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EDITORIAL LOUD THINKING

J. C. M.

1

Perverse Priorities

At the inauguration of the National Committee on the non-government organisations working for the United Nations' ideals, Mrs. Shelly, who is the Secretary-General of the International Committee of NGOs gave the information that national governments in the world have been spending 400 billion US dollars per annum on armaments. 70% of this amount is spent by the USA and USSR. Already 400 thousand man-years have been spent on building armaments. It is hardly necessary to mention in the same breath the puny figures of expenditure on education whether for adults or for children, particularly in the developing countries of the world.

However while listening to the speeches made on this occasion, it struck me that this kind of imbalance in priorities of expenditure, though shocking when observed in the context of armaments, is widely prevalent in most organisations and government departments. The United Nations itself is no exception. Sometimes there is rivalery among UN agencies to publicise themselves and this results in distorted priorities in expenditure. Two years ago the agencies were vying with each other in mounting elaborate information campaigns on what they were doing for family planning and population dynamics. Currently the theme is rural development and every UN agency is now spending sizeable sums of money on emphasising its role in it. Conferences and seminars are being held all over and huge sums of money are being spent on organizing them. However I have also come across instances when small sums of money like 20 to 50 thousand dollars, would not be available for country programmes of development affecting the poor people in rural areas. The priorities in UN Organisations are often distorted by the desire to create an impression and sometimes modest programmes of educational and economic development at the field level are denied funds, because they cannot create as much 'impression' as prestigious conferences or seminars with the participation of distinguished scholars or policy makers who make headlines. It will indeed be interesting to make an assessment of the expenditure incurred by the UN agencies on field-education, field-consultations and field-discussions on the one hand, and on high-level and prestigious seminars and conferences on the other.

I grant, however, that the latter result in neat and smart reports that can be frequently and profusely quoted in the footnotes of research papers !

Vested Interest in Ignorance

Do certain offices concerned with the public have a vested interest in the ignorance of the public about their procedures and the complexities of the subject matter with which they are concerned ? At least

that is the impression of most tax-payers of the Delhi Municipal Corporation. One would receive a tax demand. It would be a lesson in brevity. There would be no explanation on the basis of which the tax has been calculated. Even if you happen to get an audience with subordinate staff they would have no time or inclination to explain the basis of calculation. You are expected to file a protest. The first demand is treated like a trial balloon in order to judge how the taxpayer reacts. It is expected that he would in any case protest. For this purpose if he has some money he has to engage a lawyer who can argue. Some lawyers also may have a vested interest in the continued ignorance of the taxpayers. Why not? After all the subordinates have to supplement their income while lawyers have to survive through middlemanship.

I have every sympathy with the hardship of lowpaid staff. But the modus operandus they adopt to supplement their incomes is questionable not only on moral but also on educational grounds. They seem to count on the ignorance of the people. Some of them like to keep taxpayers in suspense and compel them, out of exasperation, to shell out small sums of money in order to get their cases expedited. In some countries of South-east Asia this process is not frowned upon. It is a way of life. In our country we seem to wear a sanctimonious mask. I think that if the taxpayer is educated on the subject in advance that may only hit illegal gratification. But legtimate payment of fees for help rendered can be devised. Some wealthy taxpayers are busy people and would in any case employ somebody to represent them.

The point that I wish to emphasise is that the taxpayer's education in procedures and law is an important component of what goes by the name of adult education In transitional or modernising societies like ours, this has been neglected. Big books are published no doubt, but they are more for the professional middlemen than for laymen. It is important that a department or office realising taxes should consider it its duty to educate the taxpayers *in time* and regard it as their duty to improve the knowledge of individual taxpayers. Why not give some additional allowance to the subordinate staff for performing this educational duty. That will be far better than the uncertain income obtained by "greasing the palm." After all the State's duty is no only to realize taxes but also to foster good citizenship. In fact, it wil get far better and more timely payments and much more goodwill, b this process.

Time and again experiences of this kind drive one to the conclu sion that unless people in various vocations and responsible positions i government become aware of their role as educators, they cannot d justice to their task.

Art Galleries

In Indian States the full potential of the educational value of a is still to be realised. There were three excellent art exhibitions in th premier art galleries of New Delhi in December. The outstandin exhibition was that of the works of French Masters from the Petit Palais Collection in Paris arranged in the Jaipur House (Gallery

Modern Art), It was exciting to be able to see in originals, Cezanne (Three Women Bathing), Paul Gaugin (Old Man with a Stick) Dela Croix and a host of others. The second exhibition was that of modern international art in the All India Fine Arts and Crafts Society. This was a Silver Jubilee occasion for the society which has in the past done excellent yeoman service in making high level art known to the common people. Yet again an ingenious arrangement of the masterpieces of modern art was on display in the gallery of the Lalit Kala Akademi. I found it an elevating experience to visit these exhibitions. But while doing so I carried a sadness in my heart. Artists and art lovers seem not to be cognizant of their responsibility as educators.

In advanced western countries, appreciation of art is a common subject for school study. Even in the smallest towns children at school are introduced to the best of the artistic heritage of those countries and civilizations through high quality prints and various audio-visual exposures. Consequently among visitors to art gallery there is a large number of people who have acquired some sort of understanding if not discrimination. Of course there is the usual stream of elites who may not necessarily be people of taste but to whom it may be a matter of status to visit art galleries and museums.

In developing societies, however, no such opportunities have been possible, not necessarily for want of intention but primarily because of inadequate resources. Until such times as our school education is enriched, it would seem to be a major function of adult education to promote curiosity in fine art and to respond to such curiosity. This is the kind of adult education that curators of art and their staff can best give. It is true that the only language though which the artist can communicate, is his art and therefore he may not necessarily be a good mediator between his art and the common people. Lately there has been fashion in India to regard all such mediation as redundant if not uncalled for. It is all right for people with good cultured background and good command over the vocabulary of art-appreciation to underrate the need of explaining elementary things to visitors to museums and galleries. They take too much for granted because they have been lucky enough to have access to art appreciation on account of their fortunate circumstances. But among curators art critics and teachers of art there should be some who should cultivate the skill of visualising the limitations of an average adult visiting art galleries and yet having a basic curiosity that could be further stimulated. From such understanding would follow the methods and language through which such visitors could be drawn into the ethos of an art gllery and would go back better informed and not merely somewhat dazzled.

Most of the documentary films and reprints and handbooks that now form part of the repertoir of the art galleries in the Capital are designed not necessarily for identifiable audiences. Perhaps it may be necessary for art galleries to sit together with bodies like departments of Adult Education and to formulate material separately for visitors from small towns and villages on the one hand and for visitors from metropolitan cities on the other. These are different kinds of audiences. In fact there could be further sub-divisions of these major groups. Let it

not be forgotten that modern abstract art is far more demanding than the ancient temple art, because the ancient temple art always told a story. Most of those stories were known to the common people and had arisen from among them. Present day experimental and innovational art considers themes or subject matter redundant. It creates atmosphere. Moreover fashions come and go fast in the modern art world. That in itself baffles an average visitor. Artists and art lovers should not fight shy to face the bewilderment of the common people. I am sure that no modern experimentalist would like to be considered as a refugee into the ivory tower.

Making Exhibitions Better Educational Media

The Agricultural Exhibition held in the months of November-December 1977 was intended to provide an opportunity to a large number of farmers to acquaint themselves with the progress made in the country and with some recent agro-scientific developments. Actually its value seemed to be far more in giving an opportunity to the urban people to guage their ignorance with regard to agricultural and rural matters. To that extent this exhibition did provide a useful fillip to the people of Delhi and other towns.

For example, the complex 'Gram-Jhanki' had an exotic appeal for the elite. The layout was imaginative and provided space for visitors. The arrangement of exhibits was so made as to focus attention upon specific items rather than distract it by excessive display of a multiplicity of things. It was also an excellent idea to have some models of homes like the one from Kulu. In fact there should have been many more actual size models of authentic homes from different parts of the country. The pottery exhibition was fascinating though there was not enough explanation and differentiation between traditional items and those made as a result of the design provided by designing centres. The most interesting item was the demonstration by artisans of various handicrafts. In fact most visitors gravitated to these places.

This was true of several other pavillions. Wherever there was any movement and action, the visitors were attracted and could also learn. Oral or written explanation does not necessarily generate the learning process. If any activity is demonstrated, curiosity is aroused and the mind is activised into a receptive mood. It is regrettable that though there was a lot of beautiful display in a number of pavillions of the state governments, much of it was static and therefore did not hold attention. Models did not move. Pictures were splashed over the walls but seemed all alike. One went through the passing show as a matter of routine. Wherever there was a short film show or where the models were mechanically operated or where human beings were actually doing something visitors stopped and gazed fascinated. They assimilated the information. This essential element is often overlooked in government sponsored exhibitions. The fact is that activity and movement impart an educational dimension to exhibitions.

Puppetry for Adults

In modern India puppet shows are regarded as children's entertainment. Whenever there is an announcement regarding a puppet show,

parents consider it their duty to take their children to the show. In ancient times puppetry was not merely for juvenile entertainment. Puppetry and shadow plays were used for carrying to the adult audiences stories and messages from mythology and to convey the message by means of the allegory. The shadow plays of Andhra and puppet marrionetts of Tamil Nadu had the virtuosity of mature fine arts.

In the west, puppetry has been developed for adult entertainment and for stimulating new concepts and new waves of thought. The performance given in New Delhi in December by the National Swedish Puppet Theatre 'Marionetteatern'. Stockholm is an example of highly sophisticated and modern theatre using a diversity of puppet techniques. There was a remarkable variety: glove-puppets, and shadow puppets, head puppets, solo-string puppets, bunraku-style puppets (with the figure statuesque but the hands occasionally being moved from behind), and iron-string puppets, with ultra-violet lighting. However more important than the variety of techniques were the profound ideas and themes. In the episode Intermezzo, a traditional display of fighting and violence by a puppet player was shown to be displaced by angels of peace from heaven. The story "The War" depicted three generals from different countries intriguing among themselves about war. There was a grim episode of a common man from the village fighting and killing his brother. In the Japanese Bunraku tradition, the item was about a jealous husband killing his wife who had a secret love-affair. The Fish in the Sea was a beautiful presentation. The stage was all dark with the ultra-violet rays for various kinds of fish. Here again violence and aggression in nature was shown with aesthetic power. Presenting a legend from the Middle East a father was shown killing his daughter who had a secret love affair and is spied upon by another person. In this the figures were so presented as to give the effect of modern art shapes. Cosmic Fantancy which was the last item went into the deeper problem unfolded to human beings who travel into the space and realise that they are the prisoners of the ultimate spirit.

This most unusual programme opens out the possibility of using puppet shows for continuing education of adults. Each of these items could be the starting point of a group discussion. Shows of this kind should, in my opinion, be attempted in India where many philosophical ideas used to be conveyed through allegories.

HOW LONG ?

Mushtaq Ahmed *

How long does it take for an adult to become literate ? This will depend, on so many variables : primarily the definition of literacy, the amount of work put in by the learners, the quality of teaching, the teaching method and materials and efficiency of class management.

This means that the 'duration of teaching, is a mirage. But we can't help looking for it for the purposes of planning. Without a 'duration of teaching' and some idea of the standard to be attained, we can't estimate class expenses, the number of persons to be made literate in a particular time, teachers remuneration and so on. So on what basis should we plan—4 months, 9 months, 12 months, 18 months, 24mon ths? What level of literacy the adults are likely to reach in a certain period?

Perhaps, Matro, Sunderlal, Brijlal and his co-workers, Geeta and her class mates might guide us a little.

Literacy House Class

Between January 1970 and August 1971 a literacy class was organised by Literacy House authorities, on the campus itself, for their daily paid labourers. The class met for 1 hour a day, 6 times a week and was in operation for 20 months or for a total period of 423 hours. Out of the 1 hour study time, half an hour was put in by the management and half an hour by the participants.

Most of the participants were marginal farmers. The teacher was a full time employee of LH—an Inter trained librarian and the class was regularly supervised by members of the Training Section. The class room was spacious and comfortable, had all the necessary facilities. Reading and writing materials were promptly supplied and in abundance. The teacher was regular and hard working and was liked by the students. As a matter of fact the class continued a few months beyond August 1971 with a new teacher. But the students were dissatisfied by his performance and pressed for their first teacher.

So this LH class was an ideal class—a dream of literacy workers.

Now let us see what level of literacy Matro, Sunderlal, Brijlal and his friends attained, through this ideal class. To judge their reading ability they were asked to read a passage from what Literacy House has christianed as 'bridge material' i.e. an 8 page pamphlet on a single topic. This was on 'Crop Protection'.

1. Matro 25. Had no previous education, but has learnt to sign his name. Attended the LH class for 285 hours. Seems to have a desire to

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continue his education. Has bought primary school text book III and tries to read occasionally at home with the help of his children.

Reading of Crop Protection : Reading speed 18 words per minute. Very weak in recognising matras and words with more than 4 letters. Therefore skips words. Comprehension almost nil. Himself observed about his literacy ability, "One who can read becomes full of confidence, the heart becomes strong. One who forgets becomes nervous. I forget matras."

2. Sunderlal 24. Went to primary school for 1½ years. Attended LH class for 370 hours. Has bought, like Matro, school text book III and IV and tries to read occasionally at home.

Reading of Crop Protection : 44 words per minute, Like Matro weak in recognising matras, hence skips words. Comprehension almost nill. Observed, "I can't understand, this is the trouble".

3. Brijlal 34 : Went to primary school for 1½ years. Attended LH class for 66 hours. Like his above two friends has bought school text book III, IV after spending Rs. 6/- on them. Reads at home, occasionally.

Reading of Crop Protection : 70 words per minute. Skips longer words. Comprehension slightly better than the above two. Observation, "Can't understand, this is my problem".

4. Fakire 30. No primary schooling. Attended LH class for 195 hours plus off and on, a class in his own village.

Reading of Crop Protection : Almost illiterate—reads letter by letter but cannot joint them to make words.

5. Merilal 27. Went intermittently to primary school for about a year. Attended LH class for 338 hours plus a night class in his village. Has a keen desire to continue if given an opportunity.

Reading of Crop Protection : 17 words per minute. Poor in recognising matras hence skips words. Comprehension very poor.

6. Dularey 35. No primary schooling. Attended LH class for 322 hours plus a night class in his village.

Reading of Crop Protection : Almost illiterate. Recognises a few words without matras.

7. Bahadur 34. No primary schooling. Attended LH class for 306 hours. An efficient handiman.

Reading of Crop Protection : Can hardly read, almost illiterate.

8. Mahabali 50. Attended primary school for one year. It seems he did join a class organised at LH, long time back. No record available. Learned to read mostly on his own.

Reading a piece from Ujala (eye sight too weak to read the type in Crop Protection, though type 20 pt. black). 180 words per minute. Though the piece consisted of a few difficult words, comprehension excellent—almost 100 per cent.

Per cent of meeting attended

We know that an adult cannot be regular in attendance. But approximately what portion of the total course he generally attends ? This knowledge would be very useful. If the adults are expected to reach a certain desirable level of literacy in 360 hours, for how many months the class should be kept going so that majority of the students can get an opportunity to study for 360 hours. May be, Matro and his friends who joined the class from the very beginning can help us even here.

Name	*No. of hours the class was held*	*No. of hours each attended*	*Per cent of total meetings attended*
Matro	423	285	
Sunderlal	423	370	
Merilal	423	338	
Dulare	423	322	
Bahadur	423	306	
Total	2115	1621	80%

Primary School Children

Would a reading ability equivalent to a child completing standard, III, be adequate for the forthcoming Adult Education Programme ? To have some idea of it a number of children in a semi urban primary School, under the Lucknow Mahapalika, were interviewed. All the children belonged to the scheduled caste and were between 10-11. They had completed standard III, and were in standard IV for the last 5 months. They were given a passage from their standard III text book to read.

Name	*Reading speed words per min*	*Comprehension*	*Observation*
1. Geeta	50	50%	Weak in recognising matras. Skipped words
2. Chandrika	25		-do-
3. Ashok Kumar	45	Almost nil	Skipped a few words
4. Viddiyavati	30	50%	Can read short words only. Very weak in recognising matras.
		Almost nil	
5. Rajendra Prasad	51	80%	Weak in recognising matras
6. Anil	31	50%	A weak student. Had failed in class II.
7. Murarilal	Can't read		-do-
8. Brij Mohan	Can't read		Made reading errors and skipped words.
9. Mahendra Kumar	80	75%	
10. Usha	31	50%	

Conclusions

No definite conclusions can be drawn from this limited observation.

a) It is difficult to understand the extremely low level of attainment of Matro and his friends who went to apparently such a well organised class and for such long periods. Was the training of the teacher and his method of teaching responsible for the poor attainment?

b) Their rate of attendance was very high 80%' which perhaps was due to the fact that half the study time was given by the management. What percentage of the total planned meeting is generally attended in normal literacy class?

c) The level of comprehension of both Matro and Geeta groups was unsatisfactory, especially with the Matro group. But how do we judge comprehension? Usually we ask questions after the person has read a piece once or twice. The level of comprehension of both the group, did not improve much even after a second reading. Only Mahabali got all the meaning after a second reading. It was observed that even at the second reading the main attention was on decyphering the words. Is there a positive relationship between reading speed and amount of comprehension? A few boys of class V in Geeta's school, were casually asked to read a piece. They read like 'Toofan Mail' as the saying goes and understood the meaning easily. On the other hand I have observed my father who was, barely literate, trying to read his land records or a letter. He would almost spell out and plod along. If he read a word wrong and didn't get the meaning, he would utter 'oh no, it can't be', read again and again till he got the meaning. Then, does comprehension depend upon the intent and purpose of the reader and a researcher can't measure it by creating an artificial reading situation ?

d) What is the normal reading behaviour of new literates' ? I have observed that unless they are fluent in reading they seldom pick up a book and sweat upon it. Till reading becomes a pleasure rather than remain a labour, they lack confidence. This is exactly what Matro said "One who can read becomes full of confidence, the heart becomes strong, one who forgets becomes nervous. I forget matras". Therefore, should we try to build up reading speed *with* comprehension in the forthcoming NAEP, especially if there is a high co-relation between the two ? Should we not avoid the danger of turning out Matros, Sunderlals and Brijlals in millions after spending millions and turn out Mahabalis, even though their number might be small ?

I wish some organisations such as Council for Social Development, the Adult Education Directorate itself and Literacy House takes up a systematic study, as soon as possible, to find an anwser to some of these questions. Such a purposeful study would help NAEP, I am sure.

PLACE OF EDUCATION IN AGRICULTURAL TRAINING AND CURRICULUM*

*Dr. A. John Knight***

Agricultural training calls for the appreciation of Extension Education. Extension is informal education and the primary function therefore, of extension is to educate the people both young and old. It is the educational component of extension that found importance in the country of its origin viz., the U.S.A. While technological explosion was taking place the adoption of such technology was imperative and this was considered possible only through an educational process which could have a lasting effect for those who accept such technological innovation. Therefore, the basic concept with which extensioni w as supported was through education. It is because of this educatonal aspect the process, over the years, as had been experienced, was rather slow. Since education means changing the behaviour of people, extension which is so close to it also connotes desirable changes in the human behaviour in respect of knowledge, skill and attitude. Extension thus, is education and its very purpose is to change the attitude and practices of the people with whom the work is done. The emphasis given to the educational dimension of extension is due to the fact that it will have lasting and permanent effect on the part of those who are educated, in making them accept new ideas and innovations, for them to continue to use them. It is with this laudable objective extension had been introduced in very many developing countries.

In India when the Community Development Programme was started in 1952, however, focus on the educational component was totally neglected or may be, even forgotten. Instead of setting up educational targets to extension personnel, financial and physical targets were set forth. As a result, all those who executed the programmes were concerned with the financial and physical components rather than the educational component. Extension was also mis-interpreted. It meant differently for different people. Some thought that extension workers as partners between Government and the people should provide supplies and services while the educational dimension was completely eclipsed. Few others thought that extension education is not a discipline but only a jargon. That in reality extension education is an applied science which deals with the design and strategy for transfer of technologies and innovations was forgotten. Extension Education does refer to a discipline of applied science, useful of the transfer of technology from the research laboratories to the users of the technology. It may be any development technology which warrants such a transfer to the clientele through informal or non-formal education. Depending on the kind of technology the term is suitably changed and used. When Extension Education in respect of agriculture is done it is termed as Agricultural Extension

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*Paper presented in the Seminar on "Educational Component in Agricultural Extension Service" November 30 to December 2, 1977 at Tamil Nadu Agricultural University, Coimbatore.

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but more appropriately as Extension Education (Agriculture). If it relates to dairy, then it should be called as Extension Education (Dairy) instead of Dairy Extension and if it relates to industry or health it should be referred to as Extension Education (industry) and Extension Education (health) respectively.

The appreciation of extension as an educational process was subsequently realised in the 1960s and as a result some intensive teaching activities were included in the launching of package programme and the H.Y.V. programme. Thereafter, however, importance was given to the human element of the programme, namely the farmer. Thus farmers training centres came into being, laying special emphasis on the education of the farmers through institutional and peripatetic training functional literacy programmes, and the organisation of the farmers' discussion groups (Charcha Mandals') which did the listening cum discussion as part of educational experience. With the rewarding experience obtained from the above educational efforts in extension work it was encouraged to adopt educational methods in farmers' fields to strike success in the education and training of farmers. By and large, demonstrations were recognised to impart intensive teaching skill and knowledge for the education of farmers. Therefore, in many states, many kinds of demonstrations have been arranged to be conducted, so that farmers can be taught intensively. The successful extension work in Rajasthan was due to the intensive training given to the extension workers at the grass root level, who in turn taught groups of farmers on specific areas with a time-schedule. Large number of farmers were trained in the latest technology. As a result of this intensive extension educational activity large number of farmers adopted the modern technology which resulted in the tremendous increase in agricultural production. Similarly, the pre-season campaigns that are organised throughout the country also stress on the educational aspect of extension education using cross media approach of exposing the farmers to exhibition cum demonstration, talk supported with slides or flannel graph etc. This had started helping farmers in gaining knowledge and acceptance of modern farm technology. The successful efforts of educating farmers through compact block demonstration and organised field trips have yielded fruitful results.

Training of Trainers

Any agricultural training should, invariably be production oriented. The experience of IRRI rice production training programme which has helped many developing countries to augment production through proper "training of trainers" would be of interest in this context. The training programme was established in response to a growing need for competent rice extension specialist who could (a) diagnose serious rice problems; (b) grow a rice crop using the high-yielding rice technology being developed by IRRI; and (c) communicate these skills, methods and techniques to rice production through efficient extension methods. The programme emphasized practical training in rice production skills and was designed to train selected extension personnel who could return home and establish training programmes for their own rice extension specialists. The idea being to create a multiplier effect with each national programme whereby large numbers of field level extension

personnel could be trained to use and demonstrate the new improved rice technology.

The behavioural objectives of the training programme were that on completion the trainees should be able, (1) to conduct applied research trials and modify the modern rice technology to fit growing conditions in their home countries or regions and that they will be able (2) to organize in-service training in rice production training programmes for extension personnel in their own national programmes. The production success hereby achieved was brought to the attention of policy makers in the Department of Agriculture. Some of the important administrative constraints identified were : (1) inadequate rice production competence of the extension technicians; (2) incommensurate salaries in relation to the professional training and responsibilities of the technicians; (3) indequate transport facilities; (4) rigid and stringent lending requirements of credit institution; (5) failure of most producers to apply the right kind and quantity of production inputs. In the Philippines besides giving such training, motor cycles were bought on easy credit terms to extension workers, who were thus both trained and mobile. As a result, in 1973-74 the Philippines achieved the highest annual rice production in their history. This experience should help us think of meeting the needs of trainees.

Training Needs of Trainers

The training in the subject-matter fields must be limited to the knowledge the trainer can make immediate application of. Similarly, the skill required by the trainers must be so well learnt that they can make immediate use of them. A problem based syllabus and a problem solving method of teaching is the best method of training the trainer should be exposed to. Studies conducted revealed that the top priority areas of agricultural training were plant protection measures, seeds and seed distribution, manures and manuring and farm management and crop planning. In respect of Extension Education the four major areas of office administration and supervision, extension methods and communication process, programme planning and evaluation and principles of Extension Education were required to be given importance while formulating the inservice training programmes, which should be practical and problem-oriented.

Training Needs of Farmers

Review of some of the studies conducted in this regard may be worthwhile to be considered. Barooah (1965) reported that training is important to farmers for handling of Agricultural implements. plant protection materials and equipments and judicious use of fertilizers. Workshop on Farmers' Training and Education (1967) recommended that content of training should include technical content, economics and risks in using package of practices, credits and supply. Siddhu and Patel (1968) reported that the training needs of farmer were in the order of Plant Protection, fertilizers, improved seeds, irrigation, improved implements, interculture operations, soil preparation, soil conservation and harvesting based on its importance.

Extension Education Institute (1971) found that training in plant protection was the foremost need of farmers followed by use of fertilizers and new seed varieties. Patil and Kale (1972) stated that farmers needed training in the following order of preference, use of fertilizers, pest and disease, their control measure, soil analysis-preparatory cultivations, nutrient components of fertilizers, horticulture and irrigation methods. Gopal (1974) reported that farmers needed training in plant protection, manures and use of chemical fertilizers followed by horticulture. Jha (1974) found that training needs of small farmers in order of importance were plant protection, high yielding varieties of paddy, fertilizer application, seed treatment, storage, credit, nursery raising, transplanting, irrigation and water management and marketing. Pandey and Singh(1976) found that farmers needed training in high yielding varieties of wheat, plant protection and fertilizer application. Small farmers of irrigated tract need training in water management "as most needed" one whereas it is "less needed" to the non-irrigated tract farmers. Sinha and Sharma (1976) found that farmers demanded intensive training in plant protection, manures, management during adverse climatic condition.

Anantharaman(1977) reported the following subject-matter areas as preferred by small and marginal farmers; Plant Protection; manures and manuring, soil, its conservation and reclamation and seed & sowing.

Among the various subject-matter areas preferred to be in the curriculum of the Farmers 'Training, Plant Protection had been placed first in almost all studies followed by fertilizers. The training also need to be location specific even in respect of these subjects.

In the foregoing paragraph it has been traced how the educational component in Extension Educational activities of the Community Development Programme during the early days had been less recognised and yet gradually gained importance until at the present times when it enjoys a place of focus. The educational component in all agricultural trainings help participants to have desirable change in knowledge, skill and attitude on a lasting and somewhat permanent manner. Education endeavours desireable change of behaviour hence its importance cannot be belittled, especially in the modern era.

REGIONAL INEQUALITY IN LITERACY IN INDIA

*Jandhyala B. G. Tilak**

I

India was more illiterate in 1971 than in 1961, with an addition of more than 53 million during the decade, and 86 million during the two decades since the inception of planning in the country in 1951. According to 1971 Census there were 387 million illiterates in the country. Even though the rate of literacy has increased from 16.6 in 1951 to 23.9 in 1961, and to 29.3 in 1971, the faster growth of population has pushed the country further with illiterates.

TABLE I

Literacy in India

Year	Number of Literates in Millions (1)	Rate of Literacy % (2)	Number of Illiterates in millions (3)	Rate of Illiteracy % (4)
1951	60	16.6	301	83.4
1961	105	23.9	334	76.1
1971	161	29.3	387	70.7

Sources: 1971 Census

The Education Commission (1964-66) headed by D. S. Kothari rightly pointed out "The circumstances of modern life condemn the illiterate to live an inferior existence. He has little prospect of a reasonable income. He remains isolated from sophisticated social process, such as democratic government and commercial marketing. The uneducated is not in reality a free citizen" (p.423). The same words apply to a nation with number of illiterates larger than literates. "Illiteracy as a mass phenomenon," the Commission further says, "blocks economic and social progress, affects economic productivity, population control, national integration and security and improvement in health and sanitation."

In a community where illiteracy predominates individuals' behaviour is determind by tradition and unscientific temper. Rather the attainment of literacy is "a phase in the development of attitudes which a modern man needs" to survive in the modern society (Unesco : 1962, p. 153). Literacy provides with adaptability to changes and to modern forms of life either in social or economic and releases the man from the traditional and unscientific network.

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Literacy has a direct bearing on economic and social progress of any society. Particularly in an agrarian economy like ours illiteracy poses a severe threat. Literacy is very much a pre-requisite for modernisation of agriculture (see Blaug : 1966). On the other hand illiteracy becomes a limiting factor in the rate of growth in agriculture (see Horvat : 1958). In India literacy is proved to have a significant influence on agricultural yield (see Chaudhri : 1969).

Bowman and Anderson in their outstanding study (1963) explained the relation between literacy and economic development studying the problem with reference to 83 countries. They found that countries with more than 90 per cent rate of literacy were very rich (the per capita G N P in 1955 in those 24 countries was more than U S $ 500), while 32 countries with literacy rate below 40 per cent were poor with per capita income less than U S $300 in 1955. They found no correlation between the rate of literacy in the range of 30 to 70 per cent and economic development in 37 countries. However, they concluded that 40 per cent literacy rate may be regarded as a general threshold for economic development.

Another international study (Golden : 1955) which covered 54 countries also emphasises the relation between literacy and economic development. Golden found the correlation coefficient between literacy and per capita income to be 0.84, between literacy and industrialisation 0.87, and multiple correlation coefficient between literacy and urbanisation, reception of information media, and political participation to be 0.91.

In India the social rate of return to literacy is estimated to be 15.9 times greater than the return to illiteracy, while the private rate of return is 30 times to that of illiteracy (Nallagoundan : 1967). So one can easily estimate the enormous loss to G D P due to the large quantum of illiteracy in our country. It should be noted that literacy has "a pervasive value in reducing costs and in improving the productivity of the economy" (Schultz : 1964, p. 202).

In this paper we focus on disparities in the rates of literacy in India among various regions. Section II is devoted to the exposition of the problem of inequality in the levels of literacy in India across several regions. In section III an attempt is made to investigate into the factors that explain this inequality, followed by summary conclusions in section IV, from which necessary policy implications can be drawn.

II

60.4 per cent of the population in Kerala are literates, while 18.6 per cent of population are literates in Jammu and Kashmir. The remaining states fall in between these two extremes. The rates of literacy in various states are presented in Table II.

TABLE II

Rates of Literacy in India

Sl. No.	*Name of the region*	*Rate of Literacy*	*Rank Order*
1.	Andhra Pradesh	24.6	21
2.	Assam	28.3	17
3.	Bihar	19.6	24
4.	Gujarat	35.8	10
5.	Haryana	26.9	19
6.	Himachal Pradesh	32.0	14
7.	Jammu and Kashmir	18.6	26
8.	Karnataka	31.5	15
9.	Kerala	60.4	2
10.	Madhya Pradesh	22.1	22
11.	Maharashtra	39.2	9
12.	Manipur	32.9	19
13.	Nagaland	27.4	18
14.	Orissa	26.2	20
15.	Punjab	33.7	11
16.	Rajasthan	19.1	25
17.	Tamilnadu	39.5	8
18.	Tripura	31.0	16
19.	Uttar Pradesh	21.7	23
20.	West Bengal	33.2	12
	Union Territories		
21.	Andaman & Nicobar isles	43.6	7
22.	Chandigarh	61.6	1
23.	Dadra and Nagar Haveli	15.0	27
24.	Delhi	56.0	3
25.	Goa, Diu, and Daman	44.8	5
26.	Laccadivi, Minicoy Isles	43.7	6
27.	North Eastern Frontier Area	9.3	28
28.	Pondicherry	46.0	4

According to Bowman-Anderson criterion, Kerala is the only state (but for a few union territories) in India which is above the threshold level; and Tamilnadu and Maharashtra are close to the threshold level, while the remaining ones are much below the level. Adopting an arbitrary criterion, we classify the regions into five levels of literacy development. Regions with literacy rate more than 35 per cent can be called regions with *very high level* of literacy; regions with the rate below 35 per cent but above 30 per cent can be regarded as regions with *high level* of literacy; the third group of regions with literacy rate in the range of 25 to 30 can be treated as having *middle level* literacy, while those with literacy rate in the range of 20 to 25, and below 20 per cent can be respectively regarded as regions with *low level* and *very low level* literacy. Accordingly we classified all the regions into five groups and presented in Table III.

TABLE III

Levels of Literacy in India

Very High Level	*High Level*	*Middle level*	*Low Level*	*Very Low Level*
Chandigarh	Punjab	Assam	Andhra Pradesh	Bihar
Kerala	West Bengal	Nagaland	Madhya Pradesh	Rajasthan
Delhi	Manipur	Haryana	Uttar Pradesh	Jammu & Kashmir
Pondicherry	Himachal-Pradesh	Orissa		Dadra and Nagar Haveli
Goa, Diu, and Daman	Karnataka			
Laccadivi and Minicoy Isles	Tripura			North Eastern
Andaman and Nicobar Isles				Frontier Area
Tamilnadu				
Maharashtra				
Gujarat				

III

Disparities in the rates of literacy of different regions can be attributed to several quantitative and qualitative factors. Apart from differences in economic development and socio-demographic characterstics which we discuss later in some detail, historical legacies, administrative capabilities and political effectiveness which differ across states and shape public policy differently in different regions in a federal system like ours also account for these striking inequalities in the rates of literacy.

Tamilnadu's high performance in literacy owes its credit to the British colony in the Madras Presidency. The British penetration into Madras presidency, and more particularly the fact that the operational basis of the British colony was Madras for a very long time explains its level of literacy. Similar is the case with Maharashtra and West Bengal.

But the top performance of Kerala in literacy cannot be attributed to the same, since unlike Madras, Kerala was composed of native princely states of Travancore and Cochin. Rudolph and Rudolph (1969) credit a "variety of earlier penetration going back to the pre-Christian era." They further point out "Not least among these influences is that

of Christianity, which claims almost a fourth of Kerala's population as adherents" (p. 1042).

The factors that explain Punjab's high level literacy can be again traced in the history. Punjab had been penetrated by cultural, commercial as well as by military forces even from the times of Alexander.

The same history reveals that states belonging to middle, low and very low levels were not subject to penetration from outside—neither cultural nor commercial nor military.

As it is also very much familiar the political will in Kerala, Tamilnadu, Maharashtra, West Bengal etc., also are very much responsible for high levels of literacy in those states.

Now we come to some quantitative factors. When we considered the quantitative factors, we used the classical normal linear regression model of the form

$$Y_1 = \beta_1 X_1 + e_1 , \qquad \textit{where} \quad X_1 = 1, \textit{ if } i = 1.,$$

to make an attempt empirically to test a set of hypotheses. The hypotheses are :

a) Backward class population (Scheduled caste and Scheduled Tribe population) in a region as a percentage of total population in that region is having negative influence on the level of literacy;

b) The ratio of rural population to urban population in any region influences negatively the literacy level;

(c The ratio of workers to non-workers in any region also exercises negatively on the literacy level;

d) The ratio of agricultural workers to industrial workers in any region also influences the level of literacy negatively;

e) The ratio of males to females will be having positive impact on the level of literacy; and

f) Per capita State Domestic Product will be having positive impact on the level of literacy.

The regression analysis allowed us to accept all the above hypotheses. The results are presented in Table IV.

TABLE IV

Results of the Regression Analysis

Explained Variable : Literacy

Reg. No.	*Explanatory Variable*	*Intercept*	*Coefficient*	*Degrees of freedom*	R^2
1.	B-C Ratio	39.139 * (11.02)	—0.185 * (2.27)	26	0.166
2.	R-U Ratio	36.420 * (14.28)	—0.434 * (2.74)	26	0.233
3.	W-NW Ratio	45.410 * (7.98)	—23.340 * (2.38)	26	0.179
4.	AW-IW Ratio	44.725 * (16.20)	—45.509 ** (5.44)	26	0.532
5.	M-F Ratio	32.253 * (2.67)	0.704 (0.06)	26	negl.
6.	Y	20.699 (2.34)	0.015 (1.13)	17	0.070
7.	B-C Ratio		—0.051 (0.56)		
	M-F Ratio		—0.109 (0.02)		
	R-U Ratio	53.970 ** (5.72)	0.890 ** (3.70)	23	0.713
	W-NW Ratio		—3.825 (0.40)		
	AW-IW Ratio		—9.928 ** (5.69)		

Note : ** denotes significance at 1% level ;
* denotes significance at 5% level.

Explantory Variables :

B-C Ratio : % of backward class population to total population ;
R-U Ratio : Ratio of rural population to urban population;
W-NW Ratio : Ratio of workers to non-workers ;
M-F Ratio : Ratio of males to females ;
A-W-IW Ratio : Ratio of agricultural workers to industrial workers ; and
Y : Per capita State Domestic Product.

It can be noted that the coefficients of the regression Nos. 5 and 6 are not statistically significant, though they are having positive signs (as expected). Regression No. 5 may not be considered seriously since we find very small variation in the explanatory variable among the cross section observations. But Regression No. 6 where we find no significant correlation between per capita State Domestic Product and literacy level needs explanation. The correlation coefficient between the two is 0.264, and the Spearman's coefficient of rank correlation is 0.3666.* The small coefficients can find its explanation in the raw data. Kerala which tops all the states in literacy received 9th rank order in per capita income. Similarly Punjab which tops in per capita income has a rank

* Both the coefficients are significant at 1 per cent level.

order of 5 with respect to literacy. Haryana which comes next to Punjab in per capita income has a very low literacy rate, and the rank order with respect to the latter is 18. To cite another example, Manipur which stands 7th in literacy has a very low per capita income (Rs. 424/- in 1970-71) and it ranks 19 with respect to per capita income.* So from this we can say that economic disparities can not provide satisfactory explanation for disparities in literacy.

The remaining regressions coefficients do not need much explanation. Thus the regression analysis confirms the well established hypotheses that the literacy programmes are prejudiced in favour of certain sections of the society—the farward communities (non-scheduled caste/tribe communities), the urban residents, industrial workers, and the males.

So it suggests that there is an urgent need to attack illiteracy which is very much dominant among certain sections of the economy.**

IV

The important strategy to make the people literate has been so far free and compulsory education for all children in the age-group of 6-14 years. Even though the achievement in this direction is satisfactory, we still have a long way to go to substantially increase the literacy level of the country. 78.1 per cent of the population in the age-group 6-11 in the country are enrolled in primary school in 1968-69. But the general literacy rate is as low as 29.3 per cent. The moral of the story is obvious:

1. Free and compulsory education at the primary and middle levels is largely ineffective and is wasteful. Many children who go through primary and even middle level education may either do not attain functional literacy, or may relapse into illiteracy afterwards.*** For the same reason, the Kothari Commission also viewed "If we are to continue our dependence on this programme alone for the liquidation of illiteracy, we may not reach our goal even by 2000 A. D. !" (p. 423). Child illiteracy may be expected to disappear from all the regions within near future. We do not find child illiteracy in Kerala, Tamilnadu, Manipur etc., since 100 per cent population in the age-group 6-11 goes to schools; and in most other states the enrolment ratio as a percentage of the population in that age group is in the range of 70 to 90. The figures are very much low in a few states like Rajasthan (48.2), Madhya Pradesh (15.1), and Bihar (55.5).**** In the long run compulsory primary education, if made effective, would root out illiteracy from the country. So from the long run point of view child education should receive our prime concern; and the more important thing is it should be made very effective, such that there is no relapse into illiteracy.

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* The rank orders refer to 19 observations only for which per capita state domestic product figures are available.

** To give some absolute figures, the literacy rate is 61.1% among urban males and 41.5% among urban females, while the corresponding figures are 33.1% and 12.9% for rural areas. Similarly while the general literacy rate is 29.3%, it is only 14.67% among backward classes.

*** For an excellent study describing how children relapse into illiteracy after primary level of education, see Gadgil (1955).

**** These figures relate to the academic year 1968-69.

Appendix : Data Used in the Regression Analysis

Name of the regions	Y (1971-72) Rs.	B-C Ratio	R-U Ratio	W-NW Ratio	AW-IW Ratio	M-F-Ratio
States :						
Andhra Pradesh	606	17.08	0.52	0.71	2.76	1.02
Assam	535	93.08	4.30	0.43	2.73	0.07
Bihar	440	22.86	9.00	0.45	4.96	1.05
Gujarat	833	20.83	2.56	0.46	2.09	1.07
Haryana	9.15	18.89	4.66	0.34	2,23	1.05
Himachal Pradesh	678	26.33	13.36	0.59	3.44	1.04
Jammu & Kashmir	520+	8.26	4.37	0.42	2.51	1.14
Karnataka	540	13.93	3.11	0.53	2.43	1.05
Kerala	589	9.56	5.12	0.41	1.25	0.98
Madhya Pradesh	528	33.23	5.14	0.58	1.61	1.06
Maharashtra	831	11.86	2.21	0.57	1.98	1.07
Manipur	424	32.70	6.56	0.53	2.47	1.02
Nagaland	...	88.01	9,12	1,03	3.85	1.15
Orissa	511	38.20	10.89	0.45	3.90	1.01
Punjab	1054	24.71	3.21	0.41	1.75	1.16
Rajasthan	575	27.95	4.67	0.45	3.31	1,10
Tamilnadu	688	18.57	2.31	0.56	1.81	1.02
Tripura	502+	41.34	8 60	0.38	3.28	1.06
Uttar Pradesh	591	21.22	6.13	0.45	3.54	1.14
West Bengal	585	25.61	3,04	0.39	1.59	1.12
Union Territories						
A & N Isles	...	15.72	3.42	0,67	0.59	1.56
Chandigarh	...	11.30	0.10	0.50	0.05	1.34
D & N Haveli	...	88,68	74.00	0.87	10.67	0.97
Delhi	1569	15.64	0.11	0,43	0.04	1·25
Goa, Diu and Daman	...	2.82	2.78	0.46	0.78	1.01
L M A Isles	...	92,86	0.11	0.03	0.33	0.05
NEFA	...	92.08	30.79	1.34	5.89	1.10
Pondicherry	...	15.46	0.18	0.43	0.99	1.01

Note: ... Not Available

+ refers to 1970-71;

for identification of the variables see foot note to Table IV.

Sources: Col. 1 : Delhi Statistical Hand BOOK 1975 (Bureau of Economics and Statistics: Delhi Administration: Delhi)

Cols. 2 to 6: computed from the Statistical Abstract of India 1972(Central Statistical Organisation; Delhi).

2. But since we are not starting from the horizon with zero population effective compulsory primary education alone can not solve the problem. The present threatening size of the problem demands equally effective attack on the other side—attack on adult illiteracy also. This is not to mean that no attack on adult illiteracy has been so far launched. In fact the state and local authorities organised several campaigns. Then the appropriate question that arises is why they failed? These literacy campaigns failed in creating an extensive psychological impact on the people. The campaigns could not even convince the illiterates that it is possible for them to attain functional literacy, and it is for their advantage—which is a necessary condition for the success of the campaigns. Secondly, the bleak resources could not permit us to have a broad network and solid permanent organizations for adult literecy. The result is well known the adult iiteracy campaigns have also been not effective. Experiencing both the inadequacy and ineffectiveness of the

adult literacy campaigns, one tends to argue for compulsory adult literacy. Administrative and political will to do, and enthusiasm to cross the threshold of illiteracy on the part of the individuals can only solve the problem.

In this connection functional literacy campaigns have been launched in several parts of the country. Dantwala (1978) gives an account of a project named Gram Shikshan Mohim launched in Maharashtra which achieved 100 per cent literacy in several parts of the state within a short period. There is a chronic need for such campaigns all over the country with sincere workers. These campaigns largely relying on local initiative have a definite advantage. The methods of imparting literacy and the time to do it etc , can be adjusted so that they suit the workers, the rural people, and the other backward sections of the society. Secondly, the costs of such campaigns would be obviously less relative to the costs of formal schooling.

Unless firm, effective and quick steps are taken in these two directions-- compulsory education at the primary level, and adult literacy campaigns-- the targets of our plans can not be attained in time.

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IMPACT OF TV ON FARMERS' KNOWLEDGE

*B. Sundara Swamy, M.K. Sethu Rao & M.B. Awatigar**

The Satellite Instructional Television Experiment (which in short' called SITE) programme is being organised on experimental purpose. The SITE programme was started on Ist of August, 1975 in our country and was based on a Memorandum of understanding arrived at by India and the United States. Television as a medium of instruction has unique features and has a marked advantage over other mass contact methods. It is an instantaneous, audio & visual media. It provides words with pictures of live situation and sound effect like the movies. It is also called the magic media of mass communication. Of the several objectives of this progamme, projecting some important and major messages pertaining to agriculture was one. In Karnataka, Bijapur (11 taluks), Gulburga (9 taluks), and Raichur (3 taluks) were covered by this programme. Perhaps this is the first time that the benefits of the latest in electronic media are made available to rural population in India.

Several studies conducted around Delhi where a Pilot Project aimed at popularising improved agricultural practices through television has been running, have investigated the impact, immediately after exposure, and overtime with encouraging results. In this investigation it was planned to conduct the study to find out the impact of TV programme—first of its kind in Karnataka with the following specific objectives.

1. To find out the information gain and retention by the farmers with reference to a specific message.

2. To identify the relationship between the information gain and farmers' characteristics like age, land owned and education.

Material and Methods

To assess gain of televised information, and to identify the relationship between the informaion gain, and farmers' age, land owned and education, it was decided to conduct an experiment using a before-after design.

Bevinamatti and Honnarahally village which were covered by SITE programme of Hungund taluk, Bijapur district, were purposively selected for conducting this study. A list of farmers who regularly attended the television programme from the begining was prepared in consultation with the school teachers who were made responsible for maintaining the TV set in those two villages.

It was decided to interview a large number of farmers in the before experiment exposure condition to ensure sufficient sample size for the post-exposure part of the study. Accordingly all the listed cotton farmers available at the time of inquiry were interviewed in these two

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villages. A total number of 87 farmers who were pre-tested, 63 farmers were re-interviewed to measure increment in knowledge after viewing the telecast. It was not possible to re-interview the other farmers as they did not attend the television programme or left the place without the notice of the investigators. So the post test-sample size was 63. These 63 farmers were again interviewed after 15 days of the telecast to know the retention of knowledge.

The written script in respect of cotton pests (Boll worms) was made available by the Television Base Production Centre, Hyderabad, in advance before the telecast. Based on this written script programme content related questions were formulated for this study. The schedule included knowledge test items on programme content and also questions on age, education and land owned was used to collect information before, immediately and 15 days later after the telecast.

Each right answer was given one score and wrong answer zero score. For each farmer's response, a total score was obtained by summating these scores for the individual questions. Mean scores were worked out for each test and 't' test was applied to find out the significance. To identify the association between respondents' knowledge gain and their age, land owned and education status, the total score of individual respondent was standardized by using the formula suggested by Edwards (1957) & the respondents were grouped under the following three categories.

1. High knowledge group (above 59.93).
2. Medium knowledge group (20.23 to 59.92).
3. Low knowledge group (below 20.22)

In respect of age. education and size of holding the scoring techniques developed by Trivedi (1963) were used with slight modification. Chi-square test was applied to identify the association.

Results and Discussion

Impact of Telecast on Farmers' Knowledge:—Perusal of Table 1 reveals that there was gain in knowledge as a result of telecast view. The value of 't' was found highly significant at 1 per cent level. This indicates that the difference between initial knowledge and immediately after telecast view was significant and positive. The high 't' value (22.92) is a clear indication of the impact of telecast on farmers' knowledge gain.

TABLE—I

Impact of Telecast on Viewers' knowledge level

Mean scores		*Difference in mean*	*'t' value*
Before exposure to telecast	*immediately after exposure*		
0.04	12.50	8.46	22.92*
immediately efter exposure 12.50	15 days affter the telecast. 11.31	1.10	3.62*

*Significant at 0.01 level of probability

Further the difference between knowledge immediately after exposure to telecast and knowledge after 15 days the telecast was also significant at 1 per cent level. This implies the gradual decrease in the amount of knowledge as passed on. Further probe is needed to throw light on factors responsible for this early forgetting. The present results get support from the findings of NCERT (1968), Sekhon (1968), Kaur (1970) which indicated the impact of agricultural television, immediately after exposure and over time with positive results.

Relationship between Farmers' Knowledge Gain and their Age, Land owned and Education:—

In order to find out the relationship between respondents' gain in knowledge and thei age, land owned and education, chi-square test was conducted to the data of Table-2. Since the chi-square value in case of respondents' age and land owned is lower than the table value, these were not found to have significant influence on their gain in knowledge. In case of respondents' level of education the association was possitive as indicated by the significant chi-square value at 1 per cent level. It shows that the level of formal education of respondents has a positive relation with and directly influences their acquisition of knowledge. It may be due to the fact that formal education helps an individual perceive and understand message properly. Proper and clear understanding of the message is a pre-requisite to make the message of his own.

TABLE 2

Relationship between Respondents' Gain in Knowledge and their Age, Land owned, Education

Sl. No.	Characteristic under study	Knowledge group Low	Med	High	Chi sq. value	Significant not significant
1.	**Age group :—**					
	Young	4	15	8		
	Middle	6	15	8	5.885	Not significant
	Old	4	2	1		
		14	32	17		
2.	**Size of land :**					
	Small	3	5	4		
	Medium	9	18	11	2.484	Not significant
	Big	2	9	2		
		14	32	17		
3.	**Educational level**					
	Low	10	19	3	10.796	Significant
	High	4	13	14		
		14	32	17		

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LINGUISTICS AND ADULT EDUCATION

*Dr. D.P. Pattanayak**

Adult education in a multilingual country like India is the greatest challenge to the linguist. Faced with problems of instant communication to be linked up with the standardisation and modernisation of the languages, the linguist is called upon to develop a strategy of literacy which can steer through the maze of languages, dialects, styles, registers and such other varieties.

Most literacy workers have convinced themselves that the dialect has nothing to do with literacy. And yet when a farmer's literacy manual is written in 'Suddh Hindi' (Chaste Hindi) in Delhi and is not accessible to a farmer in Rajasthan or in parts of Bihar they do not know what to do about it. It is not as if a linguist can solve all the problems of literacy. After all there is the Mahaboobnagar experiment in Andhra Pradesh[1] where one of India's well known linguists was associated in a programme for producing instructional material in the dialect. But the result was unsatisfactory. By the end of the course the learners could read (and write) Mahaboobnagar Telugu but they could not read standard Telugu with facility. What then is the role of a linguist in an adult education programme?

The Mahaboobnagar programme clearly shows that unless adult literacy is functionally defined and all steps from the curriculum formation through apperception to self-actualisation are well integrated, adult education is bound to be incomplete. Unless reading the dialect is linked with the reading of the standard by a switch over mechianism, this problem cannot be satisfactorily solved. It is not enough to identify the needs and set the objectives, but it is necessary to structure experience through language in such a way that the competence in a language would be of a level which will not permit sliding back to illiteracy. Use of dialect in illiteracy is not an end in itself, but a means to attain necessary skills in the literary language in which sufficient reading material is available for him to maintain literacy.

Mahaboobnagar as well as similar experiences of the project run by the Council for Social Development, the Seva Mandir in Udaipur (Rajasthan), the Institute of Indian Education, Poona and the Central Institute of Indian Languages, Mysore go to indicate that whether it is for motivating or for ensuring the functionality of the programme, material sensitive to local language use is more effective for bringing the learners quickly to the threshold of literacy. But this is not enough. Constant bridging at all levels of language is necessary to relate the local to the standard, which invariably is the high status language. The problem of literacy in case of languages which have accepted another language as 'culture language'[2] needs more serious attention. It is to be remembered that the purpose of literacy is not to develop the undeveloped languages and dialects, but develop the human potential through conscientisation. Therefore a knowledge of language dynamics and language engineering becomes a must for a literacy worker in a developing country.

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It is not as if the linguist can be eliminated if the problem of dialect is isolated. In a Poona slum where the literacy worker asks the child *tujhe vadil kay kartat* and gets frustrated as the child does not understand, the problem is of a different order. Undaunted' the worker asks *tujha bap kay karto* and pat comes the reply *daru pito ani aila marto* 'drinks wine and beats mother'. This forcefully brings out the distance between the slum language and the standard spoken language, the problem of comprehension and the problem of status and attitude built into the language use. Linguists' who make it their business to study the structure of varieties of spoken and written languages in different domains must be treated as indispensable allies of literacy workers to solve such problems.

In a meeting of the Scientific and Technical Terminology Commission, there was a discussion about the word for 'fishing rod.' Although many languages have the word 'bansi', the pundits rejected it in favour of a more sanskritised word 'akheta danda.' Many people are incensed at such sanskritisms without knowing their implication. The choice of a high culture word whether Sanskritic or Perso-Arabic determines the style of writing. Since this has serious consequences for literacy it must be understood by the material producer. Take for example the Oriya word *nasika* and *naka* 'nose'. The choice of *nasika* will require *kuncana Kariba* while *naka modiba* in the sense of disapproval. This not only is a problem in collocation, but the style of writing itself would be determined as a result of such choices. Hindi *danta cikitsa* and *dat ka llaj* illustrate similar problems as the above.

Yet another dimension of the problem of language which has direct bearing on literacy is illustrated by the Tamil word which is written as *patam*, read as *padam* and spoken as *pado* or the Assamese word which is written as *citi bach* but read as *siti bas*. The language specific conventions of writing and reading need to be analysed and integrated in the literacy curriculum. The rules for moving either from the spoken to the written or from the written to the spoken have to be carefully worked out and graded before literacy texts are prepared.

Telugu, where most text books and much of the printed material was written in the Granthika style presents another formidable challenge to those engaged in adult education. Inspite of the decision to effect a phased change over to the Sista vyavaharika, the spoken standard style, the enomaly is bound to persist for some more time. The literacy workers even though working in a small homogeneous dialect area have to keep these broader aspects of language development in view. Otherwise devoid of the continuing flow of reading material which is likely to be available in the standard language for years to come, the neo-literates are bound to lapse into illiteracy.

Linguistic minorities pose a major problem to the literacy worker. In many case people are to be made literate in two languages, the mother-tongue and the dominant language. The linguists must stretch their ingenuity to develop the strategy of transfer, thus making it feasible to run simultaneous literacy in the home language and the dominant language wherever possible.[3] Of course those of the dominant language speakers who are minorities in another dominant language area may have

to be made literate in either one or both the languages according to their choice. Facilities may be provided for this purpose. The West Bengal Committee for Eradication of Illiteracy, for instance, has taken commendable steps in this regard. But very little research and experiment has gone in to making the other minorities literate.

Another peculiar problem is posed by linguistic minority communities who use a pidginised varieties of a language as contact language. The most important among these is the pidgin Naga, which is popularly known as Nagamese. This variety is not only a bridge among the mutually unintelligible Naga language speakers, but also a bridge between the various tribal language speakers and Assamese speakers. No literacy effort in this area can ignore the existence of this variety. The various tribal language speakers in the Koraput district of Orissa use Desia as a communication language in this manner. Similarly those in and around Ranchi in Bihar use Sadri or Sadni. Desia is a variety of Oria and Sadri is a variety of Hindi. To what extent these intermediate languages can be exploited for furthering literacy has to be examined very carefully.

Problem of Santhali somewhat parallels the situation obtaining in the case of Konkani speakers. The Konkani speakers are spread in Goa, Maharashtra, Karnataka and Kerala. The Konkani language is written in four scripts, the Nagari, Kannada, Malayalam and the Roman scripts. The Santhales are mainly distributed in Orissa, Bengal and Bihar, though there are few thousands in Assam. The language consequently is written in five scripts, Nagari, Bengali Oriya, Roman and the Ol scripts. The last is an indigenously developed script by one Raghunatha Murmu, himself a Santhali. Since the matter of script is an emotionally surcharged problem and the adoption of one or the other has many wider implications, literacy workers would do well to inform themselves about various aspects of this question with the help of linguists who have worked in these areas.

