of Social Science Research, New Delhi, presented a paper on "Contribution of Social Sciences to Non-formal Education". She enumerated in a broad sense, the contribution the social sciences have made and can make to the promotion of non-formal education in the country, in the present context when the formal system of education had failed to deliver the goods. She said that NFE concept had come to focus on two counts (i) a recognition of the disfunctionalities and other deficiencies of the formal system including the fiscal impossibility of its extension and (ii) the necessity of evolving an effective alternative educational method to motivate and train the people for collective participation in development programmes.

Dr. Amrik Singh presenting his paper on "Why Continuing Education" dwelt at length on the cost-benefit ratio in respect of university programmes. He said that the universities were maintained by the community, but still it did not realise its duty to it. So there was a lot that the universities could do to community outside the campuses in the form of continuing education, he added.

In his paper on "Continuing Education and Professional Education" Dr. D. Jeebala Rao, Director, P.G. School of Continuing Technological Education, Jawaharlal Nehru Technological University, Hyderabad, said for professional man, continuing education beyond the formal education was a must in order to maintain his competence in the profession throughout his career in the face of rapid advancement of the frontiers of knowledge.

recommendations

1. The Seminar recommended among others that :

The Universities must be involved in the non-formal education programmes and information on a wide variety of activities done under non-formal education programmes should be collected.

2. The post-Graduate courses in Science and Technology should be introduced as part-time courses.

future plans

The General Body of the IUACE which met after the seminar endorsed the decision of the Executive Committee to hold a seminar on "Continuing Education and Community Service" of the colleges of the North in Kashmir, a Workshop of Legal Clinics in universities at Bombay ; review of correspondence courses in Southern universities ; to publish a classified directory of Continuing/Adult Education programmes undertaken by the universities in India.

(Continued from page 20)

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EDITORIAL LOUD THINKING

Do-gooders as Learners

Government has announced recently that medical facilities will be extended to villagers by training young men in first aid and simple treatments and hygiene. This does not mean a confession of failure to make whole-time and trained doctors better oriented towards villages. In fact it is equally important that doctors whose training and aspirations lie in the urban situation and whose income is derived from the rich and middle class towns-people, become better aware of rural problems.

That it is possible to make an impact upon the attitude, thinking and knowledge of doctors regarding rural problems and situation is borne out by the experience of a doctors' camp conducted by Kishore Bharti in the Bankhendi Block of Madhya Pradesh. This camp was made possible by the initiative of the Medico Friends Circle in whose butletin for March 1977 an account of the experiment has been published. One of the conclusions of the camp was that "much of the college medicine and research is not applicable to the present unbalanced socio-economic set-up especially in rural areas. It is based largely on urban people and middle class conditions, values and environment." The doctors' can realise the inadequacy of their own understanding of the complexity of the rural problems and observed soberly that there were no quick and easy formulae to be offered.

A function of continuing education for the intellingentsia should be to bring about a change in their attitude and understanding regarding rural matters. Too often urban-educated people go to villages as "do-gooders." Is it possible for them to go to the villages as learners? Perhaps the issue is not simply of direct exposure to the rural problems for which the workshop conducted by Kishore Bharati and Medico Friends' Circle was useful, but of continuing to inform doctors on the developments in villages and on cases that are professionally significant. Should there not be some means whereby doctors posted in block dispensaries as well as private doctors operating in big villages could observe and collect revealing information about medical cases in rural areas particularly of the poorer families. This information could be a feeder to medical students in cities and could provide material for discussions among them. Occasionally a group of doctors working in villages could be invited to the Medical College to attend a joint discussion on these problems and to explain their unique experiences.

Qualified doctors in hospitals in cities where a large number of villagers come, could thus have an information service for them. At present most doctors keep themselves upto-date by reading journals and papers from advanced countries regarding the latest researches. Why shouldn't it there be an arrangement to give them information about things nearer home also, for example, about factors inhibiting proper diagnosis and treatment in villages ?

A doctor also needs to learn about the economics, sociology and

the political structure of villages from where patients come even to city hospitals. It is true of all specialists that they tend to get into grooves. Doctors are more than specialists; they are saviours provided they are better informed about rural problems.

J.C.M.

Adult Education and the Substitution of Fear

Not even the most loyal supporter of the "emergency" phase in India, would deny that the efficiency of public servants noticed in some government offices and agencies in the early period of the emergency was caused to a great extent by the fear generated by the authoritarian rule. Soon after independence came to India in 1947, people critical of free India's Government noticed and pointed to instances of slackness in the administration. It was generally admitted that fear of the white man was an important factor in building up the competence with which paper work as well as law and order were carried on during the British rule. The removal of that fear was followed by the breaking up of the imposed sense of discipline that forced clerks and officers to be careful and thorough.

A former Ambassador of the United States in Japan had some years ago given an analysis of the work-ethics of the people in Japan, Korea and some other Mongoloid communities. His conclusion was that through centuries of tradition the work-ethics of the people in Japan and in the countries influenced by it are of a much higher order than of the people in South Asia and the Middle East. Sociologists particularly of the School of Maclleland (author of the Achieving Society) have isolated various factors that promote efficiency. On some of them a human being may have no control because if some of the extreme exponents of racial theory are to be believed, this is a matter of genes ! However traditions over centuries have no doubt a lot to do with the building up efficiency and sense of discipline amongst the people. It is also a fact that in countries where the practice of compulsory period of service in the army has been followed for long, have a more wide:spread sense of discipline in common conduct and work. India has not had this tradition nor any other country in the sub-continent.

What is the substitute for fear or for the behaviourial responses to discipline ? In Sanskrit there is an expression "*sanskaar*" of which the full significance cannot be conveyed in translation. It refers to that process of cultivation, refinement and education which becomes an abiding influence, a kind of an alter ego built into one's personality. This process is not merely learnt ; it is also re-inforced by formative social environments. A man with *sanskaar* is a man of discipline that has become internalised. It is thus that education in a broad sense can provide a substitute for fear. Fear is not a permanent remedy for inefficiency or for lack of discipline. Moreover the problems of newly free countries of South Asia are unique and examples from authoritarian rule in history may not do. Societies in former colonial countries had been suppressed during the colonial rule; those who worked for foreign governments

had under the pressue of fear to acquire the "right" attitude. Can education provide motivation without fear ? It can, provided, that education for adult workers in Government offices in these countries is designed to suit their backgrounds. Generally today's efficiency-training material is obtained from countries where competitive entrepreneurship has been a continuing experience with people. The situation is very different in countries like India where for many years fear has been the determining factor in the crystallisation of attitudes. Most of the efficiency courses introduced in institutions of public administration, most of the lectures delivered and exercises devised are based upon the experience of the United States and Europe where a competitive situation imposes another kind of fear, the fear of lagging behind in the race for success.

Moreover adult educators will do well to remember that in advanced and rich countries certain elementary practices in efficiency, in punctuality, in attention to details, in keeping memoranda of work to be done on a particular day, in making preparations in advance, all the minor tools of competence—are part and parcel of school education. This training is not provided in schools in India. Our educationists are all too often concerned with the fundamental principles in respect of which we have the reputation of keeping pace with the latest developments anywhere in the world. It is the minor tools of efficiency that have a bearing upon the attitude towards work, and that, unfortunately, do no figure in our school programmes.

A public servant does not command the motivation of profit that stimulates businessmen and industrialists. Lack of trust and failure to delegate powers to lower levels are also contributory factors. However, a sense of responsibility and discipline and right attitudes towards a work will not come merely by delegating more functions.

A preparation of the mind is required. Here then is a challenge for adult educators particularly those concerned with the training of public administrators.

J.C.M.

Traditional Indian Wisdom for Modern Indians

Soon after independence the sense of exaggerated pride in the glories of Indian tradition and heritage, myths and legends, religion and philosophy that had been strong during the period of freedom struggle registered a decline. There was almost a reaction against what was thought to be a sentimental attitude unworthy of modern men. The pendulum swung to the other extreme, particularly in the cities of northern India. Young people were almost ashamed of talking of these things. The achievements of modern science and thought in the west were for more relevant to the new generation that began to feel as participants in an international culture.

Meanwhile the young people in western countries, disillusioned by the pace of life in a highly competitive society and puzzled by the strivings of science towards mysticism and towards new dimensions of existence, began to find solace and beauty in some of the manifestations of the tradi-

tional ways of the orient. Consequently their comperes among the young people in Indian cities and universities are now beginning to entertain curiosity for the traditional ways of life and thought that had been at a discount earlier.

The new curiosity is genuine and is far from sentimental. Unfortunately those who should be able to satisfy that curiosity are usually unacquainted with the techniques of communication that would appeal to today's young people. Young adults need to be imparted information on India's rich and varied heritage in a diction and style that should not take respectful respone for granted, nor should it be imagined that simplistic explanations of odd character and behaviour in our mythology would go down with the modern generation. There is a kind of healthy hedonism in some of our legends similar to that in the legends of Greece and Rome and it is no use trying to give all of them an aura of spiritualism.

Of course the problem of interpretation is complex because of the diverse traditions in India based on faiths of different kinds—Hindu, Buddhist, Islamic, tribal, etc. Moreover what is known as Hinduism is a tangle full of seeming contraditions and without the authority of a church.

Is it not time that a re-interpretation of Indian culture, its myths, its faiths, its literary and artistic achievement could be undertaken for the continuing education of the young citizen ? In particular, businessmen going out to make their fortunes in foreign countries, officials and politicians participating in negotiations and conferences and a large number of technical personnel who are manning development programmes in neighbouring countries, need to have a basic adult education course in India's traditional culture. Such a course can only be formulated if the specialists, adult educators and sociologists get together. It is a task calling for sustained team work.

J.C.M.

PLACE OF EDUCATION IN AGRICULTURAL EXTENSION TRAINING AND CURRICULUM*

*Dr. C. Prasad***

Agricultural extension has a history of over three-fourth of a century in the world, whereas in India it has been serving the cause of rural people for over two decades. As a matter of fact, if one takes a positive view of the earlier rural reconstruction efforts in the country, both by private and public organisations, one finds the existence of extension concept beginning from as early as 1920. Inspite of such a long history of this discipline, the controversies with respect to its content and contribution still continues in the minds of many. The "WHY" of this issue can be traced back from the earlier experiments and experiences of the extension professionals as also the professional jealousies that normally exist and more so in relation to new and growing disciplines such as Agricultural Extension. Without going into this controversy, one can say with confidence, that inspite of several limitations with agricultural extension, it has served the rural community substantially in raising the socio-economic conditions of the rural people especially the agriculturist and with due adjustments and modifications in its content and curriculum, a lot more can be expected towards the regeneration of the rural communities.

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* Paper read at a Seminar on "Educational Component in Agricultural Extension Service" held in Ludhiana in April, 1976.

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Conceptually speaking, Agricultural Extension is an applied social science which deals with the designs and strategy of transfer of agricultural technologies and innovations among the farmers for raising the agricultural production and, thus, their income and standard of living. More appropriately, the field of agricultural extension, has been better designated as "EXTENSION EDUCATION" meaning thereby that Extension Education is the discipline as referred to above which deals with the designs and strategy of transfer of technology to the concerned audience. The technologies may be of different types and varied natures : agricultural, veterinary, home science, dairy, industry, and the like. This is why people have used the terminology Agricultural Extension when extension education is used in the context of agricultural innovations and dairy extension when the same methods and designs are used for dissemination of dairy innovations. In other words, for giving the right perspective to the discipline, it will be very essential to call it "extension education" and in order to be specific and illustrative, it might be logical to use this terminology with some special important notation at the end, may be within parenthesis, such as extension education (agriculture), extension education (dairy), extension education (industries) etc. By using this terminology uniformly the educational nature of the discipline can be examplified by the very title. This has been done in some of the Agricultural Universities, but not in all uniformly.

By above narration, it should be clear, *that extension education—its methods and approaches are meant to communicate latest innovations to the clientele in a convincing manner so that they adopt the technologies for their benefits.* In other words, there are two important components which together make the extension education efforts productive; (a) *the methods and techniques of communication/education,* and (b) *the subject matter know-how, be it agricultural or industrial. While such a realization has been common among the extension professionals, in practice more and more stress has been given to extension methods and techniques plus allied requirements, ignoring relatively the subject-matter know-how.* This has been a continuing criticism for the extension education professionals—professionally they have had enough of specialization *in the methodology and pedagogy,* but in absence of adequate subject matter background, their approach to transfer of technology has been relatively weaker and at times empty. This is the the biggest challenge before the extension educators to assess the content of extension education viz-a-viz. the subject-matter know-how that are provided in the educational and training processes. There must be a balanced approach in our training programmes to include both pedagogy as well as technological aspects.

educational nature of the subject

The Title—Extension Education, makes it clear *that education work is basically done through the educational process.* This means that the basic idea is to train and educate the farmers (in the context of Agriculture) about the latest package of practices and technical know-how in agriculture so that they make use of them profitably on a continuous basis. While so doing, all the educational methods and designs are followed in an informal manner. In the case of extension education, in fact, the extension workers/personnel are the teachers ; the farmers, the students ; the latest agricultural innovations, the text-material ; the village/

community places, the schools ; and the like. Here, unlike formal schooling, there are no set syllabi, schools, the certificates and specified duration for courses etc. That is, the teaching-learning-process in extension effort revolves around the felt needs of the farmers and hence the things, the duration of the training, the places, the course-content and all other gadgets are decided to suit the conveniences of the farmers.

Extension Education is all in all educational in character and intent. It is education for all– rich and poor, old and young, male and female. Since, to a great extent, it deals with the adult people in helping and educating them resolve their immediate problems in farming and allied fields, it has been also termed by many as basically an adult education programme. But this is not exactly so in view of the fact that it equally stresses or it should stress on youth development education. In short, extension effort is designed to cater to the educational and training needs of all class of farmers and community people comprising of various age-gro ups, categories and type of farmers, agricultural labourers, farmwomen and others. This obviously implies that the teaching-learning process of extension education, in view of its informal nature, unlimited subject-matter spectrum, the varied audience and rural environment makes it a very difficult educational process in comparison to the formal educational efforts which takes place in already set and structured patterns and environment. The process of extension education is rather too democratic ; the whole approach is to persuade, motivate and convince farmers to learn and adopt the new techniques and methods of cultivation for their benefits. They are never forced to adopt any innovations, for the idea is to educate them on a continuous basis so that their minds are broadened, visions are enlarged and they result in enlightened people to take up more and more rational decisions and responsibilities in their farming systems. Thus the goal is to enrich them n such a manner that they benefit materially as well as educationally (non-materially), the latter is even more important, for in the long run, it will result into large gains, both material and non-material. Thus, indeed, it is a process of "learning while earning" and the basic approach is to provide them learning by work-experiences. To make the learning relatively permanent all the possible means and methods—audio-visual aids, communication devices, motivational techniques, mass-media, result and method demonstrations, fair and exhibitions and even indirect induction methods like use of local leaders, neighbours, parents, local institutions etc. are made use of.

training and curricula

A close look at the title of this paper would indicate that there are two broad dimensions in relation to which one has to examine the place of education. The training and curricula both are inter-related, complimentary, but still distinct in their aims and objectives. The word training is in a way a specialised terminology which connotes that the trainees have to be given some specialised skills in performing certain tasks. It is more repetitive in character without much theoretical base and educational contents. Nevertheless, the recent trends especially in the affuluent societies is to provide more element of education in training so that the trainees result into workers not with limited vision but with understanding and skill for thinking, deciding and acting. Educational

components are gradually increased as the level of training goes higher and higher.

Curricula here is taken for the academic education, i.e. providing for diplomas and degrees. It might be appropriate to pin-point here that extension education comprises of basically three main functions (consistent to the Agricultural University's functions) : teaching undergraduate and post-graduate students in extension education, conducting researches with respect to its various dimensions, and extension work. The latter is really a professional aspect of extension education—educating the farmers and others for accepting the new and the latest for their economic gains. Besides these three functions. extension training, which so far has been an integral part of the extension work, in view of its importance in continuing education both for farmers and development staff, is taking a very important place in the scheme of extension education. In fact, it appears, that its importance is growing so fast and the scope being enlarged so wide that in time to come it will be one of the major functions of the Agricultural Universities. Thus the design of a triangle representing triple functions : teaching, research and extension in Agricultural Universities may be changed to a rectangular concept—representing the four functions—teaching, research, extension work and training.

extension education and education

The preceding description would point out that the relationship between extension education and education is very organic and intimate. Education, as has been explained earlier, takes place in a formul environment ; almost every element of teaching and learning being structured more or less fixed and is vertical in character. It is text-book and class-room-oriented thus making it something unrelated, and if not, remotely related to the actual life and living of the people in the society. In order to make it meaningful, the community school concept, has to be revitalised so that the meaning can be put in education to make it realistic and not idealistic and theoretical. Education should prepare people to face the eventtualities of life in varied difficult and diverse conditions as and when they face them. It should not, as it has been true so far in our educational system, manufacture white-collar people only to create more problems for the nation.

The Extension Education as has been expressed earlier is a continuing education for the people in life ; it is meant to teach people and resolving their problems and thus it is something practical and pragmatic ; in the same proportion it is challenging and difficult. In the context of agriculture including animal sciences and home-science, extension education is more complicated and orduous in view of the inter-disciplinary requirements on both the ends—for the subject matter on one hand and for extension education on the other. Agricultural technologies are derived out of inter-actions of many disciplines and the same is true of extension education which derives its content from most of the social sciences and educational fields. In fact, the educational components are the basis on which the whole extension education philosophy, the methods and designs are based. Thus, the educational components in terms of educational methods, principles, processes and

designs are utilised liberally with suitable modifications to suit the rural audience both adult and young and the informal setting of extension education.

One basic departure may further be noted that extension education does not make it a pre-condition to have a formal schooling—the literacy on the part of its audience. It has been conceived rightly and has been proven by experience that illiterates are equally capable of learning if they are taught in the context of what they immediately need. Nevertheless, while dealing with the literates certainly the process of educating them becomes relatively easier and smoother. This is why, in time to come, when education is freely made available to the rural people, the task of extension education would, in the same proportion, will be easier.

wider involvement in agriculture

Time and again various high level Conferences and Committees have advocated for wider involvement of people in the process of agricultural development. The implications are obvious : all sets of people whether urban or rural are directly or indirectly involved as consumers, policy-makers, or producers in the field of agriculture. And, therefore, it is more than essential, that people of an agriculturally based country like India must fully appreciate their direct and indirect involvement in agricultural production and protection of the food-grains. Educational Institutions, besides Agricultural Universities and Colleges, therefore, must realise the basic fundamental which if is taken in right earnest and spirit, our education should provide at all levels at least the fundamentals of agriculture as they relate to individuals in life - whether they reside in cities, towns or in villages. Do we have such a gesture and design at this juncture where agriculture is appreciated by even the students and staff in schools and colleges in towns and cities ? In fact a time has come that scientific thinking as also practical excercises are necessary to undertake agricultural education in the academic stream of education in a manner that is scientific and natural. For instance, the books on mathematics should be re-modelled partly to include in them mathematics relating to the agricultural formulae and exercises ; the book on stories and languages may include subject like green-revolution, bibliography of leading scientists in agriculture, the rural animal kingdom, agricultural games and so on.

Besides bringing agricultural components in the academic world of education, it is rather imperative for rural development to involve the teachers and students in cities in the on-going development programmes in agriculture in villages, if not regularly, at least occasionally.

The functional literacy programme of the UNESCO world over particularly in developing countries is another design worthy of appreciation and implementation. This brings education in terms of literacy but in the context of people's problem and functions ; it is a happy marriage between education and the felt-needs of the people. In rural areas the functional literacy content and programme should be dominated by the agricultural elements and inputs to make them meaningful for the farmers and farm-women. This should mean a closer linkage between the educators in this field and agriculturists so that the meaningful course content could be developed for the functional literacy programmes. In fact, the

involvement of extension educators, and other agricultural professionals in the functional literacy scheme at village level would be even more important. Similar linkages between the functional literacy programmes in different parts of the country and agricultural institutions and schemes being operated in the local areas must have functional relationship in programming as well as in execution.

Direct or indirect relationship and linkages of schools and colleges with the village life and more so with agriculture are important. While urban schools and colleges may have sporadic but systematic relationship the rural schools, in fact, should be the hub of all community activities and in turn the village as a whole should serve as a laboratory for the schools. This reality must be given cognizance in the present area of agriculture being our priority sector and so important as a base for the national growth.

The new pattern of education 10+2+3 has rightly given accent to agriculture in the educational scheme which is recommended for country wide acceptance. The work-experience in agriculture at the school level and the vocational courses in agriculture at +2 level are the crucial decisions and if they are implemented in right earnest, the agricultural education at lower levels will be greatly strengthened making a stronger base for higher agricultural education and extension effort in agriculture. Nevertheless, in order to give real meaning to these concepts again, several pre-requisites have to be met. For instance, the teachers in schools have to be trained and oriented for work-experience in agriculture and how politely and delicately the same can be introduced in the educational curricula for creating natural interest and desire in agriculture among students. The same is true at +2 level which requires institutional and farm and laboratory requirements on the one hand and especially trained teacher in vocational agriculture on the other. Equally important would be the selection or creation of Institutions where the +2 level vocational courses can be offered. The infra-structure for teacher training for agricultural teachers have yet to be developed to cater to the needs of all types of teachers being involved in schools and colleges. These are vital issues which should be the concern of the educational policy-makers and administrators to give proper shape to these concepts and develop appropriate infra-structures and relationship for agriculture in the educational streams. Involvement of staff and bringing students to the Argicultural Institutions as also the staff and students of rural schools and others is another emerging scheme which need to be taken rather seriously, as the involvement in agricultural campaigns and developmental activities will enrich both the farmers and the students. But again this has to be done in a planned and systematic manner so that such involvement becomes occasional but a regular feature and the whole activity should be so designed to result in production on one hand and education to the students and staff on the other.

Adult education is a growing field for catering to the educational needs of adults of all shades and communities. The continuing education for farming adults could be immensely accelerated if they develop *and maintain functional co-relations with extension workers and educators in the fields. Both must have natural affinity to each other, for their goals are similar.*

ROLE OF NON-FORMAL EDUCATION IN INTEGRATED RURAL DEVELOPMENT

*Dr. (Mrs.) Rajani Shirur**

If India is to progress, our core task lies in developing villages into effective units of a modern economy. Integrated rural development attempts to solve problems of rural community in a comprehensive manner covering every aspect of rural life. It includes education and co-operation, better means of production and marketing, better health and nutrition, and better communication and trained and skilled man-power.

Integrated rural development is based on the principle of self-reliance, self-effort and full accountability. It aims at elimination of

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rural poverty and creation of conditions for greater political, economic and social participation of the rural underprivileged. This idea is reflected in one of the World Bank's statement equating rural development with a process of eradicating rural poverty. It is, however, important that if the rural poor are to improve their socio-economic status they must be guided both as what to want and how to want it.

development implies liberation

Rapid economic growth does not necessarily lead to social transformation. Fulfilment of human basic needs indicates that people reach a subsistence level in the economic sense. But, it is unreasonable to equate life at subsistence level with human development. Development necessarily involves, in addition to economic growth, capacity and freedom to make decisions in their own affairs. In other words, development implies liberation. People should acquire knowledge and powers in both the direction and the process of change. Education, therefore is an essential component in the process of socio-economic change.

wholistic approach

The basic principle of integrated rural development is that the villagers' problem is one to be solved as a whole, and not as a series of little problems tackled piecemeal. The whole life of the rural folk needs change. They cannot have education and health services indefinitely without acquiring the skill for productivity to pay for these services. Similarly, they cannot have higher production without acquiring the knowledge of the ways of increasing production.

In the integrated approach to rural development, the stress has, therefore, to be more on productive programmes to create better employment opportunities. So far our rural development programmes have neglected this vital aspect but concentrated on the provision of basic amenities and services. Most people who enjoyed these services were not involved in the process of obtaining these amenities.

Programmes for integrated rural development aim at millions of rural poor who are unskilled and remain unemployed or underemployed for a considerable period. In short, rural development programme is problem-oriented and related to the local environment. In creating better employment opportunities, our attempts should be towards utilizing the local physical and human resources to the optimum.

education and involvement

Involving people in different types of developmental activities leads ultimately to economic progress. Once the link between community programmes and economic progress is established, it would not be difficult to obtain the co-operation of the rural

folks to associate and engage in productive programmes. Non-formal education can play a critical role in 'Conscientizing' people and developing an 'objective reality' of their situations comprising of problems and dilemmas, and to arrive at appropriate solutions. Integrated rural development, therefore, calls for non-formal education activities.

Non-formal education is one of the major educational innovations and a new concern today. It is functional in character and relevant to the values of the individual and the community. It covers all people irrespective of age, sex, caste and status. It is problem-oriented and relevant to the environment and is, therefore, the more effective form of learning.

role of non-formal education

The objectives of non-formal education are to provide basic knowledge and skills, practice and attitudes necessary for each group to become conscious of their needs and problems and to learn to achieve their individual and societal goals.

Non-formal education is recognised as a contributing factor to social change because it provides individuals with the knowledge and skills needed to become true agents of change. By adding non-formal education as a component of developmental action, necessary skills, general efficiency and functional ability of the people could be developed and improved.

In China, for instance, in 1949 more than 80 per cent of the population was illiterate. They have now achieved a high level of literacy to the extent of 75 percent by utilizing and developing the knowledge and skill potential of the people, by involving them in the process of education, by decentralising the literacy management to local community and by giving the teachers working in the countryside a higher status and honour.

Tanzania's approach to rural education programme is another example worth emulating. This approach was rurally-oriented with an agriculture base. Development was considered in Tanzania, as the process increasing the capacities and well being of the people and, therefore, education was considered as a way of meeting the family and community needs rather than providing the nation with high level man-power. For this reason, Tanzania's literacy programme became an integral part of a basic adult education approach based on community activities.

educational tasks in development

Developing skills and knowledge are as important as buildings and plants. In a developing society which is a progressive society, the type of skill and knowledge required is perpetually new and different from those which the society is accustomed to teach and to which its institutions are adjusted. Each new development demands a new educative effort and a new curriculum. The developmental effort thus involves a series of tasks.

The first task in the developmental effort is that of creating and developing specific skills. Several plans are being drawn up in developing village or small-scale industries, cottage industries, ancillary industries and so on. All these again imply the development of suitable skills. Even some of the present programmes of village industries envisage helping only the traditional artisans who are gradually decaying. No serious attempts are made to introduce and develop new skills as well as utilize the local technology.

Creation of essential skills implies the need for creating certain habits, attitudes and ways of thought. People should realise that the basic amenities and services provided to them are vital to economic development. They should be prepared to work hard in obtaining these amenities and be willing to pay for these at least partly.

Development of knowledge, skills and attitude necessitates non-formal education. It is not enough for Government to provide education; the people must find it useful and want it for themselves and for all their children. Once they want it, they will definitely come to learn even after a day's hard work ; where they do not want it, the hardness of their day's work would, no doubt, become an immediate excuse for dropping off after a few classes as we have been experiencing in many of our functional literacy programmes. Then no amount of material or service incentives would work in attracting them to the class.

Most of the rural problems do not need a highly specialized trained expert to answer them. The points which puzzle the villagers are often simple but urgent. If something is wrong with the bullocks of the farmer, for instance a journey to a veterinary surgeon, spending time and money, is of limited use to him. Instead, a person among the villagers, trained scientifically to attend to simple problems would be of great help to them. Training of skilled manpower in every aspect of village life is, therefore, essential for development. These trained workers can solve most of the problems related to farming, poultry, animal husbandry, dairying, maintenance and repair of agricultural implements and machineries, and health of the community. At the same time, training of skilled manpower should keep pace with the societal demands.

Another important strategy for development is the mobilization of youths in rural areas. It is necessary that the rural youths are 'conscientized' so that they in turn take the lead in 'conscientizing' other people in the society. A right type of young leadership to strive for developing national outlook towards various aspects of development can be created through stimulating action-oriented participatory programmes in the villages.

No development is possible unless the local talents are explored, trained on scientific lines and utilized to the maximum extent. Once most manpower is utilized for productive purposes and their incomes increased, the suitable climate is created for various welfare and educational activities like health, sanitation, education and family planning leading to overall development.

TRAINING LAY LEADERS FOR DAIRY DEVELOPMENT

*V. K. Dubey**

Dairying in India has emerged as a hope for havenots in the society. More and more funds are being diverted to meet this goal. Scientific efforts made to develop new ideas have gained momentum. Extension agencies, throughout the country, are feeling this upsurge.

Availability of more innovations demand timely transmission to the millions of milk producers, with constant support in extension. The traditional orientation of Animal Husbandry Department, to treat the cases and feel that the job is over (Report of the study team on Agril. Adm. VI. I 1967 : 233) needs recasting.

In our society, researchers have demonstrated. (with cross cultural verification), that, it is interpersonal communication which can be relied upon most, than any other media of communication. Taking a note of this, the World Bank Project, in West Bengal and Chambal Ghati Pariyojna, Rajasthan (Benoke's talk in Ludhiana conference of ISSEE 13 to 17 July '76) has adopted a technique of mass education and the same has delivered fruitful results. The approach is based on two premises.

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(i) You can't teach what you don't know.

(ii) Getting farmers to adopt new technology is primarily an educational goal, requiring instructional techniques rather than promotion, advocacy and persuasion.

The first one refers to exercises to be done at the level of change system and change agent. The picture which has emerged in our study of stock assistants (Dubey and Singh 1976) is shocking. Out of four major job areas (Breeding, Feeding, Management and Health Care), it was found that majority of them were deficient (below average in terms of technical knowledge) in feeding and health care.

The recent scientific efforts made in increasing milk production, indicate that, the key of success lies in balanced feeding (feeding green more and less of concentrate) and timely health care. If cared, these two dimensions can increase milk production by fifty per cent (Srivastava-Amul experience).

Unfortunately, this dimension has been overlooked. In a fertile belt like that of Karnal, milk production (on an average) would increase by 13 per cent, in 7 years (based on the single survey data of ICDP, Karnal). This should be eye opener for all of us. The situation becomes more complex.

When one correlates this poor result with the force of stock assistants (100 for 273 villages—make one SA/2.73 villages) compared with Amul investment/litre increased milk production, Karnal's case becomes more pathetic. The big force of change agents (all the Development Staff of ICDP, Karnal) Corners about 87.4 per cent (Rs. 11.55 lakh out of 13.06 lakh of annual budget-year 1975) of the total annual allocation, leaving 12.6 per cent (Rs. 1.51 lakh) for the development job. The achievement of these personnel is pretty depressing. Majority of the rural cross-bred owners, of the area, are ignorant in scientific dairying practices (Dubey and Singh 1976).

This poses a question, with less number of staff on the pay roll. Amul could achieve magnificent results, why Karnal laggs? The objective of this paper is to highlight answer to this question and suggest a workable solution.

In a study conducted by Dubey and Devedi (1971) it was found that in a given village (eastern U.P.), at a given time, we came across a traditional leader specialised in animal husbandry practices. Mostly such leaders were monomorphic in nature.

Subsequently, during course of my interaction with stock assistants and veterinary assistant surgeons, in various training courses, organised from time to time at this institute, I was trying to verify my hunch and fortunately it has been approved by the majority. This gave me strength to put forward my ideas for professional discussion.

who are the traditional animal husbandry leaders ?

They are the people, who are contacted by the villagers in the critical situations like-delivery, cattle diseases etc., and are respected as 'WISE-MAN'. The knowledge of traditional animal husbandry practices (Traditional remedies) are passed from generation to generation. It has been seen that, in the area of Eastern U.P. and Bihar, these leaders are commonly found in the 'GOWALA' community (the traditional milk producer's group). This may held good in all other parts also, provided, milk production (Milk business) follows the caste pattern. If such situation is not prevalent, these 'Wiseman' may come from any community. Whatever may be the case, it is true that, in a community, we have such individuals, who at a time, may not be more than one.

using them for dairy development

The importance of community level workers has been greately realised in the health programme of the Nation (Health services and Medical Education—a programme for immediate action 1975). The approach holds true in our case too.

The first assistance that any community needs in the form of health care and breeding support, should be provided within the community itself.

At the community level, what is needed most is not professional expertise so much as nearness to the community its confidence, emotional rapport with the people, willingness to assist, low cost, and capacity to spare the needed time (HSME report 1975, 11).

For a country like ours, whose resources are meager, this approach of providing A.H. facilities is not only desirable but also inescapable. By imparting them desired training, we can suitably utilise their services on part time basis. This could lead to self-employment.

This training can serve three purposes :

1. It would create an agency which is close to the people, has their confidence and is economical to operate, for providing the immediate, simple and day-to-day medical and health services needed by the community.

2. It will also create the foundation on which a superstructure of fully trained and professional referral services can be advantageously built.

3. It would create a pattern of Animal Husbandry services which would be qualitatively better than the present system and still remain within the financial resources that are likely to be available in the near future.

With the passage of time we may increase number of such trained semi-professional, part time workers in each community, however, in the beginning we may move with the traditional leaders.

the areas of training

These workers can be trained to perform following jobs :—

1. Castration of male calf & scrub bulls.
2. Dehorning and dewerming of calves.
3. Tick control.
4. Treatment of common ailments.
5. Vaccination and first aid.
6. Artificial insemination.
7. Sale of improved fodder seed and cattle feed.

Necessary skills can be imparted to the selected traditional leaders. Periodic retraining is extremely important. They may be provided necessary guidance and counselling in their day-to-day work. They should be looked upon as important links between the community and the trained professionals.

One veterinary assistant surgeon can supervise 30-35 such community workers easily. Trainings could be organised at the local level with the help of experts. To keep these workers under the full grip of the department, their chargeable remuneration can be fixed. At the same time a nominal stipend for Rs. 25/- p.m. can be given to them to keep them sufficiently interested in the job. The feed and fodder seed agency can be another good source of commission earning for them.

This emphasis on creation of a large band of semi-professional and part-time animals husbandry workers in the community is proposed as a second level of supplementary personnel to fully trained professionals and not as a substitute to them. I visualise that these two caders would work closely together in an integrated fashion. The para-professional personnel in the community relieving the trained professional of the innumerable small things over which their time would otherwise be wasted and the trained professionals taking over the more complicated cases direct and also providing referral and guidance services to para-professional people.

The details of the following items needs to be worked out :—

—selection criteria.

—the duration and content of their training and retraining.

—the provision of guidance and counselling including periodical evaluation.

—the preparation of materials for these personnel in simple terms in local language/dialect.

—determination of the institutions where their training etc., will be conducted.

traditional leader as key communicator

These leaders can be used as a channel of communication, for scientific dairying practices. For example, new fodders for the area, may be demonstrated on their fields. Crossbred bullocks can be carried out at his level. Likewise, any new idea, as and when, the department decides to introduce in the community, can find place at their level.

As a gate keeper of new ideas, in the community, they can help the referral unit, by timely intimating it, of outbreak. Thus, his role in the community, will be two fold that of a communicator of new ideas and as a feedback deer.

Thus, their training should, therefore, be adequate to ensure that, while they can freely offer services within a well-defined sphere of simple, urgent and day-to-day needs of the community, they would be able to educate community in scientific dairying practices. They would be able to decide when a case needs referral or consultancy from trained porfessional staff and take action accordingly.

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MOTIVATIONS OF SMALL, MARGINAL AND LANDLESS DAIRY FARMERS TOWARDS DAIRYING

*C.L. Gupta and T.S. Sohal**

The importance of dairying for small, marginal and landless Agricultural Labourers has been identified by the National Commission on Agriculture (1971) in its interim report as a method of providing rural employment and increasing milk production in the country. Recent investigations (Sundaresan, 1975) have also revealed the higher net return and employ-

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ment potential of dairy farming, as compared to both mixed and arable farming.

The organisations of special programmes like Intensive Cattle Development Programme, Operation Flood Project, State Dairy Projects, Establishment of Indian Dairy Corporations, Small Farmers Development Agency, Organisations of Primary Milk Producers Co-operative Societies and their union are programmes aiming at increase in milk production.

Researchers are busy in identifying factors responsible for motivating farmers who are traditionally crop oriented to pursue animal agriculture on scientific lines. Besides technological inputs, the attention is being focussed on human element as an important input. Farmers in India, as elsewhere, form a distinct group of individuals with motives peculiar to their social and economic situations. Their actions like other human beings are also goal oriented. It is but natural that their motives influence their response to the developmental programmes.

The present study is one such effort in this direction. The main objective of the study has been the identification and contribution of selected seven motives of dairy farmers of Milk Producers' Cooperative Societies in I.C.D.P. Karnal for the adoption of dairy innovations. A multi-stage sampling design was used in the study to draw a sample of 200 dairy farmers of ten milk cooperative societies.

This article deals only with the relevant and specific findings related to motivations of small, marginal and landless dairy farmers of the population studied in the context of dairying which are as follows :

1. The majority of the respondents were middle aged or old, about a quarter being young milk producers. Nearly half of them were illiterate and one-third had primary education. Family-wise, four out of five families, had atleast one educated member.

2. The small, marginal and landless milk producers participated in a smaller way in the milk cooperative movement compared to medium and large size dairy farmers. The ratio being 1:3. The weaker sections, thus, could not utilise the benefits of milk cooperative movement. It may be mentioned that in Karnal District, they constituted 61.6% (N.C.A. 1971). The economic conditions which in the village are a function of several factors seem to restrict membership of weaker sections of the society in milk producers' society. Unless there is special attempt on the local workers or a directive from the Government, the membership of Cooperative Societies of Milk Producers tend to be confined to the upper strata of the rural population.

3. Adoption of dairy innovations do not usually spring from a single need. The milk producers had fairly persistent ideas about the kind of perceived feelings they had towards dairying. It is evident from a fairly symmetrical distribution of respon-

dents around the means of the seven motives under investigation. The minimum score was 8 and maximum 96 with a maximum possible of 100. The higher scores indicating higher intensity of motivation except in case of security motives where higher score indicated lower intensity of need for security.

4. In developing Agriculture economy, land is greatly valued by people. The results of the present investigation have shown a positive significant relationship between the farm size and and adoption of dairy innovations. It has been further observed that small and marginal farmers were more innovative than the landless dairy farmers. Among the small and marginal farmers there were more high adopters (23%) than low adopters (7.7%). Among the landless dairy farmers there were more low adopters (40.7%) than high adopter (4.8%). It seems that the landless dairy farmer is handicapped by a few limitations imposed on him, namely own fodder supply, animal shelter etc.

5. The lower farm size leads to lower herd size, to lower social participation, to lower extension contacts and to lower family education.

6. Farm size was positively correlated with economic motive, affiliation motive and achievement motive and negatively correlated with pleasure motive. The larger the farm size, more pleasure was sought from crop farming and less pleasure was derived from dairying. On the other hand, small and marginal farmers and landless milk producers derived more pleasure from dairying. Farm size was found to have non-significant correlation with scienticism, security and recognition motives of the respondent dairy farmers. It seems that higher the farm size, higher would be the interest of the farmers in crop agriculture rather than animal agriculture.

7. The non-significant co-relation between pleasure motive and adoption ($r=0.09$ NS) indicated that common sense hedonistic theory does not necessarily lead to higher adoption of new dairy innovations. One out of four had low economic motive among landless milk producers indicating that economic conditions are one of the important considerations with them. This is not so with small and marginal farmers where only one out of ten respondents was found to be in the low category of economic motive. Economic motive has been conceptualized as characteristics of dairying as comprehended by a dairy farmer that it is a source of higher economic gain. It is a desire on his part to perceive to be able to get more than his investment. It seems that landless milk producers have not had enough additional income from the way they manage their milk animals so as to make them feel the motivating power of economic aspect of dairying. One or two milch animals often appear a way of utilizing their surplus family labour to earn a little more.

8. Affiliation motive reflects the desire to socialization and join professional groups to accept information or just for the fun it has. The small farmers had more high achievers (17.7%) than marginal (11.1%) and landless dairy farmers (Zero). Thus the need to socialise was of low level among landless dairy farmers. Landless dairy farmers take life as it comes in respect of dairying. May be the landless and marginal farmers were suspicious of joining formal groups.

9. Necessary psychological atmosphere existed among the small and marginal milk producers to take up the challenging tasks in dairying as revealed by their high scores on achievement motive. Landless dairy farmers had less number of high achievers (14.8%) on achievement motive against marginal (22.2%) and small farmers (35.3%) indicating that the later were more motivated towards dairying.

10. The high co-relation was indicated between adoption or dairy innovations on the one hand and economic ($r=0.85$) affiliation ($r=0.80$) and achievement motive ($r=0.72$) on the other hand. Smaller the farm size lesser are the extension contacts and in turn lesser are the chances of utilization of co-operative credit. The Extension contacts and co-operative credit was found to have significant correlation ($r=0.26$).

It can be concluded that there is an evidence to show that the small and marginal farmers have the necessary psychological motivation towards dairying. There is, however, a need on the part of extension agency to take steps to increase their participation in the milk co-operative movement. A linkage of co-operative credit with the adoption of package of improved dairy practices and orienting the extension workers to provide inputs and knowledge together especially among the weaker sections can be a further step in any dairy extension strategy. The simple realization that a situation demanding improvement in dairy farming is based on motivation of dairy farmers may be of service in ensuring an effective dairy extension strategy. Research need be further oriented to develop a package of dairy practices suitable for various sizes of farm holdings. Extension materials be produced to stimulate and satiate the motivations of the dairy farmers taking family education level as a unit. This would make dairy extension programmes more effective and dynamic.

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ON THE DEVELOPMENT OF FELLOWSHIP AND PERSONALITY IN EDUCATION

*Peter Manniche**

While in modern teaching much prominence is given to the advantages of individual methods, and personal study is considered the best and most natural way of learning anything, more and more stress is laid on the desirability of giving *education* as far as possible in fellowship, with the development of the individual in harmony with the demands of the whole as its aim.

This may have many causes. The growth of the population and especially of the great urban communities is one of them. The extension of human rights is another. It is now no longer a small upper class, but practically all the citizens of the country that have got joint responsibility for the administration of society, and with this an increased interest for the life we have in common. The division of labour has perhaps been of even greater significance. Even the smallest object in everyday use is the product, not of a single worker, but of the joint labour of many persons. In many ways both the individual and society are led to subject themselves to the demands of fellowship and to place education in the service.

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young people growing up in opposition to home and society

Education determined by the demands of society is of special importance for young people from 14 to 18 years of age—precisely, perhaps, because at that age they begin to protest against society. In early years the human being must be allowed to remain a child. Education must be adapted to the childs world. Home is his world. He still lives in the enjoyment of the moment. He does not see far into the future, makes few plans, and is not full of impatient expectations.

But young people are so, after the age of confirmation. As a child the human being could rest, and grow while resting. But in the years of transition young people begin to gather experience from their own observations and seek for tangible expressions of the realisation of their ideals in everyday life. It may happen to them as it happened to Victor Eremita (one of the chief characters in the portrayal of the aesthetic standpoint given by the Danish philosopher Soren Kierkegaard) when his knowledge of reality plunged him into deep disappointment. "When I was young, I forget.....to laugh. When I grew older, when I opened my eyes and looked at reality, I began to laugh and have never stopped since. I saw that the meaning of life was to get a living, its aim to become a leading citizen; that the rich delight of love was to marry a girl who was well off ; that the blessedness of friendship was to help each other in financial difficulties; that wisdom was what the majority took it to be; that insperation meant to make a speech ; that courage meant daring to be fined ten "rigsdaler" (Crowns): that kindheartedness was just saying "Good health !" after a dinner ; that it was veneration for God to go to the altar once a year. I saw this, and I laughed." But it was not the merry laughter of childhood. There is bitterness in his laughter. Idealism has not deserted the young man, but it has been separated from reality by a great gulf. The disappointed idealist keeps himself up by laughing cynically.

For the majority of young people this disappointment is naturally less conscious than for Soren Kierkegaard's Victor Eremita, and they cannot express themselves with his burning clarity. But there are points of resemblance. Their critical sense has been awakened, and finally, all too often, they cease to trust the older generation. They no longer confide to their parents the things that are nearest to their hearts. If they are of a nervous desposition, their relationship to their parents can easily become one of continuous conflict ; it is hidden as a rule, but more or less deep down in their subconsciousness many young people have the feeling that their parents do not really understand them at all. It is in this state of mind that so many young people become anti-social but note that this happens if they have not become engaged soon enough in productive work and gradually learnt to regard themselves as active members of society.

grundtvig fostered a sense of national fellowship in the second half of last century

It was fortunate for Denmark that its great poet bishop Grundtvig stressed so strongly the importance for adolescent boys and girls of prac-

tical work in the houses of good citizens, in workshops or on farms. He made the people conscious of the nobility of physical labour. Danes who give lectures about this country in other parts of the world soon find that what foreigners, especially in Asia, are most anxious to hear about are the Danish continuation schools and folk high schools, because these contributed to the creation of a popular culture which did not attract the interest of young people away from practical life. Grundtvig's folk high school was intended, not to teach young people to despise physical work, but to send its pupils back to farms and workshops with an increased interest in their life work there and a clearer understanding of their duties as citizens of a community.

The folk high schools and also—not long afterwards—the continuation schools ("the practical schools for youth") came into existence after the rise of industrialism. In England the rise of industrialism had brought with it a sharp division between hand workers and brain workers. "We prefer that one man shall always work with his brain," said the great Englishman John Rusin around 1860. "And we call one an "educated" man and the other a "worker", but in reality they have both become exhausted or whose minds have become inactive because of this one-sidedness". True education, in Ruskin's opinion, means not only making the brain quicker, but also making the muscles stronger, the blood warmer, the heart more tender, and giving to the whole personality the security and peace that follow from having a right relationship to God.

When industrialism began to penetrate into India, it was especially the influence of Ruskin which led Gandhi to warn his people to be on their guard against a one-sided "machine culture" and against an excessively bookish education. This tempts our young people, who have sought and received a higher education, to break the bridges and leave the social level within which they grew up, to adopt luxurious ways of life and lose all contract with the social class which their education ought to fit them to raise up, instead of raising themselves up and away from it.

Gandhi founded "Basic Education" with which many of India's educationists have been and still are concerned, and which consists in making practice in practical subjects the basis of the school's activity. By this Gandhi did not mean that intellectual activity should be ignored in education. But it should be related to acquiring some practical ability and to practical life.

and now our school—in denmark at the moment

Just as a nation which practices religion only on Sunday, or on the occasion if special festivals, is not religious, so it will never be educated, even of it fills the country with schools, if their influence does not extend into practical life. The need to include practical subject in education—which is being increasingly done—does not imply that for this reason no regard should be given to theoretical instruction. But this must as far as possible have life in society in view. Social studies as a school subject acquire a fresh actuality by being studied in the light of development of a

particular town or district. Geology or botany, as educational material, can make use of local phenomena, observed by the children themselves. World history is naturally linked up with the interest in international problems which has been aroused in the present period of crisis. Teaching about Christianity must seek for the forms in which the principles of Christianity can be applied in modern life. Foreign languages are, among other things, a means of enabling us Danes to understand foreign peoples, including the great coloured races, who have seen and felt and said many things which it would be good for us, too, to understand. They are faced with problems similar to our own, but look at things in a different way, because their presuppositions are different, but for that very reason we can be helped to understand a little more of what the whole truth is.

the development of personality

All that has just been said about having regard for society in education requires, nevertheless, a strong corrective: regard for the development of the individual. But before going into the reasons for this in more detail, it is fitting to give a warning at once against a cult of personality. For too many people go around full of their own personality and give offence everywhere. One is certainly not educated in good morals by constant repetition of moralising reflections on individual development. There is a place for these—but in special situations, when there is a favourable opportunity for exercising a real influence. A pupil who carries out a task conscientiously and by means of self-help, becomes better educated thereby than one who listens passively to moralising instruction. A direct consideration of the matter might therefore almost cause us to go to the other extreme and say that the only important thing is to have the pupils' work well organised.

The problem of moral education could then be reduced to a series of concrete questions of purely organisational nature: how is the pupil's playtime organised? How is their work organised? What should be the content and the limits of their own organisation of their leisure time? And so on. From this point of view the development of personality is not the goal, but the result—or even the form—of the pupil's work; one may indeed be tempted to say that education is only the means by which a society remains itself. However, deeper experience and more through consideration show that such a standpoint is untenable.

That which gives value to a social entity is the spiritual world of which it is the bearer. We are only in position to become full members of a profession, a class, a nation or a state to the extent to which we make our own the cultural values which these possess; but science, art conceptions of society and of justice, religion and all other cultural values do not live in buildings or books, but in living persons, and the individual can only be made member of the whole by means of persons and through the individuals own growth as a personality. One who has been in the desert, alone with his conscience, set free from the harness of public opinion, can give a society of human beings what it needs most of all. He has learnt to see life from the standpoint of eternity, even swarming

Babylon can fill him with reverence for the human race. When the great individualist, Soren Kierkegaard, lay on his death-bed, his last words were a greeting to "all men".

A teacher by losing himself unselfishly in his subject can create among his pupils joy in work and a conscientious sense of duty, and yet we can all see by experience that this has not been enough to cause the pupils to be educated in the true sense of the word. For this something else is required, which is seldom found—the peculiar gift of the great educators. The power to open the soul of the pupils, call their inner powers to life, to be the living source of the development of their personality. The pupils who are gathered around an educator of his kind form the true spiritual fellowship—that which the Christian Church should be in accordance with its nature. The principle of this fellowship is not a matter of ideology or dogma. Its means are not compulsion or stern descipline, but love, for it can be plainly seen that only the teacher who has much love for his pupils, can lead them. And its aim is not the development of despotic power over others, but the development of the powers of life in each individual member, the conquest of the restriction and complexes, or the narrow, earth-bound outlook, which threaten us every moment, and which if they are victorious, bring spiritual death with them.

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FROM THEORY TO ACTION

*Neils Roling**

The article reproduced below was originally published in CERES a magazine published by FAO of United Nations (May-June, 1974).

Our reason for reproducing it is that it is relevant at a time when in India several Universities are in the process of building up departments of adult education in which research programmes on various aspects of development are to be organised. Already departments of Extension in Agricultural Universities and in centres like the National Academy of Rural Development have been conducting studies based on observational field research and using recognised techniques aiming at absolute objective.

Here is an eminent sociologist and extension specialist raising his voice against old and established techniques of research and pleading for research becoming "the tool for change and not the product". The sub-title of this article in the original publication reads as follow:—"Too often imbued with theory, the researcher withdraws into an ivory tower instead of finding solutions to urgent problems."

Prof. Roling's dissent is important because he has done some practical work on the lines that he indicates.—Editor

Most countries are increasingly faced with problems which can only be solved through planned social change. A typical example is the United States, which has, in the past decade, come to regard unequal racial opportunities, slums, etc., as unacceptable and disgraceful to the richest

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nation in the world. It has mounted vast programmes to tackle such problems.

And that is when it becomes clear that we completely lack the social technology to remake people and situations. I took the United States as the example because that country has probably the best financed, trained and the largest army of social scientists in the world. Yet American social scientists were unable to ensure that the welfare programmes of the "Great Society" would succeed.

It is equally shameful for social science research that change agencies in developing countries each work with its own rule-of-thumb approaches to rural development, simply because there is no set of proved strategies which can be replicated. In short, we can safely say that most social science research has not yet been able to provide us with experimentally tested prototype strategies for social change.

There are several reasons for this sad states of affairs. In the first place, social scientists have usually aimed at reaching conclusions about society instead of at methods for changing society. One result of such an orientation is that research reports dwell at length on the relationship between variables which are not manipulable. It may be very interesting for me to know that a peasant's degree of empathy is related to the extent to which he is exposed to mass media, but I can't do a thing with this information. I have personally experienced the frustration of having to write the chapter "implications for change agents" for a report on a million-dollar research project and not being able to say more than such well-worn platitudes as "change agent should work through opinion leaders". We simply had not studied enough manipulable variables to be able to say: "If you do X, there is a likelihood that Y will happen".

A second problem with most regular social science research is that it is not experimental. That is, it usually stops at the quantitative survey stage and can thus only draw conclusions about "current practice" and never about what would happen if one tried to change "current practice". And thus one ends up with such nonsensical recommendations as "since we found opinion leaders to have high contact with extension workers and with other farmers, they form a link for multiplying the effect of the extension workers. We therefore recommend that extension workers concentrate on opinion leaders" which the researchers had just found already happens. In other words, such research recommends that what happens should happen, while it can never go beyond current practice because it did not gather data on anything beyond current practice.

Thus social science usually studies non-manipulable variables in current practice and the result is of little use to people who seek to develop effective strategies for social guidance.

There is a third problem with ordinary social science research. The bulk of it is carried out by individual researchers to serve the purpose of

improving their status in the academic community. This means that most of such research tackles problems which derive from the theories, models and paradigms of other social scientists and not from pressing social problems. One feels a sense of ridicule seeing a class of African sociology students memorizing the distinction between *Gemeinschaft* and *Gesellschaft* which in my opinion has never improved the life of anyone. But since the students have memorized it, and since they need to write their Ph.D theses, one shouldn't be surprised to find them spending years with these concepts instead of tackling such pressing problems as: "How do I improve the repayment rates of small farmer credit ?"

Since the problems of most social science researchers are generated by other social science researchers, they are often of no interest to the policy maker. Talk of "ivory towers" soon emerges and researcher and practitioner, who should be colleagues in working toward a better world, are, in fact, more or less permanently alienated. Another consequence of deriving problems from theory is that the researcher usually takes a monodisciplinary view while real problems usually require a multidisciplinary approach.

Research grants are given on the condition that one "follow the leader" and are supervised by members of the academic community, which makes it very difficult to break through the established traditions. What is the alternative to what we have called "regular social science research"?

The research approach we advocate can be called *problem-solving research or decision-oriented research.* It aims at solving social problems, at developing prototype solutions which can be replicated by the practitioner. That is, the goal of probelm-solving research is not to gain knowledge which improves theory, but rather to gain knowledge which can improve the outcome of a project. i.e. knowledge about effective means to reach a desired state or objective. Where regular social science research aims at conclusions, problem-solving research aims at decisions, at formulas for action.

It will be immediately obvious that it is necessary to go beyond current practice to gain knowledge about effective means to reach a desired state. Small-scale experimentation with alternative approaches to solve the problem are needed to end up with a replicable prototype for policy makers. "Experimentation" here does not refer to the rigorously controlled experiments in a laboratory, where the effect of one action (experimental treatment) on the environment is assessed. What we are after is to test the comparative effectiveness of *packages* of experimental treatment (programmes, projects or strategies), which have the desired effect as a package. Perhaps it is better to speak of "prototype development and testing" than of "experimentation".

A disadvantage of this approach is that the contribution of each treatment in the package or strategy (say, a combination of farmer training, credit and input provision) is unknown, but the advantage is that one ends up with a strategy or package which works, i.e. which can be used to achieve a policy objective. Instead of rigorous methods to gain know-

ledge about trivia, less rigorous methods are used to solve relevant problems.

Let us illustrate this with the example of a project in Kenya in which I participated.

no factor of analysis

The social probelm was the very low farm incomes in general and the considerable lag of rural incomes behind urban incomes. The policy objective (National Plan) was, therefore, to increase rural incomes through agricultural developments. Given is a large extension machinery (1 extension worker to about 400 farmers).

As problem-solving researchers, our first task was to identify a dependent variable which adequately reflected farm income. Since it was difficult to measure farm income, we chose the progressiveness of the farmer as the dependent variable. This variable was measured in an index which reflected both the extent to which the farmer had adopted new enterprises and his relative earliness in doing so. In planning the baseline survey, we frequently consulted local extension and other officials (practitioners).

The baseline study identified a number of manipulable independent variables which covaried strongly with the value of the dependent variable: progressiveness. We found a strong relationship with the degree of extension contact in past years, number of visits to farmer training centres, degree of participation in demonstrations, degree of credit accessibility, etc. That is, we found a very lopsided distribution of Government services across our progressiveness categories—the services concentrated on the most progressive.

The analysis of our data was done in a very simple fashion. We only used cross-tabulations with percentages (no complicated correlations, factor analysis, stepwise regressions, etc. which the officials would not have been able to use).

The data, simple tables, were presented at meetings with the local officials. This presentation set the framework for a brainstorm of researchers and local officials in their search for solutions. The knowledge and experience of local officials is indispensable at this point. In our case, it was one of the local officials who suggested that we should try to develop training courses in the Farmer Training Centres in such as manner that each type of course would cater specifically to farmers in one progressiveness category. Thus the least progressive would receive training in a subject which would allow them to enter the money-exchange economy, while the most progressive farmers would be trained in more refined methods of production.

With this basic idea, the researchers systematized and developed a plan of action. We specified that the first efforts should be concentrated on the least progressive farmers to find methods for uplifting this forgot-

ton and neglected section of the population. The plan was again discussed with local officials. Some major changes were made on the basis of their insights.

Local officials then mounted a pilot project to select, recruit, train, follow up and provide with credit and inputs groups of least progressive farmers to assist them in improving the production of their staple food, maize. The researchers assisted in many ways. They developed and conducted special training programmes for staff members, prodded action when necessary, helped to plan action systematically, ensured that implementation occured in a replicable fashion (no special inputs), kept a continuous record of the events and proceedings, and recorded crucial data for evaluation. They also carried out small studies as the need arose, for instance, on such topics as: "What are the characteristics of nonrepayers of credit compared to payers?" and "To what extent do farmers have to sell food after harvest and buy later when it is expensive?" Such small studies can only be done after one has gained considerable inisight in pressing problems through active involvment in a change programme. The results of such studies are very useful for the policy maker.

ambassadors of replication

After the implementation of a set of course, the researchers evaluated the results, which were presented at a meeting with local officials. Decisions for change were made (a better credit package, for instance). The project was then implemented a second time, new flaws discovered, adjustments made, etc. The third implementation was largely meant to show that the prototype strategy could be completely implemented in the field by the local machinery.

After the three trials, we felt that we had a basically replicable prototype, except for the repayment rate on credit, which was 80 per cent too low to defend replication with World Bank money, for instance. The repayment rate will be the subject of continued trials. But we had developed a fool proof method of improving maize production (from 4 to 11 bags per acre) among the lowest income group.

We presented our results to top policy makers, local officials and researchers in the hope of achieving replication. We also disseminated the results on a large scale through a short, easily written and practical document, it is too early to say whether we achieved any impact. But it was decided to continue the trials, especially to improve the repayment rates.

A number of points can be made about the research strategy which we followed:

1. The approach takes time (2½ years in our case) and decisions have to be made, whether there is data or not. We were frequently criticized on this point when we advocated the research method. I do feel, however, that decisions can and must be made without waiting for the results of problem-solving research. However, that does not mean that

such research should not be carried out. One starts to accumulate knowledge for decisions in the future or for decisions elsewhere.

2. Dissemination to achieve replication is a job in itself and should always be in the mind of the researcher. He should never tire to present his plans and results at seminars, meetings etc. Here the researcher must be able to be as brief and practical as possible to convince busy top echelon workers. It is essential to involve top policy makers at an early stage. We made the mistake of not paying sufficient attention to this factor.

3. The type of research described is extremely exciting and rewarding. It allows a close link between researcher and practitioner. The researcher thereby gains because he learns much in terms of the relative weights of concepts. He has easy access to the field and his research subject. He gets much help from the local officials and farmers who see him as a helper. On the other hand, there is a danger of becoming too involved, of wanting to help the project succeed with non-replicable inputs.

4. The project gains its own momentum and has its own time schedule (planning dates, for instance). Therefore, there is sometimes not enough time to study aspects which require attention. On the other hand the same time schedule sometimes forces period of inactivity when they are not wanted.

5. There is considerable pressure from local people and local officials to make the pilot project as such a success by whatever means and to enlarge it. That is, there is a tendency to forget the aim of achieving a replicable prototype.

6. By being continuously involved in actual problems, the researcher begins to formulate theories which may eventually be a basis for a more relevant social science.

7. The experience of implementing the pilot project gives local officials a taste for experimentation. After the initial need for prodding, the researcher soon finds himself in a situation in which he no longer suggests the possibilities because local officials are brimming with their own ideas. The role of the researcher then becomes one of systematization, monitoring and evaluation.

In problem-solving research, the research action itself and the participation of policy makers and practitioners in it, become the tool for change, and not the product (i e. the unread research report). The participating officials become "ambassadors for replication".

8. When the results of a considerable number of such projects have been accumulated, one, can start to develop formulas which can be replicated on a large scale. One would thus be working toward a systematic method, say for extension services in developing countries, which now work with their own, often untried, rule-of-thumb routines and strategies.

A STRATEGY FOR ADULT EDUCATION FOR RURAL DEVELOPMENT

In December, 1976, the National Staff College for Educational Planners and Administrators, New Delhi organised a national workshop on "Education for Rural Development". The report of that workshop has just come.

We give below an extract from the final recommendations relating to education for adults and youths. The full report includes a detailed discussion of the practical aspects of these proposals as examined by the concerned working group of the workshop. —*Editor*

Non-formal education (of adults) for rural development is not a separate programme or an external input. It is part and parcel of the development process and should, therefore, be built as an integral component of the various development programmes, with special emphasis on the needs of the poor and under-privileged sections of the community who have hitherto been denied the benefits of development as well as social education.

At the initial stage, it will be advantageous to locate the programmes of non-formal education alongwith on-going development projects which are likely to cover larger numbers of poor and disadvantaged rural people.

The programme should aim at helping the rural people to form themselves into effecting learning-cum-production groups, with due emphasis on skills needed for economic improvement. The content and learning material will have to be local-specific, based on the varying needs of different socio-economic groups in the village. These should be determined on the basis of joint consultations by specialists, prospective beneficiaries of programmes and field level implmentors. The major areas of coverege may include occupational efficiency, home living, health, nutrition, family size, environment, ecology, corporate living and functional literacy.

The basic approach should be to organise the rural community, particularly, the poorer and the weaker sections of the society, in such a

manner that in due course a kind of self-propelling, self-generating and self-reliant mechanism is established without dependence on outside agencies. In the initial stages, it may be necessary for the development of the rural poor, to encourage young men and women of high calibre and a spirit of dedication to act as initiators. The main job of these initiators would be to help those elements of the local community who are disadvantaged and have limited resources to indentify problems and in some matters to take their own decisions for their solutions through the organisation of production-cum-learning groups. These will constitute a "receiving-cum-utilizating" mechanism which will complement the existing delivery mechanism of government and other agencies. In order to enable the initiators to play their role effectively, it would be desirable to give them the backing of supporting bodies such as a university, a research centre, a voluntary organisation, a bank trade union or even a body set up at the instance of the government.

The rural youth undergoing education in universities and colleges is almost entirely urban in approach, methods, subjects and outlook. Programmes of non-formal education and non Governmental organisations should correct this imbalance through an active link between official and non-official agencies in programmes for the rural youth encouraging youth from poor and disadvantaged sections to join youth clubs, providing them an access to scientific and cultural developments taking place in the world, locating some Nehru Yuvak Kendras in rural areas and asking them to concentrate on rural youth, organisation of cultural festivals in rural areas, etc.

The programme requires coordination and close collaboration among various functionaries at the field or grassroot level, or a kind of team work for specific tasks in the development process.

The recruitment of quality personnel and their training are vital for the success of this programme. In order to provide continuing education to personnel operating in the field there should be a regular documentation service for them to convey innovational information, excepts from journals and success stories etc.

For effective coordination at the field level, it is necessary to review the present workload and role of the BDO and to constitute task forces for specific field activities including relevant field personnel.

While coordination may to some extent be achieved by better functioning of the coordination committees, it will be real only when the 'pressure from below' is developed through a process of problem-identification and solution seeking at the field level by production-cum-learning groups.

Official agencies provide largely the delivery mechanism, Voluntary organisations can help the poor villagers to build up the receiving mechanisms and complement the work of government.

Those who operate in rural development should have a totality of vision and not fragmentary thinking limited to departmental circulars.

ADULT EDUCATION ON THE MOVE

We receive from time to time accounts of new initiatives and innovational undertakings by adult educators in different parts of the country and outside. We feel that it would be appropriate to publish extracts from them so as to bring to light noteworthy experiments particularly those by non-government organisations. Given below are three such accounts—from Rajasthan, Tamil Nadu and Assam—Ed.

I

WOMEN'S FUNCTIONAL EDUCATION IN JAIPUR (NARI CHETNA SANGATHAN)

*C.K. Dandiya**

With regard to female education Rajasthan is an under-developed State having 8.4% female literacy, 12.6% in urban areas and 4.03% in rural areas. In Jaipur district, out of the total female population of 1,78,767 literacy percentage amongst women is 12.40% with 23.42% in urban areas and 3.60 in rural areas. In Jaipur proper female population is 2,83,858 with 33.42% literacy. The Nari Chetna Sangathan proposes to cover the whole of Jaipur district as a long term project beginning with Jaipur City and its contiguous rural areas. In Jaipur also the target population will be the underprevileged groups living in the 150 old slums and peripheral rural areas.

In Jaipur there are 1,27,736 women in the age group of 15-50 years. Exact figure about illiteracy in this age group are not available but with 33% literacy rate we estimate that 85,156 women were illiterate in this age group. In the next three years we plan to cover approximately 9000 i.e., about 10% of the total illiterates in a phased programme of three years at the rate of 2000 women in the first year, 3000 women in the second year and 4000 women in the 3rd year.

the project

Under this project proposals were made for starting 60 functional literacy centres for women in and around Jaipur. The proposals were drafted broadly on the patterns laid by the Ministry of Education for similar programmes. The identified group were women in the age group 15-25, who have never been to school and have the misfortune to reside in Kachhi Basties and Gandi Basties, and in the poorer sections of the city. In actual practice there are younger girls also upto

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11 years of age and some elder women, going as high as 60 years. These women come from all castes and creeds, Hindus, Muslims, Punjabis. Sindhis and others. Surprisingly enough this programme is most popular amongst the muslims, Sindhis and Punjabis. The Yadavs and Gujars have responded poorly. It is a ten-month programme and the aim at imparting, literacy, reading, writing and comprehension upto grade V level. Classes are held 6 times a week for 1½ hours to 2 hours duration.

venue and timings

Classes are held at different hours of the day, as per convenience of the learner. Some classes for women going to work are held in the morning, but the peak hours of learning and for the classes are 12.00 P.M. to 4.00 P.M. and 8.00 P.M. to 10.00 P.M. In winter the evening classes are held earlier. Classes are held all over the city in garages, private houses, schools, open platforms and even under the tree wherever accomodation is available. In this way nearly 100 centres are functioning, although the project approved was only for 60 centres. To meet the pressure the number of centres had to be increased. In fact the number of centres had gone up to 120, but after weeding out operations, centres with attendance of less than 10 women were closed down. Finances were a factor in taking this step.

method of syllabus and reading material

It is a functional literacy programme and the syllabus provides both for social and economic functions, although the thrust is on the social functions, of cleanliness. The idea is to impart basic knowledge, skills and practises in a clean way as cleanliness is a primary condition of health and health a primary condition of any human activity. The syllabus focuses on personal cleanliness, home cleanliness and environmental cleanliness.

The reader is on nutrition and diet. Beside instruction in tailoring is also given. It is a very popular cract and much in demand.

We have adopted the global method of synthesis and analysis. The lessons centre round key concepts on cleanliness, and they begin with short meaningful sentences. The primer cover all the vowels and consonents together with their combinations and starts off with joint words. The primer is expected to cover 3-4 months learning of literacy and living in cleanliness. For follow-up a fortnightly Newsletter 'Nari Grima' has been registered for publication.

selections, recruitment and training of teachers

To get the right type of teachers, motivated, willing and sincere is a big problem and the teacher is still the key foctor in the success of the programme. The teachers are part-time, mostly house-wives, young educated

girls sitting at home, a few teachers and some students. Our experience with school teachers has been most disappointing. Out of five appointed with great care, only one could deliver the goods. Our previous experiences also collaborates with them. The response to open advertisement in the local dailies was very poor. This shows how few of these women in the low-income groups has access to newspapers. Most of our teachers came to us by word of mouth and relay of verbal message. In qualifications they grade anything from grade 8 to M.A. After selection, the teachers take a ten-day initial training programme. Again after two months of teaching they came in groups for re-orientation and feed back. Every month on pay-day again, groups of teachers meet the Project Officer and supervisors for discussions and feed-back. In this way, there is continuous rapport between the administrative unit and the field workers. The teachers are paid Rs. 50/- p.m. and appointed for ten months.

supervision

There are ten supervisors, mostly senior members and office-bearers of the Sangthan. They render voluntary service, but are given conveyance allowance. The whole city is divided into 10 sectors, and areas are so allocated that the supervisors do not have to cover long distances. In that case supervision becomes tedious. The supervisors are expected to see one centre atleast in a fortnight and meet the teachers in a small group once a month, in addition to the pay-day meeting. Sometimes these schedules do not work out.

observation training

Different teachers need different durations and intensity of training, since they are hetrogeneous in education and background. With better and timely planning more homogeneous groups should be formed and training adjusted to bring them up all to a minimum level. The personality, education, training, background, interest and motivation of the teachers, her rapport with the students have emerged as key factor to the success of the centre and for work with adults. Her training and orientation are crucial to success. The question arises, whether part-time worker with 10-15 days training can be equipped for the challenging task ahead ? Prelude and interludes of training must be structured in any such project.

how do we identify centres

To decide about opening a centre we look out for three factors :—

(i) Sizeable population of at least 100 houses in the basti.

(ii) Community support in providing venue, moral strength and co-operative attitude.

(iii) An educated women, as teacher living in vicinity and within walking distance.

The staff indentifies this factor and makes a personal verification.

cost per learner

Every centre is expected to have 30 learners, and this comes to be the average in our centres. The per capita cost of one learner for this ten-month programme approximates to Rs. 35/- annually. The annual cost of one centre approximates Rs. 1100/-,

some experience and lessons

In any class of young women, equal and adequate provision must be made for baby sitting and occupation of young children who have no alternative but to accompany the mother.

On the face of it women are apprehensive. But going deep into them, the response is thrilling. It is a difficult job, and very difficult, but once the initial troubles and bottle-necks are over, one finds that these illiterate women have been waiting, just waiting to be led, to be shown the light. Having gained confidence, love and hope brighten their faces.

For functions and craft, adequate provision should be made in the budget. The organizers and volunteers should not be made to stretch their heads and dissipate their energies in finding money. Such a programme, should be a total community programme, not just one agency or organization only.

Efficient administration is an important factor.

These groups have no learning habits, they are not disciplined. The slightest of provocation, distracts them from learning. Factors seemingly trivial, like illness in the mohalla, death, marriage, festivities, cold, rain, heat, harvesting seasons distract them. They fall easy prey to rumours and gossips.

Economically gainful work is the demand of most of the learners, except at some centres amongst Muslim women, who are already engaged in one kind of craft or other.

The learning demands of different groups and at different classes vary. Some need economic programme and a few are only for the literacy.

Although the work is challenging, demanding, sometimes frustrating, yet with sincerely technical planning one meets with success. And that is the biggest moment for a voluntary worker.

II

A RESOURCE CENTRE FOR NON-FORMAL EDUCATION IN TAMIL NADU

*Jerome Joseph**

The Tamilnadu Board of Continuing Education (TNBCE) was first established in the summer of 1973 as an affiliate of the Madras Christian Council of Social Service in order to initiate a project of non-formal education school dropouts from the slums of Madras City. This Board has taken over the reins of leadership in non-formal education over the years by promoting the concept through experimental projects, research and action programmes and through facilitating interaction between various agencies involved in non-formal education. In the course of its endeavours, the TNBCE has felt the need for establishing a Resource Centre for Non-formal Education (RCNFE).

the resource centre for non-formal education

The Resource Centre for Non-formal Education has been established with the following aims and objectives :

1. To conduct studies in the socio-anthropological and socio-economic conditions in the villages, towns and slums in order to identify educational needs of local communities.

2. (i) To organize training programmes in non-formal education for the following categories of persons : organizers, directors, supervisory staff, inspecting staff, field workers, curriculum designers and writers.

   (ii) To conduct demonstrations of different methods from time to time to workers in the field and for the inspectorate.

   (iii) To conduct from time to time refresher courses to enable workers and inspectors to revise and update their work and maintain and improve their skills.

   (iv) To conduct village leadership courses.

3. (i) To devise curricula for specific needs of different human groups through field studies and analysis of needs and make them available to field workers.

   (ii) To develop suitable learning materials for the courses and also to establish learning materials of general value.

5. (i) To devise appropriate methods of evaluation for the different programmes of non-formal education according to their aims and objectives.

   (ii) To conduct evaluation seminars.

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In providing consultancy services, priority will be given to government programmes of non-formal education. The Resource Centre will not be a mere generator of ideas but is envisaged as a source of action and reflection because of belief in the Paulo Freirian conviction that action without reflection is mere activism and reflection without action is mere vebalism.

the departments of the rcnfe

The Centre which came into existence on Feb. 1st, 1977 is made up of three departments :

1. Curriculum Development Department,
2. A Training Department and
3. A Research and Evaluation Department.

These Departments will collaborate with each other to promote the aims and objectives of the Centre.

what rcnfe has done so far

The Government of Tamilnadu issued orders for the starting of 374 NFE Centres—One in each of the 374 Panchayats in Tamilnadu—from January, 1977. The services of the Resource Centre were commissioned for conducting training programmes for the Instructors-in-charge of the NFE centres.

As a preliminary step, an orientation seminar on Non-formal education was conducted for DEOs, CEOs, Inspectresses of Girls' Schools, Inspectors of Anglo-Indian Schools from 28th to 30th January, 1977 at the RCNFE, the Association of Surgeons of India Building, 2, Adams Road, Madras-5. The goals of NFE, The Methodology of NFE and the Organizational Procedures connected with NFF centres were discussed.

In the second phase, training programmes were conducted for Deputy Inspectors of Schools first and then NFE Instructors separately at seven district headquarters far the 14 districts of Tamilnadu. The DIs underwent a three day orientation seminar, the NFE Instructors underwent a six day orientation seminar on matters related to non-formal education. The entire round of training programmes were covered within six weeks. Dr. Rosario Gomez, Ph. D., Director, RCNFE, Mrs. A.V. Padma, M.A., M.Ed., Department of Training RCNFE, Mr. P.S. Santhana Raman, B.Sc., M.Ed., District Project Officer, NFE, Tiruchirappalli, Mr. M. Krishnasamy, M.A., B.T., District Project Officer, NFE, Coimbatore, Mr. A.R. Kaliyamurthi, B.A., B.T., DI, Directorate of NFE and Mr. S.V, Ponniah, B.A., B.Ed., DI, Kabilamalai were the facilitators for the training programmes.

Besides these training programmes, Dr. R. Gomez was commissioned by the Directorate of NFE to evaluate the 200 NFE centres for the age group 15-25 in Coimbatore and Tiruchirappalli Districts begun on March 1st, 1976.

future plans

The Resource Centre is presently drawing up plans to explore the possibility of linking the NSS programme to NFE programmes. This will enable the intelluctual community to contribute to the development of the not so privileged. Another scheme which is under consideration is the introduction of non-formal elements into the formal education system.

The Centre is also planning to start an experimental NFE project in a rural setting to complement the innovative work being done in the Out-of-school Project in Santhome in an urban set-up.

III

RECENT PROGRESS OF NON-FORMAL EDUCATION IN ASSAM

B.K. Talukdar

Life-oriented non-formal education for non-school going children and school drop-outs of age group 9-11 years has been launched since 2nd October 1974 in the rural areas of Assam. At present eight out of ten districts of the State viz, Kamrup, Goalpara, Nowgong etc. have been covered with such non-formal education programmes and, by now, there are 22, 270 pupils in 750 centres, excluding two districts namely Karbi Anglong and North Cachar.

Teachers are usually selected from amongst the local unemployed youth, who have passed the Matriculation Examination. They are paid a monthly salary of Rs. 50/- which is borne by the Social Education Department of the Government of Assam. Generally, these centres function in the morning or evening, so that pupils may be able to help their parents in their domestic works during day time. The Primary School curriculum is followed by these centres and the duration of each course is 6 months. Primers and other teaching material is also supplied by the Department. The local committee of management for a non-formal education centre, generally, consists of Gaon-Panchayat members, local

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L.P., School teacher and a social worker, interested in such kind of work.

The State Social Education Department in Assam has made arrangement to implement some non-formal education programmes for the illiterate adults in 15-25 years age groups in Nowgong District with central assistance and in Kamrup, Goalpara and Darrang districts with State Government assistance. A number of non-formal education centres have been organised in these districts. Generally, the learners are taught some work experience through skills in carpentry, weaving, sewing, bamboo and cane work, radio repairing, cycle reparing etc.

Farmers' functional literacy programme was also introduced from 2nd October, 1975 in Kamrup, Sibsagar, Dibrugarh and Cachar districts. 60 centres are expected to be opened in each district of the State. At the functional literacy centre there is scope to learn not only about improved methods of cultivation, high yielding varieties of seeds, proper manuring, irrigation etc. but also about good citizenship and proper utilisation of leisure.

Generally functional literacy centre remains open from 6 p.m. to 8 p.m. in the evening for the convenience of the working people. Patromax light, Primers and other teaching material are provided by the Social Education Department. The farmers' functional literacy course is a continuous process of 8 months in two level phases. In each phase 2 months are devoted to the main programme and 2 months to the follow-up. Local officers of the Agriculture Department of the Government of Assam are available as resource personnel.

There are about 800 tea-gardens in Assam. The tea-industry is not only important for economic development of the State, but it is also an earner of foreign exchange for the country. For the upliftment of the tea garden labourers recently an attempt has been made by the department to organise some non-formal education centres at suitable places. To begin with such centres have been opened in about 100 tea gardens and it is expected that more centres will be started in other tea gardens as well. Every such centre is to provide the labourers not only some knowledge of functional literacy and environmental hygiene, but also simple training in some useful skills like tailoring, bamboo and cane work, cycle repairing etc. It is reported that the tea garden labourers seem to be keenly interested in spending their leisure hours at non-formal education centres.

There are 56 permanent Adult Education Centres and 98 Community Centres continuing from before and now adjusted to the style of non-formal education. Some non-official bodies like Youth Clubs, Mahila Samiti, Nehru Yuvak Kendras etc. have also been encouraged in different parts of Assam. From the side of the Youth Welfare Department of the university also, Social Service Camps are occasionally organised in rural areas. Generally, batches of students from affiliated colleges would organise such camps. At camps some popular talks and cultural shows for

the villagers are also arranged. Also the youth give some practical demonstrations for the improvement of environmental hygiene etc.

A state-level seminar on Non-formal Education was held at Gauhati from 3 Sept. to 6 Sept. 1976. Many workers in the field of non-formal education, both from inside and outside the Community Development Block areas of Assam, participated in the Seminar. Participants in the seminar agreed to make a vigourous effort to organise non-formal education programmes, with flexible, diversified and need-based curriculum in different parts of the State. They welcomed the cooperation of the authorities and concerned the educated people of the Society for successful implementation of the non-formal education programmes in this land.

It may be mentioned here that Kamrup District of Assam has been selected by the Government of India for the implementation of the Integrated Rural Development Programmes. If the non-formal education programme can be incorporated as a component of this integreated rurual development programme, then definitely it may give an impetus to the workers, as well as, the people. In this regard the recent proposal of the Indian Adult Ecucation Association to organise one of the four National Workshops on Non-formal education for rural development in Assam, is worth mentioning.

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WISDOM FROM THE "IDIOT BOX"

REVIEW OF TV PROGRAMMES FROM THE EDUCATIONAL ANGLE

Indian Television programme makers have understandable fancy for charming faces. Indian TV is young and this fancy belongs to the spring of any organisation ! But a handsome face is not necessarily and always accompanied by high intelligence and deep understanding. One is reminded of the oft-repeated story about George Bernard Shaw who was approached by a beautiful "thing" with the suggestion, "Mr. Shaw, why shouldn't the two of us marry each other ? With your intelligence and my beauty, our children are bound to be extraordinary." Shaw's devastating reply was "What if it is the other way, Madam, — my looks and your. . . .". I would not say that the handsome faces that interview people on TV programmes belong to that extreme category. Some are indeed a remarkable blend of charm and lively intellect. But there are others whose only qualification seems to be their "convent" accent and their beautiful faces. Perhaps they could be accommodated in other kinds of programmes than those of interviews with mature and highly reputed artists, thinkers, litteratures, etc.

The other day there was an otherwise engrossing programme on the 85-years old painter Deolalikar. In the first place the Technical Director was so keen on "effects" that he allowed the camera to linger too long over such commonplace episodes as the artist feebly holding the tea cup, walking with his tattered clothes towards his bed and sitting helpless and pathetic on it. It was as if the cameraman wanted to depict a male

counterpart of the old woman in "Pather Panchali" ! However what distorted the programme was the pedestrain questions that the charming young lady was putting to an old and dedicated artist who had seen so much of life and expression. Questions like "What is your view of nature ?" or "What colours do you use ?" What attracted you to Indian mythology ?" are hardly the ones that should have been directed towords this remarkable person in order to bring out his personality.

It is clear that while a lot of time was taken over the make-up of the interviewer, the attention given to her mental preparation for her task was meagre. In this respect the doyen among broadcasters Melville De'mellow is an example to be followed by young aspirants. He studies his subject very thoroughly, reads books and articles, formulates his questions intelligently and above all while he is putting his questions does not insist upon having the upper hand.

It was refreshing to see a programme on the shortage of electric power in the capital. The notable thing about this programme was that the camera and the microphone went out to obtain the reactions and understanding the problems of the consumers. In fact programmes of this kind have a special educational value and could be useful to the administration if they were undertaken in advance of a crisis like the expected shortage of electric supply. Whenever a new administrative measure or a change of policy is to be introduced, radio and TV should help in preparing the minds of the people for it and enabling them to give their suggestions and express their fears.

The desire to establish TV drama as a distinct genre like the radio drama is understandable, but not logical. It is understandable because the technical facilities provide certain new levels that are not available to the producer of plays on the stage. Unlike the radio, TV drama suffers from far less constraints. In fact it enables the presentation of any kind of stage drama with additional dimensions. It is, therefore, a matter for some disappointment that the TV in India has been shy of presenting a variety of drama from within available plays in Indian languages. Instead it appears to have been assumed that only new plays should be specially written for the TV. This is a mistaken assumption. For the present let Indian TV adapt famous existing plays from Indian Literature old as well as modern. TV can and should bring literature into the homes and make it vividly enjoyable. The film cannot do so, nor can the radio. TV drama is distinct from film drama. Its distinctiveness lies in the fact that it can make available to viewer the best of dramatic literature, even some which before an audience may be heavy stuff but which to the viewer in the intimacy of his drawing room would be meaningful, can be put across. TV drama must have a strong literary base. There is no dearth of non-literary drama because the TV regularly presents films.

TV drama should be more than entertainment. It should be more than a vehicle for messages. It should be an education in culture, refinement and good taste.

ASSOCIATION NEWS

kerala workshop on non-formal education and integrated rural development

The Indian Adult Education Association in collaboration with Kerala Granthsala Sangham organised a National Workshop on Non-Formal Education in Integrated Rural Development in Trivandrum from April 28-30, 1977.

Thirty-five delegates from different parts of the country participated in the workshop. These included experts in agricultural science, technology, economics, sociology, medicine and adult education etc.

The workshop studied the socio-economic, educational situation and national resources potential of the Cannanore District of Kerala.

The workshop was inaugurated by Shri E. John Jacob, Minister for Food, Government of Kerala. Shri Jacob said that in non-formal education programmes for rural areas education for democracy should receive priority. The rural folk would take interest in non-formal education, if they were convinced that it would be of benefit to them. In all our programmes, effective participation of people should be ensured, he added.

During the eight business sessions 11 position papers were presented followed by discussion among the participants.

The workshop recommended to the Government of Kerala to set-up a body with sufficient powers and resources to coordinate and to make effective the various programmes of adult education, workers education, functional literacy farmers training and non-formal education now being implemented in the State by various official and non-official agencies.

annual conference in udaipur

The 30th Annual Conference of the Indian Adult Education Association will be held at Dabok, Udaipur (Rajasthan) from October 8-10, 1977. The theme is 'Non-formal Education and Integrated Rural Development".

zakir husain memorial lecture

Dr. Mohan Sinha Mehta, former Vice-Chancellor of Rajasthan University and former President of the Association will deliver the Zakir Husain Memorial Lecture 1977 during the annual conference of the Association in Udaipur.

members

The following institutions have become members of the Association :

1. Kanjibhai Desai Samaj Shikshan Bhawan Trust, Surat.
2. United Technical Multipurpose Development Institute, Dhule.

life members

The following have become Life Members of the Association :

Shri N. Venkataiah, Tirupati, Shri Ambika Prasad Tiwari, Rewa, Mrs. Avita Sharma, Chandigarh ; Dr. R.C. Rai, Udaipur.

bound volumes of indian journal of adult education

Bound volumes of the *Indian Journal of Adult Education* from 1964 onwards are available from the Business Manager, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi-110 002. The price per bound volume is Rs. 25/-, U.S. $ 9/-

chetsingh bereaved

Shri Ranjit M. Chetsingh former Vice-President, Indian Adult Education Association and former Editor of the Indian Journal of Adult Education lost his wife Smt. Dorris Chetsingh recently.

We convey our heartfelt condolences.

FOR OUR CORRESPONDENTS

adult education seminar in madras

A special seminar was held at the University of Madras for six weeks this winter, sponsored by the Vice-Chancellor of the University. Dr. Malcolm Adiseshiah and supported by the University Grants Commission. Twenty-eight participants attended from 20 universities from all parts of India. J.R. Kidd, of the International Council for Adult Education, headed a distinguished faculty coming from a dozen Indian universities and representing all disciplines interested in adult education. Convenor of the course was Dr. R. Jayagopal of the University of Madras. Paul Fordham of the University of Reading, who has had considerable experience in adult education in Africa, took part in the last three weeks. But the main studies were carried out by the representatives themselves who developed syllabi for new course, outlines for conferences, annotated reading lists, recommended methodologies, and other projects for application in their back home campuses. They also organised in informal fraternity for Indian adult education research, a programme of action to cover all of South India and a number of other practical plans.

madras university starts m.a. in adult education

The University of Madras is starting a Master's programme in Adult Education from the current year.

It would be an inter-disciplinary programme and would be open to those who possess a bachelor's degree of Madras or any equivalent qualification. The number of seats is 12 and the duration of course is two years.

Further information from : Prof. R. Jayagopal, Department of Adult and Continuing Education, University of Madras, Madras-600005

seminar on handicapped persons

The Faculty of Defectology at the University of Belgrade will be holding a seminar in November 1977 for experts from the developing countries entitled "The causes, methods of diagnoses, cure and rehabilitation of handicapped persons".

danish scholarship for three indian adult educators

The Danish Government has offered scholarship for Research in Adult Education for six months to three adult educators from India.

1. Mr. R. Bhattacharjee, District Inspector of Social Education, Tripura.
2. Dr. (Mrs) Amrit Kaur, Reader, Department of Education and Community Service, Punjabi University, Patiala.
3. Shri Raghuveer Singh, Assistant Director, Institute of Correspondence Studies and Continuing Education, University of Rajasthan, Jaipur.

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EDITORIAL LOUD THINKING

Cinema Houses—A Neglected Forum of Learning

The cruel irony in developing and poor countries is that while, educationists swear by the importance of films as a medium of adult education, they are seldom concerned about the role of feature films in popular cinema houses. It would not be surprising if sober adult educators expounding high-minded philosophies and principles on adult and non formal education, seldom themselves go to see popular films and box office hits. In fact people with refined tastes usually avoid going to popular pictures. The result is that those who influence policies are not aware of the formative as well as distorting influence of the popular cinemas. To them it is a primrose path to perdition through the profouse vegetation of entertainment.

In India today there are 8734 cinema houses of which 5363 are permanent buildings, 2266 are touring units and 105 are for the armed forces. Though this may appear to be a large number, it is mearge when we consider the total population of 630 millions. In the United States for a population of 180 millions there are, 17,000 cinema houses; in Belgium for a population of 9 million there are 1300 cinema houses and in USSR for a population of 220 million there are 200,000 cinema houses. Another odd feature is that though the largest number of films are made in the Hindi language, the number of cinema houses and facilities for showing films in the Hindi speaking States is considerably less than in some of the other major linguistic States like Tamil, Telugu and Kannada speaking areas.

These figures are relevant because the small number of cinema houses makes the owners of these houses the decision-makers about the choice of films and indirectly also the major factors in influencing the kind of films that should be produced. Cinema owners and distributors of films are now influencing the content, the message and the artistic quality of films. The word "box office" has a terror for makers of not only artistic films but films with educational value also.

In this connection the point that is often overlooked is that a box office hit reflects more the influence of the owners of cinema houses and distributors of films than the unbiased view of the common man. The common man is not the "guilty" person as generally believed. Who is the common man? Is it a large amorphous mass of like-thinking people or does it consist of persons with different tastes and requirements who unfortunately are lumped together by the commercial interests of owners and distributors? This "lumping together" is the most convenient arrangement for cinemas owners and distributors. If however, there were a large number of cinema houses, both big-sized ones like those that exist in metropolitan cities and also the mini-cinemas where smaller audiences could see pictures relevant to their taste, educational and artistic films would have a fair chance. This facility is to-day unavoidable. The result is that persons who can invest money by obtaining large loans from banks and whom quick returns in sizeable sums is the primary consideration are the people who manage to show pictures

with the lowest-common denominator. In so doing they practically steam-roll audiences with varying tastes. Commercial interests in the show business see to it that the variety of tastes of different groups of people in the community does not assert itself. The easiest way to do this is to give films addressed to an amorphous mass called the common man.

Was it not the same common man who was responding to films based on Sharat Chandra Chatterjee's novels in the late 30's and early 40's ? Has he become less cultured ? No, it is the denial of opportunities by the vast commercial interests that is responsible for the debasing of taste and indifference to education. It is important for educationists to raise their voice against the tyranny of people with purse in the show-business. Film barons in the show-business often pride themselves in being men without taste and refinement. They say that this is how money is made and that they are in the show-business for that purpose. For how long will educationists put up with this tyranny ? Not all the efforts of the documentary educational and artistic films would be of any avail in terms of adult education if this tendency is not combated in a systematic way.

One of the ways of doing so would be to press for the construction of a large number of small cinema houses with admission tickets comparable to those of existing big cinema houses. Another even more important means of bringing about a change would be to encourage the formation of film societies. So far the film societies have been in the hands of sophisticated art-lovers who delight in the esoteric and pride themselves on being superior and exclusive people. What is important is to have popular film societies guided by educationists who regard feature films as an asset and an associate in the adventure of adult education. We would like that adult education bodies affiliated to the Indian Adult Education Association as well as those having programmes with assistance from the Government of India or other sources should give thought to this matter and should begin forming film societies or film clubs in areas where feature films are normally shown. The purpose should be that the members of the film societies or film clubs should get together after seeing films and discuss them. The discussion points should be provided by the adult education institutions. The attempt should be to bring out not only the artistic but also the educational value of the films. Film societies should also mobilize opinion for obtaining high quality films to the nearest cinema houses. They should also have documentary film to be shown to their members. Embassies and foreign film societies and film libraries should be contacted by Film Societies.

J.C.M.

Building Contractors and Education

In the metropolitan cities of Asia today massive construction work is an unmistakable phenomenon. Huge and expensive multi-storeyed buildings for offices and apartments are coming up all over. Who are the builders of these buildings ? Near construction sites there

are numerous temporary huts in which live hundreds and hundreds of construction labourers and their families. It is a life more primitive than that which these labourers live in their homes back in the villages. A big building contract lasts about two years and therefore they would be seen at one site for that period. Women and men both help in the building work though the women's wages may be less. Children are usually carried to the site of the construction. Early morning they would cook food, do the work at the site, rest during day time under the road-side tree and back to work. There is not much entertainment and none of the festivals and rituals which they observe back in their homes. There is of course no question of education.

The legal contract forms of construction work contain various conditions but only some of them are observed. Facilities for medical treatment are usually provided in the case of emergency. Otherwise it is a kind of nomadic existence but without the refreshing and stimulating elements of it.

A number of official and non-government agencies have been doing good work among slum dwellers. But these semi-nomadic contract labourers whose slums are temporary are generally outside the purview of welfare workers. Besides their voting rights perhaps do not exist in the cities and, therefore, quite often they are not a political factor to interest leaders who have a political career in mind.

Contractors are often approached for donations by political parties. They also have been known to arrange for the transport of their labourers to political meetings to fill the space. Otherwise contractors have no interest in the education and welfare of the labourers. It is, therefore, a field to which attention needs to be given by adult educators and for which adult educators should perhaps take the help of contractors themselves. For industrial labour in cities like Bombay the management has in some cases participated in programmes of vocational and trade union education of their labourers. There is no reason why similarly building contractors should not be involved in the educational process. For this, pressure should be developed by adult educators. One way of doing this would be that when tenders are invited through public notice or otherwise, the authorities inviting tenders should be approached by an adult education institution. Some specific proposals for educational activities among the labourers to be employed by the contractors should be planned. This plan should be placed before the authorities who should be requested to incorporate in the terms of the contract the obligation to provide an educational programme for labourers. However, incorporation in the terms of the contract alone will not do. Simultaneously the adult education institution should get in touch with the contractors themselves and explain to them and discuss with them how an educational programme for the families of the labourers employed in the building work would be to their advantage also and how it can be organized. In fact the details of such a scheme should really be drawn up jointly for every such case. There are building contractor's associations. It may be a good idea to make a beginning by having a workshop or seminar or even joint meeting with members of the building contractor' associations in order to gain their sympathies and to explain to them the implication and long term benefits of such a programme.

We invite observations from readers who have had occasion to organise any kind of welfare programme among building workers in the cities about their experience. Furthermore we would welcome reactions to the suggestions made here for joint meetings with building contractors' associations and provision for adult education activities among building workers.

J.C.M.

Rural Boy Scouts

We recently came across a book entitled "Scouting for Rural Boys,—A Manual for Leaders" published back in 1936 by the Boy Scouts' Organisation of America.

Indians have got used to a plethora of youth clubs like the 4-H clubs and other organisations that have eclipsed the earliest and in some respects the most thoughtful youth organisation, the Boy Scouts. But this book on Boy Scouting is relevant for various reasons. Conditions in the United States in the 30's were somewhat similar to the conditions in India to-day. For example the above book refers to a study of 140 American agricultural villages from which it appeared that of the high-school leavers only 24.7% were employed, 35.1% were continuing their education and 40.2% were unemployed. While in cities about 25.1% of the boys were of the scout age, the percentage in the colleges was 47.8. America was then substantially a rural country. There was considerable rural poverty and unemployment and there was the usual problem of aimless drift into the cities at that time.