The above list is illustrative of challenges which literacy workers are likely to face. The various efforts at script and spelling reforms pose constantly renewed problems which need watching by trained linguists and their implications spelled out for the literacy workers. However it is not only in the area of mere language analysis that a linguist is relevant to a literacy programme. In the area of material production three major operations are envisaged in the years to come. Apart from writing materials which would presuppose language analysis, it is visualised that there will be need for translating and simplifying manuals and reading materials written by specialists.

Many international agencies are called upon to send specialists to prepare manuals for health education and agricultural education.[4] These manuals are either designed for village level workers in health and education or for voluntary organisations engaged in extension work. As the knowledge of English of the workers themselves is minimal, these texts need to be simplified. Take for exmple an instruction from a manual prepared by the Ministry of Health. "Schedule domiciliary visits to new acceptors of condoms atleast once during the first two months and every six months after they have become regular users"[5] This sentence has so many variables that for a person educated up to SSLC level

it is difficult to comprehend it in one reading. Even after reading several times the chances of confusion cannot entirely be ruled out. Texts such as these need to be simplified. However the question is not as simple as it sounds at the first instance. How the simplification of an agreement between the governments of UK and Rhodesia assumed different nuances in the hands of government writers[6] goes to prove that a lot of expertise has to be brought to bear upon the problem. In Indian languages where prestige is often attached to the high style, texts have to be simplified to guide the inexperienced reader through graded steps into becoming an efficient reader. Here a parallel may be drawn with preparing textual material for purposes of second language learning. As in the case of learning a second language the learner is first introduced to situationally and structurally graded material and slowly through the simple language used for native speaker he is guided to progress to greater complexities, in this case simplified language for neoliterate inexperienced reader slowly moves through simple language to greater complexities. Needless to say that the help of a linguist is essential in this operation.

Translations will have to be resorted to as for sometimes to come the experts will write in English. Even if some good reading material is published in one Indian language it may have to be translated into other Indian languages. Translation is one of the most neglected fields in the country. Without going into the details of discussion regarding linguistics and translation[7], it may suffice to point out that with languages belonging to four language families and many languages of doubtful affiliation, almost all structural and semantic complexities of translation one is likely to find in the tour of the world can be illustrated by Indian languages. Fourteen languages as medium of higher education, administration and mass communication should indicate the extent of translation needed in the country. Apart from the problem of vocabulary, the presence or absence of verbs in equational sentences, passive and gender concord, the different modes of relativisation, the differing case relations are few of the important areas which pose obvious problems in translation. What is important to understand in this connection is that a research base has to be created in all these areas if functional adult education is to be achieved in a meaningful way.

The preparation of instructional material is not independent of the curriculum and philosophy underlying adult education in any country. Lyra Srinivasan speaks of four curriculum models[8]. The four models, the Information model, the Problem solving model, the Projective model and the Expressive, the creative or the self actualising model, form a continuum on the basis of maximal and minimal role of a teacher. Each model will dictate its own material and teacher preparation. For example, when people speak in terms of text books and supplementary readers their thinking is essentially of the information model. The system in which the teacher engages himself in a one way communication of information, where rhe text book dominates the class, where education is not relevant to the important segments of living of the adult learner is incompatible with adult education. External incentives and pursuations may result in external allegiance to a programme but it cannot generate the necessary emotional and intellectual precondition for adult education.

The conventional thinking on the subject makes a distinction between adult literacy and adult education. Thus in a curriculum of 350 hours 90-100 hours are given for literacy. This represents a gross distortion and misunderstanding of both literacy and education. First of all it must be understood that language is not taught in a vacuum. Unless the content of the language instructional material is closely knit with the needs and interests of the learners this itself may act as the greatest disincentive for them. Therefore taking structures like *lala tala la, lala la, tala la,* selected on an adhoc and random basis, and trying to generalise it for all groups of learners may not be the most efficient introduction of literacy.

Many prefer to use the primer perpared for native children for initial literacy. This thinking does not take into consideration the special psychological problem of an adult who either feels deprived because of being bypassed by the school or has a low self-image because of being a drop-out. He certainly resents when treated as a child. Secondly a primer is a unit of formal schooling where it is structured differently with the curriculum. Thirdly even the primers themselves are often not even properly designed for the children. For example the first seventeen pages of the current Marathi primer contains mostly imperatives. Under these circumstances, no matter how convenient it is for the administrator from the point of sale of material, this is not the proper answer to adult education.

The knowledge sought to be imparted in an adult education situation must be need specific and the medium of communication location specific. This would indicate diversification of instructional material. But even accepting this diversity as basis, to what extent the initial material can be generalised needs to be studied more thoroughly and scientifically. So for only assertions of various literacy workers for and against such claims are available. For example, when one claims that the same literacy manual is being used for small and marginal farmers, industrial and mining workers, urban service workers, workers in different trades, tribals, scheduled caste groups and women it has to be examined a little more carefully and should not be taken at the face value.

Literacy to be functional, language must be well integrated with content. If the aim of adult education is to impart a level of competence to the learner so that he can sustain his interest on his own without lapsing into illiteracy, then it is not enough to give a mere recognition and manipulation of scripts, reading of controlled texts and writing letters to the grand child about one's health and the village fair. The adult learner must be made a competent reader with understanding of fairly complex structures so that he can read newspapers and make sense of various governmental forms and notifications. Very little research has gone into the officialise languages of our country. The forms and notifications, even in English in many countries, are written in a language which need simplification in order to be accessible to the English knowing public[9] Many of our forms and notifications, which are not originally drafted in Indian languages but are translations from English are not even comprehended by highly educated native speakers. Therefore, it must be understood that the content and language both must be graded to carry the learner through successive skills while maintaining their relevance and creativity. This presupposes a team work in which a linguist is an indispensable component.

When we think of adult education often it is considered to be connected with writing and reading. Since every body speaks a language spoken activity is completely ignored in the scheme of things. It must not be forgotten that India has a 2000 years old tradition of oral transmission of knowledge. In any case through dialogue it is not only possible to establish a personal bond between the teacher and the learners, but also lay the foundation of problem sharing and culture sharing. Very little research has been conducted about the structure of oral presentation in the formal class room, the radio and under more non-formal conditions. The research conducted by the Coimbatore Agriculture University[10] tend to indicate that there is more similarity in the structure of the class room presentation and the peresentation by the Radio. This may be because the radio presentation is first written and then read The linking of the oral structures to reading and writing must also engage the attention of linguists.

A question is often asked about testing those who pass through adult literacy programmes. In such situation the word 'assessment' should be used to inculde besides testing, such observation techniques as rating and interviews, class performance records, job records and evaluation of the total learning outcome to reflect developmental changes. This also requires formulation of the goals of literacy in a more meaningful manner. Functional literacy in terms of UNESCO norms was considered to be equivalent to education of the level of clas V. But in the circumstances where the emphasis is on non-formality the specification of goals has to be spelled out in terms of skills, learner's confidence level creative interpretations of a stimulus, problem solving ability etc This is the only way to ensure fairness of assessment of both individuals and groups in a pluralistic society.

Terms such as motivators, animators, facilitators are being freely used in connection with adult education. Following the Indian tradition in this regard some have even suggested a three tier organisation where a motivator is the programme incharge whereas the facilitator is the teacher. Those incharge of adult education must ensure that the new lables are not used to either maintain status quo or smuggle in the formal class room authoritarianism. Malcolm Knowles developing the concept of Androgogy[11] describes it as the art and science of helping adults to learn. Androgogy has also been termed as, A technology of Involvement'. This involvement on the part of both organisers and learners is crucial to the success of an adult education programme. This is the biggest challenge before the educationists and linguists of this country today.

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READERS' CLUB

(Extracts from letters to the Editor)

I

Your 'Editorial Loud Thinking' in your issue of October 1977 (Vol. 38 No. 10) suggesting an area and inviting comments of Adult Educators.

You have made a reference to pandits, preachers and pujaris in the framework of continuing adult education, but do not pinpoint the direction.

Mental comprehension can sustain modernity only to the extent the base is capable to absorb. The capacity to absorb is different from society to society. individual to individual and family to family. You can see electronics engineer, doctors and non-matrics in the same generation in the same way in which you can see the crowded square of a metropolitan town with a pedestrian, a cycle, a car, a bullock cart and a jet plane hovering over in the sky above. All these demonstrate the fact that all these levels can co-exist together. They are all modern in the sense that a person without a cart has taken to bullock-cart, a person without a cycle to cycle, without a car to a car and so on, as a method of modernity updaling his skills within his limitations. Therefore, the person in the supersonic cannot be compared with the person with the bullock cart but both are modern and have scaled the ladder one step each to modernity from the back step.

Illiterate farmers have taken to the use of fertilizers, good seeds and other such innovations that have come to them, knowing their efficiency and modes of administration, and are convinced of their practical utility irrespective of the fact that they are illiterate and have not learnt these in formal schools. Housewives can without any training operate kitchen appliances of the electronic age with confidence. Hence the concept of modernity and literacy are two different things. The term modernity should not also mean westernisation which it succumbs to mean today. This has come to mean so because the USA and Great Britain taken together with other western nations occupy a far higher place in international spheres and the political world seeks their guidance and assistance. Therefore, the term modern has come to mean what John Dewey or Sartre call an idea plane and the latest technique adopted in the US in the industrial sphere.

A technique works well in a particular framework. Many a sophisticated machinery are lying idle because the manpower is not trained in the sense that the appliance has not become a part of their habit and the society they belong.

With primary education a state responsibility, how is it being delayed even after 30 years of independence? Do you suggest that government itself has a vested interest in keeping people illiterate? The utility of education is deemed according to the use it offers in the process of acquiring the daily necessities of life. The MBAs of

Ahmedabad are in great damand whereas management products of the universities are in excess. The IIT Graduates are in demand whereas university M. Scs. and M. Techs. are not prized. Rastriya Sanskrit Sansthan under the Education Ministry gives stipend to all the students at the rate of 60, 75, 100, 200 rupees etc. per month but there are no students worth the count. Why? The causes are not far to seek. Unless, then, adult education is far more profitable in terms of national goals in very near future no adult would invest his labours to the extent of qualifying himself for the job utility in terms if quick returns is not ensured.

Hence the long range programme of adult education can be taken up only in terms of set social goals with decided economic yields failing which the whole programme would remain as a blue print since the speed of progress of the western countries in modernity is far too great than what we can aspire for and our backwardness will always be more when compared with the developments achieved by other countries in the sphere of modernity or acquiring skills on the planes of ideation or execution.

Thus, teaching of alphabet to adults has no economic value. What is necessary is his economic equipment and drilling in the use of appliances. This appliance might be his own person, discerning skill, and polished frame of mind to grasp everything in a canded and clear way. Laboratories and workshops demonstrating the use of more and more sophisticated machinery may be made available as far as practicable to all the people who care to learn. So functional rather than formal learning should be our goal.

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II

Money Spent on Literacy is not a Waste—A Further Rejoinder to Mushtaq Ahmed

In continuation of my brief comment published in the Aug-Sep. issue, I wish to make the following observations :

In the hands of disbelievers and some government officials, literacy programmes have failed; but wherever dedicated people are involved it has achieved remarkable results. While narrating his experiences or hear say tales, Shri Mushtaq Ahmed has revealed the sad story of the so-called adult education classes directly run by the community development departments during the I & II five year plans. But after the concept of functional literacy was evolved and plans put into effect, the situation changed.

In Kerala also, during the first and second five year plans, situation was not very favourable. But it does not mean that the same situation prevails.

I am of opinion that the attempts as evolving a socialistic pattern of society, developing small family norms, inculcating habits of thrift and savings etc. have failed due to the alarming rate of illiteracy among the common people. They are rather reluctant in extending cooperation and support in developmental and nation building activities as they do not know their role in the society and in the welfare of the community. This can be inculcated only through making them literate and thereby better citizens capable of thinking and participating in constructive programmes.

The cases suggested by Shri Mushtaq Ahmed are only exceptions in the case of Kerala and in the case of many South Indian States. Would it not be fair for him to confine his observations only to his area. Even in Kerala one may find a few centres here and there run by the Government and by some one on whom it was thrust upon. Shri Mushtaq Ahmed feels himself as an Inspector (as in the formal system) but I look at it not as a supervisor but only as a colleague. There the whole thing changes. Literacy should not be for the mere sake of literacy. It should be oriented to development. For this literacy should only be a part of a wider, bigger umbrella, non formal education. That is why we in Kerala have given shape to a registered voluntary organization 'Kerala Association for Non-formal Education and Development' (KANFED) with a view to coordinating and consolidating literacy, and education and non-formal education attempts in Kerala.

The prosperity of any nation depends on its people and the people should be literate, self conscious and development oriented. Whether it is socialistic pattern of society' or total revolution, we should first of all ensure literacy and let no one stand in that way.

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III

"Learning New Language—A Real Fun"

Your editorial on "Putting ourselves in the shoes of adult illiterates" tempted me to put on paper my own experience of learning Bengali language.

While doing my post graduation 6 years ago I learnt Bengali alphabets and some nursery rhimes from one of my friends. Recently when I was in Vrindaban for about a month, I could acquire a guide book, and started learning Bengali. Looking to my interest my father helped me in explaining the basics of Bengali script.

It was indeed a fantastic experience. I missed no opportunity of testing my knowledge. I read posters, sign boards of various shops, names of temples, Dharmashalas and hotels in an audible voice like a neo-literate. I was not bothered about people smiling at my enthusiasm.

I enjoyed, some times even got irritated higgling with "Juktakhora" (Joint letters) and was not satisfied till I could read them correctly.

Now I have learnt quite a bit, and I can call myself a semi-literate. I can read the script but can not always understand what it means.

At this stage I really felt the need of a good dictionary, in order to be able to understand what is written in the book.

I have been thinking that this must also be a problem of neo-literates, especially learning Hindi. They also come across so many new words even in the books written for neo-literates. They can not make use of the ordinary dictionary. Hence they should be provided with pocket edition of a dictionary especially prepared for neo-literates.

Coming back to my own efforts of learning Bengali, I have devised an interesting device to develop my speaking and understanding capacity of Bengali.

My brother's maid servant is Bengali. She is illiterate and knows some Hindi. I have persuaded her to learn to read and write in Bengali. I try to read out some of the Bengali short stories eg. children's edition of the life of Vivekanand, Purana, Katha, some other literature prepared by West Bengal Committee to Eradicate Illiteracy. I also impart skill of literacy to her. She has become interested and she is learning fast. She does not feel shy since I also commit a lot of mistakes in speaking Bengali. Thus we are teaching each other and learning from each other. In other words we have developed a symbiotic relationship which is equally good for both of us.

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POINTS OF VIEW

Comments and Suggestions on Naep

Prime facie, the motives behind the new policy on Adult Education seem to be laudable. But following comments and suggestions are offered :

(i) The average Indian illiterate is apathetic towards becoming a literate as he does not see any apparent gain out of it and our first duty therefore, is to remove this apathy and create a feeling in him that education brings about a freshness in life and it is a part of complete living. Literacy should become a mass movement as was seen during the thirties of the century when a Bhishte (water carrier) carrying his load of water was seen reading his book, a cowherd revising a lesson, an old man with white beard repeating his lesson. Our first concern should be to motivate the adults for literacy.

ii) The present programme, although helpful to some extent will not solve the problem of 200 million illiterate population. A very comprehensive programme needs to be formulated in which other Departments such as Cooperatives, Panchayats, Public Relations and District Officers i.e. the Deputy Commissioners, Tehsildars and Patwaris are directly involved. At least to sign one's name should be made obligatory for everyone so that the stigma of putting the thumb impression even in this space age be removed altogether. It should be declared that no application for any purpose should be entertained unless signed in person and subsequently it should be made obligatory to write one's application for himself. This look to be rather hard but it has the possibility to click. And we have the experience of other nations like Italy to guide us.

iii) The village panchayat can definitely play a greater role in the area. The village panchayats should be given incentives on attaining cent per cent literacy during a period of one year or so. Similarly the scheme be extended to the block, tehsil, the district and the State.

iv) Every shop, bank, industry, factory, institution or any other such bodies should be charged with the responsibility of educating its worker, We can definitely learn a lesson from the past when centres were started in prisons and the prisoners were educated and made literate during the term of imprisonment. This has also been successfully tried in the Punjabi University, Patiala, where no employee of the University is illiterate. Special classes were held for illiterate employees and recently a centre has been started to make literate the unlettered wives of the employees of the University.

v) The provisions of the Compulsory Primary Education Act passed by the different States Govts need to be practised and strengthened. There should be no more laxity so that leakage and wastage which amounts to nearly 40% in primary education is stopped altogether. A survey be made of the children in the age group 6-11 who are not coming to schools and their presence be located. The persons who

employ children of this age group should be severely dealt with in accordance with provisions of the Act. But if due to economic reasons their employment becomes necessary, it should be made their obligation to make them fully literate and let them avail the facility of attending some adult education centre for some time during day or evening hours. For such children who have to help their parents to supplement their income a large number of part-time primary schools be started. This scheme has great potentialities.

(vi) It is heartening to note that the Government of India is thinking of setting-up a National Board of Adult Education but this Board should not meet the fate of Punjab Adult Education Board which was created in 1974 to streamline the working of the scheme in the State but since then, the Board held only two meetings and nothing concrete has emerged out of it. The membership on the National or State Board should only be given to those who know and feel for the scheme. The nomination of big people who seldom come to attend the meetings should be avoided and field workers should get due representation on such boards. Moreover such Boards should be given target dates for working out their schemes The most important thing in the field of literacy is the production of suitable literature. The literature which is being used in the adult education centres at present does not interest the adults at all. It is very necessary that through this medium useful information is given to the adults regarding better methods in their particular field of vocations, besides adding to the general proficiency in life. The production of such literature should be taken as a crash programme not only by the centre but also the State Governments and other social agencies.

(vii) The neo-literates have to be taken care of by a rich follow-up programme consisting of providing reading material. For this purpose village/town libraries should be set-up. Some good work was done in Punjab before 1947 when we had libraries in most of the cities, towns and even in some villages.

(viii) The Universities can certainly play a great role in the production of suitable literature and research in the field of adult education. Even as early as in 1948, the English University Grants Committees expressed the view that adult education in a University be accepted not as a service rendered for the convenience of external bodies but as a necessary and integral part of its normal activities. Sir T'ric Ashly holds that Universities have responsibilities to a much wider public and goes on to say "Many Universities set a high value of extra-mural work for its own sake, not merely as a duty which scholars owe to their fellow citizens but also as a means of keeping Universities close to social and economic problems and to the people whose taxes finance them".

(ix) We can also learn from the example of other countries in this area. Folk schools are characteristic Danish institutions. These schools in Denmark and other Scandinavian countries are a class by themselves. These schools provide courses in cultural subjects—Art, literature, philosophy, religion etc. The object of these schools is to elevate people culturally and help in economic development.

In Russia in 1917, the percentage of literacy was hardly 24. Today the figure is almost as high as that in any progressive Western country. In 1919 an anti-illiteracy commission was appointed under a decree issued by Lenin. It was made imperative for every educated man and woman to educate the uneducated. Vigorous, determined and elaborate efforts were made to wipe out illiteracy and to spread education amongst the people. This can very easily be done in India.

The last suggestion would be to organise literacy campaigns with the help of teachers and students during vacations. In colleges, training colleges and even in high schools literacy clubs should be set up. More over every high school/college and the University should adopt one or more villages as the circumstances allow, in the area for the alround growth of the village as the Punjabi University has done it.

Another suggestion worth consideration is the employment of 21,000 trained teachers who are on the live-registers of the Employment Exchanges in Punjab. After B.Ed. it should be their condition of employment that they should have worked in these adult education centres for one year atleast. The village primary school should be made the necleus of adult education in every village. In this way, this problem can be solved.

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SEMINAR ON COMMUNITY SERVICE AS CONTINUING EDUCATION

A Brief Report

In pursuance of its objective to involve more and more colleges in the service of the Community and thereby promote continuing education the Indian University Association for Continuing Education organised another 3-day Seminar, second in the series on "Community Service as Continuing Education" at the Madurai University, Madurai from December 29-31, 1977. Since the first one in the series was meant for the Western Region, it was appropriately held in Bombay in 1976. The present one was meant for the Southern Region and therefore, Principals of colleges in the four southern States of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu were invited to participate in this Seminar. 38 people including few principals of colleges, NSS Programme Officers, few professors and heads from various departments of Madurai University, participated in this Seminar.

The Seminar was inaugurated by Prof. S. V. Chittibabu, Vice-Chancellor of the host University and was presided over by Dr. G. Rangaswami, Vice-Chancellor of Tamil Nadu Agricultural University Coimbatore. Earlier Dr. T.B. Siddalingaiah, Director, Institute of Correspondence Courses, Madurai University, in his capacity as the Director of the Seminar, welcomed the guests.

During the first business session, Smt. Kamalini Bhansali, Registrar SNDT Women's University, Bombay, a resource person of the Seminar, delivered the Keynote address. The main thrust of her address was towards the involvement of colleges in the programmes of continuing and adult education. During the business sessions that followed six position papers were presented on various aspects of the community service that these colleges could profitably engage themselves in. On the second-day of the Seminar the participants were taken out to a village which has been adopted by the Madurai University under the auspicies of the University N.S.S.

In conclusion the Seminar made the following recommendations :-

1. The delegates to the Regional Seminar on Community Service as Continuing Education welcome the Policy Statement of the Government of India and adopted by the State Ministers of Education and various other forums in the country. This seminar also welcomes the initiative taken by the University Grants Commission in giving leadership to the universities and colleges in accepting adult education as an essential component and ingredient of programmes of universities. The statement adopted by the University Grants Commission has added a new dimension to the activities of the institutions of higher learning in the country. This Seminar appreciates the efforts of the Indian University Association for Continuing Education in organising this Seminar and other consultations in different parts of the country to solicit the interest of teachers and students in universities and colleges in implementing National Adult Education Programme (NAEP).

2. The Seminar also expresses its gratitude to the University of Madurai for hosting and providing various facilities in arranging this consultation. The Seminar concurs with the University Grants Commission Statement that "Universities cannot confine their concern to the expansion of the frontiers of knowledge and to its dissemination to full-time 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".

3. After considering various aspects of proposed programmes, the Seminar is of the view that Universities and colleges should devise administrative structures which would help in the proper implementation of programmes at the University level and that some senior faculty member should be entrusted with the responsibilities of co-ordination and guiding programmes. It is presumed that the Vice-Chancellors will assume active and keen interest in the effective implementation of the programmes.

4. At the college level there should be a small committee headed by the principal and that committee should have as its member—staff, students, members of the community and learner groups, to plan and use the co-ordinated effort in the implementation of the programmes. One of the members of the faculty be placed in charge of adult education activities. If the volume and quantity of work justify, there might be need for a whole time supervisor to carry on the work.

5. For actual implementation of work, each centre might have 40 educands (illiterate) and it may be placed in the charge of a team of 2 or 3 students. This team should give instructional work. A team of 2 or 3 is suggested to ensure continuity of work to see that there is no dislocation on account of absence of a member of the team on a certain day.

Motivation

6. For the effective implemetation of the programme it is necessary to provide motivation to various persons involved in programmes—adult learners, teachers, students and institutions undertaking the programme.

7. To ensure effective participation of teachers and students, it may be desirable to provide some incentives to them. Some of these are suggested below :—

(a) A credit-to be given to teachers doing adult education work against their work load.

(b) Those teachers who are continuously involved in the programmes for a period of 3 years may be given additional increments in their own pay. They could also be given a merit pay.

(c) It is suggested that one of the conditions for appointment of Principals should be a demonstrated interest in adult education.

(d) That substantial number of national service scheme volunteers should be involved in adult education. Volunteers may be expected to put in 220 hours in a year. (200 hours of instructional work preceded by 20 hours of training), instead of 120 hours in 2 years, A certificate to this effect may be given to the volunteers by the University.

If a student undertakes to continue to work for adult education for 2 years, a certificate of merit may be given to him. The University may also consider making a mention of this in the degree which is given to him.

(d) The University might also consider giving academic credit to students involved in adult education for a number of hours in a year and performing a specific task which may be accounted for in relation to adult education programme.

8. It is essential that a proper atmosphere is created to motivate adult learners in the programme of adult education. For this there will be a need for mobilizing mass media and other methods whereby illiterate persons may be motivated to attend programme at adult education centres. It is necessary that the programmes are planned and implemented in an interesting and effective manner. They could be really attractive to the learner in increasing their productivity and improving the quality of life and also helpful in making them aware of the social milieu in which they live. *To begin with each college might undertake the programme in a small and effective manner so that they inspire confidence in the Community. To undertake programme each college should plan its programme in consultation with the teachers, students and learners.*

9. The University Grants Commission and State Governments might consider providing special incentives to institutions which are involved in adult education programmes in a substantial manner. It may be that in the future one of the criteria for making grants to institutions could be its performance in the field of adult education. It is also necessary that the Central Government and University Grants Commission should provide 100% support to Universities and colleges for doing adult education work.

Training

10. We are of the view that for undertaking programmes of the kind and dimension as outlined in the National Adult Education Programme, it should be necessary that students and teachers and other functionaries are put through programme of adequate training and orientation. For teachers, training programme of duration of ten to fifteen days may be organised either at the Headquarters of a University

or in a specialised Institution doing adult education work. Similarly, Orientation Programme for students may be organised at the University or the college with the help of persons who have knowledge and experience of doing adult education work.

11. For involving the colleges and universities, teachers and students effectively in the programme, it is necessary that the Central Government and other special agencies might produce guide books and other aids to make effective teaching.

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WISDOM FROM THE "IDIOT BOX"

(Review of Radio and T.V. Programmes from the Educational Angle)

I am glad to record that Doordarshan presented a significant item on literacy in December when a number of adults—men and women—who have had the opportunity of attending functional literacy classes, were interviewed. It is commendable that programme-makers have turned their imagination in this direction. Of course such a programme calls for both imagination and skill if it is to hold the attention of TV viewers in cities. The interviewer could perhaps achieve a more dramatic effect with a little forethought. I hope, that there would be more programmes on this subject. It can have two beneficial effects; one as an example to illiterate viewers and the other as a way of impressing upon the tax-payers the priorities of investment in adult literacy.

I found the programme in Yuva Manch on music, presented in the third week of January to be very engaging and informative. I could very well see how the cooperation between a seasoned artist like Hafiz Ahmed and experienced comperes like Tandon could produce such results. Whenever Yuva Manch has tried to do so it has risen above the level of superficial entertainment. I strongly hope there would be more such programmes so as to enable young people in cities to be at least as much informed about the grammer of Indian music as they are about the techniques of modern international music.

All over the world mass-media have been treating psychological problems and ailments as favourite subject for popular programmes. They are announced as educational items but in the West the producer is often tempted to deepen the sensation in them. Consequently their educational value is sometimes eclipsed while the dramatic appeal is enhanced. They may have a detrimental effect upon people who have psychological problems. I saw a far more compassionate and educationally sounder programme in the Hindi Yuva Manch of Doordarshan entitled "Uljhane".

The programme was a series of interviews between some wayward young men and a psychologist and socioligist. It was marked with deep sympathy on the part of experts and candidness and sincerety on the part of the young people. Fortunately the problems that came out of this programme were not of mental diseases but of families in transition and indifference of educatioual institutions to the human aspect of the growing young people.

Lately I have been listening to early morning All India Radio programmes of Delhi Station. My impression is that while that hour may be unpopular with the city elite it is time well spent for rural people as well as for people with traditional ways of life in towns. However there is one programme that could perhaps be shifted to an hour more agreeable provided regular listeners want a change. This is the teaching of South Indian languages through the medium of Hindi. It is broadcast at 7.30 A.M. I felt it has a lot of possibility. Perhaps one way of encouraging more listening and making use of this programme would be

for All India Radio to have joint discussions in advance with bodies like Hindi Sahitya Sammelan and various regional cultural associations. It should be possible to introduce a certain type of radio-cum-correspondence courses in South Indian languages. Some prizes should be instituted. The Hindi Sahitya Sammelan and other language bodies should secure large numbers of awards from big commercial concerns and business people belonging to Hindi area. Competitions among regular users of this programme to Hindi Speaking people could also be encouraged. It is true that the incentive for learning South Indian languages may not be as high as for the South Indians to learn Hindi because they are living in this area. But the use of language in professions need not be the only incentive.

Kheti-ki-Baaten—which is briefly broadcast in the morning comes immediately Vandana i.e. the prayer songs. This is excellent placement because I am sure a large number of rural people tune in to listen to the devotional songs and have incidentally also acquired a taste for the brief but professional level and timely advice regarding crops and other matters. In fact compared to some of the talks and wayward conversation included in the main afternoon rural broadcasts, these snippets are far more practical.

FROM OUR CORRESPONDENTS

Ruskin College, Oxford

Ruskin College is offering scholarship and admissions to trade union persons and other adult students for October 1978. It offers a two-year Development Studies diploma in the Sociology, Economics and Politics of Development designed to meet the needs of students interested in problems of developing countries.

Further information : General Secretary, Ruskin College, Oxford OX 1 2HE, England.

Zambia Adult Education Advisory Board

The Zambia Adult Education Advisory Board set-up by the Government of Zambia in 1971 acts as a Clearing House of information in adult education in Zambia, gives advice to all agencies operating in the field of adult education, and evaluates on-going adult education programmes.

The Board has published the following documents :

a) Aspects of Adult Education in Zambia
b) Adult Education in Zambia; Organisation aims and clientele.

Further information : Mr. W.A. Chitundu, Executive Secretary, Zambia Adult Education Advisory Board, P.O. Box RW93 Lusaka, Zambia.

Courses for Cleaners

The Shramik Vidyapeeth (Polyvalent Adult Education Centre) Delhi organised a 50 week course for cleaners working in Engineers India Ltd. from 14th Sept. 1976 to 2nd Sept 1977.

The Course helped the cleaners understand the role and functions of the organisation, improved their knowledge and skills for performing their duties efficiently and upgraded their general literacy skills.

17 cleaners participated in the course.

Further, information : Director, Shramik Vidyapeth, Directorate of Adult Education, J. 17 Haus Khas, New Delhi-110016.

Writers Workshop for Construction of Primer

The Centre for Continuing Education, University of Punjab organised a Writers Workshop for construction of a Primer in Punjabi from December 3 to 8, 1977.

The Centre proposes to develop more learning material in Punjabi for the women living in Punjab and a Primer in Hindi for Haryana and Himachal Pradesh in February-March this year.

For further information write to Shri K.L. Zakir, Programme Coordinator, Centre for Continuing Education, Punjab University, Chandigarh-100014.

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3.	Curriculum Construction for Non-formal Education for Women 1977	Rs. 3.00 $. 1.00
4.	Adult Education and National Development 1976	Rs. 5.00 $. 1.50
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7.	Adult Education for Rural Poor 1975	Rs. 8.00 $. 2.50
8.	Farmers Training and Functional Literacy 1975	Rs. 15.00 $. 5.00
9.	On to Eternity-Vol. III. 1974	Rs. 6.00 $. 2.00
10.	A Literacy Journey—C. Bonnani 1973	Rs. 8.00 $. 3.00
11.	Adult Education for Women 1973	Rs. 5.00 $. 2.00
12.	Adult & Community Education : An Indian Experiment—S.R. Mohsini, 1973	Rs. 10.00 $. 4.00
13.	Adult Education in India-A Book of Readings—edited by Anil Bordia, J.R. Kidd and James Draper 1973	Rs. 25.00 $. 6.00
14.	Adult Education for Farmers —J.C. Mathur 1972	Rs. 12.00 $. 5.00
15.	Manual for Adult Literacy Teachers —N.R. Gupta 1971	Rs. 10.00 $. 2.75
16.	Adult Education in the Seventies 1970	Rs. 5.00 $. 1.75

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EDITORIAL LOUD THINKING

J.C.M.

Ideas for Enlarging the Journal

Readers of this Journal will be glad to know that a proposal is under consideration to introduce some aditional pages in the Journal, devoted exclusively to the problems of the National Adult Education Programme (NAEP). While the management is examining the financial implications, I wish to invite from readers their suggestions on the kind of material that should be made available and that would be useful to field workers both in government departments and non-government institutions involved in this programme. We have been assured the co-operation of the Ministry of Education and the Directorate of Adult Education (Non-Formal Education). But in order to stimulate action by non-governmental bodies the Journal needs imaginative contributions particularly those that reflect innovational activities at the field level.

Rural Immigrants in Cities

The enormous and rapid influx of people from villages into metropolitan and big industrial cities creates the problem of the mental adjustment of the new arrivals into the environment of the cities. Does not this constitute a challenge to adult educators? For nearly two centuries United States of America has been having the experience of assimilating immigrants from the countries in the old world quite a few of which had at that time relatively backward socio-economic ethos. The problem of assimilation was solved by various community groups. These community groups acted as orientation agents so as to make the transition smooth and enable the immigrants to pick up new norms of conduct and behaviour in a strange land.

The situation in Indian major cities after Independence has some similarity with that in USA but is also very different in some respects. We belong to the same country but we are deep in the welter of a dual society. A notable characteristic of this society is that the better-off people in the urban areas are fast becoming part of an international environment, owing to fast communications and all-embracing mass-media. Consequently the new arrivals from villages have to adjust themselves not only to the physical changes of city life but even mere to the fast pace of the march of ideas. Community groups like the Bhojpuri Association or the Garhwal Society or the Bengali Association in the capital and other big cities do provide an atmosphere of intimacy in which the sense of isolation felt by new comers may be somewhat overcome. But this facility in our dual society is hardly available to the rural poor whose influx is much greater. Therefore this task of acclimitization should be undertaken as an educational process. Labourers, domestic servants, messengers, shop assistants, chowkidars, carftsmen are some examples of vocational groups that consist largely of people who have moved in from villages and for whom adjustment to the new environment is in itself a traumantic experience. Adult Education will be a meaningful process in these circumstances, as an aid to change.

Readers are invited to start a debate on this issue and suggest the contents and approach suitable for Adult Education of rural immigrants into cities.

World Book Fair

The World Book Fair held in February 1978 in the Pragati Maidan, New Delhi had an important implication for the National Adult Education Programme of the Ministry of Education. The encouragingly large numbers of visitors to this Fair reflected the high rate of literacy in the city of Delhi. It was heartening to see the swarms of young and avid visitors at the Book Bazar where at concessional rates books on various subjects were available. Hardly any visitor was coming out without some purchases in his hand. The massive sales transactions at the World Book Fair showed that if proper facilities are given and price of books are scaled down, people would be willing to spend on books. It is the sale techniques that are normally lacking. We have sale points for cold drinks and for small refreshments at convenient places all over the city. We have *panwari* shops at different points in streets. I do not think books would lose their dignity if they were also available in as ready a manner as snacks and cold drinks.

Pavement shops of books have been an old tradition in India but books that one can get at the pavement shops do not go beyond *Tota Maina* and some juicy romantic tales and collections of film songs. I suggest that low cost paperbacks of better books should be brought out and be available at pavement shops in cities. Of course they should be real paperbacks and not glossy expensive paperbacks of which the prices are beyond the purchasing power of the average lower middle class readers. It was significant that the British Council shop set a model by selling at one rupee each, small booklets on famous English authors and poets. I am sure if the resources of the Publications Division of the Government of India, the National Book Trust and the three Akademies are combined, it should be possible to have one rupee series on various topics in India and to have them sold on the street corners.

But what about the future readers, those who will, hopefully, engulf the book-world with their demands, once the National Programme of Adult Literacy gets going? The clouds may appear rather unexpectedly and may gather strength and size at a faster pace than we can visualise. It will indeed be a great day when the demand for books is built up beyond the capacity of the publications people. But this is also a matter for serious concern. There is danger that purveryors of cheap and sensational sex books and their fellow-travellers may be more alive to the expanding market and may come up with a farrago of delectable and undesirable books. This is something which the Ministry of Education and the State Departments of Education as well as publishers organisations should foresee. The material considered suitable should appear before the demand is built up.

I was told that books for the rural people would be given a special importance in the "Hindi Mandap". But there were hardly any rural visitors, not even conducted tours of school boys and girls from rural areas. It is only parties of school children from the metropolitan area that were in sight. I hope when the next Fair is held the National Book

Trust would make an effort to organise tours of school boys and girls from villages and small towns in the neighbourhood of the place where the Fair is held.

Schools for Manners

Old time courtesies and politeness are at a discount these days. You go to a cinema hall to buy tickets. The man at the counter makes it clear that he is doing you a favour. The sales girls at shops are not impressed by the philosophy that the customer is always right. Parents are not able to enforce the common courtesy of saying good morning or its equivalent and of greeting elders. The "Hai" which is the common from of greeting between the young people is so casual that one can hardly detect anything beneath those words.

There are innumerable daily experiences, galling to the people from the generatian that was brought up in more relaxed time, but of hardly any significance to the present generation. It is easy to be critical of them. But the more important point is whether anything can be done to remedy the chaos that has overwhelmed day to day social behaviour.

The situation in the countries of the Indian subcontinent is different from that in East Asian countries where even the most extreme radicalism has not impaired the pattern of personal courtesies. In fact in the West also where parents have had a gruelling experience in their relationship with their children, personal courtesies between people are taken for granted. The societies in the Indian sub-continent and in the middle east have lost old norms of personal courtesies and not developed new one. We talk very loudly. We have no awareness of the inconvenience caused to others by any kind of loud noise whether it be in the from of *bhajans* broadcast to "deaf deitie in the mornings or it be in the ceaseless, loud and inconsiderate chatter in public places. To many of us it does not occur to thank a person. To others, any kind of greeting smacks of flattery. We are of course good at flattery undiluted. But we are poor in manners.

Has Adult Education any responsibility in this matter? I grant that the seeds are to be sown in schools. But it is also a kind of continuing education which our villages have not to yet lost. The danger is that the newly acquired rudeness of cities might travel to villages alongwith literacy and education. Hence, let educationists wake up before they find themselves being held responsible for carrying to villages the school for rude manners as an appendage of the school for knowledge.

BEYOND FUNCTIONAL LITERACY

*T.A. Koshy**

During the last decade or so, adult literacy movement throughout the world has undergone several significant changes. For several decades prior to that, adult literacy had been more or less a social service activity undertaken by well meaning individuals or voluntary organisations. Those who were privileged to have had an education, felt that they had an obligation to society, particularly to the illiterate members of the society and they tried to fulfil the obligation by starting adult literacy classes. This was the genesis of adult literacy movement in many countries. It should be mentioned to the credit of these social workers that they not only initiated a movement which has achieved reasonably good results in their countries, but have also made the world conscious of the scourage of illiteracy. Similar to these groups were the religious groups in some countries which also organised adult literacy classes, mainly for their illiterate followers, so as to enable them to read the religious books and tracts. As a matter of fact, the whole educational movement began centuries ago under the aegis of different religious organisations. Their motivation was strictly religious and sectarian, at least in the beginning. However, some outstanding results have been achieved in the adult literacy programmes also sponsored by religious bodies. In a number of countries, the adult literacy movement was almost entirely initiated and run by dedicated religious workers until fairly recently.

Another group which got itself interested in adult literacy work consisted of those connected with the school system and the educational institutions, both schools and colleges. Inspired by the unselfish spirit of the teachers, the students of these institutions organised themselves, into social welfare bodies to take up various social welfare activities, including conducting evening classes for the illiterates in their community. An outstanding example of how such a small beginning could grow into a large statewide organisation in the field of adult literacy dealing with all its aspects, is the Karnataka State Adult Education Council which, about 40 years ago, was started by a handful of students under the inspiration of one of their teachers. Their enthusiasm was so infectious that, as far as we know, the non-literates caught the enthusiasm and a high degree of motivation was generated in them to attend the literacy classes and benefit from them. It would be a challenge to the present day literacy workers to match the dedication, motivation and sense of achievement of these early pioneers.

While the adult literacy movement was largely in the hands of non-official bodies in most of the developing countries of today, where illiteracy is high, the Governments of these countries accepted the responsibility for adult literacy only during the last two decades or so and that too, because of the increased public demand for eradication of illiteracy. To achieve this, many schemes have been formulated by the governments following the pattern which was worked out by the non-governmental organisations. While these programmes, whether they

*Project Director, Council for Social Development, New Delhi.

were under the Community Development Department or the Education Department as in India, achieved some results, the problem of illiteracy has continued to be acute, particularly on account of the large numbers added every year by children not attending schools or by school drop-outs. Planners and educators have often despaired of the progress of literacy and some have even suggested that countries should go in for mass education without literacy but using other educational methods. Motivation for literacy, particularly at the highest political and educational levels, has become a crucial issue.

It was in this context that the concept of functional literacy emerged. The concept as clearly enunciated at the World Conference of Education Ministers held in Tehran in 1965 was the following:

> "Rather than an end in itself, literacy should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training, consisting merely in the teaching of reading and writing. The process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards; reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civic life, a better understanding of the surrounding world and should, ultimately, open the way to basic human culture."

Based on this concept, several experimental literacy projects have been launched in various countries and the results of some have become available, while the others are still under study. The basic assumption of functional literacy that an illiterate would have motivation for literacy if it is related to his occupation has been validated. The concept however needs to be broadened to include any activity which could be used for teaching the skill of reading and writing. Thus, functional literacy built around Family Planning, Nutrition, Child Care, Crafts and Cottage Industries, Fishing, etc. could be formulated. Some have already been prepared and are under trial. Presuming that the basic assumptions of functional literacy would be confirmed by these experiments, the question would still arise as to what next? Could the models of patterns of adult literacy teaching developed in these functional literacy experiments be adopted for any mass programme for removal of illiteracy? If-so, would the cost be justifiable in terms of economic returns? If functional literacy contributes to increasing production on the farm and in the factory and thus to development as a whole, should not the additional funds needed to be spent on literacy training be treated as an investment for development of the human resources?

A basic package of practical economic programmes linked to literacy would give immediate economic returns both to new literates and the nation. The second question that arise is whether functional literacy alone would be sufficient. If not, what further ancilliary economic programmes are necessary to derive the full benefit of functional literacy? After the non-literate has become functionally literate in his occupation or in any other activity, should he not have access to some kind of non-formal education to keep gaining more knowledge

and also for broadening his horizon? What type of organisational structure would be necessary to provide this kind of non-formal education? Providing facilities such as reading rooms and libraries would only partially serve this purpose. While no one could dispute the usefulness of reading rooms and libraries, they alone cannot meet the total educational need of the newly literate persons in the community. In this connection, the potentiality of the traditional media available particularly in the rural areas need to be explored. The great advantage of radio and television for such non-formal education is yet to be utilized in an effective way. How to mobilise various types of educational media for non-formal education beyond functional literacy? The question suggests the need for a number of experiments aimed at finding answers to the following problems among others;

What type of non-formal education is necessary after functional literacy to bring out the full potential of those who have been made functionally literate?

What type of organisational structure would be necessary to meet this need?

What teaching materials and aids would be needed for this programme and how to get them prepared?

How media like Film, Radio and Television could be effectively used for a massive non-formal education?

These and other related questions should be the concern of those who think beyond functional literacy.

RELATIONSHIP OF AGRICULTURAL PRODUCTIVITY WITH EDUCATION—IMPACT OF GREEN REVOLUTION ON EDUCATION: WHETHER IT HAS LED TO ITS EXPANSION OR REVERSE[1].

Dr. D. Raj[2]

By its very nature the green revolution in agriculture has brought about a concomitant revolution in the inputs—physical and otherwise—that are required to make the green revolution a complete success. Contrasting sharply with the knowledge that was required to carry on the older type of agriculture, in the case of the new agricultural technology which is the back-bone of the green revolution, entirely different methods and systems of agricultural activity are to be followed. This immediately means that a very highly advanced agricultural technology has to be evolved so that it might be implemented with success, bringing about the full fruits of the green revolution. It is quite obvious that the components of this latest agricultural technology should be imparted in the form of advanced agricultural education to the students of the various agricultural colleges who, later on, during their technical career, would be called upon to face and solve various problems arising out of the implementation of such advanced agricultural technology, and also for meeting field emergencies such as the outbreak of pests and diseases and adverse conditions arising out of natural calamities such as drought or floods. In view of the above facts, it goes without saying that the newer approach towards imparting knowledge to agricultural students will have to be drastically revised to conform to the high and rigorous standards dictated by the newest and most advanced agricultural technology. In this regard the courses and curricula of the agricultural and related science colleges such as Veterinary Science, Agricultural Engineering, Horticulture and Fishery Science will have to be made up-to-date and upgraded to include the latest findings in the field of research in the agricultural sciences.

The title of the present paper implies a reciprocal effect of the green revolution on education. In the context of agricultural extension education service, the education referred to above would place greater emphasis on agricultural education. It is quite obvious that the far greater demand that the new agricultural technology requires for bringing about the green revolution would call for the imparting of agricultural knowledge of a far higher calibre and standard than that which conventional agricultural colleges have been accustomed to impart in earlier years. It is in this context that the agricultural Universities have a very pivotal role to play in so upgrading the standard of agricultural education they provide that it will meet the rigorous demands of the far more developed agricultural technology that the green revolution requires. The

1. Paper presented at the seminar on "Educational Component in Agricultural Extension Service" at the Tamil Nadu Agricultural University, Coimbatore, November 30-December 2, 1977.

2. Dean, Faculty of Basic Sciences and Humanities, Tamil Nadu Agricultural University, Coimbatore.

other facet also is quite understandable. Through a definite improvement in the standard of the agricultural information provided to the students, a far higher efficiency in implementation of agricultural technology in the field can be expected. Thus the whole operation is a two-way traffic, one influencing the other in a reciprocal way and tending to spiral upwards, in an almost indefinite way, the ceiling being fixed only by the theoretical maximum for the productivity of various agricultural operations. It is thus plain that deep thought should be bestowed upon the formulations of new courses and curricula in agricultural Universities for effectively meeting the technological demands of the green revolution.

Research: The demands of the green revolution are so rigorous and require such in-depth studies that research programmes have to be nicely geared to such demand. Entirely new concepts are to be adopted in this regard. Multiple cropping, relay cropping, water harvesting, weather forecasting, effective management of agricultural resources soil-fertilizer-crop interactions, patterns of differential plant nutrient uptake by different varieties of the same crop, behaviour of high yielding varieties and their specific requirements, are all some examples of fields which are to be studied in great detail in the laboratories and fields of research institutes so that the latest findings may be passed on for immediate and beneficial adoption in the implementation of the green revolution. Here again there is necessity for a feed-back arrangement. In the adoption of the latest agricultural findings in the field, a number of subsidiary problems, specific to individual agro-climatic regions, are likely to crop up. These have to be identified then and there by extension workers and passed on to their research counterparts for greater elaboration and more detailed study. Through the above arrangement a well organised and closely integrated mechanism for the generation of the latest findings in agriculture, with specific reference to the high yielding varieties and new fertilizers and pesticides would have been evolved. It goes without saying that the green revolution will be only as successful as the findings of agricultural research are comprehensive and far reaching.

Teaching: In order to keep pace with the accelerated demands on the student of agriculture, who will be the future extension worker in the field, a greater demand is understandably placed on the teacher for making him thoroughly up-to-date with the expanding knowledge in the various fields of the agricultural sciences. Unlike the old-time teacher who might rest content with out-moded agricultural knowledge and theoretical information, the new agricultural teacher is called upon more and more to acquaint himself thoroughly with the ever-expanding horizons of agricultural knowledge, not only in a general way, but also with special reference to the individual soil groups in a region and the individual agro-climatic regions. It is thus quite clear that the teacher of agriculture holds the vital key to the treasury of agricultural knowledge, without which the green revolution will be a failure. By the same argument, the teaching of out-moded theories and the imparting of knowledge without immediate practical relevance will constitute a colossal waste of time and be a drain on the sparse financial resources of the country. In view of the above, teacher improvement is a very vital exercise in the whole chain of events, which ultimately assure the success of the green revolution.

Physical facilities: It goes without saying that for the generation of new research information, physical facilities, like laboratories, experimental fields, latest sophisticated instruments, equipments and apparatus are extremely essential. It is quite understandable that due to financial constraints it is not possible in our country to provide the most modern and sophisticated equipment that more affluent countries are able to afford, but very often it is possible to carry on quite effective research with equipment which may not probably be so advanced as the most sophisticated ones, but which would anyway serve the purpose. Moreover, the difficulty with the highly sophisticated equipment is the fact that they are extremely costly and replacement of parts which might wear out will involve difficulties by way of importing them from foreign countries. Furthermore, unless these equipments are put to the maximum use they will not be economical to maintain.

Practical training: A common criticism that is levelled against the type of education that our agricultural institutions provide is that the extension officers who pass out from our colleges do not know how to raise common crops by themselves and that they are not adequately equipped to meet actual field situations and emergencies. This lacuna lays a heavy emphasis on the need for practical training for students, stressing upon all aspects of raising a crop from seed to seed, taking all the prophylactic measures for protecting the crop against pests and diseases.

Training in rural living: There is understandably a marked reluctance on the part of our young agricultural graduates to live in the rural areas and participate effectively in modern agriculture in its true rural setting. To overcome this obstacle, some have suggested that at least during part of the stay of these graduates in college, they should be housed in structures closely resembling the ones available in the rural parts, and also that they should be provided with the company of rural youth of comparable age, who might be well versed in the actual agricultural operations. By this means it is hoped that the agricultural graduates will get acclimatised to the rural conditions under which they might be called upon to operate when they launch upon their careers. Obviously this would act as a two-way benefit, because the rural youth, through association with the agricultural students, would benefit by the scientific knowledge that the students would possess.

Three-tier approach to the problem of imparting agricultural education : It appears that three levels of the imparting of education should be recognized in order to meet the demands for agricultural education in the context of modern agricultural technology. The base should be a pronounced vocational programme offered to the farmer and his children. This would be carried out in collaboration with the high schools. The second level would represent institutions like the Extension Training Centres in which a large number of young people actually involved in agriculture and related activities would be trained for raising the level of rural life. The third and highest level would be represented by conventional agricultural Universities with provision for offering under-graduate and post-graduate programmes in all the subjects and disciplines related to agriculture.

Early imparting of agricultural knowledge : Several eminent educators have suggested that, in view of the fact that ours is a predo-

minantly agricultural country, agriculture should be a compulsory subject even at the high school level. If this suggestion is carried out, the proper climate will be created for all types of agricultural workers—Field assistants, Village level workers and Gram sevaks—to have the proper agricultural background for enabling them to carry out effectively their respective responsibilities in the proper implementation of modern agricultural technology. Other subjects taught at high school level such as Vernacular, English, Social Studies, Science and Mathematics should also have a strong agricultural bias, so that the students imbibe the essence of the subject even at a very early stage.

Non-formal education : In addition to formal education imparted at University level there is need for non-formal education at the farmers' level. This assumes significance because it is the farmer who is going to be intimately associated with all agricultural operations. The usual means of doing this are through radio, T. V., personal contacts, pamphlets, slide shows, film shows, short term vocational courses and correspondence courses fortified by contact programmes. The new agricultural technology implies such detailed and specialised knowledge regarding the agricultural inputs used, that the proper education of the farmer in the tricks of the trade is very essential, if the programme is to turn out to be fully successful.

Adequate dissemination of known agricultural knowledge : It is a well-known fact that even if only a limited percentage of the known agricultural technology is adopted by the farmers a tremendous increase in agricultural production will result. A casual comparison of the yields.....(average yields) obtained by the farmers in their fields and the yields reported by scientific workers in agricultural research institutes and stations will convince one that a very wide chasm exists between what actually attains in the farmers' fields and what actually can be achieved through the proper application of known agricultural technology. In countries like the Soviet Union there is practically no conveyance loss between the point where the agricultural technology leaves the laboratories and the experimental fields and the point at which it is actually applied to the farmer's field.

Training : As the knowledge front of modern agricultural technology is a fast advancing one, training has to be given at all levels if the knowledge possessed by an agricultural worker is not to rust and get out-moded. A number of training programmes like in-service training for agricultural extension workers, Gram sevaks and Village level workers can be visualised in this regard. The Krishi Vigyan Kendras, Farmers' Training Centres and related institutions can effectively impart such training.

Newer fields in modern agricultural technology : Several fields of activity, which have either not been known previously or had been represented only partially, have now been recognised to be invaluable for modern agricultural technology. Instead of teaching subjects only at the level of the *sciences*, there is need for integrating several related disciplines together into a closely-knit and viable *technology*, designed to produce infallible results in the field. Instead of mere subjects like Agronomy, Soil Science and Entomology, technology developed from these three subjects such as land development, intensified cropping

patterns, saline and alkali land reclamation, soil fertility evaluation and integrated pest control should be taught in detail.

The new agricultural technology also demands several institutions probably not thought of previously. (a) *Management* : In previous years agriculture was more a way of life, than a profession. But in recent times with the advent of the high yielding varieties and the green revolution,, the whole face of agriculture has undergone a profound change. and agriculture itself has become quite remunerative profession in comparable in returns to several small industries. With the increasing complexity of agriculture as a profession, modern methods of business management are more and more necessary, for the successful carrying out of several of the operations involved in modern agriculture. The science of management is no longer confined to conventional business spheres, but is now applicable to several undertakings such as farming, small scale industries and promotion programmes. Management by objectives is now recognised to be a highly specialised discipline, which enables the organiser to reap the full benefits of the inputs applied to a system, cutting down radically on waste. Even the computer has been pressed into service, and makes use of the tools of simulation and systems analysis which are invaluable in abstracting useful information regarding the management of agricultural systems, which invariably involve several risks and uncertainties. It thus become apparent that at student who has to involve himself in modern methods of management will have to be taught at least the rudiments of the science, for his effective participation in modern agriculture.

(*b*) *Rural banking and credit* are almost the back-bone of modern agricultural technology which is highly input-intensive and cannot be carried out effectively without a massive financial backing. In the case of dryland agriculture, due to frequent failure of rains some aspects of crop insurance would also be very essential. This would also offset total losses to farmers due to large scale pest attack.

(*c*) *Custom services* relating to large scale tillage, reclamation of abnormal soils. spraying of pesticides and even harvesting of crops have come more and more into vogue in recent times, and also incidentally provide potential graduates with the lucrative possibility of self employment.

(*d*) *Minimisation of agricultural losses* is another field which encompasses several aspects such as pests and rodent control and elimination of losses during milling, processing and storage. The effective drying of grain by artificial means without entirely depending upon sun would also come under this category.

(*e*) *Agro-based industries* dealing with the production of by-products are also fast coming up as a very profitable field, considerably boosting the side income of the farmer. Production of oil from rice bran and cotton seed, industrial alcohol from molasses, starch from cereals and preservation of vegetables and fruits accumulating during the glut season are some examples. (*f*) *Dryland technology* involving meteorological forecast of rainfall and its distribution, water harvesting, supplemental irrigation and multiple cropping has vastly increased the potential for production in drylands.

New courses : In view of the mounting demand on the quality of agricultural graduates, Tamil Nadu Agricultural University has recently introduced at the under-graduate level 3 additional courses to be taken by final year B.Sc. (Ag.) and B.Sc. (Hort.) students. These are "Duties and responsibilities of Deputy Agricultural Officers in State Government Service", "Latest technology and findings in Agricultural "Science" and "Perspective of agricultural development". In addition to the above, a course on practical work experience, relating to activities such as rodent and weed control, has also been included.

Diversification of agricultural education : The new agricultural technology makes a heavy demand on scheduled banks, firms marketing, fertilizers, seeds and pesticides and various agro-industries. Keeping these changed demands in view, it will be profitable to offer some diversification under the main subjects offered in agricultural colleges in the later years of the degree programme. It is gratifying to note that several agricultural universities have already done this, so that new agricultural graduates may be diverted to work in fields of their choice and specialization.

Sociological aspects : With the appreciable increase in the farmer's income through adopting the new agricultural technology, marked changes in his outlook and patterns of sociological behaviour arise. There is also the possibility of sociological imbalances arising, the rich getting richer and the poor getting poorer, leading to tensions and strifes. These can be preempted by imparting to students courses on farmer psychology and rural sociology.

Taking into consideration the various points stated above, it will be quite apparent that the green revolution has decidedly led to a vast expansion in agricultural education, through its vastly increasing demands on the quality and quantity of such education. In brief, the green revolution has actually produced a corresponding revolution in agricultural education itself, and has acted as a potent stimulus to the expansion and upgrading of agricultural education in general. It is obvious that this tempo has to be kept up at the highest pitch, so that the green revolution and agricultural education are properly geared together for producing the best results.

AN EDUCATIONAL STRATEGY FOR RURAL DEVELOPMENT

*Anita Dighe and Prodipto Roy**

Inspite of pious pronouncements to the contrary, rural development in most of the developing countries in the past twenty years has pursued a piecemeal compartmentalised approach. Under this haphazard and fragmented approach, each specialised agency or department has pursued its own narrow objectives and independent course of action, with little effort to establish linkages with other programmes or departments for a more integrated approach to rural development. Education and Communication specialists have also been largely responsible for this stultifying fragmentation that has probably caused more bewilderment and confusion on the part of the villagers who are not accustomed to having their lives carved into specialised fragments. "Education has been treated as a separate 'sector' comparable to agriculture, industry, transport, or health, rather than as a series of nourishing inputs for all sectors. This has frequently divorced education—both formal and nonformal- from the critical learning needs and the mainstream of rural development".[1]

It is a fairly widely accepted fact that any rural development effort requires substantial learning inputs. Development means change, and to bring this about, people need to acquire new information, new skills and possible changes in attitudes and ways of living. These can be acquired in a variety of ways and through many different formal and non-formal channels of communication. That is why education—either formal, informal or non-formal- is so fundamental to rural development. Successful rural development requires a great variety of specialised education in various programmes, such as agriculture, small industry, irrigation, health, nutrition, family life, cooperatives and community participation. "But unless these specialised educational activities are fitted into a larger farmework and strategy appropriate to the multifaceted development of the area, rural education is merely the accidental accretion of programmes, each going its own separate way and having less ultimate impact than it would have had if it were joined with others in a broader cause".[2]

Education in the absence of other neccessary inputs and services cannot bring about rural development on its own. However, along with the other complementary factors such as availability of credit and fertilizers for farmers or of adequate employment opportunities for the unemployed or the underemployed, education can become a potent and accelerating force for rural development. What is envisaged here is a non-formal education programme that would be desiged not merely on the

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1. Phllip Coombs, Ahmed M. and Kale P. "Communication and Integrated Rural Development" in ICIT report, No. 16, October 1976, p. 1.

2. Philip Coombs, Prosser R. and Ahmed, M. *New Paths to Learning : for Rural Childern and Youth.* International Council for Educational Development, New York, 1973 p. 23.

needs and the problems of the people but more specifically on the priorities determined by an integrated rural development programme. Viewed in this perspective the educational programme would be a part of the larger farmework of an integrated rural development programme and would be an organised and meaningful educational activity intended to serve identifiabled learning clientles and learning objectives.

If integrated rural development is regarded as a comprehensive, all-encompassing concept, covering all segments of the rural population and all the sectors pertinent to their lives[3], the first strategy would involve setting down specifically the most feasible priorities as time-bound projects in a given location. The identification of the developmental programmes would be partly determined by manpower needs and availability of local resources, and partly by intended clients. Experience has shown that unless the prospective clients see the relevance of any rural development programme to their own priority needs and unless they are willing to do their own necessary part to extract the benefits it offers, there is less likelihood of the success of the programme. The educational programme on its part would have to discourage audience passivity and lack of motivation. This would mean involvement and grass roots participation at different stages of programme planning, implementation and evaluation

The initial survey of a rural development programme would identify about four or five different programme possibilities. This survey would undertake the resources and manpower inventory of the area, workout certain feasibility studies and thereafter specify the priority areas for initiating developmental work. Each one of the programme would then have an educational component built around it. "If there is a valid development programme with sound objectives, the necessary educational efforts grow out of the rationale and the essential ingredients of the programme. The educational efforts are indeed needed to establish the validity of a programme to clarify its objectives and to make the people a partner in the progremme".[4] The educational programme could be varied in format. For example, in a programme of rural development of one block in West Bengal, the first priority may be installation of 400 shallow tube-wells for irrigation. Consquently, the *first* non-formal educational strategy would be for pump installation, servicing and repair, for may be 800-1600 pump operators. A *second* strategy may be a bi-weekly televisien programme linked to pump installation, repair and optimum utilisation of water. A *third* strategy may be a functional literacy programme for the pump operators, so that written instructions could be sent to them and manuals and servicing records maintained. A *fourth* strategy many be an extension worker recommending new crop rotations for the 3-crop programme and maximum area coverage of crops with the available water. The example illustrates how the firm decision to instal shallow tube-wells pumps, would be necessary pre-condition to set the educational programme into action.

3. K.V. Sundaram and P. Roy, "Strategies for and approaches to Rural Development", Paper presented at USEFI Seminar on Rural Development, Srinagar, June 18-24, 1977.

4. Coombs, Ahmed and Kale, Op. Cit. p. 3.

The content of the educational programme would be determined on the basis of the needs and problems expressed by the traget groups in relation to each of the developmental programme. This by its very nature would be micro-level specific. A series of needs assessment surveys, both group and individual, would serve to determine the actual and felt needs of the groups. The group interviews would help to assertain various felt needs of the group with regard to occupational, social, political and educational problems. In the second round of interviews, there would be a certain de-selection of problems—the focus being on obtaining in-depth information only on those specifc problems for which adequate educational inputs would be considered necessary. The individual interviews would further seek relevant information on the present level of awareness, knowledge, attitude and practice with regard to the envisaged occupationally-oriented developmental programme. Yet another survey, with the bureaucracy and more specifically, with the functionaries associated with the various on-going development schemes intended for the target groups would help to focus on the effectiveness or ineffectiveness of these schemes and on the factors responsible for impeding their success. The interviews with the district, block and village level functionaries would further help to articulate the unfelt needs of the group.

The next stage would consist in the actual preparation of materials. This would be a team effort with the curriculum designer, the subject matter specialists, the media specialists, a writer, and one or two memebers from the traget group interacting with one another. This would be an important stage, for the subject matter specialilsts, and the media speciatists would determine the best media mix for various stages of diffusion needs of each specific programme. At this stage too, decisions regarding which messages would have to be repeated and complemented or supplemented through different media efforts would be taken Adequate pre-testing of the materials would ensure that the messages were clear, relevant, simple and that they communicated. A series of forward tests would prove useful in weeding out the redundant and superfluous elements of the media messages. This would lead to changes, deletions or additions and remaking of some materials.

A necessary component of the educational programme would be its on-going evaluation activity. A suitable evaluation system would determine the extent of success or failure of a medium to communicate a message and the extent of its retention. The research tactics would have to be very specifically focussed to achieve this end e.g., for each literacy lesson, a pre, post and post-post reading would be necessary in order to obtain a 'net' impact or retention statistic.

Research and evaluation would need to be strengthened if materials are to be tested. revised and reprinted in order that precious time and money are not wasted by using ineffective and inappropriate teaching or training materials over wide areas. This research and development component of the educational materials preparation though initially expensive, would eventually constitute an essential and worthwhile investment.

As the process of rural development would gain momentum, new programme possibilities would emerge, necessitating educational inputs

for new types of jobs that would call for new skills and knowledge of a more modern variety. If education is to contribute most effectively to generating new employment and advancing rural development generally, it would have to anticipate these new roles and requirements and prepare both adults and young people to meet these challenges.

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LITERACY AND NUTRITION EDUCATION IN CONTEXT OF ADULT EDUCATION PROGRAMME FOR YOUNG FEMALES*

*Rafat S. Shafi***

All of us pass through various stages of growth and development from infancy to old age. Whereas the rate of growth and development is much faster in infancy, childhood and adolsecence, the corresponding ratio of growth becomes much slower in later years of life when the body is fully developed. It is quite natural, therefore, that the nutritional needs and requirements of the body are different from one period of growth to another. In order to be able fully to appreciate the nutritional needs of the body, one should be able to relate these directly to the needs and requirements of the varying periods of growth and development. This will be possible if one understands the basic traits and characteristics of each period, or stage of growth and development concerned.

Since this paper is mainly devoted to the nutritional needs of girls in early adolescence it will be helpful if the characteristics and traits of their growth and development are understood right from the very beginning, and the relationship of one with the other is established.

Characteristics of Adolescence

Adolescence is a period of transition from childhood to adulthood. Changes take place in the bone formation which are complete by adulthood. The process of hardening of the bones takes place continuously from infancy to adolescence. Muscular strength also increases during this period. It is a period of growing up which is accomplished for almost all young people in the years between 12 and 20, bringing the changes that come to a climax in sexual maturity.

Pre-adolescence

Puberty, or the point at which sexual maturity comes, marks a child passage into adolescence. There are chemical changes in the body that account for the way energy is produced and consumed in this period. One fact that can be taken for granted, is that food is terribly important while bodies are growing and energy is used up rapidly. Some of the 'lazy' spells experienced by the young people can be easily attributed to the lack of good body building foods.

Although, the death rate during this period is low, many small physical defects may show up if one is medically examined. For example,

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cases of diabetes or tuberculosis may be detected. A tuberculosis infection in early childhood that was so mild as to pass unnoticed can sometimes flare up suddenly and in more serious form during the rapid growth period preceeding adolescence. Healthy living conditions, proper food, enough sleep, exercise and relaxation are important factors.

Special traits of adolescence in girls

One of the striking things about the more rapid physical growth that children go through as pre-adolescents is its different timing in boys and in girls. Accordingly, to the normal course of growth the girls from birth on, though smaller and lighter on the average than the boys of the same age, are ahead of boys in physiological development. At birth, a girl is about a month advance, at 12, somewhere between one and three years more mature than boys, the average being about two years. Girls, therefore, push ahead into adolescence before the boys of the corresponding age group. Girls gain in height and fill up certain parts of the body as they approach maturity between the age of 11, 13, and 14. They become even taller than boys perhaps the only time in their lives, though by 15 the boys usually, overtake them. The twelfth year in girls is not often the one in which the greatest gain in height is made. Similarly, from 12-15, girls out weight boys. Girls begin a noticeable weight gain by 11, gain rather faster until 16, and little after 18. Part of the weight gain that come with adolescence is due to growth of the muscles. The way children's bones are growing is closely related to other ways. They are developing, particularly to the timing of their sexual maturation. Responsible in great part for these height and weight changes and other physiological developments are the endocrine glands. Their secretions, or harmones, influence the changes coming about during adolescence. Growth in size and sexual development both seem to be affected by nutrition and food. children who have plenty of nutritious food, mature early than those who's diet has suffered long from continued under nutrition.

Nutritional Status

Nutrition is a process in which food is ingested and digested; its nutrients are absorbed and finally distributed to all the parts of the body where they are utilized in all the metabolic activities. Thus nutrition provides material for growth, repair and protection. Nutritional status is the level of nourishment. Large number of environmental factors have direct bearing on the nutritional status, e.g. people from areas with plently of food have better nutritional status, than from the areas where there is scarcity of food. Even if food is available religious and socio-cultural patterns sometimes prohibit a person from taking certain food stuffs, which are nutritious and which can improve health of an individual. Even the selection of food depends on personal likes and dislikes. Fads and fallacies regarding the food also affect the nutritional status of an individual. Often manutrition is caused due to ignorance or wrong selection of food. Malnutrition leads to under-nutrition or over-nutrition. It is caused due to either lack of essential nutrients or excess of certain nutrients. Children develop nutritional deficiencies if proper care is not taken in the selection and consumption of food. The signs of nutritional

deficiencies can be easily observed with the help of the chart as given below :

Some signs of possible nutritional deficiencies

—Failure to have a steady gain in weight
—Lack of appetite
—Avoiding normal play activities
—Poor postural habits-round shoulders
—Tiring easily
—Complain of pains on sitting and standing.
—Chronic constipation
—Repeated respiratory infections
—Persistent cracking and slight redness at the corners of the mouth
—Poorly developed and flabby muscles
—Excessively thin
—Excessively fat. or poor distribution of fat on body surface
—Strained, worried look
—Listless and inactive
—Irritable and difficult to manage
—Poor dental health
—Pale
—Continually hungry
—Abnormalities in bone growth—bow legs, pigeon chest
—Dry, Coarse, brittle, lustreless hair
—Rough, scaly skin
—Inflammation of margins of eyelids
—Headaches
—Eye fatigue and sensitivity to light
—Tender, swollen, bleeding or spongy gums
—Easily bruised skin
—Sore joints
—Indigestion
—Abnormal discharge of tears
—Weakness and loss of strength
—Skin abrasions slow to heal
—Brittle nails
—Burning and prickling of skin
—Burning and itching of eyes.

Food needs in adolescence

Adolescence is a period of fast growth. Children in this age group need a lot of food. They need to build their enlarging bodies, and for the great amounts of energy they are ordinarily using up. Even before the rapid growth sets in, the body begins to prepare for this growth by storing more protein and calcium in readiness for new bone and muscle growth. Nutritional needs of the fast growing girls are almost as much as are of the active adult women. Though the weight of adolescent girls is much less than the adult women, yet they must provide large amount of nutritions foods for growing up, which the adults are through doing. Suitable variety of food and nutrients for the growing adolescents are very important.

During a time of rapid growth, the need for much protein for body-building is especially acute. While it is hard to prove that a diet high in protein helps toward off infections, nutritionists point out this probability. Protein-rich foods should be well distributed throughout the day, as it will allow a well regulated absorption in the body and will meet the growing needs of the body. A protein rich first meal of the day will give a good start to the growing adolescent. At least three meals a day are usually recommended for the growing children. In early adolescence children use up all nutrients for meeting the needs of rapid growth. To ward off infection and illness, rest and sleep is also important along with adequate diet and nutrition. Adequate stores of various nutrients should be developed so that they can be utilized later on by the body. This is more important in the case of girls as they have to prepare for mother-hood later on in life. Adolescent girls, for instance, require more iron than boys of the same age. Poor health conditions can be caused due to wrong selection of nutrients. Absence of certain vital nutrients such as protein can also cause problems of malnutrition. The most common conditions, caused by poor or wrong selection of foods are :

1. Kwashiorkor, from lack of protein, e.g. dals, grams, milk, and eggs, as well as due to lack of sufficient diet (malnutrition or under nourishment imbalanced intake of protein and carbohydrates, more intake of carbohydrates like rice, pototo, yam)

2. Nutritional marasmus, from insufficient intake of proteins, like meat, fish, eggs, milk, ground-nuts, dals, soyabeans, peas, rajma, etc.

3. Anaemia from lack of foods containing iron and vitamins, e.g. green leafy vegetable, eggs, milk, cheese and foods from animal sources.

4. Night blindness from lack of foods containing vitamin A, e.g. yellow fruits and vegetables, green leafy vegetables, carrots, groundnuts, ghee and edible oils.

5. Rickets from lack of foods containing vitamin D, and fats, such as butter, groundnut oils, eggs, fish etc.

6. Obesity (over weight) from wrong selection of foods, high consumption of starchy and fatty foods.

Functions & Sources of Nutrition

In adolescence a rich and nourishing diet is required in fairly good quantity to meet the needs of increased physical activity and rapid growth. Malnutrition can lead to impared growth or poor resistance to infection and incidence of diseases. Food has many functions, it builds body tissues provides protection against infection, regulates the metabolic activities and provides energy to different functions of the body. Nutrients are supplied from different kinds of foods like cereals, pulses, fruits, vegetables, milk and milk products, meat, fish, eggs, and nuts, etc. and are found in varying degrees in these food items. Animal proteins are, in general, superior to vegetable proteins, such as are contained in dried peas and beans. Vegetables proteins furnish only a part

of the necessary protein intake. Protein of milk is of excellent quality. Cheese is a concentrated form of milk protein. In non-vegetarian diet liver's kidney's have better food value than muscle meats.

Nutrients are classified according to their functions in the following three categories :

1. Body building — Protein, to less extent calcium and iron
2. Energy giving — Carbohydrates, fats, proteins
3. Protective and regulating — vitamins.

Chart showing—nutrients, contributions and sources

Nutrients	*Contributions*	*Sources*
I.	II.	III.
Carbohydrates	Give energy to the body	Starches and sugars
Fats	Protect skin, give heat to the body.	Butter, ghee, oils nuts peanuts, coconut.
Proteins	Assist to build up limbs and in repairing worn out and damaged tissues, strengthen muscles.	Eggs, meats, pulses, milk, and milk products, cheese, fish.
Mineral Salts	Help maintain water in the body.	Water, fruits and vegetables. Too much water dilutes diggestive jucies, too much should not be taken with the meals 6-8, 9 glasses a day are a good Intake.
Various groups of Mineral Salts		
1. Calcium and phosphorous	Give hardness to the teeth and bones.	Eggs, cereals and grain.
2. Calcium and Vitamin D	Stabilizes the nerves, bring calmness and sound sleep.	Sun rays, fish liver oil, milk, eggs, green leafy vegetables, tomato.
3. Iron	Regulates the process of oxygen and carbon dioxide in the blood stream.	Liver, bringal, leafy vegetables, raisins, gur, whole grams.
4. Iodine	Aids the thyroid glands to produce throxine which maintain urge for work and play and prevents body from putting on necessary fat.	Sea foods and sea weads.
Vitamins	Have many functions and they are friends of the body.	Fresh vegetables, fruits, and foods from animal sources.

Vitamin A	Gives colour to the skin, makes it smooth, gives bright eyes and helps build up resistance to diseases, prevents night blindness.	Carrots, papaya, pumpkin, yellow fruits and vegetables.
Vitamin B	(It is a big family) It helps to stablize heart, nervous system, promotes normal digestions and stimulates normal growth and development of the body.	Cereals, pulses, animal sources, milk and milk products, fish.
Vitamin C	Helps to keep all part of the body young and pliant, prevents scurvy, haemorrhage, gum bleeding, sore points, aids in healthy development of bones.	Lemon, amla, guava, raw mango, tomato & citrus fruits.
Vitamin D	Help to keep teeth and bones strong and normal, prevents rickets, prevents pigeon chest, enlarged abdomen, pot belly protruded forehead.	Ultra violet rays of the sun, codliver oil, fish, green leafy vegetables, sea shoots and weeds.

Vitamins are destroyed by over cooking, by adding soda to the food and soaking the vegetables too long.

1. Body building foods

Several nutrients combine to build the body and keep it in good condition (repair and maintain) throughout the life of an individual. These nutrients are proteins and some minerals. One of the most important of these is protein which is found in every cell of the body. Proteins are found both in animal and vegetable foods. They provide material for growth (build tissues) and provide for the wear and tear of the tissues (repair tissue and stimulate metabolism). All proteins however, are not of equal nutritive value. Animal proteins such as milk and meat are rich sources of proteins, whereas plant proteins are not so rich. Pulses are next to animal proteins. It is, therefore, desirable to select ones diet from all the three sources of foods.

Minerals

There are many minerals present in our body. The highest concentration is found in bones and teeth. Minerals are also present in other body tissues in small amounts. These minerals are calcium, iron and iodine. Milk is best source of calcium. Green leafy vegetable and certain cereals are other sources. Iron is found in the outer skin and husk of grains, green leafy vegetables, eggs, pulses, lime, and meat. Iodine is a mineral found in the earth and is usually supplied through drinking water.

Water

Water is of prime importance. Human body contains 65%-70% water. Without it none of the other elements in food would be of any use. Water holds all the other elements in solution, both in and outside the body cells. It is present in all the tissues of the body. It is present in blood and many other secretions of the body. All the metabolic processes of the body need water. Adequate supply is all the more important in hot climate.

2. Energy giving foods

Energy is of primary importance to the body. Appropriate quantity and quality of food helps to meet the energy requirements. Too much and too little of energy foods should be avoided.

Most of the energy is provided by carbohydrates. Carbohydrates occur in foods in different forms. The most common ones are starch, sugar and cellulose. Cereals have a high starch content. Excess of carbohydrates is stored in the form of fat in the body and glycogen in liver and muscles. They are, therefore, important sources of energy. Starchy vegetables and fruits such as potato, yams, tender jack fruits and bananas are rich sources of carbohydrates. Sugar, jaggery, palm gur and honey are primarily carbohydrates, cellulose occurs in most plant foods. Cellulose cannot be digested by human body and helps to regulate excretion of body wastes. Fatty foods such as vegetables oils, vanaspati, butter and ghee, nuts, oil seeds and animal fats are concentrated sources of energy.

3. Regulating and Protective Foods

Many nutrients work together to regulate the functions of the body and protect it against infection. These nutrients are vitamins and minerals. Vitamins are present in small amount in several foodstuffs. Green vegetables, raw vegetables and seasonal fruits along with milk are good sources of vitamins. In cold climate vitamin D and calcium should be added to promote growth and bone formation. Though they are needed in small amounts, yet are essential for health and well-being.

Nutritive value of commonly used foods

Knowing well about nutritional needs and functions of food (Nutrients) in the body, it is useful to locate cheap and locally available sources, which are equally rich in various nutrients. It is not difficult or costly to improve the nutritional value of food. It can be easily improved by following simple methods as given below :

1. Sprouting black gram, whole pulses like moong dal (Whole) and slightly cooking it or eating them raw.

2. Fermenting cereals like iddli, vada, dosa, fermenting flour or atta for making chapatis.

3. Mixing dals, dal and vegetables, or other cereals and grains, such as for khichri, bharta etc.

4. Selecting foods from all sources, such as, cereals and grains, pulses and beans, fresh vegetables and fruits, nuts and legumes, oil, milk, curd or butter and cheese.

5. Eating with variety so that one is able to get a variety of nutrients through the various food stuffs. Maintaining three colours, safron, white and green in the main meals for the sake of getting adequate nutrition.

6. Using preserved foods such as pickled vegetables, amla, raw mango etc., in off season to make up the lack of nutrients.

7. Developing kitchen gardens and sowing vegetables, in season or keeping poultry for getting and using eggs.

8. By eating unpolished rice and using pulses in their skins, and by preserving nutrients of fresh vegetables and fruits by thinly scraping their skins and not throwing them away by thick pealings or over-cooking.

The following chart gives some of the cheaper substitutes of foods :

Chart showing costly nutritive foods and their cheaper substitutes

Food Groups	Costly articles	Substituted cheap sources	Predominant nutrients
1. Cereals	Rice, Wheat	Maize, Jawar, Bajra.	Carbohydrate, Proteins.
2. Pulses and beans	Rajma, urad, green peas.	Moong, moth, masoor, arhar, soyabean and other bean products sprouted pulses and black gram.	Protein, carbohydrates, Vitamin B.
3. Green leafy vegetables	Cabbage	Amarnath (Cholai) Bathua, kulfa, palak methi, radish and carrot leaves, mustard leaves, etc.	Vitamins and minerals
4. Roots and tubers	Yam sweet potatoes	Potato, drum stick, leaves, turnip, radish	Carbohydrates, minerals, and vitamins.
5. Other vegetables	Fresh beans, lady's finger cauliflower	Turnip, tinda, Guava, pappaya, lemon.	Carbohydrates, vitamins, minerals
6. Fruits	Apple, pear, oranges, mossumi, pineapple, mangoes.	Amla, bannana, Guava, pappaya lemon.	Carbohydrates, vitamins, minerals
7. Nuts and oilseeds	Almond, cashew-nuts, chilgoza, khurmani (Gingeli seed)	Walnut, til, groundnuts	Fat, vitamins, protein.

Food Groups	Costly articles	Substituted cheap sources	Predominant nutrients
8. Flesh foods	Meat, fish, mutton, eggs	Fish (cheaper in coastal areas) soyabeans.	Protein, fat, vitamins and mineral.
9. Milk and Milk products	Milk, cheese, curd	Butter milk (soyabean milk and its products, groundnut milk and its products)	Carbohydrates, protein, fats, vitamins, and minerals.
10. Jaggery, sugar, and honey	Sugar, honey	Jaggery	Carbohydrates, minerals.
11. Fats and edible oils	Butter, ghee, hydrogenated oil, cooking oils (til and coconut)	Mustard and Groundnut oil	Fats and vitamins.

Principles of nutrition

Food plays a vital role in keeping us alive and fit. In order to keep the body machine functioning well, we need to take food at regular intervals. Most of the times the body makes its own demands of food and nutrition. This demand of the body is most commonly shown by making us feel hungry, thirsty or tired. We usually regulate our habits of eating and rest to suit our work pattern and activities in home and outside. Insufficient nutrition or lack of food can cause weakness, illness or disability, lack of nutritious food can also retared growth of body and mind. Food and nutrition perform special functions for or growth and development, energy and activities. It is good to remember simple principles of nutrition, which are

1. Food is necessary for keeping us alive and for maintaining normal body functions.

2. An adequate daily fluid intake is necessary for maintaining the fluid balance in the body.

3. We should plan our diet and—

—eat sufficiently enough every day

—divide our meals and take them two or three times in a day, rather than eating at one time only.

—select our food from cereals, vegetables, fruits, and ghee and oil.

—eat with variety to keep a balance of nutrients

—select nutrients from cheap sources, and

—improve the quality of food by additional methods much as—sprouting, fermenting, mixing or taking more pulses etc.

Expected outcomes of the educational inputs

The participants of nutrition education programme should (a) become aware of their own needs of nutrition, (b) be motivated to identify/look for available sources of nutrition with their own environments, and (c) develop simple skills for improving nutrition within their own means. They should develop an understanding—that no one type or single food item is perfect in all respect for meeting the body needs—

—that developing taste for variety of foods broadens the scope of improved nutrition.

—that improved nutrition does not require mere money, it can be improved by following simple methods & principles.

—that most of our food habits are developed and affected by our own environments, customs and family eating practices or they are determined by our own taste fads and fancy, but there is no harm in trying and developing tastes for new food items or new combinations of food.

—that some of the cheap foods provide as much nutrition as the costly ones.

—that nutritious food helps us to build our body, gives us energy for work and provides protection from diseases.

Literacy and Numeracy skills can be developed through nutrition education. For developing Reading Skill simple key words can be identified such as given below :

—Key words : diet : Ahar :

—Other key words :

—Nutritious	Paushak
—Meal	Bhojan/Khana
—Pulses	Dhal
—Vegetables	Sabji
—Fruits	Phal
—Oils	Thel
—Nuts	Meva
—Milk	Doodh
—Cheese	Paneer
—Curd	Dahy
—Eggs	Annde
—Sprouting	Ankur
—Fermenting	Khameer
—Mixing	Milana
—Water	Pani
—Bread	Roti

—Key words should assist in introducing and developing reading skills.

—Various reading exercises can be developed from the key words by making new combinations.

Suitable combinations can be easily developed from the identified list of words for building vocabulary concepts, and for developing skills.

Numeracy skills

—Concept of digit in relation to prices of food stuff (under discussion) can be developed. Similarly, measurements can be taught for measuring quantity of certain food items.

—Height and weight can be measured and participants can learn to read these measures in meters, feet and inches or kilograms.

—Numeracy can also be linked with number of letters used in key words.

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THE CONTENT OF ADULT EDUCATION PROGRAMME

Dr. L. S. Saraswathi*

Meaning of Content

One cannot learn without learning something namely, content.

The content can be defined as the organized information (subject matter) that is presented to learners by a teacher in an educational activity, usually through verbal and visual means. This implies that the learners receive only the subject matter presented and they are closed to all the other stimuli in the surroundings.

'Content' could also be defined as those sensory impressions the learner receives and cognitively organizes in the experience. We learn in terms of our unique personal meanings shaped by our past experience. Taking this definition we could think of two types of content, the *'manifest'* and *'latent'* content. 'Manifest' is that which is presented by the teacher—same materials to all though the reception by the individual members of the class may vary. Latent content is composed of all the emotional and intellectual associations from past experience which the learner activates in relation to the manifest content he pereceives in the educational activity. Although adult educator has relatively little control over this content, it is a significant factor in the adult learning experience. Adults bring to an educational situation not only more experience than youth, but a different kind of experience—their experience in functional adult roles.

The concept of a content unique to adult education can be stated more precisely thus; a content unique to adult education exist whenever (and to the extent that) the adult learner activates latent cognitive material which he has acquired in functional adult roles. In other words a programme content is suited to an adult learner or a group of learners provided it satisfies the needs, motives, expectations, values, interest, energy, self-perception and predispositions of the individual and the group of programme participants.

Content of our National Adult Education Programme

What could be, in general, the content of the programme of our National Adult Education Programme? It is not very easy to answer this question considering the millions of individuals and thousands of communities who are going to be the participants of this mass educational programme. We could make a beginning somewhere—yes! We have set before us a set of goals for the NAEP. The following are the goals or the objectives of the NAEP as outlined by the participants of the conference of the representatives of the Voluntary Organizations held at Rajaji Hall, Madras, recently (Nov. 1977).

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Objectives:

A. *General*

To enable the people of the area chosen, especially the weaker sections

1. To overcome the obstacles within themselves and in the material and social environment which prevent them from having any say in decisions affecting their own life and future.
2. To be literate in the broad sense of being able to "read the world" and in the narrow sense of being able to "read and write the word".
3. To participate fully in the planning and execution both of the educational programmes and or any other schemes for their greater well being through development, as a normal application of the principles of democracy.
4. To have the opportunity of learning the knowledge, skills and values that will enable them to function usefully to themselves and to the community in their own environment.
5. To exercise a critical judgment on the social and material environment and to plan for changes in it.

B. *Specific*

1. To develop the agriculture, fisheries and forestry and of any industries related to them or otherwise beneficial to the people of the area in a manner to promote the well-being of the local population and on their initiative, full understanding and cooperation.
2. To distribute the land among the landless with necessary aid for its proper utilisation.
3. To promote the health of the people by attention to improved nutrition, immunisation, clean water-supply, appropriate sanitation and special care of small children and expectant and nursing mothers.
4. To promote justice in relations between employers and employed, rich and poor, and high caste and low caste (wherever their is oppressing and oppressed exist).
5. To develop an appropriate programme of literacy education organised by each community for its own people and operated as far as possible by educated members of the community itself, in friendly collaboration with other communities of the neighbourhood wherever possible.

Accepting these objectives for our State programme, a general content outline could be made.

1. *Material or Economic Environment*

The economic status of the target group—Land for the landless—procedures for getting the land—procedures to get the aid for better

utilisation of the land, for cultivation, for increasing the produce, for improving their economic status. Small scale industries or village industries for supplementing their income—patterns of financial aid for such village industries—possibilities of such industries in a particular area in terms of the available raw materials—the opportunities of learning the skills required, the marketability of the products with some profit—increasing their present income for a better living.

2. *Social Environment*

The social status due to their oppressed condition—human life—its capabilities—their group—their strengths in terms of their contributions to the community—pride in their contributions—they have a place in the society as a whole—an equal status like any other group—their rightful place in the democratic set up.

3. *Literacy*

Basic skills of the spoken language in terms of reading and writing in sufficient measure to be independent to deal with their day to day transactions.

4. *Health*

Necessary ameneties to get clean water-supply—procedures to get the necessary help for getting the clean water-supply—planning, working towards and getting the clean water;—appropriate sanitation—their share in keeping themselves and their surroundings clean for their own good; Nutritious food—improving their diet as far as possible, within their means; the need for special care of small children, expectant and nursing mothers, how to take care and how to utilize services available for immunisation and other health care services.

5. *Human potential*

The infinite cspabilities of human beings to improve themselves if only they will—each one should make efforts individually and collectively for their own improvement.

From our experiences at the Resource Centre, working with the non-formal education teachers and analysing the problems of the community as enumerated by them, we have evolved a general content which include the above-mentioned content areas. We have six content areas.

1. **Self : Physical self and mental self:**

- Senses—Seeing, hearing, smelling, testing, touching
- Systems—Walking, talking, breathing, digesting, excreting, reproducing
- Growth of the physique from childhood to adolescence
- Personal hygiene
- Dietary intake—balanced diet according to requirements

- Common ailments—preventive and curative measures
- Healthy and unhealthy emotions—Love, affection, sincerity, kindness; fear, anger, jealously, anxiety
- State of tension and adjustment
- Place of attitudes and values in one's life
- Mental abilities—thinking, remembering, learning
- Mental hygiene
- Health facilities available in the village.

Environment

2. *Physical Environment*

- House, the building, its surroundings i.e. space, type of structure—greeneries around, air and lighting, location of house, domesticated animals.
- Street—the number and arrangement of houses, shops or other structures, lighting, water supply, drainage, places of worship, trees and other plants on the streets.
- Village—the land, types of soil, vegetation, animals, water-sources, weather, main roads, number of houses and the streets, important buildings and other centres transportation and communication, ecological problems.

3. *Social Environment*

- Immediate family—its role and power structure, his/her place in it, relatives in the village—their role.
- Different castes, their interaction status in the village.
- Village community—Groups, norms, activities or action programmes
- Social institutions—Education, Religion, Marriage and family—customs or norms governing each.

4. *Economic Environment*

- Means of livelihood—occupational categories—predominant and minor
- The main products—problems in increasing production—pattern of land holdings—marketing produces of the village
- Income of the families engaged in different occupations—class structure—its relationship to caste structure—prosperity of the village—expenditure pattern of families i.e. family budget—debts—forms of savings (chit funds etc. or other formal methods)
- Facilities for supplementary income—village industries.

5. *Political Environment*

- Village administration
- Taxation, management of revenue Government schemes for the benefit of the community;
- Panchayats—members, their election relationship of political power to class and caste

— Village as part of a Taluk, district and state—interdependence of these—the whole administrative structure.

6. *Cultural Environment*

— Village folk songs, songs for different occasions
— folk dances and dramas
— folk arts
— cultural history of the village, the district, the state and the nation —stories from history—folk tales.

The general contents presented here are by no means the content for every programme in every locality. It is essential to identify the specific needs of the community where the work is being undertaken and plan the programme on the basis of those needs. The specific content or subject matter will then become apparent.

These content areas are the manifest content areas. The manifest content is to be integrated with the latent content. The programmer can facilitate the integration process by making sure that the learners needs and goals are clearly articulated, are central to the programme and are understood by the programme performers; providing a design or structure that may be adapted or changed as the experience progresses; and allowing sufficient time for the integration process to take place. The teacher or leader can build bridges between new ideas in the situation and the known experience of the learners; he can make sure that the learners have an opportunity to participate and he can evaluate the progress toward integration. But, in the final analysis the integration can only be done by the learner.

The adult learner reacts not only to planned learning experiences, but to the total setting in which the learning take place. The attitudes of the instructing staff, the friendliness of other participants, the formality or informality—as well as many other aspects—of the environment will influence the learner's openness to new ideas and his ability to understand and integrate them.

The programme planner should understand that the content of adult education programme is not only the manifest content in the form of subject matter. The total content includes the learning situation as a whole—the feelings, attitudes and human relationships as well as ideas related to the subject matter area. The manifest content or the messages of the subject matter gains meaning only when the total content is given due importance.

PROGRAMMES OF POST-LITERACY EDUCATION

Dr. D. Subba Rao*

Farmers Functional Literacy is one of the major on-going programmes taken up by the Government of India with the help of various States. The Ministries of Agriculture, Education and Information and Broadcasting are involved. It was intended for illiterate farmers, who are responsible for adopting improved agricultural practices in cultivating high-yielding varieties of food crops.

Farmers Functional Literacy Blocks started functioning from the time of the Fourth Five Year Plan. By the end of IV Plan, over 100 districts were covered, in various states. About 3,00,000 farming men and women were benefited by the end of Fourth Plan. There are 1,50,000 learners, By the end of 1978, more than 150 blocks will have been covered and it is being implemented in all the states.

But the programmes of Functional Literacy do not end by the completion of the one year programme undertaken in each Block. Nearly 60 to 100 centres were started in each block for men and women, specially 10 centres for women, and 10 centres for Harijans. But, will it suffice by just running the centres for one year (250 te 300 days in a year excluding holidays and weekly holidays) and make them literate? Most of the States have produced literature for the first year. Will it suffice, if once they were able to read, write and compute and develop good general knowledge about agriculture.

The ultimate success of post-literacy programmes lies in the liberation of the common and down trodden citizen who has entered the world of 3 Rs and also the development of leadership among weaker sections. If he can learn to have knowledge, understanding and application of the various government schemes, the loans he gets proper repayment of them, savings, opening an account in a Grammena Bank, partaking in the activities of the cooperatives, exercising his franchise according to his free will and choice, partaking in the democratic process, exercising his rights properly while carrying his duties as citizen, getting up to date knowledge of fertilisers, pesticides, marketing, local industries, health care, childrens' education etc, through the use of all media-radio, newspaper, booklets, posters or by becoming a member of the local library and discussion group. These, I consider are the ultimate success of the post literacy programme. For this, what are the existing plans? What strategies are to be employed? What delivery systems should operate at the district level or the University Departments of Adult & Continuing Education?

By 1980's we should have a pucca system whereby post literacy programmes can become stabilised. Meanwhile experiments can be carried by various agencies to get the programmes operating to suit the local needs and conditions.

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One of the experiments conducted by the Indian Adult Education Association is the project of correspondence education for neo-literate farmers in the States of U.P., Bihar, M.P., H.P., Haryana, Rajasthan and Delhi. The project involves about 4000 farmers who completed the functional literacy course. A fortnightly bulletin called "Kheti Men Sudhar" is issued which disseminates knowledge and information about various crops, animal husbandry, dairy farming etc. The objective of the programme is to develop among farmers the skills of reading and writing with a view to enable them to pursue further education through self study.'

Though the above programme is commendable, as it is centrally directed, it may have all the pitfalls of centralisation. What I advocate is the involvement of local schools and colleges, local library Authority, District or Taluk library, Local voluntary organisations, local service clubs, Public Relations Departments and other developmental Departments at the Block level.

My plan of action is to group the 60 centres in a Block on the basis of contiguity, economic development and communication point of view. (1) 4 or 5 centres or villages can be grouped into one major centre. A library of 500 useful books for neo-literates may be started by the District Library or State Library Authorities. If there is a local industry they can also help in starting one or two libraries by means of adopting a centre. This will also give an identification to the workers and families, from which the work force for the industry is drawn. Some books connected with the industry can also be placed in the library. (3) So also the Local Lions Club, Rotary, Jaycees or Womens wings, Rotaract, Leos can help in setting reading rooms and Charcha Mandals and Mahila Mandals by adopting groups of villages. This will help in better interaction between educated youth and non-school going youth in villages. (4) In similar fashion local colleges and higher secondary schools can help in setting up rural youth clubs plus reading rooms. They can spend their weekly holidays in the village and organise cultural programmes. (5) The local All India Radio can beam special programmes for the neo-literates, interview them and record it and beam it to all villages (6) Government of India, Field Publicity Department and the State Public Relations Departments can give suitable literature and organise film shows, song and drama competitions and celebrate Nationl Days and festivals (7) The local newspapers can publish, twice a week, a column for neo-literates. Thus, the local potential can be tapaped and involved in various ways. This will provide bridges of understanding between agencies and can bring attitudinal change among various sections specially between the educated youth and the illiterates, between the officials and the public and among developmental agencies and local people. This can also pave the way for Rural Development as it creates better consciousness among villagers, farmers and authorities. The ultimate success of neo-literacy programmes lie in the development of self awareness which will lead to development from within. Once this process of self awareness develops they can be made partners in progress. Then there will be the urge for development, betterment of standards, and so the quality of life in the villages improve. The low and down trodden can be freed from exploitation. One can become a decent citizen if he is conscious of his rights while at the same time he knows his obligations to the society.

GLEANINGS FROM CURRENT RESEARCH

Under this caption, we hope to publish summaries of research papers relevant to adult education. Sometimes we receive research papers that have too many tables and statistical material to be accommodated within our limited space. But the papers contain conclusions and references that are of interest to our readers many of whom are operating in the field. We hope these summaries would be of some use to them. Readers desirous of obtaining more details could write to the authors directly. —Editor

Effective Extension Tecnniques for Different Stages of Adoption of Farm Techniques

Bhaskar Mishra

The author lecturer in Agricultural Extension, N.D. College, Barhalganj, Gorakphur (U.P.) conducted a study in community development block, Bichpuri, Distt, Agra to find out which extension technique is more effective for a particular stage of adoption process.

Two stage random sampling was adopted for selecting the respondents. At first stage two villages were selected randomly from the list of the villages coming within the area of five miles from Bichpuri College. At second stage 25 farmers from each village were selected randomly. The extension techniques viz personal contact, meetings and group discussion, results demonstration, method demonstration, farm magazines, exhibition and fair tours, indi ect influences were purposively selected and studied in relation to improved farm practices.

The findings revealed that all the farmers reported that the extension techniques like personal contact, meeting and group discussion and indirect influences have made them aware about the improved farm practices. Besides the majority have also reported to exhibition and fairs and tours at awareness stage. Result demonstration, method demonstration and farm magazines were found to be ineffective extension techniques at awareness stage of adoption process.

At the interest stage, personal contact, meeting and group discussion, result demonstration, method demonstration, indirect influences, farm magazines and tours were effective and exhibition and fairs were found less effective.

At adoption stage the majority of farmers reported that personal contact, meetings and group discussion, result demonstration, methods demonstration and indirect influences are the most effective extension techniques to help them in adopting the improved farm practices. Tour is less effective and exhibition and fair is ineffective extension technique.

It was thus found that extension techniques namely personal contact, meetings, and group discussions and indirect influences are the most effective for awareness, interest and adoption stages of adoption processes.

Milk Producers Knowledge of Scientific Dairy Husbandry Practices

Sukhbir Singh
V. K. Dubey

The authors Senior Technical Assistant (Extension) and Research Officer (Extension), National Dairy Research Institute, Karnal (Haryana) made an evaluative study of Intensive Cattle Development Project (ICDP). Karnal in the cooperative area of the ICDP Karnal in 1976. The knowledge and adoption of dairy innovations by the milk producers corresponding to the education given by the project was tested. The cattle owners who had crossbred animals, were included in the sample survey.

The objective was to study the knowledge of the cattle owners regarding Improved Dairy Farming Practices.

The field investigation for this study was carried out in eight randomly selected villages. 80 cattle owners possessing cross bred cows were included in the sample. These were selected randomly from the list of 120 such cattle owners which was supplied by local stock assistants.

The data were collected through an interview schedule administered personally to each of the respondents.

The education, occupation, land holding and herd size were taken as independent variables and knowledge of scientific dairy husbandry practices as dependent variables.

With a view to having an idea of the knowledge of crossbred cattle owners the following practices were studied ;

1. Knowlege of correct time of insemination
2. Knowledge of heat cycle in cattle.
3. Knowledge of covering the animal after parturition
4. Knowledge of time of beeding colostrum to newly born calf.

The Chi-square was applied to study the association of different traits with the knowledge of the cattle owners.

Findings and Conclusions

The study revealed that majority (61.25 per cent) of cattle owners did not have knowledge of correct time of A.I.; 57.50% did not have correct knowledge of heat cycle and 52.50 percent did not have correct knowledge of covering the animal after parturition. Similar results were observed by Dubey and Singh (1976) in the same area of ICDP Karnal. This implied that quite a sizeable number of cattle owners were lacking in the knowledge of breeding practice which is very important for the

improvement of the cattle. The knowledge of time of feeding colostrum to newly born calf was found still poor because only 26.25 per cent of the respondents had correct knowledge. The belief that the feeding colsotrum to young calves is harmful before the placenta release still persists in the minds of all, irrespective of socio-economic status.

The study brings forth some important conclusions. It was found that majority of the Illiterate and primary group respondents possessed incorrect knowledge as compared to middle and high school education groups, whose knowledge level was more or less same and fairly high. The education level as found significantly associated with the knowledge of time of A.I. Heat Cycle, Covering of animal after parturition whereas occupation, land holding and herd-size had shown no association with the knowledge. In case of knowledge of time of feeding colostrum to newly born calf it was concluded that there was hardly any difference of knowledge of time of feeding colostrum in the various educational levels, occupations, land holdings and herdsizes of the respondents.

The landless labourers and small farmers had comparatively less knowledge of time of A.I., heat cycle, and time of feeding colostrum than the medium and large land holding groups whereas it was highest among landless groups in covering the animal after parturition. This indicated that lower group pay due attention to cover the animals within four months after parturition. The herd-size of the respondents had also not shown any influence of the knowledge of various practices.

From the study it can be concluded that the field extension personnel (Stock Assistants) should take enough care to educate the cattle owners of the importance of the improved practices in getting higher milk production. This could be achieved by their regular and close contact with cattle owners and explaining to them the timely tips for raising cattle.

Sociometric Identification of Opinion Leaders

M-K. Sethu Rao and
P. Venkataramaiah

The authors Professor and Assistant Professor respectively of University of Agricultural Sciences, Dharwar, Karnataka conducted a study in village Navalur (situated between Hubli and Dharwar cities) to identify the least consulted and most consulted opinion leaders and to compare the characteristics of the least and most consulted opinion leaders.

The study was conducted in two stages. In the first phase heads of the eight families comprising about 40 per cent of the population of the village were interviewed. They were asked to mention three farmers in the village to whom they would go for consultation on topics related to farming like equipment purchase, change of varieties of crops, adoption of permanent improvements on their farms, borrowing credit for agriculture etc. Based on the number of choices received three most

consulted and three least consulted leaders were identified. In the second phase of the study information was elicited from the identified opinion leaders about their personal characteristics to arrive at the profiles.

The most consulted leaders scored sociometric scores of 74, 44 40 and least consulted opinion leaders were in 4, 5, 9 score range respectively.

The findings revealed some interesting similarities and dissimilarities between them. The most consulted opinion leaders belong to older age groups, had considerably larger land holdings and high social participation status. They possessed improved farm implements and Radio whereas the other group possessed only either or none of them. There was no difference between the least and most consulted opinion leaders with regard to formal educational level and the type of family.

The authors suggest that the extension agency should channelise the agro-information through such leaders in the similar communities.

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IUACE ANNUAL SEMINAR AND GENERAL BODY MEETING

The 1977 Annual Seminar and the General Body Meeting of the Indian University Association for Continuing Education was held at Saurashtra University in Rajkot, Gujarat, on January 14, this year. The theme of the annual seminar was "Participation of Indian Universities in the National Adult Education Programme" (NAEP). Dr. Malcolm S. Adiseshiah, Vice-Chancellor of Madras University and President IUACE, presided.

The Seminar was attended by more than 80 delegates, including 38 Vice-Chancellors from all parts of the country.

The Seminar had before it two documents, one Government Policy Statement on Adult Education and two UGC Statement on Adult Education. A preliminary paper entitled "Involvement of Universities in Adult Education" was also discussed. In addition to these, two other papers pertaining to the involvement of their institutions in the NAEP were also presented by Dr. Adiseshiah on behalf of the University of Madras and Dr. Madhuri Shah on behalf of the SNDT Women's University, Bombay.

Declaration

The annual conference and seminar of the Indian University Association for Continuing Education on the Universities Participation in the National Adult Education Programme recommends that the 53rd annual meeting of the Association of Indian Universities adopt the following decisions and declaration on this part of the responsibility of the universities :—

1. The Universities pledge themselves to participate with all their staff and student resources in the national programme of adult education that has been launched by the Government and the country.

2. It notes with great satisfaction the high priority given by the Government to this programme which aims at educating ten crores illiterate adults during the Sixth Plan period, and decides that Universities will give similar priority to this programme in the discharge of their responsibilities to the country and the community in accordance with the principles set forth in the statement of National Adult Education Policy and the U.G.C. resolution on it.

3. It also notes that the programmes of adult and continuing education operated by the Universities have only in a marginal way touched deprived section of our population, namely the illiterate rural adult.

4. In view of this lack of experience and the new connotation of the literacy component of the adult education programme, there is need for universities to use the coming 18 months for careful and adequate preparation before operating such programmes. The programme does not involve literacy classes per se, in which the

university is not competent any way, but involves literacy as being a part of life, work and liberation of the illiterate adult.

The particular contribution which universities can make in this programme would be to use its research resources (a) to develop a clear concept and methodology of weaving in occupational and other skills with literacy skills; (b) to produce learning material for the illiterate adults and (c) to train both the trainers and front line workers.

5. If the Universities are to be engaged effectively in this programme, there must be a full and unstained rural community effort, of which literacy is a part, on the part of the students, who in turn will discharge their responsibilities only if the teaching staff is also fully involved. This programme would be an opportunity for forging a new bond of partnership between the student and teaching community.

6. In the structure and operation of the programme there should be decentralisation of both planning and operational responsibilities, carried out as between universities and colleges and as between colleges and departments.

7. The University Vice-Chancellor has a special responsibility in helping the development of consensus on the part of the entire academic community including the Boards of Studies, Syndicate, Executive Council, Academic Council and Court or Senate on the one hand, and agreement on the part of the political authorities of the State, on the other.

8. On this basis the programme outlined in the Ministry of Education and S.W. document on the involvement of universities comprising :

   (1) integrated development services,

   (2) binary instruction for literacy,

   (3) literacy for manual workers,

   (4) Study services are commended.

9. To carry out this programme of rural development in which literacy training is an essential component, the universities should organise district committees, framework of District Adult Education (Board) which will bring together the principals of colleges and other district development officers in a district, under the chairmanship of the District Collector for the purpose of coordinating, facilitating and monitoring this programme. The universities and colleges should also use appropriate village teachers and other educated persons in the village as agents of adult education.

10. Special attention will have to be given by the universities and colleges to women, whose literacy levels are the lowest in rural areas, and particularly among the scheduled castes and scheduled tribes.

11. The National Service Scheme should be restructured in order that it may concentrate its main effort on adult education during the Sixth Plan Period.

12. The programme will call for finances with regard to (a) the training of students and teachers in adult education and literacy instruction, (b) the production of teaching material including audio-visual aids, (c) the running of the binary literacy classes in the villages, (d) transport facilities, (e) the setting of village libraries or reading room for the neo-literates and (f) for the committees to be set-up by the Universities at the University and district levels for evaluation, monitoring and coordination. In regard to finances the principle of cost effectiveness will have to be rigorously followed in an economy where resources are limited and in a programme working among people living in massive poverty.

13. On the basis of these conclusions and directives, each university should develop its preparatory programme for the coming 18 months and its annual plan for the following year for participation both of the university and the college affiliated to it with the National Adult Education Programme and send the outlined plans to the University Grants Commission by the end of February. The preparatory action should however not await any further central discussion or approval. Each Vice-Chancellor should initiate immediate action for making this work a high priority curriculum programme in accordance with the decision made by the Association on the restructuring of education in the country.

In the General Body meeting the following programmes were approved :—

1. Seminar on "Community Service as Continuing Education" for the Northern Region in Kashmir; (2) Seminar on "Legal Aid Clinics in Universities" in Delhi (3) Seminar on "Transfer of Appropriate Technology to Rural Small Industries ' at Hyderabad (4) Review of Correspondence Education in Southern Universities; (5) Compilation of a classified directory of continuing education programmes undertaken by Indian Universities; (6) Association's participation in the National Adult Education programme thru' the involvement of Universities and colleges in Adult Education programme.

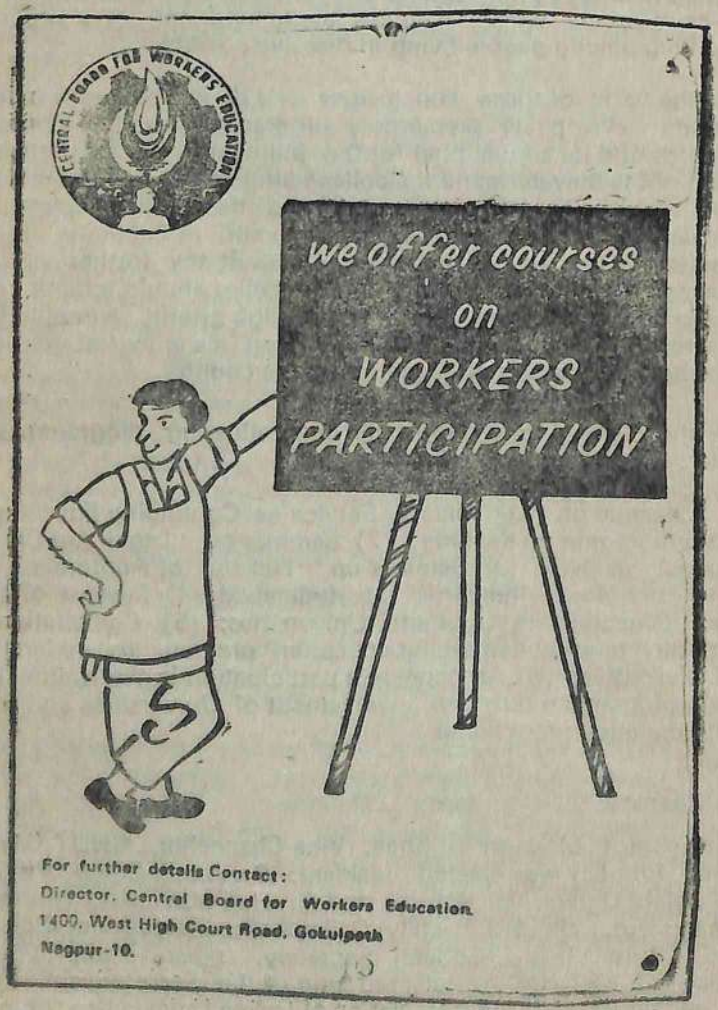
Office-Bearers

Dr. (Smt.) Madhuri R. Shah, Vice-Chancellor, SNDT Women's University, Bombay was elected President; Dr. Amrik Singh, Vice-Chancellor, Punjabi University, Patiala, and Dr. Haji N.A. Noor Muhammad, Vice-Chancellor, Calicut University, Calicut were elected Vice-Presidents, Shri S.C. Dutta, Hony. General Secretary, Indian Adult Education Association, New Delhi, was elected one of the Secretaries. The other will be the Secretary of the Association of Indian Universities (Ex-officio).

Dr. A.K. Dhan, Vice-Chancellor, Patna University, Patna; Prof. G. Ram Reddy, Vice-Chancellor, Osmania University, Hyderabad; Shri A.R. Desai, Vice-Chancellor, South Gujarat University, Surat, Dr. R. Jayagopal, Prof. & Head, Deptt. of Adult Education, Madras University, Madras,

Prof. L.R. Shah. Adviser NSS Programme, Ministry of Education & S.W., Govt. of India, New Delhi, Smt. Kamlini H. Bhansali, Registrar, SNDT Women's University, Bombay, Prof. Ruddar Dutt, Principal, School of Correspondence Courses and Continuing Education, University of Delhi, Delhi and Shri S.K. Austin John, Principal, Union Christian College, Barapani, Assam were elected members of the Executive Committee.

The meeting ended with a vote of thanks to the outgoing President Dr. Malcolm, S. Adiseshiah, for the excellent services rendered to the Association during his term as President.