Many observations in this book would be relevant to the present situation in India. For example, the author says that differences between the programme needs of boys of larger towns and of boys who live on farms are due to the difference in "time schedule" and "life-work interest of farmer boys" as against that of their city cousins. The farm boys will have to be programmed, organised and led so as to give maximum help and reinforcement to the farm and the farm family *as a unit.* Nothing should be done that will encourage farm-boys to be dissatisfied with farming, country life and their rural homes. On the contrary everything should be done to make farm boys proud of their fathers and their mothers' business and they should be led to feel that it is good Scouting to take their part in the rural neighbourhood and on the farm in a way acceptable to their parents and rural leaders.

Another significant observation is that no effort should be made on the part of leaders to try to segregate farmers from other men in business, industry and professions. On the contrary through scouting and its organisation, boys and men should endeavour to blend together and build for a larger cooperative programme and a better rural-urban understanding and appreciation. This suggestion arises from the fact that at that time while there were 40 million people in the United States who lived and worked on farms, there were about 36 million people who made their living through the professions, sciences, agriculture, business, farm cooperatives and rural leadership lines. Therefore it is

important that there should be an appreciation on the part of the farm people of their neighbours and friends in trade centres and conversely a better understanding and appreciation on the part of town people of the problems of the farm population.

An important point made out in this book is that rural boys, like all boys, enjoy doing things—things that they want to do,—things that interest them,—things that fit into the plans of their own affairs, so as to add and supplement the normal activities of the farm with other items which together broaden into a balanced set of experiences.

In recent years what we in India received from the United States was information on more sophisticated type of youth bodies that have developed in a society which is very different from ours. There is therefore some point in going back to the spirit that was stimulated by the Boy Scouts movements for the rural boys in those days in the United States. The Bharat Scouts and Guides have been trying to undertake some experiments in rural areas but it is still a far cry from covering a large majority of rural adolescents. We have now a number of other programmes like the Nehru Yuvak Kendras, etc. But none of them emphasizes the principle that the rural boy scouts should inculcate a sense of respect for farming vocation and for the parents of the farmers. Much of it is coloured by the ideologies of cities and dominated by the kind of activities that would be more suitable for urban areas. There is, however, a good scope for development of rural Boy Scouting because of the large number of high schools and even colleges that have, in recent years, been established in rural areas all over the country since independence. It is worth considering if here adult education and school education could come together in a kind of joint enterprise in non-formal education.

J.C.M.

A Friend and Counsellor—With a Difference

India had has numerous experts and scholars, some very eminent coming to this country and giving advice after observing and discussing our problems. We have also had technical experts in different aspects of education, studying our problems in depth, conducting training courses, providing papers and know-how for projects and programmes.

It is however, seldom that we get a foreign expert who chooses not to give advice from an uninvolved pedestal of an observer, but is prepared to throw himself into the hurly-burly of action, of programmes in the field and who argues and exchanges views like any one of us. Such a person is not retarded by the inhibitions that generally prevent foreign well-wishers from being frank, forthright and practical.

Aser Deleon is an exception of this kind. Formerly Head of the Adult Education Division in UNESCO for several years he worked as Secretary to the famous Faure Committee on Education that included some eminent educationists from different countries. The report of

this committee "Learning to be," has become a source of inspiration and a book of reference for people who regard education as an integrated process and who are not pre-occupied only with the details of operations but are equally concerned with the compulsions arising from an awareness of the fundamentals. Mr. Deleon came to India in 1972 and chose to serve as an adviser within the Ministry of Education and not from outside. These 5 years he travelled widely and encountered the problems of educational development during a critical period of the country's history. He has seen the seamy side and yet has not become a cynic. That indeed is a creditable achievement. His enthusiasm is unabated and his missionary spirit undimmed. Anybody who has come into contact with him could not fail to notice a remarkable quality : he could raise the level of discussion by piercing through the seemingly hard crust of practical problems and showing a way out by pointing to the basic challenge of education as part of life and not as a mere aid to it.

Mr. Deleon will now begoing on a new assignment. We understand that UNESCO has set up a Committee to investigate the implications of Communication in a wide and comprehensive sense. Mr. Deleon will be the Secretary of this Committee of enquiry which presumably will be of the same high level as the previous committee on education. Since communication in the modern world is a basic factor in the education of the community, the report of this enquiry committee will be awaited with keen interest by educators all over the world. We wish Mr. Deleon all success in his new challenging task.

J.C.M.

ERADICATION OF ILLITERACY—CAN IT BE DONE ?

*Mushtaq Ahmed**

Can illiteracy be eradicated from India ?

Seems improbable in our situation. Or, without mincing words one should say "it cannot be done."

We don't have the psychological atmosphere (as in Cuba) to generate enough motivation among the illiterate adults so that he keeps on coming to a centre for a sufficiently long period, about a year or 400-500 hours, to acquire literacy. And a three months' certificate literacy' is hardly likely to be of use to anybody. The illiterates belong to the poorer section of the society. They are so busy in eking out a living that there is ittle time left to go "for literacy. Agricultural operations keep them busy almost throughout the year. During the slack season many leave the village in search of odd jobs.

Those in milk business return to the village late at night, dog tired. Those in cattle buying and selling business move with the cattle. During rains few dare to move out of their houses. In cities the situation is more or less the same. During free time the cinema or just sitting together and discussing community affairs is more alluring than the hard job of learning literacy skills. Then most adults have some family responsibility, ceremonies and functions to attend which stand in the way of continued learning. Most of them feel that they can manage their simple life quite well without literacy.

If you go to a cluster of literacy classes or to a much publicised NFE Centre unannounced and not like a VIP, you will find most of them not functioning. In others you will be lucky to find more than 6-7 adults in attendance. Out of these more or less regular participants 5 may acquire enough literacy to be of some practical value to them.

If so, let us ask ourselves if it would be worth while to spend crores of rupees and huge national effort to turn out 5-6 literate adults per class. Even if we do so where is the question of 'eradication' at this rate.

Therefore, we can only try to reduce the illiteracy rate to some extent and not eradicate it by means of a mass literacy campaign.

What methods we have even to reduce the rate ? There are three of them in the field : (a) Non-Formal Education (b) mass literacy campaign (c) regular literacy classes. NFE being the latest comer has eclipsed the other two. But in practice, if it is not worse than the other two, it is no better.

*Former Unesco Adult Education Expert in Zambia, Ahmed Lodge, Dudhpur, Aligarh, U.P.

The main goals of NFE are (a) to make all citizens conscious of their rights and responsibilities (b) to enable them to grow to their best potentials (c) to make them ready for an active role in solving their problems (d) to train them in occupational skills for employment and self employment. The goals are similar to the erstwhile Social Education. But its specific contributions are that for the first time it divides the learners sharply into three groups : 6-14, 15-25, 25+ and that it is an unstructured programme. Ideally there should be no curriculum. No set pettern of teaching. Learning and teaching should be left to the interaction between the teacher and the taught as determined by the environment. The learning activity directed towards the solution of *individual* needs.

Literacy, thus, is not a necessary activity of NFE though "it does not underestimate the importance of literacy". However if literacy has to be done the teaching materials to be used should be such as to help solve the needs of *individual* learners or, as a second best, the needs of *each specific group*. Even if there are two dozens of groups in a state then two dozens of different kinds of primers, text books and visual aids should be prepared. The content should be based on the needs and problems of each group, which should be determined, ideally, after *each village* has been surveyed at least on a 5 per cent random basis.

One can easily see that such a programme is totally unrelated to the economics of a poor country and to the practical steps it can afford to take to set up literacy classes especially in rural areas.

It is also not difficult to see that the goals described as the goals of NFE are the goals of total development. They could be achieved by the combined efforts of all ministries and departments like agriculture, animal husbandary, cooperative, irrigation, health, marketing supplies, trade and industry and not by the Ministry of Education alone of which NFE is a small part. If it could have evolved a realistic scheme to impart the learners a resonably high standard of literacy so that at least some of the people would have been in a better position to derive benefit from the numerous development programmes of government and would have made use of literacy in their life, one could have given a pat on the back of Government.

But it seems that it allowed itself to get lost in an unrealistic and unworkable grand scheme. It wants to have no curriculum. It will spend years and lakhs in doing surveys, to the extent of counting each head of cattle in the villages of India, to determine the needs and problems of *each individual illiterate*. Then it may spend perhaps a decade to prepare dozens of primers, readers, charts, posters, flashcards, slides and filmstrips for different types of groups of learners in each state. It wants to mobilise villages for community action, it wants to train them to increase food and cattle, it wants to improve their health, it wants to train each learner in a craft and so on. In short it will do every thing except evolving and demonstrating a good practical literacy programme which is its special responsibility.

Let us see what in practice NFE is. Here is a profile of two NFE Centres in a district. Ironically the word 'covered, is used for the opening of centres in any district, what actually happens is that if a district in a state was expected to have 25 NFE centres and the authorities receive a report from the state government that 25 centres have been opened in that district, they heave a sigh of relief and feel happy that the district is 'covered'. Here are the profiles of two centres in one of the 'covered' districts.

profile one

The headmaster of a junior high school is expected to mobilise the people, set up five NFE centres and supervise them. It is not easy to supervise (I am not saying 'visit') several centres in a night, if they are not along the road and you dont't have a jeep. I requested the deputy inspector of schools (NFE) not to inform the centres that we were going there. This centre is about 15 km from the disctrict hqrs and just on the road. We were fortunate to find the headmaster-supervisor in the school around 7 PM, when we reached there. We picked him up. He informed us on the way that three of the NFE centres had closed down. The 'students' were not coming. He was also not sure about the fourth one so he said "Let us go to the fifth one, which is the best". We reached the village around 7-30 PM. Went to the 'centre', which was the small open courtyard of the teacher. One lantern and a chiragh were burning. Three children, 6 to 8 years, were sitting on the ground. There was a blackboard against a wall with very little paint on it. After sometime two more children around 14 years of age joined.

We were told that other children were busy in the khaliyan or looking after cattle, so they were tired and asleep. The teacher was an educated unemployed young man, who worked during the day as a road labourer. Since remuneration of Rs. 50 pm he was getting from NFE meant a lot to him. He would go from house to house and persuade the children to come to the Centre. Though five lanterns were supplied to the centre, the oil money was enough for one lantern only.

We requested the teacher to carry on as he usually did. He wrote the following sentences on the black board.

KEWAL CHAWAL KHANE SE SEHAT PAR BURA ASAR PARTA HAI

(It is bad for health to eat only rice)

LEELA AUR MOHAN KI SHADI CHOTI UMAR MEN HI HO GAI

(Leela And Mohan were married at young age)

SAPH SUTHRE GHAR MEN GARBHWATI MAHILA KI TANDURUSTI ACACHI RAHTI HAI

(The health of a pregnant woman reamins good in a clean house).

The teacher read the sentences and the children chanted after him. Then he did a short drill of some CVs. Then he took out a number of pamphlets on potato growing, poultry keeping, horticulture, stain removing, vegetable growing and so on, and read a portion from one of them to the five children. Thus end all teaching sessions.

The sentences he wrote on the black board were from the primer 'Ao Charcha Karen' which is used all over U. P., in all NFE Centres, for all groups, for men, women and children alike. And, believe it or not this primer is on how to take care of yourself in pregnancy. This is the revolutionary message that the children from 6-14 were receiving. When we left the village around 10 PM, the whole village was asleep.

profile two

This village was 6 km further right on the road. The centre was the porch of the pradhans house. The centre was closed for 15 days as the teacher was reported to be sick. There were 20 children and 15 youth on roll. The special contribution of NFE-6-14 and 15-25, was missing from here. It was a mixed centre. Most of the children were day-primary school pupils, who were also the 'participant' at the centre ; Out of the 15 youth 5 were already literate and the rest illiterate and semi literates. The children were reported to be quite regular but the youth higly irregular, as is usually the case with adult literacy classes. Though the centre was started sometime in December 1976, the primer (Ao Charcha Karen) had not reached the centre till then (May 77), though the supplementary books were there. So the teacher was teaching either from the primary school primer or writing क, ख, ग, घ on the black board and drilling them. The centre was also not receiving kerosene oil so the pradhan was using his own lanterns which gave only sufficient light for two or three pupils. (It is a misnomer to call them participants). The students wanted to learn urdu first but they were being taught Hindi. No training in occupation, no craft, no discussion, no community action, no citizenship education. Just traditional literacy. After the drills of CVs and VCs, and the teacher reading from the supplementary books the work ends.

These profiles indicate that NFE in practice is just a literacy programme and a poor one at that. This is not meant to be a criticism particularly of NFE. Most literacy efforts suffer from difficulties of administration and the poor attendance saps the soul of the programme.

But one cannot help asking the question whether it was really necessary to spend so much time and money to conceive such a weak programme. The theorists of NFE perhaps had in mind such sayings as 'adult literacy does not stand alone', 'mere literacy' and 'only literacy' does not work. So they were carried away by the impressive concepts of 'training in occupational skills', 'training for democracy and citizenship', 'meeting individual needs', 'preparing them for community action' and so on, without giving due attention to the question whether the states would be in a position to set up an appropriate organisation at the grass-root to attain the objectives.

India does not lack in literacy experience. There have been numerous programmes in the past and many of them are still going on. And they are not 'mere' or 'only' literacy programmes. Most of them have

content related to the life and interest of the learners. Here are a few examples :

(a) *Shafiqur-Rehman Kidwai's* literacy programme for urban areas-based on the general interest of different occupational groups e. g. barbers, washermen, carpenters, confectioners, tonga drivers and so on.

(b) *AP Mande's* programme—based on religious interest.

(c) *Shalig Ram Pathik's* Technique based on the value of education.

(d) *Jamia Millia's Adult Schools*—based on continued learning leading the participants to join an appropriate class of the formal school.

(e) *Literacy House Naya Savera*—based on citizenship education and attitude change. This system became so popular that up to date around 7 lakhs copies have been sold. This is a world record of the sale of a primer produced by a voluntary organisation.*

(f) *Farmer's Functional Literacy Programme*—based on agricultural production, i. e. economic oriented and which was started a few years back with great publicity and hope.

If the goverment of India wishes to undertake improved kind of literacy work could it not have selected one or several of these programmes after removing their shortcomings, instead of launching a "new horse" in the race under the title non-formal education and spending so much money and time on it ?

Indian adult educators regarded the education of children of 6-14 as the responsibility of formal education. Perhaps this is as it should be. Government is committed to their education and adult education should not provide a diversion to it and make their systematic education as uncertain as it itself often is because of the lack of funds. Excluding this group adult education was left with adults who were not vivisected but taken as a group. Dividing them into 15-25 and 25+ age groups is totally unpractical. Do such classes exist ? Could we set them up.? Then, what is the difference in the experience, work and aspirations of an adult of 25 and that of 26,27,28 or even 30 ? Adult literacy workers thanks their stars if adults of any age condescend to agree to enroll and come to learn. Where is the question of choice ?

Once we accept the fact that the responsibility of educating children is the charge of formal education and realise that adult literacy classes consist of adult of all ages and it is not possible to set up separate classes for the two suggested age groups, the Farmer Functional Literacy Programme meets most of the objectives and the methodology of NFE, baring its elusive objective of 'to enable them to grow to their best

*Somehow this primer has been regarded unsuitable for the purposes of NF Education and it has been replaced by the U. P. NFE with the 'pregnancy book' referred to earlier.

potentials'. Then NFE as a separate concept and methodology seems to become redundant.

The Directorate of Non Formal Education has calculated the cost of 100 centres in a district as Rs. 120,000 with 3000' participants' i. e. Rs. 40 per head. This is an arithmetical calculation. The experience of literacy workers show that an meaningful standard of literacy is not attained in less than a year's (about 400 hours) time and unfortunately the more the prolonged teaching the more the drop out so much so that at the end of the year hardly 50% remain. Even if 30 enrol, which is extremely doubtful, 15 would be expected to continue upto the end, of which perhaps only 8 of them will be regular 'participants.' Out of this number 6 might become literate. If so the cost will come to (Rs. 120,000-600) Rs. 200 per head instead of Rs. 40.

mass literacy campaign

India in recent year did not experiment with too many campaigns except the Maharashtra Gram Shiksha Mohim in the pasts and the one in Jaipur, the Mohim project received so much praise and publicity that it bagged a prize from Unesco. It claimed that it made people literate at a low cost of Rs. 2 per head. Today it is an open secret that few became fully literate and only some of the 'new literates' could retain their literacy. It is said that they have relapsed. To my mind, relapse into illiteracy' is a beautiful myth. As a matter of fact few planners lay down a useful standard of literacy which is measurable. There is seldom a reliable system of testing. Whether a person has become literate or not depends on the opinion of the supervisor, who is seldom given a clear guide, a printed test paper or a fixed standard. The result is that when the poor learners are still struggling with the acquistion of skills they are declared 'literate' by the campaigners in a hurry. So in a majority of cases the question of relapse doesn't arise. They never were literate.

The city of Jaipur was founded on 27 Dec. 1728. Its 250th anniversary would be celebrated at the end of 1978. Using the occasion as a good basis of motivation the Skaksharta Abhiyan Samiti in collaboration with the University of Jaipur, under the very able and enthusiastic guidance of Shri R.K. Mishra (M.P.), decided to declare Jaipur free of illiteracy on the occasion of the anniversary. A big organisation was set up, a large number of NSS volunteers were trained and motivational meetings organised all over the city and the campaign launched, just to gain experience for future detailed planning, in Jan. 76. I made a rather detailed observation of the work in mid Dec. 76, when the initial campaign was still on. In some areas the public was still enthusiastic, unexpected development work at a few places had taken place and the managers and workers still retaining their enthusiasm. But, alas the client, the brickwall which all literacy workers, except the planners, (who in the words of a writer are the most bloodthirsty theorticians but the sight of blood turns their stomach), have to face. Some classes were totally abandoned. In the majority, of course, if you go unannounced, 5-6 student would be present.

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* If care is taken to exclude from the final result all primary school going children and adults who had had already literacy up to the standard of Ao Charcha Karen.

The Samiti is planning to continue the campaign according to a finalised plan of work. It expects to make 2 lakh 15+adults literate by 79, through 9500 classes, at a total cost of Rs. 62,48.000 or at Rs. 30 per head. This is again an arithmetical calculation without taking into account the drop-out and the unsuccessful. Each class will run for 4 months and even though the standard of literacy has been kept very modest not more than 8 'literate' per class could be expected i.e. the cost per head is likely to come to Rs. 80 (62,50,000-9500×8) rather than Rs. 30.

Time is running out and the campaign has yet to be launched according to the finalised plan.

regular literacy classes

There are several agencies, mostly voluntary, which are running them either as a social service or part of their broad adult education work. Prominent among them are the Karnataka Adult Education Council, Bombay City Social Education Committee, the Bikaner Adult Education Association, the Eastern UP Adult Education Association, the Bengal Social Service League. Not long ago Literacy House, Lucknow was a pioneer organisation in trying to make people literate. But now it has given up active field work and concentrates upon secondary jobs. As is well known these organisations start a number of classes, according to their means, in different villages and mohallas and keep patiently plodding on. The Farmers Functional Literacy programme, though a government controlled one, comes under the same category. None of them are out to eradicate illiteracy, but to reduce it as much as they can. How much they have actually reduced, what level of literacy their students attained, what was the system of testing or examination, how many persons have kept their literacy and what uses they have made of it, these are all a matter for investigation and research.

a few suggestions

1. We need not attempt eradication of illiteracy. It will be waste of good money.

2. We can only attempt to help those who are willing to help themselves. That is, we can only try to reduce the rate of illiteracy to some extent. This we can do in two ways :

(a) *Through organised classes.* We have enough experience in class organisation, training, supervision, materials production and teaching. There is no need to do fresh research, spend years in discussions and seminars to evolve elusive fancy schemes. What is lacking in literacy work is not ideas and plans but a band of missionary workers. Literacy work requires perseverence, hard work, good human relations, and just common sense 'more than grandiose schemes. Equally it requires a fast moving organisation to affect changes and modifications quickly to retain the interest of learners. I have observed classes going to pieces because of late arrival of books, teachers remuneration, kerosene oil, examination papers, certificate of qualified students. People quickly draw the calculation that this is a non-serious programme and why waste time. This is a dynamic programme and not a static one. It has to survive the onslaughts

of government's red-tape like 'concurrence of Finance is awaited', 'sanction has not been received as yet', 'the matter is under consideration'. Most-civil servants can't manage a dynamic yet difficult type of a programmes like adult literacy. But perhaps civil servants have to work in this manner because of the system. Hence they should keep their direct involvement in literacy work to minimum, and entrust it to voluntary organisations. If they are not enough in the country it should be a measures of success of the Ministry of Education to see how many it encourages to set up. We have a good organisation in the form of the Indian Adult Education Association. The government should give it money and charge it to build up responsible voluntary organisations in the country. They should be given liberal grants with not too many conditions attached to it. Getting the job done should be considered more important than satisfying the arithmetic of the Financial Adviser who is not accustomed to calculate human problems in such a hard and difficult work.

Even these voluntary organisations need not try to 'cover' every district or mohalla. But open classes only where a group of motivated learners (say about 10) are there to attend the classes regularly or real and not superficial, motivation has been built up. Thus they will keep on helping those who are ready to help themselves. Each year a number of the members of the weaker section of the Society are likely to become its more effective members. This in itself would not be a mean achievement.

(b) *Through a self-learning scheme* There would be a number of adults in villages and cities who would like to become literate but who can't afford to come to a class regularly. If they can get a set of learning materials which they can study at their leisure (*), which after an initial short coaching, will enable them to acquire literacy in their good time and on their own, perhaps quite a large number of adults could benefit from it. I believe such materials could be developed e.g. a combined primer+chart built on the principle of 'from the known to the unknown' and graded texts. Since Indian languages are phonemic it want't be too difficult to develop it with lots of visual aids. In addition to a systematic building up of literacy skills, developing all types of comprehension the choice of content and the illustrations will play a very important role in self-learning The content and diction must hold their interest for continued motivation. To my mind it is rather tragic that even in the initial stages, most agencies jump to contents relating to agriculture, nutrition pre and post natal care, cooperatives, animal husbandary and so on. They seem to be dying with the itch of educating the masses. Go to a village. Ask the literates to show you the books they read or buy and you will hardly find any book on 'technical' topics. Most of them will be books to entertain, to make them laukh, to touch their emotions and having a simple philosophy of life. Why this is so bad and a book on potato growing, pregnancy, nutrition, poultry keeping so good. Moreover the ministries of Agriculture and Health are there to produce such books and they are doing quite a good job. The Ministry of Education could advise them in 'readability', avoid heavy Sanskritized Hindi and persuade them not to fight with peoples language at least in some of their publications. If necessary it can train their writers in 'readable' and 'graded' writing.

* e.g. at home, while tending cattle, while rest-break, while patiently waiting in Tehsils, district Court and the mandi.

If high level planners travel by second class they would hear people are discussing animatedly politics (rise in the price of steel; politicians building their own houses first and "plastering them as well" and "filling them with tins of ghee" before attending to public needs; police brutalities, Sanjay Gandhis's role, Raj Narain's beard and so on), narrating a fantasy, a spontaneous offer to entertain with a self written geet or ghazel (theme : politics, prices, a love affair, a heroic deed).

So perhaps contents relating to political education, love, marriage sex, human relations, heroic deeds may prove equally interesting, sustaining, motivation building than those relating to vegetable growing, fertilizers, poultry keeping and nutrition. I am not saying that they would not be useful to some. But my plea is that there should be a balance and our first job is to make people literate and help them to build up a taste for reading. Once they are on their way I am sure that the technical ministries will not be far behind to bring out readable materials to be utilised by our new literates if they so wish.

As a further incentive to learning each self-literate person may be given a cash award of say about Rs. 20 after a proper examination whenever he is ready to take it. But this may prove dangerous as well. If the examination is not fare and the reward is not quick the system might prove discouraging.

This self-learning method will obviously be much less expensive than other systems because the only cost involved will be the production, printing and distributing of the materials, a one-day training of instructors and paying them just for a month to explain the logic of the lessons and put the learners on their way. May be they will still need occasional help which they could get themselves easily from any literate person in the community.

Such a scheme might be started in just one district to see how it goes. But the entire planning and the preparation of the primer should be done remaining as close to a village as possible, for ease of testing the ideas, lesson units and the illustrations and not by Delhiwalas.

3. Inspite of the greatest good will and thorough planning literacy work needs revision, changes and rethinking. Otherwise progress may be stalled. The agencies and the workers might start worshipping their own creations, be satisfied that they are doing a good job whereas they might have lost the sense of direction. Therefore there should be a cell in the Ministry of Education to 'Assist Adult Literacy'. It should keep on evaluating the total literacy effort in the country and assisting workers and agencies to improve. I have purposely not suggested an evaluation cell as evaluation too often turns to fault finding and discovering weaknesses only. The cells emphasis should be on helping and assisting as we know very well that adult literacy is a difficult work and there would be faults and weaknesses. It will not be enough to point at them only but to give positive and practical suggestions to overcome them. The members of the central cell should go to the workers as their friends and not as big bosses. One measure of their usefulness will be that they don't go, they are invited.

ROLE OF VOLUNTARY ORGANISATIONS IN MEETING THE NEEDS OF WOMEN IN THE FIELDS OF ADULT EDUCATION AND FEMALE LITERACY*

*Dr. Rajkumari Chandrasekaran***

Every developing nation, should have faith in Education as being central to the development process. Development in any nation will mean that each man has a good meal every day ; that children have a better chance of living to adult-hood ; that each farmer and worker, has a feeling of controlling in his own life. Only the improvement in the quality of life services as a significant measure. The only measure of success of adult education in any development country, must be development for the people, as a whole and for each individual. In this large structure of developmental frame-work, women have a major role to play.

The significant contribution a woman, an educated woman can make to rapid socio-economic development of a Society was not fully recognised for a long time. However, the last few years have witnessed a change of attitude. Among other signs, the Fourth Commonwealth Education Conference in Nigeria in February/March 1968 devoted considerable time to the question of education for economic and social development and specifically included women's education.

Women's potential contribution towards the development of society and nation building can be broadly divided into the three categories : role within the family, role as a member of work force and her role in public life.

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Do the Indian women possess the necessary skill and knowledge to fulfill these roles atleast in a reasonably satisfactory manner ?

In an attempt to find an answer to this question if we go through the report of the Third All India Education Survey we find the following picture.

1 Literacy in India is very low.

2 Literacy among women is lower than among men.

3 Literacy among rural and weaker sections is lower than that of the urban population.

4 Enrollment of girls in schools and colleges is much lower than the enrollment of boys.

5 Drop out ratio of girls is much more than that of boys.

census report

1 The 1971 census figure indicates that 18.7 per cent of Indian women are literates leaving behind 81.3 per cent about 215 million women-as illiterates.

2 The literacy figure of rural women is indicated as 12.7 per cent.

3 Further it is estimated that the actual number of adult illiterate women has been increasing by about 2.5 miilion every year.

Now that it is established that more than 250 million illiterate Indian women about the size of the total population of United States of America—should get educated to fulfil their roles enunciated above, who is to plan, organise, finance and execute this mammoth task ?

1 True, in a welfare state like ours, it is the duty of the Government in our case, Universal primary education is a constitutional mandate.

2 But does the country have the resources for such adult education programmes ?

3 The answer is an emphatic No. Should we then wait ? Is there an alternative ?

4 The obvious alternative is to use the resources and facilities available with the voluntary organisations, who have been

playing a significant role in the development of education in general and women's education in particular, in our country. Some of them, are in the field for the past so many decades.

Now let us try to understand the meaning of voluntary work, voluntary organisations, their aims and objective structure of such organisations before we could discuss their future role in meeting the needs of women in the fields of Adult Education and Female Literacy.

Which is the voluntary organisations ?

1 An organisation which lends its services but does not get 'paid' was supposed to be a voluntary organisation.

1.1 Now a days many voluntary organisations are staffed entirely by highly trained and fairly well paid professional workers. Here, the distinctively 'Voluntary' character of such bodies is the product, not of the kind of workers they employ, but of their mode of birth and method of government. A voluntary organisation, so to speak, is an organisation which whether its workers are paid, or unpaid is initiated and governed by its own members without external control.

2 We can further define voluntary organisation from the point of view of initiation and execution of programmes.

2.1 Programmes are initiated by the Voluntary organisation but finance mainly comes from Government.

2.2 On the other hand there are programmes initiated by the Government and entrusted to 'Voluntary' agencies such as the functional literacy programmes executed by Seva Mandir, Udaipur and Andhra Mahila Sabha, Hyderabad.

2.3 Again, there is another type of organisation which can be termed as quasi Government. Programmes in which student and youth are enrolled as in N.S.S. Projects and Nehru Yuvak Kendra Programmes in large numbers. Here the initiative again rests with Government.

What are the roles played by Voluntary Organisations in the on-going Literacy Projects for women ?

1 Establishment of Nurseries, Primary Schools, High Schools, Colleges, etc.

2 Motivating Adult Women to join literacy classes and also to send their young ones to regular formal educational centres.

3 Preparation of instructional aids and material for their own use.

4 Propagation of schemes of national importance among women, like family planning and other welfare schemes.

5 Conducting Functional Literacy Courses.

6 Running rehabilitation centres say, for cured Mental Patients, Women convicts, Orthopedically handicapped etc.

7 Homes for socially handicapped persons (orphange, Home for destitute women and girls).

8 Vocational guidance for destitute women, deserted wives, helpless widows who have no education and are too old to start school and also for under-achievers.

handicaps, drawbacks and defects in the working of the existing voluntary organisations

1 Voluntary organisation have grown in a haphazard manner, without any concerted guidance, supervision and control.

2 In spite of enthusiasm and dynamism on the part of the voluntary organisations finance seems to be the main handicap for these organisations in expanding their activities.

3 Concern for their fellow humans have brought many individuals together to form voluntary organisations but most of them lack the expertise required for this noble task.

4 Almost non-existence of transfer of knowledge and experience among various organisations.

5 Non-availability of guidance and direction from specialised bodies like universities etc.

6 Absence of scientific approach and method is off-set only by the dedication in the part of organisers.

No satisfactory statistics are available about the existing number and nature of the voluntary organisations and their activities, so as to enable us to formulate and recommend of a plan of action for the future role of voluntary organisations.

A Publication brought out by the Directorate of Adult Education, Government of India, lists 89 voluntary organisations (for both men and women) in the field of Adult Education. Of this 47 were at the district

level, 27 at the State level, and 15 at the national level ; but the prefatory remarks in the publication indicate the listing is by no means a complete one.

Nevertheless, to encourage the establishment of new voluntary organisations, to improve the working of existing organisations and to eradicate illiteracy among women in an orderly fashion within a reasonable period of time, this seminar may consider recommending the following suggestions to the Government of all under developed countries in general and to the Government of India in particular.

1 Government should formulate broad guidelines for the functioning of voluntary literacy organisations and the suggested areas of operation of these agencies taking into consideration the aspirations and needs of women, rural and urban and also the specialisation available within a particular organisation.

2 Finance should mainly come from Government as we say that the Government departments and directorates should increasingly rely on the voluntary agencies specializing in their respective fields for the planning and execution of an expanded programme of non-formal education.

2.1 Amount provided in the fifth five year plan for education is Rs. 1726 crores ; and for the adult education it is Rs. 50 crores. This amount is woefully inadequate and shows the failure of the planners to comprehend the magnitude and urgency of the problem and also their "accountant" approach to the finances of the Adult Education Programmes.

3 The Government should impart training to personnel of voluntary agencies.

3.1 Organisers are to be trained so as to enable them to utilize their zeal and energy as effective agents in implementing literacy programmes.

3.2 Teachers to be employed at the literacy centres should also be trained in handling the modern instructional techniques and materials.

materials

1 Materials required by the educands should be supplied by Government.

2 Instructional materials are to be provided by Government.

3 Effective supervision, and required guidance ar o be exercised by Government.

4 Supervision is to be effected in such a way that the organiser's inner 'fire' is not dampened or extinguished.

5 Government's approach to voluntary organisations should be flexible and the much dreaded 'bureaucratic' approach is to be avoided.

6 Educationalists and public men should be preferred to direct and monitor the activities of these voluntary organisations.

7 All voluntary organisations should be affiliatad to the Board of Continuing Education of their respective states.

testing of materials to be used

1 Testing methods and standards are to be evolved for controlling the quality of instructional materials.

2 Suitable machinery to be created to check the standard of products already in use and the new products to be introduced in the field of Adult Education.

All voluntary organisations should form among themselves an association to exchange their experiences and to advise the Government in planning and formulating schemes for the eradication of "Sin and Shame of India" as the Father of our Nation used to call illiteracy.

suggested areas of operation for the voluntary organisations

1 Conducting surveys to assess the reaction of people to new programme of Government, to collect the vocabulary of a group of illiterates so as to pepare a suitable primer etc.

2 People in general and illiterate women in particular are not aware of many social welfare programmes of Government. They are not even aware of the need of adult education. Government can effectively use the voluntary organisations to motivate adults to take advantage of adult education programmes and also to make them to identify themselves with these programmes through participation. Government can entrust gathering of feed-back informations on the impact of Government's various literacy programmes on the masses so as to enable the Government to modify or alter the programmes in future.

preparation of primers

1 Preparation of primers is perhaps the most important and presently utterly neglected field of adult literacy programmes. These are to be prepared carefully taking into account the needs and aspirations and also the level of comprehension of the clients, using their own limited voca-

bulary. Texts can be prepared depicting the present style of life of women as a starting point, and then show what improvements can be introduced into familiar situations through knowledge of nutrition, child care, family planning etc.

development of curriculum

Development of proper curriculum is very essential for the success of any adult literacy programme. Curriculum should have inbuilt motivation and also it should sustain the interest of educands; It should contain aspect to fulfil the socio-economic 'felt' needs of the adults. It should be prepared after thorough discussion with the group to be educated, so that the adults have the feeling of getting whatever they wanted and not something thrust on them by the outside society.

production of literature for neo-literates

The literature for neo-literates should have 'attractive' get-up. It should be in 'bold' letters with good amount of illustrations to supplement the texts and also to invite the attention of the neo-literates to read the passage under them. Government agencies with their heavy overhead charges will find the production of literature very costly whereas the voluntary organisations with their method of working will be able to produce them at a much cheaper rate. So also the distribution cost of the literature for the neo-literates, will be considerably less for these organisations.

maintenance and operation of mobile library of neo-literates

Follow-up action programme is another crucial aspect of adult literacy programmes. "The very purpose of literacy campaign," the Education Commission report indicates, "will be defeated if it did not continue in some form to keep the process of learning alive. Retention of literacy acquired depends upon continued use of it for achieving some life purpose. The essential elements of the 'follow-up' work should be in-built in the literacy programme itself."

Literature for neo-literates can very well be stocked by voluntary organisations to form a library service. The operation of these libraries cannot be done in the same way as we operate the libraries. In this case the "Library" should go in search of neo-literates. The timings should suit the clients and not those who organise and operate the same. More guidance is required by the neo-literates to select literature to conform to their interests. All these are not possible if the mobile library for-neo-literates is to be manned by Government employees with the rigid rules and regulations of a Government Department. Voluntary organisations can very easily step in to fulfill this role of maintaining and operating

the mobile libraries. Similarly the voluntary organisations can establish reading rooms and information centres, specifically for the neo-literates.

1 Voluntary organisation can try and modify the new techniques evolved at universities etc, so that the same can be passed on to other voluntary agencies for adaption in their respective literacy centres.

2 The present day academician normally lacks in 'in-field' training. The theory evolved by him with his outstanding scholastic brilliance not withstanding, usually found to be without a required amount of practical touch. Hence the methodology and other in-put aids from Universities and such other higher seats of learning need to be properly tested on a micro level in the field itself before they could be really adopted by various adult literacy centres. The adult literacy centres run by well established voluntary organisations could easily be utilized as 'Testing Laboratories of Universities.

3 Few of the voluntary organisations with capabilities can initiate and or carry out research. Problems for research suggested by the seminar on 'Research and Publication' organized by the National Fundamental Education Centre in 1963, are :

3.1 Determination of the levels of motivation of adult illiterates and preparation of tests to determine levels of motivation.

3.2 Study of the sources of information other than printed word for illiterate adults in the rural areas.

3.3 Study of factors which contribute to the success of adult literacy in rural and urban areas.

3.4 Evaluation of primers and methods of literacy teaching.

3.5 Reading habits and interests of new reading public.

3.6 Preparation of basic and graded vocabulary lists for different occupational groups.

3.7 Incidence of relapse into illiteracy, extent and causes.

3.8 Co-relation between literacy level and economic development.

3.9 Research on the use of different media of communication for adult education.

3.10 Research on training methods and materials.

3.11 Surveys to determine educational needs of youth and various occupational groups.

4 Voluntary organisations can train togethers to work in other sister organisations.

5 Training of personnel is of great importance for any programme to be successful and adult education programmes are no exception to this rule. The present method of teaching adults is more or less on the pattern of teaching school children. In some cases teachers of adult literacy centres are not even trained in the art of teaching let alone in adult education work. The teachers of adult literacy centres should be given insight into adult psychology and training in methods of teaching adults. Some of the voluntary organisations are running training colleges and such other institutes and thus they have the necessary infrastructure for undertaking training programmes in adult education.

I conclude this paper with the remarks :

'WILL' is considered to be the driving force behind all creations. Motivating force behind the formation and working of voluntary organisations is the 'WILL' of the people. Hence if we are to properly organise the voluntary agencies and canalise their 'WILL' in the desired developmental direction then the mankind can reap a very rich dividend.

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IMPACT OF FARMERS TRAINING PROGRAMME

*Amar Singh**

introduction

Introduction of High Yielding Varieties in 1966 in Indian agriculture scene posed a great challenge to extension workers, and farmers. The technologies associated with the cultivation of HYV are altogether different from indigenous varieties. To understand, and act upon the sophisticated technologies associated with the HYV, the farmers have to be trained adequately. To get the optimum results with the minimum use of inputs like seeds, fertilizer, irrigation and plant protection measures call for effective management by the farmers. This emphasizes the need for continuous and comprehensive training of the extension workers on the one hand and farmers, the ultimate users on the other.

To have a constant flow of HYV technology, a systemate integrated training programme for the farmers was started in the year (1966-67) on a pilot basis in five districts viz. Akola (Maharashtra), Coimbatore (T.N.), Raichur (Mysore), Ludhiana (Punjab) and Lucknow (U.P.). This training programme was extended to 25 districts in 1967-68 and to 50 in 1968-69, 100 districts. In 1973-74, and 115 districts by 1976-77.

The integrated approach to the problems of training the farmers on the basis of active collaboration of A. I. R., and Functional Literacy Programme has the Audio-visual method as the important element in it.

The three components of the programme are :

1. Farmers Training;
2. Farm Broadcast; and
3. Functional Literacy.

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The task of Farmers Training is to inform and provide learning opportunity to the primary producers in a specific field as part of the production process. This has certain implications.

(a) Training process has to correspond to the various stages of production operations.

(b) The location of the training has to be the place of production like farmers field in the case of crops.

(c) Training should have a bearing upon the use and availability of inputs required for the new technology of the specific programme.

This training strategy consists of both the institutional and non-institutional components as follows :

I. Wider short duration field based training dealing mostly with the package of practices carried out through production-cum-demonstration training camps.

II. Institutional training covering farmers, farm women, sons and daughters of farmers dealing with topics of special interest, creating a nucleus for scientific farming through well organised courses of 4-7 days.

III. Production oriented voluntary discussion groups (Charcha Mandals) interested to group listening of the agricultural programme on the radio followed by discussion for keeping abreast of the latest thinking and development in agriculture.

Demonstration, peripatetic training, farmers' discussion groups, conducted tours and specialised training courses are the main activities in the farmers training component.

In order to assess the impact of farmers training programme, a systematic and scientific evaluation was conducted with the following specific objectives.

1. To study socio-economic characterstics of the participating farmers in training programme.

2. To identify the independent contribution of FT and Farm Broadcast components of the programme.

3. To assess the combined contribution of FT+FB component of farmers training programme of the farmers.

conceptual framework

The programme has three basic component, viz. Farmers Training (FT); Farm Broadcasting (FB); and Functional Literacy (FL). In order to

evaluate the contribution of each of the components as well as the total impact of the programme, following conceptual model was framed.

Group A	+ Farmers Training + Functional Literacy + Farm Broadcasting	Farmers Training and Educational Programme as a whole.
Group B	+ Farmers Training — Functional Literacy — Farm Broadcasting	Farmers Training
Group C	+ Farm Broadcasting — Farmers Training — Functional Literacy	Farm Broadcasting
Group D	+ Functional Literacy — Farmers Training — Farm Broadcasting	Functional Literacy
Group E	+ Farmers Training + Functional Literacy — Farm Broadcasting	Farmers Training and Functional Literacy
Group F	+ Farmers Training — Farm Broadcasting — Functional Literacy	Farmers Training and Farm Broadcasting
Group G	+ Functional Literacy + Farm Broadcasting — Farmers Training	Functional Literacy and Farm Broadcasting

The present study covers Group B, C and F. The Directorate of Adult Education is concerned with the remaining groups (A. D. E & G)

The impact of these components were studied in terms of awareness, knowledge and adoption.

methodology

selection of district

The farmers training and education programme is in operation in 100 districts of different parts of country. Keeping in view the diverse agro-climatic conditions, cropping pattern, techniques of cultivation and agricultural technology, five districts were selected as under :

Name of the district	*Crops*
1. Jaipur	Wheat and Bajra
2. Udaipur	Wheat and Bajra
3. Tanjore	Rice and Rice
4. Puri	Rice and Rice
5. Agra	Wheat and Bajra

selection of the villages

A group of 16 villages from each of the five districts was selected. Twelve villages for each district formed the experimental group and 4 villages served as the external control.

experimental group

The plan of selecting the villages are as under :

Table 1. *Details of selection of villages*

Experimental group	Number of villages from each district
A Farmers Training	4
B Farm Broadcast	4
C Farmers Training+Farm Broadcast	4
D Control	4

Control groups : The following two types of control were established.

Internal Control : Two farmers were selected from each of the 12 experimental villages making a total of 24 farmars in each of the five districts. These 24 farmers were not to be exposed to any of the component of the programme and constituted the internal control.

External control group : Out of the villages situated far away from the experimental and internal control villages, 4 external control villages were selected. Twenty farmers were selected from each of the 4 selected villages, making a total of 80 farmers. These 80 farmers constituted the

external control group, in each of the five district selected from evaluation study. The details of respondents are given as under :

Table 2. *Respondents selected under sample in each of the given districts*

Group	Number of villages	Number of farmers (per village)	Total number of farmers	Internal control group (4 farmers per village)	Grand Total
FT	4	20	80	16	96
FB	4	20	80	16	96
FT+FB	4	20	80	16	96
External Control	4	20	80	—	80
Total	16	80	320	48	368

In the district of Jaipur, the number of farmers actually exposed was less than the planned as indicated in table No. 2. Only 130 farmers in three experimental groups were expressed as against 240. In all the four other districts, the number of respondents were as per plan indicated above.

variables studied

Two categories of variables studied in the study are given below :

1. Independent variable :

An independent variable is a presumed cause of the dependent variable, the presumed effect.

Independent variables were divided into two groups.

A *Programme Components*

Farmers Training (FT)

Farm Broadcasting (FB)

Farmers Training and Farm Broadcasting (FT+FB)

B *Socio-Economic Component*

Age

Education

Family pattern

Land-holding

2. *Dependent variables*

Dependent variable is the variable predicted to. It is the presumed effect which varies concomitantly with changes or variation in the independent variable.

The following dependent variables were selected for this study.

—Extent of awareness regarding improved practices.

—Extent of knowledge regarding improved practices.

—Extent of adoption regarding improved practices.

—Use of information sources.

method of data collection

The schedule included both structured and open ended question in regard to socio-economic background, awareness, knowledge, adoption of improved agricultural practices ond sources of information.

The data were collected through interview and field observations under the supervision and guidance of Directorate of Extension in collaboration with respective farmers training centres of five districts. The investigators directly collected the data from the respondents.

measurement of the variables

The arbitrary scoring techniques was followed to quantify the dependent variables. If a farmer had knowledge about n_1 improved varieties, n_2 chemical fertilisers, n_3 types of pests and diseases then he would get the total score of $n_1+n_2+n_3$. Similar procedure was followed with regard to measurement of awareness and adoption of improved practices. On the basis of these scores, the various groups have been compared by utilising appropriate statistical techniques.

analysis of data

The data obtained were analysed with the aplication of percentages, Chi square test and test of significance to draw specific conclusions.

Findings and Discussion

Socio-Economic Status of the Farmers

The affectiveness of sound extension programme depends also on the socio-economic status of the farmers. It has an important role in influencing the extent of adoption of improved practices. The data on some specific socio-economic factors viz. age, family pattern, educational status, occupation and size of holding have been collected and analysed in order to determine whether or not these factors have influenced the impact of Training Programme.

The statistical test (Chi-Square) has been applied in order to determine as to whether the various components/groups are homogeneous or one is distinct from others. This has been done mainly in regard to age, education and size of holding.

The value x^2 has been found significant at 0.05 level of probability in all the case except that of age in Tanjore district and size of holding in Jaipur district, where x^2 has not been found significant at 0.05 level. This indicates that the components/groups are not homogeneous in all but two cases.

From the above, it can be concluded that the training programme is not the only determining factor in regard to the extent of adoption of improved practices, but socio-economic status of farmers has also made some contribution in this regard.

The data in regard to socio-economic status of farmers have further been analysed and presented as under:-

age

It was observed that a large proportion of farmers belonged to the age group 25-44 year and above. In Jaipur, Udaipur and Tanjore, the age group 25-44 and below accounts for the majority of the farmers. In the district of Puri, the elder age group "45 year and above" has got the large proportion. The findings are suggestive of the fact that younger age group in Puri (Orissa) does not take active part in decision making related to farm operations. The age group '25-44' is a potential group for the purpose of training and education. This group should be actively associated in the training programme.

family pattern

The proportion of farmers belonging to joint family pattern was much higher than that of nuclear family pattern in Jaipur, Udaipur, Puri and Agra districts. In Tanjore district, the nuclear pattern of family accounts for most of farmers. This is in line with the observations on age composition of the participants. This has seciological support that head of the nuclear family in India are younger in age. The young people take quick dicision for adoption of innovations.

educational status of the farmers

A large proportion of farmers were either illiterate or who could read and write in the Udaipur and Jaipur Districts whereas a large proportion of farmers were literate in Tanjore, Puri and Agra Districts.

size of holding

Majority of the respondents had medium sized land holdings in all the five districts under study. The smaller land holders scored second place in the districts of Puri whereas big land holders scored second place in Agra District.

Findings regarding Awareness, Knowledge and Adoption status of the farmers in three components of the Training Programme

An effort was made to evaluate the impact of the three components of training programme on the farmers in terms of awareness, knowledge gained and adoption level of the farmers. The findings on these aspects have been presented componentwise.

impact of F.T. component regarding improved agricultural practices

awareness

The farmers in Experimental group passess a higher extent of awareness about improved agricultural practices as compared to the internal and external control groups in all the districts under study. The superiority of awareness among the respondents of experimental group was statistically significant at 0.05 probability level except in case of Tanjore districts. Micro-analysis of the data from Tanjore district revealed that out of the farmers who are aware of 3-5 improved varieties, highest extent of awareness has been displayed by the farmers of experimental group as compared to the internal and external control groups.

knowledge

Farmers in the experimental groups possess higher extent of knowledge than the farmers in the external control in all the districts excepting that of Tanjore district. However, the farmers of experimental group of Puri district could not exhibit the significant difference from that of internal control. The quick diffusion of innovations in a social system is a happy sign of agricultural progress. The diffusion of information via interpersonal channels of communication could have been the reasons of insignificant difference. The extreneous variables and influences on the farmers of control groups could give sufficient impact.

adoption of improved agricultural practices

The statistical analysis of adoption scores in three groups revealed that proportion of farmers adopting all the practices is the highest in experimental groups as compared to internal and external control. The

test of significance proved that farmers of experimental group were significantly superior to internal and external control groups in the districts of Jaipur, Udaipur and Agra. However, the farmers of experimental group were significantly superior to that of external control in Puri and from internal control in Tanjore districts.

impact of farm broadcast component of the farmers

Impact of farm broadcast component was found out in terms of extent of awareness, knowledge and level of adoption which has been discussed and presented below.

awareness

The extent of awareness has been the highest in experimental group as compared to internal and external control. Application of the test further revealed that farmers of experimental groups were significantly superier to internal and external control in the District of Jaipur, Udaipur and Agra. However, the farmers of experimental group were significantly superier to external control and not to internal control in terms of extent of awareness about improved agricultural practices.

knowledge

The gain in knowledge as found was higher among the farmers of experimental group as compared to internal and external control. The gain in knowledge by the farmers of experimental group could be safely attributed to farmers training programme. In the districts of Puri and Tanjore, the experimental groups were not very much superior from internal control. This could have either been due to the interaction of one farmer to another or diffusion of innovations among the members of a social system.

adoption

A higher proportion of farmers in experimental group obtained the higher adoption scores as compared to two control groups in all the districts excepting that of Tanjore. The adoption sceres of farmers in experimental and control groups were statistically insignificant. This explains that impact of training programme in Tanjore district was not highly pronounced.

impact of farmers training and farm broadcast components on the farmers

awareness

The overall awareness of various groups viz., experimental, internal and external controls were compared on the basis of scores obtained in each group.

It was observed that in experimental group, comparatively large proportion had high scores of awareness than internal and external control. The difference in the score of experimental group from that of internal and external control groups was found to be statistically significant at 0.05 level of probability. The difference between experimental and internal control groups was not significant in the districts of Tanjore and Agra.

knowledge

The farmers in experimental group have acquired better knowledge about various improved agricultural practices as compared to farmers in internal and external controls. The proportion of farmers with a high knowledge score was found to be highest in experimental group as compared to the internal and external control. It was also observed that knowledge scores of farmers were higher in internal control as compared to external control.

adoption

The composite adoption scores of improved agricultural practices were higher in experimental group as compared to that of internal and external controls in all the districts with the single exception of Tanjore District. A critical analysis of the adoption in Tanjore district, revealed that extent of adoption of the recommended doses of fertilizers and HYV seeds and also the yield/acre was found higher in experimental group as compared to internal and external control.

The impact of farmers training and education programme did not have significant impact on the farmers. It can be due to the intensive efforts of I.A.D.P. staff. The IADP in Tanjore district has been in operation since 1960 and the rice crop is comprehensively covered by them. It has also been supported by the findings on sources of information in Tanjore District. The farmers in this district made maximum use of institutional sources etc.

scores of information

The largest proportion of the farmers utilised non-institutional sources in all the district except that of Tanjore district where extent of utilization of institutional sources was highest in experimental group followed by that of internal and external controls. A larger proportion of farmers expressed preference to block staff and institutional sources. The highest utilisation of institutional sources in Tanjore district, intensive extension work under IADP could create awareness, knowledge and motivate them to adopt agricultural innovations.

conclusions

1. Majority of the participants in farmers training programme were younger in age in all the districts with exception of Puri District.

2. In all the districts majority of the participating farmers belonged to joint family pattern with the exception of Tanjore Disirict.

3. Participating farmers in Tanjore, Puri and Agra Districts were comparatively more literate than that of Udaipur and Jaipur.

4. The Farmers Training Programme has more attraction to farmers of medium size holding.

5. Under F.T. component the participating farmers were superior to controls in terms of extent of awarenss, knowledge and adoption in all the districts excepting Tanjore district. Under FB component, participating farmers in experimental group were superier to control groups in terms of awareness, knowledge and adoption of package of practices with the exception of Tanjore district. With regard to FT+FB components of the training, the participating farmers exhibited superiority in terms of awareness, knowledge and adoption of improved agricultural practices excepting the case of Tanjore district.

6. Most of the farmers utilised non institutional sources of information in all the districts except Tanjore district where extent of utilization of institutional sources was highest in experimental group.

7. The Cooperative Societies and agricultural department have beenmentioned as the main sources of supply of inputs such as seeds, fertilizers, agricultural loans and plant protection materials.

HOW TO IMPROVE THIS JOURNAL—A REPORT AND AN INVITATION

We invite our readers to give their suggestions to us for the improvement of this journal as well as the Proudh Shiksha published by the Indian Adult Education Association. In particular we would hope for suggestions from persons and institutions themselves engaged in publication of periodicals on any aspect of adult education or connected media.

To stimulate the discussion we publish below first a report of the editor of this journal who had the opportunity to attend the Workshop of Editors of Adult Education Journals from different countries held jointly by the International Institute of Mass Literacy Methods and the International Council for Adult Education, at Teheran from 7th to 12th March, 1977. This report was circulated among the members of the Executive Board of the Indian Adult Education Association. It was also discussed at a joint meeting of the Editorial Board of the Indian Journal of Adult Education and Proudh Shiksha. Thereafter the Executive Board considered some proposals and decided that these ideas should be placed before the readers. At the same time action on certain lines should be initiated.

We are therefore giving below first the report of the Editor. In the second Section we are giving a summary of the action which the Association proposes to take initially. Depending upon the receipt and analysis of the suggestions that would hopefully come from readers and institutions, a longer term programme will be prepared later.

I

REPORT ON WORKSHOP

The following points occurred to me in connection with the improvement and changes in our journals and other adult education journals in India, as a result of the discussions held in the Workshop of the Editors of Adult Education Journals from different countries, both developing and developed, held jointly by the International Institute of Mass Literacy Methods and the International Council for Adult Education from 7th March to 12th March, 1977.

(1) It was a consensus at the Teheran Workshop that adult education journals should directly *reflect the situation and problems of field action in adult education* and mass literacy and should also be of some direct use to people in the field. Naturally this led to the realisation that adult educa-

tion journals may well have material of at least two kinds, one is that which stimulates thinking at the level of policies and principles ; in doing so they should not overemphasize the academic aspects of research because academic studies tend to become routinised affairs and not much of either theoretical or practical value. Therefore, portions of journal or journals devoted to principles and policies and theories should have very strong link with what happins on the field and the results of operational research rather than only observational research, The other aspect of the adult education journal is material containing practical hints, guidelines and discussions for field work. Should there be separate journals for this purpose or should the adult education journal contain both kinds of material ? Opinion was divided but my own reading was that the participants appreciated the fact that field workers are not people incapable of intellectual grasp and responses. It is time that intellectualism was not treated as a monopoly of people who have grown in the environment devoid of responsibility for field action and decision making.

I am, therefore, of the view that our English journal should serve both the purposes. This means of course that we may have to cut down some of those articles which are just presentation of an array of statistics followed by rather jejune conclusions.

(2) A conclusion that follows from it is that sometimes we should have *articles assigned to specific action projects.* The project directors should share some editorial responsibility and perhaps such articles or sections of a particular issue may be designed as a team work, there being a trained journalist as one member of the team ; a project director as another and a trained analyst as a third. Such articles will therefore not be the usual drab accounts of the achievements of projects but professional and analytical presentation of the experience and problems.

(3) Similar to these could be *articles assigned to professionnal journalists for field studies* of particular areas, problems and groups of projects or topics, care being taken to attach to the professional journalists, some body connected with adult education.

The above two suggestions would imply that some money will have to be offered in advance for the article while laying down a time limit.

(4) A possibility which has not been examined is to publish *interviews with people who are in action in adult education* either as project directors or in position of leadership or as beneficiaries. It is of course tempting to have interviews with senior and retired adult educators. Here a problem to be faced will be the tendency of the senior people to be excessively nostalgic. In any case such articles would also require the employment of professional journalists. They need not necessarily be senior ones.

(5) Another way of enriching the journal would be to have one or more *articles written on the same theme but examining action or policies in more than one region.* For example the adult education of farmers in Anand (Gujarat) could be compared with the adult education of farmers in Mandya (in Karnataka State). This could be done by obtaining

articles from both sources and then preparing a fresh one making use of materials from both.

(6) We were most impressed by the kind of *cartoons and illustrations* which the FAO Journal called "IDEAS AND ACTIONS" has been publishing. The editor of that journal Mrs. Bawtree was present. I have obtained a copy of the journal. If we do not subscribe to this journal in the Association, we should do so. It seems to me that we should contact a cartoonist to agree to do some illustrations for us.

(7) Though we have published articles on the problems of workers' education, a point seriously to consider is whether we can obtain *articles from trade unions on practical matters* of workers' education, their living conditions and education, for life.

Is our journal reaching the literacy workers in trade unions ? Do we obtain any funds from the trade unions ? Can we get some funds on condition that we will reserve a page or two for material on their adult education matters ?

(8) It seems to me that *correspondents for specific meetings or compaigns* or other kinds of activities introduced by Government which have relevance for adult education should be asked to cover for our journal the adult education aspect of these activities. This too would require some funds though not regularly.

(9) A new and welcome situation has developed as a result of the growth of State Adult Education Associations in some States. We are aiming at the development of various kinds of activities of each of these State associations. It will be expected of the Indian Adult Education Journal to *give adequate coverage to any major developments and activities in the regions.* At present this is done on the last two pages in the form of very brief references to any information received. But this obviously is not enough.

(10) With this issue is connected the question of the use of regional languages, in practice, by most adult education workers in their respective areas of operation. Our country being largely rural, the *use of regional languages in adult education activities* is natural. In some areas journals or bulletins in regional languages are published. Of course in Hindi we publish an all-India journal "PROUDH SHIKSHA". (I shall refer to new ideas regarding Proudh Shiksha later in this note).

The point for consideration is if like some international journals we *should stitch with the English journal a section in the regional language.* The idea is not to stitch the Regional Section for every regional language with every copy. The point to examine is if to the copies despatched to a particular State the regional section in the regional language of that State should be stitched. Thus it would be the same journal so far as English portion is concerned but with different language text for different regions. But both the English and the Regional Language portions should be incorporated in the same issue. An implication would be that summaries of the English articles would be given in the regional languages

and the summaries of the regional language articles would be given in the English portion. Another implication would be that the English printed text should be sent to the concerned Regional Association in advance, who would add and stitch the Regional Language supplement.

I am putting forward this idea only as a first thought because it requires to be considered for a country like ours. But I realize that for its implementation very detailed thinking is necessary. In Arab countries this is done.

(11) Another point which came for discussion at the Teheran Workshop was that of the feed-back from readers. On this I made a suggestion that the journal should stimulate the formation of "*Readers Discussion Group*". Some suggestions could be furnished as to how such groups should be formed. The purpose of the group should be to discuss one or more problems raised in every issue of the journal. Every month there should be a series of discussion and after that the group should send its views. For the publication of these views or their summaries there should be some pages specially reserved.

This process would by itself constitute a kind of Continuing Education for adults. In other words the journal would become the starting point for life-long education through Discussion Groups.

(12) At present we do not seem to have articles and space for related aspects of adult education. For example the journal should have a *column or two devoted to the programmes of All India Radio and Doordarshan that have a bearing upon adult education.* This column should analyse, criticize and review such programmes. At present there is no system of reviewing adult education type of programmes of these media*.

(13) Likewise a major medium of adult education is the film. In this I include not only the documentary but also some feature films. It is strange that while so much has been written about the impact of film on adult education, we do not have any *column viewing feature and documentary film so that* people who produce these fims may attach importance to our views. We should therefore lose no time in introducing this feature.

(14) It was the general feeling in the Workshop that adult education should get out of the narrow groove of professional adult education. At present we do not have *relationship of mutual advantage with journals devoted to mass communication, agriculture, labour, extension, rural development*, etc. There should be columns for exchange of material with these journals so that we can quote some portions of their articles and they can similarly take notice of ours.

(15) A question on which there was some limited but important discussion was that of *journals for neo-literates.* I explained that our Hindi journal Proudh Shikaha has certain pages reserved for material for neo-literates. The periodical published by the Literacy House and perhaps by the Karnataka State Adult Education Council have had some

*This has since been introduced under the title "Wisdom from the Idiot Box"

pages for neo-literates. But in most of these a somewhat condescending attitude creeps in. Moreover only simple matter is incorporated. The misunderstanding is that simple language means simple matter. But this is not a fact. The challenge is to produce adult matter in extremely simple language. This is an art not yet developed to any appreciable extent. I was told that in UK a journal like that is published by the Adult Education Association. But it is not labelled as a journal for neo-literates. We should ask Mr. Arthur Stock, Director, National Institute of Adult Education, De Montfort House, 19b, De Montfort Street, Leicester LEI 7GH (England), to send us some copies.

(16) This brings me to the potential of the Hindi journal. A passing idea that came to my mind is that *we should split Proudh Shiksha into two journals, one should be of the standard and tone of the English journal of adult education and the other should be a new journal aimed at neoliterates but not labelled as such.* It could bear a name such as "Vikas Vani". Its letters should be large, its language should be simple but its articles should have the maturity and approach appropriate to adults who are men of wisdom and not persons whom one is informing as if from above. This is a subject on which a detailed discussion is called for.*

(17) On some *points of layout types, space arrangements,* etc. there were detailed discussions by a special group. But there were some points which I note below and which may be relevant to us.

(a) It is not necessary for the sake of layout every time to leave empty space at the beginning or end of every article. We should select some quotations not of the conventional kind but thought-provoking ones to be placed whenever there is such a space, though not as a rigid practice.

(b) It is desirable to give postal addresses of all contributors at appropriate places. Of course a request should be made that readers entering into correspondence with the contributors should endorse copies of their letters to the editor.

(c) Proof reading may be done simultaneously by two persons before a master copy for the press is prepared. This practice has the advantage of better spotting of errors.

(d) Once in a while say in six months, there may be a supplement to the main journal on some major issue of education. UNESCO journal "Prospects" has done some special issues on some current lively problems such as the new economic order. This may perhaps be more necessary for the Hindi journal than the English journal. Funds could be sought from special sources.

(18) The question of *financial assistance and payment to contributors* was discussed at length. There were two distinct and different points of views regarding payment to contributors. Journals from rich countries like UK and France do not want to pay to their contribulors as they are in a position to attract high level contributors from field workers in adult

*An editorial note on this topic has been published recently.

education. But in our country as well as other developing countries the position is that high level contributors consider it both prestigious and remunerative to send their best contributions to foreign journals or those that pay well. As it is, we are not in a position to make attractive remunerations for all our contributors but we could make a start with spending on specially assigned articles particularly those that require team work.

(19) On the *question of income*, the general complaint was that most journals have limited number of subscribers because their appeal is still narrowly professional. An exception is FAO's journal "IDEAS AND ACTION"- But that is not only published and financed by FAO, it attracts a large number of *advertisements*. The question is whether we can attract advertisements from people regardless of the fact that our journal has only a circulation of 2000 at present. I pressed that UNESCO should advertise its own publications. But they do not seem to have this policy though it is a matter worth examining if the sole agents of UNESCO publications could be persuaded to insert advertisements in our journals.

I was advised, however, that there is another way of seeking and obtaining UNESCO assistance. They assisted the European Adult Education Journal for publishing an issue in which a document was prepared that referred to one of the approved programmes of UNESCO. I was advised that we should look for such programmes in UNESCO budget and then ask for assistance for certain issues devoted to these items.

In general we have not approached publishers, suppliers of inputs, suppliers of educational material and such other relevant private enterprise for advertisements. We may have to send personal appeals. There are a number of institutions and bodies like the Indian Council of Cultural Relations that advertise in some cases. At least a concerted effort has to be made.

(20) There was also a discussion about the *relationship between the editor and the body governing the association that publishes the journal.* The concensus was that the editor should occupy an important position in the executive body of the Association. Most editors are honorary but even where they are not honorary, the feeling was that one of the members of the executive should be the spokesman of the editor.

(21) *Our participation commanded respect* because ours is the oldest adult education journal among the developing countries and our standard has been high. The fact that we have got a link between adult education and development is another point which impressed participants. But it was also clear during the Workshop that a number of new journals are likely to arise in the developing countries and if we want to maintain oue reputation, we shall have to be alert. Our January issue seemed to br liked by all.

(22) It seems so me that it would be good thing for the Indian Adult Education Association to hold *a seminar or workshop of the editors and other workers* responsible for journals in various languages devoted to adult education and mass literacy and for publications that have a

bearing on these matters. A businesslike workshop or seminar of this kind will bring out facts and urgent problems some of which do not even occur to us normally. Moreover it might lead to an optimum utilisation of the limited material that is available and also the cooperation and mutual interest.

II

INITIAL ACTION TO BE TAKEN TO IMPROVE THE JOURNAL

The Adult Education Executive Board has decided that to begin with action on the following points should be taken :

(1) Field-oriented articles should be sought from persons and institutions conducting action programmes. Some of these articles can be specially commissioned and some can be based upon the material supplied by the institutions. The attempt should be to make these articles professional rather than academic.

(2) Once a year there should be a special issue devoted to one or more important problems for which articles should be specially prepared according to a plan. Since these issues will mean additional expenditure, the Association may consider approaching foundations and other sources within India to finance the special issues.

(3) There are several departments of Government as well as some institutions and public corporations that have special programmes of development and that would be interested in the publication of articles not so much to publicise their work but to stimulate discussions on the problems encountered or relevant to the programme.

(4) The idea of the formation of Readers' Groups was generally welcomed. However in order to initiate it, it may be desirable to treat it as a project of Continuing Education. A proposal could be sent to the Ministry of Education for help in the formation of the Readers' Groups. In any case a column for this purpose might be introduced as a first step.

(5) A six-month programme incorporating these and some other practicable ideas may be drawn up by the Editorial Board which should henceforward be the joint board for the English and Hindi journals. The experience of the six-months programme and the views of the readers would provide the base for a longer term programme for improvement and popularisation of the journal.

(6) A short duration workshop or joint meeting of the editors and other workers responsible for adult education journals in some of the languages in India should be held sometime in October when the annual conference of the Association takes place. The workshop can be held in Delhi or Udaipur according to convenience.

WISDOM FROM THE "IDIOT BOX"

REVIEW OF TV AND RADIO PROGRAMMES FROM THE EDUCATIONAL ANGLE

The Doordarshan put up a memorable programme in the documentary on the famous Sitar artist Ravi Shankar. Technically it could not be called a model of a television documentary. The lights were defective and the image was often hazy. But somehow the communication came through transcending technical shortcomings. Ravi Shankar's profile and his full face, his expression, his hand movements all brought out in the close-ups which were taken with considerable foresight and advance planning. The intimacy of his sitting room and of his casual or spontaneous observations and his chats with his pupils came out very naturally. In fact a studious and deliberate casualness was a distinguishing feature of this programme. No body seemed to be camera-conscious. It is obvious that Ravi Shankar is a seasoned cynosure of the television eyes in different parts of the world. He is also apparently a perfect actor because he never even inadvertantly gives the impression that he is aware of the presence of the cameraman. To that extent he must have made the task of the producer of this programme less difficult than a person who does not have this kind of acting ability. The total impression of informality and intimacy that should mark a good TV prod uction could not be missed.

Educationally however this programme had another impressive quality. Ravi Shankar is shown here as a pupil and as a teacher, a pupil of the late Ustad Alauddin Khan and the teacher of Jaya Bose and several other young and promising artists in whom Ravi Shankar reposes great faith for building the future of Indian music. The remarkable thing is that one whose art is today using the vehicle of the most modern media of communications is in teaching, the follower of the most ancient and traditional methods of India.

In the programme Ravi Shankar makes a telling observation "education is living." The documentary shows how Ravi Shankar and his pupils truly live through the entire experience of sharing and learning the skills as well as the right attitudes towards the musical art. Teaching is all personal. It is not a large-sized operation. Hardly 4 or 5 pupils are sitting with him. There is an atmosphere of veneration and respect for

the teacher blended with a creative environment of understanding, affection and love on the part of the teacher. This is so different from the modern class-room particularly in the west. This kind of relationship between the guru and the shishya is perhaps possible only in the teaching of a traditional and classical art and in a situation in which a great master happens to be also the teacher. This technique cannot obviously succeed in the ordinary learning processes particulary of branches of modern knowledge in which knowledge is being continuously enriched by new discoveries and new sources of information so that the teacher himself runs the risk of becoming out of date in no time. A traditional art is different. Its strength lies in its maturity and the mastery over it is acquired through years of practice. It is the same with handicrafts for which India is famous. Perhaps educationists would do well to take into account this distinction. It would be indeed a great pity if the traditional system of teacher-pupil relationship in classical arts and crafts were to be given up in the hope that the modern media as well as modern pedagogics would provide a suitable substitute. However it is obvious that the traditional method may not psychologically be most suitable method for teaching young children. Adults particularly those on the threshold of adulthood are likely to respond to it readily depending on their keenness to learn the arts.

Both radio and television have had a series of programmes after the parliamentary and assembly elections, on the political issues. Viewers and listeners were able to get opinions of knowledgeable and learned people, specialists on public affairs, prominent journalists, authors and thinkers. Such discussions by experts have no doubt an educational value. However 'his class of urban intelligentsia was in a quandry during the period when restrictions were imposed in the name of the emergency. Their judgment was distorted and their faculties and power of analysis were almost atrophied. Freedom of expression since regained has given them another opportunity to establish their bonafides with the common man.

But a question does arise if wisdom and powers of analysis are confined only to the urban intelligentsia. Is it not possible to identify intelligentsia in the rural areas where most of our voters live and where the destinies of governments and legislatures are made or marred ? Generally the radio microphone or the TV camera goes to the villagers only to obtain their reactions in a somewhat condescending and fragmantary way. Those interview programmes do not concede to the villagers any powers of analysis. They are just individual pickings and not properly planned discussion programmes among selected villagers. But if these are planned in the manner in which programmes of urban thinkers, journalists and authors are worked out, the result may be perhaps disastrous. The first thing is to understand how leaders of thought among villagers actually discuss political and other current issues among themselves. The problem is that a TV or Radio producer going from the city may not be able to have such understanding because the presence of an urban educated person immediately freezes a genuine rural discussion. To avoid this, another method may be tried. There are several educated persons from villages who speak local dialects and who know their ways and yet have had the advantage of urban education and culture. Such persons should be sent out with radio and TV team. They should sit with rural groups and join in the discussions. They should talk to the people

not as if they were cross-examining them but as one among them. Obviously it can only be done if they speak in dialects and not in the standard language. It is also necessary that to the extent possible these discussions should be spontaneous and not specially arranged for the TV. Perhaps there will be much that is irrelevant; perhaps they may come to the point much later than in an organised discussion by urbanites. However one never knows. Many a discussion among educated people goes off the tangent. Let the naturalness of the discussion among the leaders of opinion in rural area be not cramped by the requirements of the medium in the first instance. It is time that you get access to the minds of the rural people without making them feel that they are being interviewed and questioned. Let them be approached as equals who contribute to the processes of decision-making in our society.

The general knowledge contest that the Vivid Bharati conducts in some afternoons is a popular programme with young people. Such general knowledge tests are the ladders to the general knowledge examinations for competitions to enter various government services. The programme is smart, it is modern and has an international flavour. But where is rural India in them ? Where is the India which feeds the smart set and clothes them ? Indeed it is an irony that very few question if any, in these programmes seek to stimulate an understanding of the bulk of our people, their way of life, their vocations i.e. agriculture and allied activities. Even if some questions regarding agriculture are put, they are only those which refer to the agricultural research in the laboratories of the west or in sophisticated research centres of India. Is it not time that the young people were made to feel that there is much to learn and to know about, much that is exciting, much that is varied and colourful in rural life ? Why shouldn't a list be made of some of the common terms used by farmers for various operations and these be made known to young educated people in cities ? Indeed one of the functions of continuing education for the urban young people should be to make them aware of agriculture, farming and rural life. To this the radio and television can contribute if they approach the task with skill and subtlety.

Indeed this raises the possibility of another approach to Krishi Darshan programme. Most urban viewers switch off the Krishi Darshan programme little realizing that it has a lot of information of value to them. But since neither in professions nor in social life this information seems to have any "value", an indifferent attitude towards farming programme has persisted. Besides the radio and television present these programmes specially for the farming people. In the circumstances what is required is to introduce farm information in the general programmes in an exciting and modern way. This requires completely a new attitude towards villages. The basis of this approach should be respect for the farming people, respect for their profession and respect for the contribution they are making to our life. Unfortunately as soon as a young person comes to the city for his education, his attitude as well as the attitude of his teachers and of his friends is that his rural past is not one of which he should be proud. He recalls poverty, filth, inequalities and pettiness and infight in rural life. And he overlooks that all this is in cities too. The problem is no doubt very complex. It is the duty of the radio and the television to make a beginning by neutralizing this attitude gradually. Mass media are there not only to mirror social attitudes and preferences. They should also shape and modify them to the extent they can. —J.C.M.

ASSOCIATION NEWS

nfe in integrated rural development : workshop in tehri garhwal

The Association organised the third national workshop on non-formal education in integrated rural development in Muni ke Reti, Tehri Garhwal, Uttar Pradesh from May 8-10,1977. About 25 delegates from different parts of the country attended it.

Dr. Malcolm S. Adiseshiah, President of the Association traced the historical beginning of the IRD programme launched by the Central Government. He said the main purpose of the IRD programme was to transfer the fruits of science and technology to rural areas. He said that 20 districts in 18 states had been selected for the purpose. But the component of education was missing in the scheme, he added. The aim of the workshop was to insert the component of non-formal education in the IRD programme.

He said that the non-formal education should train people in various things like family planning, employment, sanitation, child care etc. The training of scientists and technologists on how to transfer their knowledge to the rural poor was also the work of non-formal educators.

As a result of three day discussions the following points emerged :

1. People must be involved at all levels.
2. Non-formal education programmes must be well planned.
3. Location of institutions must be well planned.
4. Available facilities in already existing institutions should be surveyed.
5. Planning should respond to the needs of the people.
6. Present machinery must be utilised without going for new recruitment.
7. High schools and colleges must be involved in non-formal education.
8. A coordinating committee exclusively for non-formal education programme should be formed.
9. Critical awareness must be developed in the rural population.
10. Natural resources such as forests, wood must be harnessed.
11. Demonstration farms should be created.

publications

The Association has published the reports of the two Seminars on Curriculum Construction for Non-formal education of Women and Youth held in Tirupati (AP) and Narenderpur (WB) in September last year.

bound volumes of indian journal of adult education

Bound volumes of the *Indian Journal of Adult Education* from 1961 onwards are available from the Business Manager, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi-110002. The price per bound volume is Rs. 25/-, U.S. $ 9/-.

FROM OUR CORRESPONDENTS

unesco surveys training facilities

Unesco is undertaking a world-wide survey of the facilities which are available for the professional training and retraining of people engaged in adult education and of the major institutions engaged in some form of research associated with adult education. The intent is to publish the material collected in an international directory.

new adult education journal for nigeria

The Nigerian National Council for Adult Education has launched a twice-yearly journal called *Adult Education in Nigeria* under the editorship of Hamidu G. Erubu, Director, Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria.

"learning" is new canadian publication

The Canadian Association for Adult Education brought out the first issue of its new quarterly publication, called *Learning*, in the fall of 1976. The format is newspaper tabloid, 40 pages. *Learning* is designed to fill a need in Canadian educational publishing for expression of fresh ideas in adult learning and of public policy discussion. For information:CAAE, 29 Prince Arthur Avenue, Toronto, Canada M5R 1B2.

course for nss programme officers

The Centre for Continuing Education, Punjab University organised a two-week orientation course for NSS Programme Officers of the North Zone in Chandigarh from May 9 to 21,1977.

The programme aimed at not only giving additional knowledge about the concepts, the organisational structure and function of the NSS and other agencies involved in social work, but also at windening the horizons of programmes by developing certain social and psychological skills needed for understanding the rural people and their problems and felt needs. It also emphasised teaching, learning methodology.

Twenty persons participated in the course.

Further information : Lt. Col. R. K. Singh (Retd), Assistant Academic Adviser, University Information and Advisory Bureau, Punjab University, Chandigarh.

kapadia appointed vice-president of bcsec

The Government of Maharashtra has appointed Shri B. M. Kapadia former Social Education Officer as the Vice-President of the Bombay City Social Education Committee.

A function to felicitate him was held in Bombay on May 10, 1977. Prof. R. N. Pandey, Minister of State Labour, Rehabilitation and Tourism, Government of Maharashtra was the chief guest. Barrister M. G. Mane, President of the Committee presided.

adult education extension courses of baea

The Bombay Adult Education Association will start the Monsoon Term Extension Courses for beginners in Homoeopathy, Public Speaking, Journalism, Computer Programming, Radio and T.V. Principles, Management of Small Scale Industries, Foreign Trade, Income-tax, Accountancy and language courses in German, French, Russian, Spanish, Marathi, Gujarati, Hindi and Kannada. The classes will be held once a week and would start from 11th July, 1977.

Further information from the Association Office, Gama Oriental Institute Bldg., 4th floor, 136 Apollo St., Fort, Bombay 400023.

conference on adult basic and literacy education, toronto, canada

A Conference on Adult Basic and Literacy Education was held in Toronto, Ont. from 3 to 5 May 1976. There were 140 delegates from all parts of the country, including a wide variety of practitioners in the two fields as well as other concerned persons. This was the first national conference of its kind in ten years, and was sponsored by World Literacy of Canada in co-operation with the Canadian Association for Adult Education, the International Council for Adult Education and the Ontario Institute for Studies in Education.

In Canada, a rough measure of functional illiteracy is indicated by level of schooling. In 1971, of the out-of-school population 15 years and over, 937, 445 persons or 7.1 percent had less than grade 5 schooling and a further 3,961, 905 persons or 30.1 per cent had grades 5 to 8. Thus a total of 4,899,350, or 37.2 per cent had less than grade 9 schooling—the level considered generally necessary to function in the technological society of 1971.

The conference delegates attended plenary sessions and workshops, which focused on a variety of themes relating to the practice of adult basic education. Small group discussion sessions on Canadian issue were held and many recommendations were made. The two recommendations with the greatest consensus were that some form of national network be formed for literacy and adult basic education in Canada and that there be a campaign to arouse national consciousness on the issue of functional illiteracy in Canada.

For further information about the conference please write to Mr. S Andrey Thomas, World Literacy of Canada, 69! Coxwell Avenue, Toronto, Ontario M4C 3B6, Canada.

non-governmental organisations discuss role in adult literacy

Despite the "relentless efforts of governments, international and non-governmental organisations" one-third of the adult population of the world, 800 million people, remain illiterate. Against this background, a Symposium of international non-governmental organisations in consultative relationship with Unesco was held in Paris from March 9 to 11 to discuss "Literacy" in the context of life-long education".

Whilst asserting that "the success of literacy efforts is largely the effect of the national political will to promote adequate plans and actions", the Symposium participants recognised that "failure to conquer illiteracy may also be the result of a defective definition of the concept of literacy and approach to the problem". They laid emphasis on the fact that "literacy is not only the basic acquisition of reading and writing skills" but, through these skills "the fulfilment of the first condition necessary for human beings to establish their own personal and cultural identity, to exercise their rights, to master their environment, to become active and responsible agents of their development and of the development of their local and national community ?

The Symposium participants noted especially that of the current illiterates 60% were women, whereas "women (should) have some sort of priority...since a literate mother is more likely to see to it that her children become literate". Furthermore, "literacy of women is essential to the development of the welfare of the family and the local community ..as regards nutrition, health, home economics, and education for better family living".

The participants in the Symposium adopted a series of re-commendations to governments, Unesco and NGOs themselves. The last group called for NGOs

— to give the highest priority to the need for the exchange of information and, whenever possible, cooperation at all levels and in all aspects of literacy and post-literacy programmes.

— to integrate literacy with education for health, home economic and better family living.

— to urge their national branches to press governments to give priority support to literacy programmes and to secure increased literacy components in development aid programme.

— to play a leading role in pressing for decentralized and diversified literacy projects, particularly in areas not covered by existing programme.

— to promote innovative programmes relating literacy to local attitudes and to develop a sense of community and civic responsibility.

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(b) A research degree of the doctorate standard in any of the above subjects or an outstanding competence assessed from the review of published research carried out.

(c) About ten years experience in programme planning, administration and teaching.

(d) A person with experience in community development projects with emphasis on adult/non-formal education will be preferred. Rs. 1100-50-1300-EB-60-1600+Admissible Allowances (Total Initial emoluments about Rs. 1520/-)

Note : (a) Other things being equal preference will be given to candidates belonging to Scheduled Castes/Scheduled Tribes/Nomadic and other Backward Communities (b) Job specifications should be collected with the application forms (c) Higher start in salary may be considered in exceptional cases (d) Proficiency in English essential (e) Knowledge of Marathi/Gujarati necessary (f) The University reserves its right to relax conditions related to research and experience.

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EDITORIAL LOUD THINKING

Walls That Can Educate

Has it occurred to architects how the present-day structural style of public buildings has deprived the common people of a means of education? Have even educationists given thought to the matter? Perhaps not.

Some years ago the American architect who had designed the building of the U.S. Embassy in New Delhi had, in the course of a lecture, observed that the walls of the ancient temples of India were an important medium of communicating to millions of pilgrims and their families, stories from the ancient texts and all manner of information and also ethical and religious messages. The wealth of sculpture on their walls used to be a miniature encyclopaedia. Sometimes, as in the famous temple of Chidambaram, the sculpture would be used to explain the grammer of the art of dancing. In a temple in Thailand there are panels explaining the system of treatment of diseases in which different parts of the human body are pressed for removing certain ailments. The detailed sculpture in Sanchi preserves the Jataka stories as well as episodes from the life of Buddha. In fact it has been possible to re-construct the biography of Buddha as well as some other events in Buddhist history from sculpture in the walls of stupas and murals in Ajanta.

Today we look upon these sculptures as sources of historical research. But in the past they were primarily treated as a medium of mass education. True, the concept of education at that time and its scope were different. The main point is that the decorations in the architecture in the form of sculpture were functional in a sense in which modern buildings are not. The modern architect prides himself on being functional in the sense that nothing extravagant and nothing unnecessary is permitted. Also it is assumed that it is the building material that dictates the shape of the structures and because today the building material primarily is cement and steel, there is no scope for sculpture except that which uses these materials and which is primarily decorative in an austere sense. Moreover the most creative architects conceive of a building as a whole as a kind of sculptural piece of giant proportions. (Of course this is not new; the builders of Angkor Wat in Cambodia had designed some structures as large heads of Shiva and Vishnu).

A result of modern functionalism is that the common people are only confronted with bare walls that carry no message except for the sophisticated imagination of complex minds. These buildings convey little to them and certainly do not enrich their minds. The great events of modern times, whether it be the conquest of the Everest or the launching of the satellities or the adventururous journey to the moon or the disaster of world war or the noble deeds of Gandhi,—none of the contemporary material for modern folk lore is enshrined on the walls of public buildings. Sometimes juxtapositions of weird colours and collage are

displayed on the walls. But these specimens of modern art though they dazzle and baffle the common people, seldom enlighten them. However if you are privileged to gain admission inside those buildings (most of which are airconditioned) then you may be able to see some traditional murals and artistic pieces daintily displayed on walls and mantelpieces of impressive conference halls and executive offices, or reception rooms.

We are not here arguing the case for a revival of traditional architecture. But we are proposing that information on culture, history, and modern events should be conveyed not only through the passing show of films and photographs, most of which are stored in the archives after their first round of exhibition; they should also be projected through intelligible sculpture on the walls of new office buildings, university buildings, railway stations, bus stations, cinema houses, banks, shopping centres and other places which common people visit and where they linger.

Doesn't it open out some possibility of rehabilitating the traditional sculptor as a companion of the adult educator?

J.C.M.

Sense of Responsibility Through Education

One of the unhealthy effects of colonial rules in Asian countries was the persistence of heirarchies of supervisors for the performance of any piece of work and over any group of workers. This was understandable for the colonial ruler who did not know the local language sufficiently well and was not practising local customs and therefore wanted to have a few people who could be given instructions and be expected to supervise the actual worker. To some extent this practice might have been also due to the pre-colonial feudalism that existed in all those countries. However not much importance can be attached to that feudalism because such feudalism existed even in European countries. It is the colonial boss who needed people at different levels. Moreover there was an understandable suspicion in the minds of the colonial ruler in the midst of alien subjects. He therefore wanted to have supervisors at various levels for cross checking.

Supervisors were near the seat of power and therefore they acquired a certain amount of prestige. A result of this aura of prestige was that the supervisor himself did not do the work. He thought that his job was only to supervise. If there is a gang of labourers at work, the leader of the gang himself will not handle the tools; he will only give instructions. If there are a number of clerks working in an office, the Section Officer or the Superintendent would not himself initiate the examination of papers. He will only check what has been done by the clerks, and pass it upwards. If there is work in garden, the *Mali* will do the actual digging while supervisor will only go from one *Mali* to another, giving directions. If there are five peons attached to a Minister or a senior officer, the Head Peon or the Jamadar will not himself lift the chairs for that is to be done by the subordinate peons. The Jamadar is mainly to supervise and accompany the boss. There are innumerable examples not merely at

lower levels but right up to the top, of this peculiar division of duties. In fact it starts from the top downwords. In particular in government offices this has given to beauracracy its notorious character. For example, if a letter is received by an officer, he will only initial it and pass it lower down to the supervisor and then to the clerk, even if he knows enough about the matter to be able to dictate a reply forthwith.

The demoralisating effect of this widespread practice in the former colonial countries is that the actual worker has lost a sense of responsibility. He has no desire to seek excellence in his performance unless that excellence is directly related to some immediate monetary benefit. In the actual work, the worker feels that he has only to carry out the instructions given from above and when the supervisor comes he wishes to do just that which is necessary to satisfy the supervisor. The aspiration of the worker of course is that he becomes the supervisor himself and then he would not have to do the drudgery.

In government offices, particularly in the Secretariat of the Government of India, half-hearted attempts have been made from time to time to abolish the system of Section Officers and Assistants and to make Assistants themselves responsible for dealing with cases. Undoubtedly the abolition of the system depends very much upon the decision to delegate the powers of taking decisions to various levels and to reduce the large categories of personnel. But it would be wrong to presume that the moment this kind of delegation of powers is achieved, there would be an automatic sense of responsibility among the workers. The acquisition of the sense of responsibility is as much a matter of education as the acquisition of skills of performing a work.

In this respect our schools have been very deficient. The sense of responsibility for performing any duties is not something covered by the curricula in our schools and colleges. A few students do get the opportunity to become office-bearers in some clubs and societies to get the chance. Otherwise work ethics do not form part of the mainstream of education. The responsibility of adult education therefore needs to be emphasized. The cultivation of right attitude is one of the objectives of adult education. But hitherto in this area a right attitude towards society, government, and fellow human beings and some high principles have been highlighted. But the responsibility of the individual towards his work specially when he is not self-employed, does not figure as one of the objectives of adult education. It is not easy to bring forth this idea so as to become acceptable to learners. Several questions arise. How should this emphasis in education be provided? Should there be some true stories bringing out this point? Should there be a number of discussions among people working in different fields? Would the discussions go in the right direction or would it only become an occasion for throwing blames on subordinates or superiors or the system itself? Indeed one of the impediments to adult education of all kinds of employees is that there are so many grievances of workers against their employers and superiors that education for self-improvement hardly gets a chance! Should we then put aside talks of adult education in these matters until all grievances are redressed and all demands are met?

Here is a matter on which adult educators may wish to express their views.

J.C.M.

Trees and the People

In monsoon countries this is the time for plantation not only of crops but also of trees and orchards. In India since the mid-'fifties, an annual Vanamahotsava, the festival of tree plantation, is organized and instructions go out to government departments and offices to encourage these celebrations. The fact that many trees planted by VIPs on these occasions do not survive has become a matter for frequent jokes.

We have recently come across a report in a Hindi Weekly (Dinman No. 26 Volume 13) referring to a unique celebration in a part of Uttarakhand in the Tehri-Garhwal District of Uttar Pradesh. No meeting was held; no ceremonial organised. Instead 50 youngmen went to an area where unregulated grazing for years has seriously damaged the forest. They dug 4,000 pits to plant trees and thereafter they held a seminar. In this seminar not only educated youngmen but also illiterate farmers got together and gave demonstration of work and discussed the problems. They went to some of those areas where the contractors who were tapping trees had badly damaged them to such an extent that a large number of trees were on the point of extinction. They discussed the matter with the contractors' labourers and formulated certain conclusions which they submitted to the authorities.

Tree plantation ceremonies have often been treated only as propaganda occasions and also an opportunity for administrative tightening up by the Forest Department and to give them a booster. But neither the Forest Department nor government offices have approached the festival as an educational medium. Educationists have themselves not thought of it in that way.

In 1970 a non-official body was set up under the title of "Himalaya Seva Sangh" with its headquarters in New Delhi and concerned with development programmes of hilly areas. Recently it has started publishing a journal "Himalaya—Man and Nature" We have come across its June issue which contains among other things an appeal under the title "Swan Song of Cheer Pine Trees". However the most inspiring piece is in the Hindi Section of its issue. It is an account of the initiative and efforts of five villages near the junction of river Bhagirathi with a nallah Jalkoor in Tehri District of Uttarakhand. The initiative was taken by a villager who was serving in the army as far back as the early forties. He wrote a letter from the front to his fellow villagers regarding soil conservation and protection of the forest in the neighbourhood of the villages. The remarkable thing is that the villagers themselves imposed local restrictions and laid down the conditions and terms of those restrictions. The result has been that the practices spread to 20 villages and without the efforts of Forest Department its programme of soil conservation and forest preservation has been put into effect. A Committee of villagers meets the cost of management. Villagers do not have to go long distances to collect

the fuel. It is a remarkable example of combining development with education. The Himalaya Seva Sangh (Rajghat, New Delhi-110002) is collecting information about all such experiments of self-help and is promoting such activities by non-officials.

These examples will, we hope, interest our readers who do not look upon adult education as being limited to learning from books and lessons.

J.C.M

Researchers and this Journal

This journal has had the privilege of publishing articles by experienced researchers in the field of adult education. We are happy that lately we have attracted members of the staff of Extension departments of universities, and researchers in sociology, rural development and rural work, who have to their credit a great deal of interesting work. We would hope that this association would continue and grow to mutual advantage.

We also look forward to the possibility of our research contributors getting involved in action in the field so as to introduce in this research what has been called "manipulable variables" to which Dr. Neil Roling's article in our April issue ("From Theory to Action") referred. To the large number of field workers and voluntary adult educationists who read this journal the result of such involvement in developmental action by researchers would be of immense value. Hitherto most researchers tend to be observers, like the bird in the famous Upanishidic fable—*Dwiparna*! It is good to be the observing bird but it is even better to be a bird that not only observes but also experiences the taste, good or bad, and then talks about it.

Another problem that confronts this journal is that with the limited number of our pages we are not in a position to accommodate too many technical tables and detailed statistical calculations for which a special mini-size type needs to be obtained. Moreover in some articles we have noticed the tendency to give a very detailed description of the methods employed even if the method is already well-known. It seems to us that in such cases a reference to the authority by whose name a particular method goes would serve the purpose of the expert readers; as for the non-expert readers they may be impressed but will hardly feel enlightened by the methodological tables.

This is not to imply that this journal does not welcome technical articles that can give precise confirmation or contradiction of loosely held notions and common prejudices. The tools of research have great power to influence policy and to guide workers in the field. But that power will gain in its impact if the research is a tool for change also. We would again refer to Dr. Roling's article in which he observes "In problem solving research, the research action itself and the participation of policy makers and practitioners in it become the tool for change, and not the product (i.e., the unread research report). The participating officials become ambassadors for replication".

J.C.M

POLICY STATEMENT OF THE GOVERNMENT OF INDIA

[We have pleasure in publishing the Policy Statement on Adult Education of the new Government of India. This is a very important document on which readers are requested to send their comments at an early date.

In particular, we would hope readers' reactions to the following points :—

(i) *The five assumptions on which the Policy Statement is based.*

(ii) *The emphasis on imparting literary skills to persons belonging to the economically and socially deprived sections of society.*

(iii) *Commitment to a massive programme of literacy for the 15-35 age group within the next 10 years, their number being as much as 98.2 million at present.*

(iv) *Emphasis on adequate preparedness before the massive programme is launched, the preparedness being particularly regarding instructors, curriculum. teaching/learning material and training.*

(v) *Adult education must cease to be a concern only of the educational authorities and should cover various agencies.*

(vi) *Voluntary organisations have a special role and shoula be fully involved.*

(vii) *The approximate per learner cost would be Rs. 50/- and would cover both literacy and environmental and social education.*

(viii) *Special programmes for special groups based on special needs.*

(ix) *Decentralisation of adult education programmes.*

(d) *Formatian of a National Board of Adult Education at the Centre and similar Boards in the States down to the district and block levels.*

The Policy Statement is preceded by the forwarding letter of the Joint Secretary in the Ministry of Education and S.W.—Mr. Anil Bordia.]

Mr. Anil Bordia, Joint Secretary's Forwarding Letter

As you are aware, the Government have made known their resolve to launch a well-planned and sustained effort against illiteracy. The Union Education Minister has made statements in this behalf in Parliament and elsewhere.

Consultations were held with educationists and adult education workers regarding the concept and the various organisational aspects of adult education. After giving due consideration to the advice received by the Ministry, a Policy Statement on Adult Education has been prepared, a copy of which is attached.

The Policy Statement is a preliminary document, to be finalised after consultations, inter alia, with the State Governments and UT Administrations. This is also being circulated among persons interested in adult education in the hope that they will give thought to this matter and will apprise the Ministry of their reactions (Shri MC Dubey, Assistant Educational Adviser).

POLICY STATEMENT

1. Exclusion of a vast majority of the people from the process of education is a most disturbing aspect of educational and social planning. This has been uppermost in the consideration of the present Government ever since it assumed office in March, 1977 While determined efforts must be made to universalise elementary education upto the age of 14 years, educational facilities must be extended to adult population to remedy their educational deprivation and to enable them to develop their potentiality.

2. The Government have resolved to wage a clearly-conceived, well-planned and relentless struggle against illiteracy to enable the masses to play an active role in social and cultural change. The present thinking on adult education in based on the assumptions (a) that illiteracy is a serious impediment to an individual's growth and to country's socio-economic progress; (b) that education is not coterminus with schooling but takes place in most work and life situations; (c) that learning, working and living are inseparable and each acquires a meaning only when correlated with the others; (d) that the means by which people are involved in the process of development are at least as important as the ends; and (e) that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

3. Adult education should emphasise imparting of literacy skills in the spoken language to persons belonging to the economically and socially deprived sections of society. However, literacy programmes unrelated to the working and living conditions of the learners, to the challenges of the environment and the developmental needs of the country can not secure an active participation of the learners; nor can it be an instrument of development and progress. Adult education, therefore, while emphasising acquisition of literacy skills should also be

- *relevant* to the environment and learners' needs;
- *flexible* regarding duration, time, location, instructional arrangements etc.;
- *diversified* in regard to curriculum, teaching and learning materials and methods; and
- *systematic* in all aspects of organisation.