WISDOM FROM THE "IDIOT BOX"

For some unavoidable reasons I have not been able to record my impressions of this month's radio and T.V. Programmes. But I came across a delightful, and very relevant, piece in the Statesman and I cannot resist the temptation of reproducing it. I am sure our readers enjoy the satire as I did :

"The British Broadcasting Corporation was lately approached by a body calling itself the National Association for the Abolition of Television. Its modest request was to appear on the BBC discussion programme, Open Forum, and there advise viewers to switch their sets off. In theory, of course, discussion should be free and open; but the problem repeatedly arises about what to do with people who want abruptly to close it, sometimes with a brick. The temptation to do so with the goggle or idiot box, as it has been variously called, is doubtless often acute. It allegedly wastes the time of children, whether minor or adult. Like the cinema, apart from much trash it contains some violence (outside India, where the censors are vigilant) and "porn", alternatively considered as an incitement to crime or as a catharsis decreasing its incidence, and in fact probably both. Yet a request that it should cheerfully abolish itself somewhat recalls Jimmy Maxton's answer to a request to describe what he would do if he were dictator. He replied : "I would resign."

Though its aerials are frequently unsightly, and the volume in a modern flat with jerry-bulit walls may infuriate the neighbours, television is not perhaps nearly such a nuisance as the transistor, radio especially when played in the open air. In fact the latter figures in a celebrated short history of culture. "Turn that damn thing off"—"Oh, don't you like music?" The comparable entry under literature is : "what are you giving him for his birthday? A book? Don't be silly, he's got one". In the newspaper world, alas "literature" usually means a public relations hand-out, and "art" consists in photographing a commercial product for advertising, drawing over the picture in black ink, and then bleaching the photo out. The reader may form his own opinion of what is today meant by architecture ; perhaps a cross between Le Corbusier and a biscuit tin. But, reverting to the original theme, it would probably be agreed that religion primarily represents loud-speakers. The provost of King's College, Cambridge, Dr. Leach, recently went so far as to suggest that reading, writing and arithmetic are all on their way out, as no longer suited to modern needs. But this goes too far, Even if a business tycoon cannot write, increasingly seems to be the case, his secretary will still need sufficient ability to forge his signature".

ASSOCIATION NEWS

Workshop on Non-formal Education in Integrated Rural Development

A workshop on "A Component of Non-formal Education in Integrated Rural Development" was organised by the Indian Adult Education Association, New Delhi, in collaboration with the Department of Social Education, Government of Assam at Dispur, Gauhati, from December 14-16, 1977. Shri S.N. Maitra, Vice-President, Indian Adult Education Association and Secretary, Bengal Social Service League, Calcutta, was the Director and Smt. S. Sinha, State Social Education Officer, Govt. of Assam, the coordinator.

The workshop was inaugurated by Shri B. Barman, Minister of State for Education, Government of Assam and was presided over by Shri D. Gogoi, Chairman, Board of Secondary Education, Assam. The Director of Public Instruction, Assam, welcomed the guests, Shri S.C. Dutta, Hony. General Secretary of the Indian Adult Education Association sketched the aims and objectives of the workshop. He said that the aim was to go into the details of the non-formal education component in the Integrated Rural Development scheme and to bring out a concrete workable strategy for implementing the scheme because education preceded development. He added that non-formal education must play a vital role in the implementation of the Integrated Rural Development scheme. Shri Dutta suggested that the discussion on strategies for rural development should take place with the back drop of the National Adult Education Programme.

In his keynote address, Shri M.P. Bezbarua, Secretary, Ministry of Education, Government of Assam, elaborated the component parts of development and inter and inner dependence of each other. He said that education related to health, agriculture, industry etc. and needed to be well correlated and co-ordinated so that increased efficiency lead to higher production. India being a marginal society investment in economically non-productive schemes—especially social education was given less importance but opinion has now been reversed. He also cautioned that social education or non-formal education should not be misunderstood as adult literacy and added non-formal education aims at increased skill for better life, efficiency and production. It also aims at the change of social outlook, mode of living, thinking and behaviour conducive to social justice. Keeping this end in view, it gives emphasis to the development of deprived and backward sections of society.

In his Presidential remarks, Shri Gogoi expressed hope that the workshop would be able to examine threadbare the socio-economic problems of the people and to prepare a suitable workable plan for rural development. The inaugural function came to an end with a vote of thanks by Smt. Sinha.

The workshop was attended by about 30 persons covering Assam, Meghalaya, Nagaland, Manipur, West Bengal, Mizoram, Tripura and

Sikkim. The participants represented agricultural experts, economists, medical men, engineers, adult educators, academicians and administrators.

During the next two days several position papers were presented dealing with the various aspects of the problem. For the purpose of the Seminar, Shri Maitra suggested that the following questions should be considered as the basis for discussion :

(1) What are the characteristic features of the rural scene in the North Eastern Region ?

(2) What are the constraints and limitations of the rural poor ?

(3) In what way the Non-formal Education can help the rural poor to overcome these contstraints and limitations and work for self-reliance?

(4) What should be the methodology of Adult Education in the North Eastern Region ?

(5) What should be the role of different agencies, Government and Non-Government, in the programme ?

A very lively discussion ensued and many constructive suggestions were made by the participants on the basis of their knowledge of rural conditions in the North Eastern States. The basic picture in all the States was that of abject poverty of the rural poor and their exploitation by the vested interests. The delegates were of the opinion that Non-formal Education could make the rural poor aware of their prevailing conditions, and also bring about a change in their existing conditions, provided there was a better co-ordination and co-operation among different offical and non-official agencies at the State, District and Block level.

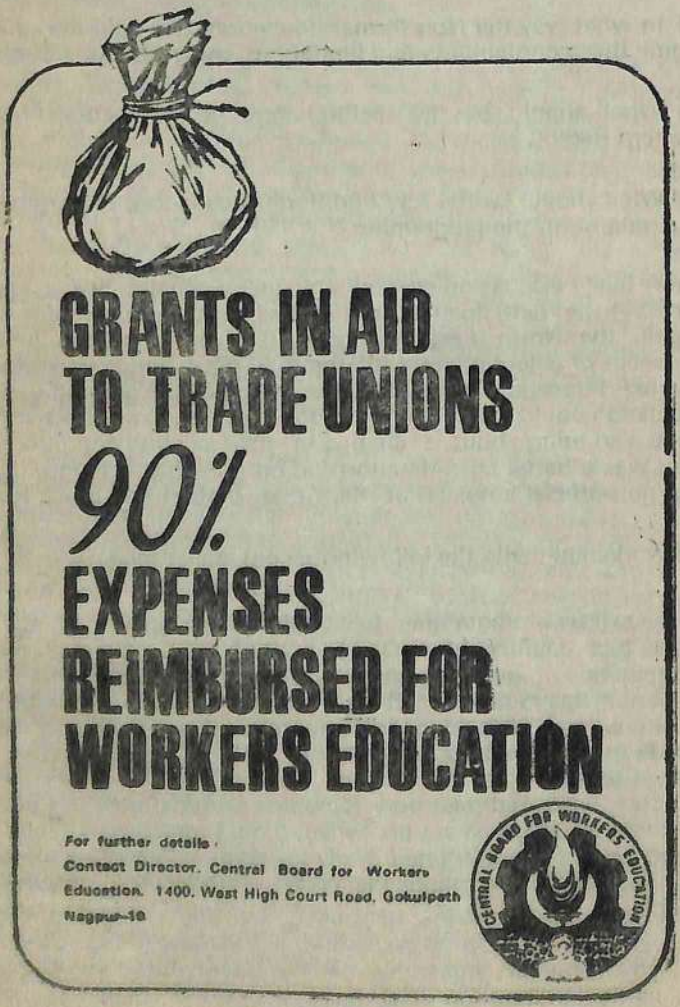
The workshop made the following recommendations :

(1) A massive programme for adult education is going to be launched in this country from October, 1978. This Seminar considers that a programme of such magnitude cannot be successful unless relevant learning/instructional materials incorporating the assumptions of the national policy of adult education are prepared and adequate arrangement is made for the training of Instructors, Supervisors, Trainers and Evaluators. Implementors at different levels should also be properly oriented. This Seminar urges that Resource Centres in all the States of the North Eastern Region be set up which would prepare materials, train teachers and help create a trained body of adult educators and material preparation specialists throughout the States at the level of districts and even projects.

(2) The Seminar urges that in the programme of Non-formal Education particular attention must be paid to the needs and requirements of the 70% of the people who live below the poverty line in these States. This programme aims not only to impart functional literacy to

them, but through a broad and multi-media programme help them to increase their family income, improve their health and family welfare, develop positive and rational attitude and organise community action to overcome the restraints and limitations which have kept them in a state of deprivation.

(3) To meet the requirements of this massive programme, re-organisation and strengthening of the Government Departments are necessary and a proper infrastructure should be created down to the village level. In this context, upgrading and strengthening of the voluntary organisations are also equally important. Only through a proper co-ordinated and combined effort of both the Government, voluntary and other agencies, the objective of the programme can be achieved.



NEWS FROM INSTITUTIONS

PORP BUILDING FOUNDATION STONE LAID

Shri Jagjivan Ram, Union Minister for Defence, who is also the President of the Board for the Promotion of Organisations of the Rural Poor, laid the foundation-stone of the headquarters of the Organisation at Kusumin Kalan near Varanasi on January 24, 1978. Over 10,000 members of the Organisation of the Rural Poor from 50 villages of Ghazipur district attended the function. The foundation-stone was laid on a plot of 3 acres of land specially donated to the organisation by the villagers.

The function was attended by representatives of participating national and International agencies—Mr. Chandrika Prasad of INTUC, Mr. Mark Sinclair, General Secretary of Intermediate Technology Development Unit, U.K., London. Mr. S.C. Dutta, General Secretary, Indian Adult Education Association, Mr. Mansur Hoda and Mr. M.K. Garg of Appropriate Technology Development Association, India and representatives of UN Agencies like ILO and embassies of West Germany and the United States of America.

Addressing the vast gathering the Defence Minister laid stress on setting up of the Organisations of the Rural Poor for their own benefit. He said since Independence, inspite of the efforts by the Government, the poor has become poorer and the rich has become richer and many distortions have creeped into the social structure of our society. It is in this context he welcomed the setting up of the Board for the Promotion of Organisations of the Rural Poor by the various non-political and trade union groups. He hoped that such organisations and projects would become the normal feature of the socio-economic life of the rural poor.

The Defence Minister said that cottage industries were necessary for the Development of the rural areas and suggested that a rural poor should be provided with a buffalo or a cow in order to help him meet his needs. He also suggested that the Organisation of the Rural Poor should see that at least one person in a family is provided with employment so that the needs and requirements of the family are met.

Earlier requesting Shri Jagjvan Ram to lay the foundation-stone, the General Secretary of the Board for the Promotion of Organisations of the Rural Poor and Asian Regional Secretary of the International Confederation of Free Trade Unions, Shri V.S Mathur traced the background of the setting up of this Board under the inspiration of Babuji. He stated that the main aim of the Organisation was to enable the rural poor through their own autonomous democratic organisations to effectively protect and promote their interests and to make their contribution to the economic and social development of the country. The organisation, therefore, has two broad functions : one, to represent the needs, requirements and aspirations of the rural poor and to bring about the necessary pressure for the achievement of these needs' and aspirations and secondly to be a service organisation for the membership in order to help them secure inputs for agriculture, create employment for the

unemployed in the rural areas as well as to undertake various activities in the educational, social and health fields for the benefit of the membership. The Organisation thus combines in its functioning both trade union and cooperative approach. It is fast becoming a powerful force for social justice as well as an important arm in production for the membership by making available the much needed inputs for agriculture and servicing for rural industries. It is further also beginning to provide some educational and welfare facilities for the membership and their families.

Welcoming the Defence Minister, the State Education Minister, Shri Kali Charan, said that Shri Jagjivan Ram was not only ano utstanding freedom fighter but also a friend of the rural poor. He praised the efforts of the non-political groups and trade unions in setting up of the Organisation of the Rural Poor for their own benefit and promised all help and support on behalf of Ghazipur Janpad and the State Government.

M. A. in Androgogy

The University of Madras is running M.A. in Androgogy (Adult Education) since July 1977.

The admission for 1978 will start in June. Students from outside Tamil Nadu will be given scholarship of Rs. 250-00 per month.

Further information : Dr. R. Jayagopal, Professor and Head, Department of Adult and Continuing Education, University of Madras, Madras-600005.

International Seminars on Training

The Directorate of Adult Education (DAE) Ministry of Education and Social Welfare, Government of India organised two International Seminars on Training in Udaipur and Pune in January and February this year.

The main objective of these seminars was to develop guidelines for training of adult education functionaries in India with special focus on training of Instructors, Supervisors and Project Officers.

About 35 persons including UNESCO/FAO and British adult education experts participated in the Seminars. Dr. M.S. Mehta was the Chairman of the Udaipur Seminar and Dr. (Smt.) Chitra Naik of the Pune Seminar. Shri D.V. Sharma, Deputy Director, DAE was the Chief Coordinator of both the Seminars.

Based on the deliberations of the Seminars a Handbook on Training for Adult Education Functionaries will be published shortly by the DAE.

For further information write to Shri D.V. Sharma, Deputy Director, (Training Unit) Directorate of Adult Education, Wing 7, 2nd Floor, West Block 8, R.K. Puram, New Delhi-110022.

ICAE Board Meeting in Costa Rica

The International Council for Adult Education will hold 1978 Board Meeting in San Jose, Costa Rica on July 6 and 7, 1978.

IAEA Publications

1.	Educational Component in Agricultural Extension Service 1977	Rs. 3.00 $. 1.00
2.	Curriculum Construction for Non-formal Education of Youth 1977	Rs. 4.00 $. 1.00
3.	Curriculum Construction for Non-formal Education for Women 1977	Rs. 3.00 $. 1.00
4.	Adult Education and National Development 1976	Rs. 5.00 $. 1.50
5.	Preparation of Problem-oriented Learning Materials 1976	Rs. 10.00 $. 3.00
6.	Non-formal Education 1976	Rs. 5.00 $. 1.50
7.	Adult Education for Rural Poor 1975	Rs. 8.00 $. 2.50
8.	Farmers Training and Functional Literacy 1975	Rs. 15.00 $. 5.00
9.	On to Eternity-Vol. III. 1974	Rs. 6.00 $. 2.00
10.	A Literacy Journey—C. Bonnani, 1973	Rs. 8.00 $. 3.00
11.	Adult Education for Women 1973	Rs. 5.00 $. 2.00
12.	Adult & Community Education : An Indian Experiment—S. R. Mohsini, 1973	Rs. 10.00 $. 4.00
13.	Adult Education in India-A Book of Readings—edited by Anil Bordia, J. R. Kidd and James Draper 1973	Rs. 25.00 $. 6.00
14.	Adult Education for Farmers —J. C. Mathur 1972	Rs. 12.00 $. 5.00
15.	Manual for Adult Literacy Teachers —N. R. Gupta 1971	Rs. 10.00 $. 2.75
16.	Adult Education in the Seventies 1970	Rs. 5.00 $. 1.75

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New Publications

1. PREPARATION OF PROBLEM-ORIENTED LEARNING MATERIALS

Rs. 10.00; U.S. $ 3.00

2. CURRICULUM CONSTRUCTION FOR NON-FORMAL EDUCATION OF YOUTH

Rs. 4.00; U.S. $ 1.00

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EDITORIAL LOUD THINKING

J.C.M.

Rural Youth

The early history of youth movement in India has been largely the history of the political education of urban youth. Even the non-political scout movement was more or less confined to urban schools. With the introduction of the Community Development Programme in rural India in the fifties the concepts and experience of the rural youth movement in the United States particularly of the 4-H Clubs, provided the basis for youth programmes in villages. The Nehru Youth Centres in district towns established some time ago were intended to bridge the gulf between youth clubs in villages and youth organisations in towns.

All this while, adult education policy makers have been ambivalent about the definitions of youth and adults. I am not sure if the position is really clear for the field workers in rural areas. In Indian villages the work situation in farming and other agricultural activities admits of no clear division between the roles of youth in the age group of 14 to 18 and adults who are above that age-group. The youth club idea based on the 4-H model has also been effective only with the families of better-off farmers where the second or third son can be spared for leisure time activities. Even that has become increasingly difficult in areas where high-yielding varieties of crops have made farming a commercial enterprise involving all grown-up males.

What about the poor? In the poorer families two alternatives need to be considered. One is to involve all grown-ups into income raising and learning groups. These groups should cover all working youth and adults. They cannot be clubs of 4-H variety straightaway. They should start as combined income raising and literacy clubs. The other category is of adolescents. Abbott's Law Dictionary as edited by Wharton describes adolescence as the period from 14 in males and 12 in females till 21 years of age. For Indian villages the upper age limit of 21 is too high for adolescence. In fact it is too high for modern youth in any case. Adolescence should refer to age-group 14-18. In Indian villages young persons in this age group in the case of poor families usually have to help in income-raising activities of the families. But it is true that their psychology and their growth requirements call for special attention. Moreover since Independence the expansion of primary and high school education in rural areas has led to the swelling of the ranks of school-fall-out adolescents. Psychologically and sociologically they now constitute a distinct and identifiable group.

Should not, therefore, a new approach to rural adolescents particularly the fall-outs be formulated with the triple objective of income-raising through subsidiary activities, prevention of relapse into illiteracy and fostering developmental group work ?

Caste Virus, — A Challenge to Adult Education

Adults are involved in problems of rural life. But adult education operates in the remote and therefore peaceful environment of curricula

and courses. When problems assail the adult mind it becomes a fertile ground for the seeds of learning. But the adult educator is nowhere to be seen in the proximity of those life-problems.

The Bihar state of India is in turmoil because of cast·e-ridden politics. It pervades centres of formal education like universit es and colleges. It vitiates decision making. The amazing thing is that issues are not directly acknowledged but indirectly expressed through violent demonstrations and passionate speeches and wild allegations in the press. This is the most uneducated way for adults to react to this problem. A difference between educated and uneducated society is that in educated society there is widespread discussion of issues like these. Of course violent activities over such issues by extremists and perverts are common anywhere in the world today. But the average citizen does not have fits of madness with such frequency as seen today in some parts of India.

Perhaps there is no use condemning this behaviour and hoping that the people will conduct themselves sensibly as a result of condemnation. The function of adult education should be to channelise the reckless force of passion into earnest and serious thought processes. Violent demonstrations are a symptom of a temporary suspension of the faculty of reasoning and thinking. An average individual, when he joins a crowd, becomes his primitive ancestor, huddled in a crowd that faces with terror and mob strength, the on-slaughts of wild animals. This is one of the theories advance by sociologists and anthropologists to explain mob behaviour. It is a temporary transformation of the normal human being into the wild cave dweller in encounter with forces of wilderness.

To prevent this situation, burning questions like the caste issue in Bihar should be discussed by small groups in localities, neighbourhoods and educational institutions etc. The important thing is that every such group should be small,—not more than 15 participants so that all participants can speak not merely listen and respond. It seems to me that adult education institutions, should, instead of adopting an escapist's attitude towards the current problems, use them as subjects for lively discussions that may activise the minds of the people instead of benumbing them. A nation-wide debate should not take the form of public speeches, demonstrations and press statements only. The educated way of facing problems is to have discussions in an organised and tolerant atmosphere. Let us remind ourselves of the statement of a dedicated democrat— "I hate your views, but I would be willing to give my life so that you may express them".

A System for Life-long Learning

In recent years there has been a continuous search in the United States for what has been called "The BEFORE and "AFTER" of education. There is a strong feeling among those incharge of the formal school system that if they are to enhance the benefits of schooling, attention must be paid to the earliest years-BEFORE and to the possibilities for on-going later development-AFTER.

An interesting article on the subject has appeared in the Journal of the prestigious organization of American educationists,-KAPPA DELTA

PI. I was attracted by the clear and workable solution suggested in the concluding portion of this article of which the authors are Prof. Kevin J. Swict of the South Carolina University and Prof. Hary G. Millor of the Southern Illinois University.

> "We have noted three distinct areas of education in need of vitalization and/or revitalization: (1) the redevelopment of the public school system to become a place of learning and success rather than a hit-and-miss smorgasbord of offerings; (2) the formulation, development, and implementation of quality infant and early learning centres for pre-school children; and (3) the provision for continuing learning and training opportunities for adults of all ages, backgrounds, and needs.
>
> As the current splintered and inadequate educational system moves along like a near-dead horse, the educative needs of our people go unmet. A life long learning system is needed urgently to bring some sense of logic and meaning to the lives of all people.
>
> In place of the varied facilities such as private day care, public Head Start, private schools, adult education centres, vocational training programs, and senior citizen enrichment centres (all housed separately and operated under the heavy hand of turfminded bureaucrats) must come a new unified but diverse life-long learning centre. Such a centre can be developed along the lines of community school programs, expanded and enriched in substance and content.
>
> Life-long learning centres must be based upon the developmental cycle of human living. The stages of life: infancy, toddlerhood, early, childhood, middle childhood, later childhood, adolescence, young adulthood, mature adulthood, and later adulthood, can be the context for such centres. Centres organized along developmental lines and responsive to the individual and social needs of the people can become an effective and economical mode of maintaining an educated populace.
>
> The implementation of life long centres for learning will indeed call for reorganizing our present system as well as our current modes of thinking about learning and human development. If people can create such human learning centres in regions and locales throughout the nation not only can every kid be a winner, but every human being can win the struggle to lead a meaningful and productive life. The BEFORE AND AFTER and the IN-BETWEEN can then become a contiguous and comprehensive system for meeting our social-educational needs and may expand our capability to relate to the universal needs of people throughout the world."

In the past attempts have been made in India by some Gandhian and similar organizations building up such unified but diverse life-long learning centres in rural areas though not with notable success. For urban areas the only relevant model seems to be the Sri Aurobindo Ashram in Pondicherry. The Ashram is however an institution calling for a special kind of moral commitment and faith. Is it possible to

establish smaller centres of this kind, in a few cities without raising matters of faith and spiritual values ?

From the Desk to the Class Room

Mr. Bernd Pflug, who till recently was the editor of the Journal "Adult Education and Development" published from Bonn by the German Adult Education Association has switched over to the Staff of a Special Adult Education Institution under the Ministry of Labour of the Federal Republic of Germany. On the eve of departure after 5½ years of devoted and imaginative tenure as editor, Mr. Pflug (who is still in his thirties), sent a letter from which I am reproducing below an extract that will find an echo in the heart of many a desk worker with experience of intenational goings-on in adult education.

> "Many of my friends and colleagues here and abroad know that I all the time disliked three things which very often occur within our field of work: the international adult education jet business which prevents many people from doing efficient and sensible work; adult education directed by pure administrators who make adult education a bureaucratic machinery which never works for the people's but only for the administrator's sake; and a "development policy" of the "North" which continues the exploitation of the colonial time. I was always very lucky that these disadvantages of international cooperation have only touched our DVV work. That's why these dislikes were not predominant for my decision to leave this field of international adult education. The major reason was my deep desire to *teach*. I think that I have never neglected to be a teacher and not an administrator in adult education whose desk is his castle and whose activities are mainly bound in attending more or less useful meetings, writing reports, controlling finances, etc."

A UNIQUE EXPERIENCE IN ADULT EDUCATION

A Reportage

J. C. Mathur

I had a unique, almost complete, adult education experience when I made a trip to Udaipur, attended the functions regarding the Silver Jubilee celebrations of the Bharatiya Lok Kala Mandal (Indian Institute of Folk Arts) and also visited the Dhinkli village near Udaipur where the Seva Mandir has initiated developmental action at the field level among the Bhil tribal people. It was a near-complete experience because of its composite nature; from participatory entertainment to participatory economic activity, I was exposed to the thobbings of progress at the bottom level.

Shri Devilal Samar, the Founder of the Bharatiya Lok Kala Mandal began life as a teacher in a school for children. Today he is an outstanding practitioner and exponent of non-institutional education for adults. He started with classical Kathak style of dancing, but in the course of years turned from the classical to the neglected forms of folk dance of Rajasthan, learnt them, gave performances and is now a vigorous promotor of these forms, enjoying an international standing. He has made a staggering collection of masks, musical instruments and other appurtenances of folk theatre; under his leadership recordings have been made and surveys have been conducted, in depth, of all the major forms of folk drama in Rajasthan. And yet he is a redoubtable advocate of giving new life to these forms rather than merely conserving them on paper and recordings. He is a poet, a story writer, a performer, in other words, a creative artist *par excellence*. But never does he miss an opportunity to address his audiences with a view to educating them in the fine points of the folk arts and stimulating genuine interest in them for folk culture. He has used puppets directly for educational purposes. He has produced and presented purposive dance dramas on rural development. Little wonder that during the last nearly 25 years that I have known him, his image as a down to-earth adult educator has become sharply etched in my mind.

Unheard Melodies and Unacknowledged Masters

The highlight of the Silver Jubilee celebrations was the Folk Performers' Fair (Mela) from 22-26 February that I was able to see on the 25th and 26th. Groups of outstanding folk artists from villages all over Rajasthan were camping in the premises. There was a tent for every party. Accompanied by Shri Devilal Samar and others, I met some of them in their tents. There was the famous Doolia Rana of Chirava, whose style of *Khyaal Play* over-whelmed Rajasthan audiences for decades. There was Banshi's Party of *Kuchaman*, another style of *Khyaal*. From Chittor came Ustad Chain Ram with his *Turra-Kilgi* performers who cast a spell over the audience by their verse dialogue much of it composed on the spot. I was not able to see the Raasdhari group which presented the Ramayana in a form different from that known in other parts of India. Again there were players of strange instruments like *Morchhal*. *A Bahuroopiya* (pantomimist) presented a one-man show through impromptu minicry.

I discovered that Devilal Samar's rapport with these humble but remarkable artists was due to the fact that he never talked down to them nor was he excessively and artificially polite. He conversed with them as one of them.

Listening to Soni Bai who sings the Meera Bai Bhajans, I was transported to another world, far removed from that of the auditorium and studios and yet close to the common people of Rajasthan for whom Meera Bai is still one of their daughters. Soni Bai wore a melancholy look. It was not just that she identified herself with the mood of the song; it was also because she seemed haunted by a sense of isolation and poverty. She has had a hard time in supporting herself, and with the growing popularity of the urban versions of Meera Bai, Soni Bai's genuine stuff has fewer admirers.

We heard next Kammo Khan who played simultaneously on two flutes, one being a drone. He played a variation of the classical Raaga Sorath perhaps without being aware that it was classical. He also played upon on instrument called *Morchhal*. It is a piece of iron shaped like a pair of scissors, on which vibrations are produced both by the breath and by striking hand. From a village near Jaisalmar bordering Pakistan came a group of Muslim singers called *Mangiawars*. They sang a Bhairvai in which Krishna is supposed to knock at the door of Radha early in the morning. Obviously the culture of Braj knows no barriers of religion or region. The group of women who gave the famous *Taireh Taali* are from the *Kaamar* community of Nagaur. They dedicate their ritualistic song and the accompanying Bell Dance to Ramadeva or Rama Peer who is worshiped equally by Muslims and Hindus. Each performer has thirteen bells tied up her leg and the movements in striking the bells were also thirteen, depicting various aspects of rural life, related to cultivation and running the home. A group of nomadic singers from Pokaran called *Surnaiyya Langas* played upon the *Murli* which is like a snake charmers pipe but with 2½ octave and with a special arrangement for sudden pauses. They also played the classical Raaga Bhairavi with great skill and novelty. Sidikki of Barmer is a rural singer who had the good fortune of being sent abroad to perform at a festival. He sings to the accompaniment of *khatkhatiya* consisting of two pieces of wood deftly handled to produce a remarkable blend of rhythm and mood. Then we had Allajiyai Bai of Bikaner who during the times of feudal princes of Bikaner never sang outside the place of Bikaner. She is an outstanding *maand* singer. Maand is a style linked to *thumri*, using the couplet (*Doha*) for expressing the lyrical sentiment. Every couplet was exquisite poetry, vibrant because of its rare suggestivity, "My lover has come. O friend, how shall I meet him? I welcome him with a plate full of pearls on the top of which are placed my eyes glistening with tears.." As I listened to this rare music I thought that *Dohas* by eminent poets, that are taught in colleges as part of Hindi literature, would gain a new dimension if interpreted though the *maand* style of music. From this semi-classical environment, we came to the *Bahuroopiya* (Pantomimist) tearing to pieces the world of hypocricy and social evils through clever mimicry and tireless monologue.

Medium of Non-formal Education

In the *khyaal* of Dooliya Rana and his party from Chirawa, one could see how drama has been used among the common people as a

medium of non-formal education. A folk tale going back to the times of Jai Chand of Kannauj has been rendered into a play by a local writer Nanuhal. While so doing he exposed the evils of superstition and even of tobacco smoking. The other *khyaal* by the party of Bansilal from Kuchaman presented a medieval story named Gog Chauhan. Perhaps the most significant of the folk performances was the *Gavari*.— a ritualistic drama that the Bhil tribal people usually perform for over a month just after the rainy season. Devilal Semar has succeeded in removing the stigma usually attached to this ritual and giving the Bhil performers a sense of belonging.

Compared to this feast of a culture that lies at our roots and has nourished them over centuries, the two seminars (that were also part of the programme) seemed to be somewhat effete, urban margins to a rich and colourful canvas. The first seminar on the "Role of the Folk Performing Arts in the National Context", brought forth some illuminating observations from Smt. Chattopadhayay, Dr. Malati Sharma, Rani Choodavat, Komal Kothari, Narendra Bhanvat, Mansukh Bhai Joshi, Dr. Kapila Vatsyayan and a number of other zealous scholars and students. The debate could go on interminably, as the participants were all persons who have given many years of their lives to the study of these forms. But it was Devilal Samar whose practical experience over the last three or four decades seemed more relevant to an educationist. He pointed out that the reluctance of scholars to accept changes in folk forms brought about spontaneously by the performers themselves, overlooks certain factors that give vitality to folk forms. These forms are traditional but they are intetwined with life as it is lived, life that is in a constant flux. What scholars call distortions are indeed changes necessitated by the flow of life. Every regional form has its classic features. But as performers travel from one part of the country to another they influence other forms and are influenced by them. Therefore a liberal rather than an archival attitude should be adopted towards these forms. He also did not frown upon innovations necessitated by the need of the performers to remain entertaining to the audience, though he admitted the dangers of crude modernisation. Devilal Samar's main plea was that special attempts should be made to rehabilitate folk rituals and folk forms of entertainment in the life of the young generation in villages. Why not introduce some of these folk arts in the schedule of schools and colleges? Why not arrange celebrations of these occasions by the community instead of treating them sectarial rituals?

This thought was with me, when, accompanied by Kishore Saint of Seva Mandir I went to village Dhinkli, 15 kilometres out of Udaipur. The Bhils who inhabit this area, like Bhils in certain other parts of Rajasthan, perform the *Gavari* as a kind of a miracle play celebrating the prowess of the *Devi* in her terrible form, the female deity incarnating the elemental force to destory evil. Some time ago a reformist movement, called the *Bhagat*, was introduced among the Bhils. This was somewhat similar to the efforts of Christian Missionaries among tribals in other parts of India. The Bhagats are vegetarians; they worship the Vaishnava deities and visit the shrine. The Bhagat movement was apparently popularised by the higher caste people who originally coming from towns, gradually gained power and influence by

acquiring the most fertile parts of the Bhils' land and driving them into small settlements on poor land. Economically they exploited the Bhils. At the same time they tried to reform them. The movement was not without some good elements. It reduced excessive drinking among the Bhils. But the behavioural changes also meant discouragement to their traditional performing arts and community rituals. Some of them began to feel ashamed of their customs, and Gavari, for example, was discarded by the Bhagats. I asked one of the Bhils of the Bhagat creed if he would favour the revival of Gavari. I could see that as a result of the valiant and solitary efforts of Devilal Samar even the Bhagats have overcome their artificial contempt for the traditional customs. His reply was that the Gavari should be revived.

The Rhythm of Development

As I saw the project for economic development I felt that the stimulus for economic well being is closely linked with the culture of the people. If the exploitation by the money-lenders and higher caste people is to be combated by means of joint action and mutual help recalling the strength of the tribal structure of the community, then the cultural domination in the name of reformism should also give place to a renewed sense of confidence in their own performing arts, but within the present day context. A project of economic development should treat itself as a part of an overall process of restoring the confidence of the poor people through economic strength, social cohesion and cultural rehabilitation.

Dhinkli is a small hamlet. There are several hamlets that are like satellites to the main village in which live families of the upper castes. The hamlets are clusters of marginal holdings of the poor and unirrigated land that does not yield enough for the subsistance of the families. The Bhils are, therefore, perpetually dependent upon the upper caste people for whom they work as labours on meager wages. Seva Mandir has taken the initiative to organise 15 Bhil families possessing altogether 48 bighas of contiguous but very poor land. Individuals holdings range from 2 to 4 bighas only. They had been growing only maize in the past, and its survival too used to be uncertain due to occasional drought. Individually the farmers could not dig their wells. There is an old tradition among Bhils called *parsi*. This is another word for mutual help. Seva Mandir took advantage of the tradition of the mutual help and organised them into a group. The land was surveyed for the availability of ground water and for the gradient to facilitate the conveyance of water from the proposed site of the well to the participating farms. Loans from the Union Bank, Udaipur and subsidies from the Small Farmers Development Agency of the district were arranged.

I saw the new well 40' deep, a diesel pump-set and channels built from locally available stone, to carry the water. The total length of the channels is about 2000 metres. For fertilisers, seeds and other inputs, loans have been given by the bank. Six demonstrations on wheat crop are being conducted and I was glad to see that for the first time these Bhil cultivators could grow wheat. The crop was in a good condition. Extension services have been provided by the Seva Mandir. It is hoped that in the near future *papayas* will be planted on the boundaries of the fields and farmers may also grow cash crops like sugar cane, potatoes and vegetables.

What impressed me was that a bottom level organisation of the poor Bhil farmers is in the offing. Members of the group have distributed functions among themselves. One of them has been trained in operating the pump. When I visited the village the pump was out of order and the members present started discussing how to restore the functioning of the pump. In the building of the channels one could see evidence of constructive group efforts. It is a small venture but is a significant step towards building "the Receiving/utilizing Mechanism" of the poor and disadvantaged farmers.

Oddly enough, the one activity which followed the conventional course of utilizing the leadership of the better-off people, seemed to fail. This was the Adult Education Programme. A young man belonging to the upper caste village had been assigned by the Seva Mandir the task of running the Adult Education Centre in the main village. It was obvious that centre had not got going. Obviously it had not much integral relationship with the joint economic activity of the group members of the *Bhils*. I also felt that those people want a centre or some training facility right near their hamlet once in a while.

There is no doubt that the real but informal adult education that the villagers of Dhinkli are having is through the process of building up their Receiving/Utilizing Mechanism. As I made my way back to the Bharatiya Lok Kala Mandal I could see the vision of integrated development of these poor people. Seva Mandir and Bharatiya Lok Kala Mandal must join hands if that vision is to become a reality.

Some Suggestions

It is a pity that educationists have been in the habit of treating cultural activities as an "extra-curricular' margin of education "proper". This notion is an inevitable by product of the formal education system dominated by the culmination of the terminal examination. The incubus of conventional formal education vitiates most attempts at making adult education a part of the developmental process. Let us, seriously consider the following proposals:—

(a) Some rituals fostering superstitions that impede the progress of community life should no doubt be discouraged. But the old practice was to decry and condemn these superstitions and to make the communities give up not only the superstitious customs but also the songs, dances and plays associated with them. This led to loss of confidence and a sense of perpetual inferiority affecting the capabilities of these people in all aspects of life,—social, economic and political. The proposal is that these art forms associated with the superstitious customs should be encouraged as regular and periodical performances not necessarily connected with the rituals themselves. Gradually these forms will emerge as primarily an artistic expression of the community. Though initially they may lose some of their force derived from their association with sectarian practices they will assume new dimensions as participatory, community entertainment.

(b) Both urban film music and drama as well as classical forms of music and dancing, held in prestige in cities, have induced a sense of contempt for the folk performing arts. But as I could see at the cultural Mela at the Bharatiya Lok Kala Mandal, many of these forms have

classical inspiration and features often unsuspected. Let the folk arts be the basis of introducing the rural people to the classical arts of cities. This is what did actually happened in ancient time, for example, the present day *raaga* and *raagnis* were evolved as a blend of the *Margi* and *Deshi* tunes. The constant inter-change between rural literature and sophisticated literature, between classical and community dances, between literary and folk drama, has been a pronounced feature of Indian life and tradition. When Allajia Bai sang the *Dohas* in the *maand* style the literary content of those Dohas remind me of the master-piece by the medieval *Prakrit* poet *Hala* the *Gatha Saptashati* which gave rise to a sophisticated form of which the examples range from the the *Sanskrit Arya Saptashati* to Behari's *Satsai* in Hindi. Instead of teaching montonous urban verses to rural adult learners in the name of poetry would it not be better to introduce them to high class poetry through the medium of folk songs that are nearer their experience? Likewise acquaintance with classical forms of dances and music could be arranged by first identifying those forms which have had in the past links with classical expression. That may be a more effective way of introducing them to the variegated and rich classical heritage.

(c) A distinguishing feature of folk forms is a high ethical attitude and the acceptance of social values, whether they be related to intoxicants or to child marriage or to tyranny of the powerful over humble people. But in folk plays and songs this ethical attitude and the social values are no inflicted as dry and inhibiting sermons. These are effortless blossomings of the lush and thick growth of creative expression. They come up suddenly atmost like a striking imagery. It would be no exggeration to say that sermons and messages in folk arts are like figures of speech ; they strike the mind made lively and respective by the magic of the story and the moving sentiments. It is from these that the writer of reading material for neo-literates, should derive his inspiration and sustenance. True this will overthrow many assumptions regarding the preparation of reading material but it is likely to be more readily acceptable to them.

(d) Economic development projects of the poor do not even now provide for literacy as an integral element. But there is a way of doing it indirectly. An urge for literacy for them could also be built through songs, dancing and the performance of plays. The skill of literacy may be required for scripts and rehersals though in the past these items were learnt only by word of mouth, the participants can be persuaded to accept adjustments in chireography and in the texts of the performances. Literacy thus can become relevant and functional to minds awakened to a new heat when they are engaged in a participatory performance.

I know that some of these ideas may seem visionary to many educators. But my experience of the gracious artists of Rajasthan has convinced me that the sojourn for realising the vision must commence in the neglected hamlets of the Bhils and other tribal people.

POLITICS AND WORLD ADULT EDUCATION

*W.E. Styler**

A fact that is frequently overlooked by students of adult education is that its aims, nature and structure are determined by the kind of state to which it belongs. States may be classified in a number of ways but for the purpose of this article a simple division into three groups seems most satisfactory. They are: (1) the industrialised multi-party states (or liberal democracies) of which those of North America and Western Europe are the main examples; (2) the Communist States; (3) the Third World (or developing) states of Africa, Asia and Latin America.

Adult Education may be provided to serve a variety of aims. Here we will look at five of them. They are: (1) to raise the educational level of deprived members of society; (2) to promote political and civic consciousness; (3) to help to increase the enjoyment of living; (4) to build coherent nations out of diverse peoples; (5) to promote economic and social development. These aims are inter-related and the extent to which one or more of them is emphasised differs from state to state; some states haves more deprived peoples than others, some are in greater need of nation building activity than others, some cannot find the resources to aid the enjoyment of living, and so on. The political ideologies held by parties in power also help to determine the type (or types) of adult education upon which emphasis is put.

I do not know of any country which is not interested at least to some extent in making provision through adult education to meet the educational needs of the deprived. The most obvious type of provision in this respect is the arrangement of programmes to combat illiteracy, but this is far from being the only type which aims at reducing deprivation; the arrangement of extented primary courses and of secondary courses for those who have been to school but have finished too early is another important example. Opportunities for part-time higher education are another; in Britain the Open University was established to give opportunity for those adults to receive university education who had not had it earlier in life.

Providing for the deprived may be important not only as a matter of social amelioration but also in relation to the other aims of adult education. The eradication of illiteracy is politically significant; when Lenin said "the illiterate is outside politics" he was exaggerating but there is no doubt that political participation is enormously increased by literacy. The eradication of illiteracy is also vital in relation to social and economic change, since illiteracy is a barrier to modernisation.

The promotion of political and civic consciousness is thus bound up with the eradication of illiteracy. Paulo Freire, a writer on education of world reputation, has argued in a series of books that the most effective way to teach illiterates is to use a method which both promotes ability to read and write and, at the same time, helps the understanding of the nature of society and its problems. The illiterate is taught those words and sentences which have meaning in relation to his experience and thus

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learns his lesson better than if the learning was purely formal and abstracted from his life.

Nearly all states claim that one of the aims of the adult education service they provide is to promote politicial and civic consciousness. In actual fact the record everywhere in this respect is never particularly good. In the Western Liberal Democracies political subjects—even when this description is widely interpreted-form only a minor element in adult education programmes. A writer on Public Schools Adult Education in the United States has said that Civic and Public Affairs Education is one of the most difficult areas of the curriculum: "People are not standing in line to be kept informed", he says. Olaf Palme, the former Socialist Prime Minister of Sweden, has described his country as "a Study Circle Democracy" but a look at the statistics of the subjects dealt with shows social and political at about 25 per cent, while foreign languages are over 30 per cent. The countries in which political education has pride of place are those with Communist regimes and part, of the success is without doubt due to the energy with which they educate there followers and their subjects. Communist education is inspired by the idea of the "New Man", co-operative, productive and ready to work for the good of society. The weakness of Communist education, notable in provision for adult education, is that ideological principles and propaganda are recited so continuously that they become oppressively boring and may therefore become counter productive. What Freire calls "the culture of silence" probably (almost certainly) exists in the Soviet Union as well as Latin America. In Latin America it is manifested by the oppressed peasants, unable to express their thoughts about exploitation; in the Soviet Union it is manifested by the millions unable to say they are tired of the persistents battering they receive from the state propaganda which permeates not only education but the whole of life.

In spite of this it would be stupid to ignore the great achievements of education in the Soviet Union, part of which is the ample provision for general cultural adult education in the People's Universities. Through this provision people are not only able to study to improve their general education, and to improve their technical knowledge, but also to fit themselves better for the enjoyment of leisure. Jacques Dumazdier, the French authority on leisure, has found that in the Soviet Union leisure studies have made steady progress while political studies have remained static in recent times. To provide for the enjoyment of leisure and of life must be one of the great ultimate ends of adult education. Aristotle said "The state comes into existence to make life possible; it continues to exist to make life good", and adult education's function in providing opportunity for enhanced enjoyment is a major political end. As for as Russia is concerned it seems to me that its educational system, which now includes a wide variety of other adult education opportunities as well as those in the People's Universities, gives the country a basis which surely would permit a greater degree of freedom.

Adult education for nation building is a need of those states which were formerly colonies. Their peoles are usually both ethnically and linguistically diverse, since the former colonial powers, as is well known, determined the boundaries of their possessions by drawing

lines on maps without taking much account of the ethnic and linguistic distribution of people. Further in many of these new states-especially in Africa—the loyalty of people was to their tribes since they were not conscious of belonging to any greater unit. A major objective and need of the new states is, therefore, to create nations out of a mixture of peoples so that operative nation states may be brought into existence.

Tanzania illustrates this problem and because of it is the home of a great effort in adult education. The country has 120 tribes and none of them is large enough to dominate the others. In Swahili it has a language which is the *lingua franca* of the majority of its people. The policy of the government is therefore to make Swahili the national language and to create a state in which tribal loyalties are subordinated to national loyalties. Further since Tanzania is predominantly agricultural it devotes a good deal of effort to rural development. Adult education plays a mojar role in the achievement of all these objectives and President Nyrere, who often speaks eloquently on the subject, is that rare creature, a head of state who sees adult education as a basic need for which full provision must be made.

Social and economic development are not things apart from nation buildings: a nation needs goals and objective to give it coherence and pride. Put together these goals and objectives are a feature of the process of modernisation, which means the development of industry and communications, the improvement of agriculture, better public health, a national system of social security, well organized trade unions, and a greater use of applied science in everyday life. To achieve all these things many changes are necessary in the attitudes of people and long established social practices as is well known in India, which has been involved in the modernising process for the thirty years since independence. All Third World countries share India's interest and many of them use adult education as an instrument of modernisation. Even literacy education is an instrument of modernisation, for it is not only a matter of acquiring an essential skill but of gaining a new awareness of the power of people to alter the environment by individual and group action.

Adult education for social and economic development is not confined to the developing countries but is of vital significance in the industrially advanced countries as well. The Soviet Union and other Communist countries stress the contribution which adult education can make to greater productivity. France, with a poor record in general adult education, has pushed into the forefont as an innovator in industrial training and paid educational leave for workers. The development of types of adult education from which qualifications may be obtained is a growing feature in all Western countries, and qualifications mean vocational education and a better supply of trained manpower.

In Britain it has been said that adult education does not do well financially because it "commands no votes", meaning that governments feel under no pressure to give it support. I have heard complaints of the same kind in India. May be that in Britain and India adult education has only limited political importance but this is not true everywhere. I

give a few expamples of different state of affairs. In Turkey under Attaturk and the Republican People's Party (1923-50) there was a flourishing adult education movement based on over 400 adult education study centers. When the Democratic Party gained power in 1950 it destroyed this movement on the grounds that it had been used for political indoctrination. In Ghana under Nkrumah the University Institute of Extra-Mural Studies was converted into an Institute of Public Instruction under the control of the Convention People's Party, and the Peoples Educational Association, a democratic voluntary body for adult education, was shut down. In Brazil the powerful adult education movement with which Paulo Freire was associated, the Basic Education Movement or MEB, was regarded as a revolutionary agency by the right wing and was shut down after the military *coup d'etat* in 1964. Thus adult education can be of considerable political significance; it becomes so when it is notably successful and substantial. Since in most countries the view is now held that adult education is a necessary part of educational provision it is likely to become increasingly of political significance.

Finally it should be said that it is a pity when adult education becomes a victim of political change. When the movement associated with the Turkish Republican People's Party was shut down thousands of Turkish citizens were deprived of valuable educational and cultural services, and the P.E.A. in Ghana did fine work until its closure (perhaps I should say that it was re-established after Nkrumh's fall). Every country needs as an aid to the efficiency and happiness of its citizens a good comprehensive system of adult education. It should be based on institutions which offer continuity of service in spite of the vicissitudes of political change.

MY EXPERIMENTS WITH LITERACY SYSTEMS

*Hayatullah Ansari**

One morning in 1938 I was returning from Gaya disheartened and disillusioned. I had gone there to enjoy the success of the literacy campaign conducted there lately but what I found there was very disappointing. Bihar too seemed to have fared like U. P. It led me to ponder deeply on the future of literacy campaigns in India. How can the stupendous illiteracy of India be removed in this way ?

In this state of my mind I caught sight of a group of Adivasis which started a train of ideas. The ancient man who discovered writing must have been only a little more advanced than these, if at all better. As we know he began with picture writing and then succeeded in breaking words into syllables, and then from syllables to vowels and consonants. How could he make such a big discovery ? He had neither the capacity for analysis nor for the scientific arrangement of the material nor could he argue logically. It is obvious that this discovery too must have been the result of chances similar to the discovery of fire and the roasting of pigs. I was thus led to conjecture about the sequence of accidents that must have culminated in the discovery. I thought these accidents must have been such as to facilitate the progress from one stage to another. Could we not recreate them mentally and thus discover a way for the teaching of reading & writing which would be quite easy and such as was not available to the ancient man ? For all the achievements of the ancient man were the result of hit or miss, which is a very lengthy and uncertain process. Each stage of the development is not the result of any logical process but of accidents which need not follow in any regular succession. In his search for the next step he must have groped about for long and then coming to a dead end must have looked elsewhere and thus decades and centuries must have been spent. In my efforts to recreate them and thus devise a way I shall not meet with those failures as I shall be working on known line. Whatever obstacles I have to face shall be the failure of my own logic, observation and synthesis. What kind of accident led man to discover the script? Through what stages must he have passed and how? It occured to me that there must have been an occasion when two almost similar words must have come together and the ancient man must have been struck by the resemblance and this must have started the whole process

On my journey back I was deeply cogitating on this line when I saw before me a box with a lock. I said to myself, "Let us presume that the ancient man said, 'tala laa,' in some ancient time, and repeated it leisurely and some one heard 'ta....la la and could catch the repetition of 'la..la (and succeeded. in separating that common syllable) or may be some child kept repeating "tala la tala la.. as the children do, and then in this repetition he started repeating Ta la la.

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Inadvertantly a calligraphist of the picture writing was present who represented la with a spread out palm thus  A relative of the calligraphist was named lala, and he thought; well I have discovered a nice way of writing lala. I shall make two open palms thus  Then the calligraphist wrote' 'lala tala la'  and to distinguish la from lala he arranged the two palms one over the others. Now suppose 'Aa' and ' ja' were indicated in picture writing by foot marks, then come was shown by the footmark's facing right  and go by one facing left  and now that the calligraphist had learnt writing by combining pictures, he wrote ja la thus  and so by a process of analysis and synthesis he succeeded in creating syllable after syllable. Later on these syllables were also subjected to the same process and in the course of centuries the ancient man succeeded in abstracting the vowels and consonants of the script.

There is an Arabic tradition in support of these assumptions. It is related to the letter Bay  . They say its shape was drawn from Bait (house). The oldest sample of writing that we get is in Koofi script in which Bay has been drawn thus  it has no dot, as the dots were introduced much later. My imagination told me that the original shape of  must have been like  which is a picture of a house. The sound of the letter and its shape then evolved through different stages from Bait to Bay discarding its adherent part and vowel. In this process of evolution the shape have become 

When I was working on this line some other things also occured to me. One was that Bait must have led to Bay only when a number of such sounds must have come together and direct their attention towards the consonant and the vowell such as Ba Bu Bi Boo. The other was that one sound must have led to another sound and one word to another word and lastly in teaching alphabets if the shape of Bay associated with the shape of house it would not only facilitate the learning up of the letter but also help in forming the letter in writing.

These things later on helped me in introducing many fundamental changes in my primer. The first thing helped me in making the primer self taught and the other one suggested to me to use the same picture for introducing the letter as well as making the students learn it up and form it in writing.

In my heart I thanked my visit to Gaya, The place that have given light to Mahatma Buddha had given me too a spark of inspiration.

Before I proceed further I should state how much interested I was in adult literacy and in what ways I had studied and analysed the different methods and why I had gone to the village in Gaya otherwise I would run the risk of not being comprehended fully,

It was my hobby from the very childhood to teach Urdu reading and writing to small children, but it was nothing more than a child's fancy. When I joined the University I became aware of the full dimensions of the illiteracy in India. It pained me much. When Cong ress formed the Government in the Provinces, all of them took up the matter with much enthusiasm. Government of U.P. got pledges printed which ran I pro-

mise that I would make one illiterate person literate during the year ! I signed two such pledges and started teaching two illiterate persons. One of them was my domestic servant and another was the office peon. Both of them began with much eagerness and showed considerable enthusiasm on the first day, which began to flag from the second day and they started to make excuses from the third day and finally my class was closed. This led me thinking about the reasons of the failure of my effort. Was I a poor teacher ? But I had taught successfully in my own school for two years and was deemed a good teacher, and If I was incompetent for this purpose where are we to get lakhs of better teachers to make crores of illiterate people in India literate? If I was a competent teacher and there was no lack of will on the part of the students, then why the failure ? Was the method of teaching wrong ? Yes ! I believe this was the reason of the failure. But can the method be devised to teach even average pupils among the illiterate successfully ?

With this question before me I started the study of this problem. I began by calling the labourers from the vegetable market and questioning them about their schooling. Many of them turned out to be drop outs from schools. They could recognize letters but could not read a single word. Then I started my interviews with people who were illiterate but fairly successful in their occupations. This group included petty shopkeepers, skilled labourers, and craftsmen who were all quite intelligent about half of this number too were school dropouts. I pondered as to why these persons who were fairly intelligent ran away from the school.

Then I started a survey of the primary schools. I visited schools in the urban areas as well as rural ones and talked to the scholars of all class and category and met their parents and neighbours too. I talked to the teachers too and studied the environment of the school and the locality. After all this survey I concluded that the most defective thing was the method of teaching and if this continued to be used atleast twenty percent of the children would run away, half of whom would be fairly intelligent.

After the survey of the primary schools I came back to the adults and began to observe their classes. First I talked to the people in the neighbourhood of the class gathered information from them and listened to their comments. I also met the important people of the locality and then watched the working of the class incognito as a bystander. Thus I learned all the facts about the class. At first about twenty scholars came to the class eagerly but only one or two remained after four days. What could the poor teacher do ? It could lose him his job so he fills in false attendance and when after four months it is time for the examination he begs the local people to save his job and imporsonate the enroled scholars who appear in the examination. The supervisor too keeps quiet at this fraud as he knows that all the teachers are doing the same and as it is everywhere so the officers too keep quiet. After the end of a year of fraud there is a glowing official report in which figures are given for people made literate and then the next glorious round of Adult Education begins.

When faced with these failures Government made many experiments to attract adults :

(i) Radio receiving sets were supplied to the classes.

(ii) Arrangements were made for musical entertainment.

(iii) It was decided that ignoring illiteracy subjects like geography history, civics and arithmetic may be taught, and pupils be instructed in occupations.

(iv) Special methods be adopted for motivating the prospective adult pupils.

But none of these programs succeeded. The radio programs were eagerly awaited and listened to but the moment the program came to an end and the program of the class began the pupils slipped away. When they were taught arithmetic without literacy the failure was dismal and the same happened with the teaching of other subjects. Geography and history got mixed up. Instruction in occupations failed because in every class there were pupils belonging to ten or twelve trades and no teacher could be found capable to impart gainful instruction to all of them for a mere pittance of Rs. 15/- All that could be said for motivating the pupils has been said so many times in the past that they have become fed up with that,

In those days there were four methods prevalent for teaching reading and writing to adults and children. Besides these some learned people had prepared their own primers. Whenever a bright idea occured to some body about a new primer he hastened to prepare it. I have seen a number of them and have used some of them too. Then it occured to me to see how many different items a student has to learn to be proficient in reading and writing; and then I started preparing a list of such items. It took a lot of time and the list went up to more than a thousand items. When I arranged them properly I found that some of them are taught in a regular way but there are many which, though not taught formally, are learnt by the scholars by inference and guess work. But there is one thing which is very important but is not taught formally and that is analysis and synthesis (the same process of synthesis and analysis through which the ancient man discovered the script) i.e. breaking up of words into syllables and syllables into vowels and consonants. This is analysis and the synthesis is its reverse. The people who prepared the primers never took notice of it. This is something which the scholars cannot easily acquire subconsciously and this is the stage at which the scholars despair and run away from the class.

This study convinced me that the success of the literacy campaigns depends on the preparation of a primer which fulfills all these conditions:

(1) The adult should be able to learn something on the very first day which is meaningful and then there should be addition to his gain daily.

(2) The adults should be required to employ the same talents and capacities in learning reading and writing which they use in their every day life and no new talent is called for. One must remember that an average illiterate adult hates cramming up things or repeating thing mentally, visually or through their ears in their everyday life.

(3) The adults should not be faced with any meaningless shape or sound and if any such thing does occur it should be immediately integrated with meaningful things.

The question with which I had started was, whether such a method and primer could be prepared ? I had almost reached the conclusion that it was not possible to devise a method in which the adults be not confronted with any thing in which they have to use their mind in a new way. Sooner or later they would be confronted with meaningless shapes and sounds.

One day I read the news that six lakhs people were made literate in Bihar and the names of places mentioned in the news were those where there was a good number of neo-literate people and among them was a village in Gaya and so I rushed up to meet the neo-literates of that place. When I got there and met the people I learned that Bihar was not different from U.P.

These were the circumstances in which I got that inspiration from Gaya referred to earlier. I spent the whole night pondering over it and decided to pursue the theory as far as it could go even though I may have to devote my whole life to it.

When I had worked on this line for about a year, I found the line was fairly productive but there were many complications too. The efforts of the ancient man and his achievement were both crude just as his weapons and implements were crude and some ways were very long and devious. I had to decide that it was not necessary to take these things as they were. Crude things shall have to be chiseled and refined by the techniques of the modern age and the long ways shall be cut short so as not to lessen their utility but rather to add to it. In short a new construction shall be raised on the old base. When work was started on these lines new channels opened up. But year after year went by. What happened was that a primer was prepared on the new plan and tried on the adults and the children and discarded after some time due to the defects discovered in the trial. Then another plan was drawn up and a new primer prepared on that plan. I have to consider not only the pupils but the teachers as well, for the teachers that would be available in India would be of poor attainments and so a primer was needed which could be used by the poorest of the teachers.

This happened several times, that I published a primer with heavy expenditure and then had to make changes in it after trials and all the printed copies became useless and had to be destroyed. I am a man of limited means, and it was not easy to get the primers printed and put to trial in classes. Often it took years to arrange for sufficient funds. In the early stages, the defects in the method were not the result of any defect in the line of thinking, but were rather due to the exuberance of my youth. For example, in my eagerness I hastened to teach the short vowels immediately after teaching the long ones. It was after many trials that I learned that only those people could distinguish between closely resembling vowels who had a sense of the musical notes, and there are not many such people. The ears of the rest of the people have to be trained to enable them to distinguish between closely resembling

vowels. Inspite of these defects I continued to have thirty to forty percent success in my literacy classes. Considering the standard of the literacy classes of those days, this result was four times better than them and so very encouraging. The main reason of this success was that the first few lessons were such that the students learnt them without any difficulty and this encouraged them much and then they could happily face the hurdles of the future.

By and by the stage was reached when the primer was completed. I felt that I had succeeded in recreating the exact processes through which the ancient man progressed from one word to another i.e. one word taught him the next word. It is to conclude that it was a self-taught method. Could I not make my primer completely self taught ? Why should I not prepare a primer in which if the first syllable is taught the scholars learn up the rest themselves without the help of the teacher? The most ordinary teacher would be able to deal with such a primer and then how easy would it become to make the whole India literate. But reason told me that if there was any thing that could not be learnt without the help of the teacher it was the alphabets. No body had ever thought of making itself taught. You should give up such wild dreams !

Logic said one thing but my stubborn nature said another and I persisted in my seemingly hopeless efforts and atleast such a primer was completed which was completely self-taught.

I had not yet fully enjoyed the success and the pupils had not benefitted from this discovery when the problem of a follow-up reader presented itself. A reader was needed to give exercise in the elements taught in the primer. When I started to write the reader, it occured to me that after every lesson in the primer there were many complete meaningful sentences given for exercise. Could it not be possible to convert these sentences into poems and stories and thus include the first reader in the primer itself. In this effort the whole primer had to be revised and recast with the condition that the sequence of word necessitated by the very nature of the method be not disturbed. There were three conditions now (i) the sequence of words should be suitable for teaching letters and vowels (ii) words should be such that could be suggested by pictures and (iii) and now the third condition was that the words chosen shall be such as could be used in composing simple poems as well as prose pieces. Then a fourth condition cropped up. I had in mind from the very early efforts at primer making that the original shapes of the letters as discovered by the ancient man must have conformed to the shape of certain pictures of things and it had automatically suggested to my mind that the picture used for introducing the word should be such that its shape should suggest the shape of the letter introduced so that it would not only help in learning up the letter but also in writing it.

These were the four dimension in which the primer had to be contained as well as extended. There were also certain other mental reservations that remained active in my mind throughout the preparation of the primer. These were as follows :

(i) Whatever is taught should be regularly repeated in subsequent lessons and often in conditions in which they are not far apart though in

different combinations, so that the student may not only learn it up but also learn to use it, and the student may also enjoy the pleasure of meeting an old friend.

(ii) Closely allied vowels should not be brought together, nor letters of similar shape as it would confuse.

(iii) In any group of writing small words and sentences should precede and then followed up by gradual improvement according to a plan.

I saw this in my imagination that the primer has its own attraction. The student learns a word daily by his own guess and effort and then reads the same letters in new words in subsequent lessons and learns those words and sentences following their meaning fully. Then he writes to dictation and all this gives pleasure as well as promises the fulfillment of a long cherished hope of becoming literate. He feels that he is becoming respectable in his own circle.

I asked myself will it not be possible to make the primers useful for children also ?

When I was preparing the primer I was aware that very few letters and vowels had been taught to the scholars at a particular stage and the sentences and lessons had to be prepared from known vowels and letters only. And so I concentrated on preparing lessons which may suit both the adult and the child. Both may look at them in their own way and be equally interested. For example, there are father and son and elder brother and young brother in the lesson and both speak in their way, or there is a story on which they comment in their own way. Imposing these conditions on myself I recast the primer fourth or fifth time and found myself in a labyrinth in which after every move I discovered that I had missed the way, i.e. one or the other self imposed conditions had been overlooked. Thus I had to discard lessons prepared with much labour, even twenty or twentyfive lessons sometimes. This meant loss of time not in days and months but years. After forty years now I feel I had completed the work to my satisfaction.

When the Urdu primers reading, writting both were completed and published in 1953 I engaged myself in the preparation of a primer for Hindi. The lines had already been set so the Hindi Primer was published and brought out in 1956 and a demonstration of the same was given in Udaipur in the Adult Education Conference. After this both Hindi and Urdu primers proceeded side by side in the field of development.

I have also prepared some charts subsidiary to the primers which help in learning up the lessons or learning writing.

As a result of this long struggle in the preparation of the primer the students of Taleem Ghar now learn to read a poem on the tenth day. They can write it to dictation and can answers questions about it and write them down. If one drops out three others join up inspired

by the success of others. There is good attendance, and seventy to eighty per cent take the examination and the result is always ninety per cent.

The students complete the primer in about 100 hours. Their reading speed is good and they can write dictation from the primer. After finishing the primer they can read III reader of Basic schools.

Taleem Ghar was born in 1938 and it is engaged in the education of adults since then. It became a registered body in 1962. As far as I know it is the oldest institution for adult education in India.

At first it ran a few classes in the mohallas of Lucknow, but from 1953 Taleem Ghar started experimenting on a big scale and ran twenty to twentyfive classes at a time. Experiment were in the slum areas, harijan colonies and jails on a large scale. Sultana Hayat Saheba also ran classes with the help of Bazme Khwatin. After success in these experiments Taleem Ghar started to run big literacy campaigns and its work spread over in several cities.

Formerly the number of students could be counted in hundreds but now the figure runs to thousands. From 1972 Taleem Ghar is also getting Government aid. Now different associations and institutions have accepted the method of Taleem Ghar and it has grown to the status of an all India institution.

A SUGGESTED MODEL OF APPROACH FOR EXTENSION SERVICES IN DEVELOPING COUNTRIES

*Ranjit Singh**

Recently an awareness has been created in most of the developing countries that the efforts of extension education has resulted in great gains to the bigger farmers on irrigated land, with a small fringe of small farmers who have exceptional energy or lucky circumstances. The selective approach to agricultural development, which aims at concentrating scarce resources on areas and farmers who are best able to take advantage of modern technology have not worked to the advantage of the poor. Inspite of intensive development efforts by the governments, life for the hundreds of millions of small and subsistence farmers is neither satisfying nor decent. According to Mr. Robert S. Mc Namara, "Development is simply not reaching them in any decisive degree. Their countries are growing in gross economic terms, but their individual lives are stagnating in human terms. They want the simple satisfaction of working towards something better : towards an end of misery and a beginning of hope."

The Challenge

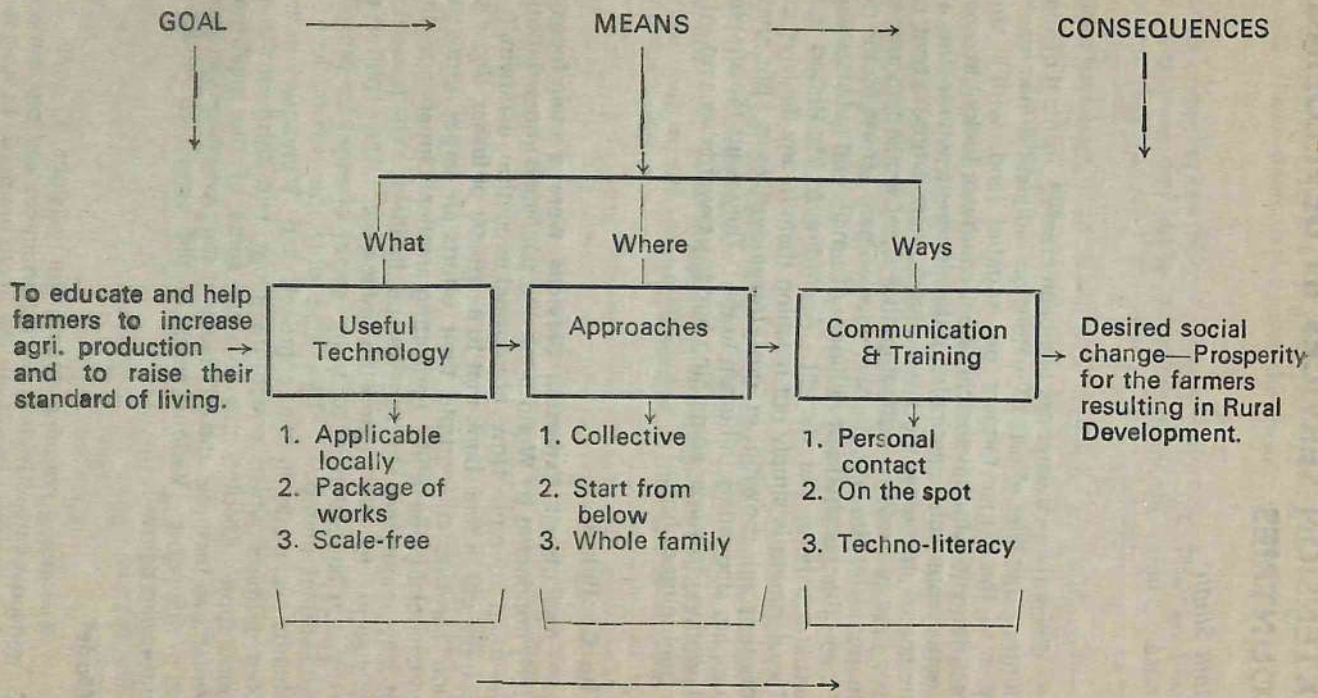
Agricultural Extension Services were a main focus in a research study conducted by World Bank and published under the title of, Attacking Rural Poverty—How non-formal education can help." It has been pointed out in this book that to a greater or lesser degree, most extension services concentrate their efforts on larger producers and major commercial crops while neglecting smaller farmers and the local crops of key importance to subsistence families. The present situation is a challenge to the extension educators. The philosophy behind extension education is to bring social change for prosperity through educational methods. This can only be accomplished if a drastic change is made in the approach and techniques in order to help poor farmers which constitute about two third of the total farming population. Keeping this in view some of the important techniques which can increase the efficiency of the extension services are presented in this paper. Various steps in the suggested model (fig.-one) are discussed below :

Model

The model contains three major divisions; 1. goals, 2. means, and, 3. consequences. Goals and consequences are predetermined for every extension service, therefore, the main emphasis in this model is on the means. Means are further divided into three groups, i.e. What (useful

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Fig. 1.
SUGGESTED MODEL OF APPROACH FOR EXTENSION SERVICES IN DEVELOPING COUNTRIES



technology). Where (approaches), and Ways (communication and training). What (Useful Technology) :-Extension Worker must have ideas useful to the audience. It is, therefore, essential to have a technology which is within the reach of every farmer and is applicable under the available conditions and resources. Extension agents can provide feedback to the research centres regarding the need and design of this technology because technical research and investment have got to be strengthened and reshaped before a viable programme for the less favoured farmers can be designed and executed. The stress should be on raising the family income and not only the yields of certain selected crops. It can only be possible if a PACKAGE OF WORKS can be prepared. Farmers remain idle for most of the time, they must be provided with a package of works to keep them busy and also to increase their income. The extension of poultry farming, stock rearing, and other small scale agro-industries, which have the advantage of not being subject to seasonal variations to the poor section of farming population is essential. Efforts should be made to prepare recommendations APPLICABLE LOCALLY after diagnosing the differing needs of the farmers, instead of handing out standardized recommendations which may be impractical and useless for the small farmers. In addition to have strong research support rural extension services will be more productive if they are harmonized with other local support services like, credit, inputs, marketing, price support etc,. In addition to this the suggested technology must be SCALE-FREE. Where (How to Approach) :- integrated rural development is the goal of all the nations. Rural development depends upon how well the different services for agricultural production are integrated with other services such as health, education, recreation, industrialization etc. It must not work piecemeal, but simultaneously on all four important fronts; poverty, diease, illiteracy, and civic inertia. It is therefore, essential to adopt COLLECTIVE APPROACH making it a grass-root movement, indigenously led, indigenously accomplished; giving a challenge and a stake to every man, women and youth. The housewives hold a key position in the home and also at the farm. Until their interest is aroused and their assistance has been secured to serve the programme of change, all plans for raising the standard of living are bound to fail. Similarly rural youth also drop behind the urban youths in education and training. What farm boys need to know about farming is supposed to be learned from their fathers while primitive kitchen behind the mud walls remains as the appropriate place for the training of girls. Youth activities are needed but these must be pursued with great care and in conformity with the local accepted standards of behaviour. It means that education of the WHOLE FAMILY is required for the quick and balanced development.

So far the main emphasis in extension was to start with progressive and responsive farmers. The philosophy behind it was that these farmers will act as key communicators and message will spread to other farmers automatically. These progressive farmers are generally those having large size of holdings, good education, and high social participation. But we have to change this notion, and we should START FROM BELOW. My observations and experience suggest that instead of starting work with the rich farmers we should start with the poor farmers. No official have ever paid them a visit. They will feel honoured and important when an official will pay a visit to them. They

may not be able to provide that level of physical hospitality which one may get from a rich farmer, but their hospitality will be genuine and coming from their hearts. This is a wrong impression that they do not want to change. If we will be able to convince this section of the farming community others will have to do the same to maintain their social status and dignity. Ways (Communication and Training): More sophisticated communication media has got its own importance and is essential for a quick dissemination of the information. But there is a need to identify communication methods which will be more helpful in reaching the rural population of the society. The problem of communication with the poor and illiterate farmers is different. For this segment of the population there is no substitute to the PERSONAL APPROACH as a means of communication. There is a need to exploit and test the simple and effective means and to bring about a clever combination of sight, sound, and action. Departments of Extension Services and Adult Education must find out traditional media and prepare a communication kit for the field workers. Instead of using extension methods and aids prepared in an entirely different environment, new methods and aids must be searched out and used according to local needs and environment. There is a need for harnessing more fully the educational potentials of traditional form of folk entertainment methods and the local institutions.

For motivating farmers to adopt new technology practical training is essential. Farm population is scattered in thousands of villages often at considerable distances from the training and research centres. This being the case, the training of farming population should be arranged ON THE SPOT i.e. in the villages. It has been observed that it is very difficult for the farmers of far away places to come to training centres. It will be much better if this training can be combined with the programme of adult education. This may be called TECHNO-LITERACY. Inspite of intensive efforts adult education has not made any significant headway, because motives, incentives and drives are essential for efforts to be made by the learners to learn. This approach will have a strong drive to obtain the useful and new knowledge.

Summary

Extension services can play a very significant role in educating the farmers to adopt the new technology to bring about agricultural revolution in the developing countries, which is very essential for rural development. To achieve this objective the extension worker must have useful and scale-free technology in the form of package of works and it should be communicated through appropriate communication channels reaching all the members of the family. Special attention needs to be given to all the members of the family and all the segments of rural population with an integrated rural development programme. Personal contact will be more suitable under the existing rural conditions. Work should be started from weak farmers instead of rich and big farmers. Programme for providing practical training to the farm population is also essential. This programme will be more acceptable and useful if organized under local conditions, i.e; in the villages as far as possible using locally available teaching aids. Tachno-literacy will be more useful in place of adult education, because in addition to teaching three 'R's it will be a effective media of communication for useful and desirable knowledge.

IMPACT OF EDUCATION OVER RURAL ADULTS

Himmat Singh & J. P. Yadava***

India is the country of villages. Nearly 70% of its population is those of only rurals. They have remained mostly illiterate because of the villages. Although a satisfactory headway has been made in educational field since the attainment of independence in our country, but its progress in rural sector is of very low level as against that of the educational achievements made in the urban sector.

In order to have an overall development of the country as a whole, it requires to place its maximum emphasis on the organization and management of the rural education. Unless this aspect is pinpointed and concentrated efforts are made in this direction, one is not going to achieve its early aim of developing rural adults and their children a three, fourth of the population determining India's progress. A desired change in the minds, attitude, knowledge and skill that are responsible for shaping the behaviour of an individual, is best possible through education. Better is the educational level of an individual more conducive will be his behaviour for attaining the progress. Present investigation is an attempt in this direction where efforts were made to find out the impact of education over rural adults and their dependents.

RESEARCH PROCEDURE

The study was conducted in district Hardoi—located in central part of Uttar Pradesh. Two villages, namely, Jarha Basantpur (a village with educational facility categorised as "Haves village") and Bahalpur (a village deprived of educational facility and categorised as "Haves Not Village") of community development block Kachhona were randomly selected. A list of adults was prepared separately from each of the two villages. From among the two lists, sample of 180 respondents (90 from every list) was randomly chosen. They were personally interviewed by the investigators with the help of schedules and questionnaires developed for the purpose. Informations were analysed and subjected to a simple statistical test of X^2 so as to make it an accurate and reliable one.

RESULTS

Resultant Changes Observed

The study reported that about 50 percent farmers of 'H' village followed some kind of subsidiary occupation to supplement their main agricultural occupation as a source of their livelihood. The percentage of those following subsidiary occupation in the "HN" village was

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hardly 15.55. The main subsidiary occupations being followed were mostly shop running and milk purchasing & selling business. The education has not merely influenced rural adults to move for another subsidiary occupation for supplementing the main source of livelihood, rather their adoption of improved agricultural practices has also been affected to a very great extent. Results are shown in table-1

Table 1 Influence of education over adoption of improved agricultural practices.

Sl. No.	Agricultural Practices	Percentage of adoption	
		"H" village	"HN" village
1.	High yielding improved seeds	86.70	10.00
2.	Improved crop rotations		
	a. Maize-potato-wheat	82.22	76.67
	b. G. Nut-Wheat	8.88	5.56
3.	Chemical fertilizers	98.89	17.78
4.	Irrigations	88.89	2.22
5.	Plant Protection measures	85.56	2.22
	Total	451.14	114.45
	mean	X_{HV} 75.19	X_{HNV} 19.07

Calculated t value = 3.153*
Table value of t at 5% level of probability for 10 df = 2.228

Results depicted in table 1 clearly indicate that adoption of improved agricultural practices is higher in the case of "H" village than in "HN" village. In order to have a correct belief over it the data were subjected to Fishers t test. The observed value of t being 3.153 is greater than 2.228, the value of t at 5% level of significance, is proved to be significant. It means that the two observed means (X_{hv} and X_{hnv}) significantly differ from each other. Hence, the means are not from the same sample, rather they are from two different samples. Thus, it can be concluded that the education does exercise influence over the adoption of improved agricultural practices.

Besides viewing the changes in agriculture the result of education was also observed in the case of health improvement and social welfare activities. The signs of health improvements were noted among 82.22 and 12.22 percent respondents respectively in the "H" and "HN" village. As regards the social welfare activities, the influence of education was over 26.6% in "H" village and 3.33% in "HN" village.

Table : 2 Attitudinal changes of the Respondents as affected by the educational attainment (N—10).

Sl. No.	Particulars	Nature of Village	Believers	Percentage	Non-believers	%	X^2 value
1.	Caste-wise professions	'H' village	36	40%	54	60%	74.76**
		'HN' village	83	92.22%	7	7.18%	
2.	Joint family system	'H' Village	49	54.44%	41	45.56%	36.10**
		'H'V village	11	12.22%	79	47.78%	

Table 2 reveals that in the case of H village about 40 percent rural adults believe in caste wise professions, wheras 60% people were of the opinion of adopting any profession of one's own interest rather than following traditional beliefs of carrying out own caste's source of livelihood. This relationship is found quite inverse in the case of HN village. More or less the similar findings are observed in the case of believers and non-believers in the joint family system. This reflects that the farmers of the H village are more rational and change oriented rather than to continue in the grip of traditionalism. Contrary to this the farmers of HN village are still tradition oriented and rationality has yet not affected the domain of their thinking. It is, therefore, advisable that for bringing over a change in the attitude of the farmers, educational facilities are essential in the rural area not only to make the coming generation literate, rather they are essential for bringing over a quick desired change among rural adults.

In order to see as to whether or not the respondents of two categories of villages differ in their attitude towards education, a X^2 test was applied to the informations received from two villages about five selected statements. The results are presented in table 3.

Table 3 : Differences in attitudes towards education among rural adults (N—10)

Sl. No.	selected statements	Nature of village	Respondent %age of believers	Respondent %age of non-believers	X^2 value
1.	Education provides good citizens	HV	96.67	3.33	8.03**
		HNV	40.00	60.00	
2.	Education helps the one in earning his livelihood	HV	94.44	5.56	61.96**
		HNV	34.44	65.56	
3.	Education makes believing for co-education system giving equal importance to the males & females	HV	56.67	43.33	54.80**
		HNV	5.55	94.44	
4.	Education makes people feel to attend social gathering with their wives	HV	54.44	45.56	4.99**
		HNV	10.00	90.00	
5.	Education makes people require more and more exposures to the mass media	HV	58.89	41.11	8.09**
		HNV	2.22	92.78	

Establishment of the influence of education over rural adults provides us sufficient grounds to believe that the respondents of 'Haves village' have positive feeling towards education that has successfully brought desirable changes among them. Such changes noted in the 'Haves not village were observed to be extremely poor. This may be attributed to their negative feelings towards education and related facilities provided to them. These arguments reveal that the two categories of respondents differ in their attitudes towards education. But to know whether or not the difference is statistically significant, a X^2 test was applied. The results of this test are given in table-3.

Table 3 indicates a set of five statements selected to represent the attitudes of rural adults towards education. The responses of the adults from both the villages are categorized as those of believers and non-believers expressed in terms of percentages used for calculating the X^2 value for each of the six statements. The X^2 values for all the six statement were found significant at 1 percent level of probability. This shows that the two categories of respondents differ significantly in their attitudes. Hence it can be concluded that the adults of 'Haves Village' have unquestionably got a favourable attitude towards education and their attainment of educational level has definite influence over them as a result of which they have exhibited desirable changes among them.

From the foregoing discussions, it is clear that attitude and practices of the people are desirably changed when they are made educated. So unless the illiterate mass of our country is made literate, the gap between technology evolution and its transfer to the users will not be narrowed down. Unfortunately, our extension services have given major emphasis to field work and neglected aside its most essential part of education frequently referred as extension education. Thus, it is not only the supply & services part that plays an important role in the adoption of a practice, rather to educate people about that innovation first, is crux of the problem.

PROGRAMMING NON-FORMAL EDUCATION IN SOUTH ASIA

A Report on the Regional Conference in Tehran—March 1978

*Malcolm S. Adiseshiah**

The first Conference/Seminar of the South Asian Region of the Asian South Pacific Bureau of Adult Education meeting in Tehran from March 4-7, 1978 engaged in a somewhat unique programming exercise for the promotion and coordination of Non-Formal Education in South Asia. The meeting comprised two adult educators each from Iran, Afghanistan, Pakistan, India, Nepal, Bangladesh and Sri Lanka, with Turkey and Australia attending as observers. (only Bhutan was absent). The South Asian Regional Office which called the meeting is located in Tehran and is headed by some outstanding Adult Education specialists in Iran.

The programming exercise was unique in that it was preceded by a year and half's preparation by each of the 7 countries of an Inventory of needs and resources of the country concerned for Non-Formal Education on the basis of a scientific format devised by Dr. Homayoun-pour who is head of the Regional Office and who has been introduced to the readers of the Journal by the Editor in the journal issue of November 1977—Vol. 38, No. 11. Based on the country responses, the office consolidated the inventory country by country and for the region as whole under six broad areas: (i) the areas of interest and countries to be visited for observation visits, (ii) the topics deemed needed by a country for conferences, seminars, workshops and courses and the countries offering them, (iii) the areas of interest, the requesting country and the country offering it with regard to on the job training, (iv) the fields of study for academic study and research needed by a country in a country in the region, (v) the materials needed by the country and (vi) the resource persons and their specialisation needed by a country and offered by other countries. Out of this classified inventory a five year South Asian programme of Non-Formal Education was developed.

The programming exercise was also unique in that it was undertaken against the backdrop of a rather impressive infrastructure which the host country, Iran, has developed and which gave meaning and concreteness to the programming exercise. Iran has a well developed Iranian National Centre for Adult Education and Training—a centre with a staff of 130 spacialists and 5 departments covering documentation, research, training, planning and evaluation and production, which along with the International Institute of Adult Literacy Methods in Tehran provides a comprehensive spectrum of research, training, production, evaluation for a non-formal educator. In addition, Iran is engaged through its National Committee for World Literacy programme (an outcome 1966 Tehran and 1974 Persepolis) in a National Literacy Crusade which is attaining many of the objectives of Non-Formal

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Education which all the countries in the Region have set for themselves.

The Regional Programme developed at Tehran gave absolute priority to two areas in the classified inventory. First each country pledged itself to send to the other countries its published materials—preferably in English—on Non-formal education—case studies, resrearch reports, guides to training and production etc., along with an abstract to the Regional Office which will report on this exchange in its biannual Newsletter. Second every year there will be a regional meeting similar to the Tehran meeting and the next annual meetings decided on are: 1979 India—theme—Training programmes for Non-Formal Education for drop-outs, push-outs, left-outs in the age group 6-14 for universalising primary education: 1980—Sri Lanka—theme—Non-formal Education and Income Generation: 1981—Bangla Desh—theme—Women's Education: 1982—Pakistan—theme—Communication component in the Open University system.

On the other areas of interest in the classified inventory-observation visit, on-the-job training, and resource persons—it was decided that each country will decide on its first priority need to start with and use its bilateral cultural agreements with other countries in the Region to finance the activities. Each country will also approach Unesco for including these needs in its two year programme and budget on Adult Education and the Regional Office will bring to the attention of the Unesco Office in Bangkok certain programmes such as observation visits for which it has the resources. In regard to academic studies, four countries, Sri Lanka, Bangla Desh, Nepal and Iran informed India that two of them would want a seat in the M.A. Adult Education Pragramme in Madras University and all four would like to send their specialists to the short term Diploma Courses in S.V. University, Tirupati and Jawaharlal Nehru University, New Delhi. It was also decided that each country would send every year to the Regional Office the training courses and seminars it is running which from language and subject point of view could take in specialists from other countries in the region and these again would be reported in the Newsletter.

One important decision of the meeting was that each country would set up a National (voluntary) Association or Committee on Non-Formal Education. In a wide ranging and in depth discussion, it was noted that in all countries of the region such an Association—which will differ in nature and structure from one country to another—will have a political dimension in that it will have to function within the policy frame of the government and the government's participation will range from the Association being a little freer expression of the government's programme and decisions on to where it is completely separate from the Government. This decision to form National Associations or Committees and its follow-up by the countries will be reviewed at the 1979 meeting in India. Each country has named the person who will be responsible for follow-up of the meeting's decisions, particularly for the sending of materials to other countries. For India, it is the Indian Adult Education Association in which the National Directorate of Adult Education in the Union Minjstry of Education is an active and abiding partner.

The meeting was held within the frame of the Asia and South Pacific Bureau of Adult Education which brought to the deliberations of the meeting the experience of the other regions of South East Asia and Socialist Asia. Also the International Council of Adult Education which helped in the forming of the 3 Asian and Pacific regions made available its advice and counsel and the possible help that it may render to South Asian countries in regard to the academic studies of students and specialists going from one country to the universities of other countries in the region.

Now the Indian Association and its members must prepare themselves for the important 1979 regional rendezvous on Non-Formal Education for Primary School drop-outs. Preparatory work by the eight countries will have to begin with the help of a programme format to be sent out by the Association.

Format

1. **Magnitude**

   (a) What are the total number of 6-14 age children not in school—Absolute Number Percentage of age group.

   (b) Break this number into (absolute numbers and percentage)

   6-11 age not in school
   12-14 age not in school

   as the concentration will be on the 6-11 age group.

   (c) Break the 6-11 age group into (absolute numbers and percentage)

   Dropouts—those who leave before the end of 5 years

   Pushouts—those who fail in the annual tests or are made to repeat and are pushed out.

   Leftouts —those who have never been to school.

   For arriving at this detailed break down, each associations should request the Ministry of Education for help, and itself and/or the Ministry conduct a few sample surveys to arrive at the absolute number and percentage (by interpolation)

2. **Causes**—(concentration on the 6-11 age group)

   (a) List the causes for drop-outs by order of priority

   (b) list the causes for push-outs by order of priority

   (c) list the causes for left-outs by order of priority.

   —The source for this group of information will be the sample studies conducted as recommended above.

3. **Non-formal Education Programme** (for 6-11 age group)

List the non-formal education programme now operating for the 6-11 age group in the country, giving specific information on—

(a) number covered (absolute number and percentage)

(b) curriculum and syllabus followed

(c) locale and timing of the learning class of the programme

(d) teachers used (divided into numbers and percentage of primary school teachers or separate teachers)

(e) text-books produced for this group of learners

(f) training of teachers for non-formal education for this group of learners.

4. **Training programmes**

This action refers to the training of teachers for non-formal education for school drop-outs (in the age groups 6-11 (and 12-14) —which is the theme of the Region I South Asian Seminar in 1979 in India.

Hypothesis I — How is the mix of the functionality of learning which is characteristic of adult education and pedagogic techniques which is characteristic of the formal primary schools to be combined in training teachers for non-formal education ?

Hypothesis II — What should be in the training of Non-formal Education teachers ?

(a) the content of the curriculum

(b) the locale and time period of the training

(c) the persons to be trained—
the school teacher
or
a separate cadre

Hypothesis III — How is the main feature of Non-formal Education to be ensured in the curriculum of teacher training, in training the teachers, namely, that Non-formal Education unlike Formal Education is concerned with both *delivery of the learning skill and its gainful use by the pupil.*

Hypothesis IV — What educational research in this new area is under-way or can be undertaken in the universities of the country.

An Approach to Training of Adult Education Functionaries

*Dr. (Mrs) Rajani Shirur**

The Government of India is preparing to launch a massive programme of adult education to benefit 10 crores of illiterates in the age group of 15-35 years during the next 5 years. The success of this programme will indeed depend to a large extent on the training of different functionaries in the field of adult education.

In training the functionaries for NAEP one should note that 'effectiveness of the function is more important than the 'efficiency' of the functionaries. It implies that the 'process' of training should receive greater emphasis than the training 'content'. In other words, the 'developmental' aspect of training should receive greater emphasis than the 'technical competence' of the adult educators. As the functionaries for NAEP are the critical agents in the achievement of its objectives, they have to take cognizance of a new set of values and expectations of the tasks from all those who are involved—from his colleagues to the learner groups—in the programme. In order to achieve an effective task performance, the functionaries for NAEP have to understand the interacting influence involving the people. In essence, their job involves "people management".

If the above assumption is correct, then the adult educator, be he an Instructor, a Supervisor or a Project Officer, needs a clear understanding of the kinds of people, objectives, performance criteria, and evaluative mechanisms involved. The nature of training activities should, therefore, be an attempt to influence their on-the-job behaviour regarding their interaction with "people". The adult educator must be perceived as "linking pin" in the NAEP—always motivating, servicing and coordinating the unit's activities.

Nature and content of training The analysis of the nature and the content of training for the functionaries for NAEP in general, reveals that the focus should be on improvement of skills in

(i) human/interpersonal relations, communication, motivation and leadership ;

(ii) planning targets, methods and evaluative mechanisms ;

(iii) matching objectives, people and performance ;

(iv) influencing, coordinating and servicing people—his superiors, peers, subordinates and the learners; and

(v) decision-making.

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An adult educator must, therefore, by necessity adopt a "learning", rather than a "learned role". He must get involved more with "process" and to a diminishing degree with "content". His role emphasises that he should obtain a system of planned experiences by which he may begin to discover for himself certain knowledge, information and understanding and continue learning from his subsequent experiences.

Approach to training : *A. Development-oriented approach*

The approach to training of functionaries for NAEP has to be organistic (development-oriented) rather than traditional technique-oriented. In other words, it has to move continually from "things" to "people" management. The most important elements for effective management which are development-oriented are :

> Spoortive relations, group methods, high performance goals and coordinating, scheduling and planning, the last one alone being mechanistic.

The training for functionaries for NAEP must, therefore, reflect the above emphasis and attempt to integrate various learning situations surrounding their function. It is, therefore, vital to make them, through their training, understand the integrative approach mentioned above so that they do not use mechanistic skills to solve organic problems.

There are four major areas which need special emphasis in the order of priority indicated below :

(1) Human relations ability ;

(2) Organizational spirit ;

(3) Methodological skill; and

(4) Technical competence.

1. On *human relations ability*, the training should

(a) help the adult educator get an insight into and a sympathetic comprehension of the diverse goals, expectations, attitudes and problems of his own, his colleagues and peers and that of the learners ;

(b) provide him with accurate knowledge of and an ability to apply properly collective agreement, cooperative action and formulating common work rules and regulations in agreement with the people involved in the programme; and

(c) instil in him the proper respect for the integrity of other people and an active care for their health, safety and welfare—both physical and psychological.

2. *On Organization Spirit*, the training should

(a) enable him to understand the aims, objectives and targets of the NAEP project structure, roles and functions of all involved in the programme i.e., what are the economic, productive and social goals of

the project and how the various units fit together into the total effort and so on.

(b) provide him with the personal contacts which he would need for effective functioning in the total NAEP.

(c) give him the spirit that problems are to be solved by himself in cooperation with others and

(d) integrate him into the organizational structure of the total NAEP.

3. On *Methodological skill*, the training should

(a) provide him with practical first-hand experience which could be gained through systematic work assignments

(b) provide simplified methods of work ;

(c) supply methods of improving working environment ;

(d) help in formulating simple evaluative criteria; and

(e) enable him to understand his role, the role of his colleagues and that of the learners in the NAEP, the working and environmental characteristics of the learning process, implications of economic as well as social stress, fatigue, health etc.

4. On *Technical skills*, the training should provide him with all technical knowledge and skill for (a) literacy and (b) linking up with the developmental agencies and their activities.

B. Behavioural Modification Approach Another major dimension to the training of functionaries for NAEP is that which primarily emphasizes 'behaviour'—understanding, adjustment and modification approach. This would enable the adult educators to understand the behavioural outcomes and/or responses of all people involved in the NAEP. Such understanding alone would assist the functionaries in determining appropriate behaviour towards his superiors, his colleagues and other learner groups. Thus, the behaviour modification approach in training would concentrate on two inter-related processes :

(i) Modification relating to the job; and

(ii) Modification relating to the man i.e. himself.

Of the two, the first one, modification relating to the job is much easier. It involves—

the role structure
personnel demands and
technical demands.

In the case of the role structure, training should focus on the analysis of the role played by the man with particular emphasis on organizational relationships, change and development.

With respect to personnel demands, training might take the form of dialogues, demonstrations, role play and such other group processes and through interaction analysis, lead to an understanding of the NAEP project structure and an ability to choose the most appropriate response from his behavioural repertoire under different circumstances. Through such Sensitivity Training Activities, the adult educator would be able to understand better how to be aware of "appropriate behaviour styles"—whether they are information seeking, disseminating, building, clarification, supporting or criticising. This would make conflicts more productive because behaviour would not be seen as subversive to the organization's objectives.

Technical demands call for the adult educator's ability to work "with" people —his superiors, his colleagues and the learners rather than these groups working "for" him. He performs in such case, not a 'controlling' but a 'servicing and coordinating' function.

With regard to the 'man' i.e. himself, the training function would have to deal with many personality characteristics. Although training may not alter personality characteristics radically, it could, however, help in expanding personal capacities such as empathy, and sensitivity to all those with whom he must relate. This particular aspect of training would necessitate a reappraisal of the criteria for selection of functionaries and emphasize the need for continuous assessment or relationships between the different functionaries in the NAEP.

The ultimate aim of any training must be to influence and thereby change behaviour by exposing the individual to skills so that his role is better understood. The Behaviour Modification approach would enable him to discover, through continuous behavioural assessments, that in order to be effective, his behavioural patterns must be adaptive to situations.

Is Behavioural Modification Approach Operational? It is operational in the sense that it has the ingredients of its own reward structure for positive results :

——The training should involve the adult educator in an examination of ongoing experiences. The skills learnt and developed during the training activity should directly relate to experiences faced 'on-the-job'. This interpersonal skill development would, therefore make him more confident in handling complex issues and situations.

——All persons interacting with the adult educator would feel more at ease as the environment would be more trusting, open and less threatening. They would want to share and seek, more and more information. Thereby the adult functionary's self esteem would be highly enhanced It is important to remember that all the motivational theories rank "self-esteem" as the key-motivator. It could be true that higher the level of self-confidence, the higher could be the level of work performance.

To sum up, in addition to updating the skills and knowledge of the functionaries for NAEP and epuipping them for higher responsibilities, training and development programmes for them should be so designed and scheduled that they are always involved in a learning situation.

A KERALA EXPERIMENT IN TRAINING PROGRAMME FOR NON-FORMAL EDUCATION WORKERS

Dr. K.S. Pillai and G.S.K. Nair***

The Kerala Association for Non-formal Education and Development (KANFED) was formed to coordinate the adult education programmes in the state providing necessary leadership in organisation, training, material production, evaluation and follow up. KANFED organised a series of three day orientation programmes for grass root level workers in different parts of the state. Based on the experience it was felt that a key personnel training has to be organised in different parts of the state. The NCERT came forward to jointly sponsor this course. Accordingly Dr. Haridas, Field Advisor in the state had discussions with the KANFED personnel and decided to organise two camps during December 1977, one at Trivandrum and other at Trichur.

Content of the course

The content of the training programme included the concept of functional literacy and nonformal education, adult psychology, communication techniques, methods of teaching adults, techniques of evaluation and follow up, nonformal education for integrated rural development etc. Practical experience in conducting surveys, directing discussions, organising classes etc., was also provided. Discussions were arranged on the need and importance of nonformal education, how to motivate adults, how to sustain their interest, how to ensure local support etc.

Participants

In the Trivandrum camp 60 persons and in the Trichur camp 40 persons attended. These included Field Publicity Officers. Block Development Officers, Nehru Yuvak Kendra coordinators, College Principals and Lecturers, Head masters and teachers, representatives of rural libraries, Sastra samities, Women's Associations, Y.M.C.A., Y.W.C.A., Teachers organisations and social workers.

Personnel

The Trivandrum camp was directed by Dr. N.P. Pillai Chairman State Advisory Board for Education and the Resource personnel included Dr. Haridas of NCERT, Dr. P.K.B. Nair Head of the Department of Sociology, Sri P.N. Panicker, Sri P.T. Bhaskara Panicker, Sri K.G. Balakrishna Pillai, Dr. Pushpita John, Reader in Education, Sri Benjamin of the Gandhi Peace Foundation and the first of the authors.

The Trichur camp was directed by this author (Dr. K.S. Pillai) and the additional resource persons included Dr. K.K. Rahulan and Sri C. Achutha Menon, former Chief Minister of Kerala. The programmes which started around 8-30 a.m. every day went on up to 8-30 in the night and some times followed by cultural programmes by the participants.

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Participants evaluate the programme

Towards the end of the programme, copies of an evaluation prepared jointly by the authors, was distributed among the participants.

The proforma was intended to elicit the opinions of the participants on the merits and demerits of the programme as well as suggestions for improvement.

Out of the 100 participants (60 plus 40) only 86 filled in the proforma completely.

Analysis of the data furnished by the respondents revealed the following *findings*.

1. The subjects allotted for the classes have been considered adequate by 61 out of 86 (71%)

2. Sixty eight out of 86 (79%) opined that the classes were 'very effective' and useful while 18 found it 'somewhat useful'. There was none who rated it as useless.

3. Most of the participants stated that the topics on the concept and significance of nonformal education, rural development, and adult psychology were very beneficial to them.

4. As many as 83 persons considered it very useful to circulate abstract of lectures before the course.

5. Sixtynine out of 86 (80.2%) participants were of the opinion that the synopsis should reach them atleast a week prior to the course. However six out of 86 (7%) have opined that it should be better if the synopsis are distributed after each class.

6. The synopsis have been rated 'very good' by 39 out of 86 (45.3%) and 'good' by the remaining 47 (54.7%). However none has rated it as 'not satisfactory.'

7. The topics allotted for discussions have been rated 'sufficient' by 69 out of 86 (80.2%)

8. While 38 stated that they participated 'very much' in the discussions, 47 stated that they participated 'to some extent' and one person frankly admitted that he could not take part in the discussion. Regarding the utility of the discussions as many as 63 have found it 'very useful' while none has rated it 'not useful'.

9. A good majority-68 out of 86-(79%) have stated that more time should be earmarked for discussions. While 15 persons suggested spending one hour per day', 16 persons suggested 2 hours', 10 ·3 hours' and 30 have suggested that the entire afternoons be set apart for discussions.

10. On the questions of selecting group leaders 61 out of 86 (71%) were in favour of 'electing one from among the members of the group', while 10% of the participants favoured an 'outside expert nominated by the organisers' as the group leader. However 17 persons

were willing to accept the 'principle of nominating group leaders by the organisers', but they felt that it should be from among the participants.

11. The participants have suggested the inclusion of (i) A historical perspective of nonformal education. (ii) Nonformal education programmes in India (iii) Problems facing nonformal education workers. (iv) Role of voluntary agencies in nonformal education (v) Psychological and sociological implications in nonformal education. (vi) Vocationalising in nonformal education (vii) Problems of dropouts. (viii) Financing nonformal education programmes. (ix) Audio visual aid etc. in the orientation programmes.

12. The topics, 'evaluation and follow up' 'teaching methods', 'agencies in nonformal education', 'distinction between formal and nonformal education', 'the role of political parties and trade unions', 'unemployment and nonformal education', etc have been suggested for open discussions among the participants.

13. Extending the duration of the course to 5 days was suggested by the most of the participants. More emphasis on practical problems, and how to solve them' was demanded as also 'the use of teaching aids'.

14. Increasing the time for discussions, inviting more people with field experiences etc were also suggested.

15. The participants unanimously resolved to request the authorities to sanction duty leave for the participants, not only for attending courses but also for workshops and seminars.

16. A proper selection based on aptitude, dedication, and feeling of social work was also suggested to ensure adequate follow up in the implementation of the programmes.

17. More practical work was demanded by way of surveys, model lessons, discussions and improvisation of teaching aids was suggested.

A survey was organised in a nearby village (Uliyazhathura of Sreekariyam Panchayat) where the organisers and some of the participants collected valuable data for the Trivandrum camp. In the Trichur camp all the participants and the resource personnel took part in a survey in Viyyoor Panchayat. This was an eye-opener to the participants as well as the local public who were not hitherto aware of the potentialities - human as well as material - for running educational, vocational and recreational programmes in the area.

Conclusion

An attempt at preparing a detailed scheme outlining the objectives, content, duration, evaluation and follow up etc for training nonformal education workers at various levels has been taken up as a research programme in the Kerala university department of education by the second author under the supervision and guidance of the first author.

EDUCATIONAL STRATEGIES FOR RURAL DEVELOPMENT

The Gandhi Peace Foundation held an International Conference on the Strategies of Rural Development in the Vishwa Yuvak Kendra Building at New Delhi from 29 Jan. to 1st February 1978. The substantive discussions were held in three commissions. One of the commissions concerned itself with Education for Rural Development. We have pleasure in reproducing below the report of this commission because some aspects of this report will interest field workers in Adult Education. We would hope that comments will come from readers, which we shall be happy to transmit to the organisers of the Conference.

The participants came from fields covering various areas of operation such as experienced educators in rural areas, workers among landless labour, teachers, researchers, social service agencies, workers among the tribal people, educators in the field of non-formal education and psychology, workers of peace, physicians, Journalists, administrators.

1. **Priorities**

   (a) In Education for rural development the top-most priority should be given to the development of the rural poor and the disadvantaged.

   (b) The strategy for rural development calls for new orientation of the entire education policy and programme towards rural environment and rural problems.

2. **Education for Whom ?**

   The focus of this education should be on the following categories :

   (a) Children, (b) the youth, (c) adults, (d) heads of the families, (e) women, (f) field workers, (g) policy-makers and (h) administrators.

Special attention should be paid to women and the heads of the families. The functional needs of the members of the aforesaid groups should be taken into account.

3. **Contents and Methods :**

   (a) The baseline socio-economic data of the families to be covered, should be collected in order to decide the content and method of education for rural development.

   (b) For identification of local problems, workshops at grassroot level should be organised with the participation of prospective beneficiaries, field level personnel, policy-makers and administrators.

   (c) Education for rural development should take into account the urgency of generating new employment opportunities— and raising the income of the families covered in formulating the immediate objective.

(d) Since youth are sensitive to new ideas and changes it is important that youth volunteers should be involved in any programme of education for rural development, with a motivation of rural uplift.

(e) Non-formal methods of education was considered preferable to formal education at the initial stage. Several examples of this experimentation were given, such as, through cultural groups, inter-State travel and use of folk arts etc.

(f) An important instrument of education for rural development should be the organisation of group of families with similar functions and needs. This kind of group should not be very large.

(g) Families with similar needs and interest, should be organised in order to put the focuss on united effort and the realisation that strength lies in unity and numbers.

(h) Problems of women's education in the economically better off joint and extended families and those of economically poor families are different. While formulating women's education, this particular aspect should be borne in mind.

(i) In determining the contents of education the management problems of different occupations should be given due emphasis.

4. Linkage between education and social and economic development in rural areas

(a) Education should be linked up with the developmental processes so that the rural people may become aware of the processes going on for their own development and may become participants.

(b) The school in the rural areas should be re-oriented towards the local needs and problems.

(c) Coordination between education and development in rural areas should be attempted through a new flexible mechanism in the local areas consisting of non-governmental organisations, planners and beneficiaries.

(d) Education should be an essential ingredient of the various development projects of the ministries, like Agriculture, Industries, Labour, Social Welfare, Health, etc.

5. Ultimate Objective of Education for Rural Development

(a) The ultimate objective should be not merely the acceleration of growth rate but primarily the overall development of human personality.

(b) In this context the removal of ignorance and the inculcation of modern scientific outlook and temper are important.

The Conference was presided over by Lord Philip Noel Baker who came over from UK specially for this purpose. Lord Philip Noel Baker is a strong supporter of the philosophy of appropriate technology as advocated by the late Prof. Schumacher whose book "Small is Beautiful" has become a bedside book for all believers in the future of small men.

The Commission on Education was presided over by Shri J. C. Mathur. The Co-Chairman was Dr. S. N. Junankar who was at one time in the Ministry of Education and now resides in Britain. Dr. Anima Bose, the well-known authority on women's educational problems, acted as the Rapporteur

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I, Dharm Vir, hereby declare that the particulars given above are true to my knowledge and belief.

Date 28-2-78

Dharm Vir
Signature of Publisher

READERS' CLUB

(Extracts from Readers' Letters)

The November Issue

Your remarks on the possible role of banks in adult education are insightful. The note on book prices draws attention to an ominous trend in all developing countries and, once again, the error of uncritically borrowing from the west in reference to Indian publication practices. Dr. B.N. Singh's article on the organisation of the Indian literacy programme provides an interesting statistical examination of illiteracy in India and the efforts required to overcome it as well as a very concise but informative coverage of the strategy of the envisaged programme. The interview with Parviz Homayounpour was also of interest and brought out some of the important aspects of the Iranian programme.

In brief, it is a good issue and you and the Association are to be congratulated on so consistently publishing materials which are, at once, interesting and useful.

John W. Ryan
Director
INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS
P.O. Box 1555, TEHRAN, IRAN

Education for Rural Women

The rural women accounts for approximately 40% of fhe total national population but their literacy rate is about 13.2.%. This is due to traditional prejudice against educating girls, poverty, and other social causes. Though illiterate and poor, the rural women is always prepared for hard work, and their role in rural economy and cultural resurgence can be well imagined. The vast source of human potential, hither-to neglected, can be fully utilised for the national development and to achieve socio-economic changes in our rural areas or in the integrated rural development. The aims of such a development in brief can be listed as follows i. Developing rural economy as an integrated segment of the country's economy. ii Developing agricultural and rural industries to provide gainful employment and reducing the difference between country side and cities. iii To help in cultural resurgence.

Based upon these goals, I present here some suggestions and specify some areas in which rural women can participate and contribute effectively.

1. Most of the rural women are engaged in agriculture and plantation in farms and fields. To them adequate know how may be provided about seeds, fertilizers , use of insecticides & pesticides, modern methods of irrigation and farming, various crop diseases and co-operative farming etc. to increase the agricultural productivity.

2. Tranining may be given in veterinary science, animal husbandry preservation of milk and other food material, poultry, pisciculture bee-keeping etc.

3. Short course may be started to impart basic medical knowledge, midwife's job, child care, health & hygiene etc.. Women should know the various causes of diseases, their prevention, importance of vaccination etc.

4. Small cottage industries and handicrafts should be encouraged. They may also be trained in making baskets, mats, hanging bags, canning of chairs, preparation of house hold things from paper pulp etc.

—**Dr (Mrs) C. Raghuvanshi**
Regional College of Education, Bhopal.

Voluntary Effort in Adult Education

There are very large numbers of people who talk and write about adult education. This writing and talking has become the profession as distinct from the profession of educating adults. But views should also be expressed by those who directly confront the situation posed by illiteracy of all kinds and who tackle the problem at field level. Social organisations and voluntary associations must come forward and make substantial contributions in this great effort. Government must encourage voluntry organisations to play a larger role in this field, and encourage them morally and materially, special support is necessary for those organisations which have roots among the masses and are motivated by genuine public concern. These organisations have a vital role in carrying out pilot projects, research and investigation in production of literature working with the special groups (where a high degree of dedication is called for) and in establishing liaison with the people and mobilising local support. It is entirely wrong to think that we as individuals have no role to play, "Each one teach one". is not merely a slogan; it should be the battle cry of every literate individual, in his relentless fight against the monster of illiteracy. Every educated man or woman must deem it as a sacred duty to pull every illiterate out of the abyss of illiteracy and ignorance. Every young man and woman who has had the privilege and good fortune to receive higher education should be required to make certain number of people literate.

—**A. Ravinder**
Social Worker and Organiser
Mahatma Gandhi Memorial Adult
Education Centre, Waddepalli, Warangal

WISDOM FROM THE "IDIOT BOX"

Review of the Radio & TV Programmes from the Educational Angle

I am a regular listener to the Braj Madhuri Programme and I find it not only a balm for the abrasions of age but also a nostalgic breeze of memories of my childhood delights in Braj poetry and Braj music. Music and literature are nowhere else so enchantingly wedded as in Braj songs and verses. They are conceived and expressed as a single and concentrated process. It is good that girls in towns appear in the Braj Madhuri programme and give polish to the traditional songs. I have also noticed that frequently village folk songs are broadcast. But I am not so sure if young talent in rural areas, young girls of illiterate and poor families from villages are invited to sing on a footing of equality with the young urban singers, in the Braj Madhuri Programmes.

A programme intelligently handled is the weekly T.V.—feature. *Aap ki Jaankaari ke liye*. The range of subjects is wide; for example the feature on the Army Post Offices must have brought new information even to knowledgeable people in cities. I am sure those incharge of this weekly feature would have their own means of ascertaining the requirements of viewers. In this context the experience of the 1959 Unesco, AIR, Television Viewers' Clubs needs to be recalled. There were then about 60 Television Viewers Clubs in and around Delhi. They sent their suggestions, provided useful indications to the writers, the producer, the specialist and the engineer. It is significant that right from the stage of the idea as the seed, through planning, to production, these four functionaries acted as a team, frequently meeting and adjusting the progress of the programme. The experiment in 1959 had of course the novelty of a new adventure. Very few people know that Mr. P.L. Deshpande a member of the Verghese Committee was the Programme Producer for the series broadcast for television clubs. He worked as a member of the team of four. The report was published by Unesco as a monograph under the title "Social Education through Television".

My literary background enables me to enjoy AIRs Book Review Programme. Participants are generally men of standing and perception. But what I miss is extracts from the books reviewed. Should not these extracts be read by professional voices? This will add a dimension to the glimpse of the book sought to be given through the audio-method. Most discussions today are intellectual. But their appeal could be wider. The discussion on *Trikaal Sandhyea* of Shri Bhawani Prasad Mishra could have easily been enriched by interspersing it with recitals of extracts in the voice of Shri Mishra himself.

I was greatly interested in T.V. the Programme of a Historical Festival in a small town in West Germany. The immediacy of the experience could be enhanced if in continuation of this kind of Programme, glimpses are given of a comparable small town in India with a potential for such festivals, or with traditions of festivals that are part of a life of that town but still dis-organised and unnoticed by the sophisticated intelligentsia.

—Lifelong Learner

ASSOCIATION NEWS

31st Annual Conference

The 31st Annual Conference of the Indian Adult Education Association will be held in the Ramakrishna Mission Vidyalaya, Coimbatore, Tamil Nadu from November 5-7, 1978. The theme is "Participation in National Adult Education Programme".

Dr. P C Chunder, Union Education Minister will inaugurate the conference.

Zakir Husain Memorial Lecture

Shri Anil Bordia, Joint Secretary, Ministry of Education, Govt. of India will deliver the Zakir Husain Memorial Lecture during the conference in Coimbatore.

Recommendations for Nehru Literacy Award

The Indian Adult Education Association has invited recommendations from all its institutional/life members and Directors of Education and Development Commissioners of various States and Union Territories of India for 1978 Nehru Literacy Award.

The Nehru Literacy Award is awarded to an individual or an institution for outstanding contribution towards promotion of literacy among adult men and women of India.

The last date for receipt of recommendation is July 25, 1978.

Workers Education Courses

The Association with financial assistance of the Central Board of Workers Education organised two one-day schools on National and Social Goals of Trade Unions and Population Problems and Trade Unions in Delhi Cloth Mills in March this year.

Over 100 workers attended the one-day schools.