4. Highest priority in adult education needs to be given to the illiterate persons. In the post-independence period, the achievements in the field of literacy have been far from satisfactory. In 1947, the rate of literacy was 14 per cent, which rose to 33.95 per cent (excluding the age-group 0-4) in 1971. Yet, owing to population increase and half-heartedness of the past effort, the number of illiterate persons has risen

from 247 million in 1951 to 309 million in 1971. According to the Census of 1971 the total number of illiterate persons above 14 years of age is 211.7 million, of which 98.2 million are in the age-group 15-35, which is likely to be about 100 million at present. A massive programme should be launched to cover this vast segment of population in 15-35 age-group within the next ten years. This implies organisation of special programmes for women and for persons belonging to Scheduled Castes and Scheduled Tribes. The regions which have a concentration of illiteracy will also require special attention.

5. From the organisational point of view it is of utmost importance that elaborate preparations are made before launching a massive programme. Identification and motivation of the instructors, preparation of curriculum and teaching/learning materials and training have been the main areas of deficiency in adult education programmes in the past. A satisfactory level of preparedness in these areas must be reached before a massive programme is to be launched. Besides, adult education must cease to be a concern only of the educational authority. A pre-requisite of an adult education movement is that all agencies, Governmental, voluntary, private and public sector industry etc., should lend strength to it. Voluntary organisations have a special role to play and necessary steps shall have to be taken to secure their full involvement. Instructional work shall have to be done by the teachers, students and unemployed men and women. It would be of great advantage if unemployed or under-employed youth having the potentiality to organise adult education programmes are provided necessary training and then entrusted with the responsibility for organising such programmes.

6. Adequate financial support will be essential for launching a massive programme. The approximate per learner cost would be Rs. 50 for a programme comprising literacy as well as environmental and social education, extending to approximately 300-350 hours, or about 9 months. Adequate resources shall have to be provided by the Government, local bodies, voluntary organisations, trade and industry etc.

7. In addition to organising a massive programme for adult illiterates, it is necessary to provide special programmes for special groups based on their special needs. For example, programmes are needed for

— Urban workers to improve their skills, to prepare them for securing their rightful claims and for participation in management;

— Government functionaries such as office clerks, field extension workers and police and armed forces personnel to upgrade their competence;

— employees of commercial establishments such as banks and insurance companies to improve their performance;

— housewives to inculcate a better understanding of family life problems and women's status in society.

Programmes for these and several other categories of persons could be organised through class-room participation, correspondence courses or mass media, or by a combination of all these.

8. It is of the greatest importance that implementation of adult education programmes is decentralised. It would also be necessary to establish agencies of coordination and catalisation. A National Board of Adult Education would be established for this purpose by the Central Government and similar Boards could be established at the State levels and even district and block levels.

The Failure of Education

The education received by the people as a whole has made them victims of their environment rather than masters of their fate.

—Arnold Toyanbee

VILLAGE DEVELOPMENT AND THE ROLE OF EDUCATION*

*Tarlok Singh***

We have long known that village problems are not merely local problems; rather, they are national problems which can only be solved in the context and environment of the village. Therefore, the present symposium is an occasion to think together about some of our basic problems and to learn from one another. For this opportunity, we are all indebted to the President of Seva-Bharati, Professor P.K. Sen.

At Seva-Bharati, in the midst of several Santhal villages, no one will wish to under-estimate the size of the task. As Gandhiji had said in describing his constructive programme for reshaping village life, 'to model such a village may be the work of a life time. Seva-Bharti is itself a vivid reminder the Poet Tagore's words during his last visit to Sriniketan in 1939: 'when seed is strewn in an auspicious moment even in barren land, it may sprout all of a sudden'.

The central theme in the rural reconstruction efforts of Gandhiji, of Poet Tagore, and indeed of most pioneers, has been to help the people to throw off the habits of dependence, to become more self-reliant, and to cooperate with one another in meeting their essential needs. In working towards this goal, they felt the need for beginning somewhere rather than, wishfully, seeking to cover the whole country. They perceived that examples of successful work could become the seedbeds of a movement for rural change on a national scale. As poet Tagore put in his inimitable way, 'we did not have to think of the whole country, we could make a start with one or two villages. If we could free even one village from the shackles of helplessness and ignorance, an ideal for the whole of India would be established...Let a few villages be rebuilt in this way, and I shall say they are my India. That is the way to discover the true India.'

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Following this lead, we could perhaps define our task in this symposium as being one of serving the larger cause, through deepening our

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*Paper read at a national symposium on "The Village Situation in India and Reorganisation of its Resources for Agricultural and Rural Development linking with National Planning—An Educational Approach" held at Kapgari, Midnapore District, West Bengal in February this year.

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own understanding, by exchanging experience and thought, applying such understanding to our different spheres of work, and, as far as it lies in our power, helping Seva-Bharati to fulfil its own mission, primarily through work among the communities in its own neighbourhood. Whether the region in which institutions like Seva-Bharati function is large or small, all rural work has to be seen against the wider convas which includes, at the same time, the economic and social picture for the country as a whole, for the State of West Bengal, and for the group of villages around Kapgari itself. At this point, therefore, it will be useful to recall a few salient facts concerning the economic background of rural work in India and, more specially, in West Bengal. These bear on the distribution of land, the proportion of rural poor in working force, the proportion of rural households in the low-assets group, and the state of employment and unemployment.

The Indian Agricultural Census, 1970-71 has thrown up the following summary picture about the distribution of agricultural holdings in India and in West Bengal:

Category of holding	*Size in hectares*	*India*		*West Bengal*	
		Number (%)	Area (%)	Number (%)	Area (%)
Marginal	Less than 1	50.6	9.0	60.0	21·5
Small	1.0—2.0	19.0	11.9	22.3	25.7
Semi-medium	2.0—4.0	15.5	18.2	13.2	18.9
Medium	4.0—10.0	11.3	29.7	4.4	19.2
Large	10.0 & above	3.9	30.9	0.1	4·6
All categories					
(in thousands, area in hectares)		70,493	162,124	4,216	5,061

With 6 percent of the country's agricultural holdings and 3 per cent of the land, 82 per cent of West Bengal's holdings and 47 per cent of its land fall in small and marginal farms. According to one estimate, based on the 1961 census occupational classification, compared to 57 per cent for the country as a whole, 64 per cent of West Bengal's rural working force is composed of groups that could be correctly described as the rural poor. A recent study of the assets of rural households, carried out by the Reserve Bank of India, has shown that, against 35 per cent for the country as a whole, in 1971-72, 47 per cent of rural households in West Bengal had total assets of less than Rs. 2,500 in value, the average for the State being Rs. 860 compared to Rs. 987 for the country.

A good index for the state of rural employment and unemployment may be the proportion of workers who are seeking work or are available for work in farms or activities other than these in which they are currently engaged. On this point, the 27th round of the National Sample Survey provides the following data for India and for West Bengal

Class of workers	*India* (%)	*West Bengal* (%)
Casual workers	56.4	66.4
Self-employed workers working on their own farms	20.2	25.8
Self-employed workers working in non-farm enterprises	16.9	16.1

What these different sets of statistics which have been cited here suggests is that the setting for improving levels of income and consumption for the rural population are rather more unfavourable for West Bengal than in the country as a whole. Here, in the villages around Seva-Bharati, as shown by studies which have been undertaken, we can see at work all the wellknown phenomena and causes of poverty: inequitable distribution of land, association between caste and ownership of land, effects of exploitation in the past on tribal communities, dependence of large numbers on casual agricultural labour, low levels of literacy and education, dependence on one crop and on traditional methods of cultivation, poor living conditions and low consumption and exploitation of conditions of proverty by those who have been better placed by virtue of caste, resources and education. If Seva-Bharati could achieve significant success in raising the productivity of man and of land under these conditions, its practical message would reach out not only to other parts of West Bengal, but also to the entire country.

In looking at conditions in villages around Seva-Bharati, it is well to remember that vast differences exist in the agricultural and rural situation in different parts of India. Therefore, it would be an error to seek uniform answers or to rely on general, overall solutions. On the other hand, it is essential to study in depth conditions and possibilities in each region, to propose and to test in action remedies that seem likely prima facie, to meet the critical problems of each area, and to carry out extensive adaptations in view of local and regional needs and circumstances. In other words, each region in India should serve as a base for honest and creative experimentation and for active exchange of experience gained in the course of such experimentation.

II

In seeking practical answers to the problems of each area, many streams of effort have to be pulled together. There have been enormous charges in the conditions of constructive work at the community level since Gandhiji summarized his life-long thinking on the subject in 1941. Thanks to community development, cooperation, growth of banks and financial institutions, extension services and other parallel developments in agriculture, education, social services, and sciences and technology, the work of constructive organization and constructive workers has to be both deeper and more selective than in the period before independence. Constructive workers have to be highly skilled and well-informed and have to make their activities directly relevant to present day needs as well as to the contribution of other agencies, including government departments,

autonomous institutions, and economic and financial organizations which are concerned with various aspects of rural change.

This is not the occasion to dwell on the many factors which may tend to thwart constructive work and the challenges which constructive workers have to overcome at the present time. Two aspects should, however, be stressed. Firstly, the existing efforts by way of constructive work are both too meagre and too fragmented. Secondly, it is important, to develop a dynamic and systematic complementarity between the efforts of constructive organizations and constructive workers on the one hand, and those of state agencies, state-sponsored organizations, cooperatives and panchayat institutions of the other. These are among the essential conditions for developing, step by step, in the coming years, a nation-wide constructive work movement which will grow through its own positive contribution to the well-being of the people and, at the same time, will help transform and enhance the contribution of other agencies working for the betterment of the life of the people. As it progresses, the main components of such a movement may be said to be constructive work among the people, correct analysis of national and regional problems, constructive leadership at every level, planned experimentation, and honest evaluation at each stage of results and of methods of work.

Thirty years after Independence, India finds itself in a state of moral, emotional and intellectual ferment, conscious of the progress made, but even more conscious of what remains to be done and by no means certain of the methods which should be adopted. Yet, there is no question that, as a country, India is now much better equipped than ever before to solve the problems of hunger, of work, of equality, and of cohesion and harmony within a social and political framework which will ensure both economic growth and social justice. Given a climate of freedom and democracy, justice between man and man, broad-based cooperation in common tasks, and correct priorities and policies, our basic problems are now clearly within reach of practical solution.

There appear to be seven main conditions for finding effective and reasonably swift solutions to the problems which confront villages around Seva-Bharati and elsewhere in the country. These are :—

(i) The principal focus of development programmes should be on improving the productivity of land and the productivity of man. Man and land are the resources to be developed as best we can.

(ii) The central social goal has to be the achievement of a classless society. A variety of means have to be followed to this end. The fundamental social policies may be summed up as: *sarvodaya*, or the welfare of all; *antyodaya*, or the welfare of the least; *community approach* to the development of all resources and their use in common interest, including the concept of sharing within the community; *quick measures to lessen disparities* in wealth, income and education, and to *assure equal*

opportunities in all sphres; and *peaceful, swift and decisive resolution of social conflicts and social gaps.*

(iii) The community approach in development requires, amongst other things, physical management and development of land, water and other resources, on a basis broader than the prevailing individual holdings and from the standpoint of the community of the group as a whole. This is also a necessary condition for assuring work to all and for utilizing the available manpower. To achieve efficient management of land and water and to overcome the disadvantages of small and fragmented holdings, some degree of operational regrouping of the vast majority of existing holdings is essential. The regrouping has to be undertaken on lines acceptable to the people and in keeping with the requirements of modern, scientific agriculture. It may take a variety of forms of cooperation—from cooperation in common services, to pooling of labour resources, to pooling of land to the extent needed. Goodwill and voluntary consent will be of paramount importance at every step, and anything like a rigid approach has to be avoided. However, the people have to become aware of the contribution which regrouping of holdings in terms of their practical needs could make towards greater well-being, higher productivity, and fuller employment at the community level.

(iv) For the process of development to become self-sustaining, the community approach at the village level has to be pursued alongside a comprehensive area development strategy.

(v) Both village and area development are feasible only within an appropriate framework of national and state priorities and plans. These latter have to be focussed, above all, on rural areas and the weaker groups. The accent has to be on agriculture, employment, provision of essential services and infra-structures, development of the rural economy in depth, priority in production of goods and services to meet the needs of the mass of the population, and restructuring of the presently unorganized sectors of the economy and their unification with the organized, modern sectors of the economy.

(vi) Constructive work activities by voluntary organisations and voluntary workers at the community level have to be developed on a large scale in keeping with present needs and conditions. Instead of being viewed in isolation—and, even so, valuable as far as they go—they have to become an organic part of the mainstream of the country's entire developmental effort and, in particular, to help strengthen institutions which are designed to serve the community as a whole and specially its weaker sections, such as cooperatives and panchayats.

(vii) Both in the work of constructive work organisations and on the part of government and government sponsored agencies, there has to be continuing emphasis on increasing the capacity of

each individual, of each group, and of each area, to do more for themselves and to put their resources, including labour and equipment to better and fuller use. This is the key to development as a dynamic movement growing from its own inherent strength.

III

Education and those engaged in imparting education can make their best contribution to development only as a part of a well-conceived approach to development as a whole. There are perhaps three different senses in which the role of education in development is often discussed, and it is useful to distinguish them. In the first place, an educational approach to development implies the education of those who are to gain as well as the education of those who must give up so that society may advance by resolving its disparities and tensions peacefully and with a large measure of consensus. Secondly, the role of education in development may be considered in terms of the extension of the educational process, as part of the philosophy of social change and strategy of development, to all those who have remained thus far somewhat outside the movement for education and improvement of skills. Here, we consider aspects of education such as literacy for adult men and women, education for school drop-outs, girls, education beyond the primany level, continuation and part-time education for various groups, functional training and education for farmers, artisans and other groups of workers, specially in the unorganised parts of the economy. In the third place, concern with the role of education leads us to the important theme of reform within the entire system of education, keeping in view new educational concepts, innovations in methods of teaching, the changing needs and aspirations of the people, and the long-range requirements of economic, industrial and social planning and development.

The approach to education as an important component in development and reform and expansion of the system of education combine, in practice, to suggest action along for broad directions:

(i) Rapid growth in facilities for the education of the mass of the population. Education is recognized as a vital ingredient in the growth of citizenship. It should have a clearly defined role in all developmental activities, for instance, health and other social services, community and agricultural development, economic services, etc.

(ii) Close linking of the local school and the local community. The school should serve as one of the main centres in the life of the community, and its role should be greatly enlarged.

(iii) Whatever its level and primary field of interest, every educational institution should have its own appropriate area of extension and community work. Thus, all educational institutions could participate actively in the movement for mass education.

(iv) Reorienting all branches of higher education towards meeting the essential needs of the weaker and the unorganized sectors of the economy. This is necessary as much for reducing the prevailing gaps in productivity, levels of skill, organization, and income levels between workers in the unorganized and the modern sectors as for developing an integrated national economy.

In giving effect to the suggestions outlined above, a critical decision is to correlate educational programmes in a region with the economic and social development programmes to be carried out over a period of years. Development has to be on a scale and along patterns which will be adequate to the requirements of the region, and the educational plans should be commensurate with the imperatives of development as envisaged.

Over the years, there have been a number of efforts in the field of education in which one or more of the elements mentioned above found a place. Perhaps, there is no example of all the elements having been sought consciously at the same time. Frequently, the effort has been maintained only for a limited period and the framework of policy to which it was related was narrow. Significant conclusions can be drawn from objective scrutiny of the experience available within the country from the operation of experimental programmes such as those carried out in Maharashtra by Gram Shikshan Mohim, or in Gujarat by the Vedchhi Ashram and the Gandhi Vidyapeeth. Inferences which documented studies may suggest can be further tested through field observation and discussions with teachers and participants. Each experiment may suggest points of general interest as well as those specific to local conditions. A broad synthesis could be of much help in designing experimental projects in the future.

Educational experiments can be conveniently distinguished into three groups. First, we have experiments which are directed specially at the evolution of improved methods, techniques and approaches. Secondly, there are experiments of an institutional character, aimed particularly at the development of 'model' institutions in their given areas of interest. Thirdly, there are educational experiments which use an institution as a base but are oriented primarily towards strengthening or even transforming the attitudes and raising the productivity of large numbers of persons within the community. It has to be admitted that studies of educational experimentation in India presently available are meagre in coverage, and there has yet been too little component sifting of the experience gained. A more concerted effort in these directions will bring rich dividends.

In recent years, both at the national and international level, new thought in education has looked for rapid advance to variants of non-formal education. The role of education in the wider dissemination of science and technology to agriculture and rural life has also been increasingly stressed. In both directions some progress has been made, but the pace has to be greatly accelerated.

In summing up the theme of village development and the role of education, we can say with some assurance that substantial gains can be expected if we endeavour to harness together, under the conditions of each region, (a) the constructive forces of social, economic and technological change, (b) state policies and programmes alongside the contribution of popular movements and voluntary organisations and workers, (c) individual and group incentives. and (d) applications of the community principle to the problems of the people, subject always to general acceptability and feasibility. The process and ethos of democratic change also require that adequate resources should be devoted to the education of the people and to exchange and evaluation of significant experience, to interpretation and systhesis, to absorbing the key lessons of each phase of development, and to planned experimentation.

Thoughts to Remember

The pain of new ideas is the one that hurts most.

—Bagehot

I am bricklayer rather than a store-keeper.

—Welthy Fisher

To absorb all the new information and yet to retain a pre-scientific sense of wonder—that is the challenge to the present-day man of culture.

—An educationist on life-long learning

IDENTIFYING EDUCATIONAL NEEDS OF THE COMMUNITY

*L, R. Shah**

Indian Universities have been rather slow, and in some cases half-hearted, in accepting responsibility of involving themselves in programme of adult/continuing education. There has been no doubt, some activity in this area in several universities during the last ten or fifteen years. The lead, of course, came from the University of Rajasthan when a Department of Adult Education was set up at Jaipur in 1962. Several conferences, workshops and seminars at national, regional and state-level have been held during this period to define, enunciate, clarify and emphasise the role of the university in adult/continuing education. As of today, 20 universities have established department of adult/continuing education of some sort with the support of the University Grants Commission. Besides nearly half a dozen more universities have expressed their keenness to launch programme of adult/continuing education and their requests for seeking financial support are pending with the UGC. This is an itself a happy development that at least 25% of the Indian Universities have begun taking interest in this important area of responsibility.

2. One is however apt to ask a few questions: Whether the Departments of Continuing Educations are in good shape and in good health? Are they really doing programmes which are relevant to the needs of the community? Are they trying to cater to the needs of weaker sections of the society or are they only meeting the needs of the people belonging to the middle and the upper middle classes? Are the departments proving to be really useful and beneficial to their clients? Whether the departments are creating the desired impact on the general community which they are trying to serve and on the university community to which they belong? And finally, whether the resources which are being invested by the University Grants Commission and the State Government on programmes of adult/continuing education are yielding the desired results?

identify needs and resources

3. If one ponders over these questions, one would realise that often there is lack of proper direction and objectivity in the programmes. Many a time activities and programmes are undertaken simply because they must be doing something. In several instances the programmes cater to

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the needs of the middle or upper middle classes and not of those sections of the community which are really in need of help and assistance and which need to be looked after. It is important that before a university launches on programmes of adult/continuing education it should identify the needs of the educational society of individuals as well as of the groups. It is necessary that programmes for adults must be based on needs and interests which they may themselves express or which can be identified. Adults will be motivated to participate in the programmes provided these help them in meeting their felt needs or aspirations. It is, therefore, desirable that an effort is made to ascertain the needs of the community around the university so that those entrusted with the responsibility of running the programmes may be able to understand their role in relation to the total needs of the community. Without a proper survey of the needs, the activities and programmes would be run on a hit-or-miss basis and while it is likely that some of the programmes might succeed, others might prove to be disappointing failures, which would be an expensive and risky way of doing thing and should be avoided.

4. The community comprises of individuals and groups with varying interests, facing a variety of problems. They have different objectives or goals which they may want to achieve in life. And these give rise to educational requirements which need to be identified so that the programmes are conceived and structured to meet the felt need of the community. Among the first things which a university should do while launching a Department of Continuing/Adult Education is to have a survey of the educational needs of the community.

5. It is also necessary to make an inventory of the resource which would be available to the Department for carrying out the programmes-both within and outside the university—in terms of physical facilities, resource persons, learning materials and teaching aids and funds which would be needed for its activities. For example, for running its programmes, the Department may have to use the building or physical facilities of a school, or a college, or a community centre. It may be feasible and practical to use the services of resource persons from outside the university. Similarly, learning materials and teaching aids can be obtained from other institutions. A survey of the avialable resources will be helpful in planning and implementing programmes of continuing/adult education. It is necessary to bear in mind that many agencies—private and public—are involved in the task of community betterment. University should attempt to identify its unique role in meeting the needs for continuing education and also establish close links with other agencies so that duplication of efforts may be avoided and there may be optimum use of the available resources.

6. Another aspect which needs to be recognised is that the educational needs of adult are not something that are identified at once. Expressed needs change and, therefore, the process of identifying these should be continuous and the methods for doing so should be altered and modified on the basis of need and experience. In fact, it would be desirable to have in-built system of identifying needs as the work of the Department progresses. Besides, at the end of each programme an effort

should be made to get a feed back from the participants to ascertain its usefulness, effectiveness and to find out if the subsequentprogrammes can be modified to make them more positive and useful.

7. Evaluation studies, depth surveys, and long term research must be continuing activity of any agency that takes on the responsibilities of planning education programmes for adults. Research in continuing education is basically action-oriented towards programming. Among the many areas that urgently require research are identification of educational needs of various groups, adult motivation, adult learning, and teaching methods.

8. For identifying the needs of the community for programmes of adult/continuing education, it is necessary to identify the target groups which are to be tackled. Broadly, they can be identified as:

— Agricultural occupation group
— Engineers
— Technicians
— Doctors
— School teachers
— University teachers
— Office Workers
— Shop assistants
— Lawyers
— Transport Workers
— Construction Workers
— Health and Family Planning Workers
— Self-employed Workers
— Housewives

There is need to specify the nature and level of each group before an attempt is made to involve them in the programme. When deciding on the approach for producing instructional materials and even when working out the details of implementation, selectivity becomes an important factor. What is good enough and effective for one group need not, and more often will not, be suitable for another group.

target groups

9. The various sections or groups in community (excluding children and students in colleges and universities) could be broadly categorized under the following heads:

(1) Out of School Youth Groups
(2) Occupational Groups
(3) Professional Groups
(4) Women's Groups
(5) Special Interest Groups

10. A university department of adult/continuing education will have to determine its priorities in the matter of groups which are proposed to be served. Obviously in the present context of our country high priority has to be given to meeting the needs of the weaker sections of the society—people living in slum areas, people living in villages, people belonging to scheduled castes and scheduled tribes, the youth who need support and guidance in improving their employability, and the women folk who constitute 50% of our population. Special attention needs to be given to drop-outs from the formal educational system, particularly at the school stage.

11. It would be useful to obtain information about the nature and scope of programmes which will be needed for adults living in a locality, town, or city, district or region which is to be covered. The survey instruments should be constructed in such a way as to identify those adults who are consciously and deliberately engaged or are likely to be engaged in a learning activity, who can name the specific subject matter of their study, who can connect it to a specific goal and who are in a position to speak about their learning effort in terms of time and money they are willing to spend, type of recognition they want to achieve, etc. Some of the questions to which answers should be sought through the surveys are:

(i) How many adults are interested in learning—age and sex—family characteristics, educational attainments, employment and occupation, personal and family income?

(ii) Where can adults learn?

— formal education institutions;
— work-related and/or employment sponsored programmes;
— community and cultural organisations;
— interest and sports clubs;
— radio and television broadcasting;
— self-directed learning etc.

(iii) What do adults like to learn in terms of subjects?

— job related;
— hobbies and recreation;
— religion, morals,
— regular school or academic subjects;
— home and family life;
— personal development;
— public affairs and current events;
— farming, agriculture, etc.

(iv) What would be their motivation for learning?

— desire to know;
— desire to reach a personal goal;
— desire to reach a social goal;
— desire to reach a religious goal;
— desire to take part in a social activity;
— desire to meet formal requirement, etc.

(v) What method of learning would the adults prefer?

— attending regularly scheduled classes or lecture;
— learning by correspondence;
— one or two day conference or workshop;
— programmes accompanied by printed study guides;
— listening to specially produced radio and television programmes;
— community groups, interest groups, action groups;
— on-the-job training;
— private lessons;
— learning on one's own, etc.

anticipation of problems

12. It would also be useful to ascertain from the people in the community the possible difficulties which they might face in participation in the programmes. For example, one of the questions could be:

> "experience has shown that very few people take course or classes in their free time. Here are a few reasons people give for not taking courses. Please state whether or not it applies to you."

The list of possible reasons are:—

— too busy;
— can learn without classes;
— courses located too far away;
— job responsibilities;
— I am too tired after coming home from work;
— lack of prior education;
— I am not the bookish type;
— unsuitable scheduling;
— it does not sound interesting;
— home responsibilities;
— I am too old to begin;
— strict attendance requirements, etc.

13. Others obstacles can be grouped in the following four clusters:

(i) problems of mobility,

(ii) lack of confidence;

(iii) problems with adaptability to existing opportunities; and

(iv) lack of information.

Answers to these questions will help in altering or modifying the programmes so as to make them more acceptable and attractive.

13. Methods of identifying educational needs:

— Interviews;
— Informed conversation;
— Questionnaire;
— Meeting employers;
— Meeting trade union leaders;
— Information from employment exchanges;
— Advertisement in newspapers and periodicals;
— Registration cards;
— Suggestion or question boxes;

14. These are the usual methods of conducting a survey and means of ascertaining from people in the community what their felt needs are in the matter of educational activities. A combination of one or more of these methods may have to be employed to reach the prospective recipients of the education programmes.

selective and specific programmes

15. Educational programmes to be run by university department of adult/continuing education should be selective in nature and specific in purpose. It is necessary to form target groups. Besides the occupational needs and requirements of the target groups, their socio-economic background and the cultural behaviour patterns also need to be taken into account while formulating a programme of continuing education.

16. An important step in the process of determining needs and interests is interpreting the responses that are received. It is well to keep in mind that none of these techniques can give conclusive evidence and that the final test always lies in trying out ideas to see how closely you have come to satisfying real needs and interests.

17. In the foreseeable future, it is expected that institutions of higher learning and non-collegiate institutions will offer some type of continuing education programmes. No one institution can do everything, but each should determine which part of the total responsibility it will assume. Ideally, institutional cooperation should replace competition and unnecessary duplication among programmes. Much can be accomplished locally, regionally, and nationally by pooling resources for continuing education, with the aim of making sure that all citizens have access to continuing learning of high quality.

18. Each university should continuously renew its commitments as well as identify the resources necessary to meet its responsibility in lifelong learning. Account should be taken of the changing educational needs of groups to be served, and strong efforts should be made to improve access to programmes. Universities should find solutions for the pressing social and environmental problems of time, together with increasing the educational service available for 'marginal' groups. To this end, the necessity of identifying the educational needs of the community cannot be over-emphasized.

IMPARTING NEW TECHNOLOGIES TO THE FARMING PEOPLE

(Major Areas and Line of Action for Transfer of New Technologies to the Farming People)

*J. S. Parolkar**

Rural masses comprise generally of the farming community owing small pieces of land spread over the areas surrounding the villages habitats. These are mostly the small farmers with holdings of less than five acres of land and they have to face many farm management problems.

The most important of them are:

(1) Inefficient operation,

(2) Traditional farming techniques,

(3) Low per capita income, and

(4) Weak bargaining power.

Any transfer of new technologies to those rural masses, therefore, have to consider these problems and all these new technologies will have to be agro-based due to deep-rooted love of the rural masses for land and farming. While suggesting new technologies to them, it is quite natural for them to expect remedies and solutions to their present problems before accepting these new technologies. Also it would be quite natural not to uproot these land loving rural masses from their natural environment.

It is from this point of view that this whole question of transfer of technology to the rural masses is to be considered.

efficient farm operation

The basic cause of operational inefficiency of small farms is the poor farm layout. As a result of inheritance practices, lands are usually fragmented and scattered in different places. The farmstead and the fields are usually separated. The farmer may be located in a small village while

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the farms are some distance away, from one half to three to four kilometers. The size of the fields as well as the distance between them and the farmstead reduce the working efficiency of both men and animals. Moreover, scattered fields make caring for and protecting the crops difficult and prevent the adoption of better farming practices.

The measures to increase the efficiency of operation are to consolidate the land holdings and/or prepare a area-land-use plan. However, neither measure will increase the physical size of a farm, but they will increase the size of fields for efficient operation.

Land consolidation efforts are being made in many parts of our country. However, the area-land-use planning, with joint operation, needs consolidation. This approach can increase the efficiency of field operation without impairing the private ownership of farm resources.

Joint operation with area-land-use planning, can also increase operational efficiency. This can help in

- new farm implements, tools, machines and tractor hiring,
- renting of sugar cane crushing machines,
- contract sowing,
- spraying by power machines and even by helicopter,
- mutual exchange of labour for transplanting and harvesting, etc.

It is called group farming in Japan, joint operation in China and land arrangement in Korea.

What is significant about the system is that the consolidated fields within an area are still owned by the individual farmers, but the efficiency of operation can be increased to the same degree as that of large farms. Managements of the smallstrips of land surrounding the farmstead and the household are individual family affairs.

This requires re-arrangement of fields which will give following benefits:

- increases efficiency in the use of labour and capital,
- severs land by abolishing field boundaries,
- make it easier to adopt certain technological innovations, and
- preserve the family operated unit.

However, both land consolidation and area-land-use planning requires educational approach, strong governmental leadership and close cooperation among the farmers.

technological skills required for production

With the present technology of using animal power and simple tools, two man-equivalents of labour can operate a farm between 0.5 to 1.0

hectare under intensive cultivation, and between 1.0 to 3.0 hectares under extensive cultivation.

Since the physical supply of land is fixed, the best way to increase outputs is to adopt improved production techniques.

The following three types of innovations are most suitable for the small farms:—

(1) To increase output, farmers will have to adopt both biological (variety) and chemical (fertilizers & insecticides or pesticides) innovations.

(2) The second type of innovation includes both mechanical and organisational innovations, such as irrigation, drainage and improved implements or machinery.

Irrigation, and drainage practices enable farmers to adopt intensive cultivation which will not only increase the output per unit of land but also create additional work for the available farm labour. Any innovations which can create more employment for the surplus workers is, therefore, highly desirable.

In view of the tremendous investments in irrigation and drainage infrastructures already committed and forthcoming, it is essential to improve the efficiency of irrigation management and the economy of water use in each region. Benefits from costly irrigation projects can be maximized only when both the management and the use of irrigation water can meet particular agronomic requirements under different soil types, cropping patterns, cultural practices, cropping seasons and prevailing weather conditions. It is a rather common occurence in most of the areas that there is little knowledge and understanding of the management, utilization and agronomic requirements of irrigation water. This generally leads to ineffective, inefficient and uneconomic water use, often detrimental rather than beneficial to the farmers.

Farmers usually welcomes any type of improved implement or machinery which can reduce work fatigue and discomfort and increase labour efficiency. Labour saving devices give farmers the opportunity to spread their work over several seasons, thus enabling them to increase the labour input to agriculture.

Organisational innovations refer to the combination or addition of new enterprises, particularly dairy, poultry, fishery, piggery, farm farestry including growing of fruit trees and vegetables, on a farm. These enterprises require little land, absorb available family labour, and provide balanced diet for the household and a surplus for the markets. One can make a small farm very productive by organising the available resources for efficient utilization.

An investigation carried out by the Institute of Agricultural Research and Statistics on the profitability of different systems of farming, has

shown that dairy farming and mixed farming, if properly practised, could be more profitable than arable farming. The average net return per Rs. 100 invested was found to be Rs. 16.6 in the dairy farming unit, Rs. 16.4 in the mixed farming unit and Rs. 13.3 in the arable farming unit, a unit being 2 hectares of holding. Another study conducted by the Agro-economic Research Centre at Vallabh Vidyanagar has shown that the proportion of income from dairying to the total farm income was higher in the case of farmers with small holdings. A similar observation was made from the socio-economic study of village in Valasan in Kaira district. The dairying contributed about 49 per cent of the total income from agriculture and allied pursuits. That modern scientific knowledge can be applied effectively in rural India by the small farmers is well exemplified by the success of the Kaira District Co-operative Milk Producer's Union Ltd. Encouraged by the success of the Kaira Union, many other dairy co-operatives like Mehsana, Baroda, Surat, Banaskantha, Subarkantha have sprung up in Gujarat and all of them are reported to be doing very well The Co-operative movement has also made a debut in other states like. Rajasthan, Haryana, Punjab, West Bengal under the Operation Flood Project.

instilling of technological skills

Apart from what is said above, some technological skills need to be installed among the present farmers. This is illustrated in the examples given below:

(1) Efficient fertilizer use is closely linked with the soil and water condition. The type of fertilizers to be used and their amounts for rainfed agriculture are distinct from irrigated agriculture for which fertilizer recommendations are better known. In the case of rainfed agriculture the fertiliser use will be determined by the availability of water and hence the farmer should be trained and made familiar with the special features of such agriculture, determined on the basis of field experiments. Visual demonstrations corroborate the results of such experiments. The farmer should have knowledge of soil testing, defficiencies in soils and the methods of ameliorating the soil conditions accordingly. They should also know some rough and ready methods of testing the quality of fertilizers.

With the coming of liquid, and, may be gaseous fertilisers, for instance, anhydrous ammonia in the future, application technology will introduce some more elements of engineering. In actual practice, the application of high analysis fertilizers in general, particularly those of nitrogen and phosphorus, will introduce some modifications in our farm management.

(2) What has been said of fertilisers applies to chemicals used as pesticides, weedicides, etc. Furthermore, because of fairly large number of these chemicals which are pouring into the field of agriculture owing to the growing and diverse needs, a specialised knowledge about the correct use of such chemicals is needed. Most of the chemicals, because of their toxicity and chemical

complexity add another dimension to the problems of handling them.

(3) In the case of farm machinery, it is common knowledge that ignorant farmers, in the absence of correct advice, have often made investment in the wrong kind of machines, tools & equipments and suffered badly.

(4) A knowledge of water requirement of crops and such soil water-plant relationship as determine availability and utilisation of water by plant for their optimum growth, hydrology, water conservation measures, lining of water channels, and drainage essential to appreciate the correct use of water as an input. The farmer should have knowledge of soil, knowledge of irrigation techniques, and the plant physiology. Unfortunately, no systematic effort is made to train/educate our farmers in this important aspect of agriculture.

(5) Sline farming has undergone revolutionary changes in the country. These changes in management practices are now apparent to some extent. With new techniques available in nutrition, breeding, housing, and control of diseases and parasites, hog vaisers, either in small or large scale production, should be able to increase their efficiency. Some new technological innovations are : (a) cross breeding for increased production; (b) progeny testing; (c) Multiple farrowing; (d) Complete confinements; (e) Forage & silage feeding; (f) Hog waste utilisation, and (g) balanced rations for different stages of animal development.

(6) When the cattle are purchased, no precautionary measures are taken to prevent damage to the skin or hides while playing. Consequently, poor quality hides are produced. The most serious problem for cowhide production is the poor wet-salting system for curing. Inspite of the large number of cattle and water buffaloes, and the possibility of increasing foreign exchange through hides and skin production, this industry has not flourished because of the poor curing technology and the lack of grading standards.

(7) In connection with technology transfer the question of economic feasibility is of utmost importance. Where alternative technologies are available, a comperative study will favour one in the face of others. Consequently, our farmers should have competence to assess technologies on an economic basis. A good knowledge about all the inputs is not by itself going to ensure successful agricultural production. A good management is what it matters.

All the above examples show that the present day farmers certainly need training in new skills for adopting modern practices.

production supporting innovations

The rural areas where electricity and running water are lacking women spend enormous amount of time in food preparation, including pounding rice, collecting fuel, drawing water. buying ingredients and cooking and washing dishes for three meals a day. Innovation such as the cow dung gas p ant which provide better fertiliser and fuel from animal wastes, woulld be a blessing to villagers. Any simple technique which can preserve farm products or by-products over a period of time will encourage small farmers to grow more perishable commodities.

If the wheels of bullock carts one of the most important means of transport in the rural areas of India could all be equipped with rubber tires, the hauling efficiency would be greatly increased and the damage to country roads greatly reduced.

Thc bicycle, the most popular means of transport in our country can create place utilities and increase output indirectly. It can baul farm produce easily and speedily along the countryside with little operation and maintenance cost.

increase in income

Farm income can be increased by producing more and better yields, but the value of output per unit of land must be increased to reduce the unit cost of production. This can be done by adopting intensification and diversification of farming. The farmer refers to increasing the output of existing enterprises by using more inputs. The latter refers to the addition of more enterprises on a small farm where land resources are limited and diversification of farming refers to adding more enterprises within a small farm.

Diversification has several advantages for small farms; such as;

- Risk is reduced by growing several kinds of crops or raising different livestock. Not all crops or livestook are likely to fail in the same year.
- A seasonal source for income is provided.
- Land, labour and capital are utilised more evenly throughout the year.
- Farm income is enhanced by raising products with different demand and income elasticities.

To adopt a diversified system of farming, farmers must first improve production techniques of existing enterprises and then re-organise the available but limited farm resources into additional enterprises and even add some new enterprises. Even with an intensified and diversified type of production, small farms may still have seasonal surplus labour, which can be used to develop cottage industries or to engage in off-farm work. It is an important to note that intensification and diversification of farming cannot increase the physical size of a farm, but can increase the volume of business on that farm.

Improvements in operational efficiency, the introduction of technological innovations, and the diversification of farming systems all create additional costs. Ultimately, this will affect the level of net farm income. To maintain a decent level of income on small farms, it may be necessary for the government agency either to subsidize the costs of production or support the price of products. Such public efforts can reduce the disparity of incomes between the farm and non-farm incomes.

processing industries in general

Around 75 million among the presently unemployed or underemployed people may have to be found jobs and activities other than direct cultivation of land and the growing of crops. This is because the land-man ratio in many parts of our country is already such that engaging more workers on land, except for special purpose and on special occasions, may not prove very productive. These workers will have to be given job in making improvements of a capital nature to our land and water resources, in animal based industry and in non-agricultural pursuits. These in turn may have to be based on processing of agricultural raw materials, by-products and waste materials.

The processing industries may be classified into export oriented industries and domestic consumer goods industries. The former play a key note in the country as foreign exchange earners, and the latter are crucial both for import substitution and as suppliers of national daily needs.

All the countries make particular efforts to encourage the export oriented industries. Efforts are being made to concentrate on transforming the export of agricultural raw materials into processed products.

There is a great variety of agricultural processing industries, such as preserving, bottling and canning vegetables, fruits, meat and fish, oil and fat manufacturing, milling cereals, tadcur, Khandasari making, Bakeries, Tabacco curing, sericulture, Honey extraction & bottling, wood working, paper and pulp, refrigeration, textiles etc. Training the rural people in these processing technologies and linking the training with inputs such as equipments, credit and marketing through organising their co-operative society will help the rural people to provide them employment, add to their income and increase their productivity.

In China the rapid development of the canned mushroom industry has been dramatic. The background of development may be summarized as follows: mushrooms had been long cultivated for home consumption, in an earlier period, a pineapple and other fruit canning industry had developed. These traditional features of the rural economy were further developed when a foreign trader suggested an export potential and advanced money and other inputs to launch the enterprise through a co-operative society. Mushrooms are cultiyated in the winter between rice harvests on the rice straw. Off season labour and straw for cultivation beds are indegeniously utilized. As the export market has expanded, the government has helped both mushroom growers and cannories in various

phases. We come across similar examples of sugarcane growing, tobacco cultivation and processing the final product in a plant managed by farmers co-operative societies.

marketing

New technologies will enable farmers to supply more marketable surplus to the non-form population. However, at present the farm production in most part of our country is not market oriented, partly because the farmers themselves are major consumers and partly because the rural markets are under developed. This situation will change over time. Farm production will reflect what the buyers want in the terminal markets. For example, the pineapple canning factories only buy pineapples of uniform size and with low fiber content to compete both for quality and price in the international market. Pineapple growers therefore, have been forced to adopt recommended varieties. Thus the growers receive a better price and the buyers reduce processing costs and are able to meet consumer requirements. This shows, if a farmer has to cultivate/grow such commodities as are easily consumable in the market. He will naturally enhance his personal income. In this connection, it is therefore, necessary that he should be taught about skills and techniques required for selection, grading and marketing of his produce.

Grading the quality standardization of many kinds of agricultural produce are usually done on the farms. For instance, we grade agricultural products such as ghee, sugar, cotton, potatoes, eggs, citrus and other fruits through the 'Agmark' system in number of grading units of the regulated markets, and controls the quality of sannhemp, tobacco, essential oils, spices, walnuts, wool, bristles, goat hair, ginger, turmeric, onions, garlic, pulses, mushroom, animal casings, etc. both at the farms and ports.

Small farms are widely scattered in the rural areas, resulting in high costs of assembling marketable surplus as well as selling purchased inputs. Both private and public marketing agencies usually provide transport to deliver the purchased inputs from the markets to the farms to markets. It is a two-way traffic between factor and product markets. The cost of transportation is greatly reduced if the loads on two way traffic are full. Any reduction in the unit cost of marketing services means that either the consumers pay lower prices on what they have bought, or the producers receive higher prices for what they have sold.

We have set up independent boards to supervise both production and marketing of rubber, tea, and sugar, milk and pineapple. These government marketing agencies establish regulations dealing with the improvement of marketing practices on transactions including, agricultural produce from the grower to the buyer at the village level, for such matters as weights and measures, quality control, handling and packing, argaining, price fixing, means of delivery etc. Due to the small scale of production, however, transaction regulation are seldom effectively enforced. The quantity of selling and buying at primary rural markets once every

three or five days, or once a week, is very small. Markets are very widely scattered and the enforcement of regulations to improve market practices is very difficult. Buyers or sellers dealing in small quantities of different varieties of products do not care much about the standards of marketing prices. For instance, the unit of weights and measures used is not the same throughout the same market. Food adulteration is a common practice. Demage of produce due to poor techniques of handling and packing frequently occurs. In the rural markets newspaper are still popularly used for wrapping, but in urban markets have been mostly replaced by plastic bags.

Bargaining is another common practice difficult to change. Prices differ from morning to afternoon and vary in different parts of the same market. With imperfect price information, clever buyers rely on bargaining. All these malpracrices are difficult for government agencies to control and regulate. Only if the farmers join co-operatives or farmers association can government marketing agencies, working through such organisations, effectively enforce market regulations. Marketing facilities such as transportation, storage, and processing are at a place and time, and form utilities for agricultural products. The total investment to provide these facilities is high, but the unit cost of marketing services will ultimately be low.

Storage facilities are very inadequate. Farmers usually keep food grains in their own bins or small storage houses. For foodgrains procurement and price stabilization schemes we have built public godowns. In addition to the shortage of Public storage for foodgrains, the need for cold storage plants to keep perishable vegetables, fruits and livestook products is equally great. There is also a demand for storage capacity to keep farm inputs such as agricultural chemicals, including fertilizers, pesticides, and insecticides.

Processing agricultural produce changes its form and increase its value. The canning of fruits and vegetables has caused the export to flourish.

strength of bargaining power

The success of transforming agriculture will depend largely on the attitude and behaviour of the small farmers; they are the decision makers. It is true that most farmers know to some extent the farm economics and understand the price/cost signal. But a great majority of farmers in the region know the simple principles of managing a small farm under traditional methods of farming. Today, these farmers have to learn the dynamic economic principle of change in growth. They must become more business minded. Not only they must know production techniques to be adopted, but also their management goal must become market oriented.

Even with different degree of progress, farmers have to be motivated

by technical, economic and social incentives to adopt technological innovations. Farm people who live in isolated and remote villages are by nature independent and conservative. They have strong family ties. In case of financial or other troubles, family members or relatives or local money lender will come to their rescue inspite of other resources being available. Each farm household derives its strength from solidarity, the ability to survive under hardship. Its basic weakness is the inability to unite with other families without an external binding agent. As a result the influence of small-farmers on community affairs is slight. Individuals have no voice or bargaining power in public issue.

Programme to enlarge the scale of operations, introduce diversified farming and adopt new technologies will provide opportunities for farmers in an area to participate in group activities. Such as the multipurpose co-operative societies or farmers' associations. Through such organisation, the opinions of small farmers regarding improvements can be heard by their leaders. The small farmers organizations will demonstrate that the small farmers are able to realise great achievements through group action.

These are some of the possibilities which can be further developed in the rural areas of the country. This, however, would require education and training of rural masses to make them aware of these possibilities in their own rural surroundings and create in them a desire to acquire the skills and techniques which are necessary for development of these possibilities.

NATIONAL SERVICE SCHEME AND NON-FORMAL EDUCATION

T. R. Singh and R. C. Bhatnagar

This paper is an attempt to assess the role National Service Scheme can play in the field of imparting non-formal education and the contribution it can make to enrich the lives of rural community.

National Service Scheme started in 1969 as a pilot project in 37 universities, marks the beginning of fresh thinking on the part of education planners in India. It has since then attracted the attention of many other universities and their affiliated colleges, where under-graduate and post-graduate students are drawn into this scheme.

The NSS is a programme for the involvement of youth in community service. It aims at mobilising youth power at village level for the general welfare and betterment of village community. Its purpose is to inculcate in youth a sense of dignity of labour by engaging them in manual work projects. It exposes urban students to rural life and its problems. It seeks their contribution in reorganising rural socio-economic scene.

The NSS programme is divided into two categories :—

1. The regular NSS activities are carried out throughout the year by the college students, who engage themselves in running literacy classes, planting trees for better environment, promote the concept of cleanliness and hygiene for better health, propagate family planning and organise primary health services for children.

2. The Special Camping Programme was initiated in 1973 and has now become an integral part of this scheme. It makes it compulsory for NSS units in colleges and universities to hold once or twice in a year a special camp of 7 to 10 days duration during summer or winter vacations to enable the volunteers to concentrate on certain specific aspects of cleanliness, afforestation,

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sanitation, child care, adult education, environmental conservation and 'gul' construction.

Encouraged by the tremendous response the scheme has received from the portals of formal education, some universities have introduced NSS as an additional optional subject (Diploma Course) for the students of under-graduate classes. Thus NSS has become an important constituent of formal education imparted at first degree level. The entire scheme is simply intended to 'build up work around education'.

Our country has a rural base and a majority of India's work force is employed in agricultural sector. These villages, which number more than half a million, are steeped in poverty, illiteracy and orthodoxy. The literacy rate is very low which hampers the utilisation of manpower and makes the process of development extremely slow. Facilities for formal education in rural areas are very limited. Its expansion is bound to be costly and time consuming: the efforts will have to be spread over a long period with a heavy dose of investment. The response of village population towards formal education has not been very encouraging because it does not fit in well with their way of life and its objectives. It does not prepare them for their primary occupations viz., "agriculture, animal husbandry, trade or marketing and cottage industries" or make them conscious of their existence as happy, healthy, active human beings aspiring for a better life in relation to their occupation.

It does not, however, mean that efforts being made in that direction constitute an exercise in futility or for that matter we should abandon all our schemes and plans formulated for the expansion of formal education. What we intend to propose is that non-formal education can be 'an effective instrument of socio-economic and political amelioration', is problem oriented and, therefore, immensely important for developmental efforts. It is complimentary to formal education and it is for this reason that our fifth five year plan (1974-79) has emphasised the need for proper "synthesis of formal and non-formal education".

"Non-formal education differs from formal education in the sense that it takes place outside the formal school system". "It is an organised activity outside the established framework of formal education which aims to communicate specific ideas, knowledge, skills, attitudes and practices in response to pre-determined needs". Being problem oriented, it helps in solving individual and community problems. It aims to promote betterment of community life. It can be linked up with local social, economic and political needs. It is open to young and old, women and children. It can be imparted through group discussions, puppet shows, exhibitions, films, radio and television or any other method which can serve the purpose. It can be linked up with the problems of family planning, health and hygiene, sanitation, child care, farm management and agricultural productivity. It aims at cultivating self-reliance. It helps to spotlight the problems of the community as also mobilisation of resources to overcome them. It is a process of self-realisation.

Efforts made in the field of imparting non-formal education through

traditional media of radio, television, group discussions and lectures by government officials have not yielded desired dividends apart from being costly in terms of investment. These agencies have their own limitations too. Radio and television programmes are impersonal and fail to create necessary rapport with the audience. Group discussions often lead to endless debates and controversies. The government officials generally lack initiative and perform their duties mechanically. It is in the background of these limitations that we propose to examine the role NSS can play in imparting non-formal education.

The NSS volunteers, young boys and girls, full of life and initiative, knowledgeable, moving into villages under the guidance of their teachers, for their regular and special camping activities, can create personal rapport with the village people, help them in demarcating their problems, indicate them the path of reason, virtue and progress and thereby directly help them in improving their lot.

Students of agricultural colleges, participating in NSS activities, explain the intricacies of increasing the agricultural productivity through the use of hybrid seeds, chemical fertilizers, pesticides, irrigational requirements and multiple cropping. They have an edge over the village level worker and other block officials both in terms of knowledge and initiative.

Student volunteers can help level the village lanes, mobilise the population in digging soakage pits for the disposal of rain and other water, clean the village drains and thereby impress the village community about the importance of cleanliness and hygiene. Environmental conservation and improvement is possible by tree plantation and their subsequent preservation by the village people.

Girl volunteers can establish contacts with the village women and give them general hints about child care, feeding schedules and initial medical facilities like primary vaccination, polio drops, triple antigen injections which the child needs as a protection against common diseases. Apart from giving this general but vital information, they can also arrange these facilities during their routine work through their contacts with the doctor-in-charge primary health centre or the health visitor attached to the block. This will help village women prove 'better wives and mothers', with full sense of responsibility.

NSS volunteers, more than anything else, can spotlight specific urgent problems of the village and bring them to the notice of the Block Development Officer. They can help distinguish more urgent needs from the less urgent ones as also create better awareness among the inhabitants who have an uncanny knack of closing their eyes to everything around them.

The village artisan, deprived of sufficient funds so essential for better output, depends upon the village money lender for his financial requirements. He, thus, mortgages his own prosperity. The organisers and volunteers engaged in NSS activities, having intimate knowledge of the village industries on the basis of their socio-economic surveys, can help

these artisans approach the modern commercial banks or vice versa. These artisans are oblivious of this new source of money, while the banks are keen to move into this field. We have specific instances, where a local banker, approached the Programme Officer of the local NSS unit requesting him to suggest specific village and trade that could form the basis of the investment of his bank. Similarly needy farmers can be encouraged to approach the banks for loans for poultry farming, piggery and dairy projects.

Special Camps organised during Dussehra holidays can be exclusively devoted to 'gul' cleaning operations. These guls get chocked because of large slit deposits during the rains. The irrigation operations from the government tube-wells are hampered for this reason during the harvesting of Kharif crops. The departmental action to clean these guls may not coincide with the requirements of the farmers. Here again the NSS volunteers can effectively take up the cleaning operations and help the farmers fulfil their irrigational requirements.

The last day of the Special Camp is generally devoted to the cultural programme in which the village population and the students participate. This programme can provide the basis for resolving their mutual differences based on caste prejudices and help in national integration.

The villagers look at the concept of family planning disdainfully and are afraid to undergo vasectomy operation. The family planning department, devoid of sympathy and imagination have resorted to coercion and compulsion in the past. This has happened for too long now and the government has come down with a heavy hand on these officials. It is here again that the role of NSS students and organisers comes in. Free from the stigma attached to the workers of the family planning department, they can broach the subject much more intelligently and convince the villagers about the need and importance of small family.

The discussion amply proves that NSS can play a vital role in systematising non-formal education. It will help 'building work round education' for the students and 'education round work' for the village community.

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FARMERS' ATTITUDES TOWARDS SITE AGRICULTURAL PROGRAMME

P. K. Thakur and N. K. Roy

The Satellite Instructional Television Experiment or SITE as it is commonly known was launched on 1st August, 1975 with the purpose of providing instructions and entertainment to farmers of far flung areas of six States. These programmes were expected to change the traditional life style of the rural folk and accelerate the process of economic development in the villages.

Attitudes of an individual play a significant role in determining his behaviour with respect to a particular stimulus. As a corollary of this fact, the viewing or non-viewing of SITE agricultural programmes by farmers is partially a function of their attitudes towards farm programmes on television. An attempt was made in the present investigation to analyse the attitude of three groups of farmers, namely, large, medium and small towards SITE farm programmes.

methodology

The present investigation was undertaken in three randomly selected villages of the Community Development Block, Kahra of Saharsa district. A random sample of 75 farmers, 25 TV viewer farmers from each of the three selected villages was selected.

construction of attitude scale

For measuring the attitude of the respondents towards farm television programmes, an attitude scale was developed by following the summated rating technique as originally suggested by Likert (1932). The following procedures were adopted for the construction of attitude scale.

item collection

With the help of informal interview with TV viewers and extension workers statements were collected which could reflect positive or negative

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attitudes of farmers towards farm programmes on TV. The statements thus collected were given to 25 post-graduate students and teachers of Bihar Agricultural College, Sabour. They were requested to scrutinise the statements on the following criteria :—

(i) the statement should not be ambiguous;

(ii) it should express only one specific idea;

(iii) the statement should clearly reflect positive, negative or neutral feelings of the farmers' towards farm programmes on TV; and

(iv) the statement should be debatable.

After examining the suggestions of judges, 14 statements were selected for further analysis.

item selection

The fourteen statements selected in the first phase were pre-tested among 25 farmers outside the main sample of the study. The respondents were asked to indicate their degree of agreement against each statement on a five-point continuum. The five points of the rating scale with their scores given in the parentheses were : strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1) for the positive items. The scores for the these five points were one to five for negative statements.

findng out the reliability of the item

The total score of each respondent on all the fourteen items were worked out. To find out the reliability of each item, co-efficients of correlation between the scores on the individual items and the total scores on the scale were worked out. The items which showed the significant correlation with the total scores were supposed to reflect the true attitude of the respondents. For the final scale, eight items (four positive and four negative) which had high correlation co-efficient (greater than 0.5) were selected for the attitude scale.

analysis of the respondent's attitudes

In final form, the respondents were asked to rate each of the eight statements on five points of the continuum discussed earlier. The overall score of respondents reflecting the degree of favourable or unfavourable attitude was worked out by taking the arithmetic mean of scores given to eight statement by that respondent. As the scores of the rating scale ranged from one to five, an average score less than 2.5 indicate negative attitude and more than 2.5 showed the favourable attitude towards farm TV programmes. Average scores ranging from 1.5 to 2.5 indicated neutral attitude.

finding and discusssion

The frequency distribution of the respondents by attitude score is presented in Table 1.

Table 1

Percentage Distribution of TV Viewer-Farmers by Attitude Scores

Class Intervals	Large Farmers (N=38)	Medium Farmers (N=13)	Small Farmers (N=34)	Total (N=75)
	Frequency	Frequency	Frequency	Frequency
0.5 to 1.5	—	—	—	—
1.5 to 2.5	1(2.63)	—	8(33.33)	9(12.00)
2.5 to 3.5	7(18.42)	8(61.54)	9(37 50)	24(32.00)
3.5 to 4.5	22(57.89)	5(38.46)	7(29·18)	34(45.33)
4.5 to 5.5	8(21.05)	—	—	8(10.67)

Figures in parentheses indicate percentage.

Table 1 shows that not even a single farmer had strongly unfavourable attitude towards farm programmes on television. It is also evident from table that as against one third of small farmers only one large farmer had unfavourable attitude towards farm television programmes. Majority of medium farmers (61.54%) had neutral attitude towards farm television programme. On the other hand, only 32.5% per cent of small farmers and 18.42 per cent of large farmers had such attitude towards farm television programmes. As against majority of large farmers (57.8%), relatively small percentage of medium and small farmers had favourable attitude towards farm television programme. It is interesting to note that out of three groups of farmers only 21.05 per cent of large farmers held strongly favourable attitudes towards farm programme on television.

The pooled analysis revealed that 56 per cent of the farmers held favourable attitudes towards farm television programmes. This finding is in conformity with the finding of Mishra (1967), Kaur (1970) and Singh (1971). Thirtytwo per cent and 12 per cent of the farmers held neutral and unfavourable attitude respectively towards farm television programmes. This was mainly due to the fact that they had difficulty in understanding specially metric measurements, technical word etc. They also reported some of the agricultural telecast were not suitable for their farms.

The mean attitude scores of the three groups of farmers and calculaed values of 'F' and 'C.D.' are presented in Table 2.

Table 2

Mean Attitude Score of the Three Groups of Television Viewer Farmers and Calculated value of 'F' and 'C.D.'

Respondents categories	Large Farmers L	Medium Farmers M	Small Farmers S
Mean Score	4.00	3.371	3.065

'F' ratio 20.72** (Significant at ·01 level of significance) C.D.=·355
Result : L M_____S

Table 2 shows that the calculated value of 'F' (20.72) was significant at .01 level of significance. So, the inference could be drawn that there were significant differences in mean attitude scores of the three groups of farmers. The comparison of mean attitude scores with C.D. revealed that the large farmers had significantly higher mean attitude scores than medium and small farmers. There was no significant difference in the mean attitude scores of medium and small farmers.

The analysis of mean attitude scores reveals that the large farmers had favourable attitudes towards farm television programmes (mean attitude scores more than 3.50) and the medium and small farmers had neutral attitudes (attitude scores ranging from 2.50 to 3.50).

Item wise analysis of Attitudes. The item wise analysis of the attitudes of respondents towards farm television programme is presented in Table 3. (given on next page)

Table 3 shows that the item which elicited most favourable attitude towards farm television programme stated that "Farm television programmes provide timely information on improved methods of cultivation." As high as 88 per cent of the responses made to this item were favourable to farm programmes on television. Regarding the motivattional role of farm television programmes, 81.83 per cent of respondents accepted the statement that "Farm television programmes motivated farmers to adopt improved farm practices". A very high percentage of respondents (74.67) accepted the statement that "Farm television programme provides entertainment besides technical know-how".

The item which evoked the most unfavourable attitude towards farm television programme stated that "To adopt practices shown on television required very high knowledge and capital." This statement was accepted by 48 per cent of respondents. Regarding the suitability of the practice demonstrated, 40 to 41 per cent of the respondents accepted the statement that "farm programmes on television is not suitable for us" and "only a few programmes are related to crops grown here."

summary and conclusion

The findings revealed that 66 per cent of the farmers had favourable attitudes towards farm television programmes. Thirty-two and 12 per

Table 3

Percentange Distribution of Respondents by Degree of Attitudes Towards Farm Television Programmes

Statements	Agree	Undecided	Disagree
(a) Farm television programmes provide timely information on improved methods of cultivation.	88	2.64	9.34
(b) The farm programmes shown on television are not suitable for all types of farmers	40.00	4.00	56.00
(c) Farm television programmes provide entertainment besides technical know-how.	74.67	8.00	17.33
(d) To view the farm television programme is only to waste time.	16.00	2.67	81.34
(e) Farm television programmes motivated farmers to adopt improved farm practices.	81.33	8.00	10.67
(f) The practices shown on television require very high knowledge and capital.	48.04	10.67	41.33
(g) Farm programmes are telecast in simple language and is easy to understand.	69.33	16.00	14.67
(h) A few programmes are only related to crops grown here.	41.33	12.00	46.66

cent of farmers held neutral and unfavourable attitudes towards farm television programme. It was also found that the large farmers had significantly more favourable attitudes than medium and small farmers towards from television programme. This points out the necessity to make farm television programmes more useful and attractive by presenting in simple and understandable languages so that medium and small farmers may also develop favourable attitudes towards farm television programmes. There is thus an obvious need for making notable additions and alternations in the programme so that it meets the needs of medium and small farmers also.

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ADULT EDUCATION BY 1982 : HOPES AND ASPIRATIONS

'CONVERGENCE', the International Journal of Adult Education published by the International Council gave a summary of the section on Adult Education from UNESCO's Six Year Middle Term Plan which, we feel, would interest our readers. The UNESCO document 19C/4 (Medium Term Programme and Budget 1977-82) has a section entitled "The Promotion and Intensification of Adult Education". The summary of this document as given in the Convergence Journal is reproduced below :

As a target for 1982, it is hoped that all countries will have adopted a policy for adult education and that many countries will have taken necessary steps to develop their national structures for adult education including the establishment of the essential basic institutions and services needed for an endogenous and comprehensive development of adult education, seen as a component of the overall education system, different in nature from school education but of equal importance. Such services should include organized provision for communication and collaboration between the great number and varieties of agencies engaged in adult education, arrangements for consultation and concertation between governments and the agencies, information and documentation services, the development of research capacity, production of learning materials, arrangements for evaluation.

Without impairing the development of school and higher education, governments should achieve within each education system a better balance of resources in favour of adult education.

At the regional level there should be, by 1982, strong regional associations of adult education capable of ensuring regular information flows and exchanges of persons and experience. Regional training arrangements, possibly in the form of staff colleges without fixed location and with a minimum of permanent staff, should have been established to undertake high-level training in special competencies that cannot be provided at national level.

At the world level there should be a significant improvement in access to documentation and information on ideas and experiences developed all over the world in the different areas of adult education, and as a result better harmonization of the activities of international organizations and closer international collaboration.

Qualitative improvements, particularly in the direction of greater relevance, both of content and methods, to the needs of adult learners is an ongoing process and although difficult to quantify must nevertheless be regardeed as a significant target.

A SURVEY FOR NON-FORMAL EDUCATION

*V. Rengarajan**

The starting point for any non-formal education activity concerned with rural clientele is to carryout an initial multidisciplinary survey.

Why should there be a survey and who should conduct the proposed survey form the main theme of this article.

Non-formal education is first and foremost an environment related activity. In other words it is related as closely as possible to learner's needs and opportunities and factors operating within the environment. In a practical programme of non-formal education, it is also necessary to pursue various related aspects such as community needs, resources, and constraints in order to be able to prepare the programme realistically. Past experience has shown that any adult education programme imposed from outside without relevance to participant needs and environmental factors fails to make a lasting impact. To gain a realistic insight into participants situation, planners, organisers and executors of Non-formal Education programmes should make a careful and systematic study of the environment and the clienteles. Hence the main purpose of the preliminary survey is to provide the basic data and information for establishing the necessary linkages and is thus an essential and indispensable part of the programme. Further, based on this material collected through the initial survey, a sound curriculum and the preparation of the learning teaching materials may be constructed for each group characteristics of the clientele.

Particularly, in rural areas, where nearly 80 per cent of people live and a higher percentage of people live below poverty line, the beneficiaries may be classified in a multidisciplinary perspectives. The following paradigm serves as a multidisciplinary model.

Geographically, Tamil Nadu occupies as much as 11,261 thousand hectares in which as many as 17,043 villages are located with 43,228 hemlets. Nearly fifty per cent of villages is having less than thousand population. Administratively, there are 12,628 village panchayats and 374 panchayat unions, and 14 districts. Ecologically, the resource indices (Rainfall, Soil fertiliser, cultivated area, irrigated area, pumpsets etc.) vary from the minimum of 47.18 Nilgiris to maximum of 152.54 at Thanjavur.

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Occupationally, if we classify the participants, 40.27 per cent are cultivators, 38.08 per cent are agricultural labourers, 2.56 per cent are engaged in livestock, forestry etc. 0.37 per cent in mining and quarrying, 3.65 per cent in manufacturing processing etc., 4.10 per cent in servicing repairs other than household industry, 0.96 per cent in construction, 3.35 per cent in trade and commerce, 0·83 per cent is in Transport and communication and the rest (5.83 per cent) is in other services. Still if we precisely classify the rural holdings, nearly half of the rural holdings come under the category of marginal farmers. One fifth of the holding consist at small farmers and a little over the quarter are medium farmer, and large holding forms only about 4 per cent. The Ethnic composition in Tamil Nadu consist of 17.76 per cent of Schedule castes, with 95 per cent of them engaged in unskilled or manual labour. 0.78 per cent in rural areas, Schedule caste people live separately Schedule Tribes and rest being non schedules. Demographically, 69.74 per eent of people live in Rural while 30.26 per cent reside in urban area. Male and female, in the population represent equally. 39.46 per cent is literate while rest is illiterate. Regarding age group, 24 per cent fall under 10 years, 21 per cent in the age group 10-20. 41 per cent in the age group 20 to 50 and 14 per cent above 50. Apart from these different characteristics of clientele and their environment in Tamil Nadu, different cultures, social hierarchial system, religious belief, myths and taboos are also found part and parcel of the way of life. These broad categories may be useful in understanding the characteristics of the participants and in selecting the target groups for Non-formal educational activities. Once the target group is identified a detailed initial survey has to be conducted to study the environment and the problem of the participants. To summarise, the purposes of these preliminary survey are (a) to understand the learners in educational terms (b) to foster comprehensive understanding of the community and its linkages (c) to take stock of the learning possible of youth in the community. Further it would also help in formulating the programme and learning teaching materials, in adopting suitable methodologies in relation to the strength and weakness of the learners' groups and the environment and finals to have an in built element of concurrent evaluation which would provide the necessary feed back for constant improvement and final assessment.

Next to the purpose of initial survey, the question arises who will conduct the initial survey? Obviously, either an independent as researcher or educational administrator cannot by himself findout all the answers to the questions posed. So these kind of survey, ideally speaking, should be a joint effort by an inter-disciplinary team consisting of an educational planner/executor, a sociologist, and a linguist. A Regional Educational Institute such as the State Institute of Education & (SCERT) Training institutions are there. However, these institution may not be able to cover the whole area. Hence college students, well spread all over the District and rural area, after necessary training, would be able to survey region wise the participants needs and environment as a part of their curricular activities. In this context, Dr. Adiseshiah, Vice-Chancellor of Madras University, has rightly observed in the meeting of the Indian University Association for Continuing Educatian, that the non-formal education activities which ranged from village work by staff and students of Universities to adult education and adult literacy campaign should become part of the regular curriculum in undergraduate and post graduate courses and that students and teachers should be motivated to do this

work through offer of incentives and promoting an attitude of personal commitment. Hence, in India, the University students have to play a greater role in conducting survey.

In the courses of survey, the involvement of the panchayat leader or any other local leader is a 'must' as it would facilitate the collection of data, accessibility of records, identification of special local community problems and in the identification of human and material resources which can be mobilised for the programme. Equally important is the involvement of women interviewer in the initial survey, because they can move freely and identify and assess the needs and problem of women participants. (Rural): The outlook, approach and problems of young women in the country side will not be the same as that of man. Hence an appropriate non formal educational programme should be planned exclusively for them. Hence these women interviewers should take up this task so that women clientele can respond with confidence.

The starting point for any non-formal educational activity concerned with rural clientele is to carry out an initial multidisciplinary survey.

COMMUNICATION AND THE COOPERATIVE TEACHER

We have pleasure in referring our readers to a very useful handbook that the International Cooperative Alliance (43, Friends Colony, New Delhi—1100014) has recently published. This handbook is one of the most thorough and readable compilations on the categories, uses and methods of communication not only for members of cooperative societies but also of other beneficiaries from rural development programmes. Of the chapters the ones on principles, the qualifications of a cooperative teacher, the classification of audio-visual aids and the one containing a very interesting and exhaustive descriptive list of teaching methods and teaching aids are noteworthy. While commending this handbook to our readers, we would hope that the Internatioal Cooperative Alliance would bring out this handbook in Indian languages also.

WISDOM FROM THE "IDIOT BOX"

Review of TV & Radio Programmes From the Educational Angle

The radio in the villages is still an article of luxury, howsoever modest. It has not yet entered the category of utility articles. When one has "arrived", income-wise, at a stage when one can enjoy music and fun provided by others, one goes in for a radio set. Except under the subsidy programme of government, a radio set is seldom bought out of a necessity to listen to educational and instructional broadcasts that would be of use in one's professional work.

The question arises what the industry has done in popularising the radio as a utility article? They depend still upon agents and salesmen in towns. The result is that the villager has to come to a big city or a middle-sized district town in order to buy a radio set. A possibility that needs to be explored is that manufacturers themselves should send out mobile sales vans to village markets that assemble periodically or at festival times and for sale at special wholesale rates to villagers. This kind of sales promotion could be combined with the provision of programmes and related educational material about group listening. Manufacturers mobile vans could carry complete sets of booklets which the purchaser would find it exciting to read and make a starting point for a self-education process. The Indian radio industry has made good money. It is time that it appreciates its role in education.

The motivation of makers of TV programmes continues to be aesthetic and, even more, technical excellence. The cameraman is so keen on displaying his skill for combining the technical ingenuinity with aesthetic effects of light, shade and unusual angles that it hardly matters to him if the programme content is conveyed and would be understood and retained by the viewer. The aim seems to be to create an impression and to leave so much to imagination and to the cultural and educational background of the sophisticated viewer, that the information aspect is often neglected. In a recent programme entitled Archana there was a beautiful series of glimpses into wood-carvings of various kinds as well as stone-carving of the traditional type all over the country. Some of the most intricate and artistic pieces moved before the eyes almost in a panorma and left a beautiful impression upon the mind. But such was the compulsion of modern TV technique that for one who wished to know from what part of the country the artistic piece had come, what were the styles presented, who were the master craftsmen, what were the materials of which they were made, what was the

symbology and what was the story behind the pieces, there was nothing but a blank chain of staring and being dazzled. It is surprising that the obvious way of communicating information,—that of fitting on the screen a few sentences in between or as a montage over the image, is not restored to at all. Whatever be the merits of this technique in the documentary films shown in cinema houses, there is no doubt in its validity for the TV. In fact in developing countries the aesthetic parameters of TV production needs to be compromised a little for the sake of education. Otherwise we shall have a kind of programmes that will only suit the elitist among art lovers and will not communicate to those who do not know much about arts and crafts.

During Parliament Sessions, the TV as well as the Radio have weekly and sometimes more frequent talks analysing the proceedings in the Parliament during the week. This has over the years become a somewhat monotonous rehashing of the proceedings that have already been covered in the course of the week by the newspapers. The feature has been introduced in imitation of analytical articles in newspapers but there is a difference. The commentator in newspapers has considerable space at his disposal. A Commentator in a TV or and Radio programme have hardly 10 to 15 minutes. Moreover in State-armed radio and TV systems comments of this kind have to be cautious so that personal analysis with all the colouring of the commentator's own likes and dislikes is not possible. The result is that the programme is not of much interest to the typical newspaper readers who also usually own the TV and radio.

However this programme has immense educational potential for the rural people and for special audiences. It is surprising that rural programmes as well as special programmes like those for women hardly even carry analytical commentaries on Parliament proceedings, though many a discussion in Parliament reflect problems that confront these special audiences. However a commentary for these listeners and viewers will have to be different from that of a typical journalist. It will need to be undertaken by a journalist who has educational inclination and who can select items relevent to these viewers and present them in an informative but not a patronizing manner. It means going into considerable detail into statements made on agricultural or consumers' prices, for example. It is wrong to assume that Parliament proceedings do not interest the rural people. It is the way in which interest is to be created that matters. If we want to educate our voters and make them understand the implication of casting their votes, then it is better to keep them in contact with the proceedings of the House to which they have to send their representatives.

J. C. M.

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EDITORIAL LOUD THINKING

(*J.C.M.*)

From this issue the practice of using the first person plural in the editorials is being given up. Though time-honoured, this practice is little else than a mannerism. After all if the editor writes anything that comes within the mischief of law, it is he who would be hauled up and not the vague undefined person called "we". Perhaps the resort to "I" in the editorials may also establish a more direct rapport between the readers and the editor. At least that is the hope that I entertain.

Thoreau's Ideas on Adult Education

Thoreau was born 160 years ago in July 1817 and died at the age of 45 years. In India he is known as one of the thinkers from whom Mahatma Gandhi derived inspiration for passive resistence with regard to morally unjustified taxation. No less strong was his impact on Gandhiji's ideas on simple living, on reducing one's wants and treating manual labour on a parity with intellectual life. But not many people know that Thoreau also developed the concept of what is today called Continuing Education. His ideas about this concept are scattered in different places in his famous book 'Walden'. This book begins with the following sentence :

> "When I wrote the following pages, of rather the bulk of them, I lived alone in the woods, a mile from any neighbor, in a house which I had built myself on the shore of Walden Pond, in Concord, Massachusetts, and earned my living by the labor my hands only. I lived there two years and two months."

Thus ideas on various topics discussed in Walden, came to him in the course of a prolonged practical experience and profound contemplation of men and things in the quietude of his self-imposed exile.

There is a chapter in this book bearing the title "Reading". In this chapter the reader is often brought face to face with the challenge as a result of the freezing of the flow of the learning process among educated people settled in life and regarded as successful. How true are these words even today; "Most men have learned to read to serve the paltry convenience, as they have learned the cipher in order to keep accounts and not be cheated in trade; but of reading as a noble intellectual exercise, they know little or nothing; yet this only is reading in a high sense, not that which lulls us as a luxury and suffers the noble faculties to sleep a while.....". In fact he goes on later to castigate fellow-men of his time as "underbred and low-lived and illiterate." He maintains that in this respect there is no broad distinction between the literacy of towns' people who cannot read at all and the "illiterateness of him who has learned to read only what is for..... feeble intellects. We are a race of tit-men, we soar but little higher in our intellectual flights than the columns of the daily paper." That is why he argues that there should be what he calls "uncommon schools", and exhorts upon people not to leave off education when they begin to be men and women.

Another idea that brings him very close to Gandhiji is his emphasis upon villages as centres of education. "It is time that villages were universities, and their elder inhabitants the fellows of universities, with leisure—if they are indeed so well off—to pursue liberal studies the rest of their lives. Shall the world be confined to one Paris or one Oxford for ever ?" The village according to him should be the patron of fine arts just like noblemen of Europe used to be in the past. He laments the non-intellectual environment assumed to be appropriate for village life. "Why should our life in this respect be provincial ? Let the reports of all learned societies come to us and we will see if they know anything. Why should we leave to Harpar & Brothers and Redding & Co., to select our reading ? As the noble man of cultivated tastes surrounds himself with whatever conduces to his cultural genius—learning, wit, books, painting, statutary, music, philosophical instruments and the like, so let the village do." He calls upon the village to become an "uncommon school" of this kind. "Instead of noblemen let us have noble villages of men. If it is necessary, omit one bridge over the river by rounding the way a little there, and throw one arch at least over the darker gulf of ignorance which surrounds us."

America side-tracked the issue by absorbing vi lages into townships, raising the amenities of life to the urban level and spreading a uniformity-dominated pattern of education. But the village has not only not vanished from India but is the predominant factor in the continuing ignorance of our people. Even more pathetic is the continuance of the situation in which all high level knowledge and all intellectual heights remain attainable only in the cities. The villages of Mithila and of Andhra were at one time, very much the kind of universities or "uncommon schools" that Thoreau had dreamt of for his country. We have however demolished that role of villages in our country. Little wonder that we are helpless witnesses of a process in which rural life is synonymous with not only poverty and inequalities but also a drab and unthinking mental environment.

Breathing Tin e for Adult Literacy Programme

I am glad that the Conference of Education Ministers decided that a year's time should be given to the preparation for launching a country-wide and time-bound programme of removing illiteracy among adults of the age-group 18-35. Several educationists in the country with experience of campaign like undertakings by Government in the past since 1937 were truly apprehensive that the country might be subjected to the sorry experience of another ambitious "disaster", ambitious in scope and disastrous in results. By giving this one year's time for preparations, the Ministers of Education have wisely resisted the temptation that often overcomes politicians who sometimes expect that dramatic changes common in the political game can be brought about in the field of education also. Revolutions there have been in educational thinking particularly because it has often attracted original and impatient minds. Such were Socrates and Rousseau and in our own times men-like Gandhi and more recently Paulo Friere have introduced the spark of revolution in the thinking of men with regard to education. But the practice of education

moves towards revolutionary changes only through the slow stages of preparations, trials, occasional failures and adjustments. After all, dreams of a star have after begun in the ditch.

This leads me to think that governments both at the centre and the States would do well to encourage a multiplicity of experiments by a number of different organisations and bodies, both government and non-government, in diverse situations of different parts of our country. Already a number of such experiments in adult literacy are in progress and several have been conducted in the past. But in the mighty roar of momentous policies and country-wide application of those policies by the Centre and the State headquarters from time to time, these experiments remained but a still, small voice of humanity. Actually some of them could be used as candles to light others in the neighbourhood and thus spread the light, modestly but effectively.

I wonder if apart from other preparations during the coming months, the Central Government will care to prepare a descriptive inventory of such modest but relatively successful experiments in adult literacy that are relevant to the age-group of 18 to 35 and that, with modifications, could become the starting point of not one but numerous chains of enlightenment in different parts of the country.

One other and perhaps more important reason for the "ambitious disasters" in the past has been that policy-makers and financiers have treated adult literacy as the responsibility of Education departments exclusively. This is an anachronism that would have been harmless had it not pushed adult literacy mercilessly down in the scale of priorities whenever there was a need for economy in governmental expenditure. To my mind the continuance of this outlook has been a tragic phenomenon of adult education in India. For this outlook adult educators themselves are no less responsible. Many of them have treated adult literacy their monopoly. They have failed to activise the potential in various departments, agencies and organisations concerned with economic production and the development of welfare, whether government or non-government. Let the responsibility for adult literacy be put unhesitatingly on them because it is adults who are involved in the activities of economic development and extension of amenities and programmes of welfare. And if literacy is an essential tool for the adults so involved, then those who organise such programmes and activities for adults should recognise it as their responsibility to use those tools, to pay for them and to seek the cooperation of educational authorities and experts in this process.

Memorials to Great men —A Means of Adult Education for the Common People

In one of the previous editorials I had referred to the decorations on the walls of public buildings as media of education for adults, very much like the sculptures and murals that in the past were sources of information for millions of pilgrims.

Lately there has been some debate about the installation of the statues of some great national leaders like Mahatma Gandhi, Jawaharlal

Nehru, C. Rajagopalachari and others who are dead but whose deeds need to be remembered by posterity. It seems to me strange that nobody has recalled that in ancient times when the sculptor was a comrade of the religious leader and the teacher in informing and elevating the common men's minds, single statues of great men were seldom put up except those of deities inside shrines and temples. The practice was to put up panels containing episodes from the lives of great men and from stories with a moral or message. In present times this task of providing visual narratives of episodes has been left to the short-lived media of films, documentaries, photographs and posters. It is true that considering their perishable nature, archives have been built. But then the stories assigned to the archives are no longer a readily available experience to the common people. The common villager visiting Delhi or any of the metropolitan cities looks at huge statues of great men and sometimes manages to know the names of the anugust-looking personages. He may be impressed by the hugeness of the figures or the beauty of the carvings. But what does he learn about the deeds of the man who has been thus honoured ? As time passes and memories get dim, these life-sized statues lose more and more of their life and communicability. A feast for the eye is not necessarily a food for the mind.

Therefore let there be a new thinking on this subject based upon the practice of the ancients. Let our sculptors and engineers and our modern men of art approach the traditional use of sculpture in this country, with understanding and humility. Why should it not be possible for example, to design large sized panels at the spot where at one time the statue of King George V stood, in its pathetic isolation, at the end of what is now the Rajpath ? If I am not wrong, it was from near about that spot that Mahatma Gandhi walked to the Viceroy's palace one day in 1931 or 1932 for negotiations with Lord Irwin the then Viceroy of India, a walk that provoked from Churchill the observation that "a naked faqir" was being allowed to meet "the representative of His Majesty the King Emperor of India." That obviously is one of the episodes to be carved on a stone panel along with several others from Mahatma Gandhi's life such as his solitary walk in Noakhali when the first Independence Day was being celebrated in New Delhi.

There are several episodes in the lives of the great patriots and nation-builders of modern India that need to be recorded in stone panels as episodes and *Jataka Kathas* relating to the Buddha were enshrined. We need not build temples and stupas for this purpose. Let us conceive of modern monuments dedicated to these individuals with stone-panels as a medium for giving information to generation after generation of Indians on episodes that made history and illumined the life of their times.

Of course, this means that our sculptors and art-specialists who advise governments and municipal authorities, will need to shed their obsession with the Victorian versions of the Graeco-Roman heritage as well as the fashionable abstractions of modern western art. For the overriding objective should be to convey memorable historical information to the common people of India, particularly these from villages through monuments that are attractive to them and that last through the ages.

RESEARCH NEEDS AND PRIORITIES IN ADULT EDUCATION

*M. Khajapeer**

introduction

The growth and development of any branch of knowledge largely depends on the research done in it. This is more so of Adult Education, for it is relatively new and modern in the formal institutional sense. In view of its newness, the needs of research in adult education are enormous. But all the needs cannot be attended to simultaneously with the same intensity for many reasons. Hence, there is the need for selection and investigation of crucial research problems in Adult Education on a priority basis.

scantiness of research

Research in Adult Education, not to speak about a 'research tradition'[1], is scanty. Perhaps, this is true in respect of qualitative research also. The scantiness of both quantitative and qualitative research is a legacy in the field. The seriousness of this legacy was cautioned against by Kreitlow (1965) a decade ago. He said : "Unless a body of know-

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ledge in adult education is soon developed by rigorous research in the field, it may be said that there is no such field."[2]

However, owing to the need oriented awakening created during recent years, adult education and research in it are receiving increasing attention. Other things being equal, it will take some time for this increasing attention to result in adequate 'research output'. Until then, the present status of research in adult education continues to be more or less the same. Hence, naturally, it is necessary to intensify 'research activity' in adult education to build up adequate 'stock of research' in a short time so that adult education builds its own domain and tradition. Axford (1969), writing in this direction, aptly said that giant strides had to be taken in adult education research.

the need for borrowing and adoption

In the process of 'building up research' in adult education, research tools may be borrowed from other disciplines and adopted. Research stock available in Philosophy, Psychology, Social Anthropology, Sociology, Economics, Statistics, Education, Agriculture etc., lends a vast scope for such borrowing and adoption. Perhaps, Rural Sociology is one of the most important fields of study that could contribute a number of research tools to adult education.

the need for utilising inter-disciplinary expertise

The 'research demands' in the field of adult education are such that it is also equally important to organise and effectively utilize inter-disciplinary expertise in building up research in it. The research problems, in general, in adult-education are as variegated as the scope of this branch of knowledge itself. And hence, it is always beneficial to involve social scientists, linguists, media specialists, subject matter specialists and programme administrators, while inter-disciplinary expertise is pooled to explore, plan and undertake research in adult education.

dissemination of research results

Dissemination of research results not only within each country but also among other countries of the world must be the first and foremost objective in the field of adult education. This would go a long way to help planning and undertaking further research and in effectively tackling day-to-day problems faced in extension work. There is a tendency on the part of a few researchers, who may constitute a negligible percentage, to conceal the research methodology they have adopted. This tendency is against 'research ethics'. However, this tendency should not come in the way of dissemination of research results. The language used in the publication of research results should be simple, so that workers engaged at the grass-roots also understand it and derive benefit from it.

the need for priority

The 'research urgency' in adult education is such that all research problems cannot be undertaken simultaneously with the same intensity for

many reasons Hence, some problems are to be investigated urgently so that the investigation results of these problems become helpful in adult education planning and programming. The investigation of the other problems may be delayed for SOME TIME. Another factor that dictates the selection and investigation of problems in adult education on a priority basis is the paucity of funds available for adult education and research work in it. This seems to be a problem not only in developing and underdeveloped countries but also in developed countries like U.K. Lowe (1970) said : "The national government and the local authorities still treat adult education as a marginal responsibility . ...Their attitude can be seen from the small amount of money they allocate to adult education"[4]. Writing about research priorities in adult education in 1972 he also said : "The perennial shortage of funds for any kind of educational inquiry has probably made research in adult education seem a luxury".[5]

priority for operational research

In applied, action, historical and pure types of research, priority may be given to applied and action research, for these two types of research are relevant to the solution of practical problems of immediate concern. The Third International Conference on Adult Education (1972) also focussed its attention on this point. It noted : "In general, empirical and operational research in the field of adult education has been neglected"[6] Research in adult education cannot afford this negligence.

the two-way classification of research problems

Research problems in adult education may be broadly classified into two types, for the purpose of this paper. They are, problems that are directly related to adult learning, and those that are not directly related to adult learning. The latter type of problems may be further classified as, those that are indirectly related to adult learning and those that are not even indirectly related to adult learning. It is possible to give a few examples in each of the above two broad categories for purposes of classification.

Examples of the problems that are directly related to adult learning are :

1. adult learning in relation to economic, social. psychological and demographic factors,

2. effectiveness of different methods of teaching and different audio-visual aids on adult learning,

3. effect of different motives on retention, and

4. the effect of different patterns of administration and organisation of adult education programmes on persisters and their learning.

Examples of problems that are not directly related to adult learning are :

1. historical study/studies of adult education,

2. effect of adult education on social, economic, cultural and political development,

3. analysis of the problems of resistances to join adult literacy centres, arising from tradition, religion, superstition, fear, ignorance etc,. and

4. surveys of the existing facilities for adult education.

why priority for research on adult learning

Problems related to adult learning directly, need to be investigated on a priority basis, for research in this area is not scanty but scarce. Perhaps, this is more so in the case of adult motives for learning. Research in Adult Education is scarce because educationists throughout the world have concentrated on 'pedagogical research' and have not thought of 'andragogical research'[7]. Even psychologists, who are naturally to be more concerned with human learning, have not paid significant attention to adult learning. Astonishingly enough, psychologists have investigated the learning behaviour of earth worms, cockroaches, dancing mice, rats, chicks, cats, dogs, monkeys, chimpanzees etc. The plasticity theory and its dictum that 'you cannot teach an old dog new tricks' were believed to be quite true until Thorndike in 1928 reported for the first time the most comprehensive study of adult learning.[8] Sorenson (1930),[9] DeCrow (1959)[10], 'Lorge, Wechsler, Birren, Botwinick, Jones'[11], some project evaluation studies in India and abroad etc., have demonstrated that adults maintain their ability to be continuing learners. At this stage of discussion, it may be asked : Have studies done so far in adult learning provide enough to know all about adult learning ? The answer to this question can only be 'no'. By and large, the studies carried out so far, only help us to know that adults also have abilities to learn. This is the 'yes' aspect on adult learning. The research needs of adult learning do not cease with this 'yes' aspect alone. The why, what, how and when aspects of adult learning are yet to be thoroughly investigated. An adult's mind is not a 'tabularasa'. As well perceived by Kidd (1959) adults have more experiences, different kinds of experiences and differently organised experiences.[12] This means that adult learning is not a flat learning but a complex one in the sense that it is intertwined with innumerable factors.

Experts opinion is also in favour of priority for research in adult learning. This is revealed by Kreitlow's assessment. He asked a select group of leaders in adult education ranging from educators to anthropologists what research in adult eduction they regarded as most needed. Twentyeight prominent professionals responded to thirty topics, rating items as critical, needed, related or immaterial. 64 (the highest) per cent and 50 (the third highest) per cent of the respondents listed the following one and two items pertaining to adult learning as critical respectively.

"1. What motivates adults ? How do adult education programmes modify motivation ?

2. How do social values affect participants and learning ?"[13]

Roy and Kapoor (1975), suggesting future research, pointed out: "one of the most important areas in which research is urgently required is the psychological field concerning the question of motivation. An illiterate adult is no less a human being than others, affected by fears hopes and worries, and by personal, economic and cultural considerations. it is vitally important to fortify voluntary efforts with specialists advice when this is needed to ensure that the content of the literacy programme and its manner of presentation, are acceptable and meaningful to the recipients for whom it is intended. This cannot be done unless there is a continuous basis of research in this question of positive aud negative motivation."[14] The Lucknow Study (1973), referring to further research, noted: "It is very necessary to find out what are the motivating factors for joining the literacy class ? Also, it is necessary to study the needs, interests and aspirations of the farmers in relation to motivation."[15]

Bernard (1974) pointed out: "A number of principles concerning the socio-psychological foundations of adult learning have been developed by such writers as Bergevin (1967)[16], Jensen (1968)[17], McClusky (1970)[18], Knowles (1973)[19] and Rogers (1973)[20], but the fact remains, to use Knowles' words, that the adult is "a neglected species in educational activities and research."[21] Peers (1966) said: "Much more needs to be known about adult learning."[22] All these vividly highlight the need for priority for research in adult learning.

conclusion

Research needs in adult education are enormous. Research in adult learning is the nucleus of research in adult education. Problems pertaining to different dimensions of adult learning are to be investigated urgently. Hence, there is need for research in adult learning on priority basis.

notes and references

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6. Final Report of the Third International Conference on Adult Education convened by the UNESCO, TOKYO, 25 July—7 August 1972, P. 36.

7. The term 'andragogy' is referred to the art and science of helping adults learn. Please see Malcolm S. Kowles, The Modern Practice of Adult Education—Andragogy, versus Pedagogy, New York: Association Press, 1970, pp. 38-39 for further details on the term, During The Third International Conference on Adult Education convened by the UNESCO at TOKYO from 25th July to 7th August, 1972, some delegates argued for the adoption of the term 'andragogy' as distinguished from 'pedagogy' to describe the study of the problems concerned with the teaching of adults. Other delegates found this term inappropriate. (The term Andragogy was first used in the meetings of Uneseo's Committee of out of School Education in 1966-67 Edition).

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11. Knowles, Malcolm S., refers to the studies of these investigators in his article on "Issues in Adult Learning Psychology', Prasar, Vol. I, No. 3, October 1973, P.46.

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SOME EXPERIMENTS IN NON-FORMAL EDUCATION

*Padma Ramachandran**

The essence of non-formal education is that it will have to be something conceived within the framework of the requirements, the constraints and the aptitude of the people in a particular area.

These people will have to be given the necessary tools and wherewithal with which to promote their education continually.

Non-formal education programmes should contain the seeds of generating awareness through understanding and through imparting knowledge and skills which are relevant to the recipients.

Some experiments conducted in the field confirm that programmes of non-formal education have to be evolved from within the community.

Let us take the case presented by Anil Sadgopal of 'Kishore Bharti' in a village in Hoshangabad in Madhya Pradesh. He has given up a lucrative job in an urban university and is working for this organisation.

'Kishore Bharti' is a voluntary organisation, just about five years old. It started with small-scale irrigation programme, new science education, mini cross-breeding programme for livestock, cottage industry skills, literacy programmes, etc.

In time it was found that all these programmes become programmes either for the elite or it created new exploiting groups. Thus, there were contradictions in the endeavour to improve the people.

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It was imperative for the organisation to devise something beyond the economic development of each family and to make the people realise that they should function for the collective benefit of the village rather than work in competition, and against their own prosperity.

Thus, the organisation is now concentrating on programmes of common benefit : marketing techniques, obtaining bank credit for maintence services and so on which are good for the whole community.

Of course, there is still the danger of exploitation by the urban economy for which production and sale within the village will have to improve.

Mr. V. B. Salunke of Gram Gaurav Pratisthan, Hadapsar Industrial Estate, Pune, has tried to generate awareness among the people through a programme of conservation of water resources in the village of Maigaon. Mr Salunke was a prosperous engineer employed by a company before he discovered, with the help of his wife the assistance that he could render as a technical person, to the village.

What he has done is to assess the total water availability in the village and to show that its proper distribution can keep away drought.

In essence, this experiment also tries to promote the prosperity of the whole village so that there is a minimum scope for exploitation as between family and family, within the village.

Mr. Salunke lives in the village a part of the year and has admitted his children in the local school. He is also seeking to improve the school. Thus, his endeavour is tantamount to a kind of practical integrated rural development.

Mr S. A. Dabholkar has a personalised system which he calls as a "venture". The process is learning through correspondence with him, and actual demonstration. It is a person to person method of imparting a knowledge input or a successful technology.

He has started a rapidly growing programme of grape cultivation through trying to impart the essential ingredients in cultivation. He has chosen the technology which is best suited to the milieu and is doing his own experimentation with various kinds of horticulture.

For him, learning is a function of living and his method is to give the know-how within the available resources of the people. His clients ranges from the highly urbanised to the barely literate farmer.

His emphasis is on careful use of science and utilisation of resources like land, water, sunlight and shade to the utmost possible extent for increasing the producation of all types of food and to share the knowledge which he gains by experimentation with those who wish to obtain it.

The North Eastern Hill University tried a fascinating exercise which

it is believed, has given results. A non-formal education programme was started among "tea girls" who supply tea.

They were persuaded to take part in a small question-answer session where the simplest things were talked about e. g. "where does the tea you bring come from." This led to learning about the tea growing areas in India and outside (geography, aspect relating to tea cultivation, exports and so on).

One piece of knowledge led to another and now the girls are interested in more and more and thus a hunger for education has been generated.

Although experts might say that Mr. M. D. Jambhekar's experiment does not fall within the definition of non-formal education, his venture certainly has important elements of it.

Without realising that it was some kind of non-formal education programme, Mr. Jambhekar an engineer launched on something which had lasting results.

On his way to his factory daily he found many boys lingering on the road. He asked for the use of the premises of a nearby school for four hours in the afternoon every day and along with some colleagues gave honorary lectures to these boys in workshop techniques and technology.

When factories in the area found that these boys were good, they took them and there was no problem of 'probation' or trying out the boys, etc. The result of Mr Jambhekar's effort was that the number of boys for this ad hoc training rose from three in February 1961 to 120 in December 1961.

Since the number had increased so much, he had to find ways of training these boys within factories themselves converting the latter into training as well as production centres.

The craftsmen in the factories were themselves the instructors. By these means he saved capital required for machines and the teachers required as instructors and the accommodation required for the training school.

This shows that if non-formal training is adjusted to the formal set-up appropriately, it has chance to succeed. In the villages there are many water pumps, for the maintenance of which local boys could be trained and those jobs can be booked even before the giving of training. On the analogy that a craftsman can become a teacher, a farmer can also become a teacher.

It is important that skills should be enabled to be upgraded without much cost. This is of particular importance of non-formal education programmes for women.

This is because it is more difficult to draw women to educational programmes than men.

If it can be shown to them that they would be able to earn more and support their families better by improving their skills, programmes would be more acceptable to them. An example that comes readily to mind is that of Dr Carl Taylor in Noakhali. Bangladesh, who has trained a lot of local dais and other women in the skill of doing a tubectomy.

Dr Taylor's contention is that the percentage of sepsis in these "cottage hospitals" is less than in the best hospitals in the country.

Thus, it is possible that without much of formal qualifications, skills which are now at a low level can be upgraded for which a strategy of non-formal education should be evolved.

There must be countless other examples in this field which do not come to light because the definition of non-formal education is not clear. However, it will be useful if case studies of these expriements are built up so that lessons could be drawn from their failure and success.

Case studies are of special importance for policy-makers and those designing programmes of education for women and agencies assisting organisations for undertaking such programmes.