Life Members

The following have joined the Association as life-members;

1. Mrs. Kathita Hatibaruah, Gauhati
2. Shri C.R. Bhatt, Surat
3. Dr. (Miss) J.G. Shah Anand
4. Shri H. C Sharma, Kelwara. Rajasthan
5. Miss Ivory Syiem, Madras
6. Dr. R. Jayagopal, Madras
7. Shri V. Nagarajan, Madras
8. Dr. B A. Bholay, New Delhi
9. Shri Pravan Kant, Delhi
10. Dr. P.D. Shukla, New Delhi
11. Shri P.T. Kuriakose, New Delhi
12. Kumari Manorama Bhargava, New Delhi
13. Mrs. Kailash Khanna, New Delhi
14. Mrs. Anjani B. Laud, Bombay
15. Shri P. Sandeep, Secundarabad, A.P.
16. Prof. Vaneja Iyenger, Hyderabad
17. Shri A.C. Deka, Wokha, Nagaland
18. Shri B.M. Mathur, Mathura
19. Mr. N. Johannesma S.J. Kanglung, Bhutan
20. Shri Jaswant Singh, Michigan, USA
21. Shri K.M. Bhatnagar, New Delhi
22. Fr. Mathew Areeparampil S. J., Jamshedpur
23. Shri Dirgha Raj Koirala, Kathmandu, Nepal
24. Shri Amarendra Nath Ghosh, Calcutta,

IAEA Publications

1.	Educational Component in Agricultural Extension Service 1977	Rs. 3.00 $. 1.00
2.	Curriculum Construction for Non-formal Education of Youth 1977	Rs. 4.00 $. 1.00
3.	Curriculum Construction for Non-formal Education for Women 1977	Rs. 3.00 $. 1.00
4.	Adult Education and National Development 1976	Rs. 5.00 $. 1.50
5.	Preparation of Problem-oriented Learning Materials 1976	Rs. 10.00 $. 3.00
6.	Non-formal Education 1976	Rs. 5.00 $. 1.50
7.	Adult Education for Rural Poor 1975	Rs. 8.00 $. 2.50
8.	Farmers Training and Functional Literacy 1975	Rs. 15.00 $. 5.00
9.	On to Eternity-Vol. III. 1974	Rs. 6.00 $. 2.00
10.	A Literacy Journey—C. Bonnani, 1973	Rs. 8.00 $. 3.00
11.	Adult Education for Women 1973	Rs. 5.00 $. 2.00
12.	Adult & Community Education : An Indian Experiment—S. R. Mohsini, 1973	Rs. 10.00 $. 4.00
13.	Adult Education in India-A Book of Readings—edited by Anil Bordia, J. R. Kidd and James Draper 1973	Rs. 25.00 $. 6.00
14.	Adult Education for Farmers —J. C. Mathur 1972	Rs. 12.00 $. 5.00
15.	Manual for Adult Literacy Teachers —N. R. Gupta 1971	Rs. 10.00 $. 2.75
16.	Adult Education in the Seventies 1970	Rs. 5.00 $. 1.75

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New Publications

1. PREPARATION OF PROBLEM-ORIENTED LEARNING MATERIALS

The book gives methods, techniques and phases in preparation of problem - oriented learning materials.

Rs. 10.00; U.S. $ 3.00

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2. CURRICULUM CONSTRUCTION FOR NON-FORMAL EDUCATION OF YOUTH

The booklet studies the relationship of agricultural productivity with education and place of education in agricultural extension.

Rs. 4.00; U.S. $ 1.00

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SHRI JAGDISH CHANDRA MATHUR NO MORE

It is with great regret and sorrow that we inform our readers that Shri J.C. Mathur (JCM), Chairman of the Editorial Board of the magazines published by Indian Adult Education Association and Hony. Editor of this Journal passed away suddenly in New Delhi on May 14, 1978. He was 61.

Though Mathur Saheb belonged to the steel frame of the British Empire (I.C.S.) he did not have the pompousness and grandeur of that species. A friend of the common man he continued to serve them till the last. He would welcome with a smile the peon of the Association as he would its President. For him there was no distinction between rich and poor although he was not given to tolerate nonsense.

A creative thinker, a man of letters and a brilliant scholar, Shri Mathur was one of the most outstanding adult educators. He had unflinching devotion to the cause of adult education.

He was responsible for introducing many educational programmes in All India Radio when he was its Director-General from 1955-62. He introduced Radio Rural Forum and Vivdh Bharti. He was the person responsible for bringing Television as a media of education in 1959. We can testify to the meticulous care with which Shri Mathur used to go through each of the first 20 programmes on social education put up by the T.V. The Association was associated with this experiment, and can testify to the great personal interest that Shri Mathur took into making these programmes a successful adult education experience. His book-"New Lamps for Aladdin" was a penetrating study on the impact of mass media on adult education. He was a specialist in folk and traditional drama and culture.

Shri Mathur was also responsible for introducing farmers functional literacy programme in India in his capacity as Additional Secretary, Ministry of Agriculture. The education of the farmers was given primacy for the first time in the schemes of Green Revolution in the country.

He also introduced language teaching for government servants when he become Hindi Adviser to the Govt. of India. But his greates t service to adult education came when he joined FAO as Director and Team Leader, ASARRD Poject, FAO, Bangkok. He devoted his attention to the development of small and marginal farmers. He also advocated organisation of the rural poor to take advantage of the various inputs introduced in rural areas and to act as pressure groups so that benefits of all the developmental efforts accrue to the rural poor for whom these were meant.

Shri Mathur was member of the Unesco International Committee on Out of School Education for over a decade. He was visiting Fellow, Harvard University Centre for International Affairs, 1963-64.

His book "Adult Education for Farmers in a Developing Society" published by the Association was a pioneering work to bridge the gap

between progressive farming on the one hand and for these responsible for planning, organising and imparting adult education on the other.

He was associated with IAEA since 1952 and was its Vice-President from 1968 to 1974.

In his capacity as the Hony. Editor of the Indian Journal of Adult Education he raised the content and standard to such a high level that it would be very difficult for his successor to come upto that level. The very first issue with the new format was highly appreciated in the International Workshop of Editors of Adult Education Journals held in Tehran last year.

It will be very difficult to fill the void created by the death of J.C.M. All adult educators not only in India but abroad salute the great hero and mourn his loss, in hope that they shall be able to follow the path and fulfill the task set by him.

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Because of death of Shri Mathur the April issue of the Journal is coming out late and the next issue of the Journal will be a combined number of May and June and will be special Jagdish Chandra Mathur's Number.

THE ROLE AND CHARACTERISTICS OF RURAL WORKERS EDUCATION IN INTEGRATED RURAL DEVELOPMENT : SOME ISSUES

J. C. Mathur

ILO has defined the term "Rural Workers" as persons engaged in agriculture, handicraft or a related occupation in a rural area, whether as a wage earner or as a self-employed person such as a tenant, share-cropper or small owner/occupier. In the category "tenants, share-croppers or small owners/occupiers" are included only those who derive their main income from agriculture, who work with the land themselves, with the help only of their families or with the help of occasional outside labour without permanently employing workers or substantial number of seasonal workers or having their land cultivated by share-croppers or tenants.

With regard to education and training, the emphasis of ILO has been on the sound growth of rural workers' organisations and the rapid assumption by them of their full role in economic and social development. That is why the recommendations of the General Conference of ILO in 1975 urged upon competent authorities to take steps for education of the following kinds :—

(a) knowledge of national laws and regulations on rural workers' organisations, of rural development, of national planning and of training programmes of U. N. organisations;

(b) education of rural workers in technical, economic and social fields and acquisition of literacy :

(c) education of rural women;

(d) education for cooperative and other servicing activities; and

(e) promotion of rural youth.

For understanding the implications of Integrated Rural Development let us turn to the interpretations given by the Food and Agricultural Organisation of U.N. From some recent FAO documents* one gathers that in FAO today IRD is taken to mean national programmes of agricultural and rural development which aims, of course, to achieve rapid increase in rural production, especially in food. It seeks to boost also production of income and employment. But the main focus is people. IRD should, according to FAO, enable all rural people, but especially the small farmers and landless labourers and their family members, to secure the additional land, water, inputs and services or the jobs they need.

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* FAO's role in Integrated Rural Development: Paper circulated by FAO's Regional Office at the Expert Group meeting on Integrated Rural Development held in Tokyo, February, 1977.

Let us examine why it is that the adjective "integrated" has assumed so much importance lately and what bearing this new emphasis has upon the contents, methods and agencies of education for rural workers. After all integrated rural development is not a new concept. It has had a forerunner in programmes like the Community Development Programme of India initiated in the mid-fifties which is continuing to this day. What new factors have come up during the last decade that led not only to the new nomenclature but also to a modified approach to rural development ?

There are two major factors. First, the high-yielding varieties of cereals established a new seed-cum-water-cum fertilizer relationship that had not been urgent in the traditional and static cropping system of the past. Moreover, short duration varieties of cereals have made multiple cropping not only feasible but economically compulsive. Therefore there has to be a far greater degree of integration of various farm operations. Soil preparation, initial watering and fertilizer application, top dressing, weeding, precautions against pests, all these and others call for simultaneous, sequential and carefully coordinated management.

Secondly, there has been a renewed and refreshing realization of the biological cycle in agriculture. This is the inter-relationship of field crops, trees-crops, livestock and inland fishery through the recycling of animal and human waste and use of by-products. There are several examples such as three-tier farming on the same plot of land, cereals, or root crops, fuel or fruit trees and creapers, along with one or two animals under the shade; or maintenance of small-scale live-stock whose waste (along with human waste) generates methane gas plant of which the affluent provides valuable liquid fertilization both for crops and fish; or small scale poultry in improvised deep-little shed, of which the droppings provide valuable nutrition for crops and vegetables; or fish rearing in trenches around and in-between rice-fields. Indeed numerous possibilities have recently been successfully demonstrated—all leading to higher production through integrated manipulation of biological process.

These two new or newly-realized factors in agriculture, are throwing new light on the skills, knowledge and attitudes to be developed among rural workers, of which educationists need to become aware sooner than later. Let us examine the consequences of these two factors upon the rural system leading to fresh priorities in rural workers' education :

(a) Even very small plots of land can become economically viable with intensive and integrated use of skills. One reason for the inability of the so-called Green Revolution to attract tenants and small and marginal owners is that extension personnel laid more stress on high dosages of chemicals and less on multi-cropping and combined intensive development of livestock, poultry, piggery etc. alongwith crops on small scale. These integrated skills are not very pertinent for better-off and large farmers, but for tenants, and small farmers. They provide an opening for increased production with limited fixed assets.

(b) With small plots becoming potentially viable, there has been a rapid termination of tenancies and in old share-cropping arrangements. Voluntary surrenders and improper changes in ownerships have been common. For small farmers and peasants, it has become crucial to know about laws and procedures that are related to their situations.

(c) The new agriculture has meant the stepping out of the farmers from the limited world of locally available credit and supplies of seeds. Access to outside suppliers of credit and inputs calls for information in a new and the modern chain of agencies outside the village.

(d) Another kind of integration relevant to the rural worker is that of the precarious balance of meagre resources with the input of family labour. The new technology can enable the precarious balance to be transformed into a micro-plan at the bottom-level. This in itself would be novel skill for the rural work—how to plan his economy so as to get the optimum output within limited means re-inforced by modern inputs.

(e) Under the new technology dependence upon natural factors can be reduced because of locally installed tubewells, enrichment of soils by chemicals, facility of harvesting by artificials dryage and several other techniques consequently the control of the distributing agencies and local institutions has acquired a new significance. In the power structure of the village the control over the panchayat, the village committee and the local cooperative is now very crucial. In the past, such control was motivated by considerations of traditional prestige and caste heirarchies in India. But now there is a commercial motivation that has led to the middle-level farmer seeking to dominate them. In the circumstances the rural workers desiring to improve their production and income through modern technology have to acquire the skills and strength to pressurise village institutions concerned with the supply of new inputs.

Before we examine the methods and means of workers' education based on the contents described above, we have to take note of an important feature of the structure of the development process in the rural areas today. In most developing countries, Governments have introduced from time to time various kinds of programmes of rural development aimed at improving the income and quality of the life of the rural poor. Some non-governmental bodies have also been doing so on small scale. Unsatisfactory progress is usually attributed to two major factors,—the absence of political will and operational inefficiency at the field level. Political will can manifest itself in the interest of the rural workers in one of two ways i.e., either through a root-and-branch transformation of the political, economic and social structure as in China or by the recognition that the development of small peasants can be achieved not through an environment of harmony based upon the willingness of better-off farmers to accomodate and promote the true interests of rural workers and peasants, but through creating a system of checks and balances in rural areas. A system of checks and balances

can be established if the parties concerned are less unequal in strength than at present. Such a situation is easier of achievement in plantations and estates of big landlords through confrontations similar to that in industrial establishments. But the situation is different where peasants are self-employed or partly self-employed units and the better-off farmers are not generally regular employers. But producers who are more enterprising producers and are in a controlling position in respect of the production requisites and infrastructure.

The political will in this situation means a commitment of political authority and its administrative and party wings to enable small peasants to organise themselves into group production units. This means that despite the weakness of their individual production identity, they can be an effective countervailing force to the existing stronger production units of middle level and better-off farmers.

Today this latter process should be called the building up of the receiving mechanism of the rural workers and peasants. The necessity of building up the receiving mechanism at the bottom level has become apparent after the introduction of new technology in agriculture. It is now clear that what was thought to be 'peoples' participation' namely the building up of cooperatives and village panchayats was actually the improvement and decentralisation of the delivery mechanism. The distinction between the delivery mechanism and the receiving mechanism of rural workers has now become apparent.

By 'receiving mechanism' I mean grass root groups that can seek, obtain, plan for and utilise the aids and facilities that go to build up their economic strength. The receiving mechanism of rural workers and peasants should be below the level of not only panchayats and village committees but also the trade unions. If should consist of a new grass-root level institution in the form of small grass-root Groups. They have to be non-formal multi-functional and decision making in them to be not by representatives but by means of direct participation. Obviously these grass-root groups have to be small and quite unlike large meetings of general bodies.

Their purpose is to be group action for micro-planning, arranging joint aids to production and group-self-study.

This brings me to the methods and means of education if education of the rural workers has to equip them to take advantage of the intensive and integrated technology of farm production and to build up the grass-root level receiving mechanism which will be the first step towards the emergence of a practical and effective bottom level force to pressurise the power structure and the administration.

In the first place, education of rural workers should be integrated with the development programmes of various kinds introduced in a local area. It should be part and parcel of it rather than something trailing behind the development process. This means that at the initial stage of formulating any kind of development project and the working out of the annual schedule, the component of the training of the rural workers should be incorporated in it. Secondly the contents need to be

integrated. Broadly the contents should have the following components :—

(i) Technical skills relating to the vocation;

(ii) functional literacy and numeracy relevant to the technical skills as well as the environment;

(iii) knowledge of the related system of marketing and supplies, storage and transport;

(iv) knowledge of laws and procedures that have a bearing upon the specific production activity;

(v) the skills of group action learnt through the organisation of groups, preparation of seasonal micro-plans by the participating families on the basis of joint and shared aids to production and group decision-making and group distribution of functions to individuals.

Thirdly, the old practice of classes for learning should be replaced by action groups in which the learning is part of the process of doing. In the case of children, learning is a part of the play-way. In the case of adult rural poor, learning has no meaning unless it is part of a process of action to increase income and raise the quality of life. Action is important and therefore the conventional class room is irrelevant. The grass-root group mentioned above has therefore the potential of becoming the unit for purposeful work and purposeful learning.

Fourthly, for the rural poor whose life is a continuous struggle for survival, education cannot be a terminal process. The rural poor need a continuing machinery at the field level. Therefore instead of thinking in terms of terminal courses for six months or nine months, we may have to devise action groups continuing the economic activities that were the starting point of the learning of which the contents have been mentioned above. The grass-root group below the level of Village Councils, Cooperatives and Trade Unions should acquire a distinct and continuing entity. A grass-root group should be independent of the political shades that are bound to colour village councils, cooperatives and trade unions. But the groups should be certainly linked to all these bodies and should exercise pressure on them while at the same time seeking and obtaining information and facilities from them.

Undoubtedly, the development of inner personality is the endeavour of all education. It is that which distinguishes education from more vocational training. Here I would like to put forward two points for consideration. In the first place, group productive activity creates an environment of detachment and contemplation and releases the mind from tensions. That was the secret of the *charkha yagna*—group spinning on the spinning wheel, that Gandhiji often used to guide even before meetings of serious political import. Regardless of one's religious faith, this spiritual force of group action should be exploited in the educational system for the rural poor.

Secondly, those aspects of the rural workers' personality, which respond to the beauteous, the rhythmic and the refined, well up spon-

taneously in participational entertainment. Unfortunately modern media like the cinema, film and TV are capable of destroying the traditions of participational entertainment among rural communities. It may not be possible to revive it in its pristine form. But it is quite possible to formulate the entertainment material on these media in a way that would stimulate the grassroot multifunctional groups to follow up what they see and hear, by means of their own local particpational dance, music and folk play. Indeed I would like to point out that an important function of integrated rural development in traditional societies should be to improve the lot of the traditional folk artists particularly the performing folk artists who do not even have the kind of export potential of the graphic artists. The performing artist is the informal educator whom societies caught up by the spell of modern media of entertainment have cruelly cast aside.

A CURRICULUM FOR ADULT EDUCATION

*DR D.P. PATTANAYAK**

Adult Education is human resources development. Human resources development is necessary so that people's affairs can be left in the people's hands. Take for example law. Because of the lack of awareness among the people about their rights, duties and opportunities and because administration including administration of law is conducted in a language not accessible to the people, there was great dependence on law courts and lawyers. Ignorance of law resulted from ignorance of language and literacy. Litigation often resulted in the ruination of both the parties. The purpose of measures underlying the setting of village panchayats was to reduce the dependence of people on the law courts. But unfortunately while this was generally accepted, no effort was made to reduce the production of lawyers. On the contrary law schools went on multiplying and the production of a large body of lawyers built into the system the antithesis of delivering the legal care of people in their hands.

Prohibition can be taken as another example. While the social reformists give sermons about the harmfulness of drinking, the diehard economists point out the revenue accruing to the public exchequer from this source. Therefore, law against drinking continues to be passed while breweries continue to multiply. It may be that part of the money so accrued to the public exchequer is spent on providing succor to the families ruined by drinking. But this is like killing the neighbour's cow and when he complains presenting him with a pair of shoes made of the cow hide.

Economic resources planning divorced from human resources development results in a system which invests the affairs of people in the hands of managers, whether they are self appointed through make-believe democratic procedures. The imperialists all over the world have prided in developing the economic resources of underdeveloped countries. Even after their departure the beneficiaries swear in the name of economic development and work vigorously to maintain the system. Both in the capitalist and the communist countries one finds systems where the affairs of the people are run by a managerial class. The people everywhere need to be educated about the constraints on their autonomy. There is ample scope for adult education in all countries irrespective of achievements of formal educational institutions.

In India today the scientific manpower is the third in the world. But this cannot be termed as human resources development. As exploitation of raw material in one country for being processed in and marketed by another cannot be termed as the economic development of that country, similarly creation of cheap exportable educated labour at great cost to the country cannot be called human resources development to the country concerned. Both in technology and education one must develop systems appropriate to one's need. One does not make or buy big caps, one gets caps that fit. Similarly a country does not ape big technology, it must have technology appropriate to its needs.

*Director, Central Institute of Indian Languages, Mysore.

Education can be human resources development when it brings out the perfection inherent in a learner. The learner can thus contribute his mite to the society of which he is a member while expecting the society to fulfil his needs. Societies built on capital intensive economy develop a pattern of life where profit is shared by a handful of individuals or by a set of managers appointed by the State. Where capital is scarce such an economy is bound to create greater inequalities. A country with surplus population must develop it manpower resources and create a labour intensive economy. Only then can it expect full employment and establishment of a society based on distributive justice.

The Institutional education in a country like India has resulted in providing education only for a low percentage of the population. It is responsible on the one hand for the widening gap between a few well trained and millions of illiterates and on the other a large primary school enrolment and an equally large dropout, stagnation and wastage. It is inflexible, textbook bound, non-competitive and largely irrelevant to the needs and aspirations of the society. Merely multiplying such schools is neither likely to ensure universalisation of education nor obliteration of adult illiteracy.

Thus it will be seen that adult education has a role different from the time and textbook bound certified education imparted in the school. It is to make the adult learner aware of the factors which limit his opportunities of free development, thus enabling him to manage his own affairs. The alphabetic literacy, which is being most talked about in developing countries of Asia and Africa is only one of the means, however important it may be, for attaining this end.

In a country like India the declining adult education is intimately connected with the declining autonomy of individuals and groups to manage their affairs. It is therefore, important that the factors inhibiting literacy are examined with care.

The factors inhibiting literacy can be seen from different angles. If one takes into consideration the geographical factor one finds that the physical geography is responsible for disparate groups living in isolated areas. This is particularly true of the tribal population. Geographical factors which isolate one group from another also inhibit dispersion of linguistic elements facilitating standardisation. Thus geographical factors which restrict the scale of communication become a major contributing factor for illiteracy.

The linguistic factor is partly a consequence of the natural regions and partly of the stratified society. Multiple languages divided into regional and social dialects, written and spoken and formal and colloquial styles are a major deterrent to literacy, particularly when a foreign tongue enjoys the highest status in the society. Multiplicity of scripts adds a further dimension to this problem. The divergence of the language of education from the language of administration on the one hand and the language of mass communication on the other inhibits literacy. Bi and Multi-lingualism pose serious challenges to the student of adult literacy. For the linguistic minorities there may at times be a need for literacy in two languages.

The linguistic factor is intimately related to the cultural factor. The Indian languages belonging to four or more language families indicate the diverse ethnicity of the people speaking them. In fact maintainance of multilingualism in India to a large extent is due to the will to maintain distinct ethnic identity of groups. The history of the development of Indian languages show that when a language or a variety of language which becomes prestigious because of its being the career of all knowledge is confined to a minority upper strata, simplified spoken languages emerge. They act as sluices which carry the knowledge so confined to the people in India, where even in early times literacy was limited, there is a long tradition of oral transmission of knowledge, social life and leadership was not linked with the ability to read and write. By and large the society which was illiterate was educated as a result of the oral transmission of the accumulated wisdom and there were even uneducated among the scribes, those who knew how to read and write.

The economic and political factors which brought about a near complete break with the past tradition have played a major role in the accentuation of illiteracy. It has even resulted in the blockade of natural communication between the literate educated and the illiterate, thus converting the large mass of illiterates into uneducated. Economically, with the British take over of the country, the village self-sufficiency based on pursuits of agriculture and handicrafts became the first casualty. With the imperialist policy trying to exploit the natural resources of the country and using them to the best interest of the British, very little was available for distribution among the local populace. With the scarce resources and growing demand, only the sectors favoured by the rulers got the better of it and it resulted in the inequal distribution of resources. The society was divided between the privileged few and the underprivileged many. The upper class interest in the stratified Indian society and the interest of the economically privileged became one and both conspired to perpetuate an elitist rule. This led to the policy of illiteracy and ignorance even though there was external allegiance to education by all concerned.

The political factor also aided illiteracy. The centralised civil service was meant for the British. But whatever little was opened up for the Indians required rigorous and prolonged preparation and was only accesssible to the privileged. With the advent of the British all Hindu, Muslim and Sikh educational institutions which provided grass root level literacy and education were closed down for the plea that they were imparting religious education; but the secular education was entrusted to the missionaries imparting education in an alien tongue which further inhibited literacy. As though the thousand year old literary tradition was nullified overnight by this one decision. The alignment of the church and the State at this stage resulted in (a) a small group of christians separated from the majority of Indians divided by the worship of many gods; and (b) a small English knowing elite separated from the majority of Indians divided by the use of many tongues. This excessive leaning on English naturally resulted in large scale illiteracy and limited education.

If adult education is to be attempted in a serious sense in the above background then it will entail radical change of attitudes and

existing educational programmes. Adult education can neither be effective through formal institutions nor would it succeed by institutionalising it. An adult literacy curriculum has to be built on the expressed needs of a community. The needs as felt by the community and as observed by a trained social scientist together constitute the expressed need. To that extent adult education cannot be centrally directed and its curriculum cannot be uniform. However the objectives need to be spelled out and instead of trying to fit the objectives in a rigid time mould, time must be found for the attainment of the objectives. It is in this context that a core or minimum curriculum for adult education is suggested below. This may however be modified on the basis of experience of adult education workers.

A Core Minimum Curriculum

A core curriculum of Adult Education must have a component of spoken language. It is necessary for both problem sharing and culture sharing and forms a necessary condition for establishing rapport with the adult learners.

A. Dialogue with the target audience about their aspirations, attitudes, perceptions, priorities, problems and suggested solution.

Emphasis on casual relationship. For example, Fire, Flood, Exploitation, Molestation etc., are not acts of God, but caused by natural phenomena.

I. Ability to comprehend spoken word:
Lectures/Talks
Discussions
Radio
Newspaper

II. Ability to make an oral presentation of grievances/needs.

B. Ability to interpret illustrations:
Picture of a known object—Emphasis on writing/narrating.
Picture of an unknown object—Emphasis on clarity of meaning/concept.

Superficiality of the play way -
(i) A picture 'the cat taking pictures' created great confusion in the learners.

— of the illustration
(ii) hut in TV (Orissa experiment, where none could identify the hut which was taken out from a TV frame).

C. Recognition of symbols: In isolation
In combination: words, phrases, sentences.
Conventional arrangement —
Symbols—their supefluity and inadequacy sound symbol fit.

i. Dictionary order

ii. Pictorial presentation: A for apple.

iii. Key word presentation —

(mā ramā bara ramāra rabara)

IV. Sentence as the starting point —

(lālā tālā lā. lālā lā tālā lā)

V. Similarity of shape method :

Ecclectic in character. Can make use of all the above approaches. Based on the principles of patterned perception and contrastive observation, this method moves speedily from recognition (reading) to manipulation of symbols (writing).

D. Ability to sign one's name.

E. Ability to read :

Why Read ?

1. To acquaint oneself with tradition
2. To satisfy curiousity
3. To obtain information
4. To acquire knowledge
5. To broaden outlook
6. To get an understanding of the relationship between immediate society, the country, and the world.
7. To develop critical thinking
8. To solve individual, social and cultural problems (including helping children at home in their studies)
9. To secure moral and spiritual guidance
10. To advance one's profession

Materials

Simplified Simple Complex materials are to be given to the neoliterate in a graded sequence.

Material suited to each of the above needs is to be chosen. An illustrative list is as follows :

Matters relating to health, sanitation, civic problems (Rights and Duties), political pamphlets, local newspapers, Governmental forms, notifications, road sign, simple job-specific material, purans, fictional literature.

F. Ability to write :

Application to various District/State Authorities, Banks
FIR to Police

Filling in different categories of forms: Money Order, Railway Reservation etc.

Writing letters to near and dear relatives and friends. Simple narration of events, experiences.

G. To sum: Numbers and Numerals: The four operations. (Relevant to one's job or interest). Basic idea of decimal system.

Currency—Rupees and Paise
Weights and Measures—Kilogram, Quintal, Ton.
Foot, Inch, Yard, Acre, Hectare.
Time:—Hour, Minute, Second. Days of the Week, months in a year.
Distance:—Kilometer, Furlong, Mile.
Liquid:—Litres.

H. Community Singing/Sports.

CONTINUING EDUCATION AND TRIBAL DEVELOPMENT: THE ROLE OF COLLEGES NEAR TRIBAL AREAS

*Om Shrivastava**

Educational institutions have an important role to play in the development programmes of the country. In particular, those institutions which are situated near rural or tribal areas have to plan non-formal education programmes, involving concerned faculty and students. In a recent meeting of the U.G.C. Standing Committee on Continuing Education, it was felt by the members that the institutions which are near tribal areas should organise programmes of continuing education so that tribal people may acquire an understanding of: the plans for socio-economic development, land legislation, the functioning of the district machineries etc. and may be able to take a more active part in development programmes.

This paper presents an approach to initiating continuing education programmes by the colleges which are close to tribal areas.

It is common knowledge now that tribals, though not living physically very far from other populations, still have a culture of their own. The first part of the paper will provide (though briefly) some insight into this tribal culture. In the second part of the paper, an attempt has been made to look at the development efforts made in the past, and also present trends, as they are being envisaged. This will provide a base for thinking about continuing education programmes for tribal people. The final part of the paper deals with some ideas for programming and organisational structures for colleges which are interested to initiate continuing educational programmes.

Tribal Culture and Eco-System

The tribal system somewhat differ from those of the general population in India. These system are characterized by aloofness, a lower level of economic activity and a unique social structure. These groups have maintained their separate identity, some-times with clear geographical barriers. But once outsiders have come in contact with these communities, they have retained only part of their identity and have acquired a definite place in the general stratified structure.[1] As the contact with the outside world is recent, these groups are at different stages of economic growth.

Most of the tribal communities are largely "homogeneous and egalitarian". There is only a small gap in between the highest and the lowest in the social and economic hierarchy. In some communities still, a family owns only what it can cultivate personally; land has not as yet become an economic asset. Legal rights have not much meaning. Even ownership of valuable property fails to introduce modern concepts of inequality. These communities are largely closed.[2]

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1. Sharma, B.D., *Economic Development of Extremely Backward Tribal Regions* Delhi. Ministry of Home Affairs, Government of India, 1976 P. 1
2. Sharma, B.D. Ibid p. 4

To further quote Dr. Sharma about the tribal economic system:

> "The tribal economic system is comparatively undifferentiated with a low skill endowment. But 'low skill endowment is contextual and relative. In fact, it is a value loaded description. These communities may not have the modern skills of reading and writing, manipulating the more sophisticated tools, or dealing with more organised systems; yet an average individual is much more adept with his environment and has an intimate knowledge of his surroundings. Thus a tribal can build his own dwelling with the material which he can bring from the forest; he can make his own traditional tools; he can hunt; he can identify the plants; he knows their utility and can eke out his living from the forest. He is familiar with the habits of the wild life, can compete with it and protect his fields; in some cases, he can also make his own clothes and he is also his own medicine man. These skills are lost to an average man with the advancement of cultures where individuals acquire higher specialised skills in narrow fields".[3]

It is not intended that the above mentioned description may put a very homogeneous picture of India's tribal people. It is necessary to understand that there are racial, social, economic, political and cultural diversities among the tribal population in India. These diversities are due to the vastness of the tribal population and the differential level of cultural contacts with other communities.

In India the tribals belong to three racial stocks : Mongoloian. Proto-austrialoid, and Negrito. The first group resides in the Upper Himalayas, the second in central India and the third is found sporadically in some of the tribals of the Andamans. Populationwise, Gonds and Bhils form the largest groups, whereas the great Andamanse is the smallest tribe.

Even social groupings like sub-tribals, clans, lineage, family etc. may differ in nature. Again, there is a difference in traits like matriliny, patriliny, polygyny, polyandery, monogamy, laws of succession, inheritance etc. In response to traditions as well as to modernity, they differ a great deal.

Though the tribals, in general, are characterized by economic hardship, there is great deal of variation in terms of economic life. Some are food gatherers and hunters. There are others who are fisherfolk,, artisans, animal husbandary men, horticulturists, shifting cultivators-setted agriculturists, industrial workers, labourers and landless agricultural labourers etc.

These diversities point to the need for a thorough understanding of the community for which continuing education programmes are being envisaged.

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3. Sharma, B.D. *Planning for Educational Development in Tribal Areas*, Delhi, Ministry of Home Affairs, Government of India, 1976 p. 5

Tribal Development : Past And Present

Tribal development has a long history. During the British Raj the administrators concentrated their work in the administrative towns and kept up a policy of non-intervention towards the tribals. In the same period the British missionaries and Hindu religious groups tried to assimilate the tribals into their respective religious folds. In later years (around 1948) a policy of integration of tribal people into the main stream of the Indian population was accepted.

After independence, several constitutional provisions were made to safeguard tribal people's interest. Based on the direct social change policy, in 1952 the Special Multipurpose Tribal Blocks were carved out. For this, one of the considerations was thickly populated tribal areas. Several development projects were started in these areas. In many cases, these development projects opened the tribal regions, where formerly very few outsiders used to enter. Later, after realising that still many tribals groups were not covered by the earlier scheme because of the scattered tribal population. Tribal Development Blocks were created. In most cases the development projects opened up the tribal areas, which caused many non-tribals to enter these communities as government functionaries, traders, contractors etc. The benefits to these communities were in terms of development of the area i.e. roads, industry, and other infrastructure such as police, post office, electricity, schools, clinics, etc.

But in many ways these developments did not help the tribals as much as they helped the migrant population, which came to live in the tribal area. The fruits of these development projects were not fully enjoyed by the tribals, because of several reasons. These include; the marco level planning with very little flexibility at the field level; the lack of understanding of tribal social culture and their eco systems; the non-involvement of the tribals in administering local self-governments; the feelings and attitudes of field-level functionaries towards tribals; the lack of coordination between different official and non-official agencies leading to a differing approach to development by the different agencies, and the meager financial allocations.

In addition, the non-participation in the development projects was also because of fear, suspicion, bewilderment with the new and unknown ideas, and exploitation by some migrant groups.

Now the government has realised its mistakes in the past, and has launched a new programme under the Tribals-Sub-Plan, initiating development programmes. It is an integrated area approach with substantial allocation of funds.

A further understanding of this plan will also be of help to the planners of continuing education programmes.

Continuing Education in Tribal Areas

In initiating programmes of continuing education in tribal area, an analysis of the present situation of the tribal people is important. It has

been very well expressed by Mr. J. G. Krishnayya[4]

"1. Individual tribals cannot 'cope' with the complexity of outsiders' ways of looking at the world (and vice versa too. But unfortunately, it is the outsider's approach which prevails).

2. Traditional patterns of (collective, familial clan) ownership, mutual obligations, and enjoyment of natural resources do not fit into the legal framework we plainsmen have built, and which the law and order machinery of government enforces.

3. Even 'well-to-do' tribals—potential leaders—simply do not have access to the sources of information which we take for granted and which would enable them to take advantage of, perhaps control,' the forces which come into play during economic development. As a result, step by step development processes, which are in phase with local needs and capabilities, do not occur.

4. Economic development programmes based upon anything more than the simplest technologies, immediately have implications in terms of skills for maintenance, spare parts, energy, supplies, etc.—which go far beyond the tribal system's capabilities, and therefore out of their control.

5. Even well intentioned projects are destructive of the tribal's way of life and dignity, and to the rhythm of his social world. Resettlement colonies, for instance, where a pucca 2 room 'house, is provided require adherence to umpteen rules as well as total subordination to the project staff. . . .on pain of expulsion.

6. Tribals naturally and inevitably see outsider-initiated change as harmful, and resist the introduction into their area of any new people or ideas. They are well aware that they will, as a result, eventually lose what they presently have and gain little that they value."

This analysis leads to the basic point that the tribal has to develop and learn skills, and a sense of control over the processes of change. This means that a whole educational process or continuing education programme needs to be initiated which may :

(1) provide basic knowledge and understanding about the development programmes so that he may actively participate.

(2) create a feeling that he is not alone and that his community as a whole would be able to stand against exploitations.

(3) help in creating such institutions of tribals within the community which on the one hand can deal with their own

4. Krishnayya, J.G, "Umbrella Agencies in Tribal Development—are Cooperative Tribal Corporations the Solutions ?" National Labour Institute Bulletin No. 10, Delhi, National labour Institute, 1977 pp 431-432.

people, and on the other, can effectively deal with the outside world.

To this end there are some basic steps that the colleges should follow in evolving a community education programme with tribals. The very first step is identifying the educational needs of the community for which the programme is being planned. As mentioned earlier, information should be gathered about the composition of the community and its different sections e.g. out of-school groups, occupational groups, other professional groups, women's groups and special interest groups. Their needs can be identified by individual or group interviews, group meeting interviewing traditional and/or elected leaders. The identification of the educational needs should be a continuous process and not a one-time exercise. In translating the felt needs as expressed by the people, the programme organisers should be highly aware of their own attitude, and their own values. This is very important when colleges are thinking of organising programmes in tribal areas.

The programme planning process is very important in devising a continuing education project. The basic elements of programme planning are as follows :

(a) Identifying one's own educational philosophy and that of the institution for which one works, and the philosophy of the learners with whom one will work ;

(b) Asssessing the needs of the community and the learners ;

(c) determining objectives and the priorities among them ;

(d) designing teaching learning interactions ;

(e) planning programme supports (resource people, material and financial resources) ;

(f) implementing the teaching-learning interactions;

(g) evaluation ;

(h) using the results of evaluation.

These elements will help in organising a programme successfully.

As mentioned above, the appropriate designing of teaching-learning interactions (methods and learning process in continuing education) is an essential part of the continuing education programme. Adults learn differently.

1. Adults tend to see themselves as responsible self-directing independent personalities.

2. Adults have a deep psychological need to be treated with respect, to be perceived as having the ability to run their own lives.

3. Adults tend to resist learning under conditions that are incongruent with their self-concept as autonomus individuals.

4. Adults are themselves a richer resource for one another's learning than youth usually are. Adults have a broader foundation of past experience on which to base new learnings.

5. Because of their past experience, adults may have more fixed habits of thought, and sometimes this gets in the way of their learning better habits.

6. Adults engage in learning largely in response to pressure they feel from current life problems; their time perspective is one of immediate application. They regard learning as a process of improving their ability to deal with problems they face now. They tend to enter an educational activity in a problem-centered frame of mind.[5]

These characterstics of an adult learner will help in thinking about methods and learning process. One important aspect one must not forget, is the involvement of the participant in any learning activity, hence each planning and learning activity has to be a learning interaction.

The organisation and administration of such a programme has to be thought-out keeping in mind the ideas outlined earlier. Structurally, if one specifically thinks about the colleges which would be organising the continuing education programmes one has to think about programme support structure in two forms. One is a support structure from within the colleges and other is a support organisation outside the college. For the support structure within the college, issues such as the role of the continuing education; who should be the head of such a unit; what should be the involvement of different faculties, administration, staff and students; what about staffing patterns, etc. will have to be thought out. This exercise should be done in consultation with different bodies of the college. While creating a support organisation from outside, a strong representation shouldb e of tribals—the learners in the programmes. For this outside organisation, an Anthropologist within the area should be included if possible.

An active tribal adult education role by colleges which are in the viscinity of tribal areas, will contribute a great deal in nation building if effective and innovative programmes for the social, economic and educational development with tribal people were implemented. The goal of such programmes would be that the tribal might participate in the development projects and help to shape the processes of change for their communities.

5. Knowles, Malcolm S. "Programme Planning for Adults as Learners". Adult Leadership, XV No. 1 February, 1967 pp. 278-279

EDUCATION FOR ADULT LITERACY IN BRITAIN

*Brian Wicker**

During a recent stay in Delhi I paid a visit to the Indian Adult Education Association to discuss some mutual problems. As a result I was inveigled into writing this article, which is about the current work on adult literacy in Britain, with special reference to Birmingham. Perhaps these notes on the British experience will be of interest to those who are involved in the same sort of work, albeit in very different circumstances, in India.

1. Adult Literacy in Britain

It may come as a surprise to readers of this journal to know that Britain has a problem of adult illiteracy at all. After all, everyone here goes to school from 5-16 years. How is it possible that, leaving aside the mentally handicapped, anyone can escape mastering the basic skills of reading and writing? Well, I won't go into the reasons: the fact is that an intelligent guess made in 1973 suggested that between 2½ and and 5% of the population are unable to read and write well enough to cope with the ordinary problems of living and working in our 'advanced' society. That means, for example, that there are something like 25-50 thousand people needing help with literacy skills in the City of Birmingham also (population around one million). Of course this wouldn't look like a problem, more like a success story, in Indian terms. But illiteracy is a very different thing when the first point you have to make about it is that being illiterate is a dreadful social stigma and source of profound shame. In a highly literate society like Britain's the illiterate or semi-literate person—however intelligent and competent in other ways—will automatically feel himself[1] to be a failure. He will try as far as possible to hide his disability from others. It is extraordinary how far people will go to conceal their inadequacy. So the first thing that you have to do, after you have made contact with the person needing help, is to encourage and reassure him, by breaking down the barriers of shame, and the habit of running away from the problem, which have beset him for many years. Only then can anything positive be done to help.

2. The National Campaign to Combat Adult Illiteracy

Adult education for literacy has long been a feature of education in the armed forces and the prisons, as well as of various voluntary organisations. But the current campaign can really be dated from the late sixties, beginning with work done by the British Association of Settlements (BAS). The 'settlements' in Britain have a long tradition of mingling adult education with 'social reclamation'.[2] Their pioneering work in adult literacy, together with that of others, led in the mid-1970s, to a decision by the Government to set aside £1 m for one year

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[1] 'he' includes 'she' throughout this article. I hope this usage does not offend Indian sensibilities too much.

[2] see Thomas Kelly, *A History of Adult Education in Great Britain*, Liverpool University Press 1970, pp. 261 ff.

for equipment, training of teachers new resource material, etc. A further £2m was allocated for the next two years. This fund was to be drawn upon by the local education authorities (LEAs), up and down the country, to improve their facilities and start new programmes of work. An Adult Literacy Resource Agency (ALRA) was set up, under the auspices of the National Institute of Adult Education, to administer this fund. Claims would be considered for help with any of the following :

a) Audio-visual and other technological equipment
b) Teaching materials
c) Training programmes
d) Minor capital works for voluntary organisations
e) Other provisions including action-research and experimental programmes as could be completed within the year.

One thing that the money was not used for, in the first year (1975-76) was the appointment of full-time specialist workers in this field. These had to come, if at all, from the existing staff of the LEAs and from volunteers. However, it rapidly become clear in the first year of work (when 50,000 people came forward for help) that specialist staff and special training were the first requirement of a successful future programme. Hence in the second year of the scheme (1976-77) the priorities were reversed: much of the money was spent on appointing new specialist 'co-ordinators, and 'organisers' who were on the payroll of the ALRA. These were to work full or part-time within the LEA adult education framework on literacy education. At the time of writing this article (January 1978), it has been announced that the three-year crash programme that I have outlined so far is to be replaced s from April 1978 by a scheme in which an Adult Literacy Unit aA.L.U.), at the National Institute, will continue for the next two years (o administer an annual grant of £300,000, while the LEAs will be texpected to continue, on their own resources, the work that initial 'pump-priming' exercise began.

The ALU's job will be to act as an advisory and consultancy service, as a channel for funding voluntary organisations (but these must expect to get most of their support from LEAs) and to commission special projects to help LEAs improve their services. At the same time it has been announced that the new National Advisory Council for Adult and Continuing Education is to be asked to produce a general strategy for developing "basic education" for adults. Adult Literacy work has become in short, a recognised part of Local Authority adult education and the LEAs are now expected to accept this fact, and its implications for themselves, without too much financial inducement from the centre. Most, but not all, LEAs seem to have accepted this responsibility willingly. But many problems remain in this time of extreme financial difficulty. Some people fear that the literacy work will take (or is already taking) too large a slice of the cake, and deprive other adult education activities of much-needed resources. The allocation of priorities is extremely difficult here; for adult education has always been the 'cinderella' of education in Britain, and it would be unfortunate if a new development, however urgent and valuable, jeopardised more traditional

work which has been painfully built up over the decades at great cost in money, and (more to the point) in effort and dedication by devoted individuals and groups. Others, however, believe that the success of the literacy campaign will be a positive stimulus to other forms of adult education, and will create a demand that will have to be satisfied in the future.

In 1974 and early 1975, as a result of the Russell Report on the future of Adult Education, and of the 'Right to Read' campaign of the BAS, increasing numbers of adults were already coming forward to seek help. But the big 'push' came in October 1975 with the BBC's television series 'On the Move', which was not a 'distance teaching' programme but was designed to publicise the problem of adult literacy, to remove the stigma involved, and to make it as easy as possible for the person needing help to make informal contact with someone in his own locality who could help him. For a person who has already felt acutely, for a long time, the stigma of illiteracy, and accordingly feels extremely hesitant about making his problem known to anyone, the means by which he is 'referred' to a possible tutor is of crucial importance in the success of any scheme of literacy education. The great value of television here is its mass-appeal and its impersonality and privacy: all you need to do is watch the programme and then go off alone to telephone the BBC, who will give you the number of the local organiser. You can then meet him in some suitable place (which may even be a pub.) Of course, the fact that in Britain we have a national network of television and radio, so that one programme can be easily received by anyone in the country from John O'Groats to Lands End, is an enormous help in this respect: as is the fact that the vast majority have access to a television set. On the other hand, the relative privacy and introversion of British society (by comparison with Indian society) perhaps makes the initial problem of locating the potential student and encouraging him to come forward more difficult, even if other things in the equation are equal (which, of course, they aren't).

To give some idea of the size and scope of the work so far, at least 100,000 students have received tuition since ALRA began in 1975. Around 70,000 were actually under tuition during February 1977 (the date of the figures given in ALRAs second report). Around that time there were 459 paid Adult Literacy Organisers working in 95 LEAs (some full-time, some not) and over 44,000 unpaid volunteers were working either in one-to-one teaching or with small groups, in England and Wales. (The Scottish system is run separately). But the provision is patchy; it varies a great deal even between roughly comparable LEAs. For example, in 1975-76 Birmingham had 643 volunteer tutors while Manchester had only 136 volunteers. Naturally the problems of organising adult literacy education in rural areas are very different from those in the big towns.

3. Adult Literacy and the Birmingham Experience

Work on Adult Literacy has been going on under Birmingham LEA auspices, as well as at the Birmingham Settlement, for over 25 years, and the city has been one of the most active in the recent campaign. It seems useful, therefore, to describe what Birmingham has done, and is doing, rather than simply to give a general statistical analysis of the whole country.

As everyone knows, Birmingham is an industrial city and the commercial centre of the West Midlands industrial conurbation. The population of the city itself is just over one million, of which a sizeable minority now consists of post-war Commonwealth immigrants and their families and children (West Indians, Pakistanis, Sikhs, Indians, Ugandan Asians and others). However, the adult literacy scheme here described is not directly concerned with basic education for the 'immigrant' groups, even though many of the people in those groups do have literacy problems in English, and even in their own mother-tongues. The adult literacy scheme as such is concerned with people whose verbal command of English is not in question : other agencies exist to cope with those who have other kinds of language or literacy problems, and suitable enquirers are referred to these where necessary.

The city of Birmingham employs one full-time adult literacy organiser whose job is to co-ordinate and formulate policy for the city as a whole, and to give advice and consultancy services on a city-wide basis. But in addition there are part-time literacy 'co-ordinators' (all women as it happens) in each of the various districts of the city which is served by an Adult Education Centre run by the LEA. These centres mostly use existing schools, and other educational or leisure premises for adult-educational activities in out-of school hours, though there are a few purpose-designed building as well. Thus the literacy education and the activities of the local literacy co-ordinator, are tied in closely, with the rest of the adult education work of the LEA. There is also one literacy training officer (in charge of the training of paid part-timers and of volunteers). This officer was originally on the ALRA payroll but will become a member of the Birmingham LEA staff from April 1978, when ALRA ceases to exist. Birmingham employs about 100 part-time but paid tutors (mostly trained teachers who take the work on as an extra to their usual load and are paid at teachers' hourly rates), and around 700 volunteer tutors. The latter form the backbone of the service; which offers one-to-one tution in reading and writing, whether in the student's home, the tutor's home, or some other convenient place nearby. In addition to this one-to-one teaching, group work is now developing. Some students are better served in a group where other people have similar problems to face—whether the group is actually taught as a class or individually. Most of the group work is done by paid tutors, and takes place in adult education centres. Clearly, the personal qualities needed for teaching adults with literacy problems are quite different from those of a primary school teacher. The tutor, whether paid or voluntary, must be a counsellor, guide and friend as well as a teacher and organiser : his or her role begins with encouraging the student to talk through his problems and with analysing his needs. Only then can teaching proper really begin.

About 2,700 students have been through the scheme in Birmingham since 1975. At the start, the majority were men, and the 35-50 age group was the largest. Those in the late-teens were under-represented. Many of the students were of good general intelligence. Fairly large numbers came from the Irish and West Indian communities. But now the campaign is getting through to those in the younger age-groups, and the less able students. The balance between the sexes is also more even.

The training of volunteer and part-time tutors is a very important part of the whole process. Volunteers tend to be able to carry on with the work only for a relatively short time : new ones have to be continuously recruited and trained. Those tutors who have, or still are, school-teachers often have to be shown how to deal with the very different problems of adults. The role of the district co-ordinator is that of a local training-officer as well as organiser.

The budget for the Birmingham literacy scheme is about £110,000 per annum, part of which has come from the city itself, and part from ALRA. Birmingham has decided that when the ALRA grants cease it must nevertheless persist with literacy work at its present level. Not all LEAs have made so definite a commitment as this to the literacy campaign.

Outside London, Birmingham has taken the lead in adult literacy work, both in the number of students catered for, the number of tutors recruited, and the length of time the work has been going on. Yet its very commitment to the work has brought difficulties in its wake. At the start, the emphasis, quite rightly, was upon personal accessibility and contact between the potential student and the local tutor. Students came (and still come) as the result of advertisements in the newspapers, television programmes, posters in libraries etc. The omnipresent visual symbol of the national campaign—an open book—was an important factor in the success of all this advertising work. But the crucial point was that all the potential student had to do was telephone or call upon a person whose name—his first name, to encourage a feeling of friendliness and informality—was easily obtained and who lived locally. Once that contact was made, the main obstacle was overcome : namely the hesitancy and inertia of the student himself. In its early form, then, the literacy campaign was a good example of what Ivan Illich has called a 'learning web'[3]: that is an informal arrangement for making available a skill, to a student who needs it, without creating the huge superstructure of a 'school'. This was very important in the literacy case, because many of the students were inadequate in literacy skills precisely because of bad experiences of school. It was therefore of the utmost importance to get away from the atmosphere and institutionalism of 'school' and to create a system based on one-to-one friendship and genuinely open access.

However, as with every large scale enterprise, especially when it is funded publically, the tentacles of bureaucracy have inevitably begun to suck at the vulnerable, exposed outposts of this, learning web'. Reasons of 'economy', 'efficiency' and 'rationalisation' weigh powerfully with administrators in a time of great scarcity. There is some evidence to suggest that the very size and complexity of the Birmingham scheme, the product of its success, may be tending to discourage some of the people it is intended to serve. Certainly the city's principal officer in charge of the scheme has expressed her worries to me on this score. Whether, and how far, it is possible to preserve the virtues of the 'learning web' in the future development of the scheme remains to be seen.

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[3]Ivan Illich, *Deschooling Society*, London and New York, 1971

Finally, I think it should be said, that apart from the danger of the tail wagging the dog', the introduction of literacy education into the LEA adult system, nationally and locally, has had a significant effect on the rest of the adult education provision. For one thing it has drawn attention to, and shown the possibilities of, adult education for the 'disadvantaged' generally: the poor, the black, the unemployed, the badly housed, the old, the handicapped. Secondly, it has shown the value of volunteers in adult education, as the front-line troops whose value is inestimable as long as they are backed up by proper training schemes, adequate equipment and resources, and the presence where needed of professional advice. Thirdly, it has shown how far it is possible to develop a spirit of 'self-help' among the students themselves. Many students have come into the scheme through contact with friends or neighbours or people at work (though there are severe problems about referrals from employers: people do not like to reveal their inadequacies in front of their workmates). Many others have given assistance in various ways to the runninig of the scheme once they have been through it themselves. Yet as this success story with the present generation in Britain goes from its 'exposition' into its 'development' phase, I think the harder problems will crop up. Once the highly motivated and the mature students have been helped, the problem of those with less ability, less enthusiasm, less experience and less incentive will come to the surface. And the difficulty of sustaining the elan of a scheme which has done so much in such a short time will increase too. Nevertheless, despite these difficulties and the likelihood of a continuing shortage of money, the adult literacy campaign in Britain in the last few years can on the whole be rated one of the success stories of the decade. I hope that some of its success will be of use to those countries, like India, whose problems in this field are so much bigger and more intractable.

UNDERSTANDING RURAL SCHOOL GOING GIRLS—AN IMPLICATION FOR NON-FORMAL EDUCATION

Adhila Haque

Where is the need to bother about youth? This question could be answered partly by the Chinese proverb which states :

> "If you want to plant for a year—plant a seed, if you want to plant for ten years—plant a tree, if you want to plant for hundred years —plant men"

In this light the future of India is made today by the youths; the young boys and girls of today will become the adults of tomorrow who will shape the fate of the country. The progress of tomorrow will depend mostly upon the quality of decision and choice made by them now. Future development of a nation and its youths are inseparably linked together. Youth in every country is the supreme symbol of strength. On the youths of country lies the immense responsibility in moulding a new social order.

For the last few years, programme for women had been receiving particular attention under Community Development and allied programmes. The objective is to develop programme outlook in women for intelligently participating in nation building activities. Their active association in the development programme is not only necessary for the happiness of the family, but also for the over-all development of the nation. Just like young boys, young girls are the future adult women who will build the nation, their interests, their needs and their aspirations are of equal importance. Their problems are however compounded and complicated by social and environmental factors which impinge with special force upon the rural young girls today. The socio-environmental factors which differ from region to region and culture to culture may produce different results altogether. The rural young girls of today for instance differ so much from their city counterparts. Very little attention is being paid to the problems of rural girls.

This paper attempts to bring out the personal characteristics of the school going rural girls based on a study, the understanding of which will be helpful in organizing the non-formal educational activities and programme. This study was conducted in Delhi villages.

Method and Results of the Study

Two Girls Higher Secondary Schools were selected for the study, namely i. Government Girls Higher Secondary School, Daryapur, (ii) and Government Girls Higher Secondary School, Ranikhera, New Delhi. Being bigger institutions they drew girls from a large number of villages having a wide variety of socio-economic background and parental occupations.

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Both the schools had classes starting from VI to XI. For different age groups the minimum age at VI class and the maximum age at X class was taken. The difference in between these were divided into three groups that is from 10 to 18 years. Thus the three age groups were 10-12 years, 13 to 15 years, 16 to 18 years groups. Since 10 years of age was kept as the lowest, it was not possible to take any class below VI. To have a difference in educational level, the pilot study indicated that the classes at two years intervals should be selected. Hence VI, VIII and X classes were selected. It was also found out from the school authorities that each class had approximately half girls from farming families and the rest from non-farming families

THE DISTRIBUTION OF THE RESPONDENTS

Table-1

The distribution of girls on the basis of age.

Name of the School	10-12 years=18	13-15 years=76	16-18 years=56	For the entire Sample=150
Daryapur	7	27	20	64
Ranikhera	11	49	36	86

The respondents were stratified into three age groups for the purpose of this study. From the pilot study it was found that the girls had an age range of 10-18 years from VI-X classes. Hence the above three groups were made within the age range available in the school. These groups of ages were 10-12 years, 13-15 years and 16-18 years. It was difficult to get one third of the sample from 10-12 years of age group even in the VI class. This is because the girls were sent to school after the age of 6 years. The parents in the village are not very particular to send their children to school at the appropriate age.

Table-2

Distribution of the girls on the basis of their educational level.

Name of the Schools	VI class =51	VIII class =59	X class =40	The entire sample=150
Daryapur	22	30	12	64
Ranikhera	29	29	28	86

Since both the schools selected for the study were Higher Secondary Schools for girls, the classes chosen for the study were VI, VIII and X keeping in mind to have at least two class difference in each group. The sample consisted of 51 girls from VI class, 59 girls from VIII class, 40 girls from X class.

Table-3

Distribution of the girls on the basis of farming and non-farming groups.

Name of the Schools	Farming =80	Non-farming =70	Sample =150
Daryapur	36	28	64
Ranikhera	44	42	86

The sample included girls from both farming and non-farming families. Approximately half of the respondents were from farming families and the other half from non-farming families.

SOCIO-ECONOMIC STATUS OF THE FAMILIES OF RESPONDENTS

In order to find out the socio-economic status the respondents were classified into five different socio-economic classes. Trivedi's socio-economic status scale was used to collect the information.

Table-4-1

Socio-economic status of the families of respondents belonging to different age groups.

Different socio economic status groups	10-12 years= 18%	13-15 years= 76%	16-18 years= 56%	Entire sample =150%
A (upper)	5.55	6.57	5.35	6.00
B (upper middle)	72.22	42.10	35.71	43.33
C (middle)	11.11	39.47	44.64	38.00
D (lower middle)	11.11	11.84	14.28	12.66

The socio-economic scale used for the data collection consisted of 5 classes. But the respondents of this study belonged to four classes only. They were upper class (A), upper middle class (B), middle class (C), and lower middle class (D). The fifth class was lower class. However, none from the respondent belonged to lower class.

A majority of the girls of 10-12 years of age group belonged to the Middle class' families. The majority of girls belonging to 13-15 years and 16-18 years belonged to upper middle class and middle class respectively.

Table-4.2

Socio-economic status of the families respondents belonging to different classes.

Differnt socio-economic status group	VI class =51%	VIII class =59%	X class =40%	For the entire sample =150%
A (upper)	10.00	3.38	5.88	6.50
B (upper middle)	37.50	33.89	58.82	43.33
C (middle)	30.00	54.23	25.49	38.00
D (lower middle)	22.50	8.47	9.80	12.66

A majority of the girls from all the classes belonged to the 'middle' as well as the 'upper middle' classes. (Approximately 12 per cent girls belonged to the 'lower middle' class as well as 'upper class families from the VIII and X class). Among VI class girls about 22 per cent of respondents belonged to 'lower middle' class and another 10 per cent belonged to 'upper' class in their socio-economic status. This may be because the girls belonging to lower socio-economic status families stop their education after VI or VII grade and thus there were hardly 10-12 per cent of the 'lower middle class group in the VIII and X classes Again it may be because the education in higher class needs more expenditure and that the 'lower class' families were not in a position to send their daughters in higher classes.

Table-4.3

Socio-economic status of the families of respondents belonging to farming and non-farming families.

Different socio-economic status group	Farming =80%	Non-farming =70%	For the entire sample=150%
A (upper)	3.75	8.57	6.00
B (upper middle)	50.00	35.71	43.33
C (middle)	41.25	34.28	38.00
D (lower middle)	5.00	21.42	12.66

The largest percentage of girls from both the groups belonged to

'middle class' and 'upper middle class'. Further analyis of the table indicates that one fifth of the non-farming group girls belonged to 'lower middel class' also where as only 1/20th of the farming group belonged to 'lower middle class' families. This may be because farming is the main occupation in these village and that the products have a better marketing in Delhi. It can be further explained that the non-farming families either work on the farms as wage earners or work in Delhi. It is also interesting to note that the girls belonging to 'upper class' were more among non-farming families.

Implications

It was located from the record in the pilot study that the village girls do not go to schools before the age of 6 years. The facility of per-primary schools for the age group 2-1/2 to 5 years is wanting. Moreover, villagers don't attach much importance to it. A little over half of the girls came from farming community. These educated girls can be utilized by village level workers/social or education workers in organizing literacy drive, spreading scientific information, giving the village women day-to-day relevant agricultural information etc. When they grow into adults, some of them can be utilized as effective rural women's local leaders.

Over 80% of the girls belonged to upper middle and middle socio-economic status. Lower middle and lower group needs to be motivated for taking advantage of schools. The non-formal education must take special note of this group who, somehow, are not going to the schools.

ADULT GROWTH AND DEVELOPMENT—THE GOAL OF ADULT EDUCATION

M. N. Palsane

Development and Learning

Psychological development is a life-long process. Psychologists often talk of growth and development. Most of them generally distinguish between the two terms. The former implies quantitative incremental changes while the latter implies qualitative changes. Quantitative changes are more physical and physiological in nature and occur most rapidly during the period from conception to maturity. The developmental changes on the other hand take place right from birth to death involving qualitative changes in behaviour, thought, feelings, cognitions and so on. Human development is categorized in terms of physical development, intellectual development, language development, social development, etc. This presents a simplified map of development processes. These are also better understandable and identifiable upto the age of maturity than later. Adulthood has its more distinct problems and processes involving more complex patterns in terms of vocational development, personality development, development of personal and social competence, and so on. These processes are geared to the overall adaptation to total environment. Thus the major concerns of adult development are developing habits of thought and action that are appropriate with reference to the demands of one's situation. An integrated system of such habits may be roughly equated to personality in the context of an individual human being.

The environment to which we are constantly adapting is not a static entity. The environment changes from time to time, from place to place, and more important, from person to person. The same physical environment means different things to different people. A state of famine or scarcity means starvation to many, but a boon in the eyes of a black-marketeer. The environmental kind and quality are always in a state af flux. interacting with individuals. In this process of interaction they not only affect the behaviour and development but are, in turn, affected by the human action. This problem of interdependence and mutuality between man and his environment is a matter of perpetual learning for the individual, and the better he grasps this relationship. the more effective he can be in dealing with his environment. Human adaptation, therefore, turns out more to be a psychological process than a biological one, unlike the same in the lower-order animal world.

The human beings are equipped with potential to cope effectively with the ever changing environment. This is based on their higher level of intellectual endowments, longuage skills facilitating learning in abstract situations and creative thinking: Higher order cognitive processing is a result of complex learning. The modifiability of behaviour appropriate to demands as a result of old and new learning and cognitions leads to better adaptive potential. No wonder, the man has risen above the level of satisfaction of primary needs like hunger, safety and sex and has made it possible to work for the satisfaction of higher order needs such as love, belongingness, self-esteem and self-actualisatian. It is toward

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the achievement of these higher order needs that the individual aims to develop himself, and learning of behaviours including thought, emotions, attitudes, values and actions continuously to keep up with the times is the fundamental approach to progress towards this development. This is how *adaptation, development* and *learning* are interrelated in case of human individuals.

Areas of Personal Development and Adjustment

It is something easy to list the areas of development and adjustment simply thus : home and family relationships, social relationships, emotional poise and maturity, occupational choice and competence, moral, civic and spiritual orientations, leisure and recreation, etc. An individual is required to deal with such situations every day in his life. Alternatively, it can be said that these are the areas of major concern for him. Coping with these establishes as a habitual pattern for any individual and that is what his personality style is. Continuous interaction with the circumstances leads to new experiences, which in turn lead to new meanings and new learnings which go on being added into a cumulative integrated system. All experiences thus are important for the growth of an individual's personality in all its different facets. Experiences and learning being contingent upon the circumstances of an individual, the home and family, neighbourhood and community and the educational institutions occupy very important place in adjustment of any individual to his life. This is where the disparities among the have's and have not's arise. The rich and the poor, the educated and the illiterate, the oppressor power elite and the oppressed, the privileged and the deprived are only a few dimensions of these disparities. They account for the differential rate of learning and growth among the different individuals, in respect of different aspects of their lives. Optimisation of individual goals is predominantly a social concern and society provides for this through its institution of education. Unfortunately, in this country, education is not all that effective in covering all the aspects of growth and development of individuals. It is doubtful today whether the present-day education is effective in relation to any aspect at all.

Approaches to Adult Learning

The general approaches to learning by human beings are (i) informal learning in home, community, by one self, or by other incidental means, (ii) formal learning in the educational institutions, and (iii) other organised but non-formal education through various approaches and media. Education has traditionally been equated with schools, colleges and universities. According to this notion, the educated are those who have had some schooling and who hold some certificates, diplomas or degrees. In effect, education is equated with the certificates. Lately however, the certificates have been devalued. The reasons being that they don't cover all the areas of human learning, sometimes not even the relevant ones, and that knowledge on which such certificates are based, gets obsolete over time. More often, it is already obsolete when the certificates are being issued. The only course open for people is to keep learning according to their needs and demands of the circumstances, from whatever sources they can, may these be educational institutions, libraries, books, mass media, experts or through one's own trial and error or insight and intuition.

Just as no one can impose growth and development on an individual personality, education need not be thrust upon anybody if he does not need it. The orientarion as well as emphasis must shift from education to learning and from teacher to the individual learner. Instead of creating an educated society, the aim should be to create a learning society. The difficulties exist in educating adults mainly because educational facilities like institutions, personnel equipment and material are limited and the number of prospective recipients of education are vast. It is further paradoxical that many of the resources for learning such as books, libraries, mass media, etc. are little utilised for learning. Just as an enterprise grows with customer demands, the enterprise of adult education has to grow out of the demand for relevant and appropriate education by the learners themselves. Otherwise the futile exercise of educating the uninterested by the miseducated in ill-founded institutions of education can only lead to the disillusionment of the society about all education and its values for wholesome personal development.

Development and adjustment being life-long processes, individuals would demand education from time to time. Education of the people, therefore, would become a life-long enterprise encompassing formal, non-formal and informal or incidental learning by people. How this is to be accomplished is a problem for brain-storming for everyone, either a teacher or a learner. Unfortunately however, neither the learner is very conscious or demanding nor the teacher is responsive to and considerate of this situation. It is only the government at the Centre, that seems agitated over this issue. Unless this transforms into motivation among the learners at all ages and levels, much is not likely to happen. To illustrate this, I just quote an anecdote and stop :

A minister of the Central Government was on holiday and moving into some remote country-side for relaxation. He came across a shepherd, lying under a tree on a hillock. He was busy playing a flute. The minister thought that he would prompt the shepherd to some hard-work to improve his well-being and thereby the standard of his life. He went and sat near him. He gave him a sermon on the value of hard work, possible rewards, etc.

"What do you get thereby"? Asked the shepherd.
"More money. Higher status." Replied the minister.
"What do you do then?" Asked the shepherd.
"You can buy land, start business and industry." Answerd the minister.
"What after that?" Asked the shepherd.
"You can live comfortably, educate your children, spend money on luxuries of life. For example, you can take a long holiday and move in a relaxed manner as I am doing now." The minister explained.
"That's what I am already doing." Was an instantaneous reply of the shepherd.

N. A. E. P. FORUM

Universities and National Adult Education Programme

*S. C. Dutta**

The National Policy Statement on Adult Education approved by the State Education Ministers and also by the Parliament is an epoch-making document so also is the National Adult Education Programme which has been drawn up to implement the Policy Statement. The radical character of these two documents stems from the basic assumptions that these documents have made and also the target that they have laid down.

The implications of these assumptions if analysed are :—

(a) Having accepted the goal of creating a new social order based on freedom, justice, equality and the dignity of the individual, the Indian society still continues to be highly stratified and unequal with a very wide gap separating the standards of living and life style of the few rich and well-to-do and the many who are poor and exremely poor. The most significant aspects of the social transformation we need will, therefore, include an egalitarian change wherein the vast masses of our people will be awakened and organised, will have a decent standard of living, will enjoy adequate political power and participate effectively in decision making in all aspects of social and national life and will have the necessary facilities for their cultural and educational advancement. The most significant and essential step in securing this transformation is the awakening and organising the people, so that they could play an active role in social and cultural change.

(b) Literacy is not imparting of 3 R's but as a means of equaliser of opportunity. The present educational system has made a marginal contribution to the education of the common people, who have only a limited access to it, both qualitatively and quantitatively. Literacy, it is emphasised, should be imparted to persons belonging to the economically and socially deprived sections of society. Its aim should be the development of critical consciousness and capacity of assertion and the learning process should be a cooperative venture between the educators and the learners.

(c) A literate adult is a more effective economic factor. Therefore, programme of adult education has essentially three aspects. The first is imparting of adult literacy, the second is to impart civic knowledge, and the third is the ability to adjust oneself to the developing knowledge, skill and attitude in this field of operation and thus enable him to live a fuller and more complete life. The scope of adult education comprehends the creation of social awareness, the consciousness of one's duties and responsibilities in society and the discharge of civic function. The task of adult education is the creation of a man who is equipped with a social consciousness and compassion, a feeling of responsibility to the society in which he lives, enlightened, able to earn his own livelihood and

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capable of service and sacrifice in all causes of public interest. This, I believe is also the main objective of the National Adult Education Programme.

II

The National Adult Education Programme aims at organising "Adult Education Programme with literacy as an indispensable component, for approximately ten crore illiterate adults in the age group 15-35 with a view to providing to them skills for self-directed learning leading to self-reliant and active role in their own development and in the development of the environment". The Universities and colleges should give the same priority to the implementation of this programme in discharge of their responsibilities to the country and the community. In this part of my paper it will be my endeavour to spell out the steps, the Universities and colleges should take to help in the implementation of NAEP for these have the personnel and material resources for assisting in the achievement of its objectives.

The present programmes of the Universities, even those of adult and continuing education have not touched the impoverished sections of the population. The rural adult illiterate had hardly been touched. The universities can take part in adult education activities for the weaker section by awakening and organising the rural and urban poor, providing civic knowledge to adult population and help adults to get knowledge, skill and change of attitude which can assist them in improving the standard of living and bringing about change in their life-styles. The Universities must make a full and unstinted rural community effort of which literacy is a part, on the part of the students, with the full involvement and cooperation of teaching staff.

In the field of literacy' the Universities can make contribution by making use of its resources to (a) develop a clear concept and methology of weaving in occupational and other skills with literacy skills, (b) produce learning material for the illiterate adults, (c) train both the trainers and front-line workers, (d) set-up libraries and reading rooms for neo-literate in urban as well as rural areas and (e) set-up machinery for evaluation, monitoring and coordination.

Absence of professional adult educators is a feature of our country. The Universities can help in filling this gap. The existing facilities in the universities for preparing such personnel is limited and needs to be expanded rapidly. Adult Education work requires a type of person who must have the qualities of public leadership and the ability and knowledge of a teacher. He should be a partner in this new venture. He requiries the best of mental equipment and training. Universities can provide both. In India, till today the Government. had casually thought that adult education work could be done by immature students, untrained volunteers, and school teachers, Now realisation has dawned for the need of professionally trained persons for this work. Universities can render a great service to the cause of adult education by starting training programmes for adult education workers, providing necessary theoretical and practical training.

The National Service Scheme needs to be restructured in order that it may concentrate its entire effort on adult education during the

sixth plan period. NSS volunteers may be asked to put in 220 hours in a year (200 hours of instructional work preceded by 20 hours of training) instead of 120 hours in a year. The University might also consider giving academic credit to students involved in adult education. If need be selected NSS volunteers could be used for longer period for eradication of illiteracy in rural areas and given credit for the same.

The NSS could also be used for creating a proper atmosphere to motivate adult learners in fhe programmes of adult education. The students could take out procession against illiteracy ; could visit villages and slum areas to carry on propaganda for starting adult education programmes. International Literacy Day could be celebrated not only in schools and colleges, but in small towns, and cities to rouse the interest of the people to eradicate illiteracy.

The Universities should also involve themselves in the following :.

1. **Survey Work**

Survey work is the very preliminary work that is to be taken in hand to begin with any development work or project. In the case of the NAEP surveys are to be undertaken to identify:

(a) Resource inputs, (b) instructional agencies (c) implementation agencies (d) target groups, (e) areas of concentration of illiteracy and other available infrastructure. Each University could be entrusted with these responsibilities within a radius of 40 to 50 k.m. around the university depending on the availability of universities in a state, region, district etc.

After survey of needs and resources, universities and colleges can stimulate educational activities amongst people in localities around them, improve their health and sanitation, organise recreation and leisure, develop cooperatives and inculcate in them the love for cooperative living and community action. It will help students to learn to develop socially. It will educate them to the realities of life in our society. Their learning will be realistic and not merely academic. Thus Universities can serve as a lever of community activity and social progress.

2. **Preparation of case studies**

This is another responsibility as in the case of survey work, which can be successfully handled by the Universities and colleges. Preparation of case studies of some significant past experiences, particularly those where the failures or successes have a bearing on the planning and implementation of NAEP.

3. **Village Adoption**

Every Universty can also 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 50 University departments have adopted or aer

at work in the villages and 160 affiliated professional and arts and science colleges have each adopted a village. The 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 curriculum 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 his 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, an engineering student to develop appropriate technologies to improve small, cottage and home industries or organise the desilting of tanks and ponds, a medical student to serve in the Primary Health Centre or Sub-Centre, a language student to run adult literacy and education programmes, a home science student to improve the nutrition and protein intake of the pre-school child and the pregnant and lactating mother, a history and archaeology student to identify, clear and preserve the local monument etc. The essential feature of the programme is to deploy the science and technology resources of the country to deal with the problem of rural poverty. It needs to be made clear that thru' the village adoption programme the Universities and its colleges are not going to revolutionise the socio-economic life of the chosen village and abolish its poverty. All that they can do 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. According to the University Vice-Chancellor "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 attain that unity of knowledge and truth which is the hall-mark of the "UNIVERSITAS"

To carry out these programmes of rural development in which literacy training is an essential component, the universities should organise Distt. Adult Education (Boards) which will bring together the principals of colleges and other district development officers in a district under the chairmanship of the Distt. Collector for the purpose of coordinating, facilitating and monitoring this programme. The Universities and colleges should also use appropriate and properly trained village teachers and other educated persons in the villages as agents of adult education.

Special attention will have to be given by the universities and colleges to women, whose literacy levels are the lowest in rural areas,

and particularly among the scheduled castes and scheduled tribes.

I propose to end this presentation by a quotation from the leader of Indian Adult Education movement, Dr. Mohan Sinha Mehta. He said "I would wish the Universities, if they sincerely wish to promote and vindicate their moral and academic purpose to go closer to the rural life, to rural India, than they have done hitherto. Well integrated development of our society can be attempted only in terms of rural development through the study and research of the many problems of our village life. Our universities can foster this through programmes of adult education. Through studies, research, training of personnel, effective continuing education programme and communication, the university should come in closer touch with the community needs both in rural and urban areas. The University should be in the centre of the stage of economic and spiritual regeneration. That is really its legitimate place."

TEHERAN SEMINAR RECOMMENDATIONS

The Asian South Pacific Bureau of Adult Education Region I organised a regional seminar for the Promotion and Coordination of Non-Formal Education Programmes in Teheran, Iran in March 1978. The brief report of the Seminar by Dr. Malcolm S. Adiseshiah, was published in the last issue of the Journal. The recommendations of the Seminar are given below.

If the real aims of education are the liberation of man, the development of his critical awareness of the contradictions of the society in which he lives and his active involvement in its transformation, then the role and tasks of non-formal education in the countries of the South Asian Region assume an extraordinary importance.

Our countries, which represent about one-third of the world's population, have the unfortunate distinction of claiming practically one-half of the total number of illiterates in the world. Millions of children and youths grow up without basic education or are underschooled, either dropping out or being pushed out of the formal education system. Large masses of our peoples lack access to the knowledge and skills that could improve their living conditions.

The efforts of formal education are insufficient considering the sheer vastness of the task. The approaches towards a solution are often not responsive enough to social and individual needs and aspirations. Programme contents and delivery systems, which very often cause alienation, neither provoke the creative imagination of the people nor enable them to participate as responsible agents in the decision affecting their destiny.

Education in our countries requires new settings and approaches that would overcome the rigidity of the formal system, orient education towards the solution of the basic problems of life and work, and be available to everyone. It is our conviction that the development of non-formal education, with its multi-faceted structured or unstructured programmes and with its varied delivery systems, must play an ever more important role in overcoming the many problems that our countries face in the field of education. The results achieved so far by non-formal education in our countries seem to support this conviction.

The countries of the South Asian Region share many common problems and have substantial experience in non-formal education gained through the activities of various organizations (governmental, semi-governmental and non-governmental). Such experiences enable these countries to make progress towards self-reliance in this area. The pace could be accelerated by mutual sharing of these experiences, by more effective exchange of information, by common use of available materials and human resources, and by other activities promoting the further development of non-formal education in the region.

The ASPBAE Region I Seminar provided an excellent opportunity to give the desired cooperation among voluntary and other organizations engaged in non-formal education a more programmatic and pragmatic character. The decisions, recommendations and suggestions addressed to individual member countries as well as to the regional

Bureau will help mobilize their work and efforts, encourage support for further development of non-formal education, and cement regional cooperation.

Bearing in mind these premises, the Seminar makes the following recommendations :

1. It is recommended that the member countries of ASPBAE Region 1 that do not have National Associations of Adult Education initiate actions towards establishing such associations and making them operative by the end of 1978.

2. It is suggested that the exchange of information and the organization of an annual meeting of ASPBAE Region 1 members be considered of primary importance for planning regional activities. These activities can be supplemented by the organization of observation visits, the mutual use of resource persons, on-the-job training, academic studies, and research undertakings.

3. It is recommended that materials be exchanged directly between member countries according to the needs and requirements specified by each country. The Bureau should be sent only materials of a general nature or wider interest (not didactic materials or aids). The Bureau should publicize the materials received either in the Newsletter or in separate notices. The Region 1 Bureau should obtain a list of contact persons with their addresses and update lists of informative materials required by individual member countries. This would facilitate the exchange of information and regional non-formal education activities.

Materials published in local languages and sent to the Bureau should always be accompanied by a short abstract in English. Translations, when necessary, should be provided by the country of origin. The exchange of more costly information materials should be arranged on a bilateral basis.

4. It is recommended that the Bureau publish a newsletter. Initially, it may be issued twice a year. The Newsletter should not duplicate information provided by the Courier or the Unesco Adult Education Newsletter. It should concentrate on providing informotion about the activities of the Bureau and member countries, seminars, observation visits, new research areas, latest publications, etc. The information for the Newsletter should be supplied by the two contact persons, one of whom should be responsible for the distribution of the Newsletter sent to him by the Bureau. Member countries should inform the Bureau about the approximate number of copies required.

5. It is recommended that each member country pay US $ 50 annually as its minimum contribution for financing the activities of the Bureau. The annual meeting should be financed by the host country. Unesco and other sources should be contacted to explore the possibilities for meeting the international travel expenditures of those participating in the annual meeting. Other activities among member states should be financed either on a bilateral basis or by making use of the programmes of Unesco or other international agencies. The use of bilateral exchange arrangements existing between individual countries should be borne in

mind. The member countries came to the conclusion that the country sending a person to another country should bear the travel expenses, while the host country should provide room and board.

6. The member countries welcome the offer of India to organize the 1979 annual meeting of ASPBAE Region 1. It was suggested that the topic of this meeting be "Training Programmes of Non-Formal Education for Unschooled (Left-outs) and Underschooled (Drop-outs or Pushed-outs)". The meeting will deal with children and youths in the age range of 6 to 14. Instructional programmes for children and training programmes for instructors are to be discussed in a framework of universalized education. The duration of the meeting is expected to be three to four days.

An agreement was reached on the following tentative schedule of future annual meeting :

1980—Sri Lanka	"Non-Formal Education and Income Generation"
1981—Bangladesh	"Non-Formal Education for women"
1982—Pakistan	"Communication in the Service of Non-Formal Education"

It was estimated that the external costs of an annual meeting amount to approximately US $15,000. These costs, if beyond local possibilities, could be met by contributions from Unesco or other international agencies interested in the topic of the annual meeting. Application for these contributions should be channeled, in the case of Unesco, through National Commissions for Cooperation with Unesco. Local costs are to be borne by the host countries.

7. In addition to the topics presented in item 6, the following other topics were proposed for future annual meetings, national meetings, workshops and research studies : conceptual aspects of non-formal education; integration of formal and non-formal education; participatory processes in planning, evaluation and follow-up in non-formal education, non-formal education in integrated rural development. Final decision on the theme for each conference will be made at the annual meeting preceding the year concerned.

8. It is recommended that the Regional Bureau complete lists of observation visits and resource persons required and obtain a listing of the priorities of the member countries.

The arrangement of observation visits and visits by resource persons should utilize bilateral agreements. Greater use of provisions for educational exchanges within these bilateral agreements should be made for non-formal education. It is important that Unesco Headquarters be aware of the needs of adult education in member countries and of possibilities of supporting their mutual cooperation. This can be achieved with the help of National Commissions for Cooperation with Unesco. The Unesco Regional Office for Education in Asia and Oceania should be informed about the needs of member countries for study visits and trainging programmes in specific areas, so that these activities could be included in future programmes. The National Associations for Adult

Education should assist the governments in selecting the best qualified candidates for observation visits and training programmes and should assure the best possible use of the knowledge or skills acquired in these programmes.

9. It is recommended that the member countries inform the Bureau well in advance about conferences, seminars, workshops, professional meetings and training courses in non-formal education to be held in their respective countries. The Newsletter should publicize this information for the benefit of prospective participants from other countries.

10. It is recommended that on-the-job training be financed by the requesting countries.

11. It is recommended that the National Associations or the contact persons seek the regular contributions of their respective governments to the International Institute for Adult Literacy Methods, in recognition of this organization's role in the promotion of literacy work and non-formal education.

12. It was suggested that host universities in member countries be encouraged to pay local expenses (tuition, books, room and board) for students coming from other countries in the region. It was also noted that some member countries have facilities for training middle-level workers in non-formal education.

13. It is recommended that IIALM be requested to provide detailed information regarding on-going research and studies in non-formal education. It is especially important to provide information about new areas of research and to undertake a comparative analysis or review of current research.

14. The Region 1 Bureau, in cooperation with member countries, should consider possibilities for arranging common studies which do not require great expenditures among member countries.

All the representatives of the member countries of Region 1 expressed their appreciation to the host country and to the organizers of the Seminar for their hospitality and for having created most favourable conditions for the success of the Seminar.

ASSOCIATION NEWS

The four-day workshop on training of village-level workers organised by Indian Adult Education Association in collaboration with Tamil Nadu Board of Continuing Education brought participants from Delhi, Punjab, Andhra, Karnataka, Kerala and Tamil Nadu to brave the sweltering heat of Madras in May.

The participants were all experienced adult educators at the University level or the field level, and the interaction of the two kinds of workers was one of the most valuable features of the workshop.

The group was happy to have in its midst Professor A.K. Jalaluddin, Director of Adult Education, Government of India, for the best part of two days, to have the workshop inaugurated by him and to be able to hear his candid assessment of both the achievements of past literacy programmes and the effects of development programmes in a society having inequalities built into its very structures.

This assessment made clear the motivation of the Central Government in inviting so urgently the co-operation of voluntary agencies in the National Adult Education Programme and in linking literacy with development and liberation.

The Workshop also had the privilege of a visit by Dr. Malcolm S. Adiseshiah, President of the Indian Adult Education Association and Vice-Chancellor of Madras University, for about two hours in the evening of the first day. After hearing a summary of the day's proceedings from Dr. R. Gomez, Director, State Resource Centre, Dr. Adiseshiah led a discussion, in which he first invited the participants to reflect on the different categories of persons likely to be enrolled as adult educators, so as to prepare training pragrammes suitable for each. He also invited reflection on training for different aspects of the work, such as motivation, co-ordination with officials, conscientisation or liberation, the technical aspects or pedagogy, and finally the training necessary for evaluation and for the establishment of more or less permanent structures for maintaining habits of literacy, such as establishment and management of village reading-rooms.

The presence of Sri S. C. Dutta, Hon. General Secretary of the Indian Adult Education Association, almost till the end of the workshop, was another valuable privilege. Mr. Dutta's contributions promoted harmonisation of differing viewpoints on several occasions while he always stood firm for the view that the goal of the programme is the liberation and organisation of the rural poor.

In the working sessions of the first day, reports were read on the work being done by different agencies of non-formal education in different states. Dr. Amrit Kaur gave an outline of the work done in Punjab, followed by Dr. Pillai for Kerala, Mr. Khajapeer for Andhra and Mr. Nagappa for Karnataka.

The reports revealed that the main thrust in all the existing programmes is literacy, or functional literacy. The group therefore resolved to concentrate on the remaining three alternatives, especially since the overall record of these two types is not one of great success.

Hence the deliberations would concentrate on strategies for training in (a) literacy supportive of a major development programme, (b) literacy with learning-cum-action groups, and (a) literacy for conscientisation and organisation of the rural poor.

The aim of all three of these was recognised to be social change of a kind to give the poorest and weakest their rightful place in society, a reasonable share of the economic benefits of society, and full civic and political freedom.

In view of this it was recognised that in most places the community to be dealt with as a unit was not the revenue village, but the hamlet or colony, which would be fairly homogeneous in caste, in occupation and in interests, and that if the adult educator was to be successful, he must be fully accepted by the community, and should preferably belong to it, being totally committed to its well-being.

Prof. Jalaluddin observed that the functions assigned to the adult educator were so many and varied that it might well be a team, rather than an individual, who carried them out.

Bearing this in mind the group proceeded to define the criteria for selection of the adult educator, a work which was completed on the following morning.

It was then proposed that, in view of the vital importance of motivation, and the fact that skills in motivation would be required of the educator, the strategies to be adopted should first be described, before proceeding to the components of training. This amendment to the agenda of the workshop being unanimously accepted, strategies of motivation already in use in different projects were described by different members, the strategies ranging from complete insertion into the environment and identification with the poor, to that of using existing rural Institutions as the point of contact.

Four strategies described were adopted, to be proposed as alternatives to agencies undertaking National Adult Education Programmes, according to their own possibilities.

On the proposal of Mr. Khajapeer, it was then resolved to define the roles and functions of the adult educator in the village, then the skills and competencies required for each of these, and the type of training needed to impart the competencies defined. This work occupied the remainder of the second day, and was completed only on the third day. The functions of the educator were defined as : motivation, preparation of materials, literacy instruction, organisation of the centre, organisation of discussion and action, and measurement, with record-keeping, both of progress in literacy and of changes in attitudes and economic or social life.

On the evening of the third day it was agreed that the actual training programme to be proposed to the group for adoption should be drawn up by Dr. K. Sivadasan Pillai, while Mr. S. Martin and

Mr. C. Subramanian should draw up a list of materials required for the educator's kit.

On the morning of Sunday, 7th May, Dr. Pillai presented his proposal to the group. It contained fully all that was implied in the discussions of the previous day on roles, competencies and training, and was accepted with only minor modifications. However as some found it academic in approach, an alternatve description of a training programme was also drawn up and presented before the lunch break. This too was accepted, and hence the group was able to offer two alternative types of training programme, either of which may be adopted by agencies desirous of giving their projects a thrust towards social change, according to the manner in which they consider the project should be organised.

The educator's kit was also adopted with a few additions, and since in-service and refresher training will depend on the kind of difficulties encountered by educators, a very brief outline of these was drawn up and adopted.

The afternoon was devoted to the framing of recommendations and resolutions, and the workshop concluded, with thanks all round for the shared work and the generous co-operation of all present, which had made possible the completion of the work within four days.

The major recommendations, besides those for the adoption of the objectives and the training policies laid down in the course of the sessions, concerned the necessity of genuine co-ordination between the departments of government and the Projects of National Adult Education Programme. On the proposal of Mr. Nagappa, this recommendation was given teeth by a declaration that the Collector, in his regular District Co-ordination Meetings, should bring to the notice of the government any failure of the officials to collaborate with the project authorities.

For its own part, the group resolved to request the Indian Adult Education Association to reconvene the same group, with a few representative village-level adult educators, after a lapse of one year or so to revise the training proposals in the light of experience, and to exchange informatian and ideas on training with each other in the meantime.

The members of the working group expressed their thanks to the Indian Adult Education Association for inviting them to share in this essential task, and to the Director of Nava Nirmana Social Institute and her staff, for having made their stay so pleasant.

Sister Catherine McLevy

Secy, T. N. Board of

Continuing Education, Madras

FROM OUR CORRESPONDENTS

Workshop on Role of NGO's in Adult Education

A two-day workshop on Adult Education for Non-Governmental Organizations working in Chotanagpur was held at Xavier Institute of Social Service, Ranchi on April 8 and 9, 1978. The Workshop was presided over by Shri S. C. Dutta, Hony. General Secretary of the Indian Adult Education Association, New Delhi. Shri Anil Bordia, Joint Secretary, Union Ministry of Education and Social Welfare, attended the Workshop and explained the National Adult Education Programme (NAEP), which is to be launched on 2nd October, 1978. Dr. R. R. Singh, Director of Education, Bihar also spoke about the State Plan.

One hundred and fifty persons, representing 90 non-governmental organizations (NGO's), industries and banks, and also Government officials took part in the discussions, which were conducted in Hindi.

The following resolutions represent the consensus that emerged at the concluding session of the workshop :

(1) Challenge to NGO's

The NGO's welcome the NAEP and are keen to give their full cooperation. The Government has thrown a challenge in assigning to the NGO's an important role in the promotion of adult education (AE). The NGO's in Chotanagpur intend to live up to the expectations placed on them by the Government and the peoples.

NGO's especially those which are deeply committed to formal education, will have to update their corporate objectives if they are to consider-AE as a basic task, rather than a marginal activity. Where a corporate commitment is made, it would not be too much to expect NGO's to assign a minimum of 10% of its existing manpower, financial and other resources to adult education. By adopting a shift system it should be possible to make better use of space facilities that have already been built up.

The NGO's intend to take up AE in a scientific and properly planned manner and to avoid amateurism or improvisation, surveys will have to be made of the needs of people and their expectations as well as of the local resources that can be mobilized. Programmes will have to be evaluated and continually improved. For this the assistance of Government and qualified persons and institutions will be needed.

The NGO's hope that an Adult Education Resource Centre can be built up in the region, to cater to the training needs of personnel, research, promotion, evaluation and preparation of training materials.

(2) Cooperation with Government

The NGO's intend to cooperate amongst themselves and with the Government. They hope that the NAEP will be administered in the spirit that promoted its launching and that a frank dialogue with the Government will make it possible to adopt the NAEP continually so that it can benefit the people.

The organizations particularly expect that the Education Departments of the respective State Governments will welcome upward communications from the field and will show efficiency and speed in forwarding and recommending projects submitted in bona-fide for financing by the Central Government. Two months should be the maximum time that the State and Central Governments can take for

processing an application and giving a definite reply to the applicant.

The NGO's that are operating in more than one state, could be given the status of 'National' organization and be given scope to deal directly with the Central Government.

(3) Content of Adult Education

From the NAEP it is clear that there are three major components in adult education : (a) socio-psychological motivation, the raising of awareness, generation of self-confidence and of power in people (b) literacy and numeracy as basic skills for participation in national life, and (c) upgrading of traditional skills and generation of new skills.

In situations of feudalistic relations of acute exploitation efforts at motivating exploited groups are bound to call up the reaction of vested interests, and efforts to suppress the movement, including the use of violence.

NGO's hope that when such confrontation do occur, the Government will stand with the people and assure the safety of AE workers if necessary against the local administration which might be in league with vested interests.

Consciousness-raising and Literacy are only one aspect when catering to people below poverty line, an AE programme, in order to meet the peoples needs, must aim at improving their earning capacities and, must therefore be linked up, or lead to, an economic betterment programme or be part of an integral rural development project.

Amongst the skills that have to be imparted in AE, the capacity for working together in cooperative ventures of production and especially marketing, are amongst the most vital ones especially in a region like Chotanagpur where cooperatives have by and large failed.

(4) Organizational set-up for Cooperation

The participants agreed that a consortium of NGO's and the Education Department at District Level would initially be the best form of organization. It would permit different organizations to get to know each other, and to complement each other's strengths and weaknesses. From the regularity of attendance at meetings, and the effectiveness with which each organization implements the decisions and commitments made at such meetings it would soon become clear which organization can be relied.

Later on the consortium could be allowed to grow into a more formal organization, with rules and office bearers.

The main task of consortium could be to provide a platform for interaction and cooperation on basis of equality, and also to a work out a code of conduct. In the promotion of AE self control, is likely to work better than external controls and bureaucratic procedures imposed by Government.

The consortium would also see to it that AE programmes funded by Government are not used for the promotion of party politics, sectariansm or for preaching violence or values that go against the Constitution of India, still another function would be to see that AE programmes reach all people in the district especially in the most remote areas, and to avoid overcrowding in more developed centres.

Fr. M.V. Bogaert s.j.
Director,
Xavier Institute of Social Service
Ranchi, Bihar

Programmatic Workshop, Chiangmai, Thailand

Participants from Thailand, Singapore, Indonesia, Philippines Hong Kong, South Korea, Malaysia and Australia, attended the Asian South Pacific Bureau of Adult Education region 3 workshop in Chiangmai recently. Also attending were participating observers from SEAMEO, the National Education Council, Thailand, the Ministry of Education and the Adult Education Division, and representatives of five universities in Thailand.

Mr. S. C. Dutta, India and Dr. Kowit Vorapipiatana, Thailand served as resource people.

The first three days of the Workshop took the form of an intensive examination of the purposes and approaches of the Thailand Adult Education Division. It included verbal and visual presentations, field visits to a number of the Division activities including the Lifelong Education Centre in Chiangmai, walking teacher and functional literaly classes and village newspaper reading centres.

On the fifth day participants divided into four working parties to consider priorities and draft proposals for ASPBAE Region 3 for the next 3-5 years. Over 30 proposals were considered in full conference.

Further Information, Chris Duke, Chairman, Region 3, Centre of Contining Education, Australian National University, Canberra, Australia.

Students to Educate Adult Illiterates

The University Grants Commission has approved the plan of Madras University for participating in the national programme of adult education. Three lakhs adult illiterates in the State would be educated under the scheme by the end of sixth plan period. The Vice-Chancellor, Dr. Malcolm S. Adiseshiah, said that University Grants Commission has earmarked a sum of Rs. 2.5 lakhs for this purpose. Under this programme students from 165 colleges would spend two hours every week in educating the adult illiterates.

In the new 10+2 pattern of education students upto 10th standard would spend 20 percent of their weekly time in "socially productive work" by serving in institutions relevant to their courses of study.

A New Journal on Adult Literacy and Basic Education

The Commission on Adult Basic Education associated with the Adult Education Association of the United States has started publishing a quarterly Journal entitled "Adult Literacy and Basic Education". It gives research, opinion, news and practices on Adult Literacy and Basic Education.

Smt. C. K. Dandiya, Vice-President, IAEA is a member of the Editorial Board of this magazine.

The subscription rate is $ 11.00 for one year and $ 20.00 for two years. Further information from : Adult Literacy and Basic Education, 203 Petrie Hall, Auburn University, Auburn, Alabama, 36830, U. S. A.,

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Special

JAGDISH CHANDRA MATHUR

Number



A MAN OF MANY PARTS

*Dr. Malcolm S. Adiseshiah**

I have known and worked with JC Mathur over the years when he was Director General of All India Radio, when he was Additional Secretary of the Ministry of Food and Agriculture, when he was an FAO official in Bangkok and as a colleague and Editor of the Journal of the Indian Adult Education Association.

In all these encounters, Mathur brought to his tasks a high degree of scholarship and wisdom. He belonged in effect to the academic world with his capacity to analyse, theorise, conceptualise and synthesise. Alongside of these scholarly qualities his words and action were based on a store of inexhaustible wisdom, which leavened his scholarly thought and humanised his action. This can be seen in the way he lifted the level of thinking and the quality of the message of the Journal of the Indian Adult Education Association. His editorial and his idiot boxchatter are enduring and trail blazing paths for adult educators that he has left behind.

Mathur's inner life was charge by a deep concern for the poor man, who is also the common man in this country of ours. The many programmes that he pioneered in All India Radio for the small farmer, the marginal farmer and the landless labourers culminating in the Farm Forum and the enthusiasm and insight he brought to the organisation of the Small Farmers Development Agency and the Marginal Farmers and Agricultural Labours Agencies when they were first formed, still rings in my ears as I listened to him telling me in Paris the new vistas that these opened up for Unesco and the UN Agencies in pioneering in the fight against poverty and injustice in this vast beloved country of ours.

His concern was MAN and all man, and the equal time and attention he gave to helping to meet man's intellectual, material and spiritual needs were arresting. I recall sitting and listening to him for hours as he recalled at Udaipur the various and varied art forms of Rajasthan, Uttar Pradesh and Bihar—their music, dance, theatre, sculpture, the persons who were helping to conserve them and the need for the country and Adult Education to understand the importance of this cultural-spiritual sector as part of the totality of our human existence and our national inheritance.

Whether it was the Mass Media, Agriculture, Adult Education or Culture, to Mathur also these parts of man's estate had an universal dimension. To him, there were no walls separating regional, national and international resources and concerns when we were dealing with Man. Whether it was with Unesco in Paris or in FAO in Rome or Bangkok, or with the International Institute of Adult Literacy Methods in Tehran, Mathur was at home, giving of his riches and receiving in return generously. His work as did his thought, had always a simul-

*President, Indian Adult Education Association.

taneous national and international spectrum, in which so many of us, his friends, from all over the country and the world lived and grew.

And that is the note on which I wish to end of, JC Mathur the man, the friend whose inter personal relationship were enriching, unforgettable and ever abiding. He always came back to this personal equation, which is that in the end what one carried away from an encounter with him—of a man wise, knowing, reaching out to give and learn at all times, and whom one was proud to call one's friend. That memory nothing can erase.

THE LATE SHRI J. C. MATHUR: A TRIBUTE

*Dr. Mohan Sinha Mehta**

The Indian Civil Service was organised during the time of British rule in this country. It was modelled on the pattern of their Home Civil Service in the United Kingdom. The persons who competed for and were successful in being selected for the I.C.S were mostly talented people with a high standard of University Education. This service had a fine reputation for integrity and efficiency in public administration. The members of the I.C.S. were entrusted with a variety of duties which called for a sense of uprightness, steady application, capacity for decision making, mental resourcefulness and a sense of devotion.

By and large it would not be incorrect to say that after long years of experience in administration of working under the constraints of elaborate rules and regulations, and of executing policies conceived by superior authorities, an average Civil Servant, while he became very proficient in routine administration, at the same time lost the qualities of imagination, bold initiative and innovatory attitude. This would be true of a large majority of Civilians. The conditions of their functioning were obviously responsible for the formation of this habit.

But it is also true that there were some remarkable exceptions to this general condition. Many members of the Indian Civil Service both Indian and British retained a fresh outlook and were able to keep alive their capacity of viewing matters and situations with intellectual courageand independent thought. J. C. Mathur was, it appears, one such exception.

I first met J. C. a long time ago. I was the guest of his father when the latter was the Principal of an Intermediate College at Khurja (Western U. P.). That was in 1921-22 when J. C. was a young school boy. Perhaps nobody in Delhi or Bihar had known him for such a long time as I did. But then we lost touch with each other. Our spheres of worklay far apart. He joined the Civil Service and was alloted the Province of Bihar in which he served with distinction before being called to the Centre.

Later when he was a Senior Secretary in the Central Govt. I had the privilege of working with J.C.M. in several Committees, Conferences and also in a Task Force of the Planning Commission. It was a pleasure to watch his mind in action when the matters concerning nation building departments of the country were under consideration. I specially remember the statement which he and I had drawn up (along with other members of a Standing Committee of the U.G.C.) on the responsibility of our Universities in promoting programmes of adult/continuing education for the community as an extramural activity. That was seven or eight years ago. His contribution in preparing that note was indeed valuable and I felt proud of it. That note was sent round to the Universities of the country as guidance for action in an important and deplorably neglected area of public education.

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Apart from general administration in which J. C. had considerable ability and experience, his personal approach to the issues of social justice, the lot of "the lowest and the lost" in our society, his views on educational problems, his constructive plans for improvement of agriculture for the economic betterment of the rural people and other similar subjects marked him out as a person with a sensitive nature and social vision.

It would not be easy for me to do full justice in this brief note to J. C. Mathur's total personality, his versatile interests and his deep feelings of sympathy for many public causes. I would therefore confine my remarks mainly to one special interest of his life which made him so different from and superior to the ordinary run of successful Civilians and administrators whom we have learnt to like and admire.

J.C. felt deeply devoted to the need and value of the study of our indigenous folk art and traditions. He was very earnest in reviving and strengthening India's folk lore, and made great sacrifices in discovering and publicising it. Just two months before his sudden death he visited Udaipur and on returning to Delhi wrote a moving editorial in a journal on what he saw and admired at the jubilee celebration of the Bharatiya Lok Kala Mandal. He referred with his usual zeal to a number of rural artists and performing groups who had assembled on the occasion. This is only one solitary and recent evidence of his great personal faith and fervour for the power and inspiration of our rich tradition. He always deplored its neglect and decline under the modern hybrid educational and cultural influences which have adversely affected the quality of our national life.

One sat by and listened to him with joy and excitement when he related his views and experiences about the precious haritage in the form of institutions, performances, artistic achievements, pictures, dances. songs, scenes etc of the traditional type. His keenness and insight in churning out cultural values, interpreting their social and historical significance were inspiring. In his passing away we shall be deprived of this very precious advantage. He had intimate knowledge of the historic sites and places of Bihar State, which nurtured Budhism, and, to a less extent, Jainism, two great religions in India.

J. C. was a Hindi writer of no mean reputation. His play (in Hindi) conceived around the legend of the famous eleventh century temple of Sun-god at Konark (in Orissa), now under the care of the archeological department, has immortalised in North India that magnificent structure of architectural and artistic grandeur. This play brings out clearly J.C.'s mental and emotional charateristics in relation to matters of art, culture, social history and national achievement.

I am sure that other traits of his character and attainments will be discussed by other writers of this volume.

J. C. Mathur expired when he was still physically fit and was full of mental vigour. We had great expectations from him in enriching our public life, now that he had finally retired from the services of the Government and the United Nations. He looked remarkably young for

his age. So far as I know he did not dye his hair. No gray streaks or patches were to be seen on his head. His voice had the strength and vigour of a man of forty. He was an affectionate friend, powerful writer and a robust thinker. His sudden death was a great shock and caused much grief to a large circle of his friends and colleagues. He had the distinction of being selected for a year's study in the Redcliffe institute (Harvard University) in the U. S. Many of us strongly feel that our country and its government could have taken much greater advantage of the moral qualities, social fervour and intellectual vigour of Mr. Mathur in the interest of our country's progress than was actually done.

SHRI JAGDISH CHANDRA MATHUR : A TRIBUTE

*Dr. L.M. Singhvi**

In the death of Shri Jagdish Chandra Mathur, Adult Education in India has lost a true friend, philosopher and guide. A man of diverse interests and versatile ability, Shri J.C. Mathur was endowed with deep sensitivity and wide sympathies. He refused to compartmentalise creativity. He viewed life as an integrated and a many-splendoured quest. He was a member of the Indian Civil Service and proved himself to be an able and dynamic administrator, but his abilities were not confined to the field of administration. Indeed he brought to bear on his administrative functions a rare and exceptional breadth of vision and depth of perception. As Director-General of All India Radio, he won the approbation of one and all. The tasks were, no doubt, challenging but he proved equal to them in his official career in India as well as during the period of his international assignment abroad. He came to be held in the highest esteem by those who knew of his work and the quality of mind which he brought to bear on it. He was not only an able administrator, he was equally a brilliant scholar. His scholarship imparted to his personality an added dimension of depth. He was not only a scholar and a man of letters but was also an outstanding creative litterateur. His plays and other writings in Hindi will long be remembered for their thought content, for his chaste and powerful diction and for his remarkable sense of history and human drama. He was an eloquent and articulate speaker besides being an engaging conversationalist. One could talk to him on a wide range of subjects and experience his wit and wisdom and sincerity. He had a sense of humour which made him a delightful companion.

He was a man of natural urbanity, charm and courtesy. At the same time he was a profoundly earnest man. His earnestness was real and transparent and contageous. You could not sit with him and be frivolous. Nor could you take him for granted. He took discussions seriously. He was invariably polite but he could also be unyielding and tenacious on issues on which he had strong views. He was a true and authentic product of modern Indian renaissance, deeply patriotic, human and conscious of the glorious heritage of India.

We shared together a deep interest in Adult Education which he had come to regard as an activity which merited the highest priority on the national agenda. We exchanged ideas on many occasions and worked together, inspired by Dr. Mohan Sinha Mehta, on proposals for a national plan on Adult Education for Democracy. Indeed we talked about it only a few weeks before his death. Little did I know then that it was to be his last visit to my home and our last conversation together. His death came as a shock and a deep disappointment for I thought that in his retirement he was embarking on an exciting and constructive adventure of outstanding national service, as a citizen free from the encumbrances and inhibitions of office. His death is a grievious blow to his many fields of interests, most particularly to Adult Education.

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The most fitting tribute to the late Shri Jagdish Chandra Mathur would be to continue the excellent work he was doing for Adult Education for and on behalf of Indian Adult Education Association with redoubled vigour and renewed dedication and to establish a national programme of Adult Education for Democracy.

Condolence Message from Evaluation Committee of Farmers' Training and Functional Literacy Programme

The Evaluation Committee of Farmers' Training and Functional Literacy Programme expresses its deep condolence on the sudden and untimely demise of Shri Jagdish Chandra Mathur who would have presided this meeting today. In his death we have lost a well-known author and play wright, an able administrator, a distinguished Adult Educator and an internationally known figure in the field of traditional drama, folk arts and culture which are the vehicles of adult education. The Committee places on record the unique contribution that he made to the growth and development of adult education in India and for the pioneering guidance given to the programme in its many dimensions in this country. The birth of Farmers Training and Functional Literacy Project in India can be traced to his efforts when he was in the Ministry of Agriculture.

All the members of this Committee will miss the direction that he would have provided us during the remaining term of the Committee; the Interim Report prepared under his able guidance, however, shows his depth of understanding and analytical capacity to suggest the remodelling of the Programme in the interest of its effective organisation and implementation.

JCM: A CREATIVE ADULT EDUCATIONIST

*A.R. Deshpande**

No one knows whom, where and when the lightning will strike. The ever-active, youthful, cheerful personality of Jagdish Chandra Mathur comes before my mind's eyes. Udaipur—Indian Adult Education Conference -- 8th, 9th, 10th October — Mathur — keenly attentive — inwardly reacting—mentally recording. The scene is projected like a flash —back. Last day—we loiter in the precincts of Dabok near the Conference pandal—Mathur sits cloistered in a corner room—deeply engrossed in writing the concluding statement—A difficult job indeed to bring some cohesion in the mass of incoherent ideas thrown out in the group discussions in the Conference. Mathur's comprehension was at its best in such ticklish tasks. He brings out a statement that satisfies every one—Then his thought-provoking editorial loud thinking —Articles in the Indian Journal of Adult Education, striking a deeper introspective note in a wider perspective—Hardly six months pass—The shocking news comes—Mathur has ceased to think—He left us for ever on 14th May '78—Just 61—That is not the age to pass now a days when life expectancy has become much longer.

Having worked with some ICS men and come in contact with many, I could soon discover that Mathur was different. He was not of the archetype; a mould of self-imposed aloftness, assumed superiority and I-know-all attitude nurtured by meek acceptance of favour-seeking persons. He was one of the few exceptions among that cadre. He was of that rare type whose high intelligence was not merely a storage of memorised information, but was original and creative also.

Mathur had the creative urge. That made all the difference. I came first to know him by name as author of the Hindi play KONARK. Afterwards as an ICS Secretary of Education of Bihar, I was then incharge of Social Education Programmes in the Community Projects Administration. It was the 1952-57 First Five Year Plan period. The high level table-top planners expected to achieve Alladin-Lamp wonders. Experience-based counsel of practical considerations and of slow-but-sure-going-ahead were being played down then. The unwarranted assumption that the whole country was afire with tremendous zeal for self-improvement ruled supreme. Not to share that feeling and to appear cautions resulted in being looked down as a doubting Thomas and a wet blanket. Making unlettered people literate was considered such an easy thing to accomplish that an ignorant enthusiast who had managed to get at the helm of administration, decreed that a batch of newly recruited trainees in Social Education should make a whole township literate within the five-months training course. To him his wishes were horses.

I found a more considered approach in Bihar. The credit goes to Mathur who was then the Education Secretary there. As was his habit he must have taken stock of the 1937-39 campaign of Adult Literacy In Bihar—its achievements and failures. Bihar was indeed in the forefront of Adult Education in those years, but the campaign left never-to-

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be-forgotten lessons. The realization that the attack on illiteracy cannot be successful if it is one-pronged only must have come to his mind. So, Bihar evolved its five-lined 'Panchsutree' programme.

Literacy then became a part of Adult Education which fell in line with the new concept of Social Education. Campaigns for literacy fail to yield results if there is not enough motivation. It cannot be taken for granted. It has to be generated. Realising this, the Panchasutree programme laid stress on cultural activities like folk songs and dramas. Mathur himself wrote "Kuwar Singh Ki Tek', a play simple enough for being enacted by the village folk. I saw it being staged at the National Seminar at Paschmiwahini—near Mysore in 1955 by Social Education workers of Bihar. The play evoked admiration and respect in my mind for Mathur, the ICS Secretary of Education of Bihar, who was its author.

Soon after, Mathur came to Delhi as the Director-General of All India Radio. I came in closer contact with him. He carried his interest in Adult-Social-Education there. Television had just started in Delhi and the Social Education effect of it had to be evaluated. This important task was assigned to the newly-started National Fundamental Education Centre of which I was the Founder-Director. We had frequent meetings, for planning the programmes and for determining the techniques of evaluation. The task was accomplished with speed and the report was submitted to the Unesco at Paris in record time. Unesco had partly financed the programme. It was Mathur's enthusiastic interest in Social Education and his constant support which made this achievement possible. The report was much appreciated by the Unesco.

The more I knew of Mathur, I found that his main interest was Adult Education. He carried it with him when he next became an Additional Secretary in the Ministry of Agriculture. There he conceived the Farmers' Functional Literacy Programme. He put it in operation with Unesco's aid. The Unesco chose him as a member of the International Committee on Out of Schod Education. Mathur remained devoted for ever to Adult Education.

Mathur was equally interested in creative literature. He gathered in All India Radio many distinguished literary persons. His tenure as Director General of All India Radio was remarkable for programmes and seminars on important literary subjects and for re-oriented cultural festivals. My wife, late Professor Kusumavati Deshpande was then the Chief Producer. We had many occasions to discuss literary problems. Mathur's deep interest in literature became all the more evident. We were full of admiration for Mathur's capabilities. He was a hard-working man. It was a wonder how while ably shouldering the onerous responsibilities of a Director General, he could find time for listening to different Radio programmes and also for keeping in touch with literature. Such men are rare indeed.

J.C. MATHUR : REMINISCENCES

*Dr. P.D. Shukla**

My first contact with the late Shri Jagdish Chandra Mathur (More known as Shri J.C. Mathur) took place in the fiftees when he was Education Secretary, Government of Bihar and I was Deputy Educational Adviser and Head of the Division of Basic and Social Education in the Central Ministry of Education. I was tremendously impressed by his simplicity, knowledge, understanding, enthusiasm for work, and sympathy for the common man. When I toured Bihar for about ten days, I was struck with the appreciation and feeling which educational workers of the state had for their Government Education Secretary. He also personally knew, mostly by name, the devoted public workers of the state and gave them every possible encouragement, support and help.

It was on his initiative that Bhajan Mandalies, involving local talent, were organised in Bihar. A Mandali would come to the village when its adult residents were to be free, and it would sing Bhajans and folk songs. This would become a centre of attraction for the people to gather. The message of social education was then communicated to them and the same was followed by setting up in the village one or more literacy classes. I was a witness to one such function. Shri Mathur was also responsible for organising a network of rural libraries in the state as a follow-up programme for the neo-literates and others.

I again came in his contact when he was selected to work as Director General, All India Radio, New Delhi. He initiated the schemes of Radio Rural Forums, Vividh Bharati and recitation of bi-lingual poetry. The significance and value of the first two schemes is well known. It is the last scheme with which I was more impressed. I had the privilege of attending annual sessions of the programme in the premises of the radio station in Delhi. It was most enjoyable and stimulating to hear a poem in one of the Indian languages and then its poetic translation in Hindi. It required considerable resourcefulness to locate talented poets of different Indian languages and those who would do proper translation of the poems in poetry form in Hindi.