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PRODUCTIVITY THROUGH POLYVALENT EDUCATION*

*Asher Deleon***

I think that we are now in the last quarter of the 20th Century and not only here in Bombay, not only here in India but all over the world, in a particularly important situation which is characterized by a goal to rethink what we have done in the past and I think that this relates to many aspects which are linked both to the productivity concept and to the productivity trend and to the education in general and to Polyvalent Education in particular. When I say to re-think many concepts and many principles which we have cherished and which we have considered as valid, I think that we have to be first of all honest in front of ourselves to admit that we have made many basic mistakes, both conceptually, theoretically and practically in the last 20, 30, 50 years. I am saying this because I also, as many others here in this this auditorium, belong to a generation which is nearing the completion of its active task and which has to admit that many of our goals and many of our promises have not been fulfilled. I think that many of us belongs to a generation which came out of the IInd World War, out of Independence, out of Wars for independence, out of social and socialist revolutions, hoping that in 20, 30, 50 years we will achieve more than we have achieved. The world of to-day is still a world of Wars, of famines, of disparity, of injustice, a world of one billion illiterates, world of one billion and half of million of people suffering from mal-nutrition, a world divided in a small minority of those who are living well and large majority of those who are suffering and who are poor, in a world which suffers from bureaucracy, from exploitation, from technocracy and from many other ills. If we try to re-think our approaches and our mistakes, if I may say, so, or our misconceptions and misinterpretations related to the theme of to-day, I think that we can first of all say that we have to re-think the concept of development. We have lived for long time with the concept of growth which have not led the world as a whole or country particular to the solutions of problems which they have to solve. For all times the industrial developments and the small scale industries and the different economic branches have been based on a 19th Century theory of physical

* Lecture delivered at a Seminar on Productivity through Polyvalent Education in Bombay.

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investments and physical development. We have all lived for long time, in my country, in your country and many countries of the world with the wrong assumption that physical investments and physical growth will solve all our problems. This was as you know, based on Smithsonian and on other theories and basic economic theories of the first decades of capitalistic development. Later on, this was corrected, that is, this approach was corrected by a new emphasis on human resources, human resources as a contributory element which brings more productivity, which develops not only production but leads to high productivity, to decreased wastage, to increased profit, to increased salaries but which is based on individual and collective productivity of a human compound. But basically both these periods and both these theoretical, and practical approaches have been based on the assumption that what we need isgrowth and I think to-day we can say all together that growth and the quantitative try for growth has not solved the problems of humanity and the problems of India. Growth is not enough. Growth does not bring people to the level on which they can live decently nor is growth sufficient to bring happiness, growth is not sufficient to bring justice, to decrease disparities and to solve basic deficiencies of the world of to-day. And I think this is what we have to admit. This is why I quoted last time when I spoke to the same audience, as report made by the Dag Hammershield Foundation which is called "What now" and the answer to what now is "another development", which means not more of the same, but different from that in the past, i.e., another development, a different development which will be based more on Man, on has basic need, on his contributions, and on a different consideration of the human being as a whole. That is why I think we have to change, to switch from a concept of growth to a concept of global development. And a global development means much more than production, means much more than productivity. To be brief, "another concept of development" means a concept of global development instead of growth, of course it means naturally more production because India is one of the cases, one of the evident cases that more production is basically necessary and we have to do every thing to increase production, to diversify production and this can be done, only or basically through increased productivity, through increase of productivity of the individual and of the society as a whole. But these two concepts which are basic and which we are putting always in the centre of our preoccupations have certainly not the same meaning as before. We have learned particularly in the last period that development means much more than that, it means also let me just mention a certain number of factors. It means naturally a development of the human factor not only as a man-power but much more as a cultural factor, as a factor which brings the human being in the centre of the productive process. It means the development of technical capacities of the man-power on all levels from the unskilled to the highly skilled, to the managerial levels as well. Because I think it is obvious that problem of productivity is not only the problem of higher level, it is a problem of all levels and I think that we have plenty of evidence all over the world that a low productivity on lower levels does not permit the higher levels of competence, and technical skills to show, to perform all their level of competency and of technical knowledge. It is known in many countries including mine and yours that many people on the high managerial and technical levels are working on a low level of productivity and efficiency

because they are performing the work which is lower than their professional capacities and they are naturally held behind not because of the lack of their capacities but because they are obliged to do the work for those who are not being sufficiently trained, who are not in a sufficient number to perform the intermediate task.

In a research which we conducted in Yugoslavia 25 years ago comparing the Yuguoslav textile industry and that in another, European country, which is much higher on the level of GNP and on level of productivity, we found at that time that in Yugoslavia we had one technical man, with a University Degree and one with a technical diploma means a middle level. In the country which had at that time for 4½ time higher GNP than my country and about 5 times higher productivity there was one man in the technical field with University diploma and 4.2 people with the middle level diploma, which means there was a ratio of 1:4, there while in my country it was 1:1. That shows wastage in countries with a lower GNP and a lower productivity. The same is certainly valid for India today and I think some research already shows this. This means that the problem of man-power, of the productivity of the man-power is certainly one element of the whole concept of development. But let us add to this the problem of the choice of technology.

I think we have learned particularly in the last period that the transfer of Western Technology into developing countries is not at all beneficial to the developing world. The proper choice, the choice of proper technology is certainly something which makes part of our basic preoccupation to-day. The imitation, the "Mimitisam" which we follow from year and year just imagining that the problem is transfer of knowledge and transfer of technology instead of search of appropriate technology for each environment. I think a lot of disappointment comes just because we have not developed the appropriate technologies. Wa have been too much obsessed by the trend to immitate the others. Many leaders in the world discuss how to decrease the gap between those who are more advanced and those who are backward. The problem is not decreasing the gap, the problem is developing appropriately the potentials of each country, irrespective of whether we are imitating somebody or not.

This is why with your permission, I would like to here refer to an excellent text on the problem of appropriate technology which says in a nutshell appropriate technology as implied by its name is technology which is most suited to a given situation in terms of inputs, of capital investment, labour force, work skills and sociological factors. Since labour is plentiful and relatively cheap in developing countries and capital is scarce, appropriate technology for these countries particularly in the rural sectors (but not only there) is one that is low in capital and high in labour content and aims at increasing employment rather than simply using methods that increase production but eliminate jobs. Direct importation of Western technology whether it be rudimentry or advanced is not likely to be beneficial in terms of real development, unless selection of the particular technology is in consonance with local conditions, and is adapted to that.

This is why along with the problem of choice of technologies a part of development is the solution of the problem of unemployment. I think we have not thought enough about that. We have a world in which unemployment is growing alarmingly. We have to-day several hundreds of millions of unemployed people and by the end of the century there is a danger that their number will increase by 350 millions. This is why the question of labour intensive, capital intensive economic development is to-day in the centre of preoccupation both of politicians, of scientists, of technologists, of theoreticians and practitioners in many parts of the world. But certainly we cannot say that by a mere growth of GNP by 6%, by 8%, by 10% if we want, with an increase of unemployment which is rampantly growing all over the world, we are in the course of a development. Development which loads millions of young people outside the labour market, which puts them in a of position beggers, be unemployed, have no respect for their own life, and live in undignified conditions, is certainly not something which can be called development in the real sense, irrespective of what is the percentage of the growth, of the growth per capita, of the global growth in any country of the world.

For this reason, I think as part of development we have to think also of the ecological factors. Ecological problems are the talk of the day. The famous Stockhome conference has shown it on world scale how closely ecological problems, and ecological factors are related to the problems of development. We cannot any more think about growth and development without including all these factors which are the pollution of the physical, geographical, natural and human environment of all of us. I have neither time nor reason to develop each of these themes. I would like just to show the variety and the complexity of the problems which we are more and more becoming problems of development.

We have to add to these the problem of consumption. I think that consumption, not in quantitative terms but the kinds of consumption, is certainly also a part of development and the way in which there is all over the world, a trend towards we have what is called a civilization of consumption. Over-consumption, is one of the aspect which are a part of our daily consideration. Naturally, in a country like India I think that we have two extremes. On the one hand we have the lack of consumption, the lack of possibilities for consumption, on the other hand we have a civilisation of wrong consumption, of forced consumption and both things are naturally, part of the global problem of the development. More and more people are speaking and thinking about the relations of man with nature and particularly are speaking of relation between man and the product. I think that the way in which economies are organised in parts of the world shows that there is what we call an alienating relationship between man and product. People are not related to the product, people have no influence on the product and this naturally affects the organisation of a society.

To that I would like to add two elements more. One is the position of man in the production process, in other words inter-human relations; you want industrial relationship, professional relationship but it is basi-

cally human-relationship, and I think they are as important as the level, sometimes much more important than the level of technology.

I would like here to mention the problem of self management because the people in the industries, people in the economic life, they are getting more managerial responsibilities and the management is not limited to professional manage nent and there are evidence of this in many parts of the world. With all modesty, I would like to say, in my country we have, I think a lot of proof of the fact, that the inclusion of workers in management and the development of their sense of responsibility create not only a different human environment but also contributes a lot to the increase of production, productivity, of the choice of technologies, on solving the ecological problems etc. etc.

I have said all these thing just for one basic reason, that the problem of productivity is not the problem of skill. Our search for production and productivity will not be solved if we put the emphasis on skills, on skill development, on skill abilities and on courses which management, the workers organisation, the Polyvalent Centre or anybody will organise to improve the manual capacities and the manual abilities of the people engaged in the industries and the other economic branches. The problem of productivity and of development can be solved only if all these and many other elements are taken into account and this is why the problem or better to say the concept of Polyvalent Education is related not to productivity in a narrow sense but is related to the productivity in a broader sense, in the sense in which I have tried to delineate here, to sketch, to make a small sketch here, though it is much bigger and much more complex than what I have described. But even these 10 elements which I have discussed here are sufficient to show that the problem is a global one and of a very complex set of human and physical, social and individual aspects of life in a working environment. But if all this is true for the problem of development we have to re-think in term of making more human and more complex and more social, more societal in the sense of environment and of a system.

I think the same thing is valid for education as well. We are in a period where we are starting to re-think education as a whole. Not the system of education but the purpose of education, the sense of education, the basic nature of education. Is education teaching? Is education transfering values? Is education transfering knowledge? Is education transfering skills? I think that we are to-day in a position to ask to all of us: have we not misinterpreted education in the world of to-day? Heroic efforts I would say have been made in last 25, 30, 40 years all over the world to develop education and India is one of the examples where education has reached unprecedented. I would say unimaginable heights; 70 million people in the schools immediately after the independence, hundred million to-day i.e. something which certainly goes to the credit of all those who have been responsible for that. But I don't think that there is anybody who can say that educational problems of a country like India have been solved. There are still 309 millions illiterates. There are still 65% adults who are without a basic communication channel which is the channel of the printed word, written word.

There are basic disparities between children and young people belonging to different classes and their opportunities to get education. Education is a privilege of the middle class and is to-day imbibed, coloured by the values of the middle class. Education does not lead to the solutions of basic problems. Education very often alienates people instead of socialising them. Educational values, educational diploma are just merchants, are just part of the cash crops as some people are calling them, and not helping people either to live or to work better, or to prepare for the future in a responsible way.

This is why I think we are to-day in a position and in an obligation to re-think education. In India in the recent past the discussion of non-formal education was not an effort to invent some new programmes but it was in reality an effort to put a big question mark on the orientation of the education system as a whole. The conclusion to which all the people involved in the process of re-thinking came is the conclusion that education, education as such is not sufficient to solve the problem of any society, particularly the problem of Indian Society and that education must have in reality three different channels. The channel of formal education, the channel of non-formal education and the channel of incidental education. Only these three approaches, these three ways of learning together can help the population, the growing population of India. This puts in the fore-front new responsibilities. Only if all these three channels, if all these three approaches, if all these three ways of learning are combined, can better result be achieved. This is what in reality re-thinking of education implies. In other words there is an anology between our re-thinking development and growth on one hand and re-thinking education on the other hand. Much as we have hitherto been singing that growth is simplified, simplistic, interpretation of development, in the same way we say that the teaching, and instruction is the simplistic way of education ; and development is supposed to mean much more of it to be developed in a different way. But Polyvalent Education means some-thing more than that.

I think that Polyvalent education corresponds to different consideration of man. In other terms most of the societies in the world are taking the man as a monovalent value. I can say, "Monovalent" in the sense, man is a producer, that man is a member of working power, man is the member of labour movement, man is the husband, man is the wife, man is the parent. Education helps to improve, to increase, to support, to develop, one of these aspects, man as a member of a trade union movement, or as a part of working machine, or as a mother. Educational efforts and educational programmes are helping the development of such a truncated, of such a fragmented conception of the man. A humanistic approach to man takes man as a complex being and everybody irrespective of how poor, irrespective of how deprieved, irrespective of how unskilled, is in reality a human being a large variety of components of his individuality. Every human being is at the same time an individual and the member of a collective and the member of a family and the member of man-power and the member of the electorate and the member of a civic body, a human being and a cultural being and all these things are inter-related in some ways.

This is what in reality is the second dimension of Ployvalent approach, to take and to help people, people in an urban environment like Bombay one, to grow in all their capacities in all different aspects, in all their potentiality and not to put the emphasis only on the one. These are the basic considerations which had been present here and I would say, in the leading group which created and which developed well, the Polyvalent Centre. I think also of those of the managerial and the labour force which supported and utilised the Polyvalent Centre in Bombay. But if I want to be frank here I would like to say in spite of all that which was conceptually on the right track, we are far from having achieved these, having developed satisfactorily these two basic concepts, basic dimension of the Polyvalent Centre. We are still in the position where the requirements to do differently than in the past are still very strong. The Ployvalent Centre has to think constantly and to re-think again its programmes, its methodology, its priorities, if we want to have an educational and training institution which will help the development of productivity not in the technical sense but in the complex sense which I have tried to describe in the first part of talk and if we want to reply, to answer the Polyvalent needs of the Polyvalent man in the sense of a human being with all its complexities, with all its different cultural technical, social, ethical aesthetical and other needs which every human being is bringing with himself and is feeling and a need to be promoted. This is why a contribution to solve existential problem of people and to develop and to help them, develop complex human being is something which would say had to be promoted more, strengthned, much more than in the past and encouraged through different programmes, through programmes reconsidered by the programme planners in the Polyvalent Centre.

But these naturally means in the same time an increase of responsibility on the other partners which are certainly qualified and equal partners in all this. They are labour and management. If the conditions in the factories don't change, if the attitude of labour and management regarding productivity does not change, if we continue living with 19th Century concepts both regarding the labour and the productivity. I do not think that Polyvalent Centre can fulfil what is expected of it to do. I would like to emphasise that we are all very much encouraged by many examples, of a changed attitude on the part of all three partners : the management side and the labour side and the educational side. But I do not think I am exaggerating, if I said that a lot has to be done and that a great improvement is still expected because the big change has still to come. In 1977 where we are supposed to be very near the 10 Anniversary of the Polyvalent Centre in Bombay, I think that we can say 10 years is too short a period if any body had big charges in mind. Those who inaugurated and have promoted the Polyvalent Centre in Bombay during the decade, had big things in mind. This is why I don't think any body should be too critical about the things which have not been fulfilled because 10 years is a very short period to achieve even all that has been achieved. I think everybody can be proud about things which have been achieved because a lot has been achieved in spite of the fact that much more is in front of us.

AN ANALYSIS OF GRAMSEVIKAS JOBS

S. Nandkeolyar & R.P. Singh***

introduction

It goes without saying that women folk forms the nerve centre of the family, vital section of the society and backbone of the nation. They play a significant role in domestic, social and national life. But in order that they make their rightful contribution to progress of family, society and nation, it is essential to make them aware of their potential role in such progress and develop in them a progressive outlook. In other words, the progress of women themselves will have to be promoted before they promote the progress of domestic, social and national life.

The progress of village women who form the bulk of the country's female population depends very much on how effectively the women village level workers designated as Gram Sevikas perform their jobs. For effective job performance on the part of Gram Sevikas, it is essential that they themselves as well as their superior officers are well aware of the jobs the Gram Sevikas are expected to perform. The study in question was conducted to just know the perception of Gram Sevikas themselves, Mukhya Sevikas and B.D.Os. regarding these jobs.

methodology

The study was conducted in Haryana State. The sample included all the Gram Sevikas, Mukhya Sevikas and B.D.Os. of the Blocks having Gram Sevikas. However, the information could be obtained from only 44 Gram Sevikas. 35 Mukhya Sevikas and 11 B.D.Os. out of a total strength of 60, 45 and 80 respectively. The data were collected from the first two categories of respondents by personal interviews in their zonal meetings and from the B.D.Os. through a mailed questionnaire. The respondents were just asked to mention five most important jobs of Gram Sevikas.

findings

The jobs perceived to be important were categorised into three groups of 'Most Important', 'Important' and 'Not-So-Important' jobs. The jobs considered to be very important were the ones which were mentioned by all the three groups of respondents. Those mentioned by any two groups were considered important. The jobs mentioned by only one group were put in not-so-important category. The jobs under these three categories are as follows.

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'most important jobs'

1. Organizing and running *Balwaris.*
2. Teaching about and popularizing kitchen gardening.
3. Teaching about nutrition.
4. Teaching about stitching, knitting, etc.
5. Teaching about home management.
6. Organizing and running *Mahila Mandals.*
7. Organizing and running craft classes.
8. Teaching about sanitation.
9. Teaching about grain storage.
10. Teaching about and popularizing family planning.
11. Teaching about child care.
12. Teaching about poultry keeping.
13. Popularizing small savings.
14. Popularizing smokeless *chullah.*

'important jobs'

1. Organizing and running *Yuvati Mandals.*
2. Conducting demonstrations.
3. Making regular home and village visits.
4. Operating feeding programme.
5. Making model kitchen and teaching about kitchen management.
6. Guiding people about model houses.
7. Teaching about fruit and vegetable preservation.

'not-very-important' jobs

1. Teaching about first aid.
2. Taking women on study tour.
3. Organizing camps.
4. Carrying out adult education.
5. Teaching music and guiding cultural programmes.
6. Teaching about health.
7. Teaching about animal rearing.

The jobs which were considered very important were further assigned ranks on the basis of number of times a particular job was mentioned by the respondents of a particular group. Table I gives ranking of these jobs.

TABLE 1

Ranking of Gram Sevikas' 'Most Important' Jobs'

Jobs	Gram Sevikas		Mukhya Sevikas		B.D.Os.	
	F. R.O.	R.V.	F. R.O.	R.V.	F. R.O.	R.V.
1. Organizing and running *Balwaris.*	28 I	1.0	25 I	1.0	5 II	3.0
2. Teaching about and popularizing kitchen gardening.	23 II	2.0	14 IV	4.5	3 IV	7.5
3. Teaching about nutrition.	17 III	3.0	11 V	6.0	5 II	3.0
4. Teaching about stitching, knitting, etc.	16 IV	4.0	10 VI	7.0	2 V	11.0
5. Teaching about home management	15 V	5.0	14 IV	4.5	3 IV	7.5
6. Organizing and running *Mahila Mandals.*	12 VI	6.5	17 III	3.0	4 III	5.0
7. Organizing and running craft classes.	12 VI	6.5	18 II	2.0	5 II	3.0
8. Teaching about sanitation.	10 VII	9.0	8 VII	8.5	6 I	1.0
9. Teaching about grain storage.	10 VII	9.0	8 VII	8.5	3 IV	7.5
10. Teaching about and popularizing family planning.	10 VII	9.0	2 IX	11.5	2 V	11.0
11. Teaching about child care.	6 VIII	11.0	6 VIII	10.0	3 IV	7.5
12. Teaching about poultry keeping	4 IX	12.0	1 X	13.5	1 VI	13.5
13. Popularizing small savings.	3 X	13.0	1 X	13.5	1 VI	13.5
14. Popularizing smokeless *Chullah.*	2 XI	14.0	2 IX	11.5	2 V	11.0

Coefficient of concordance (W) = 0.78 $P \leq .01$

Note :— F=Frequency

RO=Rank order

RV=Rank value

The jobs which ranked first in case of Gram Sevikas and Mukhya Sevikas was 'Organizing and running *Balwaris*'. It got second rank by B.D.Os. 'Teaching about sanitation' got first rank by B.D.Os. but seventh and eighth rank by Mukhya Sevikas and Gram Sevikas respectively. 'Teaching about home management' was ranked fourth by Mukhya Sevikas and B.D.Os. and fifth by Gram Sevikas. 'Popularizing smokeless *Chullah*' was ranked 12th by Gram Sevikas, ninth by Mukhya Sevikas and fifth by B.D.Os.

The foregoing analysis apparently indicates some differences in the ranking of jobs done in respect of the three groups of respondents. The statistical result, however, confirmed similarity in the rankings. In simple words, all the three groups of respondents had a common understanding as to the importance of jobs. This might be explained in terms of close interaction among them. What is important here is that the Gram Sevikas share the perception of Mukhya Sevikas and B.D.Os. regarding their jobs.

Table 2 gives differential perception of different groups of respondents regarding 'Important' and 'Not-So-Important' jobs of Gram Sevikas.

TABLE 2

Respondents' Differential Perception regarding 'Important' and 'Not-So-Important' Jobs of Gram Sevikas.

Categories	Gram Sevikas	Mukhya Sevikas	B.D.Os.
Important	Organizing and running *Yuyati Mandals* (9) Conducting demonstrations (5).	Organizing and running *Yuvati Mandals* (13). Conducting demonstrations (1).	
	Making regular home and village visits (3).	Making regular home and village visits (3).	
	Operating feeding programme (3).		Operating feeding programme (1).
	Teaching about home management (2).	Teaching about home management (3).	
	Guiding people about model houses (1).	Guiding people about model houses (2).	

	Teaching about fruit and vegetable preservation (6).	Teaching about fruit and vegetable preservation (2)
Not-so-Important	Teaching about first aid (4)	Organizing camps (2).
		Taking women on study tour (3).
		Carrying out adult education (3).
		Teaching music and guiding cultural programmes (2).
		Teaching about health (2).
		Teaching, about animal rearing (1).

(Figure in brackets indicates frequency).

The information given in Table 2 clearly shows the difference in perception of the different categories of respondents with regard to the important and not-so-important jobs of Gram Sevikas. All the important jobs were mentioned by the Gram Sevikas themselves and all but one by the Mukhya Sevikas. Only one of them found mention by a single B.D.O. Among the seven not-so-important jobs, six were perceived by the Mukhya Sevikas alone and the remaining one by the Gram Sevikas. No mention of any job in this category was made by the B.D.Os.

It can be concluded from the foregoing analysis that in respect of important jobs, there was virtually no difference in perception of Gram Sevikas and Mukhya Sevikas. But the difference in their perception was significant in case of not-so-important jobs. In both the cases, the perception of B.D.Os. appeared to be very different from that of Gram Sevikas and Mukhya Sevikas. The number of B.D.Os. in the sample was comparatively mueh smaller and this might be one of the probable reasons for their perception being very different from the other two categories of respondents. However, there is also likelihood of the apparent difference in perception being real.

To sum up, this study suggests the need for clearly specifying the jobs of Gram Sevikas indicating, from time to time, the changes in order of priority depending on the changing situations. All this must be made very clear to the Gram Sevikas themselves as well as their superiors so that they are always conscious of what is expected of them. With the result, the Gram Sevikas will be able to discharge their jobs better and the supervisory staff will be better able to guide and evaluate them.

SKILL TRAINING TO FARMERS : AN ATTEMPT IN ADULT EDUCATION THROUGH KRISHI VIGYAN KENDRAS

*S.V. Patani**

Training to farmers was considered or looked at with sceptical comments because the farmers considered that they have distilled wisdom with bedrock foundation through ages. The agriculture extension programme has generated need to provide information, knowledge and skill for the new technology.

The training to farmer is something more than literacy or continued education, as in the case of adolescent or dropouts. It is for the practicing farmer, to deviate from the traditional practice to the new. This diversion has to entertain many problems of socio-psychological, economical nature.

Extension workers, acted as the gent of change through educational approach and methods, which could bring the farmers to the level of awareness and interest in ladder of adoption process. Literacy, could help in getting information, but skill remained to be practiced. This led to the setting up of Farmers 'Training Centres (FTC) in the Fourth Plan and their expansion in the Fifth Plan.

The F. T.C. received good attention and response but still something was missing. Simply knowledge or information may not lead to conviction. The scheme, for National Demonstrations by specialists, had some impact. But percolation or radiating effects were inadequate.

The training, if is to be useful, has to be considered as one of the inputs along with seed, fertilizers, pesticides, etc. The training for skill is the input which will serve as catalytic agent for use of other inputs.

It was therefore envisaged that if science based training is reinforced with practice will create better attraction and impact. This gave rise to the programme of Krishi Vigyan Kendra (KVK).

K. V. K. training is need based with scientific orientation and practice skill. The training is not general. It is specific. K. V. K. will offer specialised course cafeteria, where it will be for the farmers, to select the menu of training. The following strategy has been planned for training at K. V. K.

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1. Course Cafeteria to be announced well in advance of season, advertised and propaganda to be made through extension agencies (see below).

2. Opportunities to select the courses by farmers interest group.

3. Intensive training in short period with practice reinforcement.

4. Training by specialists in subject matter.

5. K. V. K. with demonstration units as complement to farmers training cenres. They will help in visual facts and practice opportunities-(see below).

6. Follow up by consultancy and advisory services by K. V. K. specialists.

Thus K. V. K. training programme covers all the aspects of adult education namely:

1. Motivation –Stimulation,

2. Need based and specific, selective.

3. Learning from known to unknown.

4. Social and psychological aspects and status recognition, experience, reinforcement, conditioning to economic gain.

5. Full involvement-with interest group and homogeniety.

6. Specific and clear objective with the teacher and the learner.

7. Use of visual aids and correct teaching methods.

8. Follow up and consultancy services.

Thus it is envisaged that the K. V. K. training will serve the purpose of adult education and extension communication leading to adoption. L nking literacy to illiterate is not envisaged in the scheme. However, a popular literature in a very simple language can serve the motivation towards continuing education to these who can read, underst nd. The skill training itself will be specialization towards new techniques for adult farmers.

course cafeteria proposed to be organised at krishi vigyan kendras

for farmers

(1) Seed Production and Processing technology for Hybrid and High Yielding Varieties.

(2) Plant Protection measures for specific crops.

(3) Care and maintenance of :—

(a) Tractor and Farm Machineries.

(b) Plant Protection Equipments.

(c) Oil Engine and Electric Motors.

(4) Soil conservation and dry farming practices.

(5) Irrigation Agronomy—for principal crops like wheat, sugarcane, cotton.

(6) Vegetable growing.

(7) Fruit Growing – with special reference to fruit plant grown in the area.

(8) Cultivation practices—for

(a) Cereal Crops

(b) Cotton Crops

(c) Oil seed Crops

(d) Species and Condiment Crops.

(e) Sugar Cane

(9) Care of Animals.

(10) Poultry Management.

(11) Farm Accounts and Farm Records.

(12) Specialized training on request.

for farm women

(1) Methods of grain storages—
Seed dressings.

(2) Compost making and use of fertilizer—
Gobar gas plant.

(3) Raising vegetables.

(4) Home making and preservation
of fruits and vegetables.

demonstratiou units with the campus (proposed)

(1) Seed and Soil Testing

(2) Farm with

(3) Poultry unit

(4) Dairy Units

(5) Mechanical Units

(6) Plant Protection Unit

(7) Gobar gas plant



PARTICIPANTS EVALUATION OF A NON-FORMAL EDUCATION PROGRAMME

*Sister Catherine McLevy**

It is usual to arrange for an external, scientific evaluation of a pilot project; and even, at times, of an old-established institution. This is a healthy procedure on the part of those in charge: since they are looking for a candid, objective assessment of their work, hopefully so as to improve their programme in one way or another according to the findings.

Perhaps, however, the clinical sterility of scienitfic assessment is not always as great as we suppose. The sociometric analyst comes to his task with a number of assumptions, which he generally shares with fairly high-level administrators, taken for granted. These are the unconscious assumptions of the society itself, and especially of the urban educated group within society.

One of the assumptions most difficult for those of us who belong to this group to question is the belief that education equals school, college, university. Hence if we evaluate a non-formal education project we are likely to measure it against the formal school, to find out instance, whether the level of literacy, or of some specific knowledge-retention, is equal to that of Standard V children or Standard III children.

What we really should be doing is asking the fundamental questions, such as "What is education (and specifically this education) for ?" and trying to find out how far the project achieves these fundamental objectives.

This was what we tried to do in the urban San Thome project, which attracts, and sometimes rebels youth from slums, and tries to enable them

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to educate themselves for life in the city as it is and probably will be. The project has been in existence for nearly two-and-a-half years, the first group of participants have appeared for tailor-made examination set by the Directorate of Government Examinations for them, and, wanting to know whether they thought our work was done, we asked these, the young men of the first examination group, what they thought we had been trying to do, and whether we had succeeded: we did not give them a list of answers to mark in order of preference, so as not to give clues to the answers we hoped to hear.

The young men responding range in age from 18 years to about 30 years. In background, all are from slums and Slums Clearance Board tenements, and know, or have known, real poverty. About one-fourth now have regular salaried employment though only one of these was in that position when he first joined the course; about one-third are fishermen or from fishing communities; one fifth are casual workers' getting work for less than half of every month; and one-fourth completely unemployed, Apart from the fishermen, only two are skilled workers, and even these have no "qualifications".

The questions, put to the group, in Tamil, were as follows:

1. What, in your view, are the goals of this project as shown by the syllabus ?
2. How far are these goals achieved ?
3. Do you find any changes in your own values, attitudes and your relationships with others as a result of attending these classes ?
4. If so, what changes ? Explain.
5. What do your family and friends think of the project ?
6. What suggestions can you offer for the improvement of the project ?
7. Do you wish to continue coming, now that you have finished the government examination ? If so, why ?

The responses have been summed up below. One might suppose they were trying to please, if it were not that they do, in fact, keep on coming, and are very serious about wanting to help educate the other participants.

evaluation report

The senior most participants of the San Thome Out-of School Education Project evaluated their Education Programme at the end of their Government Examinathon. The evaluation being done through a questionnaire complemented by discussions. Through this questionnaire, the seniors

chiefly evaluated the goals and relative achivements of a Non-formal Education programme, the content and method involved in such a programme, and especially—the examination conducted at the conclusion of this programme.

The results of this evaluation can be summed up as follows :

I. The aims of Non-formal Education as understood through this project are :

1. To build social awareness and self confidence.

2. To promote co-operation at the community level.

3. To prepare students for facing critical life situations.

4. To make them agents of social change.

5. Learning to solve individual problems in a group and thereby working as a community.

6. Helping one to help himself and thereby improve one's job opportunities and status in life.

7. An opportunity for those who missed school education, to educate themselves.

8. A life-oriented education, based on a problem-solving approach.

II. The extent to which these goals have been achieved in the programme proper :

1. The group as a whole has experienced a definite change in their basic attitudes and social values, example :
The participants are now aware of the life patterns existing in a community through the problems faced by members of that community.

They are aware of the relation between the individual's problems and his life in the community. Therefore they feel the need to discuss and to solve these problems in a group. They have acquired the ability to discuss these problems to a certain extent objectively.

The students are able to face higher authorities confidently (approach legal authorities courageously).

The students, feeling the need for social change, have formed independent youth groups outside the project.

III. **Change in the individual's personal habits, attitudes and social behaviour :**

1. The majority of the participants feel the need to give up habits like gambling, prostitution etc.

   (drinking excluded).

2. There is a definite improvement in their social behaviour. for example :

   (a) They mix more freely with the staff-members.

   (b) They approach resource personnel confidently.

   (c) They no longer uphold superstitious beliefs.

   (d) They have learnt to express themselves individually and freely.

Former attitudes of fear and inferiority have greatly diminished as a result of being :

(a) involved in a life-based curriculum and working in an atmosphere promoting self-confidence and individuality.

(b) involved in co-operative effort in work and in sharing responsibilities.

(c) given an opportunity of developing leadership qualities for working and living in the community (one fisherman).

IV. (Outsiders' attitude) The communities' attitude.
Friends and relatives find marked positive changes in behaviour of Non-formal Education participants and appreciate this very much.

V. Most members agree that some change has been introduced in their community. In places like Srinivasapuram, Mullikuppam, Nambikkainagar and Nochikuppam, they have educated the people about the harm done due to excessive alcohol. Besides some have formed independent youth organisations to help the community in various ways like, helping the sick, improving the water supply etc.

VI. Many prefer a more work-oriented syllabus, with more emphasis on the community, fostering better relationship among staff and students.

VII. Members think that such projects must be started all over the city, (including girls also), and they have volunteered to help as animators, especially if trained.

Learning here :—is life oriented and helps in problem solving unlike the usual 'learning' in formal schools.

VIII. **examinations**

The response in general to the approach of these examinations has been positive and encouraging. All the members feel that "Paper III" in "Research for Selection of relevant information....." proved useful and thought-provoking. Another paper appreciated by all was the one on "Emergency decision making and planning" and also "Group Work examination".

All of them agree that the questions on Paper I "Selection of priorities and completion of priority lists" were not related to life and the items offered for choice were all identical. About 10 of them (60%) felt that the oral examination did not test their communication skills, the rest felt it was a preparation to face interviews in future. Most encouraging is the fact that all (100%) the members want to come to the school in future, to help their juniors, to learn more, and to plan for the future, especially with regard to employment for all.

It has been resolved that a proper follow-up for these and later participants will be a post-certificate course consisting of (1) planning, training for and setting up a co-operatively-organised small industry for the unemployed and under-employed members, and (2) training as adult educators, to enable them to contribute to the spread of adult education among others as disadvantaged as they used to be.

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PRODUCTION CENTRES AS VENUES FOR NON-FORMAL EDUCATION OF WOMEN

*Mridula Seth**

A number of women these days specially amongst the lower income group are compelled by the stresses and strains of economic conditions to take up some activity for supplementing the family income. However, the employment opportunities available to these women are very limited due to their inadequate skills, illiteracy, restricted mobility and lack of autonomous status.

Emphasis on equal opportunities for men and women is at last being talked about in India but even now there very few opportunities for lower income group families. Among the illiterate, many traditional taboos prevent girls from seeking new fields even when they are available. According to an ILO report (1953) in developing countries the employment of women is marginal in importance and is either negleted altogether or given low priority. Among illiterate ignorant women it is difficult to offer new skills and even training. The root cause must first be tackled of educating women to fit into new training schemes and acquire new skills (Sen Gupta 1974).

One of the avenues of tackling the problem of gainful employment of unskilled or semi skilled illiterate women is the mobilisation of such women among the lower income group to training cum production centres. After the partition in 1947, the Government of India was faced with the problem of helping widows and single women refugees. Most of them were illiterate. To enable them to earn a living, centres and institutions of various types and sizes were set up where women learnt sewing, embroidery, needlework, spinning, weaving etc. The products of these centres were marketed through voluntary organisations. In the past few years, several such centres have come up to offer gainful employment to the needy and the destitute. These centres may be organisations of the Government, Semi-government or voluntary. Emphasis is on an economic activity in which the women participate for which they are paid on piece-rate basis. The timings are more flexible compared to other wage earning activities.

*Lecturer, Lady Irwin College, New Delhi.

Besides performing its primary function of providing the needy women with an economic activity, these centres are also potentials for mobilising the group of women who are its members and exposing them to new educational programmes. A study of the women working in selected Production Centres in Delhi was conducted by Puri (1977). All the women who were the working force of the three production centres were included in the sample. The number of such women totalled 100,33 from the Department of Personnel and Administrative Reform, 30 from Department of Social Welfare and Rehabilitation and 37 from Servants of the Peoples Society, a voluntary organisation. The entire population constituted the sample so as to give a comprehensive understanding of the group. The over all organisers of the three Production Centres were also interviewed for gaining insight into the functioning of the production centres. The finding revealed that irrespective of the type of organisation the women possessed similar socio-economic characteristics and majority of them were over 30 years of age with a duration of service more than one year. They were predominantly married and came from nuclear families. Economic necessity was the underlying cause of their joining Production Centres. They managed to earn between Rs. 100/-to Rs. 200/- per month. Their absenteeism from work varied from 1 to 4 days/month.

Proximity to the house was the main reason given by them for preferring to work in the centres. Flexibility of timings was given weightage by the married women. Working in the centres was also considered prestigeous and the fact that these centres employed only women was given importance by some wage earners.

The response of these women to introduction of educational programmes was encouraging. 69% of the total sample gave a positive response. A general view one may have would be that these women being paid on piece-rate basis would not be enthusiastic about devoting any time to other activities besides their economic activity but the high percentage of positive response refutes this view. Perhaps by coming out of their homes, these women have broadened their outlook on life and are keen to learn new things.

Regarding the content of such programmes, 52% of the 69 respondents with a positive response cited vocational training as the first preference. Vocational training in a similar field as the one in which they were employed would perhaps enhance their efficiency, and lead to increased input and additional wages. 30% of the positive responses were for literacy followed by nutrition, child care and recreation. It was also revealed that majority of the positive responses were from the younger age group.

Another study of women working in Production Centres of Delhi was conducted by Malhotra (1977). 10 women working in Production Centres run by Ministry of Social Welfare and Rehabilitation were studied in depth about their work performance in the Production Centre, time schedule for carrying out household activities, pattern of household expenditure, aspirations, problems and husbands attitude towards their work. Data was collected through interviews, home visits, observation and assessment of work performance by a panel of experts. Findings of the study show that the women were fairly regular in their attendance and earned

on average of Rs. 80/- to Rs. 100/- per month as wages. The quality of their work was rated as average and below average. Majority of the women and husbands were positively inclined towards introduction of educational programmes and were more interested in learning skills that would further increase their income.

Findings of both the studies revealed that Production Centres could be used as good avenues for imparting education to women in the lower income group. Although much of the learning has to be individual, a great deal can be learnt effectively only in and through a group. Since the women assemble everyday and are economically motivated, an approach could be made easily. There are also greater possibilities of having a cohesive and stable group which is a pre-requisite to literacy and non-formal education programmes.

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A GLIMPSE OF RURAL POVERTY

Profile of an Average Village of Khaknar Block (Madhya Pradesh)

[*We reproduce below extracts from a survey-report sent to us by Shri Narendra Kumar, Founder Director of Manav Mandir, Khaknar (Burhanpur district of Madhya Pradesh). It is a centre for life-long education in a rural area. These extracts are only about a single typical village. Their relevance lies in the challenge of poverty, iniquity and injustices that an educationist cannot but encounter if he is not an escapist. The full survey report has been published by Shri Narendra Kumar with his recommendations. We are here giving only a glimpse of the ugly reality that is typical of our countryside in backward areas. Shri Narendra Kumar is a former Unesco T.V. Specialist and is now devoting himself to rural development in the field. We hope in the future to publish some articles from his pen*].

An average village of the Khaknar Development Block has a population of about 500.

There is a Gram Panchayat for almost every five villages.

On the Block Development staff, there is One Gram-Sevak for about seven villages.

The population break up of an average village would be as under :

2 % Rich Cultivators owning over 50 acres of excellent agricultural land, those who have distributed their surplus lands legally among their family members for government records.

20% Small farmers owning over 10 acres of good agricultural land.

22% Peasants cum labourers owning less than 10 acres, mostly dry.

51% Labourers.

4 % Service Class and petty shopkeepers.

1 % Unemployed—mostly those sons of farmers who have school or college education. and do not like to work on farms.

Few rich cultivators, in reality, dominate the village life. They control all levels of economy.

Small cultivators look to them for help and find it difficult to survive without their goodwill and cooperation. For the labourers, they are their food-givers, They are completely at their mercy. They also wield political power. They control the Panchayat and those aspiring to be members of legislatures. All government officials residing in the rural area or on tour are being lavishly entertained by this privileged class, and so have tremendous influence on them. This is the class which, at heart, does not desire any reform for the poor. They neither want the poor to be educated nor be progressive in any way, because their whole economic edifice is built on the exploitation of the poor man's ignorance and poverty.

These landlords would do all they could to frustrate any genuine social reformer, or active and honest political worker. Even those outsiders like teachers, doctors, development workers, banking staff who come to a village, have to depend on this class for renting houses and for other facilities in the village. It is again this class which is the chief beneficiary of modern agricultural machinery, implements, seeds, fertilizers and banking facilities. Only they can afford the investment necessary to modernize agriculture. The following few examples reveal how these rich cultivators virtually rule over the village, and how helpless is the poor inspite of 30 years of independence :

(1) In one village I was introduced by a teacher friend to a Rathya family whose daughter, I was told, was raped by a rich cultivator's son. The parents didn't even report the matter to the police, because they were convinced that they will be thrown out of the police station without any hearing. Secondly they feared that it would be like inviting additional troubles from the rich money-lender. Lastly they were ashamed of talking about the tragedy which would have become like a social stigma for the girl.

(2) During the second week of May 1977, one peasant cum labourer couple went to the Panchayat office in the evening. The Sarpanch was there with some of his friends. The poor peasant was a little drunk, and so, may be, little bold and outspoken. He started abusing the whole system for not doing justice to the poor, and for taking side of the rich always. The

Sarpanch slapped the man. His wife interfered. A friend of the Sarpanch took out his Chappal and gave her a good beating. No onlooker would interfere. In disgust the couple moved towards the Police station. One of Sarpanchas friends rushed to the police station on his Motor-cycle and briefed the police officer in advance. The officer left the station. When the couple arrived, a constable turned them away abusing the man to be drunk and crazy. The constable threatened to put him behind the bars, if he created any more noise.

(3) Hari Sampat Patel is a peon in a school. His father mortgaged 8 acres of land with a rich cultivator against Rs. 1250/-. During emergency, he went to the court. The A.D.M. asked him to go to the village and take possession of the land. When he went to the field, he was threatened to death. He went back to the court and requested for written order. The A.D.M. referred his case to the village Jan Samiti. The Money-lender's influence forbade the Jan Samiti to take any action, and it became a dead issue. In another case, a person was issued court order, when he went on his farm, he was severely beaten, so he gave up.

(4) An enthusiastic Head Master grew wheat on the small farm attached to his school. He used new methods, and best available seeds and fertilizers. A gang of cultivators managed to ensure that a herd of cattle was let loose on the farm one night, and lo, there was the poor Head Master's dream destroyed.

(5) Bhooky Sanu of Khadki was allotted 5 acres of ceiling land on 31st January 1972, but Muglu Kusnya of Bijori got possession of it. When Bhooky went for farming he was beaten badly. Police never interfered because of Muglu's influence.

(6) In Savli Bhagnisingh Sumersingh has forcibly taken possession of nine acres of land of Samyabai Tumli. It was mortgaged for only Rs. 2500/-. She entreated for help from Surpanch, Patwari and other influential persons in the village. No one helps, because of Bhagnisingh's influence.

(7) Varlya Keshav Milala, a landless Rathya labourer showed me eight postal receipts of registered letters sent to the whole administration—Naib Tahsildar to the Chief Minister, and the M.L.A. and the M.P., for few acres of ceiling land, but no one even acknowledged. He strongly feels that unless one is close to some members of the influential moneyed group in the village, one is never benefited by good Government laws.

(8) Bhau Sanu of Tajnapur said that he took a loan from Cooperative Bank. The last installment of Rs. 125/- has not been paid though over due. Surpanch says that he can get him the amount provided he pays him Rs. 50/-.

(9) One unemployed youngman Bahadursingh of Matapur got Bus Conductor's License through a relation of his living in Akola, but the boss Mr. M. Nizamuddin Khan, Yusuf Garage, Mohammad Ali Road, Akola demanded Rs. 500/- for giving him the job. As he couldn't afford, he is still unemployed.

(10) Young Veersingh's father died suddenly. The family has 12 acres of land. Veersingh can't get any loan from the Bank, as the land is still in his deceased father' name. He wants to transfer the land in his name. But the Patwari would not help till paid Rs. 50/-.

(11) Ookha Ramsingh Naik had two ancestral fields of 15 acres each in Khaknar Khurd. His elder brother Sitaram Naik has been an ill person. Sitaram mortgaged one of the fields with Seth Sitaram Teli of Burhanpur taking a loan of Rs. 6000/-. Ookha did not sign the deal, but the family used to pay Rs. 1500/- per year to the moneylender Seth Sitaram. Yet after three years Seth Sitaram sold the land to Biju Naik of Khaknar.

Another field was also mortgaged by Ookha's elder brother with Phulsingh Patwari of Khaknar against a loan of Rs. 5000/-. Ookha was again not a party in signing the deal. For two years the family repaid Rs. 2000/- each year, in 1971 Phulsingh Patwari persuaded them to hand over the plot to him for cultivation for two years. In return he promised to give back the land to the family without any further charges. To the family's surprise in 1973 Phulsingh Patwari demanded Rs. 11000/-. As they could not pay, the land was sold again to Biju Naik. During emergency Ookha approached to the Tahsildar and M.L.A., but all his efforts were in vain.

Such incidents can be multiplied without end. For a vast majority of labourers, it's not a question of living but just a stuggle for survival. They live at or below poverty line. It's a kind of animal life : dull routine-work, work, work with coarse food and a nominal crude shelter. They seem to accept this as a pre-destined Fate. Not only the parents but every able-bodied child is a worker. A daughter of 6-7 years is helpful to the working mother as a baby-sitter, and the boy as cattle-grazer. As soon as a child is 9-10 years old, there is an additional wage-earner in the family. Because they work on daily wages, their budget is on a daily basis. If some one in the family is ill for a few days, the family is compelled to borrow. And once one borrows, even a petty sum, it's not easy to repay. They work hard all day. By evening they are dead tired. Working, eating and sleeping is their normal routine. To break this monotony, on occasions like births, deaths, marriages and on festival they don't work. They beg, borrow or steal, but spend whatever they can manage on festivities, eat well, sing, dance and get drunk Whenever one talks about these people with the fortunate few in the village, their usual answer is that these labourers are lazy, never work till they have something to eat, and they will never improve,

Inspite of their poverty, these people have their own way of looking at their life and enjoying it. They have their own self-respect too. Once

during interview an Adivasi Family head told me that because of no work during summer, at times, they just mix the flour with water, boil it, and drink it without even salt and chilly powder. Next time when I was passing through that village, I tried to hand over a small bag of salt to the family, which was politely refused.

The project aimed at ascertaining the views of the villagers themselves. In a situation like this, this was not easy. The rich had vested interests, the poor, besides being tongue-tied, rarely seem to think seriously about improving their own lot. One wonders if they are really capable of this mental exercise.

In an average village there is absolutly nothing except a couple of big brick house of the rich, and shabby zigzag rows of huts of the poor. In addition, these days, in most cases a single teacher, one room primary school, Drinking water is a chronical problem specially in summer, when people have to trudge long distances to get a bucket of water.

An average village is an isolated village without roads. It is isolated physically as well as psychologically, and so still untouched by modern social and economic influences.

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READERS' CLUB

From this issue, we are introducing a new feature under the above heading. When we introduced "Editorial Loud Thinking", we had requested our readers to react to some of these comments and give their personal views candidly and constructively. Though the response so far has been inadequate, there are signs to indicate that it will grow from more to more in the future. It is possible that we may in the future list certain issues culled both from the editorials and some of the articles, so that readers may write to us specifically about those issues.

For example, the Policy Document of Government on adult education published in last Number calls for readers' comments. Likewise the piece "Adult Education by 1982 : Hopes and Aspirations" it meant to elicit responses and suggestions from readers. Of course "Editorial Loud Thinking" continues to have plenty of ammunition and we call upon readers to make use of it.

We have pleasure in publishing below the comments of Mrs. Renuka Surana of the University of Rajasthan, Jaipur on the editorial comment on political education in universities.

POLITICAL EDUCATION IN OUR UNIVERSITIES

Renuka Surana

All politics is either an attempt to preserve the status quo or an endeavour to change it. Therefore, at the very outset the objective of political education in the universities has to be clear in the minds of those who wish to participate in the process of imparting it. Evidently there can be no unanimity on this question. The universities, and in fact, the entire educational system, reflects the realities of an existing social relationship. In a given social millieu, some have a vested interest in preserving and strengthening the spectrum of existing relationships. But there are others in the vast majority of low society for whom the only hope of improving their lot lies in drastically altering the prevailing state of affairs and the existing social and economic structure. Therefore every member of a university community—a student or a teacher—has to choose his or her place on one side and has to make his or her options. This is the essence of the struggle involved in defining and determining the role of institutions of higher learning in the society.

Once a person makes the option, he or she can participate in the process of evolving the form and determining the content of political education of youth in the universities. In developing societies, skills and knowledge which higher education places in the hands of its beneficiaries play a crucial role in the determination of the pace and direction of the process of social change.

In our country we have adult franchise and to that extent, there is periodic participation of the people in choosing the parties or individuals constituting the establishment—ruling and the opposition groups like. But, in essence, power continues to reside with a very small minority. Concentration of the means of production in the field of economy and denial of the facilities of education to the vast majority of our people

make an apparant equal distribution of political power more of a form than a reality. Hardly a third of the Indian people are literate and of them a very small minority is fully equipped to participate in the processes of decision-making which affect their fate, The means of communication, education, information, etc,, are all controlled, directed and managed by and in the interest of a small minority. A contradiction however, is growing with the influx of havenots in the educational system; a contradiction which is sharpened by their perception of the realities of their life and the theories and principles which the educational system propounds.

In this setting, political education in the universities must, therefore, begin with encouraging the spirit of enquiry. Unless the students are encouraged to question the assumptions of instruction imparted to them and a cynical irreverence on their part towards established concepts and emotions is respected, higher education will merely remain management of the minds of men and women in the interest of status quo and will not be in any way become real political education.

As awareness of the social responsibility of beneficiaries of university education is the sine-qua-non of the evolution of a process of political education. These beneficiaries, teachers and the students alike, have to realise that the citadels of higher learning have been built and are sustained by denying to the vast masses of our people the opportunities of elementry literacy and education. They are therefore indebted to the poor and the illiterate. They can begin, in a humble way, repayment of this debt if they become conscious of their responsibility towards the have-nots and the deprived sections of the society, and direct educational efforts towards the improvement of the life of the later.

Political education is not only theory but also practice. In fact, no education is worthwhile and meaningful unless it combines theory with practice. Therefore, instruments will have to be forged to enable the students and teachers to participate in the political processes. This does not mean only exposure to lectures by spokesmen of various political parties or protogonists of various ideologies. It also does not mean merely participation in agitations sponsored by political parties. Participation in the political processes means an active involvement in efforts of various segments of people to change the status quo. Involvement In campaigns to liquidate illiteracy, dissemination of knowledge of science and technology to the common people, imparting skills to improve the living conditions of the deprived sections of the society, study and research of the realities of life of the vast masses and the effort to find the solutions of their problems, transmission of these solutions to the people, testing their relevance in the field and remoulding and revamping them on the basis of actual experience : all these are effective tools of political education. Such activities should, therefore, become part of the activity of the centres of university if political education has to be imparted in an effective and meaningful way. Attempts to impart political education without encouraging creative participation of the universities in study and identification of the existing social realities and, more importantly, in participation in efforts to change and improve them will remain nothing but a sterile activity.

WISDOM FROM THE "IDIOT BOX"

REVIEW OF RADIO AND TV PROGRAMMES FROM THE EDUCATIONAL ANGLE

Rural broadcasts on the radio have a greater variety than the Krishi Darshan of Television, but the programmes on farming on the T.V., manage to engage the attention of the viewers much more effectively than the radio programmes on agriculture. It is unfortunate that the dull talk tradition persists on the radio. Even the questions that are put to the talker sometimes betray forced curiosity and are little more than punctuations. Since the radio has a far bigger coverage in villages than TV, it seems important that those responsible for farming programmes should adopt the method of informal chat through which some very advanced ideas on agriculture are communicated in the Krishi Darshan programme of T.V.

In fact in all informative material broadcast on the radio the technique of informal chats and spontaneous queries and interpretations would enrich them. This is done in several programmes but whenever an expert gives a plain talk, the communicability is often reduced because the talker, though learned, may not be able to create an environment inducing spontaneous curiosity through modulations in his voice. Even such was experience when listening to a scholar on a famous saint-poet Garib Das in the Haryanavi programme of Delhi Station. It was a straight talk with hardly any illustrative material. A talk on a poet without examples from his poetry and message is educationally unsound. However there was another Haryanavi programme that was very effective. It was the chorus by Natthi Ram and his party with the refrain "char

dinan ki raunak bande kar le jo karna." There was an unmistakable ring of sincerity in every line. Each word was clearly uttered, the voice was meaningful and vibrant with emotion and the rhythmic accompaniment did not drown the contents of the choral piece. It reminded me of the Negro-spirituals that gave rise to a new fashion of songs among the young people of America. A.I.R. should consider introducing songs based on tunes like those of Natthi Ram but with themes of love and adventure, common ethics and sorrows that can appeal to the modern young people. Songs so improvised can be catching because of their sonorous and rhythmic quality. In fact university boys and girls may well take to them as fish to water.

Delhi AIR's Lok Bharati is an excellent programme though broadcast at an unpopular hour. Such rare pieces as songs of the Lambadis of Hydarabad will be more attractive if the meanings of the words could be explained and some backgrounds of the songs were given.

An impression cannot be resisted that All India Radio has lately been giving a step-motherly treatment to Sugam Sangeet. In the first place for the preparation and production of Sugam Sangeet items, the attention and expenditure given is not even a fraction of that which is given to songs broadcast on Television, to say nothing of that provided for film songs. Now that AIR has more funds available for programming on account of the big income from advertisements, it should be possible to make each Sugam Sangeet item a creative production with adequate preparation and funds. Moreover I would suggest that instead of scheduling Sugam Sangeet as a separate programme category, it would be better to introduce Sugam Sangeet pieces as part of popular programmes like "Man-chahe geet" of Vividh Bharati and other popular programmes. The aim should be to give them the same opportunity for gaining "fans" as is given to film songs.

The White Paper on governments mass media was responsible for provoking some excellent discussions. I would like to refer to the discussion led by Romesh Thapar with the participation of Dileep Padgaonkar and V. Balasubramaniam. It was spontaneous, uninhibited and sensible. The Hindi counter-part of this discussion programme, though deliberative and informative, lacked the liveliness and pace of the discussion in English.

The films shown on the Television in some South-East Asian countries such as Thailand are always dubbed in the local language. In fact the Thailand film industry as well as T.V., employ a large staff who have acquired a specialised skill in translating the dialogue of English and Hindi films into the Thai language. This provides an excellent career opportunity in India. The Delhi TV often shows films in Tamil, Malayalam, etc. It is imagined that they are to be enjoyed only by the people of these language groups living in Delhi. Why should they not be enjoyed by the Hindi speaking people ? There will be no dearth of translators and it is the duty of TV to develop this skill and introduce a new professional career with young broadcasters with a gift for languages.

—Lifelong Learner

ASSOCIATION NEWS

annual conference at udaipur

The 30th All India Adult Education Conference of the Indian Adult Education Association will be held at Dabok, Udaipur, Rajasthan from October 8-10 1977. The theme of the Conference is "Non-formal Education in Integrated Rural Development".

Dr. P.C. Chunder, Union Education Minister will inaugurate it and Shri B.S. Shekhawat, Chief Minister of Rajasthan is expected to preside.

The Nehru Literacy Award for 1976 will be presented to Dr. T.A. Koshy, Project Director, Council for Social Development during the Conference.

The Zakir Husain Memorial Lecture will be delivered on the occasion by Dr. M.S. Mehta, former Vice-Chancellor, Rajasthan University, and former President of the Indian Adult Education Association.

The venue of the Conference and place of stay is Janta College, Dabok, Udaipur. Dabok is about 20 kms from Udaipur.

The contact person in Dabok is Shri B.S. Garg, Principal Janta College, Dabok, Udaipur, Rajasthan.

general body meeting

The General Body Meeting of the Association will be held in Janta College, Dabok during the conference.

cooptation to executive committee

The following persons have been coopted to the Executive Committee of the Association for the term 1977-78.

1. Dr. D.P. Pattanyak, Mysore
2. Shri Y. Shukla, Ahmedabad
3. Mrs. M. Abraham, Trivandrum
4. Dr. T.A. Koshy, New Delhi.
5. Shri Virendra Tripathi, Lucknow

Shri G.L. Basak, of Calcutta is a special invitee to the Executive Commitee.

bound volumes of i.j.a e.

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FROM OUR CORRESPONDENTS

seminar on content and techniques of extension programmes in universities

A three-day Seminar on the "Content and Techniques of Extension Programmes in Universities" was organised by the Indian University Association for Continuing Education (IUACE) New Delhi, in collaboration with the North-Eastern Hill University (NEHU), Sillong from March 3-5,1977. The Seminar was inaugurated by Dr. A.K. Dhan, Vice-Chancellor, Patna University and the key-note address was delivered by Dr. Malcolm S. Adiseshiah, Vice-Chancellor, University of Madras and the President of IUACE. It was attended by some 48 delegates from various universities and Government and non-Government organisations.

The following five papers were presented by the participants :

1. An Action Research Approach to Designing Training for Continuing Education—Dr. Prayag Mehta
2. Training for Behavioural Change—Dr. Udai Parekh
3. Training and Refresher Courses—R.K. Singh
4. Continuing Education and Extension Programmes in the University—Dr. B.K. Talukdar
5. Contents and Techniques of Extension Programmmes by the University Dr. Hamlet Bareh.

recommendations

The seminar recommended among others that :

1 Training/extension programmes be organised by universities/colleges on their own or at the initiative of the other agencies like the government or voluntary organisations. The extent of their involvement would vary from programme to programme as would the amount of funding by them. Since the main responsibility of organising the programmes would fall upon a university/college, it is important that considerable thought be given to the designing of the programmes.

2. There are mainly three courses which can be organised:

(a) Professional courses :—Sophisticated and they are meant for persons who already had university education, now in need of further training, they could be school teachers, doctors, engineers, lawyers etc.

(b) The university may also undertake to operate even at the vocational level in certain cases. Such courses may be for salesmen, craftmen, extension workers, librarians, health workers etc.

(c) General courses for retired people, housewives, laymen interested in various crafts and other activities. It is important to maintain right kind of balance between these different categories of programmes. None of them should be treated as exclusive of the other. These should meet the needs of the community.

3. The purpose of all these programmes can be subsumed under the generally accepted description of improvement in respect of knowledge, skills and attitudes. The basic thrust has to be in regard to the updating and enhancement of knowledge but equally important is the acquisition of new skills which can make people more productive. As far the acquisition of new attitudes, the general feeling was that it was not possible to plan a training/extension programme in such a way as to instil certain attitudes. The more likely thing was that as a result of the acquisition of new knowledge and skills the adult would come to imbibe new attitudes on his own. Besides adult learning is always a mutual and cooperative affair.

4. Before the course is terminated, it is important to get the participants to offer a detailed evaluation of their experience.

5. There should be considerable room for maintaining contact with participants through correspondence and invitations in further follow up programmes.

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EDITORIAL LOUD THINKING

J. C. M.

This Issue

This special issue is a joint number for August and September. For the last few months the management has been trying to make up for the backlog so that the Journal can be issued at least by the end of the month to which it refers. Though some progress, has been made, it is regretted that owing to problems with the press it has not been possible to achieve the desired results in the normal course. The management has, therefore, had to resort a practice that has often come handy for journals anxious to make up for lost time.

Readers will note that this issue is almost, though not quite, double the size of a normal issue. Apart from additional articles, detailed information has been given on the forthcoming annual Conference of the Indian Adult Education Association and on the other two important gatherings of which the venue is also Udaipur.

In the near future, it is intended to introduce some new features though it may not be possible to bring about all the changes from the October issue itself. Much depends upon the response from field workers and action researchers to the appeal for contributions describing and analysing projects and activities from the field angle.

Authors and readers have reason to be unhappy about errors of spelling and proof-reading occuring in some articles of the journal from time to time. In fact I have myself been the victim of the printers 'devil' though the editor's sorry plight can be no consolation to contributors and readers ! I am assured that a sincere attempt is being made to minimise the deviations for the standard expected of the journal in this respect. I am keeping my fingers crossed and would plead with contributors and readers for patience.

Putting Ourselves In the Shoes of Adult Illiterates

An impediment in the progress of adult literacy programme, (which is usually unacknowledged), is an unconscious feeling of superiority of the literate and educated policy makers as well as literacy instructors and guides.

I have often wondered if there could be a device whereby some of us engaged in this programme directly or indirectly, could have a genuine feeling of equality with the adult learners. I have recently tried a formula on my own self. Apart from English and Hindi I know a little bit of Bengali, Assamese and Oriya. Bengali I learnt about 36 years ago and I have, therefore, almost relapsed into illiteracy in that language. Recently I resumed attempts to read Bengali as well as Assamese books. Assamese has a script similar to that of Bengali but with significant and

often baffling variations with regard to some letters, for example the letters for the sounds of 'V' and 'R'.

As I struggled with the script that I had almost forgotten, I went through an experience somewhat similar to the feelings of humiliation and inadequacy that an adult in a literacy class might feel. Gradually I began to feel humble. The process of deciphering half remembered words, called for a great deal of effort on my part. The ease and facility with which I have been conducting myself as a literate and well-educated man, scanning newspaper columns and reading fast books after books, suddenly received a jolt and I realized that I too was an illiterate in some respects.

It then occured to me that perhaps in India where we have so many languages each with its literary heritage, it may not be a bad idea if every adult literacy instructor and every other person engaged directly or indirectly in adult literacy programme were to assign himself a self-imposed task of learning one other Indian language which he does not know. He need not attend a class because institutions like the Dakshin Bharat Hindi Pracharini Sabha have published a number of books for self-leaning of other Indian languages. Practically every Indian language is accessible through the medium of one or the other Indian language. (It is in fact, more difficult for an Indian to learn Indian languages through the medium of English).

The psychological experience will, I am sure, have some neutralising effect upon the sense of superiority that most educated Indians particularly from the urban middle class carry. Moreover it may enable adult literacy instructors as well as those who prepare programme material, to be more realistic in their approach. They may find it a little easier to visualize the problem that an illiterate adult, learning to read and write, has to face. Nothing is more valuable for ones task or mission than self-experience of problems.

I wonder if any of our readers have had this kind of experience and if they would regard the above suggestion worthy of their consideration.

Neglect of Informal Educators of Common People

There is an element of irony in the summary of the report of an ILO-UNESCO Survey on the status of performing artists in some countries of Europe and Asia, published in newspapers recently. On the one hand the report says that most of the countries where the Survey was done, regard culture as a part of their national identity and a measure of the quality of life; several of them encourage the arts and allot funds for cultural objectives. On the other hand the report reveals the shocking condition of the performing artists. Unemployment is above the average, pay is below the average and the conditions of work are a matter of serious anxiety. Almost everywhere a sizeable number of performers have to take a supplementary job or earn living outside their artistic field. The outside work may be teaching or unskilled labour depending upon the flexibility of this outside work to the demands from the performing

arts. The effects of low and irregular employment patterns are aggravated by unfair tax assessments. Irregular hours of work and working during the nights and weekends are common practices. Fringe benefits such as sick leave etc., are out of the question in the developing countries.

I have not yet seen the full report. But I doubt if the effect of all this on the public education aspect of the performing arts has been examined in depth particularly with respect to poor countries like India and particularly with regard to performing artists in rural areas of these countries. In traditional societies like India, Indonesia, Thailand, etc., the rural performing arts,—folk plays, puppet shows,folk songs and recitations combined with visual images, temple performances, and performances in country fairs are not mere entertainment. In fact a widespread feature of folk and traditional plays in India is that they usually carry a message and exhibit a distinct leaning towards ethics. Partly this is due to the attitudes of our societies, inherited from ancient times. But it is also incorporated in the dramaturgy of ancient India. Bharata's Natya Shastra which is the guiding text for most traditional and regional forms of drama current in rural India today, prescribed popular education as one of the principal objects of drama. This object was not followed in spirit, by the classical Sanskrit drama, primarily because the classical Sanskrit drama of India was meant for the entertainment of the aristocracy and laid emphasis on pure aesthetics.

But Bharata's Natya Shastra is quite clear on the aesthetic and educational objectives of drama as would be clear from a *shloka* in the very first chapter of the Natya Shastra (115, chapter I). This *shloka* states that the dramatic arts should foster a sense of duty (*dharma*), bring fame, promote well-being and long life, and should expand the intelligence of spectators; it should convey noble precepts to them. Later, Bharata calls it the Fifth Veda, one in which the virtues of the four Vedas are blended in essence. The neglect of the performing artists in countries like India is, therefore, not merely a neglect of the arts but it also betrays an attitude of indifference to traditional and effective means of informal education.

Training Colleges and Adult Education

Several universities in the country have recently introduced Departments of Adult Education. If I am not wrong, the model was provided originally by the joint programme of the Rajasthan University, Jaipur and Dr. Roby Kidd's Group from Canada. The subsequent proliferation, though it may sometimes be marked by hastily drawn up and superficial programmes, is, on the whole, a welcome development.

However I wonder if serious thought has been given to the importance of introducing the methodology of adult education in the courses of training colleges. Some training colleges are affiliated to universities while others are under the State Departments of Education dealing with secondary and primary education. Most training colleges deal with pedagogics and impart to teachers the techniques of introducing and teaching subjects to young students.

However the interesting thing is that whenever the question of having an expanded programme of adult literacy comes up and whenever such programmes are drawn up by governments, the tendency is to engage school teachers as part-time instructors for adult literacy classes. Several evaluation reports of programmes of this kind have shown the limitations of the school teacher as an adult literacy instructor. But in the first place the school teacher is the only individual readily available for such programmes and, secondly, since school teachers are usually low paid employees this means an additional source of income to them.

Not many high schools and colleges have managed to employ their members of the teaching staff as adult literacy instructors but in isolalated instances this has been done. It has better chances, and may become unavoidable, once the proposed expanded literacy programme recently announced by the government of India, is taken in hand.

Whether or not all or majority of teachers are employed in adult literacy programme is a moot point and opinions will continue to differ. But there is no doubt that quite a few school teachers may have latent aptitude and talents for guiding adults in the learning process. However, their training has not prepared them for this task. I see no reason why training colleges (and training schools) should not introduce Androgogics (the science of teaching adult learners) as an additional, if optional, subject with separate credits. This will reduce the burden on ad hoc training programmes that usually precede adult literacy campaigns but that are seldom able to make much of a dent because, the skills and attitudes of teachers are shaped only in one mould and get crystalized and rigid over the years.

On this subject, this journal would be glad to publish the experience of any training institution that may have experimented with the introduction of a course on the methodology of teaching and guiding adults.

Potential Learners among Young Parliamentarians and Legislators

In a recent statement Shri Madhu Limaye, an important and experienced member of Parliament, observed that a new situation exists as a result of the recent elections to the Parliament and to a number of States legislatures. For the first time there has been a big influx of young members of the legislatives bodies, who have little or no background of parliamentary procedures, principles and conduct. What is more, quite a few of them are not only young but almost fresh from universities or are people who left their schooling much earlier but are still at the stage when the learning process is not so exacting as for a more elderly person. The spark of curiosity is not yet extinguished in them.

This throws a challenge to non-government bodies that have any concern with Continuing Education and Adult Education for Citizenship,

These young parliamentarians and legislators have a distinctive motivation for getting acquainted with parliamentary procedures, principles and rules of conduct. They have a burning desire to be worthy of the expectations of their electorates by acquitting themselves with distinction in the Houses to which they have been elected. Moreover they do not necessarily have the kind of cynicism and habitually negative reactions that some not so successful but old parliamentarians come to acquire over years of exposure to the parliamentary routine. In other words this is a new generation of parliamentarians and a new generation of legislators, still lively and earnest though somewhat "unbroken and wild".

Some ten years ago, (as I noted in an editorial in one of the previous issue), the Indian Adult Education Association had devoted one of its sessions to this subject. At that time the situation was different and the widespread motivation of the kind perceptible now was absent. I suggest that not only the members of the Indian Adult Education Association but also various other bodies in the States should consider, in consultation with experienced parliamentarians, a programme of Continuing Education. It may be conducted through correspondence supplemented by occasional group discussions. It should be possible to work out learning material specifically suited to our legislators and their differing backgrounds. I am sure that the various political parties would welcome this initiative on the part of adult education bodies, provided these bodies do not identify themselves with any particular political shade or leadership. They should aim at programmed learning adjusted to the needs of the specific groups of parliamentarians, and legislators.

RESOURCES AND PLANNING FOR EDUCATION IN INDIA : ADULT EDUCATION—A HIGH PRIORITY

D.T. Lakdawala

(The Deputy Chairman of the Planning Commission of India, Prof. Lakdawala has kindly permitted us to publish his important address to the Conference of the Education Ministers of India's State Governments, held at New Delhi on August 10 and 11, 1977. We do so with pleasure. Apart from reflecting the preliminary thinking of the re-organised Planning Commission on the fundamentals of educational policy and the challenges it has to face the address is particularly relevant to adult educators. We invite readers attention to Section III which explains why the adult literacy programme has to be given very high priority)—Editor

I

In a conference like this, the first point likely to obtrude on your attention is the oft-made charge that education has not received its fair share of plan allocations. In a sense this reflects the natural attitude of the experts in every sphere who strongly feel that enough is not done for their subject and that the fault lies largely with financial allocations. But I notice that this feeling is voiced even in your agenda notes. There is no denying the fact that plan expenditure on education, though steadily rising in absolute terms, has registered a sharp decrease as

	First Plan	*Second Plan*	*Third Plan*	*Fourth Plan*	*Fiftha Plan*
				(Rs. in crores)	
Expenditure on education	153	273	589	786	1285
Total expenditure	1946	4680	8573	15724	39287
Percentage of educational expenditure to total expenditure.	7.86	5.83	6.87	5.00	3.27

proportion of the total plan expenditure. It would, however, be wrong to infer from this that the interests of education have been relatively neglected in spite of the vital role it plays in planned development. Plan expenditure on education is only a part of the total public expenditure on education. By its very nature unlike items of irrigation, power, railways, industry etc. only a small component of the plan outlay on

education is on capital account ; current plan expenditure on education leaves behind at the end of each plan a substantial proportion of recurring non-plan expenditure. On a rough estimate, only 44% of the total plan expenditure on revenue account became committed at the end of the Fourth Plan, but in education 70% had to be so continued. For a fair assessment it is proper to take both plan and non-plan expenditure into account. Such a look gives an entirely different picture. Since 1950-51 the total Government expenditure on education, as reflected in the budgets of the Central and State Governments increased from Rs. 61 crores in 1950-51 to Rs. 118 crores in 1955-56, to Rs. 476 crores in 1965-66, to Rs. 899 crores in 1970-71 and to Rs. 1865 crores in 1975-76. It may be paranthetically noted that this does not include expenditure on education by other than the Education Departments. The percentage of government expenditure on education to total government expenditure on revenue and capital account rose from 6.7 in 1950-51 to 12.3 in 1975-76. While the annual growth rate of total government expenditure from 1960-61 was only 6.2%, in the case of education it was 8.0%. Considering that national income has grown by 5.8 per cent per year during this period, it is nor correct to say that education has received a reduced share of national resources, though it could be contended that it deserved much more.

II

My intention in citing these facts is not to rule out the case for increased additional resources for education in the subsequent plans, but only to stress that the competition from other sectors is likely to be keen and that the educational plan must be framed taking into account the objectives and priorities of the Sixth Plan. Radical changes in the economic and social structure demand parallel changes in the educational system ; and in a democratic society, the latter may have in many cases to precede the former. The Sixth Plan with its greeter emphasis on agriculture and small industries will demand a greater stress on rural education. Its aim of creating productive employment opportunities for a substantial proportion of the unemployed able and willing to work can be greatly helped by a programme of functional literacy for all adults. Relevant technology, which will help exploitation of local resources and labour intensive techniques, cannot be promoted without a concomittant scientific educational system. Changes in attitudes, habits, customs and codes of conduct, on which will depend the success of decentralization can only be brought about by appropriate education. An educational plan will thus have enough work on hand.

I would also suggest that since any saving on non-plan expenditure is an additional resource for education for the Sixth Plan, optimum utilisation of educational expenditure incurred at present needs a thorough examination.

The distinction between plan and non-plan outlay under education has had the unfortunate effect of confining persistent enquiries only to plan expenditure, which is marginal. Non-plan expenditure, which is the major part, has not been subject to any meaningful analysis. I am here tempted to quote from the Report of the Education Finance

Committee set up by the Tamil Nadu Government to examine this question.

> "They (non-plan expenditure) are for the most part carried forward from year to year, with little or no attempt to effect economies in these continuing commitments, evaluate their effectiveness and delete completed, out-dated or ineffective items of expenditure. This makes the review of the plan expenditure somewhat of a futile exercise, as it is like examining one unrepresentative organ such as a hand or a leg in order to determine the health of the human body. In fact this accounting distinction between plan and non-plan expenditure is meaningless in the area of education because the major part of the expenditure escapes scrutiny and it is an invitation to carry forward so-called continuing commitments."

More than minimizing cost or effecting economies of expenditure is the need to guard the efficiency of expenditure. For this purpose we need to agree on meaningful targets or goals. In terms of number of children enrolled in primary school, we have made great progress. For instance, 96% of children between 6-11 and 46% of 11-14 age-group are enrolled, but the more important question is the number of children who attend regularly and benefit from education. According to a study carried out last year on "Effective costs of Primary Education in India", wastage and stagnation increases the effective cost of education by 85.7 per cent in the case of those who complete 4 years of schooling and by 127.2 per cent for each person with seven years of completed schooling. It requires a deep look at the whole system to see whether we could get better returns by investing more either on the appointment of additional teachers, by establishment of new schools, by better provision of equipment and other facilities, by upgrading and updating the professional competence of existing teachers and making the existing institutions and programmes relevant and efficient or by serving larger groups of persons in some other way.

A few systems studies in the fields of education have revealed deficiencies in the planning and implementation of education programmes. Teachers are sanctioned on the basis of budgetary provisions which in their turn are based on "hypothetical" enrolment guestimates which have no relationship with historical time-trends, There is no consistency between the posts of teachers sanctioned, the number of teachers on rolls and the returns received from the lower levels and the returns submitted to the higher levels. Appointment of teachers is sanctioned piecemeal at different times and under different schemes. No check is maintained on the impact of new schemes on individual institutions. The responsibilities of individual functionaries are so arranged that it leads to non-optimal utilisation of the expertise and time of the officials. Over-centralisation has led to loss of efficiency. Another finding is that institutions are not generally approved and set up on the basis of objectives like, demographic data, educational backwardness and student population criteria. I am glad to note that some States have applied necessary correctives on the basis of such studies. I do hope all the remaining States will take steps to study their own situation and take remedial measures.

The total size of the Sixth Plan is yet to be determined. Ultimately it will depend on numerous factors like the capacity of the nation to raise tax revenues and adopt other tax-like measures, the ability to raise internal borrowings, and the capacity to raise external resources and use them through an import surplus. It would, therefore, be premature to indicate, even tentatively, the order of outlays which may become available for education. But problems of priorities within education and the organisational framework needed for carrying out educational goals can fruitfully be discussed, even at this juncture.

While it is for you, with your vast experience to decide these problems, I feel bold to put some of my thoughts before you. There are two crucial areas in which rapid strides are essential in the Sixth Plan. We are under a Constitutional obligation of providing universal education for children in the age group of 6-14 and an equally important obligation—though not enshrined in the Constitution, but inherent in it—of eradication of adult illiteracy. Both these are promises not fulfilled for so long. We have talked so much about these two important programmes in the past, that one may feel we have talked them out.

The population in the age-group 6-14 in 1978-79 is estimated to be 12.9 crores ; the number of children attending classes I—VIII in the same year is estimated to be 9 crores. This means that 3.9 crores, more than one-fourth of these children, will not be attending schools. Taking into account the additional children likely to come in the age group and the number of children below 6 and above 14 likely to be enrolled in the classes, about 7 crores additional children will have to be brought to schools if the goal of universalisation is to be reached by 1983-84. Even these overall figures give no idea of the magnitude of this problem; the situation varies largely from State to State, and the more backward the State, the more the unfinished task. The incidence is more severe among girls and other weaker sectors. The main thrust will have to be on enrolling non-enrolled children in educationally backward States, reduction of wastage and stagnation, and raising the attendance rates, by devising special systems like part-time education which will meet the needs of the case.

One hangs down one's head in shame to know that in India, the total number of adult illiterates in 1971 was 212 million and in the age-group 14-35, it is now about 100 million. These furnish a challenge and a very fertile experimental ground to educationists to prove their productivity in a very brief time. Hitherto, less than 1% of the educational budget has been devoted to adult education and adult literacy. The cost of this programme is low, and financial input is the least important so that lack of finances can hardly be urged as an excuse for stagnation here. Stupendous efforts will be required to mobilise community effort for the purpose. Area-specific programmes need to be drawn up carefully and implemented systematically, and a functional relationship will have to be established between adult education and productive activities of the community.

I would plead that, in the Sixth and subsequent plans, let us have a clear and deliberate shift in emphasis on and approach to educational development. The two most important sectors, which I have mentioned above, must get over-riding priority in the allocation of resources. If need be, the second must get some priority over the first. If we do not adopt this policy, our concept of egalitarianism will never be realised ; without a broad base of education it is not possible to have the kind of social and economic change about which we have been talking.

IV

There has been a persistent complaint against planning formulation and processes in this country that they are unduly centralised and that plans filter down from the national headquarters to State capitals and from there to district offices. With limited knowledge of the problems faced at the grass-root levels some of the programmes formulated have been of little relevance to local communities. This style of planning has led to several undesirable results ; the involvement of people has been minimal. This approach has also characterized education, where it is the least appropriate. If educational system aims at developing the individual to play his role in the society and contribute to its development, the system must be devised to take the needs of both. With the concept of integrated area planning and development it is essential that educational plans may be drawn up at the district and block levels on the basis of local needs and maximum utilisation of all local resources. This will go a long way in making education functional linking it up with manpower needs.

V

There have been three major sources of educational finance—fees, donations and government grants. The former two have been greatly diminishing in importance. The percentage of fees to the total expenditure on education came down from 20 in 1950-51 to 13 in 1969-70 and at present it may be around 10. Since at the stage of elementary education (6 to 14) the State must take up the duty of providing universal education and many parents will not be able to afford fees, this is an understandable phenomenon. But it is not clear why the principle is further extended. We find a similar force operating in higher education where the contribution of fees has diminished from 45% in 1950-51 to 27% in 1969-70 and about 20% at present. As higher education cannot be given to all in a particular age-group, this situation has only a meaning if entry to institutions of higher education is strictly regulated on merit and the total number decided on the basis of manpower needs. The present position, however, is far from this. Entry to higher education in many lines is open to students who pass the S.S.C. or its equivalent and whose parents stay in centres of education and can afford to pay fees, which are a very small part of the social cost. The deserving meritorious students whose parents stay in far away places and cannot pay for their maintenance and fees get insufficient or no subsidy and are, therefore, left out. We should try to explore the area of self-financing of higher educational activities except in very specific lines where social benefits are very high and the requisite number of students

is not likely to be forthcoming. This may lead to a substantial rise in fees, but by instituting a system of scholarships (loan or otherwise) it can be ensured that poverty would not prove a bar to anyone who can benefit from higher education and contribute more to the society in that account.

Private donations can be greatly stimulated by a proper approach and further supplementary sources can be tapped. I understand that a number of States are making commendable efforts to raise the resources for developmental activities like science education, work-experience, construction of building and provision of equipment and other materials for school. This kind of resource mobilisation would be possible on a larger scale if there is a greatar accent on area planning and development based on local needs and resources. I do not see why the various developmental agencies should not come forth in a big way to help the education departments in augmenting their funds for educational activities, especially for the target groups with whom they are directly concerned. Private and public industries can share the cost of technical education. I am pleading for this not to shirk responsibility for providing funds for education, but to highlight the role of various developmental agencies to make their contribution to proper human resource development where they have the necessary resources and the necessary infrastructure. Supplementation of resources of the education departments through this method will have encouraging results by way of linking education to social needs.

SOME THOUGHTS ON RESTRUCTURING UNESCO'S ADULT EDUCATION PROGRAMME

*Malcolm Adiseshiah**

The Unesco called together a group of Adult Education Specialists to help in reviewing its Adult Education Programme and to develop a long-term programme of teachers in line with the Recommendation on the Development of Adult Education.

7.2 It must first be noted that despite the efforts made and the progress achieved by Unesco and the Member States during the period up to the "Nairobi Charter"[7], adult education in most countries still presents the following characteristics:

it occupies a *marginal position* in regard to the formal education of young people, both from the point of view of its (legal) institutional status and from that of the resources, facilities and staff at its disposal;

it is *isolated* both as a result of its own lack of integration and in relation to the educational system as a whole and economic and social development policy;

it is *non-relevant* in relation to the quantitative and qualitative educational needs of adults, in particular owing to its lack of resources, dispersed character, the low status of its staff, traditional methods and its exogenuous character;

it is marked by *conformity* with the inequalities of societies.

7.3 In the group's view, the general situation of adult education calls for the application of four principles which derive from the Recommendation on the Development of Adult Education adopted at Nairobi:

the effective *recognition* of adult education as a priority general objective of international organizations, and especially Unesco, as well as of their Member States; this calls for the mobilisation of resources corresponding to the educational needs of adults throughout the world and

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in each country, and representing a proportion of national budgets in keeping with the appropriations for formal education (see in this connection paragraph 5602 of the Medium-Term Plan); this recognition also comprises a legislative framework enabling adult education as a whole to be integrated in the overall education system; lastly it entails including adult education as a key factor in economic and social development plans; it must constitute a means of improving the conditions of disadvantaged groups; it must give rise to the intensive promotion of research and pilot projects in accordance with paragraphs 4 and 57 of the Recommendation; and it implies that voluntary agencies involved in adult education or having a *de facto* educational character should receive large-scale support from States and international organizations;

the fully conscious *participation* of adults themselves whether through their own associations, in the collective framework of their local community or by their individual efforts; the principle of participation implies individual freedom and the freedom of groups in regard to educational activity and, in order to give it its full meaning, the integration of educational activity in economic, social and cultural development;

the promotion and active support of *voluntary initiatives in* regard to adult education at national, regional and international level.

the strengthening of *endogenous capacity* through the creative and dynamic character of an educational process based on the culture, the subcultures, the history, the mentality and specific needs of the people together with modern scientific knowledge and international experience.

The group also notes, as a fact increasingly recognised as evident, that adult education must no longer be regarded as "supplementary" to formal education to which it often forms a mere appendage in regard to its methods and structures. On the contrary, in view of the crisis currently facing formal education in some countries, it is adult education in which are to be found the principles and factors that can renew the educational system as a whole. The nature of this change resides in the fact that the educational act consists in *learning*—with the necessary assistance—and no longer in *teaching*.

Such is the spirit, which, in the group's view, should imbue Unesco's entire programme of action and the whole policy of its Member States.

7.4 The group of specialists considers that, as everything cannot be done at the same time, major sectors and priority categories should be laid down for the adult education programme, on the understanding that these would be approached in a flexible spirit and adapted as circumstances require:

areas suffering unemployment and underemployment and the categories most affected in such areas;

rural development;

poverty-stricken urban districts;

women, especially in the three conditions listed above;

young people in the same conditions;

nomads and migrants.

In all these cases the educational factor is meaningful only if it is integrated in a coherent development plan and contributes to combating the growing inequalities intranationally and internationally.

7.5 The group did not believe it was for it to revise the structure or wording of the "targets" and "programme actions" in the Medium-Term Plan approved by the General Conference at its nineteenth session; it requests the Director-General to prepare the necessary revisions of the Medium-Term Plan on the lines recommended in these conclusions in order to ensure the specific recognition of adult education as a means of attaining Unesco's agreed objectives.

The group confined itself to seeking to determine priorities and guidelines in the light of the need to bring the Plan and the Recommendation into line. In this connection due regard was paid to the repercussions of the approved actions, their "multiplier effect" and the economic use of the resources which could be mobilized.

In general terms, and without going beyond Unesco's possibilities of action, the group considered it desirable to concentrate on the following ways of proceeding:

meetings of experts (theoreticians and/or practitioners) with a view to the elaboration of *instruments of action*, whether texts or techniques;

information and documentation conceived as "active", i.e. not limited to publications or files but designed to bring to light and define needs and deficiencies in each specific case, taking the form of advisory services and encouraging the creation of local counselling and guidance services; priority should be given to the relevant activities specified in the Plan (paragraph 5641);

the training of adult education staff at all levels (especially intermediate levels), with provision for regular refresher courses;

the organization of exchanges (especially in the form of training courses); it would be highly desirable in this connection to draft model provisions for bilateral and mutilateral

agreements or model sections on adult education for inclusion in cultural agreements.

7.6 It was noted that most chapters of the Medium-Term Plan include objectives for which adult education, along with other programmes, has an important role to play (human rights, reinforcement of peace, application of science and technology, environment).

The group noted with satisfaction the recent establishment of a coordinating body for adult education within the Unesco Secretariat, and expresses the hope that special attention will be paid to this machinery which contributes to ensure the recognition of adult education at the international level.

7.7 Following a detailed exchange of views, the group agreed that priority should be given to the following modes of action:

setting up a central representative body for adult education in each member state where this did not exist:

such a body would be a form of recognition of adult education at the national level and would provide it with a framework for integration and co-ordination; it would make it possible to promote planned development and to work out procedures and attain levels of funding more in keeping with the needs;

for this purpose, Unesco could make plans for a symposium at the highest level so that appropriate recommendations could be drawn up.

promoting legislation to provide a framework for adult education

(particularly in regard to educational leave and sectoral agreement governing workers' education, whether within the companies concerned or through the trade unions for the sector in question).

promoting adult education planning:

such planning should be seen in the perspective of overall educational planning and Integrated with economic, social and cultural development planning. It is therefore desirable at the regional level, to undertake the action laid down in paragraph 5640 of the Plan;

preparing an inventory (to be compiled by Unesco) of methods adopted or tried out in the field of adult education:

this inventory entails evaluation and subsequent dissemination through an active information policy;

for this purpose Unesco should have at its disposal a network

of experts able to gather and analyse the documentation as well as to observe what has been done on the spot;

this is a fundamental point, for we are too often unaware of what has already been done elsewhere;

promoting bilateral and multilateral exchanges (see paragraph 7.5 above).

for this Unesco could collect and disseminate information about clauses in cultural agreements;

standardization of instructional equipment (including the design of "travelling units"). Manufacturers of equipment, producers of software, technicians and consumer organizations should be associated in this enterprise. Once standardization has been achieved an effort should be made to circulate information about it (see paragraph 5444 of the Medium-Term Plan);

methods of defining the educational needs of adults and the subsequent organization of counselling and guidance:

working groups should be set up, with due regard to the regions and the socio-cultural categories concerned. The idea is to advance from *problems* to *needs* and from *needs* to *motivations*. It would be desirable to aim at defining appropriate 'units" for developing counselling and guidance services;

arrangements should be made for training staff, who are qualified from this point of view;

training of adult education personnel (especially teachers and community leaders but also planners, etc). Their training should be adapted to each region and country; it is here that the endogenuous nature of the effort should come to the fore:

expert groups should be called upon to establish the curricula and methods for both initial training and retraining. Regular refresher courses of adequate length should also be organized as well as exchanges of personnel. Expert-instructors should be made use of;

a special effort to mobilize the universities and other institutions of higher education for adult education:

This means that these institutions should develop an "open attitude" and recognize individual experience in spite of "inadequate" formal qualifications; the idea would be to organise introductory (pre-course) programmes geared to requirements. Universities and institutions of higher education should also be encouraged to contribute to the development of adult education through research and training of various categories of personnel (see paragraphs 5640, 5725 and 5727 of the Medium-Term Plan).

promoting learning at a distance. The methods in question—whether correspondence courses (see paragraph 5421) or the integrated use of mass media (see paragraph 5421)—are of particular interest as far as adult education is concerned, but should be better adapted to the characteristics of adult learners. Here all the modes of action of which Unesco disposes could and should be made use of.

7.8 The far-ranging action against illiteracy should continue to receive Unesco's effective support. Yet literacy should never appear as an end in itself or as an isolated initiative; if this were so, there would be a lack of motivation and there would, as a general rule, be no chance of using the qualifications obtained, which is the only way whereby they can be kept up and improved. The group therefore insisted that literacy should be considered as a part of adult education linked with the development of the community, building on the existing motivations and continued by meeting the need to read and write.

From this standpoint, priority must continue to attach to objective 6.1 of the Medium-Term Plan, together with the means of carrying it out which it implies.

7.9 The group of specialists felt able to advise the Director-General to set up an *International Co-ordination Committee for Adult Education*. This would comprise from 15 to 20 members appointed by the Director-General and representatives of the organizations of the United Nations system concerned with adult education. The Committee would include members from governmental bodies as well as from voluntary associations. It could propose measures to assist coordination at the international, regional and sub-regional levels and within Unesco programmes. It would also help the Director-General to ensure that the reports called for under the Constitution and describing how Member States have followed up the resolutions and recommendations adopted by the General Conference give rise to activities meeting such needs as the reports in question bring to light.

7.10 Referring to the increased emphasis on technical co-operation between developing countries, the group considered that the links between competent institutions, both direct and through international, regional and sub-regional organizations should be strengthened particularly through exchanges of persons and documents.

POPULAR THEATRE AND NON FORMAL EDUCATION IN BOTSWANA

*ROSS KIDD**

India has a long, rich and continuing tradition of using the performing arts as a vehicle for 'moulding opinions, spreading faith, popularising beliefs, and circulating information'.[1] Since Independence 30 years ago she has continued to use and has established an organisational model for the deployment of folk artists and folk media in promoting a range of development programmes.

Botswana has a much less vibrant tradition of the performing arts. Her dance-dramas and praise poetry have always combined entertainment with social message—to criticize behaviour, to change or reinforce attitudes or to move people to action. Yet these arts have been emasculated by the forces of colonialism and are now in the precarious position of being museum arts, divorced from mass participation and the tribal life which sustained them originally. In this situation in Botswana when non-formal educators were searching for 'new lamps' to replace the 'old ones' (lectures and other one-way, non-participatory media) they turned to a transplanted form of the performing arts (drama and puppetry) and linked it with indigenous media (dance-dramas and poetry).

The type of theatre chosen was a form of 'popular theatre'. appealing to a large section of the public rather than a small elite determined by class or education. 'It is not high art occasionally toured around the boondocks, bringing culture to the deprived masses. It is people's theatre speaking to the common man in his language and idiom with direct relevance and usefulness in his reality.'[2] In Botswana the organisers of popular theatre as a vehicle for non-formal education defined it as that form of theatre which makes use of

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[1] Mathur, J.C. 'Cultural Role of Mass Media in Transitional Societies, *Convergence*, Vol 1, No. 2, 1968.

[2] Brookes, Chris 'Useful Theatre in Sally's Cove, *This Magazine*, Toronto *Vol, 8 No. 2 June 1974.*

(a) local social reality as its subject matter

(b) local languages and idioms

(c) open-air performance situations, and

(d) audience participation.

As in much of the Third World Botswana's strong oral tradition coupled with problems of mass illiteracy argue in favour of this type of media. As popular entertainment in a well understood media it is capable of attracting large audiences, thereby involving many people who normally stay out of non-formal education activities. Popular theatre has been used in Botswana as a vehicle for 'information-giving' but its primary use has been as a catalyst for 'awareness-raising' programmes. Since it is capable of 'mirroring' local social reality popular theatre can provide a focus for the discussion of problems and a stimulus to do something about them.

Discussion is an important ingredient in this work. Popular theatre cannot operate effectively on its own; it is best used in combination with discussion and other forms of extension work. This media is particularly effective in the initial motivation stage, helping to challenge people's apathetic response to their situation. However, to capitalise on the heightened motivation, popular theatre needs to be supported by other forms of extension work which can provide the required information and skills needed to help people move to action.

The significant feature of this popular theatre work in Botswana is the way in which it has been developed as a media of non-formal education. Without a large body of professional or semi-professional performers to draw on (as in India) the organisers have built this 'education-through-theatre' around ordinary development workers.

Most field workers in Botswana have exceptional talent in playing a role and improvising lively dialogue. Having been introduced to popular theatre they become very excited about its potential as a way of both challenging people's response to problems and putting across information. Their relative success in using this approach has given them a lot of self-confidence and encourages them to use popular theatre in their regular work. One immediate implication is that there is no problem in integrating popular theatre work with regular extension work[3]—since the same people are doing both jobs.

It all started in Botswana with 'Laedza Batanani', a community action movement founded in the northern part of the country in 1974. Community leaders and extension workers decided they wanted to do something about the chronic apathy in the area—a direct product of its scattered settlement pattern, its neglect by the large number of men

[3] The 1972 Expert Meeting on 'Folk and Mass Media' (sponsored by UNESCO and IPPF) recommended that for maximum effectiveness the use of the performing arts (as a vehicle for non-formal education) should be integrated with extension work and the mass media.

working outside the area in South Africa (often year-round) and week leadership from traditional authorities. Traditional methods used by extension workers seemed ineffective in attracting an audience or moving people to deal with important local problems. When leaders at a village development conference responded in a lively way to dramatised case studies and recommended a follow-up programme in the villages, the organisers decided to respond with a mobile campaign using drama and other media. The first campaign was very successful and participants demanded that it become an annual event. Each campaign is run as an integrated non-formal education programme involving every extension worker in the area either as a local organiser (of community participation) or as a member of the mobile team of actor-animateurs.

Each campaign also constitutes a community-organised effort: community representatives attend a pre-campaign planning workshop (in which priority issues are identified) and participate in back-up support for the festival and in the actual festival performances. Two local Councillors provide the over-all leadership for each campaign. The University's extra-mural department was largely responsible for initiating this programme.

Each year the campaign team tours the five major villages in the area. In each village the campaign team puts on a one half hour performance, including drama, puppetry, dancing, singing, and drum-beat poetry. After each performance the actors and other extension workers in the area divide the audience into groups and organise discussion of the problems presented. Discussion is organised in a 'Freirian' manner, starting with an 'objective' look at the problems presented in the performance and then moving to a discussion of the problems as they affect members of the audience and what might be done about them. A recent innovation is a post-campaign follow-up programme of practical demonstrations and other forms of support (eg. seed distribution for vegetable gardens) organised by the development workers to help people move from discussion to action.

The issues presented through drama, puppetry, songs and dances are determined in a pre-campaign workshop of community leaders and extension workers. In the first three years of 'Laedza Batanani' they have included concerns about cattle theft, inflation and unemployment, the effect on community and family life of migrant labour and the drift to the towns, conflict between modern and traditional practices, the school-leaver problems, and family and health problems.

The major medium used in each festival is 'rough drama'. It is not an elaborate theatrical expression like Yakshagana or Tamasha. Development workers are not professional actors but most of them have a real flair for acting and have no problem in mastering a role.

This type of drama relies on improvisation rather than a fixed script and depends on the actor's close familiarity with the issues rather than lots of rehearsals. This produces the right spontaneity and local

colour. Words are kept to a minimum and the narrative is repeated constantly for people who come late. Knock-about action is used to hold people's interest and where possible the audience itself is involved. The other media (puppetry, singing, dancing, poetry) are used to reinforce the messages communicated through the drama. For example in 1976 each festival issue was presented through a combination of media—

VD—drama, singing, dancing

Nutrition and Vegetable growing—drama, singing

Sanitation—puppetry, dancing

Evaluation studies to data have revealed the following:

(a) The campaigns have been successful in attracting large numbers of people, many of whom have not participated before in development activities.

(b) Spectators recognise the relevance of the popular theatre performance and their value as a stimulus for discussion. Local people have also praised the festival for making it possible to discuss issues which otherwise could not be discussed.

'It is an interesting way of bringing social pressure to bear on people—easier than wives on their own trying to argue with their husbands. The drama helps to show men what women don't like.'

(c) The campaigns have stimulated active participation of local people in a range of activities, including the planning and running of the Festival.

(d) The campaigns have been particularly responsible for some changes: harsher cattle theft laws, better attendances at village meetings, and increased clinic attendance for VD treatment. It also seems apparent that campaign massages have spread to many people who didn't attend the campaign.

(e) Laedza Batanani has provided a model for co-operative programming and has helped develop a sense of teamwork among development workers in the area.

The success of 'Laedza Batanani' has encouraged other groups of development workers in Botswana to experiment with this approach. Three other districts in Botswana are using the 'Laedza Batanani' method in running popular theatre campaigns. The Ministry of Agriculture's mobile campaign team may add a mixture of puppetry and discussion to its existing 'lecture' format. Drama is being used as a recruitment device in literacy work.

A committee has been formed to stimulate popular theatre work by other agencies. It has representatives from every major non-formal

education agency and is serviced by the University's extra-mural department. The committee has tried to support the use of popular theatre by any non-formal education agency which sees this media as appropriate for its purpose. It does not believe in the establishment of a specialised unit (such as the Song and Drama Division of the Ministry of Information and Broadcasting in India) since it sees popular theatre as relevant to and within the capacity of most government field workers. It believes this 'generalist' approach is the best way of integrating 'popular theatre' with regular extension work. The first major task of the committee will be to organise a national workshop (planned for April 1978) in which the experience of participants can be shared—within the practical context of actually planning and running a popular theatre campaign in the area in which the workshop is held.

It is too early to predict what role popular theatre will play in non-formal education in Botswana in the long run. Currently the popular theatre campaign provides a concrete model for district-level programming. District teams are a relatively new institution created as a by-product of a massive national radio learning group campaign held in Botswana in 1976. They operated very successfully during this *national* event and have since been encouraged to use their newly acquired teamwork to plan, programme, and co-ordinate NFE at the *district* level. To date their main achievement has been an annual district conference, Popular theatre work has demonstrated one way of moving beyond the limited audience of these conferences reaching out directly to the villages as an integrated extension effort. Those district teams that have already experimented with this type of campaign have found it to be manageable and have experienced a great deal of satisfaction in using this approach.

Popular theatre work has not only provided development workers with new technique or 'lamps'. It has also helped in challenging 'top-down' approaches to non-formal education. By giving field workers a 'non-prescriptive' teaching approach, popular theatre has helped them start to see themselves in a new role—not as mere links between external 'experts' and rural families, but as aids in the growth of local participation, awareness. and commitment. Whatever the long term prospects for popular theatre as a medium, its demonstration of the potential in 'bottom-up', participatory programming may constitute its greatest contribution to the growth of non-formal education in Botswana.

ANIMATORS OF SOCIAL TRANSFORMATION

*K.S. Bhandarkar**

The General Conference of Unesco, in their meeting, held at Nairobi in November 1976, defined adult education, lifelong education and learning as a continuous effort in "...." denoting the entire body of organised educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal development and participation in a balanced and independent social, economic and cultural development.

The term 'lifelong education and learning' for its parts, denotes an overall scheme aimed both at restructuring the existing educational system and also at developing the entire educational potential outside the existing educational systems."

Hence the Ministry of Education, Government of India, has suggested that while planning a programme of Nonformal Education, the curriculum of Nonformal Education shall envisage the following objectives in relation to the learners needs :

(1) It should enable the learners to get a basic understanding of the social and environmental milieu around them, based on rational and critical thinking;

(2) It should encourage the development, in the learners, of a positive set of attitudes towards themselves and towards the society;

(3) It should develop attitudes of self-reliance and initiative such as will enable them to make them to take action to overcome their immediate and pressing problems;

(4) It should equip them mentally and physically for raising a family and operating a household; and lastly;

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(5) It should enable them to realise their rights and responsibil,-ties as citizens of a democratic country and to encourage them to participate effectively, in civic affairs.

Such a curriculum envisages a continuous process of Social transformation. Who would be the effective agent of this process? Normally, the one who comes to our mind is the instructor or the teacher of the traditional concept. Some call him the leader. Recently, they have started calling him an 'animator !'. He is expected to animate his clientele in the entire process of social transformation. Several questions come to our mind. Is the animator properly selected ? Has he got the necessary background training ? Is he made aware of the mass media ?... and so on.

It has been suggested that the animators for this programme may be selected from the following categories :

—School teachers

—Unemployed educated youths

—NSS volunteers

—Skilled and educated workers

—University, college and school teachers and students

—Social workers

—Retired educated persons or ex-servicemen who may still be fit to work

—Educated housewives

It is also expected that preference be given to those who come from the same environment as that of learners i.e. in other words the teacher should be from the *milieu*.

Such an animator should have faith in human potential, to believe in his possibility to create, to change things. The animator, therefore, should be convinced that the fundamental effort in education is to make an individual independent or in 'liberation' than in his 'domestication.'

It is therefore an imperative need to involve the animator in the entire process of programming for nonformal education, right from the initial stage of survey work to final stage of fixing the curriculum content and the methodology.

He should no doubt be made acquainted to the new concept of Nonformal education because in the nonformal education, the passive 'banking' concept of education, in which the scope of action allowed to the adult extends only as far as receiving, filling, and storing the deposits of knowledge has to be completely forgotten by the animator. On the contrary, in the programme of nonformal education the animator and the receiver are on par with each other and the rapport

between them has to be established on horizontal lines instead of vertical ones. It is also very essential that the animator is convinced that by each group meeting both the members as well as the animator will enrich themselves.

Accordingly the role of the animator, the learner and the curriculum prepared for the learner will be interdependent on each other as shown below :

Role of the Animator	*Role of the Learner*	*Characteristic of the curriculum*
1. Takes active part in survey work and gets acquainted with the clientele and their needs.	Takes part in the programme planning and formulation (This may be done either through surveys/discussions/ questionnaires etc.	The curriculum planned (based on the findings) is, therefore, diversified to suit different learning situations.
2. Identifies problems, obstacles and needs in the envionment.	Makes efforts to understand his surroundings.	Environment-oriented and need based.
3 Elaborates the relevant curricum and helps the learners to learn.	Takes active part in the learning process than merely playing the role of a passive recipient of knowledge	Flexible in approach sequences, content and methodology
4. Stimulates learners' inquisition and readiness to solve problems and get into action, enlists public suport and mobilises community resources.	Implements practically the knowledge and knowhow he receives.	Integrated and interdisciplinary.
5. Assesses conti unally the impact of the programme on learners and the environment.	Becomes a promotor of change.	The curriculum itself is problem-solution oriented leading to action,

Presuming a nonformal programme is well planned; the administrative set up is well qualified and the supervision is also well organised, the outcome of the programme might be such that most of the time the programme failed because of the poor quality of the animator.

It is therefore very much necessary that this animator be brought to such a level that he is able to implement this programme in the correct spirit of the word animation. This is possible only when the animator is involved in the total process of visualising the needs of the learners, framing curriculum based on the survey, findings and also

formulating methods of teaching-learning material. This is also possible if we organise a training programme at the initial stage and also train the entire field personnel as the programme proceeds and develops. On the spot guidance, periodical and quarterly training programmes may be systematically organised. Such training programmes may prove very much beneficial both to the hierarchical set-up of the organisation as well as to the animators themselves. In such training programmes new community resources can be explored and mobilised so that the programme is accepted and owned by the community.

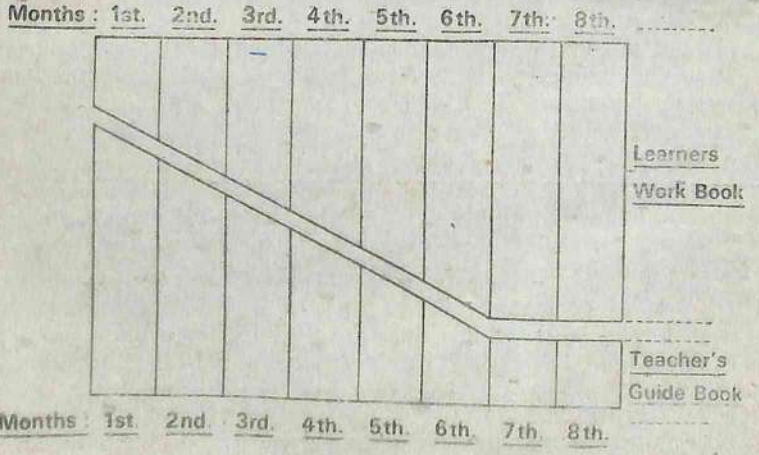
It is a common experience of all those engaged in the field that trained instructors have to be replaced from time to time by untrained and new ones. Hence it is equally essential to equip the newly recruited animators with,

—a combined primer and reader:
—a kit of charts
—other audio-visual aids;
—sheets with descriptions and explanations of learners' prolems; and
— a well prepared teacher's guide.

The Teacher's guidebook may contain material such as :

— Statistical data;
—graphical presentation of certain problems;
—protograph/drawing/diagram;
—Informations (relating to scientific explanations and applications or historic information) and
— such resource material that could be profitably used during the conduct of the programme.

This techer's guide should contain exhaustive notes in the beginning and compariatively less material for the learner. The proportion of the material in the learner's guidebook may develop in inverse proportion as shown in the following chart.



It can be seen that as the time passes, the learner's work-book will have more and more material and thus the learner will be able to develop himself and his faculties richly with little or even without the assistance from the animator. The teacher's guidebook on the contrary, will contain exhaustive notes and more information in the beginning so that he is acquainted with the basic concept of the system and the methodology. But this material may gradually reduce in size and bulk as time passes. The information given to the animator may slowly migrate to the learner's workbook and this very same workbook may become a tool in the hands of the learner. Thus the information migrating from the teacher's guidebook to the learner's workbook will make the learner's workbook richer and richer. It is necessary to prepare more of this learning material, from which the learners can learn by themselves. This material may be in the form of pamplets or booklets and will cover different aspects of the problems faced by the learner or community. Such material may be useful to the animator in the beginning and also to the learners as supplementary reading material. Thus the information may furnish the correct perspective in which the learner has to see the 'Why' 'What' and 'How' for all his efforts.

The animators' guide-book should include both general guide lines for them to follow as they conduct the programme, and specific points on how to conduct each particular lesson. It is generally observed that the animators donot always go through the material providing guidance for conducting each lesson. They consider it to be too much burden on their conscience. The animators' guide-book must, therefore, remain as an essential part of the total instructional materials kit. The general guidelines in an animators' guide-book should be of two types : a) First, it should give the major guidelines for keeping good human relation in the adult learners group the animators are expected to learn, (b) Second, general type of instructions in the guide-book should give some hints on introducing the learning meterials in their possession.

It is needless to add here that the animators have also to keep their own notes and develop their own material. Such notes, aids etc. can be either discussed, exhibited or exchanged in the periodic meetings.

Added to this is the development of communication technology which is currently moving in two opposite directions—towards individualization and towards the mass distribution of educational messages. The animator, therefore, should be made to learn the new techniques of mass media and should be able to utilise them in his total programme planning.

Hence the animator should be scientifically trained, assisted and richly equipped with the teaching notes and material so that he will prove a useful and solid foundation-stone at the grass root level in the whole structure of nonformal education programme. The total structure of nonformal education will survive only on this solid foundation stone. If this animators' is not perfect, there is a possibility of the whole programme structure collapsing. The success of the programme depends on

all the participants that take part in the total system of nonformal education. The animator is no more a friend, philosopher and guide of the participants but a co-learner and comrade.

In the wake of gigantic strides of technology and science and corresponding sweep of changes in pedagogy as well as androgogy the concept of education itself has also undergone a considerable change. What once was an art—the art of teaching is no more an art but a science—Science of teaching built on firm foundations and linked to psychology linguistics and many other branches of life long learning. However the application of pedagogy and androgogy in particular by animators is in many cases more of an art than a science. Let us therefore equip this David with all the essential elements and aids and also provide him with the strength to fight Goliath.

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MY FATHER'S HAND

Big and competent they served him well—in all respects but one

Calvin Wothington

(The true story that we reproduce below with the permission of the author and the Nicholas Literary Agency, New York is a moving, human document. It reads almost like a folk tale with a moral but it has an intimacy and a communicative quality which even fables lack. Perhaps it would be relevant to some field workers in literacy. —Editor)

His hands were rough and exceedingly strong. He could gently prune a fruit tree or firmly wrestle a stubborn mule into harness. He could draw and saw a square with quick accuracy. He had been known to peel his knuckles upside a tough jaw. But what I remember most is the special warmth from those hands soaking through my shirt as he would take me by the shoulder and, crouching down beside my ear, point out the glittering swoop of a blue hawk, or a rabbit asleep in its lair. They were good hands that served him well and failed him in only one thing: they never learned to write.

He started in the first year of school, where the remedy for a wrong answer was ten ruler strokes across a stretched palm. For some reason, shapes, figures and recitations just didn't fall into the right pattern inside his six year-old towhead. May be he suffered from some type of learning handicap such as dyslexia. His father took him out of school after several months and set him to a man's job on the farm.

further attempts

Years later, his wife would try to teach him to read. And still later I would grasp his big fist between my small hands and awkwardly help him trace the letters of his name. He submitted to the ordeal, but soon grew restless. Flexing his fingers and knoading his palms, he would declare that he had enough and leave for a long, solitary walk.

Finally, one night when he thought no one was looking, he slipped away with his son's second standard reader and laboured over the words, until they became too difficult. He pressed his forehead into the pages and wept. "Jesus—Jesus—not even a child's book?" Thereafter, no amount of persuading could bring him to sit with pen and paper.

From the farm to road building and later factory work, his hands served him well. His mind was keen, his will to work unsurpassed. During the Second World War, he was a pipe-fitter in a shipyard and installed the complicated guts of mighty fighting ships. His enthusiasm and efficiency brought an offer to become line boss—until he was handed the qualification test. His fingers could trace a path across the blueprints while his mind imagined the pipes lacing through the heart of the ship. He could recall every twist and turn of the pipes. But he couldn't read or write.

After the shipyard closed, he went to the cotton mill, where he worked at night, and stole from his sleeping hours the time required to run the farm. When the mill shut down, he went out each morning looking for work-only to return night after night and say to Mother as she cooked his dinner, "They just don't want anybody who can't take their tests".

It had always been hard for him to stand before a man and make an X mark for his name, but the hardest moment of all was when he placed "his mark" by the name someone else had written for him, and saw another man walk away with the deed to his beloved farm. When it was over, he stood before the window and slowly turned the pen he still held in his hands—gazing, inseeing, down the mountainside. That afternoon I wept for a long while.

Eventually, he found another cotton-mill job, and we moved into a mill-house village with a hundred look-alike houses. He never quite adjusted to town life. The blue of his eyes faded; the skin across his cheek-bones became a little slack. But his hands kept their strength, and their warmth still soaked through when he would sit me on his lap and ask that I read to him from the Bible. He took great pride in my reading and would listen for hours as I struggled through the awkward phrases.

Once he had heard "a radio preacher" relate that the Bible said. "The man that doesn't provide for his family is worse than a thief and an infidel and will never enter the Kingdom of Heaven". Often he would ask me to read that part to him, but I was never able to find it. He would often sit at the kitchen table leafing through the pages as though by a miracle he might be able to read the passage should he turn to the right page. Then he would sit staring at the Book, and I knew he was wondering if God was going to refuse him entry into heaven because his hands couldn't write.

utter misery

When Mother left once to visit her sister, Dad went to the store and returned with food for dinner while I was busy building my latest home-made wagon. After the meal he said he had a surprise for dessert, and went out to the kitchen, where I could hear him opening a tin. Then everything was quiet. I went to the doorway, and saw him standing before the sink with an open tin in his hand. "The picture looked just like pears", he mumbled. He walked out and sat on the back steps, and I know he had been embarrassed before his son. The tin read "Whole White Potatoes", but the picture on the label did look a great deal like pears.

I went and sat beside him, and asked if he would point out the stars. He knew where the Big Dipper and all the other stars were located, and we talked about how they got there in the first place. He kept that tin on a shelf in the woodshed for a long time, and I often saw him turning it in his hands as if the touch of the words would teach his hands to write.

Years later, when Mom died, I tried to get him to come and live with my family, but he insisted on staying in his small frame house on the edge of town with a few farm animals and a garden plot. His health was failing, and he was in and out of the hospital with several mild heart attacks. Old Doc Green saw him weekly and gave him medication, including nitroglycerine tablets to put under his tongue should he feel an attack coming on.

My last fond memory of Dad was watching as he walked across a meadow, with those big, warm hands-now gnarled with age—resting on the shoulders of my two children. He stopped to point out, confidentially, a pond where he and I had swum and fished years ago. That night, my family and I flew to a new job and new home, overseas. Three weeks later, he was dead of a heart attack.

I RETURNED alone for the funeral. Doc Green told me how sorry he was. In fact, he was bothered a bit, because he had just written Dad a new nitroglycerine prescription, and the chemist had filled it. Yet the bottle of pills had not been found on Dad's person. Doc Green felt that a pill might have kept him alive long enough to summon help.

An hour before the chapel service, I found my self standing near the edge of Dad's garden, where a neighbour had found him. In grief, I stopped to trace my fingers in the earth where a great man had reached the end of life. My hand came to rest on a half-buried brick, which I aimlessly lifted and tossed aside, before noticing underneath it the twisted and battered, yet unbroken, soft plastic bottle that had been beaten into the soft earth.

As I held the bottle of nitroglycerine pills, the scene of Dad struggling to remove the cap and in desperation trying to break the bottle with the brick flashed painfully before my eyes. With deep anguish I knew why those big warm hands had lost in their struglle with death. For there, imprinted on the bottle cap, were the words, "Child-Proof Cap—Push Down and Twist to Unlock". The chemist later confirmed that he had just started using the new saftey bottle.

I knew it was not a purely rational act, but I went straight to town and bought a leather-bound pocket dictionary and a gold pen set. I bade Dad good-bye by placing them in these big old hands, once so warm, which had lived so well, but had never learned to write.

ATTITUDES OF VILLAGE WOMEN TOWARDS TRAINING IN APPLIED NUTRITION

A.G.G. Menon and L. Prema***

A. Introduction

The main objectives of the Applied Nutrition Programmes (ANP) implemented in our country with the help of various International Agencies are to raise the nutritional status of the people, especially members of the vulnerable groups, by bringing about better consciousness about Nutrition and by promoting conditions favourable for the production, consumption and preservation of nutritionally valuable foods. One of the most important methods of achieving the above objectives is the training of women for improving the nutritional status of the family members. Such training is at present imparted to women in the N.E.S. Blocks. On an average 20 one day camps are organised annually in each Block where ANP is implemented. The aim of these camps is improve the knowledge and skill related to better nutrition of village women. Effectiveness of the training programme depends on the positive attitude of the participants towards training.

No attempt has so far been made to determine the attitude of village women towards these training camps. The study reported here was therefore conducted to determine the attitude of village women towards these training camps and to determine the relationship between the attitude of women and independent variables.

B. *Importance of the study*

Results of research have indicated that the attitude that an individual holds towards an innovation exercises significant influence on his accepting or rejecting that innovation. In the light of these findings it has to be presumed that the attitude of village women towards the training programme will to a great extent influence the nature and extent of their participation in the trainining programme. It is therefore crucial to identify the attitude of village women towards this training programme. The results of the study will help to take steps if necessary to

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modify the existing attitudes of village women, to make necessary changes in the training programme etc.

C. *Materials and methods*

This study was conducted in N.E.S. Blocks, in Trivandrum district, Kerala. One hundred women participants of the ANP training camps selected at random were personally interviewed with the help of structural schedules designed to quantify the independent and dependent variables. Socio-economic characteristics of the village women formed the independent variables and their attitudes, the dependent variable.

D. *Results and discussion*

1. Final Scale :—All the statements having "t" values of 2.48 and above were selected for the final scale taking care to see that with favourable and unfavourable statements were included in almost equal proportions. The final scale was administered to the sample women. As in item analysis, the respondents were asked to indicate their attitudes by selecting one of the responses on the five point continuum.

A neutral position or one of indecision obtained a score of three on each item; the theoretical mid point or neutral score on the scale being 12. Thus scores above 12 would indicate a favourable reaction towards the training camps where as those below 12 would imply unfavourableness.

The mean attitude score, when compared with the corresponding scale, indicated the attitude of village women. The neutral and mean attitude scores are given in Table 1.

TABLE—1

NEUTRAL AND MEAN ATTITUDE SCORES

	Neutral Score	Mean Score	Attitude
Training Camps	12	13.91	Favourable

It is evident from Table 1 that the mean attitude score was above the corresponding neutral score. This leads to the conclusion that the village women had quite a favourable attitude towards the training camps.

2. Attitude of Village Women towards the Training camps :—The attitude of an individual towards any object is influenced by many factors among which socio-economic characteristics of an individual are very important. In this study the respondsnts' attitude towards the training camps were statistically tested for significant associations in

relation to their level of education, income, age and previous participation in similar camps. The analysis of variance teachnique was used to see whether there were any significant differences among different respondent groups based on the selected independent variables with regard to their attitudes.

(a) Significance of difference in attitudes of Village Women classfied by their education level.

Based on their educational status the respondents were classified into 5 groups* and the analysis of variance of attitude scores of farm women classified by their level of education is presented in Table-2.

TABLE—2.

Analysis of variance of attitude scores of the Village women classified by their educational status.

Attitude Aspects	Source	Degree of freedom	Sum of squares	Mean square	F
Training Camps	Total	99	9102.56		
	Between groups	4	702.82	175.71	1.99
	With in groups	95	8399.74	88.42	

* Group-1. Capable of reading and writing. Group-2. Upto L.P.S. level Group-3. Upto U.P.S. level, Group-4. Upto High School level, Group-5. Upto college level.

From the above table it is evident that the village women belonging to different educational status did not differ significantly in respect of their attitude towards the training camps.

(b) Significance of difference in attitudes of village women classified by their economic status.

Based on the economic status the village women were classified into 4 groups. (group-1—having an annual income below Rs. 350/-, group-2—having an annual income from Rs. 350/-to Rs. 750/- group-3 having an annual income from Rs. 751/- to Rs. 1050/-, group-4- having an annual income above Rs. 1051/-) and the significant differences among these groups with regard to attitudes were studied. The results are presented inTable—3.

TABLE—3

Analysis of variance of attitude scores of village women on the basis of their economic status.

Attitude aspects	Source	Degree of freedom	Sum of squares	Mean square	F
Training	Total	99	4756.39		
camps	Between groups	3	1597.33	532.44	16.18
	Within groups	9.6	3159.06	32.91	

A perusal of Table—3 reveals with the village women belonging to different income levels differed significantly is respect of their attitude towards the training camps. This led to the conclusion that the higher the economic status more favourable were their attitudes. Following significant 'F' values 't' tests were applied to determine the difference between each pair of attitude mean scores and results are presented in Table—4.

TABLE—4

Significant difference between the attitude scores of village women on the basis of their income level.

Groups	Mean score	't' value
1. Below Rs· 350/-	10.80	
2. from Rs. 351/- to Rs. 750/-	11.61	9
3. from Rs. 751/- to Rs, 1050/-	14.40	44.4
4. Above Rs. 1051/-	14.89	95.1

The table despicts that all the four groups were found to differ significantly from each other in respect of their attitudes. The upper economic status group indicated the most favourable attitude.

(c) Significance of difference in attitudes of Village women on the basis of their age :—

According to age the respondents were classified into three groups (group-1 age below 20, group-2 between 21 and 41 and group-3 above 41).

The analysis of variance of attitude scores of the village women classified according to their age is given in Table-5.

TABLE—5

Attitude aspects	Source	Degree of freedom	Sum of squares	Mean square	F
Training Camps	Total	99	213.03		
	Between groups	2	78012.97	39006.49	49.13
	Within groups	98	77799.94	793.88	

From Table—5 the age of village women appears to be positively and significantly related to attitude towards the training camps. Following significant 'F' values,'t' tests were applied to determine the difference between each pair of attitude mean scores and the results are given in Table-6.

TABLE—6

Significant difference between the attitude scores of village women on the basis of their age.

Groups	Mean score	't' value
Below 20	13.5	
21—40	14.4	3.3
Above 41	11.57	5.7

From the above table, it is clear that the age group (21—40) was found have significanly more favourable attitude towards the training camps.

(d) Significance of difference in attitude of village women on the basis of their previous participation in similar camps :

The village women who had participated earlier in similar camps are expected to have comparatively more favourable attitude towards such camps. In order to find out if there was any difference in the attitude of women who had participated in similar camps earlier (a

group) and who had not participated in (b group), their mean attitudes scores were subjected to 't' test and the results are given in Table-7.

TABLE—7

Significant difference between the mean attitude scores of village women (a) who had participated earlier in similar camps and (b) who had not participated.

Group	Mean Score	't' Value
a	14.86	
b	13.71	3.23

It is obvious from Table—7 that the difference in the attitude of these two groups were significant.

(e) Significance in attitude of village women on the basis of their place of residence :

In order to find out whether there was any difference in the attitude of village women (a) who were residing in ANP Blocks and (b) in non ANP Blocks, their mean attitude scores were subjected to 't' test and the results are given in Table-8.

TABLE—8

Significant difference between the mean attitude scores of village women (a) who are residing is ANP Blocks and (b) in non ANP Blocks.

Groups	Mean score	't' value
a	13.16	
b	12.06	4.57

It is obvious from Table—8 that the difference in the attitude of these two groups were significant.

3. Extent of adoption of improved home practices by the Participants :-

An attempt was also made to find out the extent of adoption of home practices by those participants who had attended training camps earlier. Of the 100 respondents 68 had attended similar one day training camps and 13 had attended three day training camps. 2 to 3 years

and 4 to 7 years have elapsed after attending tbe camps in the case of those who had attended one day training camps and in the case of those who had attended three days training camps respectively. The respondents were asked to list the improved home practices adopted by them after the training. The results are presented in Table-9.

TABLE—9

Extent of Adoption of improved home practices by those participants who had attended training camps earlier.

Improved home practices	Women who have adopted		N-81
	Number	Percentage	
1. Raising Kitchen garden to Supplement vegetables	19	23	
2. Raising poultry unit to supplement egg	15	18	
3. Better child care practices	4	5	
4. Food hygienic practices	67	83	
5. Inclusion of local nutrition foods in daily diet	67	83	
6. Adoption of better methods of cooking foods	62	77	

The data presented in the above table reveal the very poor extent of adoption of better child care practices by participants. Vegetable and egg production practices also have low extent of adoption. These facts point out to the need for increased emphasis on these topics in the future training programme.

E. *Summary*

An investigation into the differential attitude of village women in Kerala towards training camps were conducted in the NES Blocks of Trivandrum District, Kerala. 100 participants of the ANP camps formed the respondents of the study. Final selection of the statement was made by administering the draft scale as a random sample and critical ratio was found out and the reliability and the content validity of the scale were also determined. The attitude was measured using a scale developed by the authors for this purpose. The analysis of the data revealed that the attitude of respondents is generally favourable towards ANP. Age, previous participation in ANP camps, income, and residents

in ANP Blocks have positive influence on creatiny a favourable attitude towards the programme while education level has no influence on this aspect. It was also found that the training camps make positive contribution in the adoption of improved home Practices.

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TRANSFER OF AGRICULTURAL TECHNOLOGY THROUGH EXCHANGE OF FARMERS

*Amar Singh**

Farmers' Education and Training is an integral part of the agricultural production process. Number of methods, approaches, strategies and techniques are in vogue for transfer of technology and imparting skills in the use of the agricultural technology to the farmers. Experience has revealed that visit of farmers to relatively advanced areas proved extremely useful and results in professional gain to the farmers. Accordingly 145 farmers from the States of Assam, Bihar and U.P. were given practical training in Wheat Production technology during Rabi 1976-77 in the States of Punjab, Haryana and Rajasthan in collaboration with Punjab Agriculture University, Ludhiana; Haryana Agricultural University, Hissar and University of Udaipur, Udaipur. The objectives of this field oriented training were;

(i) To acquaint the participating farmers with the successful agricultural practices, methods and techniques adopted by the farmers in Punjab, Haryana and Rajasthan; and

(ii) To impart knowledge to the farmers through the Exchange of ideas, experiences and actual participation in crop production operations.

Methodology of Training—The training was conducted in three phases :

(a) Orientation and institutional training

Two days were devoted in providing an opportunity to the participating farmers to exchange their views and practical problems with Subject-Matter Specialists of the University concerned. The participating farmers were also informed about the Package of Practices followed in these States by arranging field demonstrations, farm visits supported by talks of Subject-matter Specialists.

(b) Placement and stay with host farm families for Practical Training

The visiting farmers stayed for three days with the host farmers for actual participation in improved Wheat Production operations. Visiting

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and host farmers exchanged their views and experiences on Agriculture and Allied fields. They also participated in actual farm operations in the farmers' fields.

(c) Feed back session

On the last day of the programme the visiting farmers assembled at the Agricultural Research Station, Ganganagar, IADP, Karnal and Punjab Agricultural University, Ludhiana in their respective host States to narrate the experiences of the training effort and to give their assessment about the Exchange Programme.

In order to assess the effectiveness of the Farmers Exchange Programme, an Evaluation Study was conducted. The analysis of the data revealed that majority (76.5%) of the participating farmers were in the age group "below 35 years". Thus the farm youth by and large form the majority of participating farmers. As regards size of holding 65% of them were small land holders. 27.5% medium and only 7.5% were large land holders.

The data further revealed that majority of farmers acquired knowledge in regard to major agricultural practices such as preparation of land, sowing of improved varieties, application of chemical fertilizers, weed control, plant protection methods and seed treatment for wheat cultivation. The knowledge regarding Wheat Production technology acquired by the participating farmers during this programme was considered to be of practical utility for them. The data also revealed that majority of the visiting farmers decided to adopt some of the important improved agricultural practices of wheat.

The training of Farmers Exchange Programme proved to be highly utilitarian and effective in the transfer of agricultural technology to the participating farmers. This programme has also been useful to the host farmers in exchanging views and experiences with the participating farmers.

AN EXPERIMENT IN THE ORGANISATION OF THE RURAL POOR

We are glad to reproduce below the progress report of an interesting experiment conducted in the Ghazipur district of Uttar Pradesh by the International Confederation of Free Trade Unions. The object of this experiment has been to enable the rural poor, to participate in economic development so that the gains of growth are equitably shared. The report is for the period April 1975 to March 1977 and only a small portion of the full report is being given below through the courtesy of the Asian General Secretary of ICFTU, Shri V.S. Mathur. The full report can be obtained from their office at P-20, Green Park Extension, New Delhi-110 016.

—Editor

The two broad functions of the Organisation of the Rural Poor have been 'pressure and development'. For this purpose it has endeavoured to undertake a variety of servicing activities for its membership as well as develop the necessary pressure to ensure that the full benefits of economic and social legislations as well as policies of the Government in the above spheres reach the rural poor. The areas of servicing were identified during the visits of organisers to the different villages in connection with the membership drive. The village meetings as well as meetings of clusters of villages have also been organised from time to time, not only to enthuse the rural poor to join the Organisation and take active part in its functioning, but also to identify their real needs and requirements for servicing.

Since the overwhelming majority of the potential membership is engaged in agricultural pursuits it was obvious that servicing activities to secure agricultural inputs like fertilisers, irrigation facilities and credits should occupy a prominent place in the activities of the Organistion. The Organisation, however, has also been very conscious that there is acute unemployment among the rural families in the area along with considerable underemployment. It was, therefore, thought that some activities, preferably self-help activities, should be undertaken which could give some income to the unemployed as well as supplement the meagre income of the poor families.

The Organisation, during the period under report, has made a modest start in respect of some of the above areas. It has taken an agency for distribution of fertilisers, has helped members to secure loans and credits for the purpose of buying fertilisers or acquiring other assets,

promoted schemes of household dairy, backyard poultry, fishery, piggery, secured loans for members to own their own cycle rickshaws or to open petty shops, etc. Some beginning has been made in the field of blanket weaving, and projects for helping families of weaver-members to have spinning facilities in their homes are now in an advanced stage. Brief information about each of the above is given below.

servicing activities

Members of the Organisation, being mostly poor, lacked funds required for their various economic activities. They required bank credit for meeting their needs for agricultural inputs. The Organisation negotiated with the local banks and helped members to obtain bank loans to the tune of Rs. 4,08,00.00 from Union Bank of India, the State Bank of India, the Punjab National Bank and the Land Development Bank. These loans included both long-term as well as short-term according to the need for their crops. The Organisation has also been instrumental in obtaining supplies of fertilisers for its members. A total of 2,420 bags of fertilisers worth Rs. 2,63,000.00 was supplied to them. Supply of proper quality of fertiliser has resulted in higher yield of crops, in some cases even double. This increased members' confidence in the Organisation. Though the Organisation was able to supply increasing quantities of fertilisers, mention should also be made of the difficulties it had to face at times. Due to delay in the release of loans by some of the banks, a few of the members could not be supplied proper quality of fertilisers at the appropriate time. This resulted in their failure to obtain good yield.

The Organisation has been able to help a group of 52 members to purchase cycle rickshaws by taking loans from the banks. Each rickshaw costs Rs. 800-1000 and an aggregate of Rs. 47,822.00 of loan has been secured for the above members of the Organisation. These members, by plying their own rickshaw now earn on an average Rs. 10.00 per day. Thus, they are able to repay the loan by monthly instalments of Rs. 45.00 each in about 20 months. It may be mentioned that previously they were required to pay hire charges of Rs. 3.00 per day to the owners of rickshaws. With the new arrangement they have to pay half the amount i.e. Rs 1.50 per day instead of Rs. 3.00 per day and at the end of 20 months are able to own the rickshaws themselves. A little saving that they have been able to make has enabled them to make investments in other economic activities like small shops. Some of the members who were enslaved by greedy moneylenders have also been rescued by the Organisation by guiding them properly and providing bank loans.

The Organisation has also helped about 65 members in obtaining small bank loans ranging from Rs. 200 to Rs. 1,000 for starting or improving the existing small and petty shops.

Some of the members of the Organisation required bank loans for the purchase of bullocks. Though banks were reluctant, the Organisation put the necessary pressure and managed to obtain such loan to 14 of its members ranging from Rs. 500.00 to Rs. 1000.00.

The Organisation collaborated with Small Farmers' Development Agency (SFDA) with a view to enable the members to gain the benefits of subsidy provided by the S.F.D.A. on fertiliser, irrigation facilities, purchase of bullocks, buffaloes, minor cattle, poultry and agricultural implements etc. The SFDA was providing subsidy of 25 per cent to small farmers and 33.3 per cent to marginal farmers and landless agricultural workers. An aggregate of Rs. 1,25,000.00 was thus saved by the members due to the help of the Organisation in securing the subsidy from the SFDA on fertiliser. pumpset installation, buffaloes, bullocks, pigs, etc.

Members of the Organisation, who were landless, were helped in getting their share of land that was being distributed by the Government out of the surplus lands. They were also helped by the Organisation in securing short and medium term loans from banks, required mainly for the development of such lands i.e. levelling, bunding, reclamation as well as for securing inputs like fertilisers, seeds, etc. These loans, however, have been found to be inadequate and the Organisation is negotiating with the banks to secure for them further loans. Subsidy is also being arranged from the Government on these loans, for which necessary application forms have been completed and submitted to the authorities concerned through the Organisation.

About 100 members of the Organisation who were in possession of defective land records were helped by the Organisation to get them corrected. This required lot of effort on the part of the Organisation as previously they were being harassed by the Revenue authorities in this matter.

Members of the Organisation required their photographs to be furnished to the bank for obtaining loans. This was costing Rs. 3.00 to Rs. 5.00 per head. The Organisation saved them of this amount by taking their photos with the help of the camera possessed by the Organisation. Staff members of the Organisation have been trained in the photography for this purpose.

The Organisation has made a humble beginning in sponsoring a horticulture project. It has started its motivating campaign in this field. In all 500 fruit plants have been planted by 50 member families. However, heavy rains during the last monsoon have hampered its progress.

Development Activities

irrigation

Irrigation occupies a very high priority for the agriculturists. Without adequate irrigation facilities, fertilisers cannot be effectively used and would not lead to the best possible results, The Organisation, therefore, immediately got in touch with a well established agency in the area which was undertaking such work. However, later on it started its own operation in the field and purchased the necessary tools and implements required for boring operation and appointed its own

technical staff for the purpose. Since the Organisation has been able to instal 27 new pumpsets for the members in the different project villages. Besides the Organisation has also repaired 11 pumpsets of the members which were not working for quite some time.

For installing new tubewell and pumpsets the members were helped by the Organisation to secure loans to the tune of Rs. 2,30,000.00. These new tubewells ensured supply of irrigation water not only to the members who got them installed but also to those who have their lands nearby. The various benefits of installing tubewells are increased and multiple crops, modernisation of cultivation with the timely and suitable use of fertiliser, seeds, pesticides etc. without fear of failure of monsoon. In the case of delayed monsoon many people who have no access to the pumpsets cannot sow their field in time, while those who have pumpsets can manage to grow their paddy seedlings at the proper time and thus can benefit by the rains fully when they came.

The Organisation motivated families of a group of members to take up fish rearing. Fish seeds were provided for them to start pisciculture in seven tanks. For this motivation the Organisation had to take the bold step of warning and threatening the unsocial elements in the area who were in the habit of discouraging this trade by polluting the water of tanks rearing fish with poisonous substances and thus killing the fishes outright. The beneficiaries of this venture are expected to earn Rs. 2,000.00 to Rs. 3,000.00 per tank annually.

The Organisation has also motivated some of its members to take to household poultry farming, with 10-20 birds so as to enable them to supplement their income. Fortythree families have been provided with 720 bird chicks by the Organisation on the condition that they would return to the Organisation 25 eggs per bird. These eggs are sold by the Organisation to purchase chicks for further distribution to its members. The Organisation also arranges supply of proper food for the birds and also marketing of the products. On account of abnormal seasonal changes and diseases there was a high rate of mortality. The disease and casualties have now been controlled. The members participating in the scheme now are reaping good benefits from it.

With a view to increase employment opportunities in the area, the Organisation has launched a training course in woollen blanket weaving. This has a great potential as there are traditional weavers of blankets in this area. The training started in the house of one of the members of the Organisation in July 1976. Six artisans in two batches have completed their training in blanket weaving and another batch of three is under training. During the training period of the first two batches 90 blankets were made which were sold instantly. The training has enabled them to do all works connected with blanket weaving like opening and carding, spinning, warping of yarn, weaving, milling, etc. of wool. It is estimated that one weaver can weave on an average three blankets per day, thereby earning about Rs. 10.00. If the training is imparted on a large scale, employment opportunities are likely to increase in the area, for it is estimated that from twenty to twenty-five spinners are

required to feed one loom. However, for efficient functioning of this cottage industry adequate servicing machinery and credits are needed for securing the raw materials, for providing pre-spinning and pre-weaving facilities, for making available attractive designs as well as helping in marketing of the products. If this is done, this industry has vast potential for employment for the unemployed youth as well as for the women folk of the area.

After intensive survey and education campaign the Organisation was able to motivate 150 families to take to household dairying. A sum of Rs. 2,05,000.00 was given to 105 member-families by the bank through the instrumentality of the Organisation for the purchase of buffaloes. The project within a short period has gathered momentum with the result that a number of applications from other members have started pouring in for the establishment of such a unit in their households as well. These applications are being processed and the Organisation hopes to arrange loans for the purchase of milch cattle for these members. The cost of buffaloes varies from Rs. 1,600.00 to Rs. 2,700.00. On an average one buffalo costs Rs. 2,000.00. Each cattle is insured. As an experimental measure, the Organisation arranged the sale of milk of its members through Pradeshik Cooperative Dairy Federation (PCDF), Varanasi, so that the members can get a reasonable price which would help them to pay back quickly the loans, which they had taken from the bank. Three milk collection centres (the main centre located in the promises of the Organisation and the other two in two different villages in the project area) have been opened. The PCDF could not, however, give expected price of milk and therefore on the request of the members the Organisation has now taken the responsibility of marketing the milk and is able to give higher price than what they were paid by the PCDF. The present rate of milk is Rs. 1.60 per litre.

Here also the Organisation has created employment opportunities to the village youth. The marketing of the milk is being done with their help. They are engaged part-time in this venture.

Good employment opportunity has been provided to the underemployed men and women of those 105 families who have adopted the household dairying profession. The income of these families has increased on an average by Rs. 150.00 per month. Besides, they will be the sole owner of the cattle and its calf in due course of time. They can also earn out of the cowdung and manure substantially.

A retired Veterinary Surgeon, who was erstwhile District Livestock Officer in the Ghazipur District, has offered his services to the Organisation. Thus, it has become possible for the Organisation to provide scientific knowledge and education to the farmers about the dairying. The medical care of the cattle is also being taken care of by him. The members are getting medicines as well as the Surgeon's services at a very nominal cost. Thus we have been able to start the dairy project and are arranging various services to members like resources for purchase of cattle, help in selecting proper cattle for purchase, marketing of milk,

providing fodder for cattle, as well as medical facilities for the health care of cattle.

Certain member families who have traditional interest in piggery but lack in resources were helped by the Organisation in securing bank loan of Rs. 500.00 per family, which should enable them to purchase 3-4 pigs and start their household piggery unit. It is estimated that on an average from one pig a family can earn Rs. 800.00 in an year and a half. The bank authorities were reluctant in giving this loan, and as a matter of fact many applications were turned down by them.

The Organisation, in cooperation with the District Village Industries Officer, Ghazipur, has arranged loan for ten families of traditional potters to pursue their trade. The Khadi & Village Industries Commission, Bombay, has given a grant of Rs. 650.00 to each family. The Organisation is arranging for a loan of Rs. 1,000.00 each from bank as a working capital which would go a long way in improving the efficiency of the pottery units.

welfare activities

A health clinic for the benefit of the members of the Organisation has been started in the office premises of the Organisation. A doctor visits this Clinic twice a week (Wednesdays and Sundays). The clinic provides to the members free consultation and supplies medicines at nominal rates. The Organisation has in stock some of the important medicines. More than 200 families have so far been benefited by way of treatment by this Health Clinic, some of whom were suffering from serious chronic diseases. Many T.B. patients were also treated.

A Mother and Child Health Care (MCHC) has also been added to the Clinic from January 1977. This programme proposes to educate mothers about health care, nutrition, sanitation and hygiene. Further, with the help of the Catholic Relief Services (CRS), Delhi Zone, Delhi, the Organisation is distributing items of food for the eradication of malnutrition and deficiency disease to pregnant women, to mothers with babies and to children below five years of age belonging to poorest section. This health programme is taken as an important ingredient to development. By the end of February 1977 as many as 304 beneficiaries have been covered under the programme from 162 families belonging to four villages of the Project area. In this programme, after educating the mother, every recipient is given 3 lbs. of powder-milk per month, 1 lb. of nourishing oil and 3 lbs. of Soyabean-Corn Mixture (SCM). The recipients are required to pay Rs. 1.00 as registration fee every six months and another Rs. 1.00 per month for meeting the cost of running the project, Thus the Organisation has not incurred any additional expenditure in running this programme, except making available the service of the staff. This programme is expected to create good impact on the members.

education and training

The Organisation attaches great importance to its programme of education. The basic needs and problems of villages are identified by the Organisation by discussing them in the meetings of villagers arrang-

ed from time to time, Thereafter the Organisation prepares a list of priority needs in consultation with the local leaders. The priority needs are not uniform for the different interest groups. They are met through the various development programmes of Government, Semi-Government organisations, banks and other organisations. Thus a continuous and regular education programme is being implemented by the Organisation. Due to lack of education and backwardness very often members are unable to do their job on their own, when the Organisation renders technical help.

Education to the members is imparted on the working of their projects by arranging vocational training courses. The first course of dairying was arranged for 17 farmers and 3 workers of the Organisation at the National Dairy Research Institute, Karnal, in February 1976. The impact of this training has been considerable. Those who took the training are convinced that dairy can be an important source of income and employment to the villagers. In the third week of April 1976 the second training course was organised by the CRP at the Headquarters of the Organisation in which two types of training were imparted: (i) in backyard poultry training; and (ii) in pumpset installation. 25 persons were trained in poultry keeping and 23 persons in the theory and practice of pumpset operation. This training too proved useful to the members so much so that members trained in poultry keeping are havlng their own poultry units now and similarly those who got training in pumpset operation have their own pumpsets and are able to maintain them by themselves and do minor repairs or identify the trouble in the working of the machine.

One of the staff members of the Organisation has been trained of fish rearing organised by the Government and another has been trained in poultry keeping. The Organisation has a list of 40 village youths who have expressed their desire to receive vocational training so that they can start their selt-employment projects. The Organisatien has been able to send two out of the above 40 to the Polytechnic Institute, Allahabad for a six-month training course. One is being trained in the appropriate technology of tractors while the other in the technology of electricity. Both are being paid a stipend of Rs. 75.00 per month by the sponsors of the programme through the initiative of the Organisation.

research

The Organisation, with the help of consultants is conducting research studies and preparing plans for economic and social development of villages. It has finalized a project plan for ten villages in the Pardaha Block of Azamgarh district, which is contiguous to Ghazipur district. For this project, People's Action for Development of India (PADI) of the Ministry of Agriculture, Government of India New Delhi, has given a grant of Rs. 12,000.00. A similar study is being made currently for the District of Ballia, another neighbouring district. This project plan is expected to be finalised soon. The Organisation proposes to have similar project plans for other neighbouring districts as well. The research studies are made to find out the real situation prevailing in the area and work out a feasible and viable project, which could be undertaken for the integrated development of the area.

MASS MEDIA FOR THE DEVELOPMENT OF SMALL PEASANTS

*J. C. Mathur**

In rural development, communication,including that by audio-visual techniques, is a part of the "delivery-mechanism". The delivery mechanism consists broadly of the following :

(a) Government programmes of crops, livestock, horticulture, and fisheries preservation, credit availability, supplies of inputs and machinery, provision of irrigation, soil conservation and improvement, special services, research.

(b) Extension of information and techniques at the field level.

(c) Building and promotion of cooperatives and village representative bodies as institutions to facilitate the delivery procsss to the community as a whole.

One trouble with communication programmes widely noticed in the past in these countries has been that though they present a general and composite image of development, and of achievements and duties of viewers and listeners, they do not always concentrate on issues and items that are specific to particuiar groups of audiences. Lately, the idea of "focussed audiences" has come to be accepted even by mass media iike the radio, T.V., and the film, No doubt they suffer from an inherent disadvantage because of the need to address themselves to large, undifferentiated audiences.

Small Peasants as Focussed Audience for Media

In order to serve the "focussed" audience of small peasants, the first requisite seems to be to adopt the same policy of intermediate technology which is being advocated for aids to agricultural production. The transistor radio has tackled only a fraction of the problem. Can research be directed towards developing a low-cost, simple but strong audio-visual device which can be used by a group of 15 or 20, which gives both a visual image and an audio message and which is locally operated by simple batteries ? It seems to be a tall order, but the real difficulty is that manufacturing companies are not interested in bending themselves to this task. There is more profit elsewhere. Most research and promotional bodies are fascinated by the magic of the sophisticated media such as the satellite and video tape recorder.

Even on the production of material, the subtleties of competition,

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* Mr. J.C. Mathur (editor of this journal), who was at one time (1955 to 1962) Director-General of All India Radio, led recently (1973—1976) a UNDP-FAO International team on the problems of small farmers in South & South East Asia. His book An Indian Experiment in Radio Rural Forums (Unesco) is well known.

the charm of aesthetic expression and the cleverness of uncommon presentation engage the best minds. The needs of small peasants have lower priorities.

In several countries, there is still a tendency to have only centralized production of media items. A few countries have tried to decentralize production and not to mind a little clumsy, but locally meaningful, production by people who live in local areas and have better access to the work and needs of the people.

Another Implication of communication and development going hand in hand is that the communicator should be associated with preliminary surveys, demonstrations, organizational steps and various other measures of an agricultural project. The form, content and timing of communication message should be determined in the light of local needs and requirements. This can be possible if the personnel concerned regard development as a local joint staff operation. The agricultural specialist and the media specialist, the economist, the sociologist and the administrator should together constitute a team.

On the whole the basic problem is that the rate of progress and advancement of communication technology is much faster than that of the rural society and when one thinks of the disadvantaged and low income segment of the backward rural society, one wonders if it is at all practical to focus modern media as an aid to the development of this segment. The ethos is altogether different.

But these media continue rapidly to spread out into rural areas. In India, the satellite TV beamed to over 4.000 receiving sets for some time and an ambitious microwave expansion will cover more villages. At least five channels are broadcast to many rural areas of Thailand. There is thus no escape from the eventual impact—good or bad—of the electronic media on the small peasants of Asian countries. However, individually-owned TV sets are still a far off dream for small peasants. In a sense this is a pause before the avalanche generated by technology enables modest homes to own TV receivers. During this period, it is important to study and design, production and distribution of programmes for electrical and electronic media that can help the small peasant in his quest for higher incomes and a better life.

Impact of Entertainment Media

I would like to make a general statement on the responsibility of educationists during this brief spell. Laying down principles and preparing models for adult education programmes for small peasants is an important task. But haven't educationists a duty to point to the dangers of those aspects of general film and TV programmes that give a distorted image of the good life in which consumer goods, modern homes, crime and unrealistic retributive justice are predominant ? In countries like Thailand and in cities like Calcutta young criminals are often recruited from among stray youths from small peasant families lured by the media image of metropolitan life among other things. A single entertainment of programme based on urban crime and sex can undo the work of five documentaries in no time.

This is a complex issue. But it has some relevance for designing programmes for the youth from small peasant families, Fiction, based on genuine problems of the rural poor and showing the heroic and painstaking efforts to solve them, can make plausible entertainment, interlocked with a message and introducing healthier attitudes. But this calls for producers and script-writers different from "box-office fiends" for whom realism is a superfluity, or "art-fiends" for whom realism means the ugly and the pathetic, ferretted out and laid bare with aesthetic subtlety so that art-lovers in posh drawing-rooms and over high table can luxuriate in them. The lives of peasants and the attempts to rebuilt them have unlimited potential for entertainment which is not too esoteric.

Basic Principles for Communication with Small Peasants

Let us go back to our theme—communication support for small peasants' development. Following the three kinds of measures that constitute the strategy of their development proposed earlier, let us have a look at their needs for the receiving-mechanism at the grassroot level. Small multifunctional groups formed around common and stared means of farm-production, are visualised as the base of the receiving mechanism. Self-education is to be one of the functions of these groups. Here certain basic principles of extension education arise. Usually it is emphasised that a backward rural community should be "educated" through an influential leader who would adopt new technology and the others would follow. Recent experience shows that in agricultural production today, the new technology adopted by an influential and enterprising farmer does not even spread to small peasants in adjoining fields. There is a credibility gap due to inequality of resources, among other things. Often small peasants are engaged as labourers by the enterprising farmers. Therefore the two-step thereby does not seem applicable in this case because of socio-economic factors. Small peasants should receive information direct but in a small group of their own. It is better to hold a discussion of an innovation involving risks among equals; it gives them a sense of security.

Another basic principle is that audio-visual communication at the grassroot level should be designed and provided primarily in the context of a specific agricultural programme or project being implemented at the group's level. In fact it should be timed to suit the operational stages of that programme.

Thirdly, not only the joint team of technical specialists and media men but also the recipient groups should have an opportunity of being consulted about the themes and presentation of media communication, For this purpose, problem identification field workshops should be organized before projects are introduced, and media men should participate in them on the spot.

Fourthly, project-oriented media communication can be more effective with groups of small peasants, as a package of various media items. Films, slides, radio-broadcasts, TV programmes, charts, flannelgraphs, etc., should be planned together and used in a planned sequence so that they can re-inforce one another, and all focus on the tasks that the group has undertaken.

"Software" for the Grassroots

Keeping in mind these four principles, media specialists should devise composite "software" that can be used by the grassroot groups themselves. The hardware should consist of locally manipulable devices for an audience of 15 to 20 persons, a simple battery-operated slide-viewer of film strip projector, a small battery-operated tape recorder (or even a gramophone), a set of charts, a small transistor set, a folding board for sticking flannelgraph material and for noting points of discussion. The software for a grassroot group may be of two kinds—that on the functioning of groups, and that on specific subjects of the income-raising agricultural activities relevant to small peasants and rural workers. Composite programme-material seems urgent for the following items, among others :

(a) How a grassroot group holds discussions and organizes joint activities.

(b) Planning from below—what it means and how it is done.

(c) Hints on diversified income-raising activities for small farmers of that area e.g. new techniques on growing legumes, dryland crops, intensive production of vegetables, low cost poultry, pond-fishery, duck-farming aqua-culture etc., and the inter-relation among them.

(d) How to apply for joint loans and how to repay them. Questions of joint and several liability.

(e) What are the laws regarding tenancy, land and records and what are the government instructions of which advantage should be taken.

(f) Uses of intermediate technology.

Media for Higher Levels

Above the level of grassroot groups, two kinds of audio-visual material are required. First, material useful to groups but presentable by more sophisticated devices to larger audiences of group-members in a neighbourhood. The film and even a centrally placed TV set or mobile exhibition of enlarged pictures and models, mobile libraries of simple illustrated books and comics carried on bicycles—these are some examples. Some of these can be displayed by Group Organizers and Group Leaders and some by means of mobile vans coming from the project-headquarters. The important thing is that software should be specific to the tasks that Groups are at that time undertaking.

Another kind of essential material is for the guidance of Group Organizers, field extension staff and bank-officials. This can be useful for pre-project orientation and for guidance during the course of the project. An FAO team has recently prepared guidelines on a number of topics e.g. Essential Elements of a Field Action Project, Grassroot Groups, Planning from Below, Data Cellection and Analysis, Action Research, etc. Short films on these topics may be useful for a Field Action Project for small peasants and landless labourers.

Finally, media-communication is necessary to support measures taken at the national level. It is important to manifest the political will in support of the development of small peasants. The target-audience is the intelligentsia in decision-making centres, officials, politicians, national and international donors and the public. Films for cinema-house and for TV seem immediately necessary both for regional use and for use in different countries. For example there can be a documentery showing the condition and problems of small peasants. Their homes, their work and their hardships, interviews and discussions with families, scenes in the corridors of government offices, banks, cooperatives, markets etc. can be included. The aim should be not so much to paint a tragic picture as to show the factors and unfavourable institutional structure creating the situation, the dangers of neglecting the small peasants. Another documentary can show some operational multi-functional grass-root groups, why and how they should be organized, and how group-dynamics operates. Some discussions may be simulated. A third film can deal with the methodology of the problem-identification and the organisation of problem-solving field workshops for local-level planning involving peasants and agricultural officials. Considerable material in the form of photographs is available. Workshop discussions could be simulated.

Altogether it is an exciting challenge for mass media practitioners, an opportunity for them to focus on the many facets of the complex, real world from which the commercial media hitherto have generally provided an escape.

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GOVERNMENT'S POLICY STATEMENT ON ADULT EDUCATION

SOME COMMENTS

In the June issue of the Journal we had published the Policy Statement on Adult Education issued by the Ministry of Education and Social Welfare, alongwith an introductory note by the Joint Secretary to the Government of India, Shri Anil Bordia.

The document has, not unexpectedly, aroused considerable interest among educationists in general and experts on adult education in particular. We publish below the views expressed by three friends, all of whom have been associated with projects of adult education and literacy from time to time. The comments of Shri B.B. Mohanty and Shri Mushtaq Ahmed have already been sent to the Ministry directly; those of Dr. Veerabhadra Rao are actually an extract from a radio talk that he gave from the Hyderabad Radio Station; it broadly supports the programmes visualised in Government's Policy Document.

We hope this debate would continue because it is bound to be of use to the policy makers when they revise and finalise the document.

—Editor

THE NEED OF A POLITICAL WILL

B. B. Mohanty

The Policy Statement on Adult Education, prepared by the Ministry of Education and Social Welfare, reflects the resolve of the Government of India to wage a 'clearly conceived, well planned and relentless struggle' against illiteracy in our country; and identifies the priorities in programme planning and execution while taking stock of the present situation of literacy in India.

2. The Statement draws its inspiration from various international documents on adult education and particularly from 'Learning to Be', the report of the Faure Commission, constituted by Unesco, The Unesco General Conference, at its 19th, session held in Nairobi in October/November 1976, unanimously adopted the Recommendation on the Development of Adult Education, which is the first international standard-setting instrument in the field. The Statement is a logical consequence of the Nairobi General Conference, although it materialised in a changed political context, and it is surprising that one does not find in the Statement anything which says specifically that aduld education is seen 'as an important means for implementing the right to education.'

3. One of the assumptions on which the present thinking on adult education is based is (para-2.e) : "that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action." This assumption is in agreement with Paulo Freire's methodology of conscientization, which implies a liberal attitude and bold determination on the part of the party in power. Moreover, it needs a cadre of well trained teacher-organisers.

4. The Statement emphasizes "imparting of literary skills in the spoken language to persons belonging to the economically and socially deprived sections of society." This is highly innovative provided it means that literacy is best mastered through the mother tongue, even if it is a dialect. When literacy is taught in the mother tongue through the alphabet of the State language, switchover from the former to the latter is easy and natural.

5. Programme for the 15-35 age-group is identified as the priority sector, and rightly so, but, in our enthusiasm to organise a 'Massive programme' for this group, we should not lose sight of others in the society.

6. The main areas of deficiency in adult education in the past have been, according to the Statement, : "identification and motivation of the instructors, preparation of curriculum and teaching/learning materials and training.' The lack of involvement of our schools, colleges and the universities in adult education is another area of deficiency, and sooner this is taken care of, the better it is for these institutions. Besides the teachers, students, unemployed men and women, unemployed or under-employed youth, those employed should be encouraged to take up adult education work, if possible. Training and using some villagers as paraprofessionals in adult and nonformal education work might be a good idea. It should be obligatory for Panchayats and Cooperatives to be actively involved in and responsible for development of adult education programmes in their respective areas.

7. The national Conference of Adult Education, held at Jabalpur in 1975, under the auspices of the Indian Adult Education Association, had observed that in one State, the unutilised financial allotment of the education department was considered adequate to launch an effective literacy programme. The Statement is optimistic about provision of financial resources, but is silent about the mobilisation of resources through multi-lateral aid.

8. Both Akashvani and Doordarshan, as they are, and even after they become autonomous, will have a limited role in generating and disseminating adequate programmes on nonformal education. State Governments, Universities and other public institutions should be allowed to start radio and TV stations, or be allotted additional frequencies, for specific educational purposes. Our traditional folk media of communication should be utilised to motivate the learners for gaining the values of literacy. We should also make a beginning in the production and distribution of rural newspapers in the various Indian languages. It is feasible to explore possibilities of help and cooperation from agricultural input manufacturers and other industries interested in marketing of

their products in rural areas through the release of advertisements in the rural newspapers. Perhaps it would be possible to organise a people's university, on the lines of Britain's Open University, to promote continuing education. The Statement should have mentioned about some of these innovations while recommending the use of "classroom participation, correspondence courses or mass media, or by a combination of these."

9. Unless the political will and determination to eradicate illiteracy is reflected at all levels, mere decentralisation of adult education programmes may not deliver the goods.

It is hoped that the final draft of the Policy Statement on Adult Education will be a comprehensive one with relevant details.

A PLEA FOR SPOKEN LANGUAGES AND FOR A DIVERSE APPROACH

Mushtaq Ahmed

It is highly encouraging that the revised approach, as envisaged in the policy statement, is much more realistic, down to earth and bereft of fantasy as unfortunately NFE was. Perhaps we mean business this time.

The following comments and suggestions are offered on some important aspects of the policy statement itself but mostly on its implementation.

1. Language teaching and selection of participant groups

Imparting literacy to persons economically deprived and in the *spoken* language of the participants are excellent and fundamental aspects of the policy. It was so in the NFE scheme as well. But we must learn from experience. And it shows that some of the state governments and their field officers did not follow these fundamentals of scheme, They started NEF centres just anywhere and all participants were made to learn Hindi even though their language was different. This is the case at least in U.P. I am sure that there were no written instructions to field officers to organise the centres for Urdu speakers, as they were among the economically deprived section of the society and impart education to them in Urdu. The State government asked Literacy House to prepare new books in Hindi, although plenty of books were already available in the language, but it did not even ask it to prepare books in Urdu, when none were available (*). My visit to some of these centres showed that the participants were not against getting education in Hindi, but they were keen to learn Urdu first. Their motivation though initially strong, was dampen when the supervisors did not even put their desire

(*) It is now that this centre is preparing reading materials in Urdu which may serve the need of all Urdu speaking participants due to the foresight shown by the Central Ministry of Education.

to learn Urdu before higher authorities. Thus they ignored a fundamental principle of adult education. This is borne out by the fact that in a recent communication the U.P. government wrote to me that there would be no more than 500 Urdu speaking participants in the whole of U.P. ! If this fundamental principle was not ignored the number would have run into thousands.

In addition to the desirability of imparting literacy in the mother tongue as rightly embodied in the policy, the Janata government is publicly committed in its manifesto to give Urdu its due share It will be a simple matter and politically desirable to win the hearts of Urdu speakers all over India by emphasising and insisting upon the implementing agencies to stick to this policy of the government of India that :

(a) economically deprived sections of the society must be given preference, and

(b) literacy must be imparted in the spoken language of the participants.

The Urdu speakers are taking the Janata Party manifesto seriously. And if this government policy of imparting literacy in the spoken language is directly followed there will automatically be a great flip to Urdu. But if it is ignored by the civil servants, as it has been in the case of NFE, the Urdu speakers may protest strongly and the party may suffer because of the failings of the civil servants.

I am emphasising this because it is a moot point in the imparting of literacy—as the policy itself accepts it boldly. I will say the same thing for Bhojpuri and Rajasthani. Not only these are the spoken languages of thousands of people, their beauty, forcefulness, flow, power to depict emotions and conditions of life, is second to none. Therefore if it is acceptable to the participants literacy should be imparted to them in Bhojpuri and Rajasthani.

This aspect of the policy is so important that I am suggesting that the NFE Directorate should serve as a 'Lok Pal' on the national level to see that the states and agencies follow this policy of the government.

2. Class organisation

We know the advantage of planning from below but in actual practice we usually plan from the top. I have recently seen so many NFE centres which had kerosene oil for only one and a half lanterns, paintless blackboards, not a single coloured chalk, a number of them even without the primer, three primers in a class of 25, the instructors not receiving their remuneration even after 9 months. What literacy policy can work and what literacy skills could be learnt in such a situation? How is this allowed to happen? This is mainly because the organisation is not planned with the involvement of the participants, the teachers and the field work supervisors. They just receive a package evolved by somebody high up.

Essential supplies

Please, let us not do it this time. Let us plan from below. To my mind the essentials of a literacy class are the following and *no class* should be started until they are physically there :

(1) one primer and at least one text book for each learner in *his* language

(2) one lantern for each 5 participant and one for the blackboard, Enough oil money for all lanterns to last for a year.

(3) a blackboard with paint and a tin of paint.

(4) a few coloured and white chalks

(5) registers

(6) an enthusiastic teacher.

The teacher is the crux of the matter. He will hold the interest of the learners and will make a good job even out of a weak primer. It doesn't matter even if he follows the traditional approach. He will see to it that at least the learners acquire the necessary literacy skills. The Rs. 50 remuneration should be raised to Rs. 75 if possible. But he must receive the remuneration *on time*. To keep their spirit high some social recognition should be given to selected ones e,g. a letter of appreciation from the District Commissioner with some cash reward, announcement of their names on the radio and in the newspapers with their photographs etc.

Other supports?

If some simple a.v. aids are available well and good. If the agriculture, cooperative, health. radio and other services cooperate well and good. But let the essentials be there. Let us boldly recognise that our main job is to make the illiterates literate and not pest control, repair of pumping sets or to teach them candle and soap and envelop making. Whenever it could be done we will do it. But our main job is to make the people literate so that they could learn that there are ministries and departments to provide agricultural and health services to them; so that they gain the power of speech: so that they gain confidence and courage; so that they overcome centuries of fear; so that they learn to demand from the civil servants and their political representatives; so that they can evaluate the promises to vote getters; so that they become proud Indians who walk with heads raise high, free from fear as the PM keep on emphasising.

This is enough. This is education. This is our job. Let us not feel shy of literacy. Let us declare proudly that we are for it.

Power to supervisors

It is the supervisors who are near the people. Therefore they know the problems and they feel the pinch. I have spent hours with NEF and

FFL, supervisors. They have, in my opinion, excellent suggestions to improve the work. But administratively they have little power. They can only plead with the top persons who seldom go to the field, meet the people and know where the shoe pinches. But in our system of administration the further you are from the people the more power you have. The result is that the people and the supervisors keep on pleading for years but they make little headway. The poor supervisor who has to work with the people keep on giving elusive explanations. Several difficulties and problems prop up during the actual operation which require immediate action to keep the teachers and peoples enthusiasm up. Long delays in decision making, which seems unavoidable with the government machine, saps the soul of the programme.

What can be done so that quick yes and no is forthcoming to field supervisors suggestions? Perhaps power to commit up to Rs. 250 a year could be given to the supervisors. The work to be entrusted to District Adult Education Boards may be another answer. But it would take a long time to establish such boards with knowledgeable and dedicated persons.

Voluntary organisations

The other alternative is to entrust the work to voluntary organisations and keep the civil service out of it as far possible. Among adult education work literacy work is most difficult mostly because motivation among adults is generally low. It has to be built up and sustained by dedication, hard work and quick administrative actions.

Civil servants just can't do this. Not because they are not dedicated but the system would curb them. What Chatta Bhushan Das Gupta of Prulia, Ramesh Thanvi of Jaipur or Madan Singh of Deoria are doing today few civil servants would be able to do unless they are in a position of authority and interested themselves, as Anil Bordia was and did for Rajasthan districts.

Therefore the policy statement should be pushed to the limit to entrust work to existing voluntary organisations and encourage new ones to come into being. This is adult education on a national level. I am happy that the Ministry of Education is not only aware of it but taking positive action in this respect.

3. Training

I personally do not agree that in adult literacy work training is a serious problem or impediment in India. Even less so with the revised policy. We had made NFE conceptually so complicated and that too unnecessarily that it appeared that 'professionals' are required to train the thousands of experienced practitioners of literacy work in the country. One should watch the training given at Literacy House. The supervisors go there thrice to receive training. We all know that only literacy teaching is done in the NFE centres and just a primer (relating to pre-natal care) is taught to everybody. Now how complicated is this

primer that headmasters of Junior High Schools, well groomed themselves, in the business of teaching, need so much training again and again. But since this is what is seems governments wants to spend its good money upon, the trainers keep on hammering upon them in day and day out : methodology of problem based curriculum construction, lesson planning, identification and solution of problems, planning from below and so on in the true tradition of NFE. The training has little relevance to the actual job the headmasters do or can do, which is training the teachers how to teach from the primer, 'ensuring' supplies like books, kerosene oil and 'visiting' the class once a month to see if it is physically there in operation. This long and irrelevant training is no fault of Literacy House, which has excellent trainers but due to the fetish we have made of it.

I am not saying that training has no place in literacy work. In some aspects yes. We have enough experienced persons and agencies in materials production. They may need workshop type training in producing problem/interest/environmental oriented and 'readable' materials. But again we have persons in India who can organise and guide such workshops. Nothing to worry about. Class organisation and supervision? I think that not much training is needed here. The voluntary agencies know how to do this. Even the headmasters and other supervisors would be able to do it. One learns organising supervising literacy classes on the job itself and not much by a 'trainer'. Whatever there is little to learn by way of tips can be given by the agencies themselves at their own levels. Training of teachers? Yes, But the duration will depend on how complicated and elaborated the primer and the supportative matetials are. Generally they are simple and this is how it should be as experience has shown that the more elaborate the method the more difficult an ordinary teacher finds it to handle. However about two days training in the method of teaching should be adequate to begin with. This is again nothing much to worry about and could be handled by the agencies themselves. Wherever the work is to be done by the government the state and district level officers would be required to understand clearly the policy and its implications and their acceptance of the policy would be necessary. A strong and clear circular should do or a short meeting may be held to discuss the implications.

What we need most are :

(a) interesting and systematic reading materials

(b) enthusiastic teachers

(c) essential class supplies

(d) fast moving administration.

So formal training at different levels has its place but let us not over emphasise it; let us not put the cart before the horse. Literacy is a practical programme; it has just to be done and the doer learns the gimmicks and the methods much more on the job than at a formal training centre. Literacy work is simple enough. Let us not make it unnecessarily complicated. What it requires and on what its success depends is good hard work by the teachers and field workers than too

much of techniques and lectures by somebody at a training centre. Sometimes it amuses me to listen to trainers hammering on. If the trainees challenge them to go to the field and show by action what they are talking about it may create an interesting situation.

4. Diverse approach

The policy is right in emphasising a diverse approach to teaching. In my experience effective supervision in literacy work is difficult, some teachers are as irregular as the adults themselves and the adults because of their occupation, economic conditions and family responsibilities find it extremely hard to attend classes regularly over a long time. And a three months 'certificate literacy' does little good to anybody. Therefore a 'self learning' literacy scheme should also be tried out simultaneously for the benifit of those who wish to learn at their own leisure. I chalked out a scheme sometime ago on these lines.

5. Fixation of the standard of literacy and a system of examination.

A useful standard of literacy should be fixed. All studies point out that literacy equivalent to primary IV is lasting and of a reasonable standard. Similarly, a system of examination should be arrived at. These two requirements are necessary as the work will be done by different agencies including government. In the absense of a firm guideline, adults might be declared literate when in fact they are still on their way to lasting literacy. This will not only be unfair to the participants themselves a high rate of relapse may be 'discovered' later on when in fact they never were literate, as it happened with the Maharashtra Mohim.

THE NEED FOR INCENTIVES

Veerabhadra Rao

Considering the magnitude of problem and the fast growing number of illiterates in our country, the problem has to be tackled with vigour and with a firm will. The percentage of literacy among the adults which was barely 14 in 1947 i.e, at the time we attained our independence; has no doubt gone up to nearly 34 now, excluding the age group 0-4 years. But at the same time, census statistics show that the number of illiterate persons has gone up from 247 millions in 1951 to 309 millions in 1971 and nearly 400 millions this year. This phenomenon which is rather disturbing is because the rate of growth of population is out-stripping the rate of growth of literacy. More people are born into this world year by year than are being made literate. Our task therefore, has to be two fold. The reduction in the rate of growth of population on the one hand and simultaneous acceleration in the growth of literacy. While sufficient effort is being put into the former, I am afraid in the latter field our efforts are thoroughly inadequate and need still to be intensified. The magnitude of the problem makes it inconceivable that Government alone can handle the stupendous task. While

the Government can be left to tackle the problem of compulsory primary education. adult literacy cannot be left to the Government to tackle alone. The public, either as individuals or as voluntary associations must step in. Each one of us has a part to play in this herculian task of eradicating illiteracy from our land. Every educated young man and woman should feel it his or her moral responsibility to make at least a few of his illiterate brethern literate. It must develop as a mass movement and people from every walk of life and strata of society should feel themselves involved.

I can think of a few directions in whicn such an effort can be generated and organised. Literacy can be made a desirable qualification in recruitment even for labour force. Every industrial undertaking, factory or workshop. which employs a sizable labour force, unskilled and semi-skilled, should see that there is no illiterate adult worker in their establishment. This can only be possible, if at the time of recruitment they lay down, as a condition that literacy will be a desirable if not essential, qualification for recruitment. This will act as an incentive to the illiterate youth to become literate. Secondly, they should organise literacy classes in their establishments and ensure that all the illiterate workers in the establishments are given an opportunity and facility to become litarate within a reasonable period of time. The educated and literate supervisory staff can take upon themselves the responsibility of teaching literacy and improved skills to the illiterate workers working under them. While I am averse to the idea of monetary incentives, I would even go to the extent of suggesting, the payment of a bonus to the supervisor who succeeds in making his staff literate and even enhancing the quantum of wages for the neo-literate worker. In fact, attending the literacy classes, should be made an integral part of their work schedule in their factory or establishment.

University students and senior students of high school can also play their part by adopting small neighbouring localities and take upon themselves the responsibility of making the illiterate inhabitants of that locality, literate, over a reasonable period of time. I would even go to the extent of suggesting that participation in this literacy activity should earn them credits at the time of awarding them their degrees and diplomas. The handling of a literacy class for one year, should be made a necessary qualification for every aspirant to any Government job, more so in the department of Education with a condonation of the age limit, if necessary, for that period of time. Every retired Government servant should be obliged to spend some time after retirement in his native village or any adopted village, where he should undertake the responsibility of making every illiterate individual of that village literete, over a given period of time, to be defined. In fact, as I have already mentioned, every literate individual must undertake to make at least a few illiterate adults literate.

The responsibility of the Government comes in here. Every one of the efforts suggested now require a certain amount of financial input. The Government must set apart sufficient funds to meet these demands to a reasonable extent. Though all this effort must flow out of a feeling of civic and moral responsibility of the literate towards the illiterate and

should, therefore be voluntary. There is bound to be need for some money to meet certain unavoidable expenditure incidental to this overall effort and the Government should come forward liberally to aid such a move.

It is heartening to note in this context that the Ministry of Education at the Centre, is seriously ceased with the problem and there is a move to set up Boards for Adult Education and literacy at the National and state levels and also at various other lower levels to co-ordinate the efforts of all the agencies working in the field. Besides these, semi-official bodies, a number of voluntary agencies like the recently formed Andhra Pradesh Adult Education Association affiliated to a Central National Association are coming up and a few already exist.

Something positive must be done and that too, soon. We have already lost valuable time since independence and we can ill afford to lose more time. The problem has to be tackled on a war footing and as a national commitment. "WHERE THERE IS A WILL THERE IS A WAY" and when the 'WILL' happens to be that of the 'PEOPLE' and their representatives in the Parliament and in the Legislatures, there can be no constraints, much less limitations to the spread of literacy.

Let us hope that within the target set by the Government of India i.e. decade from now, the percentage of literacy in our country will reach a reasonable level comparable with any, or the other developing country's or even of the developed countries.

UDAIPUR : A PILGRIMAGE FOR ADULT EDUCATORS

Early in October, Udaipur promises to be a place of pilgrimage for adult educators, both for those from different parts of India and for some from outside the country. The occasion is the holding of three important meetings of great significance.

The first is the *30th All India Adult Education Conference* organised by the Indian Adult Education Association. The theme of this Conference is to be "Non-formal Education in Integrated Rural Development". The Conference will be inaugurated by Dr. P.C. Chunder, India's Minister of Education & Social Welfare. The Conference will be held from October 8 to 10, 1977 in Dabok, Udaipur. It is being hosted by the Rajasthan Vidyapeeth. The agenda of the Conference will be as follows:—

Saturday, October 8, 1977

8.30 a.m. to 10.15 a.m.	Registration of Delegates
10.00 a.m. to 12.30 p.m.	*Inaugural Function* (a) Invocation Song (b) Welcome Address (c) Inaugural Speech—Dr. P.C. Chunder (d) Brief Statement of Representatives of Rajasthan Education Department. (e) Citation of Dr. T.A. Koshy for Nehru Literacy Award—Dr. M.S. Adiseshiah (f) Presentation of Nehru Literacy award to Dr. T.A. Koshy. (g) Reply by Dr. T.A. Koshy (h) Presidential remarks (i) Vote of thanks (j) National Anthem.
3.00 p.m. to 5.00 p.m.	*Group Meeting* Delegates will be divided into six

	groups, to discuss the following sub-themes : (1) Resources : — Problems and Approach (2) Rural Social Scene (3) Health—Child and Medical Care and NFE (4) Literacy Education and Non-formal Education (5) Non-formal Education in Employment and Servicing (6) Organisation and Administration of Non-formal Education in Integrated Rural Development.
5.30 p.m. to 6.30 p.m.	Discussion on Policy Statement on Adult Education of the Government of India.
7.00 p m. to 8.00 p.m.	General Body Meeting of the Association
9.00 p.m.	Cultural Programme.
Sunday, 9th October, 1977	
9.30 a.m. to 1.00 p.m.	Group Discussion continues
3.00 p.m. to 5.00 p.m.	Presentation of Reports from Institutional members on NFE in Integrated Rural Development
9.00 p.m.	Cultural Programme.
Monday, 10th October, 1977	
9.30 a.m. to 11.00 a.m.	Discussion on Involvement of Voluntary Organisations in the National Programme of Adult Education.
11.00 a.m. to 11.15 a.m.	Coffee Break.
11.15 a.m. to 1.00 p.m.	Presentation of Group Reports
3.00 p.m. to 4.30 p.m.	Statement of the Conference.

Udaipur is also to be the venue of the *meeting of the Board of the International Council for Adult Education* of which the President is Dr. Malcolm S. Adiseshiah and the General Secretary is Dr. Roby Kidd. It is expected to be attended by Board members from Africa, the Arab States, Asia, the Caribbeans, Europe, Latin America and North America. The Board will meet on October 11 and 12. Apart from transacting some routine business and considering the reports of the Regional Organisations, the Board will examine its relations with U.N. Agencies and other inter-governmental organisations. Its agenda includes the consideration of programmed projects which are being

developed under two categories—Participatory Research and Adult Education for Development. Some other items are the Report of the meeting of editors of adult education journals, plans for regional training centres and cooperation, proposal for a Consortium of universities in the context of the United Nations University and some proposals for international seminars. These latter are proposed on Participatory Rssearch, the use of campaigns in health and adult education, sports and athletics and such other topics as religion and adult education, folk modia, youth, the financing of adult education, etc.

Finally, from October 13 to 16 an important and high level *Forum will be organised on the Role of Workers' Organisations and Workers' Education in Integrated Rural Development.* The Forum is being organised jointly by International Labour Organisation (ILO) and the International Council for Adult Education. The Forum is expected to be inaugurated by a senior member of the Indian Cabinet. The valedictory address will be delivered by Shri Ravindra Varma, Minister of Labour, Government of India. The tentative detailed programme is given below.

Thursday 13 October

10:00—11:30 Inauguration

Welcome address—Dr. Mohan Sinha Mehta, Chairman of Reception Committee.

Message on behalf of the Director-General of the International Labour Organization—Mr. Bimal Ghosh. Director, ILO Area Office, New Delhi.

Message on behalf of the International Confederation of Free Trade Unions—Dr. P.P. Narayanan, President.

Inaugural address—

Address on *Role of Education in Integrated Rural Development*—Dr. Malcolm S. Adiseshiah, President of the Indian Adult Education Association and of the International Council for Adult Education.

Vote of thanks

15:00—16:00 Plenary Session
Chairman—Dr. Malcolm S. Adiseshiah

Address on *Rural Integrated Development: Concept, Experience and Suggestions for Future Programmes of Action*—Mr. B. Sivaraman,

Member, Planning Commission, Government of India.

16:00—16:30 Coffee Break

16:30—17:30 Plenary Session

Chairman—Mr. J.P. Naik, Secretary, Indian Council of Social Science Research.

Address on *The Problem of Rural Unemployment: Strategies for its Solutions and the Role of Workers' Organizations*—Prof. Raj Krishna, Member, Planning Commission, Government of India.

The above addresses will be followed by discussion. A small committee will be appointed to draft a statement on the subject which will provide the framework for the work of the Commissions to be appointed later.

Friday 14 October

9:30—11:00 Plenary Session

Chairman—Mr. B. Bhagawati, President, Indian National Trade Union Congress.

Address on the *Role of Organizations in Integrated Rural Development*—Mr. C.V. Devan Nair, President, International Confederation of Free Trade Unions Asian Regional Organization.

11:00—11:30 Coffee Break

11:30—14:00 Plenary Session

Chairman—Mr. A.N. Buch, President, Textile Labour Association, Ahmedabad.

Address on the *Role of Education in Rural Development*—Mr. K. Duriappiah, Regional Advisor on Education, International Labour Organization, Bangkok.

Note: After the two addresses the Forum will divide itself into two Commissions on: (1) the Role of Organizations in Integrated Rural Development, and (2) the Role of Education in Integrated Rural Development. These Commissions may appoint smaller sub-committees for detailed consideration of specific aspects of the problem assigned to them.

Afternoon Meetings of Commissions

Saturday 15 October	
Morning	Presentation, discussion and adoption of reports from the Commissions.
Afternoon	Meetings of the Committee on drafting of Declaratian for consideration and adoption by the Forum.
Sunday 16 October	
Morning	Presentation of the Draft Declaration and its adoption
	Valedictory address—Mr. Ravindra Varma, Minister of Labour, Government of India.

THE ROLE OF JOURNALS :
EXTRACTS FROM THE REPORT OF THE WORKSHOP OF EDITORS

We are happy to reproduce below extracts from the Workshop for editors of literacy and adult education journals held in March last in Tehran under the joint auspices of the International Institute for Adult Literacy Methods and the International Council for Adult Education. In the selection of the extracts we have been guided by the situation in which the adult education journals in Indian languages operate and the needs that they seek to fulfil.

—Editor

The first international meeting of editors of literacy and adult education journals ever to be convened, was held in Iran, from 7 to 12 March 1977, under the joint auspices of the International Institute for Adult Literacy Methods (IIALM), and the International Council for Adult Education (ICAE). More than twenty participants attended from countries all over the world, representing 24 international, regional and national publications. The objectives of the workshop, as outlined in the Project Description issued by the convening bodies, were "to discuss means of increasing the effectiveness of literacy and adult education journals", "to strengthen the ties of cooperation among editors and publishers of such journals", "to explore the possibilities of cooperative endeavours" with a view to "broaden the dissemination of information on literacy and adult education".

The workshop met at the Tehran Headquarters of the International Institute for Adult Literacy Methods, and was officially opened by Mr. Fereidum Ardalan, Secretary-General of the Iranian National Commission for Unesco. Presiding chairman was John W. Ryan, Director of IIALM, supported by Margaret Gayfer, Managing Editor of Convergence, published by ICAE.

Framework

In discussing the framework within which such journals operate, the participants generally recognized that there is a growing awareness of the direct relevance of literacy and adult education to the objectives of socio-economic and cultural development of nations.

It was felt that if literacy and adult education were to play their proper role in contributing to man-oriented development, they should be thought of not so much as a teaching endeavour, but as a means to promote and facilitate adult learning, and that to this effect, they should foster the full participation of adults in the conception, planning and practice of their own education.

Objectives

(a) to convince policy makers, institutions and organisations, as well as public opinion, of the vital role that literacy and adult education can and should play in the developmental process, especially in Third World countries, and to press for the adoption of financial, judicial and structural measure which would enable them to play this role;

(b) to contribute in every possible way to extending the scope and improving the efficiency of literacy and adult education programes, notably by pressing for greater relevance to the task of meeting the vital needs of society and of fulfilling the aspirations of each individual;

(c) to attract to the field of literacy and adult education all available human resources, to foster the assistance and participation of local communities, and to inform, motivate and assist literacy and adult education workers, at all levels, in their training and in their work.

Readership

Considering that the target readership of all such journals is determined by the objectives of literacy and adult education, it was strongly felt that they should endeavour to reach, institutions, organisations and people in all walks of life, who are concerned with such objectives, and not only those working directly with literacy and adult education.

Contents

Participants expressed the view that although the contents of journals are determined to a large extent by their geographic coverage and by their institutional links and commitments, certain common desirable characterstics could be formulated concerning both style and substance:

— contents should relate closely to the aspirations, work and interests of the readers, and to the community;

— the journal should be written in a style which is suitable for the readers, and should never show any trace of paternalism or condescension;

— editors, when preparing the contents of their journal, should seek as much as possible to do away with the barriers which all too frequently exist berween the editorial team and the readers, whether the latter be policy-makers, high level educationalists, literacy and adult education front-line workers or adult learners, including newly literate people; the readers should feel free to express themselves in the journals, and should be encouraged to do so;

— contents should be action-oriented and thought-provoking, and should lead to and facilitate further study of ideas, issues, methods, etc. on the part of the reader;

- by systematically avoiding a narrow, national, self-sufficient approach, contents should reflect the broad reality of adult education, deal with relevant professional developments, show trends in theory and practice, and describe projects relating to developmental objectives;
- usefulness and relevance to local issues, rather than originality and newness, should guide the choice of contents; the "how to" should always be present, but within the context of the "why to" and the "where to";
- contents should be conceived in terms of establishing two-way communication between the journal and its readers, and of obtaining from them as much feed-back as possible;
- to this effect, journals should encourage the organization of readers' discussion groups;
- members of editorial teams, instead of seeing their job as mere writing and editing work, should spend a substantial part of their time meeting with readers, seeking their opinions, advice and contributions to the journal.

Editor's role

It was strongly felt that to achieve and maintain the highest possible measure of efficiency, the editor should be recognized member of the leading body of the parent institution, and should be given full authority and freedom in all editorial matters. The policy of constituting an advisory body to help the editor in his task was generally preferred to that of setting up a full-fledged editorial board; on the basis of their personal experience, the editors present considered that such boards often tend to be too rigid, and can hamper more than help the editor in his work. It was strongly recommended that, besides his permanent staff members (although a number of journals function without a permanently established staff), the editor should strive to constitute a wide and highly diversified corps of regular and occasional contributors. The editor's choice in this respect should be guided by the sole purpose of producing interesting, varied, thought-provoking, study-oriented and action-oriented copy. Participants favoured the inclusion among their contributors of policy-makers, local leaders, spokesmen of mass organisations and adult learners.

Circulation

The question of establishing a speedy and economical system of distribution was examined in some detail by the workshop; it was felt that concerned international agencies, such as Unesco, could endeavour to obtain special air and surface mail rates and to ease the inhibiting customs controls on educational publications.

Several alternate or combined solutions were considered, such as the full use of the memberships of the institutions issuing the journals and of other organisations interested in the expansion of literacy and adult education activities, the adoption of a network-building approach, to be codified and operated regionally, the employment of professional

distribution agencies and establishment of distribution co-operatives with similar organisations, to gain advantages of expertise and sales.

Co-operation

Concrete examples of assistance which international and regional institutions are now providing or are willing to extend were described in the course of discussions: for instance, Unesco offers a wide service of information exchange, consultations, studies and research to international and national non-governmental organisations. The Adult Education Section produces and makes available on request a rich assortment of documents, including a newsletter; the editor of "Prospects", Unesco's educational quarterly review, authorizes the reproduction of its contents on request and with the appropriate acknowledgement; the editor of "Converagence", the organ of the International Council for Adult Education. has a similar policy, and in addition the ICAE is willing to act as distributor for valuable national publications; the International Institute for Adult Literacy Methods distributes its publications widely throughout the world and issues them free of charge to developing countries. In addition, the Institute prepares papers and distributes indexes of articles and abstracts and is willing to offer training facilities for future editors of literacy and adult education journals; the editor of "Plana", the monthly publication of the Ibero-American Office of Education, indicated that his journal can be obtained free of charge, and that his organisation is willing to provide lists of journals in its region and to evaluate journals produced in Latin America.

It was stressed that exchanges are equally fruitful for international, regional and national publications; articles produced and published at the national level can be extremely useful to international and regional journals; national organs would be willing to reproduce material appearing regionally and internationally, national journals can provide names of authors to the regional and international journals. As a means of facilitating exchanges, it was suggested that editors publish the names and addresses of their contributors, and that space be made available in journals for reference to other publications dealing with education, health, agriculture, etc.

Several participants asserted the need to rationalize and promote the use of international documentation sources, and warned against excessive emphasis on highly sophisticated documentation technology; it was stated that this technology is not a substitute for other documentation activities, and that the current trend is to move away from documentation for documentation's sake, and to aim at presenting clear statements and conclusions on what is known in a given field.

Follow-up

It was strongly recommended that both individual and collective action be taken to develop co-operation between journals and to assist new publications in getting started. To this effect, it was suggested that meetings of national editors be organized at the regional level.

Conclusion

Dr. Majid Rahnema, Special Adviser to Iran's Prime Minister, attended the closing plenary session and offered a number of interesting comments on the discussions which had taken place. His personal opinion on several content areas for journals reflected some of the workshop's earlier discussions.

"The best authors", commented Dr. Rahnema, "are those who do not know how to write...that is, the people who are in the process of adult education. We need to listen and to learn from the practical experience of these people, from illiterates and neo-literates and rural people in areas where development is underway. On the other side is the theoretical aspect, the testing of ideas, and people reflecting on what is being done in literacy and adult education". Dr. Rahnema noted that there has been a reaction against the "academic", but in his view, theory is needed to give direction and substance to practical action; he cited the example of how the ideas of Paulo Freire have influenced praxis.

READERS' CLUB

Bouquets and Brick-Bats

We welcome both bouquets and brick-bats regarding the Journal and are, therefore, glad to publish below extracts from two letters received recently.

We look forward to having more letters analysing, contesting or supporting the issues and arguments raised in various articles, editorials and other items.

—Editor

New Format of the Journal

Dear Sir,

I was rather surprised at the interesting articles and the get up of the Indian Journal of Adult Education. For the past few months I have been attracted by the articles specially the emphasis on the policy statement of Government of India and the educational needs of the community.

I have appreciated the editorial very much because the aspects that you have highlighted are very much in our minds. Another feature Wisdom from the 'Idiot Box" is really very interesting and informative. Your attachment to radio programmes especially from the educational point of view has been the result of this new venture.

Dr. H.W. Butt

(Director of Indian Bureau Indo-Dutch Project
for Child Welfare. 6-3-885, Somajiguda,
HYDERABAD-500 004 (AP).)

Mr. Mushtaq Ahmed on Eradication of Illiteracy

Regret to note that such a negativistic article" Eradication of Illiteracy—can it be done" has occurred in our Journal. I think the Indian Adult Education Association has been established mainly to combat illiteracy and to provide adult education.

However famous or expert the author may be, I feel ashamed at his comment "we need not attempt eradication of illiteracy, it will be waste of good money" (P. 13).

It has been widely accepted that for the democratic set up to be successful, we should have universal literacy (not the 3 R's but functional literacy). The profiles narrated are all stray ones; likewise there are extremely good cases. He has not cared to cite any example from the South.

Dr. K. Sivadasan Pillai

(Reader, Deptt. of Education, University of Kerala, TRIVANDRUM)

WISDOM FROM THE "IDIOT BOX"

Review of TV and Radio Programmes from the Educational Angle

An interesting periodical programme on the T.V. is "Around the World" and its Hindi counter-part "Vishwa Darshan". The speciality of these programmes is the compering and the selection of short films which are stringed into a well-presented programme. Though some comperes have a rather naive approach or are demonstrably conscious of their good looks, the programme on the whole has been attractive. But an average viewer sometimes wonders why a similar programme could not be devised for giving glimpses of interesting aspects of life and happenings in different parts of India itself. The explanation may be that several information films of the Films Division are shown on the T.V. But that it not the same thing as 'Around the World' which has a special technique. Some of the Film Division documentaries could provide material for the proposed "Around the Country" programme. Some new short films or video-tapes of local situations may be necessary. But the crucial factors would be the preparation of the "string" and the manner of presentation. The presentation should be imaginative and exciting to the modern taste as generally it is for 'Around the World'. There are many 'Believe it or not' kind of things happening in different parts of India. Let the Doordarshan scouts look for them and try to remove the ignorance of urban and rural people about our own society and land.

A remarkable programme was put on the TV in September by the Bombay Doordarshan Station on the shoe-shines of Bombay. It was a moving human document that emerged from the interview that Kamleshwar, a seasoned TV personality, had with two boys who are making good by polishing shoes on the streets of Bombay. The programme carried us into the tortuous lives of these young people who even as boys have acquired a maturity because of thier struggles and their determination. Much more can be learnt about the problems of juveniles through such programmes than through talks and even discussions.

Incidentally the readers of this journal who happen to view Krishi Darshan programme of Delhi Doordarshan must be intrigued, as I am, by the fact that Krishi Darshan hardly ever puts out any item on adult literacy. Partly this may be because many farmers in the villages round about Delhi are literate. But the Delhi Doordarshan programmes are now carried over a much larger areas, thanks to the installation of the tower in Mussoorie. Moreover in most villages, families of poor labourers and Harijans have hardly any access to literacy. Perhaps behind this omission to give literacy programmes is the usual lack of conviction among agricultural experts about the need of literacy for farm development. Or is it because they fear that emphasis on literacy among farmers might reduce the essentiality of audio-visual programmes for them ? I hope not. So pre-occupied are we with the gains of improved

technology in agriculture that we often tend to overlook the basic inequality of opportunity that the continuance of illiteracy imposes upon the poor people in villages. Literacy is by itself a great equaliser. It is a tool that facilitates access to inputs, credit and new technology, without excessive dependence upon middle-men. I hope therefore that those responsible for Krishi Darshan programme will rack their brains to produce programmes on literacy for farmers; it is not going to be a simple task since literacy items need to be made as meaningful as are most of the popular items on crops.

Seeing the weighty but fascinating series of programmes of interviews with the famous film producer of USA, Frank Capra, I wondered if programmes of this kind could be used for developing a series directed towards producers, financers, directors and high-level technical personnel, in the film world. They are busy people, no doubt. But most of them have TV sets and I am sure they manage to find some time to see TV programmes primarily because they have some bearing upon films business also. The reason why I am raising this point is that it is generally assumed that busy money-makers have neither need nor occasion for "Continuing Education". People who finance and make films are such a strong factor in the shaping of ideas, prejudices and social habit today that some way must be found for a kind of "re-charging" of their own personalities. The speed and intensity with which they work often exhaust their "batteries" prematurely so that they tend to repeat themselves and lose their potential to influence the people for purposes beyond money-making. Programmes like the Frank Capra series could make them sit up and, may be, question inwardly if what they have been doing is all right. That may be a more effective way of inducing a sense of social responsibility among film makers than criticisms and sermons. For example, it was interesting to learn from Frank Capra that in the early days of film-making, big studios like M.G.M. used to produce three kinds of films—(i) expensive prestigious films with several stars, (ii) medium budget films with only one famous star and (iii) low budget films entrusted to and directed by new in-coming talents. The interesting thing is that in those days the last category of films were actually shown all over USA and not just relegated to the morning matinees. M.G.M., regarded it as their duty as well as a sound financial investment to produce all the three kinds of films because it brought out promising new talents and this helped long-term planning. The studios were thus indirectly functioning as training centres also.

I do not suggest that the proposed "re-charging" programmes on Doordarshan should only consist of reminiscences of this kind. I think they could also take up problems of technical excellence and the value of themes. Some beginning has to be made, somehow, of involving our film magnets and luminaries into a self-education process.

All India Radio has been an important factor in the recent history of Indian music. In the present environment of buoyancy created by prestige concerts, long playing records, and innovations to blend western and oriental music, it is often forgotten that it was All India Radio that came to the rescue of classical Indian music when it was badly hit by the sudden disappearance of ruling princes and big landloards as patrons. Apart from this AIR rendered another service too. This was

brought out in a radio conversation between a well-known musicologist, Acharya Brihaspati and Hafeez Ahmed Khan who is one of the leading vocalists today. The radio, it was gathered from this interview, replaced the old *khaandaans* or *gharaanaas*. The novitiate in music did not have to be permanently tied to the apron strings of a particular style of ornamentation and presentation. A.I.R., made it possible for the young learners to break the shackles often imposed by irrational whimsicalities. The critical faculty was encouraged though not deliberately. Today the position is that though references are still made to the *gharaanaas*, individualistic presentations in which elements from different styles are blended are no longer frowned upon.

I have had recently occasion to see issues of the AIR-Doordarshan journals "Akashvani" in English and Hindi. Both the journals are making a sincere effort to become useful to the general readers and not only to those who used them for locating programme items. I miss, however, reproduction of any material picked up from rural programmes. Is it not desirable to earmark a few pages for the rural listeners? I am sure even general readers would be interested in reading letters from some of the radio rural forums and to know about the discussions held by them and their follow-up activities.

Incidentally the term "AIR's Golden Jubilee" has been used rather loosely for what was the Golden Jubilee of organised broadcasting in India. AIR was established much later. It seems that some body overlooked the Golden Jubilee of the first broadcast in India. That was some time before 1927. Anyway the Golden Jubilee of organised broadcasting provided a welcome morale booster to All India Radio which has undergone a traumatic experience during the emergency. The celebrations have come at a time when the whole administrative set up of AIR and Doordarshan is to be reviewed. The readers of this journal will watch with interest if inspite of repeated swearing by the educational role of broadcasting in a developing and highly rural society like India, the outcome would be any different from that in the past, namely the triumph of the commercial and urban elitist interests.

—Lifelong Learner

ASSOCIATION NEWS

Nehru Literacy Award for Deshpande

The 1977 Nehru Literacy Award of the Indian Adult Education Association has been awarded to Shri A.R. Deshpande, former Adviser on Social Education to the Government of India for his outstanding contribution to the promotion of literacy and social education in the country.

Shri Deshpande, advocate, judge, poet and adult educator has a long and distinguished career of dedicated and devoted service to this country.

Shri Deshpande's association with adult education began in 1925 when he started Mass Education Society in Amravati, Maharashtra, but his real work began when he became Deputy Director of Public Instruction in 1948 in Madhya Pradesh. In that capacity he formulated the massive scheme of social (adult) education, and as Special Officer (Social Education) for the Community Project Administration of the Government of India from 1952 to 56, he put the social education on educational map of India and gave it a form and content. As Director of National Fundamental Education Centre from 1957 to 1960, he taught what he believed to be the key role of education in development.

He was Member of the Committee of Literacy Experts of Unesco in 1962 and was leader of the Indian delegation of Literacy Experts to the Soviet Union.

Members

The following have joined the Association as institutional members :

1. Each One and Teach One Society, New Delhi.
2. Vishvamangalamanera, Himmalnagar, Gujarat.
3. Gandhi Seva Shem Kutch, Dinara, Bhuj.
4. Indore Adult Education Association, Indore.
5. Bombay Teachers Training College, Bombay.
6. Spicer Memorial College, Pune.
7. Non-formal Education Association, Madras.
8. Sri Avinshilingam Home Sc. College for Women, Coimbatore.
9. Bal Kalyan Samiti, Hardwar, U.P.
10. Directorate of Public Instruction, Govt. of Haryana, Chandigarh.
11. Institute of Adult & Community Enlightenment, Machilipantnam.
12. Centre for Development of Women and Youth, Aligarh, U.P.
13. Orissa Adult Education Association, Bhubaneswar.
14. Jan Kalyan Samiti, Rewari, Haryana.

International Literacy Day

The Association participated in the joint celebration of the International Literacy Day by the Education Department of the Delhi Administration on the 8th of Sept, 1977.

Shri N.R. Gupta, Member of the Editorial Board of Proudh Shiksha representing the Association stressed the need for preparing need based curriculum for non-formal education. Shri Gupta emphasised the use of the traditional medias of education like *Kathas, Raslilas* for promotion of adult education.

An exhibition of adult education books was organised by the Association on the occasion.

RANJIT CHETSINGH IS DEAD

We profoundly regret to record the death of Shri Ranjit M. Chetsingh, former Vice-President of the Indian Adult Education Association on Sept. 8, 1977 at Rajpur, Dehradun. He was 75.

A pioneer in the field of Adult Education, Shri Chetsingh was one of the founders of the Indian Adult Education Association. He represented India in many international conferences, including the Second World Conference on Adult Education convened by Unesco and held at Montreal in 1960.

Shri Chetsingh was Hony. General Secretary of the Association from 1939 to 1942 and again from 1944 to 1948. He was the Editor of the Indian Journal of Adult Education for nearly 14 years and was Vice-President for over two decades.

He was awarded 1973 Nehru Literacy Award for outstanding contribution for the promotion of literacy and dedicated leadership to adult education movement in India.

The Association deeply mourns his sudden and untimely death and conveys its sympathies to the bereaved family.

FROM OUR CORRESPONDENTS

Seminar on Technology for Rural Development

A two-day seminar on 'Technology for Rural Development' sponsored by Gandhi Peace Foundation, Gandhi Samarak Nidhi, All India Appropriate Technology Development Association and Allahabad Polytechnic was held in Allahabad on July 2 and 3, 1977. Over 80 persons participated.

The Seminar recommended among others that :

(1) There was need for application of extension of proven technologies and their wide scale dissemination in the countryside to provide opportunities for employment and to improve the quality of life and living conditions of the vast masses as a sizable proportion of them was living below the poverty line.

(2) The technologies that are to be advocated for introduction in the countryside must fulfil the following criteria :
   (a) They should be labour-intensive and capital saving.
   (b) They should be economically viable and technically feasible.
   (c) They must be best suited to the local socio-economic conditions.

(3) The voluntary agencies and private individual have been playing a prominent role in developing suitable agencies. They can further expand their activities and help the Government in working other suitable technologies. The government should get in touch with such agencies, coordinate their programmes and help them financially so that they could cover new areas.

(4) The rural training centres in the countryside should be started and their curricula must be kept flexible as to cater for the local needs.

(5) Non-Formal education should be adopted as an effective means for dissemination of knowledge on appropriate technology to village masses. Administrators, academicians, specialists and business men should join hands to undertake rural development work.

(6) The Block Development agencies which are responsible for extension activities in the villages should be revitalised and wherever necessary be strengthened so that they may be able to undertake the extension programmes for appropriate technologies to the countryside expeditiously and imaginatively.

Canadian Journal of University Continuing Education

The Canadian Association for University Continuing Education has launched a twice yearly journal called Canadian Journal of University Continuing Education. The subscription is $ 6.00.

Further information : J.G. Murray, Editor, CJUCE, 154 Johnston Hall,. University of Guelph, Guelph, Ontario, NIG PWI.

Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria, Nigeria

The Centre is made up of three departments, viz. :

1. Distance Teaching Department.
2. Field Programmes Department.
3. Adult Education Department.

The Distance Teaching Department is sub-divided into Mass Media and Correspondence Sections. The Correspondence Course section is launching a correspondence course programme in G.C.E. 'A' level in History (Africa), Geography and Economics. The Centre is in need of experts in correspondence education, especially those that have had experience in script writing and editing. People who have had experience in guidance or counselling with correspondence students are also required.

Posts that are to be filled are at Lecturer or Assistant-Lecturer level.

For Further information, please write to director Mr. Hanidu Erubu, Director of the Centre, who is also editor of the new journal, Adult Education in Nigeria.

New Publication

Curriculum Construction

for

Non-Formal Education

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Regd. No. D (C) 263

Registered with the Registrar of Newspapers for India, R. N. 896/57

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Indian Adult Education Association
17-B, Indraprastha Marg, New Delhi-110002

New Publication

Educational Component in Agricultural Extension Service

Rs. 3.00; $ 1.00

Available from

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CONFERENCE
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EDITORIAL LOUD THINKING

J.C.M.

Step Out, Adult Educators

The policy statement of the Government of India on adult education has rightly emphasized that adult education must cease to be a concern only of the educational authorities and should involve various other agencies. This idea has been proclaimed from various platforms in the past also. But when it comes to putting the idea into action, things begin to fall into old grooves.

Perhaps one reason is that within the administration itself there is a dilemma. The subject falls within the over-all responsibility of the Ministry of Education. In the eyes of the lower level bureaucratic staff the administrative allotment of functions is a more tangible expression of Government's intentions than declarations and policy statements. The Ministries and departments responsible for production such as agriculture and rural industries, may declare emphatically their concern for education but to them also the administrative structure and division of functions are sacrosant. They would consider it an encroachment upon other domains to organise literacy programmes for farmers and rural labourers.

I think that one way to overcome government's dilemma could be for adult educators outside Government, particularly those working in the field, to try to break these water-tight compartments by pressurizing other departments to treat adult education and adult literacy as being no less their responsibility than production programmes. But this they cannot do if they themselves regard adult education as a self-contained activity separate from other kinds of developments. Today very few organisations engaged in rural development work, undertake adult education as part and parcel of, say, minor irrigation programme or schemes for cottage industries. Either it is economic development or education ! The process of coordination of agencies should be generated at the field level, not by Government but by non-government organisations in the area. The best coordination builds up from below and cannot be achieved by circulars and directions from above. Let adult educators step out of their self-imposed confines and expose themselves to the wholesome but highly vexatious struggles for integrated development.

Pandits, Preachers and Pujaris in the Framework of Continuing Adult Education

Recently a conference of preachers (*pravachan-kaars*) was held in Madhya Pradesh. Participants included a sizeable number of pandits and preachers who recite and interpret to the common people the Ramayana of Tulsi Das and other popular, sacred texts. This was an

interesting and innovative enterprise, of considerable interest to adult educators.

Repeated professions of secularity has resulted in a misguided indifference towards certain traditional media of adult education for a large majority of our people. In the mind of the common man in the rural areas, mythological and religious tales and texts are as much an enrichment of their secular' personality as it is a support to their religious beliefs. If Indian rural society could be westernised on the lines on which urban society has been, then the situation would have been different.

The current indifference towards these forms among the urban educated classes has led to another unfortunate trend. Pandits and pujaris now are less and less educated. Sanskrit *pathshalas* do not run to full strength. The old pandits are disappearing from the scene and there is want of guidance from the *guru* to the disciple.

At the same time it is not as if the practice of having *kathas* and rituals is on the decline. On the contrary even some of the most modern homes in the metropolitan cities of Delhi, Calcutta, Bombay and Madras, regularly have *kathas* and pujas. This is particularly noticed among business circles who probably feel the urgency for spiritual palliatives to overcome their worldly worries and, in some cases, to neutralize the effects of misdeeds. Even among the intelligenstia there has lately been far less of disdain towards traditional rituals and ceremonies. There is of course a keen desire among modern intelligent youth to know about the philosophy behind religious ceremonies and beliefs.

To match these new urges and at the same time to make the message to the common people more refined we need to have better informed and better equipped preachers, pandits and pujaris. I am not suggesting the introduction of modern scientific thoughts as an additional course in Sanskrit *pathshalas*. The Madhya Pradesh Conference indicates a better alternate. Let adult educators organise special seminars of the pandits and stimulate frank exchange of views and experience. Another way would be to start correspondence courses (interspersed with short spells of personal guidance), in the skills of recitation, interpretation and even rituals. This is a topic on which readers' comments would be most welcome.

Postmen as Messengers of Enlightenment

In traditional societies over centuries, professional people of various kinds have had a vested interest in the continuance of illiteracy among the masses. This point has been well made out in the researches of which the results were compiled in a well-known London University publication, "Literacy in Traditional Societies". The priest had an interest in the continuance of illiteracy so that his special position as an interpreter of the sacred scriptures was not erodad. Traders and merchants have made profits as much from legitimate margins

as from the gullibility of illiterate customers. The bureaucracy have found it to their advantage not to have too many literates among the governed, for literacy often made dents into their monopoly.

In recent times hostility to wide-spread literacy has given place to an attitude of indifference among priests, merchants and the bureaucracy. However there are certain categories of bureaucrats who may have a positive interest in the spread of literacy or who may be good instruments of the literacy movement particularly in the rural areas. One such class of government servants could be the village postmasters. It is odd that no body has ever thought of utilizing their spare time in literacy cempaigns. After all it is through them that letters pass. They would be interested in the increase of the volume of correspondence. Literate wives of serving soldiers would increase the business of the Postal Department. At present correspondence among this class of people is generally matter of fact and concerns only household problems. That is because the wives have to get letters read and written by others.

Many postmen in rural areas have to do the job of reading letters for the poor recipients. Could not this labour of love be extended a little so that postmen and rural postmasters could constitute an informal team for teaching literacy, not every evening but once a week or so with assignments for the rest of the week ? It should be purposive, of course, and the focus in the beginning should be on the skill of writing letters. Instead of going through the usual drill of the alphabets, the introduction to writing and reading should be through real letters.

I venture to think that the Postal Department who have been a significant factor in the lives of the common people for over more than a century would, if properly approached, like to contribute to the enrichment of the lives of the common folk by becoming messengers of enlightenment and not carriers of messages.

UDAIPUR CONFERENCE

A Brief Report

The three-day Annual Conference of the Indian Adult Education Association on "Non-formal Education in Integrated Rural Development" which concluded in Dabok, Udaipur on October 10 this year has urged that in the programme of Integrated Rural Development voluntary organisations should be made fully responsible for generating action at the lowest level of groups of families, a level beyond the scope and capacity of government personnel.

About 300 delegates from 20 States and Union Territories attended this Conference. Most of the affiliated organisations of IAEA and the Universities of Andhra, Aligarh, Delhi, Sri Venkateswara, Rajasthan, Punjabi, Punjab, Punjab Agriculture, M.S. University of Baroda, Vishwa Bharati and Udaipur deputed representatives. The Conference was also attended by about 30 adult educators from a number of foreign countries e.g. Sweden, Canada, USA, Tanzania, Australia, Mexico, Kenya, U.K. Japan, Iran, Thailand, Peru, Venzuela, Ghana,, Netherland and Singapore.

Welcoming the delegates Shri J.N. Nagar, Upkulpati of Rajasthan Vidyapeeth said that formal education alone had not met the educational requirements of the country and people were anxiously looking for socio-economic development through non-formal way of education.

He also urged the Rajasthan Government to constitute the State Social Education Board, a proposal pending for over a decade.

Inaugurating the Conference, Dr. Malcolm S. Adiseshiah, Vice-Chancellor, Madras University, Madras and President of the Association observed that non-formal education methods should be diverse and varied and its implementation should be the concern of various agencies and not of the Ministry of Education alone.

He said that non-formal education should aim at developing a society based on justice and equality and should also help in skill formation.

Dr. J.R. Kidd, Secretary-General of the International Council for Adult Education (ICAE) presented the greetings of the ICAE.

e Key-note address of Dr. M.S. Swaminathan, Director-General Th ouncil of Agricultural Research on "Education for Economic Indian C" was read by Dr. C. Prasad, Assistant Director-General, Progress address strongly emphasised the "synergetic" aspect of adult

education based on technology. It is being published separately in this issue.

Shri J.S. Mehta, Education Commissioner, Government of Rajasthan welcomes the delegates on behalf of the Government of Rajasthan. He said that his State was giving priority to non-formal education programmes and all projects of NFE which get 75% Central Government grant were entitled to 15 per cent State government grant.

Nehru Literacy Award Presented

The 1976 Nehru Literacy Award for outstanding contribution to the cause of adult literacy and education in India was presented by Dr. Adiseshiah to Dr. T.A. Koshy, Project Director, Council for Social Development, New Delhi.

The citation for the Award said that Dr. Koshy had enriched the theory and practice of adult education and had contributed to the evolution of the development of the concept of farmers' functional literacy.

Dr. Koshy in his reply emphasised the necessity of producing appropriate reading material in large quantities. He pleaded for the expansion of reading rooms and library facilities in the country. Extensive use of mass media to create an urge in the people for more knowledge was also proposed by Dr. Koshy. His speech is being published separately in this issue.

Smt. C.K. Dandiya, Vice-President of the Association proposed a vote of thanks.

Groups

The delegates were divided into six groups to discuss the following six sub-themes of the conference:-

Group-I — Resources Survey—Problems and Approach
Chairman : Prof. Y. Shukla, Ahmedabad

Group-II — Rural Social Scene
Chairman : Shri V.S. Mathur, New Delhi.

Group-III — Health, Child and Medical Care through NFE in IRD
Chairman : Dr. (Mrs) K. Rajeswari Murty, Bombay.

Group-IV — Literacy Education and Non-formal Education in IRD
Chairman : Dr. T.A. Koshy, New Delhi.

Group-V Non-formal Education in Employment and Servicing-
Chairman : Smt. Ginny Shrivastava, Udaipur

Group-VI Organisation and Administration of NFE in IRD
Chairman : Shri C.R. Bhatt, Surat

Shri J.C. Mathur, Hony. Editor, Indian Journal of Adult Education drafted the Conference Statement or the "Udaipur Declaration" on the basis of the reports of the six groups and in consultation with their Chairmen. The Declaration is being published separately in this issue.

Discussion on Policy Statement on Adult Education

A lively discussion on the Policy Statement on Adult Education of the Government of India took place in the last session of the first day.

Shri Anil Bordia, Joint Secretary, Ministry of Education, presented the salient features of the Statement and the comments which had been received on it. He said that the Statement was still in the development stage and would only be finalised after taking into consideration the comments received from various sources and from the conference itself.

Several suggestions came up in the course of the discussion. Incentives to field workers in securing employment later on and the involvement of the learners at the planning stage, were mentioned by a number of speakers.

Institutional Reports

Representatives of 36 institutional members of the Association presented their reports in the plennary session of the second day. It was later suggested that as these reports give a comprehensive picture of voluntary action in the field of adult education, a compilation should be made. Representatives were requested to send copies of their statements and reports to the Association.

Mr. Paul Bertelsen, Chief, Adult Education Section, Unesco, Paris, presented greetings on behalf of the Director-General, Unesco.

Discussion on Involvement of Voluntary Organisations in the National Programme of Adult Education

The delegates also discussed the role of voluntary organisations in the national programme of adult education in the first plennary session on October 10, 1977. In presenting the report of a Committee appointed by Government to consider this subject, Shri Bordia, Joint Secretary, in the Ministry of Education, Government of India explained

that the specific role of voluntary organisations in the National Programme was expected to be resource building i.e. training of personnel, production of material and the evaluation and monitoring, in addition to any field activities. He said that so far the role of voluntary agencies had been innovative and now they have to involve themselves into the massive programme of adult education. The discussion that followed was animated and frank.

In the concluding session, the conference Statement was adopted unanimously and with enthusiasm and was hailed as the "Udaipur Declaration on Adult Education and Integrated Rural Development".

Dr. M.S. Adiseshiah in his valedictory address said that Non-formal Education and Integrated Rural Development were both dependent variables. The Integrated Rural Development and Non-formal Education should aim at bringing about transformation in society leading to just and equitable society. He said that the key-task of adult educators was to organise the rural poor farmer which could only save them from exploitation. Non-formal Adult Education in Integrated Rural Development should help in the development of employment opportunities for landless labourers. Non-formal education must include literacy education for increasing income, he concluded.

Two cultural programmes and a sight-seeing tour of Udaipur City were also arranged by the Rajasthan Vidyapeeth.

—J. L. Sachdeva

DECLARATION ADOPTED BY THE CONFERENCE

The 30th All India Adult Education Conference held at Dabok (Udaipur) in Rajasthan on October 8 to 10, 1977 considered the role of Non-formal Education in Integrated Rural Development, the problems and implications of this role and the aspects of implementation that should receive priority.

The rural scene, in India today, for Integrated Rural Development, is in some respects more complex and distressing than it was in the early years of independence when the Community Development Programme was launched with high expectations and widely shared optimism. True, a network of development administration and personnel going down to the village level, covers the length and breadth of the country, something which this country had never before known on this scale. True also that the physical infrastructure of roads communications, schools-buildings, community centres, irrigation and electric power has been gradually extending so that several villages have begun to share the blessings as well as distortions of urban life. Overall production of cereals, particularly wheat, has shown a marked increase and the impact and potential of scientific research on agricultural technology has stirred the country side.

And yet, serious anomalies and inconsistencies darken the profile of rural life, economic, social and political. Per capita and per unit production and income have progressed at a distressingly low pace so that the high figures of overall production constitute an ironical comment on the non-participation of the bulk of man-power in the development process and in the enjoyment of its fruits. Poverty is on the increase, unemployment and under employment have assumed menacing proportions and despite sizeable expansion of credit facilities by government and the public sector, the incubus of rural indebtedness persists relentlessly. Social modernization has not weakened the evil force of the caste system which has shown a dreadful capacity for adapting itself to the changing needs of the privileged few. Even primary facilities like housing and drinking water are, in some areas, still uncertain for the rural poor. The power structure in villages is mostly in the hands of the better-off, enterprising and rich. Iniquitable distribution of assets is no doubt at the root of the continuance and enormity of the contrasts of living standards and aspirations. But what makes the situation seem grievously hopeless is the fact that remedial measures from above are not supported by pressure from below because the disadvantaged sections of rural society lack their organisation at the grass root level.

In this background *education has to be a liberating* force for the rural poor. It has to inculcate among the rural poor the awareness of the need for having their own grass-root organisations that can exercise

pressure from below upon the operators and decision-makers of the Integrated Rural Development programme thus preventing it from falling into a routine.

Moreover non-formal adult education including literacy, has better chance of becoming a vital factor in Integrated Rural Development, if *Mahatma Gandhi's philosophy and technique of integrating the learning process* with income-yielding work is adapted to the requirements of rural adults.

Likewise employment-generating activities based on *low-cost technology and modified indigenous practices, mainly, using local resources*, should be the starting point for relevant and local-specific adult education for landless labourers, and peasants.

In agriculture, the *'synergetic' and 'systems approach' implies deft, timely and thoughtful use of various operations and inputs* in order to achieve the maximum results. Obviously the main requisites for this purpose are knowledge, skills and literacy.

Access to knowledge, learning of technical skills and acquisition of literacy can cumulatively equip small and marginal farmers, tenants and share-croppers with the self-confidence and sense of equality without which participation by them in Integrated Rural Development would be illusory. Literacy is not merely a liberation of the mind. It is not a consumption oriented luxury. *It is* also *an unmistakable equalisers of economic opportunities.* It is an investment towards the ideal of increased per capita production and income.

To this role of literacy and non-formal education this Conference would like to invite the attention of scientists, experts, administrators and policy-makers. Let there be an unequivocal acceptance by them of *the policy that no programme of special development* in rural areas, whether infrastructural such as irrigation, or new crop varieties, or special area development *would be complete without an integrated component of knowledge, skills and literacy* for the beneficiaries and participants.

On the foundations of equal economic opportunity and income raising activities will be built the edifice of the equality of life, of better health and family life and of aesthetic appreciation. *The three principles of building the pressure from below, integration of learning with action and indigenous and low-cost methodology* apply also to the aspects of adult education aimed at improving the quality of life in rural areas.

In this context this conference has had the opportunity to discuss the *Policy Statement on Adult Education* issued recently by the government of India. The release of this Statement by Government heralds a new wave of thinking and may open the long awaited new chapter in the policy and programmes of adult education in India.

This country has had extensive and continuous experience of *organizational and institutional arrangements.* An off-repeated emphasis has been on coordination which has as often been reduced in practice, to a pious wish. Between Non-formal Education and Integrated Rural Development the relationship should be of more than coordination, it should be one of integration. Let education get into the core of the major operations of the programme rather than remain an external aid to them.

Certain things follow from this commitment :

First, all planning should begin at both the top and bottom ends, with the provision for a 'matching' exercise. Local resources should be surveyed and utilized. Local problem identification by participants should be the basis of development priorities and education.

Secondly, multi-disciplinary expertise should be used to design courses and prepare educational material at the district or project-level through mobile teams visiting local areas and consulting jointly, field workers and beneficiaries.

Thirdly, teachers and guides should be drawn from a variety of sources, and experts in technical skills should be also encouraged to become literacy guides.

Fourthly, grass root groups should be a continuing machinery both for continuing self-learning and for future development needs.

Fifthly, non-government and voluntary bodies and educational institutions should play a definitive role.

On the point, of the role of non-government and voluntary bodies and educational institutions, this Conference wishes to make a special appeal to government and to the public. It is a sad reflection upon the post-independance era that the relationship of non-government voluntary organizations with governments has been reduced largely to that of seekers and recipients of financial assistance with reluctant givers and suspicious monitors. It is not a relationship between partners in progress. Integrated Rural Development offers an opportunity for the growth of equal partnership, because in it, *voluntary bodies can and should be made fully responsible for generating action at the lowest level of groups of families, a level beyond the scope and capacity of government personnel.* It follows that wherever such grass-root level action is taken up by voluntary bodies, the distribution of functions and resources for that part of the work should be on 100% basis rather than on fractional basis. Let Governments provide, build and maintain the *"delivery machanism"* down to the Block or Project Level. Below that, let voluntary and educational institution take over the task of organizing the disadvantaged and poor learners, into an active and vigorous, *bottom-level "receiving" machanism.*

The focus in Integrated Rural Development has to be on the rural family. But in the past, the family has seldom been approached as an integrated unit in which adult women are, or should be, fellow-decision-makers on a footing of equality. The Conference calls upon adult educators to take the initiative in helping *rural women to gain the self-confidence and acquire the skill to be active partners in the family's progress towards a better inetgrated life*, rather than remain passive followers of their husbands.

In fact the unmistakable refrain of this Conference has been that the principal responsibility of Non-formal Adult Education is *to help the beneficiaries of Integrated Rural Development to become "subjects" of development rather than "objects"*. Too long have adult educators been appearing as do-gooders from the elitist ethos. Let us, voluntary and government personnel, generate the spark of subjective action by the depressed and disadvantaged segment of rural society. It is not going to be simple and quick. If focus is put on *developing a multitude of dialogues with groups at the grass-root levels* and if the dialogues are pragmatic and purposive and not inhibited by rigid, centralized directions, then that will be Non-formal Education as a force for integration. To that task let us dedicate ourselves with sincerety, devotion and humility.

EDUCATION FOR ECONOMIC PROGRESS*

*M.S. Swaminathan***

Experience in several countries has shown that educational initiatives without potential economic advantages to the recipient do not generally attract interest among adults. Also educational techniques non-related to the realities of daily life do not grip attention. Hence unless education interlocks with other inputs for economic development, the full benefit from our investment in education as well as development may not be realised.

To what extent can education have an immediate as well as a long term effect on rural poverty? Can it generate employment? Can it lead to self-reliance in certain areas such as the care and repair of equipment and machinery? Can it stimulate desires to improve life-styles out of available resources? These questions logically arise when we try to relate education to socio-economic goals. The frequently voiced view that our educational programmes are not related to the needs of the life outside the class room stems from the inability of most university students to take to a career of self-employment. Also, the system has generally tended to increase the sense of rural inferiority resulting in what Gandhiji described as "the divorce between intellect and labour". The methods, examinations, linear progression and the other characteristics of the system have put emphasis on failure as much as on learning.

It is true that in many respects education is conservative in nature. It aims at the passing on of tradition, experience and learning from one generation to the next. It is equally true that education is the catalyst that stimulates the questioning and innovative spirit and promotes imaginative action. In this sense it triggers all progress, including economic progress.

There have over the years been moves towards systematic reform in the educational system. In the past, these have been largely concerned with the University level, though there has of late been a welcome interest in the pre-primary, primary and secondary stages. Nevertheless, a criticism by some educationists, that inspite of frequent trinkering, most reforms have tended to deal with peripheral rather than core educational issues may have a certain validity. *The syllabus has been changed frequently but the teacher has remained the same.* At the Science Congress held at Waltair last year, a comment was even made that a student who goes to a village school often tends to be inferior in arithmetic to the one who is a "left out". Some extremists have hence suggested that we dismantle the whole structure and start

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* Key-note address of the 30th All India Adult Education Conference, Udaipur, October 8-10, 1977

** Director-General, Indian Council of Agricultural Research, New Delhi.

again. Referring to the role of violent shake-ups in evolutionary processes, the late Prof. 1.B.S. Haldane once said, "My watch is erratic. If I shake it violently, it is possible it may run. On the other hand, it is equally likely that it may stop altogether." In my discussion of educational problems and opportunities, I hence wish to restrict myself to the question of making our current educational assets pay worthwhile dividend. I also wish to confine myself to education for economic progress in rural areas.

Education for Rural Development

Different countries have approached problems of education for rural development in different ways. Case studies from 17 countries compiled for the World Bank by Manzoor Ahmed and P.H. Coombs indicate that the greatest success by any criteria has been achieved where there is a clear and overpowering national ideology and strong leadership committed to this ideology. *Also, success has been assured where education, formal or non-formal, has been developed as an ingredient* in a package where economic initiatives are central. Two other points emerge:

(a) Woman as a group have been almost universally neglected, and so too the landless, since most of the agriculture-based education programmes benefit only those with ability to farm land.

(b) The danger of internal stratification developing between formal and non-formal education is very great. This could further strengthen undesirable urban-rural, elite masses and educated literate dichotomies.

Our country has been a leader in many areas of educational thought and endeavour. What are our assets? We have (a) a huge and by and large well-organised infrastructure of formal education which can be re-oriented to new needs and objectives; (b) a large reserve of educated manpowers, especially at the high levels, though insufficient at the middle levels; and (c) well-developed mass media which can be geared to educational purposes. *Our major liability is that the gospel of dirty hands has remained a slogan rather than reality in the educational system.*

Issues relating to the education system in rural areas will have to be discussed separately for the following age-groups.

(a) Children upto the age of 14

(b) Youth aged 15 to 25

(c) Men and women above 25

I would like to offer a few thoughts in relation to each of these age groups.

(a) Children upto the age of 14

It has been we'l recognised that a good proportion of children upto the age of 14 in rural areas and those belonging to the families of migrant labour do not receive the desired benefit from the existing educational infrastructure. The lower the socio-economic status, the larger the proportion of such children. Either they are unable to attend school at all or they have dropped out after one or more years of attendance. Even if they continue in school upto class V, they, do not seem to get from the school the skills and abilities which would be useful to them either in earning their livelihood in rural occupations or in their daily life.

For bringing about meaningful changes in current programmes, a malady-remedy analysis in each socio-cultural group will be useful. For example, some of the major maladies for which remedies should be found, if the educational programme is to find acceptance and success are (1) proverty necessitating the involvement of children in economic activity, (2) large families necessitating the assumption of some parental responsibilities by the elder children at a young age, (3) irrelevance of the curriculum and (4) unsuitability of the teaching methods and school timings.

What are the remedies? "Earn while you learn" projects and a blend of formal and non-formal methods of education may enhance the attractiveness of the school for the children of those below the poverty line. The precise range of project work will vary but it may not be difficult in each village to identify appropriate projects based on agriculture, animal husbandry, fishery and rural industries. Although basic education stressed the value of useful labour, a major deficiency was the absence of links among production, processing and marketing. The work tended to be performed in isolation of market trends and consequently the student or his/her family did not see tangible benefits from learning through work experience.

Once the portfolio of well-defined and economically assessed tasks now under compilation under the Integrated Rural Development Project is ready, it will be relatively easy to pick up economically and technologically viable projects for learning by doing in the village school. The key input is marketing. Under such a system of education, about half the day can be spent on learning the basic skills of literacy and numeracy and the remaining time on techniracy.

As regards the curriculum, there is need for a scientific orientation with particular emphasis on environment and exploration. How many school going children today are aware that at the heart of agriculture there is a simple truth, namely that wherever green plants are grown, sunlight is tapped and converted into useful products? Had there been such realisation, the interest in covering every piece of available land with green plants would have been great. The experience gained under the NCERT and SITE science programmes for children prepared in consultation with top scientists should be helpful in achieving this goal.

It is also necessary to consider where, when and by whom this kind of education will be imparted. Here the answers will vary in accordance with the local situations. The place of education should be one which is most convenient to the recipients. So also the time for education should be one which is suited to the economic compulsion of the families of the students. For example, during the busy agricultural season, the education could be in the evening, followed by more intensive coaching during the slack season. In contrast, it is the slack season which is now usually the vacation period. As regards the question as to who will impart such education we have to rely upon the existing infrastructure which has large under-utilized or improperly utilized resources. We have a vast corps of teachers, many or most of whom are neither equipped nor motivated for these efforts. They can, however, be easily trained for this task and converted into an efficient cadre. I shall revert to the question of cadre training a little later.

b) **Age-group 15-25**

This age span represents a highly energetic and innovative period in the life of youth. Therefore, there must be adequate opportunities for both learning and innovation. This will be possible only when challenging tasks are available. We have now underway a large variety of programmes for this age group, some of which are listed below :—

(i) The recent introduction of compulsory work experience in schools, which has its roots in earlier aspirations expressed in basic education, has a great potential for making education more meaningful and relevant to life. For its proper handling, however, the active assistance of all scientific agencies in the country will be essential.

(ii) The introduction of 10+2+3 pattern has as its major objects the task of making secondary education terminal and reducing the rate of expansion of higher education. If these objectives are strictly adhered to, the system will have value, otherwise it will just be a reversion to the old intermediate system.

(iii) The Farmers' Functional Literacy Project and similar schemes in adult education and their success in the last decade have indicated the tremendous potential for need-based and functional adult education.

(iv) The National Social Service for Youth and the experimental mass programmes for youth, have potential for increasing the contact of students with the realities of our rural life.

(v) The Bhumiadhar and other experiments in non-formal education carried out by the National Council of Educational Research and Training.

(vi) The establishment of Krishi Vigyan Kendras by the ICAR for imparting the latest technical skills to practising farmers, fisherman, rural youth and women.

If imparted relevant training, we can generate cadres of soil, plant, water, animal and human health care workers in each village. A beginning has been made by the ICAR in training village youth in soil health care at 10 Agricultural Universities last year. The operational procedure of this programme is as follows (1) suitable boys and girla who have studied upto matriculation and who have chosen to live in village for either family or economic reasons are selected for the training programme, (2) after the choice of the trainees, the teacher incharge of the programme, conducts a critical study of the soil health problems of the village from which the trainee is drawn, (3) an integrated training programme on all aspects of soil health including the biology, chemistry. physics and topography, of soils is imparted for a period of three months at the Training laboratory, (4) the syllabus consist of two parts; half the time is spent in learning certain universal principles of soil health care through lectures, demonstrations and practical work and the remaining period is spent in understanding and learning how to tackle the unique soil health problems of the village from which the boy or girl comes from, (5) twice yearly visit by the trainees to the parent laboratory and by the teacher to the village forms an umbilical cord which sustains the trainee until he/she is self-reliant.

These procedures can be suitably adapted to other areas of training, They depend for their success on : (1) the rural roots of the training programme (2) synthesis of the unique and the universal in relation to the content of the training programme and (3) the establishment of an unbilical cord between the training centre and the trainee.

(c) Men and women above 25

A fair proportion of this group is not yet literate. Adult literacy courses supplemented by the following approaches may make a contribution to imparting relevant skills and thereby enhancing the earning capacity of the rural poor.

(1) Krishi cum Udyog Vigyan Kendras

Thsee are integrated training centres where the method of teaching is learning by doing. No diplomas or certificates are awarded. These Kendras are intended for assisting those already employed or self employed in acquiring relevant skills. The content of the training programme will be based on local needs and opportunities. Therefore, prior to the initiation of the training programmes it will be necessary to conduct an analysis of local resources and identify "breakthrough points" from the angle of enlarging opportunities for gainful employment. Since it will be difficult for women of this age group to go in for residential training courses, mobile training teams and very short residential courses, will have to be organised. The Krishi Vigyan Kendra programme of ICAR was developed on the basis of a report by a committee headed by Dr. Mohan Sinha Mehta.

(2) Functional literacy course

The literacy courses for farmers designed by the Adult Education Departments in several States are serving a useful purpose. Success

will be ensured if the course is based on the interests and needs of farmers and is designed in such a manner that it is closely related to the cycle of agricultural operations. Emphasis is now rightly being placed on both a recurrent training of the village level worker and on a well planned schedule of visits by the VLW to farmers in the different villages under his charge, Such an integrated training and visit programme was introduced in the Chambal Command area with the help of a World Bank expert, Mr. Benor. Because of its positive impact, this procedure is now being more widely adopted. Here again the training centre will have to play a crucial role and the Krishi cum Udyog Vigyan Kendra can be the principal training centre.

(3) **Use of mass media**

To the extent the mass media can succeed in transmitting the necessary information for successful farming and daily living, there will be no need to wait for formal literacy before developmental massages are spread. Radio and films can be used more intensively and also Television in those areas where it is already or will soon become available. The technical programmes should be specific and geared to needs and frequently repeated. Therefore, the planned expansion and improvement of the mass media may make a major contribution to the diffusion and correct adoption of the new technology. Developmental journalism is now taking firm roots and in areas with a reasonable literacy level, the local language newspapers are already playing a significant role.

Cadre Training Institutions

The key element in achieving all that I have discussed so far would be the involvement, motivation, education and training of the required personnel namely, the teachers at the primary, secondary and University level. Experience gained in various experiments in different parts of the country has shown that the following four factors have to be combined for success.

(1) Initial reorientation or refresher training to motivate, involve and acquaint with new conditions and methodology.

(2) Constant on the job monitoring and guidance.

(3) A regular feed back mechanism to improve and solve new problems as they arise.

(4) A personnel policy which will attract and train dedicated and competent teachers.

Suitable training and resource centres where the various cadres referred to earlier can be built, will have to be established to undertake this task. This is what is now being attempted under the pilot integrated rural development projects being formulated for twenty districts in the country. In each of these districts there will be in a suitable village a Science and Technology Complex which will provide both *in situ* and mobile training programmes. The

ICAR has already sanctioned the following Trainers' Training Centres for imparting training to teachers of Krishi Vigyan Kendras :

1. National Dairy Research Institute, Karnal, Haryana for dairying.
2. Central Inland Fisheries Research Institute, Fresh Water Aquaculture Centre, Dhauli, Orissa, for inland fisheries.
3. All India Co-ordinated Research Project in Dryland Agriculture, Hyatnagar, Hyderabad for dryland farming.
4. Indian Institute of Horticultural Research, Chetthalli, Coorg, for horticulture.
5. Kasturba Gandhi National Memorial Trust, Indore, for training women teachers of Krishi Vigyan Kendras.
6. Central Institute of Agricultural Engineering, Bhopal, for agriculture engineering.
7. ICAR Agricultural Research Complex, North eastern Himalayas, Nagaland, for women teachers of Krishi Vigyan Kendras for women.

Thus, two of the centres will cater specifically to the needs of women teachers. Trainer's Training Centres will maintain continuous links with the teachers manning the Krishi Vigyan Kendras.

Winds of change in our Educational System and the need for "Teachers-centred" personnel policies

There is ample evidence to suggest that our system is not inherently incapable of the innovativeness, experimentation and adaptability needed to meet changing educational needs, opportunities and techniques. There are also many non-official organisations doing excellent work in imparting relevant education. The task of making secondary education terminal did not succeed in the past due to a mismatch between educational aims and employment policies. Any national policy on wages and salaries will have to ensure that the academic and vocational streams do not become mutually antagonistic. The revised UGG pay scales were intended to do away with the disproportionate weightage given in the past to the administrative as compared to the academic profession in salaries and status. This concept should be extended to every area of relevance to our economic and social progress.

I have in this talk pleaded for as much attention to the teacher as to the syllabus. I have stressed the need for cadres of teachers of several kinds, both employed by official and non-official agencies and self employed. The very term "cadres" indicates that there must be avenues for lateral and vertical mobility and for professional and monetary advancement. Avenues of advancement for the self-employed will naturally depend upon individual initiative and enterprise. There is, however, need for making inbuilt provision for professional advancement

and recognition in the cadres employed by Government, co-operatives or other organisations. If we are to promote mobility within the "Nursery-primary-secondary university educational chain"., the present *post-centred-system* of career advancement will have to be replaced by a teacher-centred system. In other words, the teacher who is spear-heading a techniracy drive in a village should be able to get the same salary as college Principal, if he or she has been found through an appropriate assessment procedure to be worthy of it. Teachers can then concentrate on the job to be done without either complexes or worries about future prospects.

Evolution of progressive life systems depends upon synergy and symbiosis. How can we achieve hormony, symbiosis (i.e. mutually beneficial interaction) and synergy (i.e. the generation of multiplier effects) in man-made instruments of progress ? In the context of the educational system I have been discussing so far, how can we blend formal, with the non-formal, academic with the vocational and University with the school, so as to result in symbiosis and synergy, the two principles which Nature has so beautifully employed in evolution. There is no simple or single answer—at least I have none. I can only say "Let us learn from DNA, the chemical substance of heredity". DNA provides for specificity of action, for co-ordinate functioning, for mutation or change, for re-combination resulting in practically unlimited variability and above all, for replication. Even if we are unable to provide for all these attributes in our educational system, an awareness of the danger of dichotomies resulting in negative rather than the synergistic effect we desire, should itself be a positive force and guide us to right decisions.

REPLY BY DR. T.A. KOSHY ON RECEIVING THE NEHRU LITERACY AWARD FOR 1976

To have been selected for two literacy awards in the same year, naturally filled me with joy and also a sense of achievement. The first to be announced was the Welthy Fisher Literacy Award in July 1976 followed by the announcement of the Nehru Literacy Award on September 8, the International Literacy Day, last year.

I am most grateful to the Indian Adult Education Association for the honour done to me by this award, and to you Sir, for presenting it to me this morning. Dr. P.C. Chunder, Union Education Minister in his statement in Parliament on Adult Education, has not only declared the commitment of the Government for Adult Education, but also inspired the large number of adult education workers in the country to give their best to the nation for this great cause.

I regard this award more as a recognition of the contribution made by the institutions in which I had the privilege of working during the last two decades, than a recognition of my own contribution to the cause of adult literacy. I am of course referring to the Extension Project of the Allahabad Agricultural Institute, which brought me into the field of adult education; the Literacy House, Lucknow, where I worked for five years as Director, before coming to Delhi as Director of the National Fundamental Education Centre, which during my tenure became the Department of Adult Education of NCERT and later Directorate of Non-formal (Adult) Education and the Council for Social Development where I am now working. The contribution which any institution makes is the outcome of the combined efforts of the Director and staff of the institution and I take this opportunity to express my deep sense of gratitude to all my former colleagues in these institutions for the encouragement, cooperation and professional support they have given me during my association with these institutions.

On an occasion like this, one looks back over the years to assess one's professional growth and development. By education and training, I should have been an agricultural scientist, a Plant Pathologist to be exact, rather than an adult educator. It was the experimental extension project known as Jumnapar Punarnirman launched by the Allahabad Agricultural Institute in the spring of 1952 which brought about a big change in my professional career. I was appointed the Admintstrator of that big project covering two Tehsils and 400 villages. The experiment was to try out four different approaches to rural development and to study the effectiveness of five types of workers. The four approaches were: (1) Adult literacy approach, (2) Felt needs approach, (3) Whole family approach and (4) Occupational approach. For each approach there were 100 villages. Adult literacy approach was based on the hypothesis that rural development would be faster and self sustained if the illiterate adults in the

100 villages are made literate and are supplied with books, folders, and such other reading materials dealing with topics, like agriculture, animal husbandry, health, nutrition, better homes and child care. The project used different extension methods and wanted to use radio also as a medium of education. The idea was that the project would produce a 20 minute programme to be broadcast from Allahabad radio station three days in a week. The project had supplied community radio sets to clusters of experimental villages. We had prolonged correspondence with the Director-General A.I.R. for almost one year and we could not get the permission. Then, through a friend I was able to get an appointment to meet the then Prime Minister, Pandit Jawahar lal Nehru in whose name this award has been instituted, early in 1954. Panditji asked me to describe the project and state exactly what we wanted from him. He listened to me very patiently, enquired about the people's response, whether there was any increase in crop productlon etc. About our request for the use of radio in extension education, he said "As an experiment, I see no reason why this cannot be done". Then he told his Secretary to tell the Director-General of All India Radio that he (Pandit Nehru) would like the Director-General to meet the following day. He asked me to keep him informed of the progress of the project. He was interested not only beause the project was in his constituency, but because he was a man of wide interests and experiments of this nature particularly interested him. The next day after a brief discussion with the Director-General, I was able to get the necessary permission with slight modification of our proposal which we readily agreed. My meeting with Pandit Nehru gave me an insight into the concern which Panditji had for the rural poor and his willingness to help those who were trying to uplift the condition of the rural people. It was indeed very fitting that the Indian Adult Education Association had instituted this award in the name of one of the greatest of Indians.

Thirty years ago when India became independent, our leaders used to talk of the "three ills" which needed to be eliminated if the people were to enjoy the benefits of the newly won freedom. The three ills, namely, illiteracy, ill health and poverty, are still with us. While we have achieved some remarkable progress in reducing ill health, our record in respect of the other two is disappointing. Poverty has increased during the last two decades and it is estimated that 40 % of the population live below the poverty line. As for adult illiteracy, age group 15-49, the actual number of iliterates has increased from 145.8 million in 1961 to 175.9 million in 1971 although the overall percentage of literacy has increased slightly, at 0.7% per annum, or from 24% to 29.35%. Further, the fact that there is a close relationship between illiteracy and ill health, between illiteracy and proverty, as well as the fact that literacy has a direct correlation with development, was recognised by the government only recently, after the Janata Government has assumed office at the centre. It is gratifying to note that now adult literacy is to be treated as an input for development of the vast human resources in the country. This is clearly indicated in the policy statement on Adult Education where it states that illiteracy is a serious impediment to an individual's growth and to country's socio-economic progress. Based on this assumption, the government has decided to give highest priority to mass adult education programme.

Four conditions which are essential for launching such a nationwide programme are happily there in an abundant measure. These are—

(a) the will and commitment of the government.

(b) sound strategy and a practical plan of operation with realistic targets and achievable goals.

(c) adequate financial support.

(d) involvement of voluntary organisations in implementation.

The dreams and aspirations of adult educators in the country would come to materialise when the programme is launched and it is for them to ensure the success of the mass programme.

However, this is also the time when we should look beyond functional literacy. This is the appropriate time to move towards the creation of a reading/learning society in the country. This would require in the first place, the production of appropriate reading material in large quantities. Already different departments are producing materials for the educated public which quite often are not suitable for the new literates. Therefore, new materials have to be prepared keeping the reading ability of the new literate in mind. Think of the enormity of the task of providing appropriate reading materials for 100 million new literates in the next 10 years. I would hope that the publishing industry would see the tremendous opportunity they would have for expanding their business and enter this field in a big way. Secondly, a very large expansion of the reading room and library facilities in the country is essential. Non-government organisations could render a valuable service in this respect just as they would do in the implementation of the mass literacy programme. Thirdly, media of mass communication should be used to create an urge in the people for more knowledge which they could satisfy through the specially prepared materials.

Adult education in the country have a stupendous task before them and I hope the Indian Adult Education Association would continue to give inspiration and leadership in this task. To this end I pledge my support.

ROLE OF VOLUNTARY AGENCIES IN THE NATIONAL ADULT EDUCATION PROGRAMME

In August last, the Ministry of Education held in Delhi a conference of voluntary agencies. The purpose was to plan ways and means for a greater involvement of voluntary agencies in the National Adult Education Programme. The Conference was addressed by the Minister—Dr. P.C. Chunder, and attended by senior officers of the Ministry including the Education Secretary, Shri Sabanayagam.

The report of this conference was made available to the delegates to the 30th Annual Adult Education Conference and its highlights were explained in the open session by the Joint Secretary, Shri Anil Bordia. An animated discussion followed.

We consider this document important because it reflects a kind of initiative on the part of the ministry, which has not been in evidence in the past. We are therefore reproducing below some extracts from the report and we have no doubt that the debate that followed its presentation at the Annual Conference would continue in the columns of the journal though in a more concrete and constructive form.

—Editor

Review of the existing position

A quantitative statement of the role played by VAs in adult education programmes during 1974-75 to 1976-77 had been circulated among the participants. An analysis of this statement shows that the coverage under adult literacy programme extended to approximately 90,000 persons in 1974-75, to 40,000 in 1975-76 and it was estimated to extend to 80,000 in 1976-77. Besides, some VAs have been entrusted by the State Governments the responsibility for implementation of all-India programmes such as Farmers Functional Literacy Project and Non-formal Education for 15-25 age-group. The Conference accepted the assumption that at present the activities of VAs covered not more than one lakh of persons. It was recognised that VAs have been playing an important role in innovative and experimental programmes and, of late, as State Resource Centres. It was also noted that the Ministry of Education at present provides support to a small number of institutions and the interest being taken by the State Governments in providing support to voluntary agencies has been uneven. On the one hand, there are a few State Governments which have taken initiative in establishing State level voluntary organisations which receive regular financial support from them, on the other hand most of the State Governments have taken practically no initiative in identification of VAs and in providing support to them for adult education programmes. On the whole, the Conference felt that although the role played in the past by VAs in the fields of experimentation and innovation needs to be recognised, a thorough review of the role of

VAs as well as that of the Central and State Governments vis-a-vis the VAs needs to be undertaken.

Since there was now an opportunity, the Conference felt, to stimulate and enlarge the activity of voluntary agencies, the latter should shift their emphasis to taking up mass adult education programmes, including literacy. Since NAEP is to be launched from 2.10.78 and it is likely to be difficult to stimulate the governmental structures with speed, particularly if they have to conform to the overall conceptual premises presented in the Policy Statement, VAs must urgently gear up to face this challenge and organise themselves to organise mass programmes. It would be most desirable if VAs could take responsibility for well-defined regions providing necessary allowance for agencies which are working for a special category of citizens, such as those working for women.

It was felt that for the financial year 1978-79, during which the adult education programmes are proposed to be extended to about ten lakh illiterate persons, a target of approximately 3 lakhs to be covered by VAs in that year would be quite reasonable. The Ministry of Education should disseminate among VAs this challenge and opportunity and should also make necessary administrative and financial arrangements for this purpose.

While fully recognising the desirability of involvement of VAs in the mass programme for a well defined geographical area, it was, nevertheless, emphasised that the following activities should continue to engage attention of VAs and government should continue to provide support for them :

(a) Experimentation and innovation—VAs have a natural capability for such programmes and it is these programmes which would provide new models which would add sensitivity and dynamism to NAEP.

(b) Resource development—the major weakness of the programme so far has been unsatisfactory teaching/learning materials and poor quality of training. This and several other resource development and the role of VAs therein emerged in a recent Conference on that subject. The process of establishment of State Resource Centres under the auspices of VAs has already begun. District or project level resource units can also be set up by VAs or where there are more than one agencies, by a consortium of VAs.

(c) Identification and promotion of voluntary effort—one of the essential responsibilities of VAs has to be involvement of other voluntary agencies not engaged at present in programmes of adult education but having the potentiality to do so as well as to establish new organisations. This would be particularly appropriate for all India and State level VAs.

(d) Contribution to planning—A corollary of the critical role assigned to VAs in NEAP is that they should be actively

involved in formulation of the National Programme, as well as in deliberations connected with its various components.

(e) Library services and production of literature for neo-literates—This is also an area of special importance in which VAs have an important role to play. The emphasis has to be not merely on retention of literacy but on its use for personal and national development.

Widening the involvement

Owing to constraints of financial resources and the limitations of the scheme of assistance to voluntary agencies the present policy of the Government is restrictive rather than to encourage more and more agencies to participate in the adult education programme. The Conference felt that if voluntary agencies have to play a substantial role in NAEP the present restrictive situation needs to be replaced by (i) a much more liberal support to institutions which are already involved; (ii) extending support to other institutions, i.e. institutions working in the field of adult education but not receiving support from Government; (iii) cooptation of institutions not working in the field of adult education at present but potentially capable of doing so; and (iv) creation of circumstances for emergence of new agencies.

Since adult education is looked upon as a component of all round individual development as well as of national development, a number of agencies working in allied sectors ought to adopt adult education as one of their important activities. For example, voluntary organisations working in the field of rural development must recognise that if rural development is not to depend on the work of those agencies but is to be taken over by the people themselves, this must involve a process of adult education. In the course of discussion in the Conference large number of examples were cited of institutions which have so far not paid much attention to adult education, but who could easily adopt this programme. This included institutions of :

Khadi and village industries,
integrated rural development,
youth development,
labour welfare,
employment of the unskilled workers etc.

A systematic effort should be made for involvement of those agencies and in doing so assistance may be obtained of several all-India federative organisations which have contact with those VAs.

Shri P. Sabanayagam, Union Education Secretary, called upon the participants to consider whether there was a need for creation of an autonomous organisation to provide financial and technical support to VAs working in the field of adult education. He observed that such an organisation could be headed by a non-official and its management could be in the hands of persons connected with voluntary organisa-

tions, with due Government representation. Citing examples of the manner in which the Government had transferred decision making responsibility to such autonomous organisations, he referred the Central Social Welfare Board, Indian Council of Social Science Research etc. He said that the Government would be quite willing to consider setting up of a similar organisation to provide financial and technical support to VAs working in the field of adult education, should there be a consensus about the desirability of such a set up.

The Education Secretary also put forward the point that if VAs have to be involved in a mass programme of adult education the pattern of financial assistance, under which at present the Ministry gives a grant of 75 per cent, could perhaps be reviewed. He observed that the VAs make considerable contribution to the enrichment of the programme by making available their physical facilities, services of honorary workers etc. He wanted the participants to examine whether the existing pattern would not act as a disincentive for taking up massive programmes by VAs. More specifically, Shri Sabanayagam suggested that the existing sharing pattern of 75:25 may continue for the administrative costs, which are often higher in the case of VAs, and a much larger percentage of financial assistance provided for field activities.

The consensus in the Conference was that the present pattern of 75 percent grant should apply only to administrative costs and 100 per cent grant should be available for programme costs. However, it was added, such agencies as are able to manage with lower percentage of assistance should be encouraged to do so. Encouragement should also be given to VAs to generate their own resources by bringing out publications and otherwise.

1. Processing through State Governments. It was observed that very few State Governments provide financial support to VAs working in the field of adult education. Some States where important organisations had been set up in the past by Government sponsorship, such as the Karnataka Adult Education Council, Bombay City Social Education Committee and Gujarat Social Education Committee, are not continuing to strengthen those institutions. There was, therefore an obvious need to persuade State Governments to enlarge their support to VAs particularly for maintenance of a central office and certain basic essential activities. VAs working in the field of adult nonformal education should be taken on grant-in-aid list in the same manner as institutions of formal education. In the processing of the application of VAs for assistance by the Ministry of Education the State Governments should also re-examine their role and their procedures. The existing requirement of the Ministry that every application should be processed through the State Government often results in examination of the application by the lowest level field functionary of the State Education Department. The whole process is exceedingly time-consuming and diminishes the motivation of VAs. It was pointed out to the participants that the Ministry has already taken a decision that although before a fresh application of a VA is considered it should be suitably recommended by the State Government, such recommendations are not necessary for

renewal/ extension of grant and almost all subsequent correspondence is entered into with the VA directly. Most of the participants were of the view that there was need for greater appreciation of the role of VAs should among State Governments and one of the following procedures might be adopted :

(a) When an application is made by a VA and is processed through the State Government, the cell dealing with adult education in the Directorate of Education or in the State Government Secretariat, should have direct consultation with the applicant agency rather than requiring its processing through the hierarchy of the Education Department.

(b) The State Governments might send a list of institutions in regard to which they are fully satisfied and processing of whose application through State Government may not be considered necessary.

(c) Tripartite meetings comprising the concerned officials of the Ministry of Education, State Governments and VAs may be held for accreditation of VAs, indicating also the optimum size of the programme that may be entrusted to a particular VA.

2. **Sanction of long-term grants.** Under the present procedure the Ministry sanctions project grants, generally for the duration of one year, renewable on the basis of fresh application. In the context of NAEP such short duration grants are not relevant any more. It would be appropriate to sanction long-term grants with provision for careful monitoring, evaluation and submission of necessary financial and accounting statements. A corollary of sanction of long duration grants is that release of instalments should be smoothened. For example the first instalment in each financial year should be released without waiting for utilisation certificates, audited accounts or progress reports. These may however be insisted upon before release of the second instalment.

3. **Review of the pattern.** The present pattern on which grants are made is generally excessively parsimonious. For example, the funds provided for the pay of Project Incharge and Supervisors can seldom attract professionally competent persons. Now that NAEP is going to be a programme of a decade which would require creation, training and development of professional cadres of field workers, it is essential that the pay structures and service conditions, including reasonable security of tenure, are attended to. Similarly, the pattern of other items of expenditure should also be reviewed. On the whole, these recommendations regarding a liberal pattern of expenditure need not necessarily increase per learner cost if the size of the programme taken up is larger and, in fact, cost effectiveness might improve due to greater efficiency and maintenance of professional standards.

In addition to financial support, the Conference recognised the need for technical and professional support for VAs. The Conference appreciated the role being played by the Directorate of Nonformal

(Adult) Education and felt that, in the context of NAEP, there was need for much more substantial technical and professional support. Such support would relate to areas such as project preparation, training of key persons, incorporation of evaluation and monitoring with project implementation and technical support for specific areas like

— agriculture & rural development,

— health and family welfare,

— Khadi & village industries,

— workers and trade union education, and

— planning of village houses and drains.

For this purpose it would be necessary for development of a National Resource Group with the Directorate of Nonformal (Adult) Education as the nodal point. This Group would include Government and semi-Government agencies connected with the various Ministries/ Departments of Government of India. The all-India organisations of VAs working in the field of adult education and other allied spheres also have an important role to play in this. Similarly State Governments might set up agencies for providing of technical support to VAs.

Involvement of State Governments

It is of the highest importance that the State Governments fully participate in the partnership role between Government and VAs. It might be desirable for the Ministry to convene seminars and conferences, preferably regionally, where VAs and representatives of State Government participate and appreciate each other's role. A reference has already been made to the desirability of the State Governments' extending grant-in-aid to VAs working in the field of adult education and to the imperative of the State Governments reviewing their procedures for channelisation of applications for assistance from the Ministry. A mention has also been made about the role of State Governments in provision of technical assistance to VAs. Yet another area where State Governments have to play an important role in eliciting cooperation of VAs is in the field of coordination. In the course of discussion in the Conference, the following aspects of coordination were specially mentioned:—

(a) Adequate representation to VAs in decision-making and coordinating bodies connected with adult education.

(b) Since the approach in NAEP would be for VAs to decide a geographical area of operation and to take full responsibility for it, it is necessary that the State Governments and district level officials assist in delineation of such area and also that the State adult education programmes are excluded from that area while at the same time arrangements being made to ensure that institutions of formal education and other field

extension staff extend full cooperation to the VA which accepts responsibility for the area concerned.

(c) Some of the schemes entrusted to the State Governments for implementation by the Central Government as well as those launched by the State Governments could with benefit be entrusted for implementation to VAs.

Monitoring and evaluation

In every mass programme of education there is, inevitably, a certain amount of wastage. The programmes of elementary education are substantially mitigated owing to the high rate of wastage. When NAEP is launched there would be a danger that incidence of wastage would be high in this programme also. The Conference felt that it was necessary to take timely measures to anticipate this danger and to provide inbuilt arrangements to minimise wastage. The participants also recognised that a good deal of misreporting takes place by the incharges of adult education centres and that every step must be taken to reduce this to the minimum. What is necessary is that VAs should develop a special consciousness about this matter. The State Resource Centres should develop evaluation and monitoring techniques for the assistance of district and sub-regional VAs. Although the participants disapproved routine official inspections, they recommended that Government should set up teams for evaluation and guidance. Effective measures should be taken in cases where deliberate misreporting is noticed. The Conference also reiterated that considerable advance has taken place in techniques of testing of learners and appropriate measures should be taken to enable VAs to share necessary expertise in this behalf.

The Conference concluded with the suggestion that such exchange of ideas between VAs on the one hand and the Central and State Governments on the other needs to be enlarged. It was brought to the notice of the participants that the report of this Conference was likely to be discussed in the All India Adult Education Conference due to be held in October, 1977 at Udaipur. It was also agreed that a meeting should be held every year to review the involvement of VAs in NAEP.

INTERNATIONAL COUNCIL FOR ADULT EDUCATION

Report on the Fifth Meeting of the Board

*Malcolm S. Adiseshiah**

At the international level, Adult Education is taking the lead in developing a new form and methodology of adult education research in which the adult illiterate, neo-literate and one desiring continuing education will participate in formulating the research design and in its follow-up study and execution, not only as its object which is the traditional research relationship but as its controlling subject. This participatory adult education research was launched as a world-wide network at the fifth annual meeting of the International Council for Adult Education which met for the first time in India at Udaipur from October 11 to 12, following the 30th National Conference of the Indian Adult Education Association at Rajasthan Vidyapeeth, Dabok. Attended by 60 adult educators from 42 countries and representatives of UNESCO and 12 international organisations, as a mark of their participation in the National Conference and its arresting declaration on Non-formal Education in Integrated Rural Development (which is reported separately), the International Council presented the Indian Association with its international signia. The programme of participatory adult education research started by the Council will have a network of five coordinating centres for North America, Latin America, Africa, Europe, and Asia. In Asia, the Centre is the University of Madras where an interdisciplinary group of adult educators, sociologists, anthropologists and technologists is both field testing a participatory research project and acting as a co-ordinating focus for similar efforts in other university centres in India, and the Iranian Institute of Adult Education, Tehran, and a parallel programme in Bangkok.

The Council also approved the launching of a large joint International Council—Organisation of American States programme in Latin America and the Carribbean in developing adult education as a University discipline in stimulating the growth of adult education associations or councils in each country, and in providing documentation and research services to adult educators in the region. In the African region, the Council's African Bureau has been strengthened by the appointment of a full-time executive director. During the coming year, special efforts will be devoted to working with French-speaking African countries in the promotion and spreading of rural animation and adult education. In Asia, the regional organisation the Asian and South Pacific Bureau of Adult Education (ASPBAE), will be developing its activities in its three sub-regions: in sub-region I (South Asia), a meeting in February in Tehran will plan the development of Adult Education documentation and research in the countries, in sub-region II comprising socialist Asia from North Korea to Laos, the Secretary-General, Roby Kidd and the

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Vice-President Mhaiki will visit Vietnam, China and North Korea in February in order to plan regional adult education activities,—and in sub-region III extending from Burma to New Zealand, a series of regional adult education programmes from training to Seminars are planned for the coming year.

At the international level, the Council's publication programme which includes the quality of its quarterly journal, CONVERGENCE, was noted with approval and the need for member associations to expand its circulation was emphasised: other publications available to adult educators are—

1. Adult Education and Development
2. Report of the International Workshop for Editors of Literacy and Adult Education Journals
3. Dilemma of the Urban Public Library in Developing Countries
4. Adult Education for Development
5. Creating Knowledge: A monopoly?
6. National Structures of Adult Education in Developing Countries
7. Adult Education in National Development Planning: Notes Toward an Integrated Approach.

During 1978 two international programmes are planned: a conference on adult education and research in the Netherlands, and a seminar on increased interactions between adult education associations between socialist and non-socialist countries in one of the Scandinavian countries. It was decided to accept the invitation of the Association in Costa Rica for the holding at San Jose, Costa Rica, of the 6th Annual Meeting of the International Council in the summer of 1978.

During their stay in India members of the Council saw for themselves the wide-ranging adult education activities of Seva Mandir and Rajasthan Vidyapeeth and visited their programmes of workers' education and integrated rural development being undertaken in the villages and in Udaipur. Some of them visited the programmes underway in Bengal, Uttar Pradesh and Bombay and reported that their participation in the National Conference and visits to projects were long-lasting learning experience.

ROLE OF WORKERS' ORGANISATIONS AND WORKERS' EDUCATION IN INTEGRATED RURAL DEVELOPMENT

Report of the International Forum

We are happy to give below the declaration and recommendations adopted by the International Forum on the Role of Workers Organisations and Workers' Education in Integrated Rural Development held in Udaipur from 13th to 16th October, 1977. The Forum was sponsored jointly by the International Council for Adult Education and the International Labour Organisation. The organisational responsibility was undertaken by the Asian Regional Organisation of the International Confederation of Free Trade Unions and the Indian Adult Education Association. The Forum was inaugurated by Dr. P.P. Narayanan, President of the International Confederation of Free Trade Unions (ICFTU). Dr. Malcolm S. Adiseshiah, President of the International Council for Adult Education and President of the Indian Adult Education Association was in the Chair. The participants included 92 delegates representing 25 countries and also representatives of UNESCO and ILO and of a number of organisation in India who sent observers. The Conference was also addressed by Shri N.M. Barot, Labour Minister of Gujarat and Shri B. Sivaraman, Member of the Planning Commission and Dr. M.S. Mehta Founder of the Seva Mandir and an eminent adult educationist. The valedictory address was given by Shri S. Kundu, Union Minister of State for External Affairs. Two commissions were formed, one for rural workers' organisations and the other for education.

The declaration below was presented by Mr. V.S. Mathur, Regional Secretary of the International Confederation of Free Trade Unions who is also a Vice-President of the Indian Adult Education Association. It sums up the reports of the two commissions and effectively brings out the need of the hour for rural workers particularly in developing countries.

Declaration

This International Forum on the Role of Workers' Organisations and Workers' Education in Integrated Rural Development, organised under the auspices of the International Council for Adult Education (ICAE), with the support and assistance of the International Labour organisation and in full cooperation with the Asian Regional Organisation of the International Confederation of Free Trade Unions (ICFTU-ARO) and its Indian national affiliates—the particular significance of which is that it has brought together 92 participants both practising adult educators as well as active trade unionists concerned with rural workers' organisations, from over twenty five countries covering all the continents of the world—issues the following statement :

Purpose of Development

"The purpose of development in the total development of the people leading to social and economic change. Thus integrated rural development must start with the needs of the millions of individuals who constitute the communities of the rural poor, and seek to involve rural workers—wage earners and self-employed, women as well as men—in the processes of development.

Role of Organisations

The rural masses cannot be effectively involved in the processes of development planning and implementation unless they are organised into representative organisations. There may be many forms of such organisations ; these will reflect local and national circumstances and cultures, and within democratic societies, in any case, their structure will ultimately depend upon the wishes of the rural workers themselves. Nevertheless they should have certain features in common—that they should be of, for and by the rural workers ; should have some form of continuing constitution and be self-financing ; and should be capable of maintaining an independent existence, of formulating their own decisions and policies and of effectively representing the wishes of their members. Thus the most effective of such organisations are likely to be those which combine the functions of a trade union, a co-operative and a friendly society.

Whilst the development of such organisations will always have to start from a small basis, the ultimate objective must be seen in terms of a combination of rural workers that is capable of exerting influence and of providing a service at regional and national as well as at local levels. Moreover, whilst a major function will be that of creating pressure for economic, social and structural change, the first and foremost purpose is that of providing a service or services to meet the felt needs of the members. Among those principal needs are most likely to be the availability of employment, land and credit, the organisation of the supply of production requisites and the improvement of the marketing of the products of their labour.

Role of Trade Unions

In the development of rural workers' organisations the existing rural and urban trade unions have an important role to play in providing personnel, organisational experience and institutional cover and support for the initiation and the follow up through the early stages of their development. The activity of established trade unions in this respect is not only important in terms of assisting the rural poor to help themselves, but also in terms of developing a unity of purpose and action between the urban and the rural poor and a movement which is capable of effectively representing the interests and aspirations of workers as a whole.

Functions of Rural Organisations

The role of rural workers' organisations as agents of progressive change and contributor to integrated rural development will vary accor-

ding to the different local and national needs and circumstances, but among the most important will be :

— to make provision for services to members—e.g. social, economic, legal and educational ;

— to promote group action for the development or implementation of production activities or for the creation of new or alternative employment opportunities fully benefiting from the existing appropriate technologies as well as developing or helping in their further development ;

— to achieve a democratisation of and participation in rural development policy making and implementation ;

— to act as pressure groups for change ;

— to ensure effective implementation of the agricultural and other services and programmes of governments or other authorities and institutions intended for the benefit of the rural workers ; and

— to represent the interests of rural workers through the institutional mechanisms for rural development.

Role of Workers Education

The development of such organisations, and the services they will seek to provide, will call for a sustained workers' education activity—that particular form of education and training which will be required by rural workers in relation to their role, responsibilities and needs—as members of their community, of their respective workers' organisation and for participation in the development process of the national economy a form of education conceived as generally being undertaken through, for or by workers' organisations.

The objective of such workers' education activities should be to create an awareness among rural workers of their socio-economic situation and of the way to bring about amelioration or change through their individual and group action ; to equip them to be able to participate in and run the organisations they may seek to form ; to develop leadership ; and to provide the training necessary for the carrying out of the services which their organisation may seek to provide for its members.

Thus the content of the workers' education activity has to cover a wide field, including organisation-building and administration ; the rights and responsibilities of members ; matters concerning employment, social security, agrarian and tenancy laws and agricultural services ; participation in the planning and implementation of rural development policies and practices ; strategies for resolving socio-economic conflicts; and family and social welfare. Because of their potential multiplier effect special emphasis also has to be placed on the education and

training of the workers' educators themselves and of those who will undertake organising work. Whilst assistance may be required for this work, especially in the initial stages, the aim should be for workers' education to be eventually carried out by the organisation itself with its own finances.

Role of Adult Education

The workers' education effort needed in the rural areas also calls for the maximum support and understanding from the national adult education movements of the different countries. While such an outcome was never intended, adult education, atleast during the past fifty years, has been utilized most by those who already have educational advantages and the result seems to have been a widening of the gulf between the educated and the educationally disadvantaged.

Naturally the lot of the rural poor cannot be improved solely by education ; it must come about through integrated efforts, including action in economic, social and political fields. Adult education without a deep commitment to social change and a profound transformation of the position of the rural poor will be a denial of its very goals and will only result in helping further the powerful elites who monopolize knowledge for their own ends.

Experience has shown that when people are made aware that they have some stake and some share in shaping their own destiny they become more self-reliant, more able to learn quickly and effectively and more capable of taking effective action.

Learning may happen anywhere, with or without planning, but education is the result of intention and organisation. All education—informal, non-formal and formal—depends on appropriate organisation. In particular we emphasize the importance of workers' and cooperative organisations, new organisations of the rural poor, as well as libraries, colleges and other educational organisations.

Education is about something—some knowlege, skill, attitude or behaviour. It must have a content. While denying no learner, the right to study anything that interests him, priority should be given to studies that are directly concerned with changing the life of the rural poor, such as food and hunger, population, how to obtain a better distribution of economic resources, appropriate technologies, appropriate structures for change, and how to maintain a healthful ecology.

It is recognised that the development of rural workers' organisation and the workers education required represents a colossal task, but it is essential that it be earnestly tackled if integrated rural development is to be effective. At the same time the cases which have been cited during the course of the Forum of work which has been done in developing organisations for the rural poor—such as, for example that of Ghazipur in India—establish not only that it can be done but that it produces worthwhile results. Nevertheless the resources that are

available for such work, while considerable in themselves, are small in relation to the need and it is therefore important that steps be taken at both national and international levels to ensure that they are maximised and rationalised as much as possible.

Recommendations

The foregoing considerations lead the Forum to make the following recommendations :

To Adult Education Organisations : All national organisations for adult education should stress the significance of workers' education ; and worker's education organisations should ally themselves with other agencies in the adult education field to cooperate in serving the needs of the rural poor and for other mutual goals.

Such activities should concentrate upon education leading to participation and therefore the learning methods that permit the maximum opportunities of participation in the educational process should be employed as well as other measures, such as participatory research that fosters participation. (The training of personnel for adult education should also feature participation).

To National and International Trade Union Movements : Industrial workers in most developing countries constitute only a small minority of the working population, the overwhelming majority living and working in the countryside. It is, therefore, obvious that unless the national trade union movements also encompass these overwhelming majorities they will never acquire credibility or status as the spokesmen of all the mass of workers in these countries. Industrial workers still continuing to have firm links in the countryside are greatly affected by the economic and social situation prevailing there. They have not only to bear the burden of their unemployed kith and kin in the absence of national schemes of social security but often also suffer from the erosion of their bargaining power due to the influx of the rural unemployed. The industrial workers, therefore, have an obvious interest and responsibility in helping in the building up of organisations of the rural poor which alone can make a crucial and critical contributicn to economic and social development of the countryside ensuring greater employment opportunities and prosperity to the weaker sections of the rural community and checking thereby the exodus of the unemployed to the cities.

The national trade union movements of developing countries, therefore, should urgently undertake :

(a) to put in the necessary pressure on governments for enactment and effective implementation of agrarian and tenancy legislations, adoption of other social and economic policies as well as measures in the field of health, sanitation and civic amenities for the welfare of the rural people and to the speeding up of the sorely needed infrastructural developments in the countryside;

(b) to render effective help and assistance to their brethern in the countryside to build up democratic, self-raliant, autonomous and representative organisations of the rural poor, free from the domination of political parties, governments and vested interests and for this purpose set up rural departments at the headquarters of their national trade union centres ;

(c) to make a token financial contribution (say of about one per cent of their annual income) to provide the seed money for the development of the organisations of the rural poor ; and to consider the desirability of setting up appropriate national or international foundations to collect and mobilise resources for this purpose in cooperation and collaboration with acceptable international organisations and agencies, including those in the family of the United Nations like the ILO, the UNESCO and the FAO;

(d) to help train organisers to work among rural workers and make available their resources and expertise to develop economically viable and efficient organisations of the rural poor capable of exerting the necessary pressure to protect and promote their interests and to effectively service the needs of their membership ;

(e) to give assistance in setting up economic and social institutions to service the needs of the rural poor such as the organisation of rural producers cooperatives and urban consumers stores which could serve the interests of both urban and rural workers ;

(f) to assist in organising the marketing of rural products in order to minimise or avoid the intervention of the middlemen while at the same time assuring the producers a fair price and making available products of assured quality to consumers in the cities. This could be a powerful check on the inflationary tendencies now so widespread in most developing countries ; and

(g) to help in the provision of agricultural, industrial and technical training facilities for the rural youth to enable them to participate fully in the programmes for development of rural industries that may be promoted from time to time.

To Governments : To take early steps to ensure the effective implementation and application of international standards concerning the right of rural workers to form and join organisations of their own choosing ; to orientate government services towards the encouragement of the development of such organisations ; to be responsive to representations regarding obstacles to the development of rural workers' organisations ; and, whilst fully respecting their independence, to provide such material assistance as is proper and as may be requested by such organisations for their work ; also to take steps to ensure that agricultural and other rural services are effectively organised through or in

close association with rural workers organisations so that they really reach the rural poor for whom they are intended ; to consider allocating upto 2 per cent of rural development programme funds for educational purposes among the population involved in the programmes.

To the International Labour Organisation (*ILO*) : to expand its activities though its workers' education programme, particularly by assisting in the provision of training of workers' educators and of the administrators of rural workers' organisations : also of the those who are required to carry out specialised functions within the services which rural workers' organisations seek to provide ; to assist in the development of workers' education programmes and institutions especially for rural workers by developing new and practical teaching aids and techniques for work in this specialised field, by the provision of workers' education advisers in the regions, and by collecting and disseminating information concerning methods adopted by successful rural workers' organisations. Also to ensure that its other rural technical programmes are fully geared to the needs of the rural poor as expressed by their organisations ; and to consider the possibility of activities to develop rural industrial institutes similar to those in urban areas.

To the United Nations Educational, Scientific and Cultural Organisation (*UNESCO*) : to increase its efforts to achieve closer cooperation between international agencies in the field of adult education and to emphasize the educational needs of the most underprivileged through organisation ; to increase its cooperation and collaboration with non-governmental organisations ; to intensify collaboration with the ILO, in particular for the adaptation of functional literacy techniques to workers' education ; and, in developing programmes with government and with non-governmental organisations to stress the need for literacy in integrated rural development and the need for the concepts of the new economic order and the economics of the rural areas to be included in rural education programmes and activities.

To the Food and Agriculture Organisation (*FAO*) to pay special attention in developing programmes for the rural poor to participatory educational activities for adults in this sector leading to their greater self-reliance. In this respect two lines of action which could be considered are :

(a) assisting in a number of regional activities where the problems of general adult education programmes for self-reliance or more specialised programmes such as those for nutrition, rural extension, cottage industries and cooperatives are discussed ; and

(b) assisting in any exploratory meeting where training for village leadership is discussed.

The Forum urges all interested national and international organisations and agencies to seriously consider the possibility of establishing a foundation devoted to the development of organisations of the rural poor."

PAUL MHAIKI OF TANZANIA

(From this issue we are attempting a new venture. Within the last nearly 25 years in different parts of the world, several workers in adult education have made their mark through courageous and dedicated action, whether out in the field or as policy-makers or as leaders of thought. What sort of men are they? How did they get involved in adult education? What were their initial experiments and what kind of problems did they encounter and how did they overcome them? These are questions of interest to our readers not merely out of a sense of curiosity but also because, in the fraternity of education, more than in other field, example is more valid than precept—particularly if the example is of a contemporary who is active and deeply involved.

We have chosen to seek the human aspects of these personalities rather than to look for systematic biographical material or plain narrations of their enterprises.

The conversation reproduced below took place at Udaipur in October between the editor of this journal and Mr. Paul Mhaiki, Ambassador of Tanzania in Paris, who has been one of the most committed and energetic man of action among adult educators in the developing world. Mr. Mhaiki was in India in order to attend the meeting of the International Council for Adult Education. He was also present at the 30th All India Adult Education Conference and the International Forum on Rural Workers' Organisation and Education. To the editor of this journal it was a delightful and stimulating experience to have this informal chat with a person mature with practical experience though still relatively young.

We hope to follow this with other profiles in the future.)

—Editor

J.C. Mathur : Mr. Mhaiki, among adult educators in developing countries, you are somewhat unique. You are the ambassador of your country in Paris. At the same time, within a comparatively short time you have gained eminence as a person dedicated to the cause of adult education. Our readers will be interested to know how you got involved in adult education.

Paul Mhaiki : Well, it is very difficult to say how I got involved in adult education if it means that I had a choice to go to adult education. What really happened was that I had been trained in general education and had worked in secondary schools for many years till as far back as

1968. Then I was holding the post of Director of Education in a province. It was at that time that I got out of the class-room and went out into the region—, country-side. I was moving round, inspecting schools and advising teachers and discussing various problems with them during those trips. I came in contact with village people (parents of the children) and to know their conditions.

Usually when I came to school, there would be some show or function when students, village people and the parents of the students would come and greet me and entertain me after work. That was how I came in touch with the rural people.

J.C.M. : That is to say you came to adult education from school education !

P.M. : Yes, yes !.... Well during my tours in the country-side once I had a seminar with teachers in one area. During that seminar I posed this question to the teachers : "What could we do to help the parents of the children we are teaching ? When the children are in the schools they are under one influence and when they go home they are under a different influence, negative influence in fact. In the School they are clean. At home they go back and live in dirty conditions with the parents. The parents do not know what the children have been taught about cleanliness or about hygienic food. We must synchronise these two things." They said, "Can we start classes with adults about health, about food, about housing, about clothing, about recreation and so on ?" And some of the teachers were very enthusiastic. I said that this means that we have to spend extra time after school work. They said they were willing. So we started an evening programme for parents in the primary schools with primary school teachers. This went on for some time.

J.C.M. : And how did it involve the parents ? How did they get motivated ?

P.M. : That again was during my tours. After we had agreed on this, I told the teachers : "Now you go and talk to the parents about this and if there is a good reaction and they want to come, then we start." When I went round the parents used to come and greet me and I used those occasions to talk about this. They were very enthusiastic. So we started with two schools. That was back in 1969.

J.C.M. : And who provided funds for the programme ?

P.M. : No funds. It was not official at all. It was voluntary work after evening hours. Government did not know anything about it. It was like a hobby between me and my teachers.

J.C.M. : It began as an extra-curricular activity for you and the teachers.

P.M. : Yes, yes. I enioyed this. I used to go out when my work was over. I would take the landrover and go out towards schools and join the teachers there.

J.C.M. : Were the teachers also able to persuade parents ?

P.M. : O' yes. They were very willing, very dedicated. So it was not long when word went round to Government, it went to the headquarters of the Government in Daresalaam that the experiments were being done over there.

J.C.M. : What was the content of this education ?

P.M. : Literacy in the classroom, writing, reading and so on ; talk about hygiene. drinking water, food, washing, cleaning and so on. The same year it happened that the Goverment decided to launch adult education campaign to eradicate illiteracy. But I had started it one year ahead not knowing what might come and policy Government might put out. In 1969 Government decided to launch a strong attack on illiteracy and to introduce functional adult literacy,

J.C.M. : Making use of your experience ?

P.M. : They did not know about my experiment except for one or two persons. But it was merely by coincidence that I did my experiment very close to that time.

J.C.M. : I see.

P.M. : Yes. So now the Government decided to form a special Section in the Ministry of Education and call it Adult Education Section.

J.C.M. : Is that how the unit was created for the first time in your government ?

P.M. : Yes. There was never one before. It was realized that if you want to launch a campaign, you have to have a Section in the Ministry of Education which will particularly deal with this problem, plan the programme, organise it and arrange for training throughout country and so on.

J.C.M. : I see. You were almost the initiator of the programme in your country.

P.M. : Well, they were then looking for the person who could head that Section in the Ministry. So they identified me. 'That man over there, they thought, is our man !

J.C.M. : This is very interesting. You happened to be the one man with the seed in you, as it were.

P.M. : Looking back I begin to see that really there was this seed in me since a long time back, because I recall now that when I was an ordinary teacher, not in the position of a headmaster in a school, I collected parents and adults around the secondary school in which I was teaching and persuaded them to come to school in the evening after working hours. I persuaded a few students, may be three or four, to come and teach them to read and write.

J.C.M. : Do you mean this was even before that experiment you just now spoke of ?

P.M. : Yes, when I was actually a class-room teacher only. You see my chance to be able to do that kind of thing was very small being only an ordinary teacher. I had no influence on other teachers or influence on all the students just as the headmaster would be having. But I had friends around the school who were illiterate. I persuaded them to come. And I influenced two or three students to teach them. And I very well remember with gratification that after six months one man came and "Ah ! I am very happy. I can write now !" He would write with the pen during working hours and in the evening would bring it to me with great joy.

J.C.M. : And he was taught by your students ?

P.M. : Yes, by four or five students in one of the class-rooms in the evening. So that was my first attempt when the kind of power that I had as a school teacher ! And then I remember later again I went to another secondary school where I was the headmaster. I had more authority and more power, over the students and over the teachers. What I did there, was to organise the teachers and the students during game periods. Some would go to play football, others to sleep and so on. But there was a group that went to next village, to go and teach literacy to some of the villagers there.

J.C.M. : That was long before the government launched the programme ?

P.M. : Yes, long before, but, of course, on a small scale. When I got still bigger authority and powers as Director of Education

of a big region that meant that I was incharge of all the secondary schools in the region, incharge of all the primary schools in a region comprising of five districts. I had a large area over which I had jurisdiction. So I had the influence over more teachers. So I could start the programme in several schools. Only a year later came the policy of the Government.

J.C.M. : So you found no problem about teachers ?

P.M. : No, no. Not all, but some were forthcoming.

J.C.M. : Did you make it voluntary ?

P.M. . Very voluntary. No pay. Nothing. And I myself would not remain at home in the evenings. I would be out with them in the schools, seeing what was happening, talking with the old people who would say that they enjoyed very much.

J.C.M. : That was all free ?

P.M. : All free, all voluntary, just a hobby.

J.C.M. : I can see now how the school masters turned out to be good adult teachers. With this background you joined government new programme.

P.M. : Yes, we started a new Department in the Ministry. I was Director of this Department. No such work was done before. So we wanted to plan for the whole country. A mass campaign for the whole country. In the Directorate in the Ministry I was just one officer. I was told : you recruit staff, you train them, you produce the programme and launch it.

J.C.M. : It was a clean slate.

P.M. : Yes, very much so. I took the challenge. It took me about two or three months to plan it out. We had to open centres throughout the country wherever we can. That meant primary schools would be used, courts would be used. Party office would be used, whatever the premises may be available. And not even premises, even shades of the trees and open places. 'Do not ask where the class room is' It was there. Then the question was who is going to teach. I said, "It is the responsibility of every employed person, employed in health, in agriculture and this and that. It is the responsibility of every one employed to take part in the programme". Homecrafts to women were imparted by government officials related to that. Secondly all primary school teachers were

involved. In their primary schools, in their villages, it is their responsibility to teach what they could teach. We knew what they can teach literacy, arithmetic and so on. In fact it was a must that in every primary school there would be a class.

J.C.M. : This was different from your original experiment where the work was voluntary. Tell me what kind of experience did you have, now that it became a kind of uniform procedure ? You were placed in a different situation.

P.M. : Yes, very different. I said to my colleagues that adult education campaign we were launching is not only the work of experts and government servants but it is a political campaign. And therefore the responsibility to see that teachers, agriculturists and heads of offices actually do what they were being directed to do, squarely lies on the shoulders of the local politician. They have to supervise that this programme is being carried out.

J.C.M. : I see.

P.M. : And to that effect the Party and the President demanded that in the political meetings and conference and upto the highest level there should be reports about how this programme is going on in the districts and in the regions so that at the highest level they could be told that they were not doing their duty.

J.C.M. : This is a great thing in your country. The party as such got involved.

P.M. : Yes, It was the commitment of the party to the people, otherwise such a thing could not succeed.

J.C.M. : In a sense that arrangement was better than supervision by hierarchy of officials, because the politician is local.

P.M. : Well in the beginning they were very enthusiatic. But you know it cannot be sustained for long at the same intensity. Soon people get tired. They complain about want of time and wonder what they get out of it personally. These were the local problems. Then the second problem was that it was easier to get the teachers to do the work, much easier comparatively ; but it was far more difficult to get the other extension officers to understand that they are to do this kind of work, and how actually to do. They are not used to teaching. But that was the policy. Then taking all this, the personnel were not enough. The number of classes and the people to be taught were so many that now we had to employ voluntary teachers. This would be anybody who is literate. Ex primary teachers were roaming about in the villages and cities. They were not employed. We told the head teachers in the primary school to get them and to teach how to do adult education work. This was kind of informal training locally for a week.

J.C.M. : And who actually organised that local training. You just gave instructions to the school supervisors ?

P.M. : To the school supervisors. And the political leaders were to be the judge of this.

J.C.M. : Were there any local committees ?

P.M. : Yes, yes. On top of this we said we must have committees. When a class of adults is started there must be a class committee that would look into attendance and any other problems of accommodation or place or, who is to come, why a person has not come and such local problems of the class would be dealt with by this committee. Then above the class room there is Ward Committee which will comprise of two or three villages. Then there is a district committee and then a regional committee and final one, a national committee. There were committees all through. These committees were free to take up the village problems, class problems and regional problems and national problems.

J.C.M. : Who presided over the committees ?

P.M. : Local politicians, of course they chose their own chairmen also. When the programme was launched, many problems came up. One of them was of training. I was alone in the office. So I have to look to the supporting staff : (a) to support me and (b) officials of the regional level to coordinate in the region and the officers of the district level and so on.

J.C.M. : For training there will also probably be some learning material ?

P.M. : Exactly. So the first thing I did in the first months was to look for suitable persons around the country, institute a three month training course for supervisors in the districts. We ran this course. We put them in each district of Tanzania. One, one, one. We called them district adult education officers. I told them, "I cannot be all over the place. You are incharge of your district to implement the directives which I have just explained to you. Remain in touch with the local politician, form these committees and look for materials for teaching and so on." Of course, the next problem that arose once this man had been posted was of teaching material. Where is the paper ? What kind of books to use ? The books do not come from heaven, I asked them to start somehow. In the beginning, we used children's books. They were also incharge of recruiting voluntary teachers of the

type I have explained to you, literate persons who were just roaming about. I asked them to put them to classes.

J.C.M. : You began to pay them now.

P.M. : Yes. As I told you primary teachers were already paid employees. Then there was the case of voluntary teachers who had no income whatsoever. There hope was that now that they can teach, they may get something. We had to work out for these voluntary teachers some honorarium. Very little money. About Rs. 30 a month. So that was done. But there were endless problems. From where was the money to come? Then we had to think of teaching materials. That with which we started was not suitable. We had to organise writers' workshops. The district education officers were to collect them and put them in a place, and, propose : Let us now think and make out a primer that might be used. First, we started with an ordinary primer, not a functional one, because we wanted something immediately. So we organised the primer and got it printed in thousands and thousands, got it out and so we were somewhere. Then we said we want functional literacy. This would not do because the staff began to complain that people were not attending and other problems. We started with 100 and there were now only 20 and things like that. First, we had to motivate them and tell the teachers to motivate them, and secondly we were not using the right type of primer. So we had to think and work out what is functional literacy. If we want to produce a functional primer the question comes up ? Do we have one such primer ? We cannot have only one functional primer. Some were interested in fishing, others in cultivating ; others in cattle. So we had to produce functional primers for different occupations.

J.C.M. : So you had to involve the experts of these disciplines.

P.M. : Now it happened that at the same time UNESCO was to launch what you call the Unesco Functional Literacy Programme. So UNESCO chose our country for one project. With Unesco's cooperation we produced functional literacy primers and undertook other experiments.

J.C.M. : Yes, one of the major international programmes was in Tanzania.

P.M. : After two years, the President appointed me as the Director of the Institute of Adult Education of the University. It took me away from the Ministry to the University in the division of the Adult Education of the University. What was the reason ? We had in the University an extra-mural department. The extra-mural department was very much criticised by the President on the ground that it was an Institute for

the elite. It was there to help the already educated to get degrees, jobs and more money and so on. Actually the purpose of that division in the University should have been to function as an arm of the University for the rural people. But it never touched the rural people. So the President said to me : "You go there. I want you to take them down to earth. Take them down from the ivory tower."

J.C.M. : There was another challenge.

P.M. : Yes, that was another challenge I got. And I think I did it. One of the ways we used to reach the people was what you, Mr. Mathur, were talking about in the Adult Education Conference this morning, group-work.

J.C.M. : How did the group work get linked up with adult education ?

P.M. : As I told you, this adult education was functional. We would make primers on fishing, on cattle-keeping, on maize, coffee, cotton, on health and so on. Another way to teach the adults, especially the rural adults, is to get them involved in discussions. For that purpose we chose topics. One topic we chose and was "Mind is Health". That was to teach them that in order to prevent disease rather than to have too many injections and pills. You survey round the area. What is causing problem and if there is malaria, what is the cause of malaria ? How would you go about destroying mosquitos so that you do not get malaria.

J.C.M. : You set topics for a number of groups ?

P.M. : This particular topic was all over the country.

J.C.M. : So there was a kind of national debate on the subject.

P.M. : Yes, a national debate in groups. So we prepared material on malaria, dysentery and altogether on five or six diseases. This material was put in a book in big print for people who were getting literate in the meanwhile.

J.C.M. : How were the groups formed ? You left it to the people themselves ?

P.M. : No, no. These groups were formed again through the network of the adult education administration. We had got the district officers and the regional officers. They were the ones who would go to villagers, explain the ideas and put the villagers into groups and say that they should start on such and such date and proceed with speed. The booklet was ready. The organiser was doing the work of organising

groups all over the place. The same material which was in the book was broadcast on the radio. On a target date when groups have been formed and the books are printed and radio programmes are ready, we say "Next Monday the Campaign begins". So all the groups throughout the country are aware that on Monday evening the national campaign would begin.

On that day all the groups assembled and first read the topic from the book. Then at 4 o'clock the radio broadcast on the same topic was heard by all the groups. Thereafter, every group discussed the matter at the same time all over the country. So the country-wide debate went on for 4 or 5 months on a series of topics It was (a) practising reading with a book and (b) learning about hygiene and (c) the most important thing was that no meeting would break up before resolving as a group what action they are going to take. Maybe, they might decide to have trench latrines if the question of hookworm came up. They would decide that every group member was going to have a modern latrine at his or her house. The group would set a date for completing the task and the work would be done.

J.C.M. : What was the size of the group ?

P.M. : About 15 or 20 members.

J.C.M. : So there would be more than one group in every village.

P.M. : O, yes.

J.C.M. : I am greatly interested in this because it meant a highly organised down-to-earth, simultaneous action by the people throughout the country. Has it been a continuing process ?

P.M. : There have been many such campaigns since then through groups. At least one series is organised every year. Of course it requires a lot of preparation. The groups have become regular. Also groups are trained as to how to function as study groups. They learn how to conduct discussion. The training is usually for a week.

J.C.M. : I understand that sometime after you had established and operated this programme, you had to assume another responsibility as the head of a College of Adult Education for higher-level people. What was this College ?

P.M. : This is called Kivukoni College. It is a college of the Political Party. The course runs in the college for 3 months, 6 months or 9 months. People of high responsibility including

the President himself, members of the Central Government and other eminent people have attended the courses.

J.C.M. : Is it a regular course ?

P.M. : Yes, there are regular courses but they can be adapted to the kind of groups that come there. So Ministers, Members of Parliament, Directors of companies and regional Governors, lawyers and all sorts of people attend the college.

J.C.M. : Politicians also ?

P.M. : Yes, politicians also come to attend.

J.C.M. : Do you get homogeneous groups ?

P.M. : Yes, sometimes. Directors of Agriculture, Directors of Industry, doctors and lawyers, depending on the situation have been to the college. But the main point was to discuss the development problems in the light of the country's policy of socialism and self-reliance. Leaders are sometimes given great responsibility but it may happen that they may not quite clearly understand the country's policy. So they are given a course of 3 months, 6 months to discuss it and try to understand it.

J.C.M. : Is party ideology also included in the course ?

P.M. : Party ideology, history of political parties all over, developmental economics.

J.C.M. : What is the approximate duration of a course ?

P.M. : Sometimes 3 months, sometimes 6 months and sometimes 9 months.

J.C.M. : Is it a whole-time course ?

P.M: : Yes it is a whole-time course. I had a course for the President and the Members of the Central Government. They were my students for one month.

J.C.M. : That must have been quite an experience ?

P.M. : O yes. And from the Kivukoni College assignment I moved on to my present position in Paris. I like it because I get to know now what is happening in education in different parts of the World.

J.C.M. : Well, you have also much to give to the world out of your experience.

READERS' CLUB

Spoken Language

Dear Sir,

In his plea for spoken languages in literacy teaching, (Aug.-Sept. issue) Mr. Mushtaq Ahmed has pleaded for Urdu. Of course, Urdu should receive an important place in adult literacy programmes. But Mr. Ahmed's argument that it is the spoken language of the economically-deprived sections of rural India is not quite correct. The rural poor of northern Indian States speak their local dialects such as Braj, Avadhi, Baisvari, Bhojpuri, Malwi, etc., regardless of whether they are Muslims and Hindus. Urdu is a refined language of the urban elite and undoubtely a very important source of culture and refinement. But the first steps in adult education of the poor should, in the light of Mr. Ahmed's own argument, be through the dialects that they use.

—'Hindustani'

Training Colleges and Adult Education

(Reference : Editorial Comment in the August-September issue)

Dear Sir,

I am not in favour of including just one optional paper on Adult Education in the regular B.Ed. courses, since it creates utter confusion. I am also not in favour of giving the task of Adult Literacy work to primary school teachers, because their experience is confined to working with children and not with Adults. They might take up adult literacy work due to monetary consideration or looking to the wishes of the authorities, but very negligible number of them are really interested in Adult Literacy activities.

Training courses conducted by the Universities departments of Adult Education are also not fit to fulfill the desired need. Since I am one of those privileged persons who had the opportunity of studying in one of these courses. i.e. degree course conducted by the University of Rajasthan. Therefore I find myself in a better position to analyse its positive as well as negative aspects. The content of the course was well planned but it was not made up to date from time to time. It's practical side was very weak, since the teachers had no field experience. The students were mainly those who were not given admission in any other subject. Hence the course could not make an impact in the field of training Adult Educators. The products of the courses mostly remained unemployed, with the result that it could not attract good students.

It would have been better if a review committee of experts, could examine the syllabi and to make it really useful. But the course was closed down, and the University authorities are not in a mood to restart it in the near future.

To cater to the present needs all the agencies (Governmental or non-governmental) concerned with Adult Education should organise training courses in Adult Education Methodology. The duration of these courses may vary according to the needs of various cadres of Adult Educators.

The courses of short duration should be organised by voluntary organisations, at local, district or state level. In these courses adult literacy teachers, supervisors may be oriented and re-oriented. As far as possible enthusiastic, literate, unemployed or under employed village youths should be selected for literacy work. In case of scarcity of such instructors in a village trained educated youth from a nearby village or town should be asked to take up this responsibility. Only those primary or secondary school teachers should be selected who really have interest and commitment for the cause of Adult Education.

Longer duration training courses should be organised by regular Adult Education departments. They should train future administrators, planners, researchers etc. These courses should be well formulated and the training should be provided by experienced Adult Educators of academic interest. These courses should be thoroughly evaluated from time to time.

There seems to be a controversy and it has been argued out from both the sides to create a separate cell on Androgogy or to introduce an additional paper on Androgogy in all the B.Ed. Training courses. In the latter case, what would be the role of University departments of Adult Education ? In case such an important function will be snatched away from them, they would remain a white elephant in the literacy movement.

Miss Mamta Jaitly
Research Assistant,
Department of Adult Education,
University of Rajasthan, Jaipur

Another Comment on the Policy Statement

The preliminary document of the policy statement evokes certain questions, which have to be answered for gaining better insights into the programme of Adult Education and its implementation on a nation wide scale.

1. This evidently is a draft in the formulation. For a total involvement of those concerned it is suggested that a representative number of experts, thinkers and grass-root workers be provided an opportunity to discuss and comment on the document through seminars and meetings. Otherwise the document will at best remain a government programme only touching the problem at the fringes and not at the core.

2. Para 3 which made pointed reference to the crux of the problems i.e. the need of learning for imparting literacy skills in the spoken language to persons belonging to the economically and socially deprived sections of the society : also outlines the approach to solving this problem.

3. But the assumptions assume everything that is of general and common interest to adult education. It may be approapriate as an academic exercise but as a policy statement dealing with the crucial problems of eradication of illiteracy on a time scale, the width takes away the vigour of the idea. As a result we are left with the impression of wandering statement oscillating between eradication of illiteracy as stated in para 2 & 3 and the need for continuing education as spelled out in 2 & 7. This mixed approach dilutes the purpose of the programme and makes it weak from the point of giving it a right thrust and direction. The implementating agencies will have ample scope for a free play to adventure between eradication of illiteracy, (basic adult education) and continuing education. The danger is that the main programme is likely to fall in between the two.

Hence the policy statement should not have wavering anxiety but should be a categorical and emphatic statement of the problem on priority basis in relation to the needs of adult education. From the statement and concern expressed by the Prime Minister and the Education Minister, it is evident that the present government is deeply exercised about the problems of mass literacy in the country and plans to eradicate it within a period of 10 years. Hence it is this problem which should find a central place in the statement of policy and in the governmental programmes. The continuing education component may be left for the time being to other educational institutions. Otherwise the energy will be fritter away. Thereafter the next question of equal significance is the content of literacy, its level and different components reading apprehension and numeracy may be one component of the programme. The other component of the programmes should be the environmental needs of health, civics and family life education. Methods would vary according to the goals of the component : whether writing may be included in the content at the first stage is a question which has to be discussed. When the problems of eradication of basic literacy has been solved then the question of follow-up so as to arrest the relapse into illiteracy and continuing education may be taken up. Provision also have to be made simultaneously for starting of community reading centres so as to generate a climate of learning.

Role of voluntary organisations seems to be given a higher priority than the role of government agencies. No doubt, voluntary organisations have a substantive role to play in a national programme but too much emphasis on their role is behest with two dangers (i) if the voluntary organisations fail to deliver goods there is no way of controlling them except the stoppage of grants, in which case it implies stoppage of the programme also.

(II) No satisfying criteria has yet been involved to ensure that the grant to the voluntary organisation and its continuance is on merit and

performance. There are reasons to believe often award, of the grant is on entraneous factor. In such a case voluntary organisations which fail to meet the prefential criteria are likely to be cut out of the programme. Hence it is suggested that more and more responsibility should be, left on government organisation so that proper balance would arrive at in the organisational structure of the programme between the role of voluntary agencies and the role of government organisation. At the same time ways and means should be devised for objective assessment and merit rating of the voluntary organisations, free of human biases.

The details of decentralisation and the statement of decentralisation of the programme have to be clearly defined.

Smt. C.K. Dandiya
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WISDOM FROM THE "IDIOT BOX"

Review of Radio and TV Programmes from the Educational Angle

Indian Television and radio have given several very attractive programmes regarding some lively and cultural aspects of Indian rural life. Besides, the Krishi Darshan and radio rural broadcasts often present timely and useful technical information in an engaging style. But I have come across very few programmes either on the TV or on the radio, in which current socio-economic problems of the villages are discussed by villagers themselves in a serious and intelligent manner. Reflection of rural problems is attempted only through occasional interviews by visiting programme men whose rather patronising manner of putting questions cannot but create the impression that villagers are incapable of deep and analytical discussion. This is an unfortunate impression and the media should try to remove it. If urban intellectuals can discuss socio-economic problems, if such problems can be discussed in the coffee houses and clubs of cities and if the radio and TV can organise comparable discussions on their forms, why should not well-prepared discussions be organised among villagers and recorded on the spot for broadcast later ?

Of course Doordarshan and All India Radio will have to entrust these programmes to persons with a deep understanding of and profound respect for the rural people. When Paulo Freire sent the clarion call for a true dialogue between the haves and have-nots, he was not merely thinking of economic and political inequalities. No less relevant is the attitude of the urban intelligentsia whose equipment and facility with concepts and with the tools of expression have afflicted them with a chronic incapacity for regarding the rural people as their equals.

The annual Sangeet Sammelan of the All India Radio was conceived as a means of what today can be called non-formal education. In the fifties when Delhi and other big cities did not have as many musical concerts as at present, the AIR Sangeet Sammelan exposed audiences to select music and also to the discipline of audience behaviour. It is good to see that AIR is still strict about audience behaviour. Even today the Radio Sangeet Sammelan is perhaps one of the few concerts in which the flippancies of rich patrons are not permitted and VIPs do not come and go out of the hall casually. The atmosphere is earnest and full of understanding.

In fact both the radio and the TV will do well to introduce some programmes in audience-behaviour and the appreciation of music in concerts. In the medieval times this was the function of the majlis of the dancing girl. In Japan the geisha house used to be the school of manners. In ancient India, kings often engaged *vidwans* in the fine arts to initiate young princes in the sense of discrimination and in audience manners.

I am glad to see that lately the Doordarshan camera lingers less on the string of the names of producers, technicians. directors, actors, etc., than in the past. Recently I came across an interesting comment by the well-known scoffing thinker, C. Northcote Parkinson. This comment shows that the evil is as wide-spread in the West as in our own country.

"The opening of a television play usually involves some pointless scene against which is projected, endlessly, the names of all the technicians in a crescendo of noentity. Why, we ask, can't we start at the beginning?

It would seem that a certain period of time has been allotted to televised drama and that the weak little story must expand to fill it. The plot has somehow to be squeezed into the quart pot, the space unfilled by beer being occupied by froth. This conclusion—points to a deeper truth which applies to a wider range of human experience.

So universal is this principle that it might be called a Law of Nature, reading thus; Nonsense expands so as to fill the vacuume caused by a lack of substance."

I am glad that this no longer applies to Doordarshan programmes. Nevertheless TV drama has still to discover its personality in India. The process will be swifter if the commercial film is not treated as the model and if the TV chooses the mission to foster a taste for that theatre which is also an ally of literature.

The demoralisation of the intellectuals during the emergency has been followed by a period of remorse and self-pity. A very lucid and communicative analysis of the traumatic experience of the intellectuals and the lessons from recent history for them was given in a national talk by Dr. Arun Shourie—"Intellectuals and the New Situation". One of the lessons that he emphasized is that at each stage of national life the weak and the exploited are the engine of change, and that one of the roles of the intellectuals is to expose to the masses the true nature of the system of hegemony that prevails in the country. The style and the language of the talk was almost a model in the art of radio talks. But the assumption that the intellectuals have the tools for exposing to the masses the facets of the complex power structure in the villages appears to be rather facile. Those who call themselves intellectuals mostly write in English. The intellectuals in Hindi and other Indian languages use an idiom that is patently a by-product of the English expression. If one compares the writing in Indian languages today with that 60 years ago, one is struck by the high sophistication of present-day writing and the widening of the gulf between these writers and the common people of the small towns and villages, as compared to the distance between the two six decades back. Can such people truly communicate with the rural masses? They themselves need to be at the receiving end in the first instance.

—Lifelong Learner

FROM OUR CORRESPONDENTS

Courses for Watchmen (Chowkidars)

The Shramik Vidyapeeth, (Polyvalent Adult Education Centre) Delhi organised two courses for Watchmen (Chowkidars) working in autonomous and semi-governmental offices recently.

The courses aimed at helping the Chowkidar to understand the role and function of the organisation where he serves, to improve his knowledge and skills for performing his duties efficiently and to enrich his life in general.

30 chowkidars from 10 organisations attended the courses.

Further information, Shri B. C. Rokadiya, Director (PVC) Shramik Vidyapeeth, Directorate of Non-formal (Adult) Education, J-17 Haus Khas. New Delhi-110016.

International Conference on Continuing Education for Engineers.

The Continuing Engineering Studies and International Division of the American Society for Engineering Education alongwith the University of Mexico and Unesco is organising an international conference on Continuing Engineering Education in Mexico City from April 25-27, 1979.

The topics to be discussed include needs analysis, adult learning, participant motivation, etc.

For further details, please write to Dr. John Klus. Conference General Chairman, University of Wisconsin, 432 North Lake Street, Madison, Wisconsin 53306, U.S.A.

International Literacy Day at the Madras Y.W.C.A.

The Y.W.C.A. of Madras runs 7 Adult Literacy Centres for women in different parts of the city slums. It is an integrated development programme which is functional in nature. The women are given the basic knowledge on child care, health and hygiene, citizenship, family welfare, kitchen garden, nutrition, budgeting, craft and savings along with the three R's. An average of 25 women attend the class from the age group of 15-40.

The International Literacy Day was celebrated on the 8th September at the Y.W.C.A., which was attended by the women of all our centres. Prof. M.S. Jothi, Programme Officer of the Board of Continuing Education presided over the function and Dr. (Mrs.) Rajni Shirur from the Department of Adult and Continuing Education of the Madras University gave a talk that highlighted the advantages of learning to read and write with particular reference to women.

One of the women from each of our Adult Literacy Centres spoke briefly on her experience before and after joining the class.

A variety entertainment was staged by the women from the 7 Centres which included items like Kolatam, country dance, skits and Kathakaletchebam.

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EDITORIAL LOUD THINKING

J. C. M.

Corruption and Adult Education

Corruption in official life is a problem that used to be a chronic but subdued disease in the past. Now it has assumed the proportions of an epidemic in our country. Though the disclosures made before numerous enquiries of commissions relate only to people in the higher echeleons, the suffering of the common people is acutest at the middle and field levels.

Is corruption in public and official life not a concern of adult educators? Should not the scope of adult education be extended so that pressing social problems can be combated by the development of right attitudes and the spread of information among adults to face those problems? Very often in discussions on adult education I have heard the words "cultivation of right attitude" as one of the principal objectives of adult education. In practice this term is used for certain generalities that do not touch immediate life-experience. The more important thing is to make adult education an instrument for overcoming directly grievous social evils.

It is true that attitudes on these matters are built up in childhood. In our school education hardly any attention is given to problems like bribery, dishonesty in transactions, excessive profit-making, nepotism, adulteration, maintaining a luxurious and extravagant way of life, duplicity, etc. Much before adulthood, attitudes have already been misdirected. The situation is extra-ordinary in developing countries like ours. Within a relatively brief period, there has been a phenomenal expansion of consumer and luxury goods. Thanks to rapid and wide-spread contacts with the west, the luxuries of yesterday have become the necessities of today. Moreover, people in the administration and in the business class are developing mutual relationships in every sphere of common man's life.

Is it possible that adult educators have adopted a kind of escapist attitude towards ugly current problems in this situation? Is it not so much easier to talk about high ideals, national economic development, figures of literacy and illiteracy, evaluations and training, rather than disturb one's peace of mind over considering how adult education could help the social system develop an inbuilt resistance to this gangrene in day to day life ? May be, I am unduly harsh, knowing fully well that I am myself one of this class of escapists!

The trouble seems to be that we do not really know what we as adult educators can do about it. It is not one of the topics in the curricula that experts prepare or the reading material that is produced at most centres. Besides we do not know whether we can be really candid

about these matters while imparting adult education. Why not then contact the adult learners themselves to know what can be done? For it is among them that one can find the average sufferer from corruption as also the average promoter of corruption. Every person carries two faces, one that of the victim and the other that of the corruptor or accessory to corruption.

Perhaps adult educators could do their humble bit by promoting group-discussions among common people in a number of towns and cities as well as villages. Let some of the issues be framed by them concretely, with example, and let these be supplied in advance to groups of citizens, for discussions. In order to make discussions frank, groups will have to be small (of 15 to 20 each) and will have to be very informal. The object is only to use the discussions as a means of bringing out both sides of the question.

At any rate this seems to be a propitious time to initiate this kind of adult educational debate on a vital subject. Educationists should not occupy the seats of unaffected observers on the grandstand of the national arena. They have to join the *dramatis personae*, for even among them there are victims as well as operators of corruption.

Banks and Adult Education for the Poor

Since the call sent by Mr. Macnamara of the World Bank for increased investment in order to fight absolute poverty, a wind of change has been perceptible in banking circles. This process has been accelerated by policies of Governments in countries like India and the Philippines. International organisations like FAO have held conferences and seminars on the role of banks in the development of the underprivileged and poorer sections of rural society.

I have come across a remarkable example of how banking could be used for adult education and economic development in a report by Ela R. Bhatt, General Secretary of the Self-Employed Women's Association (SEWA), Ahmedabad. She and her association have this year been awarded the Magsaysay award of the Philippines. The full report contains an account of various activities undertaken by SEWA but the innovative banking for the working women is an example that should be taken up by banks in other parts of the country. The SEWA Bank is an embodiment of a well thought out concept to serve the weaker sections of the self-employed poor. It aims to be a multi-service organisation not just a loan-giving and deposit creating agency. That it is not just a duplication of another cooperative agency would be clear from the following extract of the Report wealing with the recoveries :—

"The total picture is generally a helpful one. Cases of outright and international misappropriation of loan money are very few. The real job of SEWA Bank, however, lies with all these cases of default. What the borrowers need more than exhortation and advice, are an all comprehensive education, training

and some concrete measures for the uplift of their economic and living conditions. There are certain practical truths that they need to realize in their own interest :—

(1) To be healthy in order to avoid loss of workdays.

(2) To be literate enough to avoid being trapped into corrupt practices.

(3) To improve their skills by better training in the modern sense, in order to increase their bargaining power.

(4) To learn to save in order to build their own capital or to make use of credit facilities for productive purposes."

Here then is an illustrious example of using banks as the resource for adult education through income-raising activities. The point is that Ela Bhatt and her colleagues did not approach the women as literacy or social education instructors, but as helpers in improving there economic condition.

I would strongly recommend readers to get hold of Ela R. Bhatt's report entitled, "Profiles of Self-Employed Women", published by the Self-Employed Women's Association, Gandhi Mazdoor Sevalaya, Ahmedabad-380001.

Book-Prices

In the tumult and the shouting at the national level about the spread of education in the country, certain seemingly minor problems are overlooked. What about the steep rise in the prices of books in Indian languages during the last 15 years? I find this a great disincentive to continuing education and I am sure it is one of the reasons for the neoliterates, relapses into illiteracy. Moreover in a country like India the sharp increase in prices of books is not the same thing as the rise in prices of other commodities. If books are costly, they get into the non-essential column in any family budget. It is thus that high prices of books become a factor in the accentuation social inequalities. You may strive to be well-informed only if you can afford to buy books. If you are a member of a library in a big city, then alone you can have access to journals and books of a high order. Should you happen to be in a small town, you have to rest content with third rate paper-backs, because your library cannot afford to buy expensive books particularly those that are newly published.

A recent practice with publishers in Indian languages has been to bring out the hardboard edition in the first instance, and price it very high. This practice in developed western countries owes its origin to the fact that numerous libraries in those countries can afford to buy costly library editions, enabling the publishers to have a good harvest initially and then to invest in the paperbacks. A poor country like ours should not really have copied that practice. But as in other matters we tend to imitate the west. Indeed paperbacks are made expensively glossy, unlike the early, indigenous paperbooks of rural books' publishers that used to be sold on pavements. Look at the USSR and

China and other leftist countries that regard books as an essential item at the national investment level. The result is that books are subsidised and paperbacks are initially and abundantly available. There was a time before World War II when in France most high quality books were available in paperbacks (not the glossy ones). When the Penguin series were first issued in the thirties they were inexpensive. I understand that the practice these days is to fix the sale-price of a book at 5 to 6 times the cost of production. It suits neither publishers nor authors to scale down the formula, for authors, royalties are much higher in the case of expensively priced books and one obvious way of making it expensive is to bring it out in an expensive binding. On the top of it, the retailer's commission is usually 33⅓%, though the author's royalty ranges from 10% to 15%. The upshot is that nobody is interested in keeping the prices down. Books that enable you to while away your time generally in matters of sex and superficial romantic images, are priced low because their publishers are able to make up in quantity what they neglect in quality. There are some publishers who traditionally have been catering to the needs of the rural areas and there are some who cater to the needs of the religious minded people. One can buy religious texts at comparatively low prices provided one is not a stickler about authenticity. Superficial religion and cheap romance appear to be the motivation with which the publishing system equips learners.

Can adult continuing education make up for this deficiency? Is it possible for adult education bodies and universities to organise Book Lovers Circles among people in various professions—high or humble?

We have Sports Clubs, clubs for playing bridge, for enjoying pegs of whisky and for ladies to display their charming saris and looks. But our libraries are cut off from the main stream of social life. How about promoting Book Lovers Club for "non-intellectuals"? There will be no point in organising Book Lovers' Clubs among the common people if book-prices continue to be high. Several Hindi publishers have recently started "Book Clubs". That is a sound commercial investment with much promise. But I am suggesting clubs in which members collect for talking about books and exchanging ideas, clubs that may impart a sense of belonging and of continuing to grow mentally.

This is an urgent problem which calls for the attention not merely of adult educators but also of politicians, because policies are shaped by the pressure of intelligent opinions as much as by the impact of votes at elections.

International Aid for Adult Education

At the recent meeting of the Board of International Council of Adult Education the issue of assistance to institutions and member-countries in their programmes was only touched upon casually, because the Council itself was more concerned with certain basic policies and organisational matters and also because it does not itself have any funds.

But there are numerous organisations in rich countries that wish to assist programmes of field action in developing countries, apart from international agencies formally recognised by all countries. Several problems have bedevilled efforts to assist projects run by non-government bodies for adult education. One that is common is caused by the desire to lay down principles and rules, that should guide bodies giving international assistance. These principles often are at variance with local priorities.

In the article "Literacy : To read the Word or the World" by Mr. Majid Rahnema, Iranian Ambassador-at-large, the following three principles have been adumberated :—

(1) International assistance should be conceived and organised as a complement to endogenous efforts initiated at the grassroot level.

(2) International or foreign cooperation should be organised as an integrated and multidisciplinary effort. If a fund or a foundation is being created for literacy or for basic education, it should be conceived not only as a fund-raising operation, but also as an agency for stimulating and coordinating the efforts of all existing institutions interested in the problems of literacy and basic education.

(3) Finally assistance should be offered only to projects of integrated character, in which literacy and basic education objectives are conceived as part of wider development efforts. Conversely specialised agencies and institutions can initiate and afford integrated projects only if they recognise their particular specialisation as part of a greater multi-dimensional world action.

These are sound principles no doubt. But their application to local situations calls for a very much more flexible approach as experience has shown. For example large sized developing countries do not need for adult education as much assistance at the governmental level as for galvanising extra-governmental effort at the field level in matters that may be local but are crucial and complementary to governmental action. A number of small scale projects of this kind have been in operation in India. They need assistance from all sources and are deserving of financial aid from agencies and institutions abroad. But numerous complications arise. Governments have inhibitions about direct relationship between non-governmental organisations. Moreover recent disclosures about the activities of governmental intelligence agencies in some non-governmental educational and cultural organisations have caused a lot of distress to people and organisations in receiving countries. There cannot be a greater infamy than the use of educational and cultural aid for political and spying purposes.

However, should this kind of misuse in a few instances be allowed to impede the flow of genuine assistance from international and specialised agencies and external organisations for small requirements? Perhaps suspicions could be allayed and local crucial requirements could be met if each receiving country could have a flexible mechanism. Attached to this 'mechanism' there should be a contingency fund which should be a

receptacle as well as a distributor for small but critical assistance and for which no elaborate projects need to be submitted. That would certainly avoid elaborate submissions and processing of proposals. The operation of this fund for small assistance could be done jointly by the donor organisations, by the Governments of the countries where the local organisations are located and by the organisations concerned.

"I am not a perfect being. Why should you see eye to eye with me in my errors? That would be blind faith. Your faith should enable you to detect my true error much quicker than a fault-finder."

—Mahatma Gandhi

(In a letter to his British disciple Mira Behn from Yerawada Prison in 1933)

"O God, give us the strength to put inconvenient questions!"

—From a prayer song of graduates

(Sung at the Harvard University Commencement Function-1964)

ORGANIZING A MASSIVE PROGRAMME OF ADULT LITERACY AND ADULT EDUCATION

*Dr. Baij Nath Singh**

It is envisaged to organize an effective programme of imparting literacy to about 100 million illiterate adults spread over all the States and Union Territories, within 10 years beginning October 2, 1978. The programme will cover adults in the age-group 15-35 years and will be related to the life and the work of the people concerned. Special attention has to be paid to the work of imparting functional literacy to girls and women and to the weaker sections of the people i.e. persons belonging to the scheduled castes and scheduled tribes, landless agricultural labourers and other under-privileged people in rural and urban areas.

2. The National Goal

The envisaged 10 year programme proposes to involve about 100 million adults. A statewise break up is indicated herewith.

The number of persons to be involved in the Massive Adult Education and Literacy Programme

(In millions)

S. No.	States	No. of illiterate persons 15 years and above	Projected No. by 1983 mid year of programme	Persons in age-group 15-35 years 52% of 15+(1983)	Persons to be covered by the programme	Numbers rounded to '000'
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	Andhra Pradesh	18.577	22.0125	11.8625	8.3037	8,300,000
2.	Assam	5.004	6.1449	3.1953	2.2367	2,300,000
3.	Bihar	24.751	30.3942	15.8049	11.0634	11,100,000
4.	Gujarat	8.818	10.8285	5.6308	3.9416	3,900,000
5.	Haryana	4.792	4.6566	2.4214	1.6949	1,700,000
6.	Himachal Pradesh	1.378	1.6922	8.7994	6.1598	6,200,000
7.	Jammu & Kashmir	2.078	2.5518	1.3269	0.9288	0,900,000
8.	Kerala	3.934	4.8309	2.5121	1.7584	1,800,000
9.	Madhya Pradesh	17.210	21.1339	10.9896	7.6927	7,700,000
10	Tamil Nadu	14.629	17.9644	9.3415	6.5390	6,500,000
11.	Maharashtra	16.282	19.9943	10.3970	7.2779	7,300,000
12.	Manipur	.381	0.4679	0.2433	0.1703	170,000
13.	Meghalaya	.356	0.4372	0.2273	0.1591	150,000
14.	Mysore	10.806	13.2698	6.9003	4.8302	4,830,000

*Former Unesco Expert in Functional Literacy in Ethopia and Tanzania.

(1) (2)	(3)	(4)	(5)	(6)	(7)
15. Nagaland	.216	.2652	.1379	0.0965	100,000
16. Orissa	8.723	10.7118	5.5701	3.8991	3,900,000
17. Punjab	5.155	6.3303	3.2917	2.3042	2,300,000
18. Rajasthan	11.222	13.7806	7.1659	5.1659	5,200,000
19. Sikkim	.098	1.2034	0.6258	.2741	280,000
20. Tripura	.542	0.6656	0.3461	.2422	250,000
21. Uttar Pradesh	38.793	47.6378	24.7716	17.3401	17,350,000
22. West Bengal	15.054	18.4863	9.6033	6.7225	6,700,000
G. Total	207.799	255.9701	141.1649	98.8011	98,93
Union Territories					
1. Andaman & Nicobar Islands	0.035	0.0429	0.2230	0.1561	150,000
2. Arunachal Pradesh	0.240	0.2947	0.1532	0.1072	100,000
3. Chandigarh	0.050	0.0614	0.0319	0.0233	20,000
4. Delhi	0.883	1.0843	0.5638	0.3947	400,000
5. Dadra & Nagar Haveli	0.033	0.0405	0.0211	0.0147	15,000
6. Goa, Daman & Diu	0.264	0.3242	0.1686	0.1180	120,000
7. L.M. Islands	0.009	0.0110	0.0057	0.0039	4,000
8. Mizoram	0.149	0.1829	0.0951	0.0660	70,000
9. Pondicherry	0.155	0.1903	0.989	0.0692	70,000
Total	1.818	2.2322	2.2353	0.9531	985,000
G. Total	209.617	258.2023	143.4002	99.7542	99,915,000

Source : Based on the paper prepared for the conference of Secretaries of Education dated 9.8.77 | 1.9% per year increase in the no. of illiterates | 52% of the total | 70% of the potential

It may be noted that the 1971 census data as presented in the conference of Education Secretaries of States/Union Territories on August 9, 1977 indicated that there were 209.617 million illiterates in the age-group 15 and above. By 1983—the mid year of the proposed programme, this number may increase to about 258.2023 millions. In the age-group 15-35 we will have 52 per cent of the adult illiterate population i.e. 143.4002 millions. Of these, 100 million are proposed to be covered by the programme i.e. about 70 per cent, which will not be a mean achievement, if effectively implemented.

The exercise in presenting the statewise data has been attempted to indicate the real magnitude of the problem, and not to suggest any changes in the goal set for the programme.

3. Phasing of the programme

The programme should be so phased as to start from smaller beginnings, so that adequate attention could be paid to the practical arrangements and organization of the programme, possible bottlenecks and effective sclution to the problems likely to be encountered. It should be helped to grow in a steady manner so that initial failures and frustrations do not adversely affect the chances of the success of the programme. A tentative phasing is indicated for consideration, modification and adoption :

1st year— 2	million participants	6th year—15	million participants
2nd year— 3	,, ,,	7th year—16	,, ,,
3rd year— 5	,, ,,	8th year—17	,, ,,
4th year— 8	,, ,,	9th year—12	,, ,,
5th year—12	,, ,,	10th year—10	,, ,,
	Total	100	millions

This process could be slightly expedited in the fourth and fifth year, if considered practicable. Its tempo could be maintained in the last years as the programme will have to continue beyond 1988 for covering a large number of remaining illiterate adults. We are, however, not attempting a statewise break up of these tentative figures, as that exercise must be done at the State level (involving districts and subdivisions). It may be suggested that initially the programme should be intensively covered in such areas where the existing programme of functional literacy for farmers or for women and the non-formal education activities are in progress. But one has to approach this problem with caution to avoid the negative drag of a programme which had not been implemented in an inspiring manner. In paying special attention to states or districts where literacy rate is very low efforts must be made to build the educational infra-structure first, make thorough preparation and give necessary logistical support.

4. Detailed planning

Given the overall goal and an accepted phasing each sub-division or the block should prepare its own plan, indicating locations, number of adults (illiterate) available and the names of literacy teachers and supervisors. Such planning could not be very rigid nor very precise, but detailed thinking must be done on a decentralized basis and formulated after necessary socio-economic (or simple literacy status) surveys. The approach in implementation must, however, be concentrated or intensive taking up selected localities in turns and involving all potential participants and completing the task of imparting literacy in that area. The selection of localities could be determined on the basis of people's participation, availability of human and material resources or on the basis of the seriousness of the situation or the felt needs of selected population groups. There may be political pressures to initiate the

programme "in one area in each district or in one or two blocks," but the consideration in selection should be practical rather than based on equal justice to every area. Of course, the backward areas must receive priority in programming or in implementing the programme chalked out. But taken a backward area the literacy classes should be so arranged that all the illiterate adults are brought to the class by opening as many classes as necessary in one village and taking up the next village afterwards. This will introduce group facilitation effect. It would also facilitate the administration in respect of the supplies of books and materials, and in the supervision of the classes. It might introduce intra-village competition in a healthy spirit. One class in a village would be lost in the surrounding darkness and could make no impact.

5. The number of literacy classes needed

There can be no uniform or centrally determined level of enrolment in the literacy classes, as this will have to be planned at the grass-roots level. However, a suggestion could be given regarding the desired numerical strength of the classes :

Kind of area	Maximum enrolment	Optimum attendance	Minimum attendance
1. Thickly populated village settlements	35	25	15
2. Villages in the hills	25	20	12
3. Tribal areas	20	15	10

Efforts should be made to see that when the attendance drops below the optimum level, the community should take steps to ensure improvement in attendance. The organizers should try to achieve the maximum enrolment but should be satisfied if the average attendance comes to 20 or 15 (in hills and tribal areas).

6. Creating the necessary environment

The new government has already expressed their keenness to implement this programme and a climate of expectations has developed. However, a great deal more had to be done to create a suitable environment for its effective execution.

Learner Motivation

The most important single factor to be taken into consideration is the motivation of the learner. This has to be internal i.e. appertaining to each individual participant in the programme and external or social through which the learner finds himself in the company of other illiterate adults who are similarly striving and a society and government providing support and encouragement for such participation. In the

present political climate (after the Emergency) it is not possible to conceive of any external pressure or legislation as the people are extremely sensitive to the remorest possibility of external 'motivation' through negative incentives of punishment or threat. This immensely increases the responsibility of the organizing institutions to provide the right kind of incentives in terms of :

(a) A very enthusiastic and highly publicized support to the individuals, organizations and institutions participating in this programme as learnesr, teachers and supervisory and administrative personnel.

(b) The use of individual and group approach to persuade the potential participants (learners) and explain to them the advantages that could accrue to them by completing the literacy course—self reliance in matters of knowledge, skills and attitudes for development ; Improvement in their awareness of health and civic matters, better technique of production and greater respect for those who attain literacy by the members and the elders of the community.

(c) *The political will of the nation.* It had to be influenced and built up to a high workable pitch by the political party in power, other parties in a spirit of constructive cooperation, voluntary organizations and institutions and even willing individuals.

(d) The total environment has to be educational, raising a new value system and the nation should be prepared to recognize literacy in some positive manner. It is, however, a difficult and un-resolved problem in most democratic countries.

The Prime Minister addresses the nation. The Minister of Education, Government of India, addresses the workers and peasants. Leaders of political parties, I hope, will commit themselves to support this programme without any ulterior motives and will broadbase it so that it becomes a national programme. If they hold a conference together in which each voluntary group appreciates the problem of motivation arrives at some common decisions and agrees to areas or spheres of operation (territorial or functional/vocational) the programme could have a good beginning. The spirit of sincere persuasion must prevail. There should be no compromises in the objectives of overall general awakening and integrated development in a democratic set up. Since it has to be a programme of national consensus. there should be no political rivalry or conflicting interests in such a programme.

(e) The organized mass approach must be utilized—the students, teachers, educated government functionaries, legislators, industrialists and trade union workers, professional bodies, village elders, local leaders—men and women of all ranks and ages must all work to evolve the favourable atmosphere. No single institution, party or government department can deliver the goods—Each and everyone who can participate in giving a little push to the programme, must do so.

(f) The organized mass approach would include formation of teams of teachers (voluntary) and supervisors or local organizers to oversee that the programme works. They must also see to all aspects of supplies of materials and utilization and mobilization of other resources—human and matetial.

(g) The on going continuing non-formal education activities must also be planned and curricula and materials as developed that the participant could understand how he can go ahead from basic literacy to the higher levels of education.

7. Mobilizing human resources

All persons in the rural communities, who are above the age of 15 and who have passed 8th grade or read upto 8th grade (school drop outs) skilled or unskilled workers in factories with this level of education, farmers, village leaders, school teachers, officers and secretarial assistance or other government employees, university or college students on national service or long vacations (4-5 months) residing in the community, all party leaders and workers of voluntary agencies should be listed—contacted, persuaded, screened (where necessary) and selected on the basis of their enthusiasm and willingness to participate in this great national programme. Approximately the following number of teachers may be needed.

Years	*No. of teachers*	*Years*	*No. of teachers*
1978-79	1,10,000	1983-84	8,25,000
1979-80	1,65,000	1984-85	8,80,000
1980-81	2,75,000	1985-86	9,35,000
1981-82	4,40,000	1986-87	6,60,000
1982-83	6,60,000	1987-88	1,10.000
		Total :	5,020.000

These calculations are based on the suggested number of classes. A 10 per cent addition has been effected to account for teachers selected and trained but gone out of the area or not joined or discontinuing to teach the literacy classes.

Since it may be that a teacher teaches 2 or more classes on an average over the years, the number of teachers to be trained in total would be proportionately reduced. It cannot be envisaged in advance as to how many teachers could teach more than 3 or 4 classes (in succession) but the overall average should not be more than 2 classes per teacher. Experienced teachers could also subsequently work as supervisors (trainers and guides).

Mass Media Support—The radio and television (where possible) should be utilized to promote the programme and motivate the people for participation. The newspapers and the press in general must lend full support to the programme through appropriate write-ups, telecasts and broadcasts.

8. Mobilizing material resources

Accommodation—Responsibility of the Community—

(a) Any public building, school rooms, verandah—Village Council Hall (Panchayatghar) or Chowpal—any government office room or verandah—temple, mosque or church (with the consent of the persons concerned)

(b) Shade of a tree or temporary shed

(c) Any other accommodation—free of cost. If rent to be paid, it should be donated by the community.

Furniture—Black board, existing furniture, if any, wooden boards (pattas) or matting. If timber is available, improvised tables and benches could also be provided by the community or by individual learners if possible.

Lamps—5 or 6 hurricane lanterns or 1 petromax should be provided if no electricity is available. Kerosene oil is generally available. Some classes could be held in the afternoons, if possible, eliminating the need of lighting.

Books—Primers—If one set of materials (Primer Part I and II) and basic follow up books could be used by two learners (on an average) of subsequent batches the total number of primers needed would be 50 millions. These have to be made ready according to the number of classes in each language area and over the years as the number of classes grow. The idea of providing books or teaching through dialects should be given up and only written languages should be used, because the phonetic presentation of dialects may make teaching or learning more difficult. However, the dialect could be used in verbal explanations of material written in the standard regional language. Common words from the local dialects could, however, be used in the instructional material.

Notebooks—These should be purchased by the learners but in exceptionally poor areas, it may have to be probably provided by the organizing agency. However, note-books and pencils or ball point pens (simplest) should be arranged. Voluntary organizations could raise funds or request other agencies to donate these for neo-literates' use.

Other aids—Sample jars containing varieties of seeds, fertilizers, insecticides, pesticides or preventive medicines for human ailments could be contributed by the related Extension Organization (Agricultural Extension and Community Development). These jars should be of

transparent plastics and should be exhibited and explained about in the literacy class particularly when related lessons are taught. In classes for industrial workers, samples and models or exhibits could be used.

Of the Audio Visual aids—posters and charts are most useful, suitable and applicable. It would be difficult to use slides, films (movie), cassettes etc. on such a large scale, even though these are very useful aids. Teachers should be trained to make simple aids. Wherever radio and television are available they could be utilized for motivation. If related government departments make available to some classes more sophisticated aids (flash cards, flannel graphs, movie films, slides etc.) these could certainly be utilized but it may be difficult to expect that every class or even a substantial majority could utilize these aids.

The Library—Once a village is selected, and every illiterate adult is given literacy and a small rural library should be established before the programme is taken to another village. It could be a mobile library programme. Incidentally many books suitable for neo-literates are available in various languages—before planning new book production programmes, it should be seen as to which of the existing books could be used and how these could be procured and provided to the local libraries. Adequate follow up literature and a fortnightly or monthly meeting with neo-literates to discuss relevant problems are essential to maintain literacy.

The content of the books—In functional literacy programmes, due emphasis is paid on the relevance of the material even at the primer stage. Most primers are, therefore, tailor made relating to the needs of the participants. Paddy primers, Wheat primers or Banana or Coconut primers were the result of such over-emphasis.

In my view the primer should be a general one for farmers or urban industrial workers. In the farmers' primer, basic principles of agriculture with elements of health and civics should be included. The urban primer could include elements of occupational safety and lessons related to citizenship and general health and hygiene. Primers for girls and women should be oriented to family welfare, health, nutrition, child care and related topics. These points highlight the need of a core-curriculum which should be based on national needs and problems. What is most important is however, the pedagogic soundness of the primer leading the adult learner from known to un-known, from simple to complex or concrete to abstract concepts, from small simple words to medium and long phrases and sentences.

The specific knowledge and skills should be imparted through the follow up books e.g. on cotton or jute, or wheat and pulses or poultry or animal feeding—each of 5-10 pages, amply illustrated, carefully using simple words and concepts.

It is, however, not essential to have new primers or follow up books exclusively written and published for this programme. All relared material published or available should be used. If the resources of a State or voluntary agency permit the writing and publishing of new

material which is closely problem oriented it should be attempted, but time and price factors must be taken into consideration.

Proper selection and grading (literacy attainment level) of available literature must be done before these are made available or recommended for use.

Selection and training of teachers and supervisors

The entire conceivable and available universe of adult literacy teachers should be listed and then a purposive selection should be made on the basis of (a) willingness to teach a full course extending over 9-10 months (b) ability to express oneself or communicate with the adult learners (c) and basic knowledge and comprehension of the level of material to be used. Where the number of potential teacher available is smaller than the number needed, no selection would be possible.

After the selection is made the persons selected should undergo a training of 2-3 weeks for which the trainers themselves must be trained. *Training manuals* should be prepared for their guidance and as a basis for discussion of the functional content. At least half the total time devoted to training should be used as dummy demonstrations of teaching followed by constructive criticism of each teacher who demonstrates his teaching to the trainees themselves, because actual class teaching for training practice is not possible.

Educational and training institutions should play a major role in training the adult literacy teachers. Supervisors must have a full training that is imparted to the teachers and, in addition, they should discuss the *Supervision Manual* which must also be prepared well in advance of the training. Organizing such training may present its own difficulties but initiating the adult literacy programme without it is inconceivable.

This training should be strengthened by fortnightly or monthly meetings of teachers in which their problems—organizational and pedagogic should be discussed and solved. Besides, refresher courses could be organised for a day or two for such teachers who need it after every 3-6 months. The supervisors must continue as trainers and guides in the entire course of the programme. Training institutions must provide continuing guidance to the supervisory personnel.

Evaluation—In addition to the periodic evaluation of teaching by the supervisors the learners' progress must be assessed from time to time. Necessary tests and examinations should be administered both as a tool of teaching learning process and also as a measurement of individual achievement. The instruments of evaluation can be developed at the state-level or at the district level. Progress reporting and monitoring through proper records and reports must be continuous.

Organizational structure—A National Board of Adult Education has already been formed and it is envisaged to form such boards at the state, district and even the block level.

It is suggested that :

(a) There should be such boards at the Tehsil or the Sub-division level instead of at the block level because the sub-division level could probably be a more viable unit than the block level. Moreover, the block development committees are already there, so there is no need to duplicate it. The functions of the board should be well defined and understood by the members and the people in general.

(b) The Boards as already constituted or to be constituted in the states or the districts or sub-divisions will have representatives from various Ministries, legislative bodies and voluntary agencies. These Boards are likely to be much larger in membership than practical or pragmatic. They will be quite useful in formulating policies and periodic review of progress and also in eliciting cooperation from the people for their participation in the programme. An Executive Committee of 5-6 members should be formed at each level for the day to day implementation of the programme. This Committee may have such members from the government educational institutions and voluntary agencies who could devote full time and effort for the furtherance of the programme on a top priority basis. The composition of the Committee must, however, have an inter-sectoral approach and its chairmanship should go by rotation to various sectoral representatives or specialists e.g. education, agriculture, health or family welfare.

(c) A campaign Executive Officer must be appointed exclusively for this work at every level. Combining the duties of this functionary with those of any existing officer on a part time or ex-officio basis would be absolutely futile. He or she could be appointed by a voluntary agency working as the Executive Agency or by the government according to the policy determined by the national board.

(d) The Executive Officer at the Tehsil level should be assisted by area organizers and supervisors, properly selected and trained for their work. These organizers and supervisors should in turn train (after proper selection) the nominees of voluntary agencies or independent volunteers who offer to work as teachers and/or supervisors. Gaps in implementation must be bridged and short-falls corrected through an active monitoring system.

(e) The sub-divisional level or the field unit must have :

(i) Temporary or permanent storage facility for materials and aids in adequate numbers.

(ii) Transportation arrangements through public transportation system, if inevitable for reaching supplies to the classes.

(iii) Funds for incidental expenses and honoraria to teachers —if decided to be given—and expenses on supervision.

(iv) Cycles for the supervisors, if possible.

(v) Minimum staff assistance to look into various aspects mentioned above.

Sources of finance—This programme must have support from the local people—the community leaders—individual philanthropists or local leaders, government and international assistance. Efforts for self-reliance should be attempted.

Some immediate and urgent steps

Some very urgent steps have to be taken. These are :

1. A review of the actual situation—competences, resources, programmes and materials available with the state resource centres.

2. Discussion (after preparation) on the State and District plans of action.

3. A review of the resources of the voluntary agencies—what they have and what they need to carry on this massive programme including actual coverage by them—areas and numbers involved.

4. A mapping of responsibility—who takes responsibility for what specific action at what level—with alternate members or alternative resources.

5. What is to be done, where no such agencies exist?

6. The costing and funding—the financial disbursement and proper maintenance of accounts must be ensured as it generally becomes a source of many subsequent troubles.

The views expressed here are not very original in the sense of being exclusive. Most experienced workers in the field of adult functional literacy may be having similar or better ideas. I have just stated these as a basis of discussion and elaboration. I would be happy to assist in working out further details about various aspects of the programmes as expeditiously as possible.

APPENDIX—I

No. of sets of Reading Materials Needed

Sl. No.	States	Languages	No. of learners	No. of teachers 1 for 30 learners	No. of sets for learners 1 set for 2 persons	Total (4+5)
1	2	3	4	5	6	7
1.	Andhra Pradesh	Telugu	8,300,000	277,000	4,150,000	4,427,000
2.	Assam	Assami & Bengali	2,300,000	77,000	1,150,000	1,227,000
3.	Bihar	Hindi	11,100,000	370,000	5,550,000	5,920,000
4.	Gujarat	Gujarati	3,900,000	130,000	1,950,000	2,080,000
5.	Haryana	Hindi	1,700,000	57,000	850,000	907,000
6.	Himachal Pradesh	Hindi	6,200,000	207,000	3,100,000	3,307,000
7.	Jammu & Kashmir	Urdu Dogri	900,000	30,000	450,000	480,000
8.	Kerala	Malayalam	1,800,000	60,000	900,000	960,000
9.	Madhya Pradesh	Hindi	7,700,000	257,000	3,850,000	4,107,000
10.	Tamil Nadu	Tamil	6,500,000	217,000	3,250,000	3,467,000
11.	Maharashtra	Marathi	7,300,000	244,000	3,650,000	3,894,000
12.	Manipur		170,000	5,700	85,000	90,700
13.	Meghalaya		150,000	5,000	75,000	80,000

1	2	3	4	5	6	7
14.	Mysore	Kannada	4,830,000	161,000	2,415,000	2,576,000
15.	Nagaland		100,000	3,400	50,000	53,400
16.	Orissa	Oriya	3,900,000	130,000	1,950,000	2,080,000
17.	Punjab	Punjabi	2,300,000	77,000	1,150,000	1,227,000
18.	Rajasthan	Hindi	5,200,000	174,000	2,600,000	2,774,000
19.	Sikkim		280,000	9,400	140,000	149,400
20.	Tripura		250,000	8,400	125,000	133,400
21.	Uttar Pradesh	Hindi	17,350,000	578,400	8,675,000	9,253,400
22.	West Bengal	Bangla	6,700,000	224,000	3,350,000	3,574,000
1.	Andman & Nicobar Islands	Hindi	150,000	5,000	75,000	80,000
2.	Arunachal Pradesh		100,000	3,400	50,000	53,400
3.	Chandigarh		20,000	670	10,000	10,670
4.	Delhi	Hindi	400,000	13,400	200,000	213,400
5.	Dadra & Haveli	Gujarati	15,000	500	7,500	8,000
6.	Goa, Daman & Diu	Goanese	1,20,000	4,000	60,000	64,000
7.	L.M. Islands		4,000	140	2,000	2,140
8.	Mizoram		70,000	2,400	35,000	37,400
9.	Pondichery		70,000	2,400	35,000	37,400

(1) Annual break up set of materials may be done at the state level according to their own phasing.

(2) The question of 1 set for 2 learners is subject to discussion and decision.

(3) The Government of India have now decided to make literate 10 crores of illiterate adults within 5 years. The phasing of the programme may be revised accordingly.

COMMUNITY SERVICE AS CONTINUING EDUCATION: THE ROLE OF COLLEGES

*J. Mallikarjun**

While presiding over the opening session of the Task Force Meeting on 'Adult Education as a University Discipline" sponsored by the University Grants Commission (UGC), on July 13, 1976, at Udaipur, Dr. Mohan Sinha Mehta said thus: "Friends, you are perhaps aware that for the last fifteen years, that is from about 1961, a serious effort has been set about to interest our universities in India, in the general theme of Continuing Education. It has been attempted in many other countries for seventy five to a hundred years. Several conferences have been organised in India with that end in view. The result of this was painfully slow and meagre in the first few years. Of late, it is more visible and appreciated."

Antecedent: Yes, It might interest the readers to learn that way back in 1961 a small movement was launched in this country by a small band of dedicated academic elites, under the leadership of Dr. Mehta, for the promotion of the concept of life-long learning and continuing education or Community Education. Between then and now quite a few concerted efforts have been made, either on National level or on Regional level, through conferences, seminars, symposia, workshops and the like, not only to interest and involve the Indian Universities in these programmes but also to determine the role of these temples of learning in continuing education. It may not be out of place to enumerate here some of those developments, again for the benefit of those who are uninformed or illinformed of them:

1. In a statement adopted by a conference on 'University Adult Education', in Bhopal in 1965 it was recognised that "A university should create within itself an organisation which would not only possess competence in preparing educational programmes, but also have the skills and the resources to building bridges between the university and various organisations involved in the programmes of continuing education".

2. The Education Commission- 1964-65 saw the role of the universities thus: The image of the university as a closed Community of Scholars creating and disseminating knowledge and perpetuating its own type is a thing of the past. The walls which divide the "gown and the town" have crumbled and the life of the Community can be vitally linked for their mutual enrichment". "The Commission went on", we

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feel that the universities in our country must take upon themselves a much larger share in the responsibility for educating adults".

3. The Regional Conference on Continuing Education—first of its kind—convened by the University Grants Commission in October, 1975 at the Osmania University in Hyderabad, considered the role of the universities in initiating and promoting programmes of continuing education for the benefit of the Community around their locations and recognised that under the fast changing conditions in the world of today, this duty of the universities could no longer be ignored. The conference further stated that with the developments that are taking place in communication and international relations and the speed with which knowledge, scientific achievements and technology are moving, it is essential to give full support to the concept of education being a life-long process. Even the highly educated people tend to become ignorant, out of date and can even be considered uneducated, unless they acquire an attitude of learning and continuing to learn what is of importance to their life as individuals and as citizens".

4. The Poona Seminar—again convened by the UGC, in February 1976 was a step further in this direction of involving the universities in the programmes of continuing education. Assuming that there was a greater awareness on the part of the Indian Universities in respect of their obligation to the society outside the four walls of the campuses, seminar focussed its attention on adult education as a discipline.

5. In July, 1976, the UGC, under the chairmanship of Dr. Mehta appointed a nine member Task Force to work out the details of Adult Education as a University Discipline. The committee met at Seva Mandir, Udaipur for nine long days to prepare a working syllabus for a Master Degree in Andragogy. This Committee in its final report, which was circulated to all the universities for their comments, emphasised in categorical terms the academic and practical (extension) aspects of the discipline of Andragogy extending to 4 semesters. It is expected in the next few years some half a dozen more universities will start M.A. classes in Adult Education. The appointment of the Task Force and the introduction of M.A. Courses at the university of Madras in July 1977 could easibly be considered as the crowning achievements of the movement that was launched way back in 1961. Now, without any grain of doubt we can say that the concept of continuing education and life-long learning have been fully understood and largely implemented in this country. Andragogy has come to stay.

From these and from the recommendations in various distinguished forums such as the conference on continuing education and the university' held at Madras in 1970, the seminar on Life-long Education organised by the Asian Institute of Educational Planning and Administration, in 1970 and the Regional Seminar on Continuing Education organised by the UGC in October 1976 at Simla, one thing has emerged out very clearly and that is, there is now growing recognition among the leaders of the educational thinkers and policy makers that the universities own it to the community to make available their resources for the betterment

of the common man. The concept of life-long learning is being widely accepted and appreciated and it is now increasingly expected of the universities that they would involve themselves more and more in programmes of adult/extension/community/non-formal/correspondence education.

Judged against this background, strangely enough, nothing is either said or done to involve the colleges in the programmes of continuing education though they constitute by themselves a big sector of higher education in this country. Though these college are either affiliated to or being a constituent of universities and they on their own are doing a bit of community service in the name of National Service Scheme (NSS) which constitutes a small part of continuing education, but at no point or place a reference is made to this effect. All these years they have remained untouched by the idea of being involved in the programmes of continuing education.

We have in this country nearly 4,500 colleges which have a strength of nearly 1.40 lakh teachers and an enrolment of about 24 lakh students, more than 85.1 per cent of them receiving higher education in these colleges. There are more than 3,200 colleges of general education such as arts, commerce, science etc., 110 engineering and technical colleges, 226 colleges of medicine, pharmacy, ayurveda, nursing and dentistry, 125 law colleges, 57 agricultural colleges, 25 veterinary colleges, 310 colleges of education, 270 colleges of Oriental Studies. Besides, there are several colleges of physical education, Music, Fine Arts, etc. These colleges constitute in themselves, a big resource in the form of teachers, students, libraries, buildings, play grounds, laboratory and equipment and hostels. So far very little thought has been given to the question of utilising this big resource for serving the community.

Realising this unusual situation and getting a clue from what has already been done in this country to involve the universities alone in the programmes of continuing education and community service, the Executive Committee of the Indian University Association for Continuing Education, New Delhi, proposed to take up this question and discuss it in a responsible forum. Accordingly, the IUACE Executive Committee, consisting of its president Dr. Malcolm Adiseshiah, half dozen Vice-chancellors of universities and other educational doyens proposed to organise a seminar on the National level with the theme "Community Service as Continuing Education." These doyens categorically decided to limit the scope of this seminar to colleges only with the sole objective of determining the role of college in Continuing Education. This was the first time when an official decision was made to suggest ways and means of involving the colleges in the programmes of continuing education and thereby in the service of community. The credit for this initiative and innovation naturally goes to the IUACE.

Taking into account each and everything that could possibly contribute to the success of this first ever attempt in this direction, the IUACE Executive selected Shreemati Nathibai Damodar Thackersey Women's University in Bombay to collaborate with it in this attempt,

since that university had already been doing laudable job in the field of continuing education and community service. In addition to this, Bombay as a big and cosmopolitan city offered a good hunting ground for the seminar so to say. The city of Bombay not only had a large number of colleges situated practically in each and every locality of this sprawling city but there was ample scope for continuing education and community service. Moreover, a good many of both governmental and non-governmental agencies such as the Bombay City Social Education Committee, the Shramik Vidyapeeth, the Polyvalent centre etc., were already doing a lot of social education, continuing education, community service work. Bombay colleges were forerunners in the implementation of National Service Scheme with a well knit coordinating committee from the university of Bombay to the affiliated colleges down below.

Taking advantage of these infrastructural facilities; the seminar was organised at the SNDT Women's University from November 8-10, 1976. It was attended by some forty and odd delegates representing more than thirty local colleges and a few others outside Bombay City. The unversities that were represented were Ranchi, Bombay and of course the host SNDT. The three day seminar was inaugurated by Dr. (Smt.) Madhuri R. Shah, Vice-Chancellor of SNDT and the key note address was delivered by Dr. Ravi Mathai of the Indian Institute of Management, Ahmedabad. Incidentally, Dr. Mathai is doing a lot of community service in rural areas in the neighbouring State of Rajasthan in an attempt to promote continuing education in a small way. At the very outset, Dr. Shah put a very pertinent question. Why continuing education? She asked. Answering her own question Dr. Shah said that during 1950s and 60s the then prevailing educational system was one sided. There was stress on the academic aspect only. Therefore, it had only one dimension which led to frustration. When continuing-education appeared on the educational scene it proved to be a system with multi-dimensions. This created a better society. In addition to the academic dimension there were the other dimensions viz; meeting the needs of the community-an applied dimension. A university giving away degrees, disseminating information to a limited number of scholars or directing research is just one aspect which could be called a minor aspect. But rendering service to the society around was rather deemed a major responsibility of the university. If this is the approach we adapt in our educational pursuits then only education becomes many sided", she said. Thus Dr Shah set the trend for an appropriate course of the seminar.

The Role

The seminar based its deliberations on the promise that "continuing education has vast potentialities and the university and its network of colleges will have to play a significant role in this direction, if education has to reach a much larger section of society." Substantial portion to the work will have to be taken over by the colleges as they have a distinct advantages of being near the residential areas, either urban or rural. They have thus a greater awareness of the needs through group contacts. It was accepted that the philosophy of continuing education

as part of a total educational programme of the institution, so that management, staff and the students are fully involved in meeting the needs of the community in the broad sense. Thus the Bombay Seminar based its deliberations on two things: one, how best the colleges are suited to do this job? and two, in what way they can do it?

As was pointed out earlier because of their large number, the colleges hold a big potential for doing programmes of continuing education through community service. These 4,500 colleges are spread out through the length and breadth of this country and what is more important, a large number of them are situated in villages and in countryside. In big cities and towns they are located in every colony, even in slum areas and backward localities for the benefit of student population around. Therefore, it should be possible for these colleges to reach out to people easily and have the intimate knowledge of the problems and needs of the people of the area in which these colleges are located. To a great extent these are denied to the universities which are located mostly in metropolitan cities, state capitals and other big cities and towns. In our endeavour to reach the people living in small towns and villages and in far flung rural areas where majority of people live, especially the deprived sections of society, the colleges can be of great help.

Secondly, the colleges are a huge community resource intellectually, physically and socially and it is rather necessary that thought should be given to the utilisation of this resource for the benefit of the community. Moreover, it is the society that funds these institutions and therefore, they ought to think of doing something positive in return, to the community—apart from their traditional responsibility of helping the young students in obtaining university degrees.

Thirdly, being more down to earth, the colleges are better suited to serve the deprived and the rural sector, whereas the universities being more large, sophisticated in their staff and equipment and being more research oriented may not fit into the shot. If the colleges are involved in programmes of continuing education, they should be able to serve a very large mass of people commensurate with their size and strength.

Fourthly, colleges involving themselves in the Community Service would be doing so far their mutual benefit. If not for the service they render to the community, the colleges would get isolated and sooner or later a point of stagnation would be reached.

Lastly, it may be pointed out that the involvement of college teachers and students in the programmes of continuing education and community service would help in increasing their respectability in the community. It would add to the moral and social status of the teachers and would widen the vision of students due to multi dimensions of their seducation. The community service might stand the students in good tead in future.

Programme Priorities

The seminar recommended the following types of programmes in which the colleges could engage themselves in a more profitable manner :

1. The colleges can design programmes to serve a great variety of purposes and different groups of people, which vary not only according to their educational attainments but also according to their professional and vocational interests, cultural development and their position in the society.

2. A large number of persons, drop-out at the school/college level before completing the second stage/degree stage. There are people who are in employment of others or self-employed on farms, factories, workshops, business establishments who need training to update or upgrade their knowledge and skills.

3. Even persons engaged in professions and occupations require a high level of knowledge and need to refresh their knowledge periodically with a view to becoming acquainted with latest developments both in theory and in practice, in their fields of specialisation. This would be true of teachers (engaged at various stages of education) medical doctors, engineers, lawyers, administrators, business executives, entrepreneurs and others.

4. A large number of people may want to enrich their lives by learning new things simply for the joy of doing it. There are others who want to learn to make better use of their leisure time, particularly in the old age. Programme of continuing education should be designed to suit all tastes and requirements. If these programmes are structured properly covering a wide range of interests, these can serve as instruments for incentives among the people to learn.

5. One significant way the colleges can help is by communicating to the people the new scientific findings and new thinking on social and economic problems.

6. The colleges can help in bringing about attitudinal change in the community toward some of the fundamental national problems such as, family planning, nutrition, child-care, eradication of illiteracy, public health, sanitation, cooperation, savings, emancipation of women etc. They can also help in raising the cultural level and tastes of people. There is no limitation to the activities which can be undertaken for the benefit of the people. Of course, each college will have to examine its own resources and capabilities and then chalk out its programmes of continuing education.

The seminar summed up this portion by pointing out that at present there were three major organisational patterns operating for continuing education at the university level in our country :

(a) Continuing education Department as teaching department similar to other university departments, like the one recently set up at the university of Madras.

(b) Continuing Education as a non-formal education unit like the one set up at Jawaharlal Nehru University.

(c) Continuing Education Departments offering general programmes emphasising the extension role, like those operating at SNDT, at Poona, Baroda and so on.

It was the general opinion that it was the third pattern of the extension role which should get duplicated at universities and colleges.

Conclusion

The three-day seminar on 'Community Service as Continuing Education' was concluded on a very high note. The deliberations were lively and eminated lots of interest and enthusiasm. The eight and odd business sessions were not only well attended by participants and observers and guests but most of them were chaired by eminent Public men and women of Bombay and from outside. The seminar established a precedence for all time to come in unequivocal terms, in respect of programmes of continuing education with a special reference to Community Service that could be adopted by colleges. It put forward a clear cut frame of reference for these activities.

It proceeded from the premise that the educational institutions and the community have to learn much from each other. It is a two-way process. People have needs, educational institutions have purpose. The interaction of these leads to mutual re-inforcement and this experience helps in developing a theory which is life-based. In the light of this, the seminar made a number of recommendations which were concrete and are expected to have far reaching consequences for the future set up and operation in this regard. Not all, but very few important recommendations may be summarized here :

1. The most important recommendation that the seminar made was in respect of the colleges being asked to set up a cell in each college for Continuing Education. It said, "a substantial portion of continuing education has to be taken up by colleges and hence, as far as possible, every college should establish a cell of continuing education. One of the faculty members should be put in-charge of the cell as a coordinator. A Committee should be formed under the chairmanship of the principal, with heads of departments, representatives of the students council, persons incharge of NSS as its members to guide, advise and assist the Continuing Education cell".

"The objective of the continuing education cell should be to seek the fullest cooperation of teachers and students in this vital programme on a inter-departmental, inter-disciplinary basis".

"There should be seperate budget for the cell and UGC should be requested to consider it for grant and the State Governments to permit the item of expenditure admissible for grant purposes".

2. "Certain course units may have to be added in the curriculum programme so as to equip students for the task of continuing education. e.g., items like civic administration, handling of civic complaints etc., may be added in the political science syllabus. Problems created by poverty, over population, agriculture and industrial labour, credit system etc., may be added in the economics syllabus."

During the discussions attention was focussed on the fact that if continuing education cell are set up in colleges of the university, where there is a department of continuing education, the functions of the university level and college level structure would have to be clarified. In such an eventuality, it was opined that the university department of continuing education would operate more as a resource centre and act as a facilitator in identifying needs and resources more scientifically, planning courses, giving feed back and coordinating the work. It would be necessary to set up a research wing under the department of continuing education for the above purpose. The college cells would feed the area round about through programmes, which would be need based. Where universities have no department, colleges will have to depend on internal resources.

3. The seminar also recommended that "teachers, students, and NSS volunteers should be involved in identifying the needs of the communities through surveys, personal interviews, group meetings, advertising in newspapers and so on".

4. The seminar recommended that "programmes should be designed to meet the learning needs of the community around the college, which are not met by other programmes, after considering the following items :

(a) Interest of groups, (b) composition of groups, (c) educational and social levels of the members of the group and (d) problems of the community. The seminar felt that this could be achieved by going to rural areas, working with them and inviting the rural groups to stay on the college campus".

5. Restructuring NSS activities to tie up with continuing education was another important aspect with regard to which the following recommendation was made.

"The seminar accepted that the role of NSS in continuing education though important, is indirect and community work should be infused in curricular as well as in co-curricular activities. However, the seminar recommended that in order to utilise this student power which is avai-

lable for community work, the following suggestions for restructuring NSS activities would be helpful :

(i) The person incharge of NSS should be a member of the Committee that may be set up at college level for continuing education programmes as and when required.

(ii) The NSS programme should be made multi-dimensional to cover programmes of continuing education and credit for this work be given.

(iii) NSS should be expanded to cover more students and teachers.

6. Establishing two way relation between educational institutions and the community.

Follow-up

1. As a follow-up measure the seminar recommended that a set of guidelines be prepared for colleges desiring to establish cells of continuing education.

2. The seminar also recommended that a follow-up workshop be organised for giving training in preparing courses of a non-formal nature and of different durations, keeping in view the needs of groups at various levels.

Profile of an Adult Educator

DR P. HOMAYOUNPOUR OF IRAN

(In the previous issue, an interview with Mr. Paul Mhaiki of Tanzania was published. This time we give an interview with a leading adult educator from another developing country,—Iran. Dr. P. Homayounpour is the Director of the National Centre for Adult Education and Training Project, Tehran. During his recent trip to India in order to attend the meeting of the Board of the International Council for Adult Education the Editor of this Journal was able to have an informal chat with him on his involvement in adult education, his experiences and problems. The interview, reproduced below, will be found of interest to our readers particularly because it brings out the progress of an academic person towards the field, a process that is almost the reverse of what was revealed during the interview with Mr. Paul Mhaiki.—**Editor).**

J C. Mathur: Dr. Homayounpour, for several years you have been responsible for designing the nation-wide implementation in Iran, of the dynamic policies and programmes of adult education and mass literacy in your country. Some of the programmes of your administration have aroused world-wide interest. Your commitment to adult education seems to be very deep. How did you get involved in adult education ?

Dr. Homayounpour : You see, it is not very easy to answer the question but I shall try to answer it. Since my English is not really that much proper English, I may not be able to express myself ; yet I shall try.

J.C.M. : That I appreciate. Please go ahead.

H P. : I am basically a political scientist. I spent also sometime in England. But as a matter of fact, very quickly after my return within perhaps three years of work in Iran I immediately switched over to educational planning. We had established the Institute of Planning for Science and Education. It is there that I immediately switched to educational planning. I went also to Paris International Institute of Educational Planning (IIEP). And when I came back to Iran at that time I was incharge of economics and manpower survey unit.

J.C.M. : That was before you went to Paris ?

H.P. : No, after. Before that I was incharge of educational planning unit, something like that also. I did not at all practice my political science. I went immediately to educational planning.

J.C.M. : Overall educational planning it was.

H.P. : No, no. I was for quite sometime interested in parents. I was examining how to project nonformal education among them. But I was engaged in future planning of educational system. And very quickly I lost my illusion. I saw how little these mothers received from our country. I saw how numerous variables there were in planning and how quickly they may change. And when you put some variables together, it yields a quite different logic. The rationale is quite different than if they are taken individually. When I lost my illusion with the kind of planning I was doing, I tried very quickly to change. I had the feeling that we had been planning in an ivory tower, not having any concrete, any meaningful contact with the field and what is happening there. At the same time I was feeling how much our educational system, formal educational system was rigid, how much it is alienated from what I was hoping to find with the educational system.

J.C.M. : This realization came to you in the course of your work in the field ?

H.P. : No, in the Institute. I tried to go out to the field. But I was involved in planning the formal educational system and whatever I tried to touch, to my mind seemed quite out-moded. The curriculum development, for example. It was quite, I would say, disastrous. When you consult the school books, when you look at the training and at the teachers who are mostly career-minded people ; and when you look at the structure it was so rigid, that it was impossible to do anything. The whole atmosphere was so alienated. It is so remote from reality, not at all reflecting recent educational thoughts. Looking at the formal educational system I felt how much it is remote from economic, cultural and social reality of the country. In the sixties we thought about the crisis in the educational system. Therefore I really lost my illusion on the possibility of doing something in the formal system, I tried to change my field. As a matter of fact I launched with the help of UNICEF organization, New York and to some extent, of UNESCO, the experimental project about the socio-economic promotion of rural women.

J,C.M. : That was before the International Project for Functional Literacy ?

H.P. : No, it was after.

J.C.M. : When the International Project was introduced, you were not involved in it ?

H.P. : I was not that much involved. At that time I was involved more in formal education, and I followed the UNESCO pro-

ject and found a lot of interesting elements in that. But you see I did not share totally Unesco's approach because it exaggerated the technical development of the basic literacy courses. What was later called functional literacy had a slightly different approach, because as you know now you have to take into account different aspects. It would be dangerous if you increase the technical elements of the basic literacy courses. That would not lead to really. "Conscientization", as they say, in modern educational circles.

J.C.M. : But did you have contacts with the technical disciplines in order to bring them into this broader outlook of education ? That is the technical people in agriculture, industries..

H.P. : Yes, certainly. When we started the functional literacy project before the social and economic promotion of rural women, we tried to implement what we conceived and finally synthesised as right approach. We tried to prepare curriculum development and mobilise the needed personnel from different Ministries and organisations. For example, as I was saying yesterday, we had carpet-weaving as a technical skill. We had a man from the National Carpet Organisation who trained our staff in order to prepare curriculum. He took part in training of our trainers. At the same time he mobilised those women in different villages who were themselves carpet weavers in order to help the instructors in that respect.

J.C.M. : And this man was involved in literacy also ?

H.P. : At the very beginning, he was not involved in literacy. But we briefed him very quickly by working in common with our staff. We had not more than 10 staff to prepare the curriculum and to distribute the material and to organise the training.

J.C.M. : But this technical person responded well to your idea.

H.P. : This person though he was not senior was quite efficient. The staff could involve him in the process of curriculum development and take out of him the technical skills needed for the design of the curriculum. As you know, the training system was different. The initial training could not be job-training. He took part in the initial training to train the trainers and afterwards when ever it was necessary, we have once in two weeks him on the job training and when we had the sequences on carpet weaving, he used to come and watch the trainers and those carpet weavers of the villages

J.C.M. : Who were these trainers ?

H.P. : These trainers were selected from among the local communities.

J.C.M. : They were sort of local leaders. Were they younger persons or older persons ? Was any criterion in selecting them employed ?

H.P. : Certainly we fixed a criterion but not formally. They were supposed to be good organisers, animators, and good instructors.

J.C.M. : You must have personally come into contact with some of these people. Were they really coming from the villages ? Did you have any experience of any particular characters among them, whom you found interesting ?

H.P. : No, I was keeping involved constantly. I was impressed by those who had not that much formal education and those who were enjoying prestige among the local population. They very quickly understood the rationale and the concept behind the programme and could rather efficiently mobilise local population.

J.C.M. : Were they able to mobilise the local population because of their influence or were the people mobilised convinced that it is giving them some advantages.

H.P. : All these factors contributed. The human approach is very important. When they are devoted and the people feel that these trainers are devoted, they are effective, because trainers were not much numerous. I would like to make it clear here. Each trainer had in his charge, for example ten or twelve groups. But the instructors were the basic elements at the bottom level.

J.C.M. : They received the training from these trainers ? Were trainers whole-time or part-time.

H.P. : The trainers are part-time.

J.C.M. : And instructors ?

H.P. : Also part-time.

J.C.M. : Instructors were also from local villages ?

H.P. : Yes, specially instructors. Some of the trainers, the majority of them, used to come from the region but not necessarily from the villages. But the instructors were from the villages. In each village when we organised a group, we have local instructors. The concept behind the instructional programmes is that instructor should not be a professional which means full-time man, or woman. They should come from the different economic and social horizons of life. They should have their own work. But they should be literate upto five

grades, able to read and write and do some mathematics. The other skills are more important.

J.C.M. : What was in this programme which immediately enthused you. You were not doing it only because you were holding an official position.

H.P. : You see, I wanted to go really to villages. I spent 10 years in European conutries, France, England, Switzerland. While staying in Tehran and engaged in planning, I really felt that I had not my feet on solid ground. I wanted to understand the country-side and I wanted to see the possibility of effectively translating the thoughtful principles into practice. I wanted to have a super-structure which would make it possible to have an adequate, appropriate link between educational programmes and development. We tried to identify the real needs of the population. At the same time we had identified the national priorities. We synthesized the two. That gave us a series of opportunities for the curriculum. On the basis of this we tried to have the curriculum. We tried to link this programme with the actual economic, infrastructural institutions which existed in the villages. For example the cooperatives. The people were badly exploited by the intermediate people. We created a cooperative run by the women, and for the women. They really welcomed it and contributed to it. We used to make regular payments to this cooperative. When a carpet was finished, we arranged for its sale and gave the sale proceeds to the cooperative. They got really involved in the economic operations.

J C.M. : Was not that the foundation for literacy and all that that followed ?

H.P. : Certainly. The relapse into illiteracy is because the need is not that much felt. The need is not actually implemented into the existing infrastructure. That is really the crucial point. You may start whatever projects you want, it is very easy. The basic difficulty of high drop-outs of other institutional programmes is because after a while the necessary link with the economic aspects, the developmental aspects do not occur.

J.C.M. : What is the continuing sort of link ? Do groups continue ? What is it that you have there ? After you initiated economic activities did the cooperative itself that you formed become a continuing institution at higher level ?

H.P. : Certainly.

J.C.M. : Then the individuals are linked with that or is there any kind of group below that ?

H.P. : Villagers are linked to the cooperative. I think that the local initiative should be generated. That would lead to a continuing processes. After this experimental project and after having in mind and really studying different projects of our country as well as others, we tried to implement the campaign of literacy programme. It was then that we tried to have the participational processes in every district. We based the campaign on decentralization and participation. I had different discussions with UNESCO experts. For example we were examining how we could evaluate on the decentralised basis. UNESCO experts were stating that it was not possible. They argued that in evaluation norms and standards have to be observed. But what are the standards if they do not serve the purpose of participation of the people? You see, we wanted the people to participate in planning, to participate in curriculum development, to participate in production of educational materials.

J.C.M. : I am greatly impressed by the fact that you wanted to involve the people themselves at the planning stage. When you say the 'people' do you mean the future learners or instructors and trainers ?

H.P. : I mean as many people as possible. We have got to involve not only the literacy workers but also neo-literates. Everybody, I mean, as far as possible we have to involve. We do try of course. Again let there be no illusion. These are the principles. But we are far from having a good and efficient mechanisms to decentralise and really to realize the participation of the people.

J.C.M. : Did you find in the matter of participation of the people in economic activities and the formation of cooperative societies that some of the influential leaders, may be some of the trainers themselves, felt that this new thing is not in their personal interest, because they themselves might have had much to gain from the older system of economic activities? Did you find any opposition from the local people in the area in which the educationists introduced this system of economic development, training and education ?

H.P. : Yes, you see what we define functional literacy and non-formal education or adult education, is specially for rural poor. It is basically for unprivileged, it is basically against status quo. Naturally and necessarily it will encounter opposition.

J.C.M. : Are you thinking of the local level and the village level.

H.P. : At the local level. But fortunately we are enjoying a very strong political support. This is very important, because when you have this political support at the regional and at the local level, it is possible really to overcome the opposition. As I was saying, for example, in one of our projects

we had the opposition of cotton merchants because their interests were endangered by cooperatives and even some other opposition. For example at the beginning sometimes we had some sort of reluctance even from some religious leaders. For example during Ramazan month we published some texts on the very possible aspects of religion, talks about the role and pictures of some Imams. This was so important in terms of winning the religious leaders to our side, because they felt this is not anti-religious. We have fortunately a religion that encourages literacy and the instinct to learn. It was helpful for us. But certainly it is quite likely to have to face local opposition. But if the need is felt and if really you offer them the possibilities. It is not enough to talk of education alone. If you promote at the same time the needed elements, objective elements, economic elements as a complement to education, they would take it. They understand. The peasants are very intelligent. They understand their interests. If they are really convinced of your sincerity, if they feel immediately that the economic and material life is also improved, they would come.

J.C.M. : Do you think that in the future you will continue in the adult education field if you are allowed officially, as you are engrossed enough now to sustain your interests for many years of active work for you ?

H.P. : I think that really it would be impossible for me now not to be involved in non-formal education. I have come to be so much involved in non-formal education and have acquired so much belief in non-formal education methodology. I have also come to know a section of people, a certain category of people wherever I go in different continents, in different countries that you feel a different atmosphere.

J.C.M. : There is a greater degree of practical idealism. Would you say that ?

H.P. : Yes. In fact I think that in a given country if you want to really abolish non-formal education, one of the ways of doing this is to create the 'Ministry of Non-formal Education.'

J.C.M. : You immediately formalise it.

H.P. : Yes, you immediately formalise it. The non-formal education should really encompass almost different aspects, different ministries. The function of non-formal education should be to mobilise all efforts. It is not one dimension ; it includes everything, theoretically speaking. I am very much interested in the conceptual side of it. I think it would be one of the most interesting challenges in coming times. This so called participational process is very challenging. We have not been that much successful yet. As I was saying this morning, even we have not appropriate terminology for that. We

continue to talk about target population. We continue to talk about research and researchers. We have got really to realize the principle that the people should not be the object but should be the subject of the processes. But we are not brought up in participatory environments.

J.C.M. : Because when you come to practically implementing it...

H.P. : It is impossible. We are not really the participatory people. We are not. It seems impossible.

J.C.M. : We seem to know what is good for the people rather than enable them to realize what is good for them.

H.P. : If one does not believe in the logic, the understanding and the immense potential of the common people, then one cannot go very far.

J.C.M. : I fully agree with you. Well, that seems to be a good note upon which to end our interesting discussion. I am grateful to you Dr. Homayounpour, for giving me this opportunity to have a glimpse of the way you have developed your ideas and the programmes of adult education.

ADULT EDUCATION AND SOCIETY— INTERACTIONS AND EXPECTATIONS

*V. Krishna Murthy and MEV Prasada Reddy**

Education is an instrument of social change and development. In a society based on technology and science, it is education that determines the means of prosperity and the level to which it can be achieved. In this context education should be re-evaluated and reoriented to that segment of the society which did not benefit from formal schooling. Hence the need for adult education.

Non-formal education is not just a reverse concept of formal education but it is a process in a new perspective with the fundamental aim of meeting the basic needs of every individual and providing him opportunities enabling him to learn. Thus it takes care of the bulk of the population which is cut off from the main streams of education and development.

It is essential to relate the educational content of the non-formal programmes to the interests, needs and environment of the persons for whom it is intended so that it becomes functional and accepted programme. This is essential in order to link such adult education programmes to the other social and economic inputs of the community i.e. there should be an educational component in schemes of social change and economic development like good production, water management, agrarian reforms, family welfare, small scale industry, sanitation and hygiene, health and child care.

Adult education becomes functional by training the adults and providing them with more and more opportunities for skilled and unskilled work in their own occupations and professions, so that efficiency and productivity gets a boost. Otherwise non-formal education becomes a wasteful repetition of formal education. The basic principle of non-formal education is to emphasise not the learning teaching process for accumulation of knowledge and skills but it is more of developing aptitudes and attitudes for problem solving by active participation. Hence non-formal education extends to the psycho-motor domain.

Thus the objectives and expectations of non-formal education are theoretically sound but the main problem seems to be how to achieve them i.e. the method of selecting the appropriate programmes and implementing them properly is not yet completely understood. That is why adult education programmes become extension programmes and not functional programmes consequently this has narrowed down the

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scope and we are not able to go beyond the literacy classes or agricultural extension programmes. Even agricultural extension programmes, became stereotyped and routine and vague—many of the programmes end with film shows and advertisement and propaganda type rather than with follow-up and evaluative measures. Besides we have not developed the methodology of adult education other than lecturing, discussion and narration. Hence adult education has also kept a gap with society as in the formal education as a result of which the society is slowly loosing faith in adult education programmes. The suspicion is reinforced by unwieldy programmes which are unplanned, like open university, private studies, etc. which became superfluous or supercilious.

The paradox is that adult education programmes describe themselves as social programmes without understanding the societal needs completely. There is significant discrepancy between the needs perceived by the theoretician and the needs felt by the society. The net result is easy to understand—it resulted in trial and error approach rather than insight-approach. In short it can be said that it generated insipid programmes which repelled the adults and mass programmes with limited objectives. Hence a lot of research has to be put into the field before trying to enjoy the fruits of adult education.

Research in adult education is thus the pre-requisite for any successful adult education programmes. Any research needs expertise, funds and social commitment. These three aspects should be coordinated in such a way that the responsibilities are shouldered in a collective way—expertise from the science and social science organisations, funds from government and other agencies, commitment from the experts, government officials and from the general public i.e. society should adopt a corrective and receptive attitude in its interactions. The society should act like a watch dog and check any programme that does not lead to productivity. This should be possible because productivity can be measured physically, quantified and the rate of efficiency can be evaluated. This is more justified when adult education is considered not as a preparation but as an action. Formal education is a preparation for life but adult education is life itself.

The assumptions of non-formal programmes are not completely specified with the result that reliable and valid programmes could not be undertaken. The assumptions of adult education are as vague as those of formal education. Hence the immediate necessity is to develop assumptions and test them because mere cajole without sound assumptions will result in hallow programmes. Infact the premise on which adult education programmes are to be built are not free from ambiguity. Besides these assumptions should be inter-related to the composition, needs and resources of the society. The society can play a vital role in achieving this by reinforcing the sound propositions and rejecting ambiguous and invalid propositions. The society is mature enough, but not interested enough to do so. The main question is whether the society is ignorant of the programmes or it has sufficiently understood the sterility of the stereotyped programmes. If the poor attendance to the adult education programmes is of any indication then what remedial steps should we take?

In short the participation of the society in the adult education programmes is neither complete nor whole hearted but it is too much to expect the involvement of the community as long as the adult education programmes are of no help to the society. Hence the adult educator is faced with the fundamental problem of converting a dead curriculum into a dynamic action so that the society is convinced of its utility. This is successfully achieved in mobile nations where as static nations remain stagnant. It is an act of treachery to lead the society with all and sundry in the name of adult education programmes because perhaps in such a situation such programmes become elite oriented than mass oriented. Hechinger F.M. mentions some of the courses which are vulnerable to hangers on and dilettantes but not for the general public.

The paradox in Indian education is that we have developed the level of tolerance to such an extent that acts without accurate knowledge no more disturb us. That is why adult education has taken a much room growth in the form of literary centers without much thinking into the objectives and operations, dynamics and destinies, targets and technology.

Another important reason which created indifference in the society towards the adult education programmes is the methodology applied by adult educators in teaching the out of school population. Lectures dominate activities and passive involvement is given the prime importance with sheer indifference to the aptitudes and needs of the target population. Though workshops, seminars, audio-visual aids are said to be used in teaching adults, unfortunately they are used indiscriminately. Thus adult education seems to lean more on trial and error approach of rather than insight approach. Hence adult educators should try to understand the mental mechanisms and social interactions that come into play and evolve a strategy of teaching which is psychologically sound and sociologically justified. The pre-requisite for this is a proper theory building based on a thorough understanding of the dynamics of adult education.

One more obvious defects of adult education is that there is no evaluation and followup work on the programmes undertaken by adult education centers. The only method of evaluation seems to be that of observing the reactions of the community to adult education programmes in terms of enrolment rate and the extent of interest or indifference indisplayed. But the limitation of such a superficial index is that factors other than desire for professional development contribute to the increase in enrolement or interest. So continuous and long range evaluative measures should be undertaken so that an objective assessment is possible.

The one major factor contributing to the indifference in the society is the fact that we do not have sufficient number of trained adult educators with social commitments and individual competence. Thus the training programmes have resulted in a kind of situation where proverbial blind leading the blind emerged, resulting in pesudo programmes and pastime type of activities. It is true that some of the national institutes of adult education offer training courses to train adult

educators, but such institutes are limited in number and hence there is need for establishing more centers to train and employ adult educators.

In short adult education as an agency of social development cannot afford to stay in isolation and away from the society which it is supposed to serve. Besides it cannot receive appreciation and apprehension from the society as long as it organises academic and routine courses without practical utility. But the aim of educating the large population of illiterates is an upheaval task which adult educators cannot achieve without the cooperation and coordination of other social agencies like voluntary organisations, social welfere departments, agricultural extension departments, mass media, network, etc.

It is dangerous to accept alleged knowledge without properly listing it and settle for adhoc conclusions or improvise something which works in a limited situation because such a planning results in undesirable consequences in the long run. It is true that experimentation in the field of adult education involves a risk but this does not mean we have to stick to the status quo. As the society is composed of man who is a purposeful, dynamic and value seeking creature it is essential that adult education programmes should be pragmatic, active and should have value content. Any adult education programmes which lacks social consciousness is just derogatory to national expectations and to the concept of social development and social equality.

UNIVERSITY COLLEGE OF BOTSWANA
DIVISION OF EXTRA MURAL SERVICES

Applications are invited for the post of LECTURER IN ADULT EDUCATION with special responsibility for developing experimental and training work in the use of Popular Theatre as a method of non formal education. Applications should have an appropriate academic qualification (preferably a Masters' degree); they should have a central interest in Adult Education; and they should have substantial experience in the use of popular theatre methods in non formal education (i.e. drama: puppetry; dance; music and song). The post is vacant now, and an appointment will be made as soon as possible after the closing date, which is 31st December 1977.

Further particulars about the post, including salary and conditions of service can be obtained from the Registrar, University College of Botswana, Private Bag 0022, Gaborone; or from the Inter-University Council 90-91 Tottenham Court Road, W1P 0DT.

WORKSHOP METHOD

K. R. Khamborkar

In modern pedagogy it is the learning which matters most. Active training methods take into account the basic principles of learning and functional needs of trainees. The workshop method is one of the active group methods where-in each participant has an opportunity to reveal his potentiality, meet his needs of action, seek the bounds of knowledge and contribute significantly to the group endeavour. One more advantage is that the gulf that separates the instructor and trainees does not exist in workshop.

Workshop method is one among many techniques available to Adult Educator. As the name itself implies, all members of the group are engaged in the process of creative learning in an informal atmosphere. Moreover the participants are treated at par and everybody has a significant contribution to make in bringing out final product which may be in the form of booklet, study material, pamphlets, visuals, syllabi, scheme on further course of action etc.

Objectives

The objectives of the workshop method can be enumerated as follows :

(i) to explore joint planning and pooling of resources;

(ii) to share experiences in preparing, producing and using teaching and reading material; and

(iii) to test the material with a view to find out its effectiveness.

The basic procedural elements of an effective workshop are :

(a) A clear definition of the purpose and objective;

(b) proper selection of participants and resource personnel;

(c) circulation of background material well in advance; and

(d) planning and evaluation.

The purpose and objective of the workshop have always to be specific. The issues and questions likely to come up for discussion are to be properly and sequentially listed. Sufficient background material and references need to be made available to the participants. The workshops are organised with numerous objectives in view viz., Production of literature, preparation of scripts for visual aids, testing of material, and drafting of projects, identifying educational needs of workers, revision of the manuscripts and illustrations, preparation of course contents etc.

Participants

There is no hard and fast rule regarding the number of participants but it should not be more than 40. The ideal number would be between

15 to 20, unless the group is sub-divided and assigned with specific task. One thing is important that the group has to be homogeneous. More so, workshop method is important not only for the value it holds for participants but also as a touch-stone for the development of necessary skills. This method makes greater use of experiences and background of both the organiser and the participants, than other training method.

Director and Resource Persons

The Director of the Workshop holds full responsibility of conducting the workshop. He sends well in advance the background material to the participants and instructs the documentation section to make the reference material available at short notice. He divides the work schedule into daily assignments and sees that the objective of the workshop is achieved. His task becomes more difficult if the group is very much heterogeneous. In many cases the Director is assisted by Co-Director, Group Leaders and Resource Persons. The Director, also collects information about participants background, interest, educational levels, and their expectations about the workshop. This information is collected by sending a questionnaire. Sometimes suggestions of the participants help to modify the programme contents.

Deliberations

Opening session is also known as general session in which the director of the workshop presents in details the objective of the workshop. In many cases, the workshop is inaugurated by a dignitary. The general session starts after the inaugural session is over. The workshop is divided into small groups with specific assignments. In order to consider the subject in greater depth, the Resource Persons are also attached to such groups. These small groups analyse the topics and prepare group reports which are subsequently placed before the general session. But there is no much scope for major modification in the group reports. There is also a practice to discuss the group work in a steering committee before they are presented to the general session.

Evaluation

Evaluation is a part of the workshop. It is a true measure of the success of workshop. Normally a questionnaire is issued and reactions are obtained in writing. More so, the evaluation and reactions help to obtain an overall appraisal of the workshop-deliberations.

Thus, the workshop method provides simultaneously the development of skills and abilities and better understanding of social and related problems by pooling of ideas and by working together. The workshop also motivates the participants for indepth study and for rational thinking and it encourages full participation where by the ideas, experience and knowledge of the participants are utilised for creative activity. In adult education, this method can be profitably used for preparation of literature, revision of existing publications, production of study material and visual aids.

WISDOM FROM THE "IDIOT BOX"

Review of the Radio and Television Programmes from the Educational Angle

"Violence cannot be rooted out from human life", so says Vijay Tendulkar, the distinguished Marathi playwright, "It is a part of the basic existence of man's life".

Being a creative artist and litterateur, Mr. Tendulkar operates at a higher and sophisticated level. He has been analysing the presence of violence among certain sections of Indian society, such as the notorious *thugs* of the early 19th century. The examination is from the psychological point of view. In some of his plays and in his new film there is a definite streak of violence of one kind or another. Such presentation of violence is leavened over with the aesthetics of a master craftsman and of a sensitive imagination.

But ordinary people,—parents and householders, women whose gold chains are snatched in the street, the poor Harijans whose houses are burnt and who are beaten for their refusal to work on small wages, the young woman student travelling in a scooter alone, attacked by sex-starved persons,—these and several others common victims of violence in day to day life, cannot with equanimity look upon the unrestricted and uninhibited display of violence on media that have a wide-spread influence on society. It should, therefore, be a matter of some concern to educationists that both children and young adults are being exposed to unrestricted display of violence in the name of higher art and psychological analysis. About a year ago the results of certain studies on Television violence were published in the United States and in the Federal Republic of Germany. In USA children spend, on an average, 15,000 hours watching their TV a in year as opposed to 11,000 hours spent in the classroom. M.B. Rothenberg's research has shown that during this time a child is confronted with a total of 18,000 murders and other acts of violence. From an analysis of 15 different series of experiments published in a medical journal, Rothenberg concludes that in sensivity and indifference to the suffering of others results from scenes of this type. Young people tend to imitate the aggressor's behaviour so common in the Television programmes of USA especially when they identify with situations portrayed on the screen and if this violence is effective and goes unpunished.

Fortunately Indian TV and Radio have hitherto been sparing their listeners and viewers the perverse entertainment of violent deeds. But a number of Bombay films shown on Doordarshan do contain fighting and violence which creates a thrill for its own sake. Why it creates a thrill can of course be explained by psychologists in various ways. But the point is that the experience of this thrill is not confined to the period of viewing. The reverberations dominate the day dreams of young people and also provide ingenious devices to confirmed criminals. It is

true that in Bombay films violence is often either punished or shown as having been exercised in a good cause. Robbers and criminals who commit violence are often shown as doing good to the poor people and therefore they acquire a heroic aspect. This in my opinion is no less injurious to society and to common people than the sheer criminality shown in the western films. Moreover it is only a matter of time wher Doordarshan will claim more autonomy not only from Government out from social conventions also and will seek the formulae for gaining quick popularity. Violent scenes are certainly one such formula. Therefore it is necessary for TV producers and policy makers to be clear in their minds as to how they would seek popularity. The Bombay film path is one. But it is not the only one. Folk plays (some of which have inspired the theatre lately) indicate another way to popularity. There is a lot of fighting in them but somehow it does not glorify violence. Doordarshan producers have also to consider if violence in the name of contemporary *avant garde* aestheticism is appropriate on a medium that is primarily for the common people. There are other forums more limited and select, where the new psychology and *avant garde* aestheticism can find full play.

I always watch and listen to radio and television programmes on festivals. Alas, there are very few programmes that care to give good information blended with entertainment. Generally they tend to be attractive entertainment but with casual and hearsay references to common beliefs. A modern audience in urban areas is often cut off from the roots of rituals and festivities. They are as much in need of information on the forms and history of festivals as foreigners would be. Authentic information on how certain festivals have grown and what manifestations there are of these festivals in different parts of India can be of interest not only to sociologists and anthropolgists but to average educated persons. Some informative articles are published in magazines. But on the ardio and television either there are dull talks in a moral tone or there are quick glimpses of the externals without sufficient explanation. They create impressions without making one wiser. No research is done before a programme is prepared. That is why I was rather disappointed in this year's Diwali programme on Delhi Doordarshan. It certainly gave us an idea of how the cottage industry of toy-making through plastics has increased of late and how a variety of toys are sold. Glimpses of shoppers, sweetmeat makers and of course of children's markets and games were charming. But nothing much about the why of Diwali festival; no glimpses of earthon lamps and light; nothing about the playing of *chaupar* nor about what happen inside homes where Lakshmi, the goddess of wealth, is worshipped, or the *chauk* and *alpana* that are done on the floors by women in their homes. No Idea was given of how this festival has grown and what references there are in the *Puranas* and how it is celebrated differently in different regions. I am not proposing learned discourses, but certainly some of the superficial and juvenile comments and repeated glimpses of shopping could be avoided and instead an imaginative presentation of the folk tale as well as the Puranic references could be introduced. This means of course that the preparations for the "software" should be as thorough as generally the technical side is able to manage for camera work and sounds.

Have radio and TV shown any awareness of the presence of corruption in government offices and also by common people and how

this evil has spread lately? Not much, judging from the programmes. For example Delhi Doordarshan's excellent programme "Zara sochiye" has not shown programmes on bribery and corruption. Obviously they cannot manage to take actual pictures of such transactions. Some programme-makers can go and collect material by quietly observing happening's in offices where public has to go for work. Starting from some of the letters to the editors and other such things and then interviewing people they could manage to re-enact the scenes without disclosing the identity of the persons. There is a pressing need for such programmes in a series and there should be no delay in introducing them. If the facts are presented unadorned, the material will make impressive drama. What is more, it will have a far greater effect than imaginary plays and situations.

It is equally important to expose corruption and malpractices by businessmen and non-governmental personnel. The other day one of the newspapers carried a letter to the editor according to which 40 persons in Delhi control the entire price mechanism of vegetables, fruits and meat. They have a system called *hawala* by means of which they have gained a stranglehold on the pricing system. These deserve to be exposed by a re-enactment of their transactions and manipulations after doing thorough but anonymous research on the spot. Some years ago in its early days TV had done some programmes on adulteration and a few programmes were also produced on the same subject afterwards. But the matter needs to be relentlessly pursued if it is intended to have an impact. In fact there should be a series of programmes in quick succesions. Each should be absolutely authentic without disclosing names. Every such programme should generate discussions among viewers.

Unfortunately this kind of post-viewing discussion has lost its importance since TV began to be owned by the better-off people. When originally the TV was started for social education, there were a number of Tele-Clubs towards whom the programmes were directed and from whom summaries of post-viewing discussions used to be received. Incidentally, the study of the effect of Television violence on young persons referred to above, has also shown that juveniles are able to cope with the brutality on the screen if this is followed by discussions which helps them to understand what they have just seen. This is no less true of adults.

Post-viewing and post-listening discussions by groups are a means of diluting and modifying the otherwise relentless and ruthless power of mass media (particularly television and radio) over the minds of people. On the question of the power of mass media there have been inumerable studies and pronouncements. Perhaps one of the most telling comments is the one made by the former president of USA, L.B. Johnson who was asked by a producer of CBS what changes in politics he had noticed since he entered the US Congress for the first time in 1937. His reply was "All you guys from the media; all of politics have changed because you have given us the new kind of people; no political machine could ever create politicians as you have done." Unfortunately this power has not been exercised for public good even by some of the best broadcasting organisations. A very comprehensive study of the power of

Television, and other media, has been made by an American scholar, David, R. Halberstam whose thesis is that television plus a handful newspapers and magazines have become powerful opinion-shapers in the past twenty years in the USA. After a careful study of the operation of CBS he concludes that "profits more than public interest govern programme decisions." Some months ago in the Atlantic magazine some excerpts of his forthcoming book were published. Halberstam gives some interesting examples. When CBS found in 1966 that the regular shows of the hearings on the Vietnam war were not bringing any profits and in fact there was a substantial loss of revenues, the CBS News Chief was told by a superior that house-wives had no interest in the hearings and therefore the coverage should be curtailed. Another example was the attempt to cancel a distinguished weekly documentary "See It Now" by Edward R. Murrow. In 1972 the Chairman of CBS, Paly, intervened in a newsroom decision so as to cancel the segment of the evening news report on Watergate as a result of White House pressure. Though he did not succeed, that only shows that even the best of broadcasting organisations have been not only under the pressure but have often been subservient to power politics.

There cannot be an ideal objectivity in mass medium presentation. It is hard to say under what influence the decision maker in the newsroom or the producer would be operating. The point is whether he is amenable to similar pressure from educationists. The tragedy in India is that programmes undertaken in response to educationists are seldom handled by the producers with subtlety, imagination and creativity. They are regarded as tasks and burden. Consequently they are not appealing enough. Newspapers, commentators and the elite in the cities criticize them as "boring". Well, they would in any case be boring for the elite whose tastes are jaded and who are overfed with entertainments and can afford any kind of entertainment as well as books which they wish to read. But what about the common people who do not have resources and for whom educational programmes can also be a good entertainment? They take such programmes more seriously than people with money and luxuries. Those who sa that the common man likes the cheap stunt cinema, forget that traditionally common people (particularly in vilages and slums) are used to a remarkable blend of education and morality with stunts, entertainments, sex, etc. Folk plays, provide this blend. Today, however, any attempt to introduce education and message is regarded 'boring'.

It is time that the undeniable powers of the new media, which are like the genie of Aladdin's lamp, are used for serving the fundamental good of society, the good of the common people rather than of the prosperous few.

—Lifelong Learner

ASSOCIATION NEWS

PROGRAMME FOR 1977-78 Preparing for Participation in National Adult Education Programme

I. Objectives

The Union Government with the help of State Governments and voluntary agencies has decided to run a 10 year programme from October 2, 1978 to make 10 crores adult illiterate in the age group 15-35 self reliant and literate. The Statement on the National Adult Education Programme adopted by the National Board of Adult Education and Union and State Governments with the advice of Indian Adult Education Association and other experts is attached for the guidance and information of the members of the Association (published in June issue of the Journal). Indian Adult Education Association and voluntary agencies are expected to make three lakhs adult literate self-reliant and literate during this preparatory year from Oct. 1977 to Oct. 1, 1978 (compared to one lakh per annum literates during the last three years).

II. Programmes of Member Associations.

During 1977-78 member associations of IAEA will be engaged in preparatory work using the skill, knowledge, learning materials and methods acquired by them in non-formal education during the last three years. The best form of preparation would be for each member Association to engage in an intensified programme of adult education and literacy as follows:—

(a) In the case of the Associations which are engaged in adult education/literacy programmes efforts might be concentrated on developing and employing learning methods and materials aimed at arousing in the individual and groups of learners the innate capacity for changing and reforming one's life and environment in the course of which literacy is acquired and ensuring that the full participation of people concerned is ensured at the planning stage as well as in doubling and trebling the number of those attending the adult education/literacy classes.

(b) For Associations which are starting such programmes this year a target group should be established and methods of functional literacy leading to education of the whole person should be experimented with and developed.

(c) The Council for Social Development will be working with 12 Adult Education Institutions in this country in executing the 12 plans which were established at Sept. Seminar and in the following weeks.

Members Association might get help on curriculum and learning material during this preparatory year from any of the following centres near which they are functioning.

1. Literacy House, Lucknow.
2. Bengal Social Service League. Calcutta.
3. Sreeniketan, Santiniketan.
4. Rajasthan Adult Education Association (Resource Centre) Jaipur.
5. Rajasthan Vidyapeeth, Udaipur.
6. Seva Mandir, Udaipur.
7. Gujarat State Social Education Committee, Surat.
8. Resource Centre, Gujarat Vidyapeeth, Ahmedabad.
9. Bombay City Social Education Committee, Bombay.
10. Literacy House, Hyderabad.
11. Adult Education Resource Centre, S.V. University, Tirupati.
12. Resource Centre, T.N. Board of Continuing Education, Madras.
13. Karnataka State Adult Education Council, Mysore.

14. M.P. Adult Education Association (Resource Centre), Bhopal.

15. Indian Institute of Education (Resource Centre), Poona.

16. Kishore Bharati, Hoshangabad.

17. Ramakrishna Vidyalaya, Coimbatore.

18. Gandhigram, Madurai.

Members Association are requested to report to the General Secretary on March 1, 1978 and on July 1, 1978 on the execution of the Preparatory Programme during the year 1977-78. These reports will be reviewed by the Executive Committee and at a national symposium.

III. National Programmes

The following programmes will be planned and executed during the year :—

1. Translating concepts into programmes and methods: January/February, 1978, Bengal Social Service League, Calcutta.

2. Msss Literacy Learning materials workshop-cum-training, Literacy House, Lucknow. March/April. 1978.

3 Stock Taking of Preparatory Work by Member Associations June/July, 1978, Jaipur.

4. Joint Indian Adult Education Association and Indian University Association for Continuing Education training programme for literacy instructors, August/Sept. 1978, Madras.

Each of the four Seminars/workshops will cost Rs. 15000/- for which the Union Ministry will be requested to contribute 75 per cent and the local agency the other 25 per cent.

Workers Education Courses

The Association with financial assistance of the Central Board of Workers Education organised five-one-day schools in Delhi Cloth Mills in November this year on the following aspects of workers education.

1. Trade Unions—Its objects and activities.

2. Population Problem and Trade Unions

3. National and Social Goals of Trade Unions

4. Productivity and Trade Unions

5. Grievance Procedures.

Over 200 workers participated in these courses.

R. S. Mathur

Shri R.S. Mathur, Assistant Director, Directorate of Non-formal (Adult) Education and a Life-member of the Association has been awarded a British Council Fellowship under the Colombo Plan to undergo training at the University of Manchester, (Department of Adult & Higher Education). The course which commenced on October 3, 1977 will conclude in March 1978.

UN ASIAN CENTRE FOR TRAINING AND RESEARCH IN SOCIAL WELFARE

The UN Asian Centre for Training and Research in Social Welfare and Development (ACTAR/SWD) which expects to adopt the name Social Welfare and Development Centre for Asia and the Pacific from July this year has strong interests and potential in the field of adult and non-formal education particularly through the experience of its Director Dr. Ahmad Fattahipour, previously at the International Institute for Adult Literacy Methods and the National Centre for Adult Education and Training Project in Tehran, and its Social Welfare Expert, Dr. Lyra Srinivasan, Author of *Perspectives on Non-formal Adult Learning* published this year by World Education.

ACTAR/SWD is housed in a headquarters building provided by the host Government of the Philippines. Its Director took office in June 1976. Its overall draft schedule of activities for 1977-79 anticipates country case studies, seminars and workshops, training courses, field operations and documentation services, in four major content areas :

(a) development orientation to social welfare policies within the overall framework of national development plans, with special reference to children, youth and women;

(b) identification of research prerequisites of social welfare planning and development, and of priorities within these;

(c) development of social welfare strategies directly related to combating poverty;

(d) the role of social welfare in major nation-building programmes, including the relationship of social welfare to non-formal education.

For further information about the objectives and plans of the Centre write to the Director, Social Welfare and Development Centre for Asia and the Pacific, P.O. Box 1864, Manila, Philippines.

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EDITORIAL LOUD THINKING

J. C. M.

NAEP at the Doorstep

All adult educators in the country need to be prepared to share with Government the challenge of the NAEP,—the National Adult Education Programme, as announced at the time that the new policy statement on adult education was issued. The NAEP will be inaugurated on 2nd October, 1978. The period till then is to be given to preparatory action. An outline of this preparatory action has been issued recently in a draft form by the Directorate of Adult Education on behalf of the Ministry of Education & Social Welfare.

For the first time, the Central Government is going to launch a programme after some definite advance preparation. It would, however, be incorrect to say that Government is going to launch the programme. In this particular programme, non-governmental organisations are to play an important role. Therefore the steps proposed in the outline document for preparatory action need to be taken note of by non-government institutions all over the country. The preparation is not only for the programme as a whole but even more specifically for the first year's target of 22·5 lakh learners in all the States and Union Territories. The target by the end of 1983-84 would be an annual total of 350 lakhs and cumulative total of 1000 lakhs. These are formidable figures. The document makes it clear that the fulfilment of the programme would be possible only through the operation of several types of the programme such as literacy with assured follow-up, conventional functional literacy, functional literacy supportive of a dominant development programme, literacy with learning-cum-action groups and literacy for conscientization and formation of organisations of the poor.

In the programme being undertaken during the preparatory phase, resource development is the most important item. It includes such things as surveys, testing and trying out of the material, holding of conferences and camps, identification of articulate village youth, and systematic involvement of persons living and working among the rural people. The preparation of teaching and learning material and training of personnel of different kinds is being organised as an urgent measure.

More details of the programme of the preparatory phase will be given in subsequent issues of the journal. It is obvious that all adult educators should watch for information and keep in touch with the authority closest to them regarding the details of the programme. The programme is not a narrow responsibility of Government; it is a national pledge to be fulfilled, by the intelligentsia.

Taking Science to the People

I was rather impressed by the newspaper report of a unique experiment conducted in Kerala for 37 days from October 2 to November 7.

Scientists, doctors, economists and teachers with a sprinkling of politicians and trade unionists, covered some 6,000 KM of rural area in Kerala in jeeps and talked to over 400,000 villagers on how to reorganise rural life on scientific lines. This Jeep jatha experiment was launched by the Shastra Sahitya Parishad (Scientific Literary Academy of Kerala). The objective was to attack the superstitions among villagers by emphasizing the need for social change through adopting practical aspects of science in the common man's day to day life. This team started from a village in the northern-most district of Kerala and ended in one of the southern-most villages in the State.

At all villages the welcome was spontaneous and enthusiastic. The people appreciated what the team had to say and the speakers in turn heard what the villagers wanted to tell them. In fact the Chief Minister and the Industries Minister of the State who attended the final function in the southern village of Provachal in Trivandrum district later observed that no political party has ever succeeded in collecting such a large group for meeting on such a subject. I am sure that the experience must have been of great benefit to the team of scientists, doctors, economists, etc., also.

I understand that the Parishad that was formed by a group of dedicated science writers about 15 years ago, has established a large number of science clubs in rural schools and is now in the process of establishing village-level units in all rural areas of the State. Artisans and technicians who have not received any formal education are now trained by a school for technicians and artisans organised by the Parishad. The inspiration behind the Parishad is intensely felt conviction that science is necessary for the social transformation of the people seeped in superstitions.

Though the success of this undertaking in Kerala may be partly due to the fact that the rural areas of Kerala have the highest percentage of literacy in the country, the importance of this enterprise primarily lies in the fact that scientists and highly educated persons have found an avenue for work in rural areas suited to their background. We look forward to the opportunity of publishing more details about this enterprise.

Learning to be Considerate

Some months ago in the course of an informal chat a foreigner friend of mine who is from an East European country told me that if asked to be candid, he would say that in Indian society, people seem to be somewhat indifferent towards the convenience of other people. This observation came while we were driving in a car and suddenly we found that a car came from the back, took the wrong side and whizzed passed our vehicle. There was not a word of apology, not a gesture. In most foreign countries in the west, if a car going ahead of you gives you a pass and enables you to overtake you and go ahead of you, the driver of that car would almost invariably wave his thanks to you. Expressions

of regret and expressions of thanks do not seem to be a common habit among Indians.

This observation set me thinking about the need of adult education for building up social habits. Even though social habits are formed during childhood and depend upon the atmosphere in the home, the neighbourhood and the school, the fact remains that the need for proper social habits is so pressing in a transitional society that it had better get into the warp and woof of adult education. It canot, however, be imparted to adults through repetition of axioms and maxims. Of course chastisement in the form of police action, fines etc. or a withering look in a gathering may have some effect but it seems more important to resort to reason and to discuss in specific cases why we do not think of others while attending to our own work. A common example of course is that a competent housewife of an average middle class or rural family would certainly keep her home very clean, but would, more often than not throw the garbage out in the street.

Was this habit formed among our people in ancient times when the removal of garbage was the responsibility of persons belonging to the caste now called Harijans ? The division of functions incorporated in the caste system had its value at one time. But when it got ossified and linked to birth, what had been a functional division became the justification for perpetuating a sense of irresponsibility on the part of the higher caste people, with regard to humble duties. Further it caused a greater damage to moral values, it made people some more and more self centred and unconcerned with what happens to others. It is same that the question of conveying thanks and expressing gratitude. There is no readily available expression in Indian languages which could be treated as an equivalent of 'thank you'. The philosophy behind this omission is that when a person does anything for you he is not really obliging you; you are obliging him by accepting the service because it is the duty of all social beings to be of service to others. This commendable philosophy led to some peculiar results. For instance a typical guest takes it for granted that he would be looked after by his host regardless of his convenience. Moreover it also made it unnecessary to express feelings of gratitude. In fact in old times, the guest who came without giving any previous notice was to be given the highest courtesy. The term for such a guest is *atithi* i.e., one who does not come by fixing a date in advance.

But this idea of service was clouded by the excessive emphasis given during the middle ages to the giving of respect and favours to the Brahmins. Eventually it meant that even the sufferings of the poor and those in want were not so important as looking after the Brahmins. Maybe in ancient times the Brahmins were the responsibility of society. i. e., householders, because they were expected to devote themselves to intellectual pursuits and therefore were not to be distracted by the anxiety of having to earn a living. But later this became a rigid obligation only towards them to the neglect of attention to the poor and wretched.

In the name of charity on certain days of the year and during visits to the temples, one is expected to give alms to beggars. But charity of this kind is not the same thing as the awareness of a social obligation.

It seems to me that if social behaviour is to be influenced by adult education, it is important for adult educators to go into the causes of certain gaps and distortions in our present day social behaviour. By arguing about them with adults, it may be possible to influence their attitudes. As I have often mentioned, one of the ways of doing so would be to encourage group discussions on this subject in rural areas as well as among the middle class people in towns. Such group discussions have of course to be initiated and launched by appropriate adult education institutions.

Literacy for Scientific Enquiry

Are agricultural scientists genuinely prepared to be convinced that literacy is essential for the progress of the agriculture ? Whatever may have been Government's instructions and policies, the fact remains that an average agricultural scientist thinks that he is able to persuade farmers to adopt practices only by means of demonstrations of the use of new techniques and of the consequential beneficial results. Reading material. seems to be little value. Agriculture being a practical profession and dependent upon manual skills, the scientist feels that the time to be given to literacy would be better utilised in proving the validity of techniques through demonstrations.

However as research scientists many of them seem to be curiously oblivious to the importance of arousing scientific curiousity for the adoption of new practices and ideas by farmers. This is strange because scientists themselves are stimulated to engage in research activities on account of the "bug", of curiosity; they are inspired not merely by the prospects of material benefits to themselves or to the society as a whole. There is a spirit of wonder that prevails in the scientific laboratory and dwells within the scientist's heart. Would he not like to share that spirit of wonder with farmers ?

The question is not easy to answer because it has not been put to them in that manner in the past. In a backward and illiterate rural society like ours scientists who have had the advantage of higher education and in many cases of widening their vision through trips abroad, find farmers and peasants in India to be not only backward but also incapable of sharing the scientific spirit and curiosity. With all the goodwill in their hearts, agricultural scientists find it hard to overlook the hiatus between themselves as members of the intelligentsia and the rural people. In this environment, therefore, they tend to regard the rural people as "objects" of their scientific extension rather than as partners. That being so, they do not feel that much useful purpose would be served by confiding to them the why and how of scientific processes. They should only become skilled users of techniques and need not probe into the mysteries of scientific phenomena.

But it is time that those members of the intelligentsia who have to come into contact with the rural people should think in terms of trying to develop the scientific society in rural areas. The hope is that decades later change in thought will come when the present generation passes and a large number of young people acquire modern scientific education. However the attitudes of the young people in the villages are not likely to blossom into scientific awareness until and unless the environment around them today which is in the hands of the old people is surcharged with the scientific spirit.

It should, therefore, be one of the functions of agricultural scientists who are directly or indirectly involved in agricultural extension work to share with adult farmers the spirit of scientific enquiry. For this purpoes it is unavoidable to accept literacy as an essential ingredient of agricultural extension. A scientist imparting literacy will not use a primer ·Why should not some agricultural scientists who are guiding farmers in new techniques, discover literacy as a tool for introducing farmers into the why and how of the new techniques ? Perhaps a new methodology for literacy teaching may emerge as a result of such experiments.

M.F.A.L.s RURAL ARTISAN EDUCATION SCHEME*

*Rakesh Hooja***

One of the theories of development envisages the placing of a major economic activity in the midst of a backward area in the hope that an infrastructure shall then develop in the proximity and skills, attitudes etc. shall percolate into the hinterland. It is assumed that jobs and money shall become available in the backward area to the rural poor as the large industrial firm, power project, etc., is built and operated, that a demand for farm products and for skilled and unskilled labourers, with a resulting flow of money to the villages, shall provide the local inhabitants with the will and the resources to develop ancillary activities as well as their agrarian and life-stock operations so that the entire area develops.

However history has often belied this hope. The setting up of a large capital intensive factory may mean that very few jobs become available and that that do are only fit for skilled urbanites from outside the area. Thus while that advantage is lost to the villages, their lands are liable to be acquired and it is possible for urban contractors to exploit the new demand for farm produce while making available a supply of liquor to the rural folk to mop up any rise in rural incomes. The village's own social system may break down due to a sort of demonstration process and the social system of the industrial unit town be one which they can only endeavour to adopt without being really able to accept. This sort of a culture shock and the opening up of the area to outsiders may only mean that the villagers exchange traditional forms of exploitation from say, the local money lenders which they can understand, bear up to, and thus perhaps even avoid at times, for newer types of exploitation, which are less comprehensible to them, at the hands of urbanite contractors and others. Thus the setting up of a large capital intensive industrial unit in a backward area may require the simultaneous setting up of a government agency for the protection of the rural inhabitants.

Another approach to development may be one of encouraging cottage and village industry so that additional incomes from these activities helps the small farmers and petty artisans and traders to invest in agriculture or animal husbandry as well as to buy their basic needs from nearby cities. Also the more the availability of the products of such cottage and village industries, the less is the village going to be dependent on city products.

It is the second approach that various Small Farmers Development Agencies (SFDAs) and Marginal Farmers and Agricultural Labourers

*An earlier version of this paper at a Seminar on "Development Through Labour Intensive Schemes" held at HCM State Institute of Public Administration, Jaipur on 19-20 August, 1977.

**Project Officer, MFAL Development Agency, Ajmer (Raj).

Development Agencies (MFALs) are concerning themselves with in their attempts to assist small and marginal cultivators and agricultural labourers to make the maximum use of their holdings and other meagre resources. Of course for SFDA/MFAL labour intensive cottage and village industry is just one of the sectors through which an effort is directed towards generating larger incomes by channelizing credit, improved inputs and improved techniques into the area. The overall MFAL attempt is to foster horticulture, animal and poultry keeping and dairying and farming in addition to cottage industries among the poorer sections of the villagers.

Thus the rural artisans schemes undertaken by MFAL, Ajmer involved the training in traditional fields (where raw material was easily available and a likely market is thought to exist) of family units in villages having some background of cottage and village industries. Attempts were also made to link traditional skills with some modern techniques so that modern urban markets can be exploited by traditional handicrafts with modernized designs. For this a few experts from outside have also been called in from time to time to develop and impart an intermediate technology (intermediate between rural and urban, between traditional and modern).

While training of village artisans was one side of the coin, the other was the identification of rural artisans for whom loans could be arranged through the commercial banks and subsidies provided by the MFAL so as to help in the restitution of vanishing cottage industries or in the setting up of new family or cooperative rural artisan ventures.

Thus MFAL Ajmer has tried to find agencies which could, at MFAL cost, impart training to selected rural artisans in trades like wooden comb making, tanning, weaving, spinning, tailoring, toy-making and the like. Such artisans are provided with a stipend by the agency so that they are able to undergo the training without having to worry about working for their daily needs or to support their dependents. A small portion of the stipend is deducted each month by the Agency and kept in a bank account in the trainee's name. This money can, at the end of the training, be used by the trainee to buy some tools. Also on the basis of the trainee's bank account the MFAL Agency helps the trainee to secure a loan from the commercial banks at favourable rates of interest for the setting up of his own cottage industry unit, such facilities are made available throughout the district.

However what has happened is that most of the training is only in the actual process of making the particular product perhaps in the traditional manner ; perhaps with some slight modifications as suggested by some expert or research institute. However the process of making the product is not all that is needed for successful running a rural artisan unit.[1] Purchase of raw materials, sale of finished produce,

1. For details about problems faced by village and cottage industries see Rakesh Hooja, Som Shankar Das and G. Balagopal "Poverty and the Need for Industrial Reorganization" *"Development Policy and Administration Review,* Volume 1, Number 1 January-June 1975, PP, 57-59 and 62-64.

some rudimentary market research, some sort of quality control, some sort of planning for seasons of slack in demand or for periodic lack of raw materials, some simplistic ability to project sales, some sort of accounts keeping knowledge, some knowledge of how modern credit institutions functions; some knowledge of all these processes is essential for a person if he is to be successful as a rural artisan.

Keeping this in mind MFAL Ajmer has endeavoured that along with actual production techniques at least some rudiments of literacy also to be taught to the trainees.

However MFAL is not always able to do so. This is because even though MFAL pays some instructors fees in addition to paying the stipends and tools for training purposes, it can only provide training through some existing agency. Thus, initially, training was imparted through the State Government run Industrial Training Institute (I.T.I.) at Ajmer. However it was found that such trainees after being brought to the city and trained at the I.T.I. tended to find city jobs as skilled workers and refuse to return to the villages. Thus at present the MFAL Agency is collaborating with the Indian Institute of Management sponsored Rural University Programme at Jawaja and with the Bishambarnath Indo-Japanese Cultural and Social Service Organisation at Foysagar. In the former, traditional artisans in villages around Jawaja are taught by outside experts and then these artisans in turn are used to train more artisans in the techniques of the particular craft. All training is thus provided in the villages while undertaking actual production so that the trainee is not cut off from his rural roots and he also learns about the actual production problems of a rural artisan. In the latter (Foysagar) training is imparted by hired instructors at a centre just outside Ajmer city for people from nearby villages. Thus it is not possible for all the various aspects of training necessary for such artisans to be imparted. However some basic literacy classes are being conducted unofficially to make the training more meaningful.

It is also proposed to set up some more training centres in collaboration with the Ajmer Adult Education Association who already possess an infra-structure of Adult Education Centres in the villages. Thus MFAL is bound to take up such schemes only where it can find an agency to implement them instead of first conducting "Quick Surveys" as prescribed in the Rural Artisan Programme of the Government of India and then deciding the locations for training centres in a rational manner depending upon the raw material and market position. However MFAL Ajmer has got some "Quick Surveys" of Rural Artisans conducted in the hope that eventually this information may prove useful in setting up training centre. These surveys can also prove useful in selecting areas for providing concentrated credit facilities and for drawing up a credit plan for Rural Artisans Schemes instead of subsidizing a Rural Artisans wherever an application is received in an almost haphazard manner.

However MFAL suffers from the handicap that it has no field

staff to conduct these Quick Surveys of villages or to get the loan applications of Rural Artisans prepared for submitting to commercial banks, and the additional staff sanctioned for any Rural Artisan Project consists only of instructors. As a result either the Indian Administrative Service/Rajasthan Administrative Service Project Officer of MFAL or one of the three Assistant Project Officers of MFAL (for Cooperatives, Animal Husbandry and Agriculture, respectively) has to tax his ingenuity trying to get some voluntary agency or government department field staff to help him out in this regard. In this context it may prove fruitful to post an Assistant Project Officer for Rural Industries at those MFALs/SFDAs which are conducting active Rural Artisans Programmes.

Another problem that often crops up is one of persuading rural artisans to risk experimenting with new techniques or new products based on existing traditional techniques. What should be available is an MFAL subsidy for some losses due to experimenting. A ceiling could be set for such a subsidy. However at present MFAL only pays either a subsidy for initial capital investment or for part of the raw material used during training period in any MFAL run training scheme. This raw material may or may not be used for experimental purposes.

What MFALs should now do is try and evolve non formal adult education techniques using the language and medium familiar to rural folks to explain not only production techniques, but also other problems in the running of cottage and village industries in a manner that is both meaningful and interesting for the villager. This task may prove difficult because such cottage industries have to deal with the traditional village economic system as regards the acquiring of raw material and the times of seasonal slack in agriculture operations when more villagers can turn to rural crafts for a livelihood. In addition the villagers also are now forced to deal with the modern urban market economy to sell their merchandize which may even have to be exported. Perhaps the Indian Adult Education Association or the Rajasthan Adult Education Association could get the problems of rural artisans studied through either MFALs/SFDAs, or district level Adult Education Associations, or district level industries department staff, and prepare model lessons suited for non formal instructions in the villages. These model non-formal lessons could then be added to the technical production process training in handicrafts being imparted presently by MFALs.

Only then will it be possible for a villager who may even be a master craftsman at his cottage or village industry to avoid being exploited by middle men. Only then will MFAL be fulfilling its task in its entirity.

EFFECTIVITY OF FOLLOW-UP MATERIAL FOR GIRL DROPOUTS IN A SLUM OF DELHI*

*Smt. Kailash Khanna***

Education is the basic requirement of every individual because it leads to a balanced and all round development. It not only equips the individuals with skills of reading and writing but also inculcates in him the values of humanism, democracy, socialism and national integration. These values, needless to say, are essential for the realisation of our national objectives of building a democratic and social order based on equality, social justice, fraternity and freedom. To achieve this end our constitution requires the state to provide free education to all children up to the age of 14 years. It also ensures equality of status and opportunity to all citizens irrespective of race, caste, sex, descent, place of work or residence.

Inspite of the constitutional directives of equal opportunity for education to all, in a developing country like ours, education of women occupies a special position. This is not to create discrimination but to overcome discrimination that already exists. 86% of the women of this country are illiterate. A women who mothers a child, plays a significant role in making him a useful citizen of the country. Child's values and goals eminate from her examples and teaching. Education better equips her to provide intellectual, social and spiritual stimulation to her children. Yet it is tragic to note that the person on whom the country is so dependent is illiterate. It is in fact woman who needs to be helped to understand her role in the family and also in the national development. Education alone can prepare her to be a good wife and a good mother and to be of service to humanity.

Though efforts in bringing the girls to school are yielding results and enrolment figures from various educational institutions are showing a marked upward trend at all levels of education, yet it is unfortunate to note that the bulk of these girls come from the affluent section of society living in big cities and towns. Number of girls enrolled from the underprivileged section of society is very low. Moreover most of these girls who enter into a formal system of education soon dropout of it for one reason or the other thus causing a wastage to our national resources. Educational planners in our country, therefore, are constantly faced with the problem of knowing the reasons and finding an acceptable solution for tackling the problem of dropouts.

A study of the 'effectiveness of the followup (reading) material for girl-dropouts in a slum of Delhi' was planned with the following objectives.

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*Research Report based on the dissertation submitted to the University of Delhi in partial fulfilment for the Degree of M.Ed.

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1. To know the causes related to the phenomenon of dropouts among girls in a selected slum of Delhi.

2. To study the effectiveness of some of the available followup materials.

3. To make suggestions for the preparation of new followup material suitable for girl-dropouts.

4. To make suggestions for the distribution of the followup materials among the girl-dropouts.

It was assumed that the girl dropouts who have acquired the basic skill in reading during their stay in school, would be interested in reading followup materials in their leisure hours, provided it is stimulating enough. The finding of the study would help the educational planner in not only planning of future programmes but also in developing right kind of followup literature for these dropouts.

The study was conducted in Ratannagar, a slum situated on the outskirts of New Rajinder Nagar, New Delhi. The sample comprised of 25 randomly selected girls dropouts in the age range of 11-15 years, possessing the skill in reading. Their educational status varied from Class III to Class VI while the reading ability, from average to excellent. The results of intelligence test classified them into the category of below average to average intellect. Both the parents of all the respondents except three, where illiterate. The three parents (2 male and 1 female) had the benefit of formal education upto class III only.

Nine male parents out of 25 were in government service, four were dead and the others all engaged in self employment. All the female parents except three were housewives. One of the three female parents worked in Delhi Municipal Committee office while the other two were selling vegetables on the pavement near their houses.

Parents who worked in government offices, often brought home some magazines—Dharamyug, Hindustan, Sarita etc, but the respondents never read them because they found the language too difficult, and print too small. Some other respondents has access to Hindi fiction through their older brothers. These books were always borrowed and were to be returned after a short duration. Respondents usually avoided reading them because of their slow speed in reading. Some times the respondents received an issue of 'Champak', a children's magazine which they said they liked reading very much. Books belonging to younger siblings, who were attending school were also available to the respondents, but these were also not read probably because these were school books.

A community centre run by the Directorate of Social Welfare was situated at a 5-10 minutes walking distance from the slum. It had facilities for teaching cutting, tailoring and reading-writing to the girls from the slum. It also housed a small library and the girls could sit and read magazines. The investigator visited the Centre twice and each

times found just one girl sitting and stiching a garment. She refused to do anything else in the Centre. Further enquiries about Ratannagar dwellers not utilising the facilities of the centre revealed that the parents did not trust their daughters in the company of workers at the centre. A younger girl while on her way to the centre eloped with a boy and the parents blamed the workers for this mis-happening.

Analysis of the information regarding reasons for dropping out of school revealed the following:

1. Girls dropped out of school because their parents thought that education was unnecessary for girls. According to them girls were to get married and move on to another house where they were to look after their husbands, children and homes. For all this education served no specific purpose. Moreover if the girl was educated it was difficult to find a suitable match for her. Brought up in an atmosphere charged with this negative belief about education of girls, respondents also developed a negative attitude towards education. However it was also interesting to note that all the daughters in the family were not treated alike. Dropping out of school was generally restricted to the eldest daughter in the family. The younger daughters were all attending the school regularly.

2. Girls also dropped out of the school because an extra hand was needed at home. Grown up daughters were made to cook meals, look after the younger siblings and other household chores while mothers enjoyed some leisure. The mothers spent this time by visiting nearby markets with no specific purpose, or gossiping with other women of the locality. Having someone to work for them in the house was a prestigious privilege which everyone did not have. The lady of the house, then could boss around the house boast among her friends. The daughter of the house thus worked in her own home like a servant did in an elite's home. One really wonders whether it is the economic reason to withdraw the daughter from school as often believed or a social one?

3. Still other reasons for withdrawing the daughter from school were related to school itself. Respondents found the environments in school dull and curriculum uninteresting and unrealistic. Parents complained that their daughters gained nothing by attending the school. On the contrary they pestered the parents in tackling with their homework. Girls also disliked going to school because they had to suffer physical punishment when unable to cope-up with their studies. Belonging to the category of below average intellect and unstimulating homes they were faced with this difficulty often. They therefore preferred to stay at home

Casual interview with respondents revealed that none of them held any aspirations regarding education/higher education or a career. They were all in perfect agreement with their parents regarding worthlessness

of education for themselves. It was rather strange to see such an attitude in our so-called younger generation of today specially while living so close to people of New Rajinder Nagar, who enjoyed better living and held high aspirations about their children's education and future occupations. The impact of this privileged class living next door was limited only to copying the designs in dresses, use of cosmetics, making hair dos and attaching falls to the sarees. Education perhaps is a process with far reaching implications. There is no immediate gain shown by it and they have perhaps no patience to wait for a better tomorrow that it promises.

It was thus quite abvious that these young girls who had dropped out of school would not go back unless a transformation took place both at home at school. Unless we changed the beliefs held by parents about girls education and brought about the required social change and unless we made school a more attractive and interesting place to come to, we perhaps will never be able to bring back and hold the girls from slums in formal system of education. Under pressure they might come and enroll themselves but would dropout at the slightest opportunity. What shall we do then? Since we cannot bring about the required social change or improve the conditions in school overnight shall we allow these neoliterates to regress in to illiteracy? Or shall we somewho exploit their reading ability to communicate to them some useful information which might help in improving their social efficiency. Would they like to read on their own during their leisure hours? Would they understand what they are reading on their own? What kind of followup material would interest them and stimulate them to read more? How should we distribute this literature? These were some of the pertinent questions that the investigator was interested in answering. It was therefore decided to pickup some available followup material and tryout it's effectivity on girl dropouts living in a slum.

Three booklets presenting similar information in three different ways were selected. The three treatments of presenting information were :

1. Picture story approach ("Andhere se ujala")
2. Conversational approach ("Kan Ki Dekhbhal")
3. Essay approach ("Malaria Se Bacho").

All the three booklets contained pictorial illustration. These were published by Emmanual Hospital Association, C-9, Safdarjung Development Area, New Delhi, Central Bureau of Health Education, Kotla Road, Tample Lane, New Delhi, and Literacy House, Lucknow respectively.

The design of the experiment was 'Before and After' type. The effectivity of the followup material was tested in terms of immediate learning (gain in knowledge) and retention after 15 days. Reader's reactions to this literature were also observed. A content analysis of the gain and retention of knowledge was done to study the type of knowledge learnt and retained.

Respondents initial knowledge on the topic of the booklet was tested then each one of them was given one booklet at a time, to read on her own. She was asked to report back to the investigator after she finished reading it. Her knowledge gained was them tested, and retention was tested after a gap of 15 days. Some tool was used to test the knowledge at all the three stages. The mean scores and mean percentages of initial knowledge possessed by the respondents, knowledge gained and retained in case of each booklet, are presented in the following table.

Table

Booklet I	Initial knowledge		Knowledge gained		Knowledge retained	
	Mean scores	%	Mean scores	%	Mean scores	%
I.	3.32	14.00	21.81	76.66	19.08	69.12
II.	3.48	17.40	15.68	59.68	9.96	50.00
III·	2·64	15.50	10.12	43.99	4.80	29.99

A study of the above table reveals that both learning and retention are comparatively better in the case of booklet I (Andhere Se Ujala). Booklet II (Kan Ki Dekhbhal) ranks next in line followed by the booklet III (Malaria Se Bacho). Besides, the method of out to reading is also effective i.e., the reader can be stimulated to read on his own and can understand the information thus communicated. The learning and retention can be as high as 77% and 69% respectively after one reading. Repeated exposures to the same or similar followup literature may lead to still higher gain and retention. Thus the assumption made in the beginning of the study i.e., the girl dropouts would be interested in reading followup material provided it is interesting enough, stands correct.

Observation about the reactions of respondents towards the followup literature given also reveal that Booklet I (Andhere Se Ujala) was accepted most easily and was read with great interest. Everytime the respondents were given any followup literature they asked for the booklet I and booklet I type literature. They all linked the picture story treatment. They seemed to be identifying themselves with the characters and situation of the stories in Booklet I. They also found the colours used in it pleasing and print comfortable to read.

Booklet II when presented in original from was refused by a majority of the respondents because of its dull colours and small print. Information presented in it was then rewritten in bold print. Same visuals were used to illustrate certain points. The conversational approach was found to be interesting but was comparatively less effective. Both learning and retention were comparatively lower to that achieved by booklet I (refer Table).

Booklet III was accepted initially but the readers soon showed symptoms of boredom. Although the language of the booklet was

simple, print bold and illustrations supported the concepts, respondents found essay approach comparatively uninteresting. Both learning and retention were least in the case of this booklet (Refer Table).

The content analysis of the knowledge gained and retained revealed that the facts about food were learnt easily and without any distortion. This perhaps was due to the fact that knowledge given about food for healthy eyes, was an extension of what they had learnt at school. Moreover, food is eaten and eating bring material satisfaction. Learning about food therefore is more satisfying than learning about cleanliness.

Knowledge given about cleanliness was learnt less efficiently and often distorted. Using clean water and clean cloth for washing and drying the eyes is not the usual practice among slum dwellers. They also like to decorate the eyes with 'Kajal' and 'Surma' which is medically forbidden. Knowledge relating to these aspects was either totally forgotten or distorated. Information given about blindness caused by dirty habits or deficiency of necessary nutrients in food was also distorted. Respondents held a strong superstition that night blindness is caused by bad omen or bad deeds and can be corrected by eating food begged from seven houses. To conclude if we want our readers to internalise correct information undistorted by the beliefs and habits they hold, not only we must provide for repeated reinforcements of the message using same or similar followup literature but should also have programmes to bring about change in the wrong habits and beliefs held by them. Reading followup material may not be the only medium of non-formal education. It can be synchronised with other programmes of non-formal education organised by the agencies concerned.

Suggestions for the preparation and use of followup materials:

(A) Preparation

Followup materials may be developed using pictorial or conversational treatment for girl dropouts. The print should be bold enough to be read comfortably without straining the eyes. It should be brightly coloured in order to attract and hold attention and should be simple in language. Technical information or the information that requires unlearning of earlier information could be reinforced in the followup material. Different stories arriving at the same conclusion/moral may serve the purpose of built in reinforcement. College students may be involved in developing such literature as they are more creative and imaginative. Collaboration of the Department of Teaching Aids, NCERT, and Institute of Mass Communication may also be sought. All these people may first be oriented to the needs of the slum dwellers and conditions prevailing there.

(B) Use and distribution of followup materials

The followup material thus devised must reach its potential reader. It cannot be distributed freely for then it will loose its value. College students can be of help. They are creative, young and

full of vigour. Those involved in National Service Scheme or undergoing teacher's training or enrolled for master's courses can take it up as a term project. Few students together can adopt a slum. They can visit it once a week, establish rapport with the dwellers, spot out girl dropouts and loan the material. While the girls are reading the literature they can talk to the parents and other young people living in the slum regarding education and its advantages and on other similar topic. Occasional demonstrations relating to topics covered in followup materials or any other topic of their interest of the slums females, could be organised by the students. This would help in creating interest and motivation towards reading.

The main purpose of lending followup material to girl dropouts is firstly to provide functional information about some important topics related to healthy family living, through reading and secondly, to keep the readers in touch with the reading skill. Simple reading material may not provide all the information one needs. But if it is able to motivate the reader to ask for more or if it is able to motivate her interest in reading it serves its purpose. The rest of the information can always be made available through other means of communication and agencies responsible for such programmes.

NEED FOR INDEPENDENT-PSYCHOSOCIO RESEARCH CENTRE FOR EVALUATION OF ADULT EDUCATION MOVEMENT

*Anil Kumar Mathur**

Till now, Indian adult education movement and its execution programmes are being operated mainly through the enthusiastic social workers and the theories of sociology. To achieve the goal of eradication of illiteracy in the shortest possible span of time the programmes were so designed as to tackle the problem of millions of illiterates and the emphasis was given on group formation and group teaching. The problem was viewed from the sociological point of action. Other feature of Indian scene has been a lack of properly trained personnel and lack of assimilation of the technically trained professional staff. Dealing with adults is a problem that needs a coordinated efforts of the know-hows of human behaviour modification, of multiple diciplines of social behavioural sciences. Recently however there are indications that the trained staff is being prepared with an orientation in multiple social Behavioural Sciences. But till to-day there is not even a trace of the recognition of the 'Psychological Factors' that work in this process.

To solve the problem of lack of motivation, to increase the participation of the learner, to check the high rate of absenteeism and that of drop out, only superficial and visible incentives have been discussed, worked out and incorporated in the project—as to what should be done, still is guided by the inferences drawn from the 'personal' experience of few elites, dedicately involved laymen. There is a dangerous dearth of the 'Facts' based on the findings of the scientifically conducted research studies which particularly focuses on the area of operation.

No doubt a preliminary survey is being done, but that remains partial. It at the best provide demographic data and an assesment of the environmental factors, as are open to all and observed by the data-collector. At times the data so gathered gives altogether a different picture than the reality itself. It lacks the true representativeness, because the problems of adequate sampling and intricacies of data collecting method that of observation & of interview that are predominently used—problems of proper data analysis and then the proper interpretation of finding are not reliably and adequately dealt with. This, in place of helping, often misguides the objective assessment and consideration of factors to provide a geniune base for plan of action and in evaluation of the problem and its various aspects and components and in setting of ultimate and intermediate goals.

Moreover there is a complete dearth of the factual understanding of the man of our attention—the illiterate adult person of a

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particular place, at the particular time, when a programme is launched. There is a complete denial of the facts about 'Individual differences' and that these differences grow more and more wider as men go older and older. Children, though having inner, constitutional individual differences, may be taken as similar in many ways and can be thus grouped wisily; but the grouping and categorization of adults require utmost care. At present in our country, the 'personality and the psychological, composition of the client' to whom we want to influence for a positive change, are totally neglected. It has been taken as a priory, basic and a categorical postulate that all adults of a particular age group are more or less similarly composed, have similar abilities and disabilities, similar potentialities, similar concern with their own economic welfare. That subtleness of the personalities of the interpersonal behaviour, of the personal nuances of the motivations, drives, perceptions, aims and goals response patterns, life style, conscious and unconscious experiences are being just overlooked at the cost of most suitable need of the proper approach for maximum attainment of the goal of the Adult Education Movement. No survey even tried to collect data over these information till to-day in India. Whatsoever we know about the Adult Illiterate's psychology in general, is based on the informations from other places plus our attempts at pure mental exercise of inferring something from our own personal experiences.

It is not that our leaders and pioneers are not conscious of the need of planning the programme that would fit to the client community-and its 'needs'. But still the problem remains that this 'manifest fitting' does not cater for the covert psychological problem of clients.

The most important drawback of what is done today to find out guidelines for future, is that it is done in form of 'Evaluation Studies'. These studies are conducted by the agencies themselves, who executes the programmes. Now this self evaluation is somewhat dangerous at the cost of unbiasedness and reality. The evaluation officials are part of the total agency depend upon the mercy of these agencies and are required to identify more with the 'interests of the parent agency' than to the 'interest of Adult Education Movement'. Moreover the evaluation officials in many cases are persons with no knowledge and experience but are biased to such a great extent that aim to 'project the maximum gain of objectives for the funds they recieved' become obvious to a keen observer.

What I have narrated above not only defends the workers for their mistakes and lacunas and prevent others to rightly judge and assess the 'Conditions' but also dangerously deludes the planners, financers and thus, effects the total movement against literacy. These give rise to immature concepts, impractical executive step for next phase of progress.

I feel it as a matter of urgency to think about for setting up Independent-Psychosocio Research Centre that would be capable enough to meet such challenges. Being independent of the obligations of any agency these centres can be relied upon for more scientificness and neutral attitudes about the 'facts'. Staffed by (1) Psychologists,

preferably Clinical Psychologist, (2) Sociologist, (3) Statistician (4) Stenographers (5) and Trained Research Workers (data collector), with independent funds at their disposal to conduct 'Research' in various areas of operation. These centres can report real (1) Evaluation of any program (2) Comparative evaluation of two or more programmes (3) assessment for future potentialities (4) Assessment of practices and instruments to be given up or to be added (5) and active concern time to time (6) Cumulatively the centres would provide fruitful guidelines.

There might be certain questions about this planning e.g. (1) Why I choose the term 'Research' than Evaluation? (2) Why I have not incorporated other professional viz. Agronoment medical man, economist or a political scientist (3) Why it should be independent and not within the format of an Adult Education Agency or it be a body under Government? (4) Will it have financial gains to be self-sufficient in future (5) if not why one should finance it?

These are significant and crucial questions and need more elaborate explanations than I can give in brief here as below :

Firstly, in place of the commonly linked term 'Evaluation Centre' the term 'Research Centre' is choosen for its following advantages (1) It allows for expansion of scope of investigation in area of human activity (no doubt related to Adult Education Movement) other than those not directly related to the project in operation at land. (2) It helps to alleviate the fear of inspection, which is found to be attached with the term of evaluation. (3) The 'Research Worker' is free from the feeling of attachment with the process or thing upon which he collects factual data whereas an Evaluator is supposed to judge about some process or thing in positive or negative terms and while doing this in at most of the times comes in grips of the feeling of attachment or otherwise.

Secondly, the decision taken is based on the scientific logic that other social behavioural sciences and special mode of activities e.g. economic, political and agricultural or industrial etc. can be reduced to the basic sciences of behaviour-psychology and sociology. The two sciences can serve to provide the most practical, easily handlable, units for measurement and manipulation at individual level and mass level. The process of human development in any sphere of varieties of 'Content Forms' of activities, can in no way be abstained from refleting in the terms of psychology and sociology. I would like to add an important qualification here that not providing seats in staff do not mean that the consultance, help and cooperation would not be received from other experts.

Thirdly, the independency' is the most essential characteristic of these centres. (1) It facilitates objective, real, unbiased data collection, data analysis and reporting of such (2) Because no other motive but the' pure research' is the goal, there are less chances of personal involvement of researcher for the desirability or non-desirability of any fact (3) Since agencies executing programme can in way influence the data, those

would start working with more sincerity, effectiveness, goal directly or result orientedness because of constant fear of 'true data' (4) It is not prefered under Government administration to do away maximally with bureaucratic officialdom which at times kills the spirit of the centre.

The answer to fourth question consists of an outright —'No'. The activities of the centres are at present in no way commercial one. From the point of view of narrowed economy of time and place its activities can have no monetary gains culminations of its various activities would be 'Reports'. It can be, however, assured that these will be of high conceptual as well as practical value to the Adult Education Movement of India and would at large be an asset. The centre, of course, later on, if deem fit,can be benefited by selling the publication of reports and standardised instrument. But nevertheless the centre can have look for generous helps from more than one corners (except agency who execute any program of Adult Education) for its proper functioning

To the fifth question I would say—well, we can't force. It is the dedication to the Adult Education Movement that provides both of us—we and our donor—a genuine and very much needed ground to join —hands to go with patience, endurance and sincerity. He who works for the welfare for humankind and understand the role of Education — especially of Adult Education cannot but understand the need for such Centre and also why should these be financed.

RAYALASEEMA DEVELOPMENT TRUST
EDUCATION, EVALUATION AND TRAINING UNIT
NON-FORMAL EDUCATION FOR FARMERS AND MOTHERS

Relevance of Non-Formal Education for the R.D.T.

The Rayalaseema Development Trust, since its inception in 1969, served the cause of the weaker sections through its multi-pronged development activities. By sinking new wells, tube wells, and filter points, and by providing agricultural extension services and credit facilities, the Trust has liberated many small and marginal farmers from the bondages of the rich landlords. Similarly, it has taken the health programme to the remotest villages which aims at making the community self reliant for its health needs.

However, rural development calls for a massive and multipronged effort not simply to boost production but to root out the fundamental causes of poverty, disease, ignorance and injustice that continue to afflict more than half the world's population. According to experts the solution to this problem lies in integrating the non-formal education programme with the developmental activities.

The Concept of Non-Formal Education

Non-Formal Education has been defined "as an organised educational activity outside the formal educational system, designed to serve specific learning needs of particular sub-group in the population, either as a supplement or follow up to formal schooling or in some instances as an alternative or substitute."

Thus defined Non-Formal Education includes agricultural extension and farmers training programme, home economics courses for girls and women, youth programmes with substantial educational objectives and content, adult literacy programmes for youth and young adults, and health, nutrition and family planning programmes.

The Need for Non-Formal Education

The United Nations in setting the goals for the second Development Decade equates rural development with the far reaching transformation of social and economic institutions, structures, relationships and process in any rural area. It conceives the cordial aims of rural development not simply as agricultural and economic growth in the narrow sense but as balanced social and economic development—including the generation of new employment, the equitable distribution of income, wide spread improvement in health, nutrition and housing, greatly, broadened opportunities for all individuals to realise their full potential through education and a strong voice for all rural people in shaping the decisions and actions that affect their lives. This view of

rural progress establishes a demanding set of criteria against which to assess the efficacy of existing and future needs of non-formal education programme.

Non-Formal Education in the Fifth Five Year Plan

The fifth five year plan's educational strategy is designed to integrate and correlate formal and non-formal education. Following up the policy of the Government, the central advisory board of education had recommended that all state plans should hence forth include programme of non-formal education as an integral part of educational provision, and suitable machinery be set up in each state to formulate, decide and implement programmes of non-formal education, including functional curriculum integrated and interlinked with the formal system.

It has further recommended that states should provide funds for non-formal education for the age group of 15-25 and develop programme "Flexible, diversified and functionally related to the needs and interests of youth and that during 1974-75 the programme should be begun in one district in each state with central assistance and at least in one additional district with state funds and the target set is that at least 6 to 7 million illiterates should be brought under the scheme by the end of the plan period.

Since, the central and state governments are experimenting with the non-formal education programmes in some selected districts, it will be a fruitful exercise for the Rayalaseema Development Trust to organise a non-formal education programme for the farmers and mothers as a contribution to the Government effort in its non-formal education planning programme.

Non-Formal Education activities of the R.D.T.

The Rayalaseema Development Trust will conduct non-formal education programme for the farmers in 56 villages and for mothers in 50 villages. In each village about 30 people will participate in the education programme. Education materials will be prepared based on the identification of the "felt needs" of the area in agriculture and health and nutrition. The village youth leaders will be trained to handle the education materials for the farmers and the balasevikas will handle the health education materials The staff working in the agricultural extension department and the community health department will provide the subject matter and the writers will provide lessons in local Telugu under the guidance of a material preparation office. The materials will be field tested before imparting them to the participants. Based on the feed-back data the lessons will be revised. The materials will be printed for a wider usage.

Objectives of the Non-Formal Education for the Farmers:

1. To create an awareness and interest among the farmers to utilise the present social and economic infra-structure for their development and create new ones of their own.

2. To conscientize the farmers to perceive social, political and economic contraditions and to take action against the oppressive elements of reality.

3. To make the farmers functionally literate which will have far reaching effects.

4. To create an awareness and interest among the farmers for the scientific management of land, crops and water and to increase their farm income.

Objectives of the Non-Formal Education for Mothers

1. To create an awareness and interest among the mothers to utilise the present health infra-structure for their maternal and child health problems.

2. To create in the community a new awareness of health as an integral part of their development inter-connecting with all other social and economic activities.

3. To awaken their responsibility to form their own structures and to sustain the educational and health services on a community basis.

4. To make the mothers functionally literate and expose them to the printed letter.

Research and Evaluation

Research, monitoring and evaluation will be built into the Project design so that the progress of the project could be carefully recorded, suitable modifications could be made on an on-going basis and the achievements of the projects could be assessed. The overall objective of the research design would be its replicability and adoption among other regions of the country. Towards this end, the design envisages the following types of research activities.

1. An initial household census
2. Benchmark survey, Mid-survey and post survey
3. Periodic record keeping of educational activities.

1. *Household Survey*—Before the project begins, a household census of all the programme villages will be planned in order to identify the target population for the education programme.

2. *Bench-mark survey, mid survey and post survey*—Data will be collected at three points of time in order to determine the effectiveness of the programme. For each survey, a sample would be drawn in such a manner as to represent the population. The interview will centre around mainly on knowledge, attitude and practice of health, nutrition and agricultural practices. The mid-term evaluation will help to identify some of the bottle-necks in the delivery of services and to improve the planning and in the delivery of services.

3. *Periodic record keeping*—This will enable us to identify the characteristic of the participants in the education programme to whom the programme

is most likely to appeal and of those to whom the programme is likely to be moderately effective and least effective. This will be helpful to study the process of attrition and to determine the activities that are most likely to maintain a high level of participation.

Expected Benefits from the Project

1. Educational materials for farmers and mothers will be developed, tested in 50 villages, revised and prepared for wide spread use.
2. Materials for a functional literacy programme including staff training, supervision, monitoring and daily lessons will be developed, tested and revised for future use.
3. Training programme for the youth leaders and the balasevikas with their content and method of training and supervision, will be tested in the programme villages so as to ensure modification and possible replication.
4. Studies of the costs of programme operation and outcomes will be available for decision making regarding the probable consequences in terms of impact of implementation.

Training the Action Staff

The farmers education programme will be conducted by the village youth leaders. The village youth leaders will be selected and trained to handle the educational materials. The Agricultural Extension officer will supervise the education programme for the farmers. Similarly a balasevika from the local Mahila Mandal will be selected and trained to handle the educational materials for the ante-natal and post-natal mothers. The ANM or the health visitor will supervise the education programme for the mothers. The Education, Evaluation, Health and Agricultural Extension departments of the R.D.T. will participate in training the village level staff. Already the department of Adult Education, Nutrition Education and Population Studies of Sri Venkateswara University, Tirupati have agreed to participate in the training and material preparation work. The senior staff members working in these departments will participate in the training programme. The departments will depute their students for field training in this experiment. Thus a fruitful and a more rewarding collaboration will be planned between the R.D.T. and the local university departments.

The R.D.T. will organise certain seminars, workshops and study group as a part of their staff development training programme. A non-formal education seminar and a writers' workshop will be conducted before launching the education programme for the farmers and mothers in order to finalize the content and format of the educational materials. Certain experts working in the field of non-formal education and material preparation work will be invited to participate in the seminar and workshop. As the education programme envisages using the local youth, a seminar and a training programme for the youth will be planned in order to delineate their role in planning for the physical programme and the education programme. Another training session and a seminar on integrated area development will be conducted to train and fully equip the RDT staff so that they could effectively participate in executing the area development programmes. A few study groups will be organised so that we could get an idea regarding the on-going action programmes which will be useful in planning and executing the action programmes taken up by the Rayalaseema Development Trust.

EMPLOYMENT AVENUES AND EXPECTATIONS EXPRESSED BY UNEMPLOYED IN AGRICULTURE

*S. K. Waghmare**

Introduction

The Agricultural Universities in India have been avowedly designed with three fold functions : teaching, research and extension. The teaching functions aims at preparing young persons to take up roles as extension officers, teachers, researchers and workers in agro-industries etc. The total enrolment of students for agricultural and animal sciences has gone up by about 16 times and that of agricultural universities 19 times since 1960. As on 1st May, 1974 there were in all 107 institutions teaching agricultural and animal sciences. Of these 24 are agricultural universities. As such institutions of higher education in Agricultural and Veterinary Sciences are producing about 5000 graduates and about 1500 post-graduates every year. Due to limited job opportunities such out turn faces a serious situation of surplus market and becomes educated unemployed. In order to solve this serious problem, Government of India have taken up a programme for employment promotion. Under this programme various schemes are taken up to impart various skills to educated unemployed youths in such a way that they employ themselves to earn their bread.

Under the employment promotion programme for 1974-75, two training schemes : (1) Plant Protection Measures and (2) Soil, Water and Manure Analysis were taken up by the Gujarat Agricultural University (GAU). Since this University has been established in 1972 and if the employment avenues and expectations of unemployed agricultural youths are studied, it will be proper and useful to the Gujarat Agricultural University (GAU) in particular and the country in general to chalk out its programmes and actions in such a way that problems of educated unemployed in agriculture will be tackled effectively. With this broad view in mind this study was taken up at the Gujarat Agricultural University (GAU) in 1975 at its two campuses : Anand and Junagadh, with the following specific objectives :

(1) To ascertain the employment avenues of educated unemployed in agriculture and

(2) To know their expectations from agricultural university.

Methods

Under the Employment Promotion Programmes for 1974-75 two training schemes : (1) Plant Protection Measures for two months and

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(2) Soil, Water and Manure Analysis for one month were taken up by the Gujarat Agricultural University from February to March, 1975 at Anand and Junagadh Campuses for educated unemployed in Agriculture.

At Anand Campus two courses were conducted (1) Plant Protection Measures which was attended by 24 participants, where in there were 3 agricultural graduates and the rest were agricultural diploma holders: (2) Soil, Water and Manure Analysis was attended by 19 participants. All participants were agricultural diploma holders.

At Junagadh Campus only one course i.e. plant protection measures was taken up. Twenty three participants attended it. There was only one agricultural graduate and rest were agricultural diploma holders. As such for plant protection measures course from both centres there were 47 (24+23) participants and for Soil, Water and Measures Analysis course there were only 19 participants. The data were collected by interview schedule from participants of both courses i.e. 66 participants. The data were collected by group interview material from Anand Centre and Junagadh Centre. Thus, the data, received from 66 participants were analysed in the light of the objectives of study and tabulated in the following tables.

RESULTS

Table 1

Objectives Expressed by the Respondents for Enrolling Degree/Diploma Course

Type of objective	No.	Per cent
(1) To get job	49	74.20
(2) To educate farmers	9	13.70
(3) To increase own production	8	12.10
Total	66	100.00

Table 2

Employment avenues as Expressed by the Respondents

Employment Avenue	Number	Per cent
(1) Government/Private Service	24	36.30
(2) Self employed in Agri. business.	22	33.40
(3) Self employed in farming	20	30.30
Total	66	100.00

Table 3

Details of Service Seeking Respondents

Information of respondents	Number (N=24)	Per cent
(a) Registered with employment exchange.	24	100.00
(b) Sources of service known	17	30.83
(c) Sure of getting job.	8	33.30
Expectations of respondents from Agril. University.	**Number (N=24)**	**Per cent**
(a) Provide a job	8	33.30
(b) Provide guidance and counselling to seek job.	24	100.00
(c) Provide such training which will help for securing job.	4	17.60

Table 4

Details of the Respondents Who Wish to Self-employ in Agri-Business

Type of Self-employment in agri. business.	Number (N=22)	Per cent
(a) Agro-Service centre	5	22.70
(b) Plant Protection Unit	13	59.90
(c) Dairy Farming	2	8.70
(d) Poultry Farming	2	8.70
Expectations of respondents from Agricultural University	**Number (N=22)**	**Per cent**
(a) Guidance and counselling	20	90.90
(b) Management training	18	81.81
(c) Provide technical guidance	8	36.36
(d) Security for getting finance	15	68.18

Table 5

Details of the Respondents Who Wish to Self-employ in Farming

Type of Self-employment in farming	Number (N=20)	Per cent
(a) To increase production	20	100.00
(b) To demonstrate new practices	7	35.00
(c) To hold demonstrations for University.	17	85.00
Expectations of respondents from agricultural university	**Number (N=20)**	**Per cent**
(a) Provide land	14	74.00
(b) Security for getting finance	17	85.00
(c) Refresher farm practical training.	15	75.00
(d) Annual agricultural fair.	12	60.00
(e) Advisory Service	20	100.00

(1) It is clear from the data presented in Table 1 that the majority (74.20 per cent) of the respondents stated their objective to enrol for their education was to secure jobs. Very few (13.70 per cent) of the respondents stated their objective for education was to educate the farmers. Some (12.10 per cent) of the respondents stated their objective of education was to increase their farm production.

The objective to secure jobs as expressed by the majority of the respondents is not surprising, because it is observed in general that one gets education to secure job.

(2) It is evident from a perusal of the data presented in Table 2 that the majority (36.30 per cent) of the respondents expressed for Government/Private Service. Some (33.40 per cent) of respondents expressed for self employment in agri. business and few (30.30 per cent) of the respondents expressed for self-employment in farming.

The more number of respondents prefering for jobs in Government/Private Service is not surprising, because majority of the respondents stated their objective to secure jobs while enrolling for their educational programme.

(3) A cursory observation of the data depicted in Table 3 would reveal that all the respondents under this category were registered with employment exchanges. A large number (78.30 per cent) respondents were not knowing, the sources of services. This was heartening and indicated that the majority of the respondents thought that by registering themselves with employment would mean to them that they would get jobs. Among the respondents few (33.30 per cent respondents were confident of getting jobs and rest (66.70 per cent) of respondents seems to be frustrated for jobs.

Almost all the respondents under this category expect that GAU should provide them guidance and counselling to seek jobs. Some (33.30 per cent) of respondents expect that GAU itself should provide jobs to them and few (17.60 per cent) of respondents expect that GAU should impart such training to them which will help them to secure jobs.

(4) A perusal of the data presented in Table 4 would indicate that the majority (59.90 per cent) of respondents indicated to start plant protection units. Some (22.70 per cent) of the respondents expressed to start agro-service centres. The more number of respondents expressing to start plant protection units was not surprising, because majority (71.00 per cent) of the respondents were from plant protection measures course. Probably this would mean that training under plant protection measures course inspired the participants to start plant protection units.

The majority (90.90 per cent) of the respondents under this category expect that GAU should provide them guidance and counselling in such a way that they would be able to start their agri-business.

Some (81.81 per cent) respondents expect that GAU should provide managerial training to them so that their agri-business will be profitable to them. Some (68.18 per cent) of the respondents expect that GAU should serve as security for advances to financing agencies.

(5) A perusal of the data presented in Table 5 would indicate that all the respondents expressed to start own farming to increase production. Some (85.00 per cent) of the respondents expressed to hold demonstrations for GAU on their farms. However, few (35.00 per cent) of the respondents expressed to hold demonstrations of new practices.

All the respondents under this category expect that GAU should provide advice to them so that they will increase their production. Other major expectations expressed by the respondents were that GAU should provide land, security for advances to financing agencies, practical training and hold annual agricultural fair.

The broad picture emerged out from the findings of study led to conclude that the GAU should have guidance and counselling service followed by farmers advisory service to serve as beacon to educated as well as uneducated interested in agricultural development.

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RECENT STEPS TOWARDS NON-FORMAL EDUCATION OF ADULTS IN THE PHILIPPINES

Educational development in the Philippines is of considerable interest to India. This is particularly because the background of the intelligentsia in the Philippines bears some similarity to that of India. However, a few years ago, adult education had suffered a setback because of the political situation. There was an interruption soon after the martial law was introduced. In the beginning of 1977, however, the Government of the Philippines started taking a series of measures in order to use the non-formal educational methodology as a means of bringing back adult education in to the mainstream of the national life. In May, 1977 a Presidential Decree was promulgated, which created in the Department of Education the post of Under Secretary of Education and Culture with an over-all responsibility for non-formal education programme of the Department. (In the Philippines an Under Secretary corresponds to a Secretary to the Government of India). Within a month thereafter, a number of regional and divisional supervisors and district coordinators were designated for non-formal education. They were called upon to conduct surveys of existing programmes for out-of-school youths and adults and to organise fresh programmes and coordinate them with various agencies. In the same month President Marcos issued what is called "Letter of Instruction No. 561" in which he ordered the introduction of a School-on-the-Air programme. This is designed to bring the classroom to the doorsteps of the rural people through the radio which was to be put to a coordinated use by seven departments of Government. Details of these are given in at the end of this article.

In August the Pilot Centre for Non-formal Education was established in each Division of the State and was located in an existing learning centre or school room shop building etc. The details are given in 'B' at the end of the article Finally, in October the President issued another Letter of Instruction directing the Minister of Education to call upon the heads of the State Colleges and Universities to join in the non-formal education programme within the communities and to organise their own programmes in order to strengthen it.

A team under the leadership of Dr. Felicita G. Bernardino, Under Secretary, Department of Education incharge of non-formal education visited India and other countries in the month of November in order to gain information about the progress and characteristics of non-formal education. Dr. Bernardino had tea with the editor of this journal and this provided an opportunity for an informal chat between the two. It was not a structured conversation but casual and spontaneous. It is produced below and gives an idea of some of the more important steps that the Philippines Government has recently taken in order to expand and diversify nonformal education among the adults. At the end of the article we have given extracts from the orders of the Philippines government on the Schnol-on-the-Air and on the Pilot Centres for non-formal Education.

J.C.M. : Dr. Burnardino, our readers would be interested in knowing something about the "School-on-the-Air" programme in your country. When did this programme begin ?

F.G.B. : It started on September 17, 1977. H.E. President Marcos launched the programme. He gave a speech on the occasion, and it is now going on.

J.C.M. : How do you provide for local variations ?

J.G.B. : We have issued a Guide. It has been prepared by the Committee, the central office in Manila. We sent the Guidebooks to all the regions, all the b o dcasting groups. They have their own committees that arranged to have the Guidebook trans'ated into their own dialects and fit it to their own local problems. They do their own scripting work. They also try to make it more lively and exciting to the local listeners. After listening there is what is called a forum. Farmers, labourers and other people gathered and have a discussion. The programme is addressed to the rural people who are spread over 42,000 Barangays i.e. village groups.

J.C.M. : What about the radio sets?

F.G.B. : They have their radio sets. All Barangays have radio sets.

J.C.M. : The programme is addressed to individual listeners?

F.G.B. : Individual listeners, but they are organised into groups. There are listeners groups. They meet in the school-house or in the chapel or market place. The group is under the care of the non-formal education teacher.

J.C.M. : Non formal teacher is in the village?

F.G.B. : Yes.

J.C.M. : He sees to it that the Group gets together.

F.G.B. : Correct. Also the Community Development Worker. You see Secretary Estrellia (Minister for Land Reform) sent his own directive to all Community Development Workers. Now after the broadcast there would be an open forum and discussion. If there are questions it is supposed that the Community Development Worker or an agrarian reform person will be there to answer. If however this person is not locally available, the questions are forwarded to the broadcasting station. So this is how this programme works. Here I have with me Departmental Memo No. 177—Organisation and Operation of Listening Groups.*

J.C.M. : What about agriculture?

*See at the end of this article.

F.G.B. : Agriculture is there of course; economic development and agriculture and land reform. The first topic we took in the broadcast series is land and its utilisation, credit and credit facilities, all about cooperatives, all about Masagnana 99*, the new seeds, the new pesticides, fertilisation techniques etc.

J.C.M. : Did you relate it to land reforms?

F.G.B. : Yes, yes, because it is the Land Reforms team that prepared all the material. It is essentially education.

J.C.M. : You do not have the problem of illiteracy in your country. You have a very high percentage of literacy.

F.G.B. : Correct. But the problem is maintaining literacy. Lately we had another government order or Letter of Instruction 606 on this subject. You can see in Presidential Decree 1139 that the Under Secretary is held responsible for all non formal education programmes of the Department of Education and should provide all the linkages for both Government and non-governmental organisations and agencies.

J.C.M. : What kind of linkages do you have with non-governmental organisations. Some of them have political biases.

F.G.B. : Plenty. Fortunately we have been successful. We have been working with them now. We have links with the National Manpower Council, Foundation for Youth Development and also with all other governmental organisations in fact all different departments are working in some way for non-formal education. Agriculture for example, has its own extension work for rural improvement, farmers' extension, club units, youth clubs for boys. We have very many of them.

J.C.M. : I was wondering about your problems of the poorer farmers, When I visited the Philippines, I saw some experiments like the Barrio Development Schools for adolescent.

F.G.B. : Yes. That programme is based upon a bank lending money to adolescent farmers.

J.C.M. : I was rather impressed by that. I was wondering whether this has been adopted on a large scale or not.

F.G.B. : Well, not yet, because it was found recently that the participants have been earning quite enough. The project started with 11000 pesos that they borrowed from the bank. A little later they had about 70,000 pesos. The activities were around swine and poultry. Now that they have money they want to go to college and formal school. But this has not been replicated in many areas yet.

*Masagnana 99 was a special nation-wide programme introduced in 1975 aiming at the production of 99 unit of rice per hectare.

J.C.M : I have an interest in it because as Chairman of a Committee reviewing the programme for farmers' training and functional literacy in India, one of the suggestions that I have made is of the Barrio Development School which uses the bank deposit as the incentive.

F.G.B : Yes, correct. They use it and work and earn so that they could return the investment.

J.C.M. : They are all adolescents. I visited several homes where children are thus working and learning.

F.G.B. : Now we have in the secondary school system what we call a Barrio Community Development Centre in each region and this is a parallel to what you saw. But it has been started only this year and has not gone very far yet. Some regions are already starting this. It is also a community centre where out-of-school youth were invited to join and learn skills.

J.C.M. : What is your biggest problem in adult education?

F.G.B. : Our biggest problem, if you ask me, really is how to motivate the out-of-school youth. According to the President when he issued this Decree, their number is about 5.7 millions. That is very small compared to other countries of the world but remember that Philippines has population of only 44 millions. The number of such youths is 5.7 millions. The problem is how to motivate and give an incentive to these out-of-school youths.

J.C.M. : Are they all employed?

F.G.B. : Some are employed, some are not employed and some are under-employed. According to our statistics, the latest,—the number of under-employed people is 1.6 million. The Programme now for 5 years say, upto 1982, is of the countryside youth.

J.C.M. : Are the majority of these 5.7 millions in the countryside? Are they the disorderly elements? What is their problem?

F.G.B. : Disorderly elements. Are you referring to the National Liberation Front?

J.C.M. : I do not know the names.

F.G.B. : There is a particular problem of some Muslim groups.

J.C.M. : But of the other extremist groups also?

F.G.B. : Perhaps one of the causes of the disturbance is that the people out there in hills and mountains are not adequately informed about what Government is trying to do for them and what the Government hopes for them. And so this out-of-school youth programme is for them.

J.C.M. : So that is the target group you are aiming at, Dr. Bernardino. The problem in our country is also that of motivation. Why should an adult go in for education? Why should illiterate village women, for example, join literacy classes? How do you tackle this problem in your country?

F.G.B. : When I was the Principal in an Elementary School in a barrior, I saw rural women idling away their time after lunch. So I requested an agricultural extension worker to come to the barrio. We organised Women's Rural Improvement Clubs—something like the Mahila Samitis in India and Extension Groups in America. We had a five-pronged programme—sanitation and health, weaving, cottage industries, nutrition, child and family care. I worked with these clubs as a volunteer, organising, training leaders, holding classes for women, orgainzing mothers' institutions. Finally I was elected as National President of Women's Rural Improvement Clubs and was in that position for 4 years. That is how I met Aroti Dutt of your country.

J.C.M. : What happened to these clubs?

F.G.B. : There are several thousands of them. We have a weekly called the Country Women. They receive material from the Bureau of Agriculture.

J.C.M. : What about coordination?

F.G.B. : We work in coordination both formally and through informal contacts. I think we are succeeding. If the staff at the local level feel that those at the top are coordinating they also work as a team. I often tell my people; you can have the most beautiful and perfect structure and network, but if the human being is not developed, then there is no hope for the country. So in non-formal education, we work towards the full development of man, the full potential. That is our hope and vision, that this man, to whatever level of life he belongs, should understand that he is a full citizen. He was given by nature or has otherwise got whatever man should have. Therefore he should try his best to develop to the fullest extent what he was given.

J.C.M. : You are planning very well. Tell me something about the role of colleges and universities in adult education.

F.G.B. : Colleges have a three-pronged programme—academic, research and extension.

J.C.M. : Is this regardless of whether they are professional or general colleges?

F.C.B. : Yes, regardless of that. If it is a nursing college, its staff and students have to work in the neighbourhood. So also with engineers. . . We have also recently introduced what we call rural service. All civil servants in Government render service to a village (barrio) 15 days a year. We started this on September 16 this year. I have done mine, Under Secretaries and other senior officers go out with different teams and join Groups. One does not know in advance which group he would join. I was the team leader of a team with people from the Departments of health, agriculture, National Economic Development, Finance Department, etc. We were nine of us. We went to the barrio and stayed there for a fortnight. Whatever level of government servants we are, we have a job to do towards the rural people. It has been a beautiful experience for me.

EXTRACTS FROM INSTRUCTIONS OF THE PHILIPPINES GOVERNMENT TO ITS OFFICERS AND TO RELEVANT INSTITUTIONS

A

SCHOOL-ON-THE-AIR

1. A School-on-the-Air program shall be instituted to bring to the rural people the latest farm and home technologies, to inform them of the development programs of the government, how these programs will ameliorate and improve the quality of their lives, and the contributions that they can make to these programs.

2. The School-on-the-Air program shall be called "LINGAP NG PANGULO SA BARANGAY" and shall be extended prime time by the different radio stations.

It shall be the aim of this program to provide the people in the rural areas information on the latest technologies of farming and food production, home industries, community development, nutrition, pollution control, family planning, health services, natural resources conservation and other related matters.

3. All departments and agencies concerned with programs directly affecting the rural people, more particularly the Department of Education and Culture, the Department of Local Government and Community

Development, the Department of Agrarian Reform, the Department of Agriculture, the Department of Natural Resources, the Department of Social Services and Development and the Department of Health, shall cooperate with each other in the development of curricula for this "LINGAP NG PANGULO SA BARANGAY ' program, the formulation of plans and strategies to gain greater acceptabillty of the program, including the establishment of an incentives system. The Office of the President shall be the overall coordinator of this progam.

For this purpose, a Sub-Cabinet Committee is created to be headed by the Under Secretary of Education & Culture for Nonformal Education, but the chairmanship hereof may be rotated in the order and for a period to be determined by the members themselves.

The members of the Sub-Cabinet Committee shall be the departments of Agriculture, Agrarian Reform, Health, Natural Resources, Education and Culture, Social Services and Development and Local Government and Community Development.

4. The objective of the programme is to provide the people in the rural areas information on the latest technology in farming and food production, home industries, community development, nutrition, pollurion control, family planning, health services, natural resources conservation, and other related matters.

5. All departments and agencies concerned with programmes directly affecting the rural people, particularly the DEC, DLGOD, DAR, DNR and DCN work jointly in the development of subject matter content for the "Lingap ng pangulo sa Barangay" broadcast and in the formulation of plans and strategies to gain greater acceptability of the program, including the establishment of an incentive reward system. The Office of the President is the overall coordinator of the program.

6. To achieve maximum effects of the program, listenting groups will be organized on the barangay level. In this connection, the division superintendent of the schools is requested to assign an NFE district coordinator who shall be responsible for coordinating the participation of school officials in the different barangays in the distrist. A principal, head teacher, teacher-in-charge, or classroom teacher of a one-teacher school shall also be designated to assist the Barangay and the Kabataang Barangay chairmen in organizing the listening groups for the "Lingap ng Pangulo sa Barangay" broadcast in the area of their service. It shall be the responsibility of the school officials concerned to see to it that the members of the listening group are in the school or any other place designated in time for the broadcast, and that discussions are conducted immediately after the broadcast.

7. Broadcast time will be from 6.00 to 7.00 P.M., Thursdays and Saturdays all over the country.

8. Feedback will be gathered by the coordinator and sent to the superintendent. If there is any subject that needs further discussion or

clarification, the schools superintendent shall inform this office for inclusion in succeeding broadcasts. A continuing follow-through of the participants of the program shall be conducted by extension workers of the other agencies in order to assist them in the effective application of the knowledge gained from the broadcasts.

9. Those who will complete listening to a given program will be awarded a Certificate of Completion upon attestation by the Barangay Chairman, the DLGCD representative, and a representative of the DEC.

B

PILOT CENTERS FOR NONFORMAL EDUCATION

The Center is designed to serve the needs of Kabatang Barangay, out-of-school youths and adults to enable them to develop themselves further, to acquire knowledge and skills for more effective social participation, and to contribute better to society.

The following are suggested guidelines in the setting up of this center.

(a) At least one pilot center for nonformal education shall be set up in each school division and private college/university although more centers specially in the barangays shall be most beneficial.

(b) The pilot center may be housed in any existing learning center or available school room, shop building, home economic building and administration building of any big central/barrio high school in the community where there is a big number of out-of-school youths. A new building may also be constructed out of local funds.

(c) The pilot center may be the venue for meetings/classes of Kabatiang Barangay and out-of-school youths and adults either enrolled in various nonformal education programs/ classes or not.

(d) The pilot center shall be properly equipped with tables, stools/ chairs/benches, blackboard, facilities for cooking, sewing, craftwork, carpentry work and agricultural activities, daily newspapers (English/Philipino), magazines, newsletters, easy to read books, government pamphlets, extension brochures, medical handouts, transistor radios, etc.

(e) Local committees on the district and barangay levels shall likewise be created to take responsibility over centers in the district/barangay. These committees should be given free

authority to plan and implement the program for the center—like putting it in proper shape and condition, attending to its needs; seeing that KB and out-of-school youth needs are met, seeing that KB/NFE programs are properly conducted, soliciting funds for the center and programming, evaluating and assessing accomplishments.

(f) A division committee of five or more members headed by the division schools superintendent shall be created to take responsibility for the program and to see that the division pilot centers are properly managed.

(g) Teachers for the centers should be recruited from school teachers who may teach part-time, and members of the community who possess certain expertise. They may be given honorarium out of the special education fund of the division allotted for citizenship training. Local sources of funds like civic organisations and municipal funds may also be tapped for this purpose.

(h) Samples of programs on NFE may be the following:—

(1) Development of values and attitudes like love of country, self-reliance, self-discipline, integrity, honesty, etc.

(2) Functional literacy.

(3) Numeracy.

(4) Elementary understanding of science and one's environment.

(5) Economic productivity and occupational skills.

(6) First aid.

UNIVERSITY ADULT AND CONTINUING EDUCATION

In November last, the joint meeting of University Grants Commission Standing Committee on Adult and Continuing Education and the Executive Committee of the Indian University Association for Continuing Education (IUACE) considered a draft Statement on Adult Education on the specific role of Universities in adult literacy/education programmes. After discussion the meeting authorised Dr. Mohan Sinha Mehta, Chairman of the UGC Standing Committee on Adult/Continuing Education to finalise the Statement, in the light of the views expressed in the meeting.

it will be discussed further at the Seminar of the IUACE in Rajkot on January 14, 1978. We have pleasure in reproducing below the Statement for the benefit of our readers.

—Editor

Universities cannot confine their concern to the expansion of the frontiers of knowledge and to its dissemination to fulltime post secondary students. Their activities should also include (a) organisation of educational programmes, including literacy for illiterate adults, to enable them to play a self-reliant and active role in their own development and in the development of their environment; and (b) organisation of special programmes for different groups of people at various levels.

2. For all classes of people—high and low, rich and poor the well to do and the deprived—education should become a life-long process. Besides it should also be understood that the urgent need is to prepare the vanguard for effecting social change from the centre outwards and from the top downwards. The idea is to reconstruct the vision of a new society and the universities are uniquely suited and well provided to work for this purpose. In this perspective the universities should re-examine their past experience aud future responsibility in the field of adult education and should prepare a plan for action based on an assessment of their capability and the learning needs of adult men and women. Therefore, every university ought to recognise that adult education can no more remain the concern of a department or of a limited number of its teachers; it must extend to the entire faculty and, what is even more important, to the students.

3. An area with which universities are becoming increasingly familiar is extension of an continuing education. The present status of these programmes in Indian Universities with the exception of agricultural universities and some other institutions, is marginal in the system of higher education. However, extension and continuing education activities can provide a new dimension to the programmes of the universities, as well as new insights. The courses devised for formal full-time instruction can be opened up to make them easily accessible to adults :

—through correspondence methods,

—by making access conditions elastic

—by organisation of part-time and own-time activities

—by bringing the university and community closer to each other for problem solving situations and breaking social barriers.

Besides, efficiency of the work-force (including white collar sections of the middle class) can be upgraded by organisation of well-conceived and systematic programmes, including programmes which would equip the community for the future. Organised on a wide scale, and with proper emphasis, continuing education might facilitate a far-reaching change in the university system—making it more open in regard to access, methods, curricula, certification etc.

4. Programmes of extension and continuing education, however, are variable in the higher education system and are seldom able to include, within the scope of university activities, the vast mass of people who are the most disadvantaged. In the changing emphasis in educational priorities, the importance in university adult education must also shift to organisation of adult education activity aimed at extending educational facilities within the next five years to about 10 crore illiterate persons in 15-35 age-group. There are two main areas to which universities might address themselves in this connection (a) various programmes of professional development and research and (b) involvement of teachers and students in organisation of adult education programmes for the illiterate youth.

5. Programmes of professional development might include regular degree and post-graduate courses in adult education. Such courses have to be inter-disciplinary and liberal as well as related to the adult education needs of the community. Their importance lies in the fact that they would prepare the future teachers for other universities when they set-up their centres or departments of adult and continuing education. Besides, universities could organise a number of courses designed on the basis of the field requirements. These could include courses in training methodologies, preparation of curriculum of teaching/learning materials, animation techniques, use of mass media and problems of communication, producing literature etc. Universities also have a responsibility in organising innovation and experimentation for developing tools for use by others on a mass scale; considering that in all mass programmes of education there is, inevitably, considerable departure from the desired norms, evaluation assumes a special significance. Universities can provide the needed evaluation techniques as well as the machinery therefor. In addition to innovation and evaluation, other research areas can also be identified. University research in adult education could vary from action-oriented projects, such as methods to survey the needs of learners in various situations, to complex research problems such as motivation for adult learning.

6. In the context of the massive programme of adult education now contemplated, it would not be desirable for universities to restrict

their role to professional development, evaluation and research. Every university should commit itself to directly organising adult education programmes, with an indispensable component of literacy, for illiterate youth. In doing so each university will have to decide the most appropriate means for involvement of its teachers and students.

7. Students are a most dynamic and vital element in the University. The efforts made in the past to involve students in adult education programmes have not been sustained or systematic and, therefore, had limited success. One important reason for that has been insufficient involvement of teachers. The full involvement of students in such activities is hardly feasible without the involvement of teachers. It would be highly desirable that all teachers should be drawn into these programmes by adopting flexible methods for the purpose. Teachers associations, the Association of Indian Universities, the UGC and the leadership within the university would have to exert their influence to persuade teachers to participate in the programme with vision and enthusiasm and to ensure that teachers function with students not as supervisors and directors but as co-workers.

8. Involvement of teachers and students can be either (i) by adopting study-service method with well-defined and qualified social service becoming a part of the credit programme or (ii) by making necessary modification in the National Service Scheme so that every student undertakes service for a certain minimum hours or (iii) by providing institutional incentives and linking of grants with institution's performance in this field could also be considered by the UGC.

9. Involvement of universities in this manner with the most significant concerns of community life holds the promise of basic structural and curricular reform in the whole system of higher education. Application of a large section of the Faculty and the student community to purposeful community service will, inevitably, affect the tone and discipline of the universities, the curriculum and methods and general relationship between the students and teachers on the one hand and the entire university community and the society on the other.

SEMINAR ON EDUCATIONAL COMPONENT IN AGRICULTURAL EXTENSION SERVICE

A Brief Report

The three-day Seminar on Educational Component in Agricultural Extension Service was organised by the Indian University Association for Continuing Education in collaboration with Tamil Nadu Agricultural University from November 30 to December 2, 1977 at Coimbatore. Thirtyseven delegates from 5 Southern States attended.

Inaugurating the Seminar the Vice-Chancellor of the University Dr. G. Rangaswami said that four important principles govern the extension education programmes: (a) All educated persons are not knowledgeable and conversely, all knowledgeable persons need not be educated; (b) Education is a two way process in Agricultural Extension Service; (c) Any knowledge we attempt to impart should be location specific and relevant to the needs of the people. Low cost agricultural technology suited to the economic condition of the farmer is the need of the day for rural development and; (d) the medium of communication which we are adopting to teach the farmer should be suited to the situation. They should be suited to communication with farmers, farm youth, or rural women.

The Vice-chancellor added that in this University there is continuous revision of the curricula of the various courses so as to improve their content and the teaching methods. Pre-service training is also being given to the students to update their knowledge before leaving the College. Findings of the University are being communicated to the farmers, and in this process, the University also learns from the farmer, their needs and problems and accordingly modified its research programmes. The extension workers from the State Departments of Agriculture, Animal Husbandry or other development departments are given inservice training, whenever required.

Mr.S.C. Dutta, Secretary, IUACE as Chairman in his remarks said that Agricultural Extension and Adult Education are partners and suggested that these two should work together to achieve the common goal.

Shri Dutta said, "the delivery mechanism of inputs in rural areas have not been able to generate the complementary "receiving and utilising mechanism" of the rural poor so that the benefits could go to them and not to the entrenched vested interest and the elite, and added that the approach should be to organise the poorer and weaker sections of the society for the purpose.

There were four technical sessions and seven lead papers were presented and discussed. The technical sessions were chaired by Shri S.C. Dutta.

In the Technical Session I, Dr. Raj, Dean, Basic Sciences and Humanities, Tmail Nadu Agricultural University presented a paper entitled "Relationship of agricultural productivity with education" and Dr. M.K. Sethu Rao, Professor of Extension, University of Agricultural Scicnces, Dharwar, on "Impact of Green Revolution on Education" Dr. V. L. N. Reddy, Director, Department of Continuing Education, S.V. University, Triupati was the Rapporteur.

There were three papers in the Technical Session II. Dr.S. Jayaraj, Director of Extension, Tamil Nadu Agricultural University presented a paper on "Use of Mess Media for Extension Service" which was followed by the paper on "Use of Mass Media for Education" by Dr. K. Siva, dasan Pillai, Reader in Education, Kerala University. Dr. K. Jayaram Reddy, Professor of Extension Education, Andhra Pradesh Agricultural University presented a paper on "Communication in terms of Education-need for National Policy on Communication". Dr. R. Jayagopal, Professor and Head of the Department of Adult and Continuing Education, University of Madras was the Rapporteur.

In the Technical Session III Dr. A. John Knight, Professor of Agricultural Extension, Tamil Nadu Agricultural University presented a paper on "Place of Education in Agricultural Extension Training and Curricula". Dr. A.M. Thampi, Associate Professor of Agricultural Extension in Kerala Agricultural University served as the Rapporteur.

In the last technical session, Dr.V. Rajagopalan, Professor of Agricultural Economics, Tamil Nadu Agricultural University presented a paper on "Structural Transformation for Rural Development with special reference to Educational Input". Shri V.N. Kuppuswamy, Divisional Development Officer, Pollachi was the Rapporteur.

Based on the discussions on various issues raised to the papers and by members the following recommendations were made:—

1. The present nomenclature, i.e. Agricultural Extension may be changed as Extension Education (Agriculture). Similarly "Dairy Extension" may be changed as Extension Education (Dairy), and so on.

2. Training should be given to the administrators involved in Agricultural Development on the importance of Educational Component, in Agricultural Extension work.

3. It may be recommended to the concerned authorities to include a third column in the format for reporting achievements in the field of Agricultural Development, namely "Educational Objective" apart from the physical and financial targets that have to be achieved by implementing the programmes.

4. Orientation training may be organized for the officers-incharge of developmental programmes at the district levels and above to acquaint them with the objectives and the educational component of the programmes which they operate.

5. A course on communication technology may be organised for extension workers in various development departments.

6. The courses offered in Agricultural Universities need to be reviewed periodically and necessary modifications may be made then and there so as to make them problem-based and environment-oriented.

7. Agricultural Universities may start vocational Training Centres for variety of learners to update their technical knowhow..

8. Graduates in Agricultural Sciences may be given 'Induction training before they are posted in a post altogether different from the one in which they were working earlier. This would serve as an orientation for them to prepare themselves for the new challenges in the new post.

9. Considering the present work load of agricultural curricula courses on subjects related to agriculture cannot be added to the present syllabi, it is suggested that such of the relevant principles from the related disciplines may be imparted to the agricultural graduates as an in-service training, as suited to their working environment.

10. Only about 6% of the total broadcasting time of All India Radio is allotted to farm broadcasts. The time should be increased.

11. A National Seminar with All India Radio, Doordharshan, Films Division and Extension Education specialists from Agricultural Universities and development departments in the Government may be organised to have better coordination for dissemination of farm information.

12. Pooling all findings regarding communication and forwarding or sharing them with all concerned should be attempted by the various Universities.

WISDOM FROM THE "IDIOT BOX"

Review of the Radio & TV Programmes from the Educational Angle

With its countrywide network of radio stations, All India Radio should contribute to the National Adult Education Programme which the Government of India is going to launch with the cooperation of voluntary agencies. The emphasis in this NAEP is on adult literacy. In the first year beginning from October 2, 1978 nearly 20 lakh adult learners are to be covered, For this purpose about 80,000 instructors are proposed to be engaged not as whole-time employees but for part-time service with a token honorarium of Rs. 50 per month each. These "instructors" may be drawn from among school teachers, senior students, village youths, ex-servicemen and other retired personnel; field level government and other functionaries and voluntary social workers. The task is formidable and challenging.

How can All India Radio help ? I suggest that AIR's recent experience of correspondence courses in some stations in South India should embolden it to contribute to the instructors' training programme through broadcasting cum-correspondence courses for them. This is a job that needs to be planned immediately and started without delay. State Governments will be holding training programmes for specific periods at certain places. But training imparted in the conventional manner will by itself not suffice. Indeed it may suffer from unevenness of quality and sometimes undesirable variations. The philosophy and technique of NAEP need to be conveyed in an intensive and an integrated manner. AIR's courses with focussed audiences and with arrangements for a two-way communication through correspondences will hasten the process and will improve the quality of training. Lessons should not be in the form of monotonous lectures. The dialogue form would be preferable but even more important would be for the AIR to include in these programmes demonstration lessons, After all AIR has been doing so in its music lessons. A demonstration lesson a reconstruction of actual encounters between the learner and the instructor. Let these be so devised as to anticipate some problems that literacy instructors, would encounter in the course of their work.

I have often wondered why advertisements are not used for the purposes of adult education on the radio and TV. It is true that the Vivid Bharati programme occasionally features a slogan or two on family planning sandwiched between advertisements of goods. But it is doubtful if the Directorate of Adult Education and the Radio and TV people have seriously considered introducing educational snippets for advertisements. The advertisement Division of AIR and Doordarshan are under pressure to think in terms of increasing revenue from advertisements But there is no reason why the 'spicy" techniques of advertisement should not be harnessed to educational use. Most advertisements are prepared by commercial specialists. Educational advertisements could also be entrusted to them. In any case a beginning should be made by having

advertisement type of educational snippets in between the items of Krishi Darshan. The most important objective for advertisements in the rural areas is of course the need for literacy. For urban viewers of TV there is need for a regular series of advertisements on such matters as corruption in day-to-day life in government offices and in business houses, sanitation, attitude towards public property, social behaviour, unnecessary and ostentatious expenditure on weddings and engagement ceremonies, etc. Though for these items special features and plays, are featured once in a while, the impact would be greater if the advertisers style is also employed and the image is placed before the viewers repeatedly in an attractive manner.

There is no doubt that the Urdu *ghazal* as a musical form has in recent years tremendously gained in popularity. It is perhaps not realized that in this way a large number of music lovers with inadequate ideas of Urdu literature are getting access to high quality poetry. Thus the *ghazal* could well be an excellent medium for adult education and non-formal education in poetry. However it would not be surprising if a survey reveals that several admirers of *ghazal* music, particularly among youths, seldom understand the full meaning of the verses. Even if they have a desire to know the meaning, they try to hide their ignorance lest they lose face. Moreover in none of the programmes on the radio and TV an attempt is made to enable such listeners and viewers to appreciate the fine points of the contents of the *ghazal*. It is assumed that everybody follows the full meaning and fine points.

Should not there be programmes that would not only be entetainment but would also foster appreciation of the literary merits of *ghazals*. That would be preferable to the pretentious introductions that often precede individual *ghazal* items on "Doordarshan" programmes on *ghazals*.

Another point that strikes viewers and listeners today is the neglect of the Hindi lyric in recent years both by the Radio and the Doordarshan. I do not mean *geets* of the type common in film songs. About a decade ago Hindi *lyrics* became a rage in *kavi sammelans*. They were also popularised by the Sugam Sangeet programme of A. I. R. Lyrics of some eminent poets thus got on the air. But unfortunately the musical composition tended to become monotonous. This is not because the meters were unsuitable for music. After all the *ghazal* meter is itself without much variety. The fact is that light music producers in A. I. R., are not actually able to compose tunes for lyrics. AIR's budget also does not provide sufficient funds for production of *Sugam Sangeet* songs. Usually it is left to the artist to devise some sort of tune. The light music producer only arranges the orchestral support which often drowns words and ruins the poetry. This lack-a-daisical attitude towards radio's *Sugam Sangeet* has, fortunately, not been followed by Doordarshan for its *ghazal* programmes. Unfortunalely, Doordarshan seems to have neglected the Hindi lyric in the bargain. I feel that these programmes should be jointly designed and produced by literary and musical experts in the two organisations. Let it not be forgotten that the great saints of the Bhakti period—Vidyapati, Soordas, Meera and a host of others were masters of the literary craft as well as well-versed in music. Since such composite talents cannot be made to order, why not make joint undertakings, as is invariably done in producing film *songs ?*

—Lifelong Learner

FROM OUR CORRESPONDENTS

International Symposium on Adult Education

An international Symposium on Adult Education is being run by the University of British Columbia and the University of Nottingham at the International University Centre, Dubrovnik, Yugoslavia, 4th-16th April, 1978.

The topics for discussion include adult learning ; non-formal education ; cross-cultural borrowing in adult education ; training of adult educators.

Among the keynote speakers will be Dr. Malcolm Adiseshiah, Vice-Chancellor of Madras University and President, IAEA.

Full details are available from University of Nottingham, Deptt. of Adult Education, University Park, Nottingham, U.K.

International Conference on Indian Ocean Studies

The Centre for South and South East Asian Studies, University of Western Australia, Nedlands is organising an International Conference on Indian Ocean Studies on 15-22 August, 1979 in Perth, Western Australia.

The topics for discussion includes : Environment and Resources ; Trade and Development ; The History of Commercial Exchange and Maritime Transport ; International Politics ; Cultural Exchanges and Influences ; Archives and Resources for Study ; Comparative Education.

African Adult Education Conference

The African Adult Education Association is organising its Sixth Biennial Conference in Nairobi from Feb. 27 to March 4, 1978. It will consider the "Implementation of the Recommendation on Adult Education adopted by the Unesco General Conference in Nairobi 1976.

For further detail : The African Adult Education Association, Kenyatta Conference Centre, P.O. Box 30746, Nairobi, Kenya.

Symposium on Non-formal Education

The Zilla Granthalaya Sanstha, Cuddapah, Andhra Pradesh organised a symposium on Non-formal Education on November 16, 1977 at Cuddapah. Dr. V.L.N. Reddy, Director, Continuing/Adult Education, S.V. University, Tirupati and Vice-President, Indian Adult Education Association was the Director of the Seminar.

Dr. Reddy in his address said that mobile libraries specially the Trunk and Bicycle libraries had a great role in promoting non-formal education in rural areas.

The symposium recommended among others that Adult Education Association in Cuddapah District should be formed.

Adult Education Extension Classes in Bombay

The Bombay Adult Education Association is organising Adult Education Extension Classes from 19th Dec. 1977 to March 18, 1978. The Courses are : Language : German, French, Russian, Marathi Hindi, Gujarati, Kannada, Spanish,

Career courses : Homeopathic, Foreign Trade, Accountancy and Income-Tax, Public Speaking, Management.

Special Courses : Radio & Television Principles, Journalism, Palmistry, Raja Yoga.

For further details : The Bombay Adult Education Association, K.R. Cama Oriental Institute Building, 4th Floor, 136 Apollo St. (Cama Hall) Fort, Bombay.

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