Shri Mathur and I then collaborated in the national scheme of giving functional literacy to the farmers. I must say that the idea about the scheme was mooted by Shri Mathur when he was posted as Additional Secretary in the Central Ministry of Food and Agriculture during the late sixties. He was at that time in overall charge of the scheme to propogate use of the high-yielding variety seeds for agricultural production—a very large and powerful scheme which led to the famous green revolution in the country. It was Shri Mathur's fertile imagination which thought of linking literacy and general adult education with agricultural production. The two schemes were to help each other. The suggestion, when made to the Education Ministry, was not only welcomed by it but was soon developed into a sound educational scheme. Shri Mathur from the Ministry of Food

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and Agriculture and I, as Joint Educational Adviser incharge of general education in the Ministry of Education collaborated on behalf of our respective ministries. And through a number of consultative meetings and discussions an integrated programme was formulated. The adult education scheme was named as Kisan Saksharata Yojana. It started showing results and was found to be a potential scheme.

I and Shri Mathur had several other occasions of working together or exchanging views on education of the adults in the modern context. These were provided by the Indian Adult Education Association, India International Centre or some other organisation; and I think each such intellectual get-together brought us nearer to each other. In one such forum Shri Mathur made a statement that literacy in India does not increase because the vested interest including the government does not want it. My immediate reaction to this statement was of non-acceptance, for I consider lack of motivation on the part of the illiterate as the most difficult hurdle in the success of the literacy programme. This consideration should apply not only to India but also to other countries which, during the last two to three decades, have made similarly not-very-successful efforts to remove illiteracy. Let us hope that the national programme of adult education being launched on Gandhiji's birthday this year (2nd October, 1978) with full political support will succeed, although I am not aware of the elements which will ensure willing participation of those for whom the programme is being launched.

Shri Mathur's last involvement in adult education work was his Chairmanship of the Editorial Board of the Indian Journal of Adult Education and its Honorary Editorship. I am a regular reader of the journal. The quality of its contents and its status went up due to Shri Mathur's efforts and contributions. Let us hope that the Association will be able to maintain that high standard. Earlier, I had known Shri Mathur to be an author of creative Hindi literature. He had aquired a position in that field too.

The contribution of Shri J.C. Mathur whether as a litterature or as an adult educator gets specially enhanced when we remember that he was a member of the Indian Civil Service—the steel frame of the British empire. Very few members of that service or those of its successor, the Indian Administrative Service, have been found to take an enthusiastic and sustained interest in any specialised field of development or of social service. Some of them have even been heard to speak against such enthusiasm lest they get commited to any particular policy, programme or scheme. It must in this connection be added that as a public administrator also Shri Mathur was reported to be very efficient and successful. He created an impact of his personality wherever he was posted.

JCM

D. P. Nayar

I first met Shri J. C. Mathur when I went on my long tour of the Eastern States in 1952 from the Planning Commission. He was then the Education Secretary of Bihar. Basic education was still seriously thought of and Bihar, under the leadership of Acharya Badrinath Verma, the then Education Minister of Bihar, held the flag high. He had in Shri J.C. Mathur a very able lieutenant.

I was drawn to him immediately by his friendly smile. He always spoke loud and clear. That suited a man of conviction. And that is what Shri Mathur was—a man seeking truth and proclaiming it with force and conviction. I was also surprised that a member of the steel frame—he belonged to the Indian Civil Service and who consequently had been brought up in its tradition of "isolated splender"—should be so keen to get to the grass-roots. He had far flung contacts with ground level workers—whether it was a village school or a village library or a folk art ensemble.

These were the roots struck in the ground even as early as 1952, which reached their fruition in the matter of art when he became the Director-General of All India Radio, and in the field of adult education when he became Additional Secretary to the Department of Agriculture and later on when he was Consultant to the Food and Agricultural Organisation. And he served all these causes till the very end with singular devotion. He was the editor of the Journal of Adult Education of the Indian Adult Education Association. His contribution to the National Seminar/Conference on Education for Rural Development, held in December 1976 was among the most significant contributions. It was profound and original. Even in the last Conference which I attended with him—that of the Society for International Development on Alternative Development Strategies—during the current year his enthusiasm was unabated, his clarity of ideas sharp like a razor, and his sparkling eyes, when speaking—which he did with force to the very end.

His memory will continue to inspire those who had come in contact with him with his great humanity, gentleness, dedication and enthusiasm.

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JAGDISH CHANDRA MATHUR

*Dr. Prabhakar Machve**

I could not believe the news. He was just 61, hardly five months elder. I had met him at the prayer-meeting on the thirteenth day after Dr. Shyam Parmars' death. He had even said in no unequivocal words that he will no more accept any thing which is in the nature of a government job. He will prefer to work in any advisory capacity. He had great respect for J. P. and he wrote a long article on *Antodoya* (the uplift of the last and the worst affected class in the social rung) in *Dharmayuga*.

I had heard about his good work as Secretary in Bihar, from *Rahulji*. He was the one person who helped the *political* detenues in Hazaribag and other jails. He permitted them to be supplied books. Before Swaraj, there were very few ICS men, who loved their own languages and wrote in them. Those who were nationalist activists left the cadre, joined the movement in 1942, like H. V. Kamath, R. K. Patil, and so on. But all other bureaucratic workers were not necessarily anti nationalists. There were many sympathisers in the rank and file.

Jagdish Chandra Mathur was a brilliant student of history and literature. He was an administrator, but he continued to keep up his interest in Folk Arts, and in the education of the masses. After independence, the first President of India, Dr. Rajendra Prasad wanted to develop four centres in Bihar, for higher studies in Pali (Nalanda), Prakita (Vaishali) Sanskrit (Darbhanga) and Hindi (Patna, Bhagalpur, Magadh Universities). Classical and modern languages were to be studied in depth. J. C. Mathur implemented the scheme successfully. VAISHALI ABHINANDAN GRANTH records that achievement.

J. C. Mathur was a playwright in his own right. Every one-act play he wrote was based on detailed historical study. KONARKA was his first full length play in Hindi for which he got inspiration from the Oriya play *Dharmapada*. He was posted in Orissa for sometime. He knew all these eastern languages very well. When I told him that the late *Birmchikumar* Bawa of Gauhati University had a manuscript of ANKIYANATA, a play in devanagri-script with lot of Maithili in it, he jumped at the idea, procured the manuscript, passed it on to Dr. Darsharath Ojha of Delhi University. Later it was published as one of the early Hindi Plays. He knew Bengali very well. His article on Sudhindrantha Dutta in *Das Tasveeren* is very brilliant.

It was Mama Warerker who told Dr. B. V. Keskar, and brought Mathur as D. G. of All India Radio. He put his heart and soul in rejuvenating it and making it a real fine cultural Centre, by appointing literary and musical masters as advisers and producers. It was in his D. G. ship that radio stations had lusts and portraits of great artists displayed. It was his ingenuity that folk-theatre parties gave live performances to select invited audiences in opinion broadcasts. The

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gap between elitistc (*Margi*) and common man's (Desi) theatre was briefied. He himself serjited a play in folk form for the centenary of 1857, on Kunwar Chetsingh. He issued orders that as long as he was D. G. no play written by him should be broadcast.

He was appointed Hindi Adviser to the Home Ministry, after Dinkar's relinquishing the post. He also helped in the Freedom Fighters' Pension scheme. He worked in several capacities in the Food and Agriculture Ministry and F. A. O. also in the Adult Education schemes for South-east Asia with the Unesco. Whatever work he undertook, he did it with dedication and devotion. He had a dozen books to his credit in Hindi and in English. He was the pioneer in India in applying traditional media like, puppetry, to mass education and adult literacy and social welfare schemes. His contribution had a silent but solid and significant effect on the changing attitudes of million dwelling in huts and slums in distant parts of India. It is a pity that such a talented and original social worker was snatched away by Death in such young age.

He had great admiration for Gandhi. Yet he was progressive in his outlook. Every young author in Hindi was known to him. He was an avid reader. He was very friendly to me. He loved things which elevated life and so he was an admirer of all fine arts. At the heart of hearts he was an educationist and believed in art to be purposive and socially committed.

Let his soul rest in peace.

A LIFE-LONG ADULT EDUCATOR

*Dr. N.A. Ansari**

I have with me the pleasant memories of my association with the late Shri J.C. Mathur for over quarter of a century. I heard about him in 1956 when a Unesco sponsored Radio Rural Forum Experiment was conducted in Poona. Next year, i.e., in 1957, I met him for the first time during a Conference organised in the National Institute of Audio-Visual Education. My last meeting with him was in connection with the deliberations of Evaluation Committee on Farmers' Training and Functional Literacy Programme of which he was the Chairman and I had the privilege of being the Member-Secretary. Thus, during the period 1957-1978, I have had the privilege of meeting him several times and benefitting from his guidance on different aspects of adult education.

2. I vividly remember Shri J.C. Mathur's unique contribution in the Meeting of the Study Group on Adult Literacy, jointly organised at New Delhi by Unesco, NCERT and the Ministry of Education in 1964 (about one year before the World Education Ministers Conference was held in Tehran in 1965). Literacy in that Meeting was considered to be a component of a whole package of improved practices in different developmental activities such as agriculture, health, industry and labour. Several Projects were prepared in that meeting having the component of literacy. In this way the seeds of work-oriented functional literacy were sown 3 to 4 years earlier than the introduction of the Farmers Functional Literacy Project in India in 1967-68.

3. Shri Mathur gladly accepted the invitations and requests made by us (National Fundamental Education Centre, Department of Adult Education, NCERT, Directorate of Adult Education as the organisation has changed its nomenclature several times since 1956 when it was born) for participation in the orientation and training courses, writers workshops, Seminars and Conferences on Research and Evaluation and organisational, administrative and financial aspects of different types of adult education programmes undertaken by the government from time to time. Mention may be made of the mass literacy campaigns on the pattern of Gram Shikshan Mohim, Functional Literacy for different sectors of population, such as, for women and farmers, nonformal education for out-of-school and adults, life-long integrated education and university adult education.

4. He always kept himself in the position of a beneficiary in an adult education programme and then visualised its contents, methodology, materials, etc. Shri Mathur's varied experience in the Ministries/Departments of Information & Broadcasting, Agriculture and Education gave to adult education programme a unique blend. I still remember and very vividly what he used to say about the bottlenecks about the integrated programme of Adult Education due to lack of coordination between the different components. He reiterated that it was not the monopoly of the Education Department alone.

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5. He gave due emphasis to the competent voluntary organisations working in the field of adult education and I remember his concern for growth of such institutions for their continuous professional growth. As an instance I may refer to his participation in the meeting of the Executive Committee of the Literacy House, Lucknow, held on March 28, 1978, in which I was also present.

6. I am just mentioning his valuable contribution in the field of adult education alone and I am not touching the fields of Hindi Literature, administration, art and culture, etc., in each of which he had distinguished himself admirably.

7. I would like to make a brief mention of his depth of understanding and analytical capacity in suggesting the remodelling and restructuring of the Farmers' Training and Functional Literacy Programme as embodied in the Interim Report of the Evaluation Committee prepared in November, 1977. The Programme has been visualised as a Farmers' Open University without the conventional campuses and faculties but with a loose country-wide continuing net-work of learning-cum-production groups of farmers and rural workers assisted by governmental and non-governmental agencies.

8. His main qualities particularly his humility were a source of inspiration to every one who met him and I would like to quote Dr. Iqbal here:

हज़ारों साल नर्गिस अपनी बेनूरी पे रोती है,
बड़ी मुश्किल से होता है चमन में दीदावर पैदा ।

LATE SHRI JAGDISH CHANDRA MATHUR

*Devilal Samar**

I had known Shri J.C. Mathur since 1956; when he was the Director General of the All India Radio. He was then in charge of the Song & Drama Division also. The Ministry was to produce a dance dran a on the concept of democratic decentralization, for which all top ranking coreographers of India were invited to submit their scripts. I was also one of them. Accordingly a script entitled 'Indrapuja' was submitted on behalf of the Bhartiya Lok Kala Mandal which was adjudged as best and I had & Bgood luck of producing 'Indrapuja' for the Ministry of Information Mrroadcasting. It was then, that I had an opportunity of meeting the Mathur so often and establishing close contact with him. Although we were the producers of the play Mr Mathur's contribution in making it a worthwhile creation cannot be forgotten. It was due to Mr Mathur that Indrapuja could become pupular and could interest persons like Pt. Jawahar Lal Nehru. Its rural version was altogether Mr Mathur's creation. He was a man who was much more interested in others than in himself. He was in the habit of picking up persons of versatile genius and provided them opportunities to grow. Our Institution, the Bhartiya Lok Kala Mandal always occupied a soft corner in his heart and he was closely associated with it in all its activities. He used to take pride in its development and whenever and in whichever capacity he came to our institution he used to say that it was a pilgrimage to him. He was regular contributor to our magazines and presided over many seminars and workshops organzied by us. Mr Mathur's contribution to the present growth of our institution is incalculable. He always used to send his valuable suggestions for the development of the institution.

He used to consider me as an expert in folk dramas and found opportunities to meet me to discuss about the various aspects of folkplays, particularly those of Rajasthan. Though being a learned person himself and an authority on folk plays he was most unassuming and generous. He always had a note book and a pencil in his pocket and used to note down even the minutest and most insignificant point he could collect from different sources.

He had immense knowledge of the field and had travelled extensively in pursuit of the folk drama techniques of Indian origin. His knowledge was vast and the treasure of informations that he had always placed at the disposal of those who wanted to take advantage of them.

Mr Mathur was generous, large hearted & affectionate. He was a friend of every body and enemy to none. His welwishers and admirers are numerous; and spread every where. He was always prepared to share his knowledge with others. Once when I went with him to Chittore for the study of Turra Kalangi, a style, he was mad after. After seeing the performance we discussed its dramaturgy and other

*Founder Director, Bhartiya Lok Kala Mandal, Udaipur (Rajasthan).

salient feature's for nights together. He would never impose his ability on others but would submit politely to others views. For all the aspects of Rajasthan folk arts he was kind enough to consult me and tally his observations with mine. I too considered him as the greatest genius of our time and valued his guidance in all progressive steps taken in our institute.

He was a dramatist and connoisseur of Indian puppetry also. His plays left a deep impression on those who witnessed them. As the Director-General of the All India Radio it was his mission to help poor artists and provide them opportunities. The patronage received by traditional puppeters from the Song and Drama Division was all due to his efforts. The puppet play 'Kanwar Singh Ki Tek' produced by Shri Mathur through Sagar Bhate & his group was a master piece. The experiments in puppetry, conducted in Lok Kala Mandal, were mostly due to the inspiration we received from Kanwar Singh Ki Tek.

The last visit of Shri Mathur to our institution was in Feb. last. He was kind enough to grace our Silver Jubilee celebrations by his presence where he presided over the All India Seminar on performing folk arts. His expression for various functions of the Jubilee can never be forgotten.

They were :—

(1) Bhartiya Lok Kala Mandal is a place of pilgrimage for me.

(2) Shri Samar's way of working in the field of folk arts is that of a humanitarian first, and a scholar afterwards.

(3) The Vaseela puppet play and the Ramayan produced by the Lok Kala Mandal are land marks in the history of Indian puppetry.

(4) The various publications of the Bhartiya Lok Kala Mandal are a source of inspiration to all.

Shri Mathur's untimely death is a great loss to our country. He will ever be remembered for his generosity, kind heartedness, friendly attitude and scholarly pursuits. The conclusions drawn by him in respect of folk and contemporary theatre-arts will always remain as guide lines to those working in the field.

J. C. M. AS I SAW HIM

*Bimla Dutta**

Have you seen the sky at sun-rise? A strange and beautiful blend of crimson, golden, orange, black and white clouds. They are all blended into each other. You cannot draw a hard and fast line separating them at any point.

If you have not enjoyed the beauty of the sky at dawn, then take a drawing sheet of paper. Apply different colours on it. Let it dry, then wash them gently. Let the sheet dry. What do you get? Again a beautiful blend of different colours. Can you say it is crimson? No. Can you say it is blue? No. Can you say it is red? No. Then what is it? It is all. It is blending of all. Those who have seen the beauty of the sky at sun-rise, those who have washed colours on a drawing paper, those who have ever tasted cocktail, those drink blended tea, those who drink a mixture of phalsewa and orange squash can understand the sweet and multi-faceted nature of Shri J.C. Mathur. He was a proportionate blend of all good and fine qualities and talents. He was a master of all that is beautiful and humane on the earth. He was a genius.

Being a son of a devoted principal of a college, he inherited interest in education. After being selected in I.C.S. he was posted in Orissa and later was posted in Bihar as Education Secretary. He liked his job and worked day and night to explore new methods and techniques in the field of education to bring more children and adults under the fold of education.

He had a historical bent of mind also. While he was living in Bihar, the birthplace of Mahavira and Budha, he became interested in the life of both, studied the history of Bihar and these two philosophers and saints. But he was much aggrieved at the fact that the land which gave birth to two such eminent thinkers and teachers, which once had one of the oldest democracy Vaishali and in the 20th century also; which gave birth to so many leaders who fought for the Independence of the country, is now inhabited by the poor and illiterates. So he founded a Vaishali Sangh. Till the last day of his life he tried hard to inculcate the democratic ideas and folk arts and propagate the welfare of the people of Vaishali through this Sangh. He founded a Pali Institute so that it may become easier to interpret Buddha Philosophy. He also moved for building a museum there. He had written articles on Buddha and Mahavira from time to time.

It was Bihar where he visited folk Nataka played and written by Bhikhari Thakur. After seeing Bhikhari Thakur's Natak, he went deep into the historical origin of Bihari folk Nataks, their good and bad points, their alluring methods and the improvements it required, the social and cultural conditions behind it and wrote about all these. He got so much interest in these Natak mandlis, their themes, their style,

* Editor, Proudh Shiksha, Indian Adult Education Association, New Delhi.

their local language and local folk songs and dances, that he became a scholar of folks art & practices. Being an I.C.S be had to take part in everything that was anglicised and western, but at heart he was involved and impressed by the traditional Indian forms.

There was a seed of fine arts buried in his heart, which was always ready to sprout at the immediate favourable conditions. Had he not belonged to an educationist's family, born of a father who nurtured high hopes to see him on the chair of an I.C.S., he would have become an artist, and undoubtedly a renowned artist. He appreciated classical as well as light music, Tagore's high and lofty poetries as well as the folk songs of the country, abstract and modern art, as well as the traditional personifed Indian Art of Khajuraho & Ajanta, Allora, classical Odissi and Bharatnatyam as well as the folk dances of Lok Kala Mandal of Udaipur, Kathak Nritya of Lucknow & Jaipur, as well as the Chau dance of Southern Bihar and West Bengal. One could see the brightness of his eyes and a tinge of childish pleasure easily visible on his face, when he saw these different folk dances. He understood the intricacies of all the different types of dances of different parts of the country.

In his drawing room you find Madhubani painting hanging on the wall, reminding the spectator of Mr. Mathur's foundness of this colourful traditional art of Bihar. If you enter his bed-room you will find drawings hanging on the walls similar to those painted outside Nehru House.

Even in his house, the modern bungalow, fitted with all the modern fittings and gadgets, he had tried to give it an artistic touch by covering verandahas by slanting red rural earthen tiles.

Being a civilian officer be was very busy in his official work, still one could locate him in Rabindra Bhawan & other auditorium every now and then appreciating and enjoying dance, drama, music, painting and sculpture--classical as well as folk.

He was a man of literature. Apart from writing theoretical books and articles on different subjects; he wrote plays, which captured the reader's heart. Sasta Sahitya Mandal has sent me a parcel of books for review in the Hindi Journal. When I opened the bundle, the first book that came in my hands was 'Shardiya', a Natak written by J.C.M. It was very interesting and touchy. I read it in one sitting. He was inspired to write this Natak by seeing a thin, artically woven fabric in Nagpur museum. The caption of this fabric described that it was a practice to weave such fabrics in Nagpur by boring a hold in one's nail and then using it as a shuttle. As I have already mentioned that apart from being an artist and a literary figure, he was a historian also. After he was moved to see such delicate artistic work, he studied the history of Marathas of Nagpur region and on the basis of that historical background and the practice of such type of weaving he wrote this Natak. Now this Natak has been prescribed as a course book by Rajasthan Board of Secondary Education.

Then he has written a Natak 'Pahla Raja' where labourers have been given as high and equal position as other human beings, the so called upper class. This Natak made him to be a very superior being as one who knows the values of rural poor and preaches for the equality of rich and poor, high and low, privileged and the unprivileged. Many more books and articles go to his credit. He has earned a great name as a man of letters.

While he was the Director General of All India Radio, he brought all the good Hindi writers to the forefront. He was a great advocate of Hindi.

He was the Chairman of Editorial Board of English as well as Hindi magazines published by IAEA, and was the Editor of the English magazine. During his editorship he gave new form and content to the magazine which made it useful and attractive.

Whenever he took up any work, he worked on it whole-heartedly, leading to new ideas, new thoughts and new methods. He gave fresh and new look to everything.

In the recent meeting of journalists and editors held at Tehran, everyone was impressed by his thought provoking ideas about the improvements to be made in the various journals brought out by various countries in order to serve the cause of the poor and deprived sections of the society. He was a creative thinker who left his imprint on the minds of those who met him in various conferences and seminars held in India and abroad.

He was a man of great imagination and great ambitions also. Introduction of Television in India was one of his ambition and it was due to his efforts that T.V. was introduced in India giving education, knowledge and entertainment to lakhs of people in India today.

While he was posted in the Agricultural Ministry, he overcame all official barriers and went from village to village, contacted the last and the weakest man, marginal farmers, landless labourers, studied their problems deeply and thought about their solutions. The book 'Adult Education for Farmers" is an outcome of this period of his life. He realized how important adult education is for farmers and for integrated rural development.

He was a good and powerful orator. Whenever he spoke, the audience became spellbound. He put forward convincing arguments and with powerful voice.

As is clear by his selection in I.C.S., he had been a very bright and hard working student. But at the same time he was popular amongst the students for his sympathetic friendly feelings. He was a good friend. He was ever ready to help his friends and relatives in need. He kept no stone unturned to solve their problems.

As regards his nature a great man has written that an artist by nature is always polite and human. If he has no sympathies with the grief and sorrow of the others he can not be an artist. So was Mr.

Mathur. Very kind, very gentle, very human, very polite. But it should not be misunderstood that he, being an artist was a weak person. He was not weak at all. His high forehead shows that he was a man of principles. If he was convinced of a certain thing, he would not feel shy to express his views boldly inspite of all opposition. At such times his voice became strong, eyes gleamed with determination.

He was a man in the true sense of the word. He kept away from buttering, from bribery and from flattery. He was not guided by others. He did what he thought to be the best and honest course.

He gave due respect to social and voluntary workers, took them to be his equal irrespective of their being many steps lower to him in the official hierarchy. He read their dedication and devotion higher than the official post held by them.

Being a man of rich experience, a man of high values and a man of sympathetic nature, he was highly respected by artists, by adult educators, by writers, by his colleagues and sub-ordinates, by his friends and his readers In short, he was a pleasing, and soothing blend of all that is beautiful on this earth, soft, gentle, human, modern & traditional, western and Indian, aesthetic and factual, administrator and writer, adult educationist and a speaker, voluntary and social worker.

After his retirement from Government, it was expected that now the real J.C.M., a true adult educator, the artist, the author will come up on the surface of the public life, but unfortunately to the great sorrow of all of us, he was snatched away from us by the cruel hands of Death. It was untimely, unexpected. But *Vidhi Ka Vidhan* sees no time, no losses. It does what it likes and whenever it likes. We all have to bow before it.

I wish peace for the departed soul.

J.C. MATHUR—AS I KNEW HIM

*J.R. Kidd**

I remember well my first meeting with J.C. Mathur when, as President of the Unesco World Conference on Adult Education at Montreal, I had the privilege of introducing him as one of three educationists in the world selected to give a formal address to that conference.

I can remember vividly every single time I met J.C.—in Paris at Unesco, at Harvard and, best of all, several occasions in his own India. Our very last as a whispered conversation about the arts and education, as we sat together in the puppet theatre in Udaipur, sat enthralled for an hour or more as the beautiful puppet characters of Shri Devi Lal Samar overtook our minds and spirits and led us into the paths of romance and poetry, and even literacy campaigns. What great fortune for me to have shared that moment because J.C. was one of the relatively few educationists of our time who fully understood the truth of a famous Report of Harvard : "Precisely because they wear the warmth and colour of the senses, the arts are probably the strongest and deepest of all educative forces."

I continue to tell students and colleagues about one of J.C.'s books, *New Lamps for Aladdin*, because while it extolls some of the newer educational technologies, which he knew so well, the author does not bow down to technology, the new media are to be utilized in partnership with, or as additional expression of everlasting media such as the arts and theatre.

Our friend has had many careers. He had the grace and modesty to give up a post and pass on, leaving a fine beckoning example but never standing in the way of those who would follow. In one of his latter roles, as Editor of the *Indian Adult Education Journal*, he initiated the column *Editorial Loud Thinking* to which I would always turn first on those good days when the postman would bring a copy from far-off India.

I will miss that column and already miss J.C. much more than I had considered possible. It is doubly sad that just when India has developed the most extraordinary adult education project in the world, this strong, informed, eloquent voice is stilled. But the media that he organized, the books and journals that he wrote, and the colleagues that he encouraged and inspired will keep on with the dialogue. The illumination that he brings, like the lamp of Aladdin, is constantly renewing.

*Secretary-General, International Council for Adult Education, 29, Prince Arthur Avenue, Toronto, Canada.

J. C. MATHUR—A TRIBUTE

*John W. Ryan**

I had the honour of meeting Mr. J. C. Mathur for the first time in March 1977 at the Workshop for Editors of Literacy and Adult Education Journals. He was then retired from a distinguished career in the Indian Civil Service. Yet, my first impression was that this was a man who was retired only in the formal or legal sense. He was deeply engaged in his work as educator and writer. One was immediately and profoundly impressed by his keen intellect, his rich experience, and his deep commitment to India as a nation and as a people. As always, his contributions to our discussions were, at once, visionary and practical. He was interested in ideas, but he saw them not as toys but as tools for fashioning a more becoming existence. A cordial and regular correspondence followed this our first and only meeting.

I looked forward to receiving each new issue of the *Indian Journal of Adult Education*, of which J. C. Mathur was editor, and particularly to the editor's column, "The Idiot Box", which never failed to be both interesting and practical. The breadth of his experience and the range of his mind, never permitted J. C. Mathur to view adult education as a narrow specialization. To him adult education was an imperative duty and a powerful force for encouraging men to improve themselves, to civilise their relationships with their fellow men in ways great and small, and to transform their society in all its dimensions. He was also realistic enough to know how difficult were these goals in our imperfect world.

I am saddened to learn of the death of J. C. Mathur. He will be missed not only by his colleagues in the Indian Adult Education Association, but by adult educators everywhere. He is gone from us, but those of us who were privileged to know him will continue to cherish his memory and example.

*Director, International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran.

J. C. MATHUR

*Welthy H. Fisher**

I am sorrying with you all this morning as I have just learned by telephone that our efficient and devoted Chairman and editor of our Indian Journal of Adult Education has passed to that other shore to which we are all walking—and perhaps I can appreciate his loss the more that I am conscious of perhaps my soon departure.

Miss Swanson and I are deeply grateful when we sat thinking and planning ahead for the adults who need such a journal as our friend J.C. edited so nicely and devotedly.

With my sincere friendship to all members and joining with you in sincere sorrow for the deep vacuum his departure will be felt.

With a prayer for the people of India and the one whom to you choose to take his place.

With loyalty and a prayer to you all.

J. C. MATHUR

*P. Homayounpour***

I saw my friend, J.C. Mathur, for the last time in his hotel room in Udaipur, where we had a long discussion longer than ever before. Whenever we met, two subjects were always central to our discussion: the present and future of literacy and non-formal education in our region, and the search for appropriate and efficient mechanisms translating our conceptual and theoretical principles into action. That night in Udaipur we discussed these same problems; he was energetic and hopeful for the future, as he had been when reading the Udaipur Declaration two days earlier at the 30th All-India Adult Education Conference held at Dabok.

He wrote to me last in April with helpful suggestions for the promotion of ASPBAE programmes in the region; it was after my response to him in May that Dr. Adiseshiah told me of his death. I do not know what to write—I am sad, terribly sad. We have lost a friend and colleague who taught us love and humbleness, who worked hard, with ability, courage, sincerity and devotion. Disadvantaged people, particularly the rural poor were his most beloved people.

His achievements are numerous and important. His efforts to promote a more just and humane economic and social order in India and in our region will be an inspiration to us in our future work.

Those who knew him will always remember him; he will be with us as we fight for the movement to which he contributed so much.

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* Founder President, World Education Inc. New York, and Literacy House, Lucknow.

** Director, National Centre for Adult Education and Training Project, Tehran.

A TRIBUTE TO SHRI JAGDISH CHANDRA MATHUR, I.C.S.

*D. L. Umali**

It was fortunate for us in FAO and the small farmers we seek to serve when J. C. Mathur accepted the challenge, back in March 1973, to join us in Bangkok as Director and Team Leader of the then small and apparently innocuous FAO/UNDP Regional Project "Asian Survey of Agrarian Reform and Rural Development" or ASARRD as it is now commonly known.

On re-reading our files, we found that he had been one of the "big names" suggested to head up this project. Few thought he would find it sufficiently challenging. Actually, he saw the potential of the project far more clearly than most, even within FAO. It was he who sensed the far-ranging implications of the priority set by member governments, at the FAO Regional Conference in New Delhi in 1972, on the improvement of the life of the small farmers, including the tenants and landless. Thus, he insisted that ASARRD focus on the small farmers, rather on the rural institutions supposedly serving them. He refused to be sidetracked. All too often, this irritated some officers in our Headquarters who thought he was "uncooperative."

FAO had known him to be a seasoned administrator and a critical member of his country's delegation to FAO conferences. Thus, most felt confident that he would be a strong project manager. What we had not counted on was the depth of his commitment to and his compassion for the rural poor. This was a quality which proved decisive for the success of the project.

We are indebted to him on another count. He not only championed the poor and underprivileged; he also turned out to be an experienced adult educator.

This was crucial for ASARRD. Its project document called for an innovational approach to conducting regional fact-finding missions involving problem identification and problems solving. But the methodology to be used was far from clear. The truth of the matter was that no one really know how to reach the small farmer in his isolated and impoverished village.

But as an adult educator with experience in farm radio forums, farmers training and functional literacy, he was prepared to employ non-conventional means for conducting the regional "survey".

Early in the day, he refused to lead his team in country visits merely to meet with high-level officials, extract facts, figures and opinions from them and then write a report. With backing from ASARRD team members, Mr. Mathur led his team through the long and oftentimes "messy" business of helping governments to organize and conduct problems-identification, problem-solving field workshops.

* Regional Representative, FAO Regional Office for Asia and the Far East, Bangkok.

These were innovative exercises based upon real location-specific situations. High, medium, and low-level officials from different development departments and agencies met with small farmers, tenants and landless agricultural workers to thrash problems out. These multi-level and multi-disciplinary discussions began to reveal the real problems inhibiting agrarian reform and rural development programmes and suggesting practical solutions.

This was a process foreign to everyone except those with experience in group dynamics and adult education and rural life.

Ironically, he faced greatest opposition from within the U. N. development system itself. U. N. policymakers do call for innovational approaches. But the very system itself is ponderous and slow to accept new ideas, specially if they do not fit conveniently into its neat administrative structures.

But because of his personal faith in this type of educational process, he persisted. And from it has emerged a total new approach to international technical assistance. While initially it was a subject of great criticism, misunderstanding and even ridicule, the entire methodology is today receiving increasing international and national acclaim.

In addressing a recent ESCAP Commission Session, a senior UNDP official stated of this' FAO project :

> "A model of the type of cooperative venture that must be promoted, if the U. N. development system is to become a dynamic international force capable of making an exciting intellectual and practical contribution to the evolution of technical cooperation for development. The project contains all the elements that many others so often lack. It is designed to reach those segments of the rural society, the landless labourers and small farmers, that constitute the "bottom 40 percent." It has forged clear and close links with country level activities and, in its very execution, is an example of TCDC in action. I hope we can build upon its success and learn from its approach".

He was a man of action. Many administrators also pride themselves on this trait. But Mr. Mathur was exceptional in that he stressed purposeful action at field level.

As a result of his team's efforts, there are presently 258 small farmers and peasant production groups in eight project areas in three countries of the Region—Bangladesh, Nepal and the Philippines.

Similar field action projects are shortly to be started in Indonesia, Sri Lanka and Thailand.

We have conducted recently an evaluation of these projects. They show the rural poor are benefitting economically from the group action. More important, they are gaining social and political strength—or a place in the sun. The hitherto "unreachables" are being involved in development.

These groups are becoming increasingly more self-reliant and integrated. They undertake such programmes as group savings, functional literacy, population education and self-learning. Most important, the small groups are starting to form themselves into functional associations based on their collective needs and capacities.

In this connection, I wish to quote from the last letter he wrote us on 9 May 1978 just before his death :

"I look forward to the day when, in several countries, there will be a network of field action projects for small farmers, fishermen and peasants and there will be a number of small farmers groups and associations. It is those associations on which FAO can rely as a continuing mechanism." Then he added : "The ultimate picture will not emerge in my lifetime; it may in yours."

We hope to help him fuifill that dream.

Here in FAO, Bangkok, we have established a new Small Farmer Development Team. It is to carry on and expand the work in which he played such a major role in initiating. But perhaps the most important force which may bring his "Asian dream" to reality is the large number of "small farmer" disciples he inspired, by written word and personal example, at field level in the eight countries which actively participated in the ASARRD field workshops.

He will be remembered for his willingness to undertake strenuous field trips into the most difficult areas—from the jungles of Sumatra (Indonesia) to the typhoon drenched interior of Palawan (Philippines).

But of more lasting memory, will be the ASARRD Manual on Small Farmers Development in Asia largely written by him.

This is a compilation of the project's findings for the use of group organizers and similar field workers as well as policymakers and planners.

We have not forgotten how, in July 1976, when the UNDP side of the project had been terminated, he stayed on in Bangkok for an extra month, at his own expense, to complete writing the first edition of this Manual.

In view of its proven usefulness for field workers and planners alike, and the demand for copies, Mr. Mathur had recently agreed to revise and update it. In typical fashion, he worked strenuously on this over the past few months. When death came, the last chapter had been completed, even a draft of the preface. It is but appropriate that we dedicate this revision to him.

During his years with FAO, we came to appreciate him for his many talents. He was truly a man of many parts. We in FAO, Bangkok, will always remember and admire him as the man who came to serve.

J.C. MATHUR

*J.C. Cairns**

I first met J.C. Mathur in the late 1960's. when he was a member of the UNESCO Advisory Committee on Out of School Education. In the following years I had the privilege of working with him in various adult education developments, and I grew to appreciate his rare abilities, his wisdom, his dedication and his extraordinary experience and knowledge in many areas of education and development.

But my main memories of J.C. Mathur are more personal, and concern his human qualities—his wit, buoyant enthusiasm, optimism, the manner in which he enlivened so many conferences with highly pertinent and often humorous anecdotes. Like all these who knew him, I was impressed by his deep commitment to improving the live of the poorest sections of the population of his own country. To observe him speaking pungently and incisively on these issues was for me always a joy.

All of us must die at some time, and only a few of us have been able to contribute so much in our life as J.C. Mathur. Yet his death was especially tragic in that he still had so much to give. He will be remembered by hundreds of adult educators, and other who knew him, worked with him, and knew his concern for the improvement of human life and development of just and equitable societies.

* Center for International Programs, University fo Guelph, Guelph, Ont., Canada.

J. C. MATHUR

*Ross Kidd**

I would like to convey to J.C. Mathur's family and to all the members of your Association my deepest sympathy about his passing. Although I have never met him, I have come to love and respect him through his warm, concerned and very helpful letters. Although we have only corresponded for one year, I feel I have known him for a long time through his active writing and involvement in adult education. It was only this morning that I read one of his editorials in the IAEA Journal—which dealt with the need for more life and activity in agricultural show exhibits—and I felt like writing him immediately. His article expressed so well some of the things I have felt strongly about.

He was a busy man with so many responsibilities yet he was very helpful to me. He provided many insights into your rich cultural heritage and its potential for adult education. I have read most of his books and have developed a passionate interest in many of his ideas—particularly his analysis of the oppressive nature of mass media and the way it has emasculated local cultural expression.

I feel very bad that I never met him. I have been planning this trip to India for a long time and I was really looking forward to meeting him and getting to know him. He has been a major influence on my thinking about the performing arts and adult education. I wanted so much to spend some time with him, sharing ideas and experiences and regenurating my commitment for his culture-based approach to development. He had a deep and poetic understanding of the potential in people's indigenous cultural expression and creativity for learning and social change.

*Boipelego Education Project, Private Bag 005, Gaborone, Botswana

JCM – A TRIBUTE

*Margaret Gayfer**

Even though my acquintanceship with J.C. was slight—compared to the hundreds of friends who mourn his passing—I am moved to record why I am conscious of so great a sense of loss.

We only met on one occasion when we were together for five days at the International Workshop for Editors of Adult Education Journals, held in Tehran in March 1977. But we met with open affection because we had heard so much about each other from mutual friends, and engaged instantly in companionable conversations.

What amazed me then—and still does—is the wide range of our conversations. During the Workshop he contributed brilliantly to discussions about the role of a medium such as a journal to adult education for development about the centrality of knowing one's audience, for about the need for middle-class adult educators to listen to the so-called illiterates and "the masses". We talked of how we could work together on a special join issue on India of the IAEA *Journal* and *Convergence*.

On another occasion he talked about his concern that the richness of Indian cultural traditions would be lost and not cherished and practiced by the young, and about how his steadfast love for the arts had been nourished by traditional folk dramas, festivals, fairs and religious observances. One time, after a meal together, he became quiet, as if inwardly missing. I expected perhaps a penetrating comment on literacy materials, on delivery systems for rural health, on the performing folk arts as a medium for informal education... in fact, anything but his sudden question ;

"How do you collect garbage in North America? What kind of containers are used?" I probably looked non-plussed, and he continued: "I have been thinking a great deal about how we in India could make a concentrated effort to eradicate disease and poor sanitation.... we would have to make this into a full campaign and reach people through a combination of practical and emotional messages...perhaps start in Bombay..."

I tried to adjust to this new train of thought and mentioned that now our garbage was put out for collection in plastic bags, closed with a flexible twisted tie. "Ah, yes," he murmured, "we could get those made easily in India." I pointed out that the bags might not be suitable where there are wandering animals who can easily chew right through the plastic; better, perhaps, to put the sealed plastic bags into large metal containers with close-fitting lids.

Typically, with J.C. this was not just an idle query. When we said farewells the next day, one of his last remarks was, "I'm really going to give a lot of thought to the idea of plastic garbage bags in metal tins,' I couldn't resist a parting joke: "Yes, another version of New Lamps for Aladdin.'

* Managing Editor, *Convergence*, 29 Prince Arthur Avenue, Toronto, Ontario Canada.

Articles Written

by

Shri J.C. Mathur

THE USE OF AUDIO-VISUAL MEDIA FOR THE EDUCATION OF ADULTS*

J.C. Mathur

Production of Programmes : Basic Principles

There are two extreme positions held among those concerned with the production of audio-visual media. At one end is the professional man—whether a film-producer or television-producer or a broadcast-editor—who is convinced that competent and imaginative treatment is all that matters and that a memorable aesthetic experience which holds the audience is in itself an adequate education.

At the other extreme is the conservative educationist who views all popular entertainment and tastes with suspicion and would impose a preconceived course of informative instruction and motivation which he regards good for the peoplel ike the doctor who prescribes medicines.

Experience of the use of television in France, Japan and even in India, for adult education points to a middle position. A fundamental principle of children's education is correlation—a principle which in a specialised way, was repeatedly underlined by Mahatma Gandhi in India. Correlation of activity of useful and constructive work—to learning and theoretical knowledge, was the psychological bed-rock of what Gandhiji called 'Basic Education'. Work centred education may or may not succeed with adults; it has undoubted value for vocational and professional groups. But, pleasure-centred education—if I may venture an 'unorthodox' description—can be a smooth and engaging process with adults—both groups and individuals, if only producers and educationists join hands and learn from the pilot projects.

How do we go about the task of planning and producing programmes that would lead to pleasure-centred adult education? Perhaps two general principles should be accepted without too much argument. First, when an audio-visual medium is to be used for adult education, the entire programme presented through the medium should be regarded as an educational potential and not merely a specially designed series of features or documentaries. The film-show or television or broadcast programme that fills the leisure-time of the worker or farmer provides throughout its duration an opportunity for culture, and therefore, it will not do to concentrate on the educational value of only a portion thereof.

Secondly, learning, assimilation, and educational response of the adult would be facilitated by the mood of enjoyment that the programme may create in him. That mood of enjoyment, which in the ultimate is the *rasa* or the climactic experience of pleasureable sentiment, as described in ancient Indian poetics, prepares ths ground, as it were, for a ready response to ideas and messages.

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*Excerpts from the address before the Second World Conference on Adult Education, Montreal, Canada, 1960.

One need not be contemptuous of the forms and subjects that bring pleasure to the audiences, so long as one knows how to use them as a spring board. Thus, the foundness of an audience for films could be used for such as painting, music and literature. Even without the effort of educators, this has been happening : thousands of persons otherwise disinterested in literature have been irresistibly drawn towards Tolstoy after seeing the films Anna Karenina and War & Peace. Film stars popular in otherwise purely entertainment films draw a large audience if they read aloud on TV or radio a piece of classic literature.

Mr. Dumzedier suggests in his account of the Tele-Clubs in France that even reports on exciting events in the field of sport, whether cycling, football or wrestling or athletics, might provide glimpses of different peoples, provinces and lands, while describing their champions and sports teams 'The excitement worked up in connection with commercialised sport which so often acts as an opiate for the public, could thus be turned to account for the spread of worthwhile knowledge".

From the known to the unknown is a fundamental educational principle; from productive activity to related knowledge is the guiding principle of Gandhiji's Basic Education. And from "pleasurable experience" to the "mindawakened" should perhaps be one of the important processes of adult education.

Production of Programmes : Educational Methods

From these general premises one could perhaps proceed to discuss the organisation and methods of production that might suit the present situation.

In the first place, films and TV and radio programmes that are meant primarily for general entertainment can adopt motifs and techniques that would incidentally serve the ends of adult education in a larger, as distinguished from a specialised sense. This need not detract from the entertainment value of the film or even its box-office attraction. I would venture to submit the following ideas to the commercial programmes producer.

(a) So many film-stories present the problems of abnormal individuals and situations leading to the creation of a fantasy and providing a sort of escape. Couldn't some of these stories be concerned with normal human beings and situations ?

Undoubtedly it is difficult to present a slice of everyday life and yet to make it evocative, to lend colours which are not too gay nor too dull. But, to quote Mr. Dumazedier, "between a routine attitude to everyday existence which cheapens its significance, and an escapist attitude which denies it, there is room for popular culture firmly linked to everyday work and leisure".

(b) While an artistic piece of entertainment need not necessarily indicate the solution to a problem, couldn't it suggest certain behaviour patterns and inculcate a positive or constructive attitude in relation to a social situation ? For, as things are, films do encourage certain

behaviour patterns—not all desirable—and the claim that they might not have been intended by the films makers hardly reduces their responsibility.

(c) A certain standardised cultural form is being imitated by film-producers all the world over. The world market apparently calls for such a standardised form. Couldn't, in some cases at least, a form using some local traditional styles be accommodated so as to encourage more genuine response and participation by communities in under-developed countries ?

Parhaps all this is a rather tall order to make on the purveyors of commercial entertainment. In any case, the ready answer will be that such objectives can be better achieved by educational and cultural Foundations and Trusts and similar other bodies which are after all financed from the profits made by industry. In spite of the rather uncharitable description of the American environment by George Soule, as being one of "commercialism mitigated by Foundations", I am an admirer of the projects of far-reaching importance, promoted and financed by these bodies.

Nevertheless, subsidised and sponsored films, TV and radio programmes mainly serve specialised educational purposes which we shall consider later. The general educational objective of influencing behaviour patterns and attitudes will always be served or foiled by general and commercial entertainment. And, therefore, if we are serious about the use of these powerful audio-visual media, we should endeavour to bring the makers of general and/or commercial entertainment within the orbit of adult education.

Since beginnings of such association of educationists and producers of commercial entertainment have been made in some countries through bodies like Film Boards and Film Advisory Committees, an extension of such consultation to entertainment films and T.V. programmes could be attempted. High level consultation between financiers and educationists should, however, be accompanied by Seminars and Conferences of producers and directors for a discussion of the problems of the educational influence of these programmes on the general public and the possibilities of developing such influence on the right lines.

However, in spite of the vastly more extensive power of general entertainment, educationists are, for obvious reasons, much more interested in improving the organisation and techniques of the production of audio-visual programmes of a more specifically educational character. These have received exhaustive treatment in the deliberations and recommendations of several Conferences, Seminars and Workshops organised by Unesco since the Elsinore Conference. Here I shall refer to a few aspects that seem to call for urgent attention.

(I) Common factor in a heterogeneous audience

In the concise and able Unesco pamphlet (No. 25) on "Adult Education Groups and Audio Visual Techniques" there is an illuminating analysis of the pedagogics of adult education; a complicating factor

mentioned therein is the heterogeneous environment of an adult education group.

What is the common denominator of a municipal scavenger, a petty shopkeeper, a bank-clerk, a vegetable-grower and an industrial worker—all viewing the same educational TV programme or documentary film? Since this heterogeneous character does not seem to affect the universal appeal of entertainment films, the inference is that the documentary, while still retaining its specialised character, should use to its advantage the story-interest which is the universalizing element in the entertainment film.

(II) Accommodating local conditions and requirements

According to Mr. Robert Lefrane, "many difficulties are encountered when use is made of audio-visual material produced in distant countries or even in other parts of the same cultural area. Moments of pathos are greeted with loud laughter. Scenes which are thought to be exemplary are strongly resented.... Attention is taken up by an insignificant detail which the educator has never thought of and the essential point is lost."

Experience in Haiti and some other countries shows that this drawback of audio-visual media can be overcome, to some extent, by interpreting ideas and terms in the local idiom and not merely translating the text or dubbing the film or recording.

This has, however, a limited value. A more effective arrangement may be to regionalise and decentralise production. In All India Radio, regional units are given more or less complete freedom to plan their Rural and Industrial programmes in keeping with the needs of the area. There is an Advisory Committee for every region; stock-characters have been built up on the basis of the local appeal.

In the Middle East Mr. Norman Spurr's experiment of the local production of films by a two-men team under a joint scheme of Unesco and Unwra shows the advantages of decentralised production. The filmstrip has an obvious value, in this context. It combines the merits of the ready-made with the unquestionable virtues of "making to order."

(III) Collaboration among personnel concerned with audio-visual media

A production for adult education should involve production personnel, educational specialists and social psychologists and field workers and leaders. It is important that all these three categories should function as one single team at the production stage. Very often this does not happen and normally collaboration takes the form of the specialist supplying the raw-material, the producer transforming it to the best of his ability and the field-worker doing his best with it; and all the three blaming each other in the event of failure.

Collaboration in order to be effective, should begin at the planning stage and should be "institutionalised" i.e. bodies like Programme Plan-

ning Committees should be set up and be given a fair measure of autonomy and responsibility.

If I had my way; I would lay down a law that no programme shall be produced except by a team which, though headed by the producer, should include the specialist, the educationist and a field worker.

(iv) Planning and pre-programme investigations :

Makers of commercial entertainment seek to ensure appropriate returns for their investment by holding thorough investigations in advance, of their market, the tastes, outlook and learnings of their audience. Most pilot projects of audio-visual adult education in the West and some in the East have taken this precaution. But in the developing countries with large areas and populations, government and semi-government organisations engaged in community development and operating under the pressure of the impatience for quick results, detailed pre-programme investigations are an exception rather than a rule. While radio organisations have some sort of listener research sections, not so the film producing units. Quite often, haphazard observations by specialists and experts determine the choice of topics and approach.

Planning by producers calls for not only detailed sociological surveys but also a practical procedure whereby those responsible for production and script-writing would be constantly in touch with the field. Decentralisation in production recommended earlier will automatically result in such constant contacts. Nevertheless, a drill has to be laid down for pre-production surveys, whether under a centralised or decentralised arrangement, and it should involve both specialists and producers.

(v) Presentation of education subject matter :

Audio-visual programmes have to steer clear of the two extremes of what have been aptly called "empty aestheticism" and "arid didacticism". Excessive pre-occupation with the complexities of light and shade and sound effects, subtleties of abnormal situations and sophistication of thematic suggestivity are as much out of place as the specialists thoughtless insistence upon packing into a programme all facts and figures, and incorporating all high-sounding theories and principles.

There is also the easy temptation of using sheer entertainment as a preliminary "bait" for dull and monotonous purposive talk and lectures to follow. This encourages indifference towards educational elements in the programme and raises a hide-bound wall between entertainment and education.

Broadly speaking, dramatization—simple and direct and based on either everyday life or tradltional tales—effectively transmits both ideas and information, Deft blending of dramatization with commentary and direct talk is the true measure of the success of an audio-visual programme.

(vi) **Professional and amateur talent :**

While the professional actor who uses his role as a realistic mask and not as an expression illumined by genuine experiences and inner sympathy may be suspected by an adult education audience. The amateur who is nervous and uncommunicative or repetitive may arouse resentment and a sense of humilition. The solution seems to lie in (a) occasionally sending out the professional performer to watch for himself the way of life of his audience and to understand the milieu; (b) spotting and encouraging amateur talent, taking care not to allow them to become conscious performers.

(vii) **Programme for instructional and direct teaching :**

Film and filmstrips, posters, flannelgraph, etc., are for the purposes of direct instruction, in the nature of aids, but radio and TV programmes can be and have been effectively used as media not requiring any teacher or instructor. In preparing instructional audio visual programmes, particularly on the radio and T.V. the inherent psychological difficulties of the adult student should be borne in mind, viz., that he has a smaller capacity for concentration than ordinary students, that there is a wide gulf between his day-to-day life and studies and, therefore, the programme should in awakening the mind, stimulate it to action in which the adult plays a positive part and can put his intellectual abilities to the test.

These seven points relating to the techniques of production are by no means exhaustive. They cover only some problems common to most audio-visual media to-day. But, in considering them, one is bound to conclude that a producer of an audio-visual programme for education has, unlike the pure artist. anxiously to follow the fortunes of his work. He cannot declare : "This is my creation; I have done my work and it is for you to use or admire or spurn it". Indeed, even those concerned with the production of commercial entertainment should be persuaded to interest themselves in the educational effect or otherwise of their work.

CONTINUING ADULT EDUCATION FOR PROFESSIONAL MEN

J.C. Mathur

There are two points in the basic principles incorporated in the conclusions of the World Conference on Adult Education (Montreal August, 1960) that have implications for this issue. The Conference said that no previous generation had faced the extent and rapidity of change which faces and challenges today's world; secondly, that the education of adults may get out of balance by over emphasising vocational needs and technical skills and that what is really important is that men and women should continue to find in the changing patterns of day-to-day living, full scope for maturing and flowering in an enriched culture.

These two statements may appear to be contradictory to each other. But if we look closer, we shall see that the task before the present generation is not merely to acquire skills (ranging from literacy to technical competence for handling complex machines etc.,) but also to throw up from amongst them, managers, leaders, journalist, coordinators and other professional men who are capable of comprehending the deeper trends below technological requirements and realising a fuller expression of personality than is achievable only through vocational education.

Though the ideal situation would be for adults at every level to be so equipped, the first priority, in practical terms, has to be given to the "transforming" of professional men (of the kind mentioned above) through Continuing Education. This would, therefore, be distinct from the programme of mass literacy and general adult education which in any case have an even higher priority than Continuing adult education.

What is the significance of Continuing Education for professional people in developing societies like India? There is a tendency in some circles of adult educators to regard Continuing Education as a matter of secondary importance for developing societies and to treat it as a concern primarily of developed societies. Actually, the issue is not quite so simple.

In a developing society, the quality of professional leadership has to be as high as, if not higher than, that of similarly placed personnel in developed societies, because planning and production have to cover in a short time stages that were covered over a long period in developed western societies. Moreover, the wide gulf between the intelligentsia and the primary producer and worker calls for a far more detailed planning and anticipatory implementation programme. Again, co-ordination and contacts between various branches and activities that exist in developed societies have to be specially visualised and promoted in emerging countries by professional people and leaders who should therefore have an over-all view of things. Lastly, the professional classes have to set examples in the art of living, since for various historical reasons imitation of the urban way is a common phenomenon in developing societies.

Adult education for professional men should aim at the following

among other things :

(a) enabling professional adults to be conscious of new developments and methods in their respective fields; (to recall the well-known maxim that "anything being done the same way for past ten years is being done wrongly").

(b) making the adult aware of the inadequacy of specialisation and the growing inter-relations between various branches of knowledge and professional activities. From this follows the need for acquiring knowledge of different fields and cultivating contacts with people of professions different from one's own;

(c) Imparting to the adult a capacity to switch over every now and then from his function as a professional man into his role as a mature and enriched citizen. This indicates a clear need for combating the commonly held notion that "talking shop" everywhere is a natural and un-exceptional behaviour;

(d) Equipping professional men with the ability and aptitude for communication with those whom they have to lead and among whom they have to work. In other words, apart from techniques of personnel management and executive efficiency, professional people should be able to achieve that understanding with their team, their clientele and the public which can come from acquaintance with the cultural environments and social set-up and behaviour. The language of communication is not merely one of giving orders and instructions.

Professional adult education is only a recent phenomenon in India. Its existing examples are training academies and institutions, seminars and conferences and the publication and distribution of professional journals and literature.

Among the major inadequacies of the existing arrangements, the followlng need to be considered :

(a) There is insufficient relationship between professional training programmes and the employment of the persons trained. In the case of technologists persons trained are usually employed on related work but professional men, in general types of jobs do not have much incentive for attending seminars and very little opportunity for applying the results of training to their work.

(b) Most seminars and training programmes are of a narrow specialised nature or in general concerned with management or work. But there is no emphasis upon what may be called liberal education, the search for knowledge in a world which is getting more and more complex and the appreciation of the finer things of life that could reduce the monotony of professional duties. The employers do not regard it an asset among their officers and staff that they should be men of culture and taste.

(c) Training institutions still follow the lecture system in some cases. Lately, the "syndicate" technique has been adopted with success. Discussion groups and project teams as well as informal clubs should be

popularised as effective means of adult education.

(d) Universities and colleges are playing very little role in the education of professional men. This is partly because the sort of educational programme that the Universities can offer, is not regarded as being of practical value. It is also true that Indian Universities have generally been un-concerned with current problems and it is only recently that the concept of extension education has gained some ground.

(e) The demands on professional men in high posts are so pressing and their number at this particular time is still so small that they cannot be spared willingly or find time on their own for continuing education. So acute is the shortage of men with experience and ability that even without the equipment of continuing education they are able to go ahead in their professional career. In other words, Continuing education is not much of an incentive in view of the want of competition in the higher ranks. It is so in the lower ranks to some extent but only at the stage of initial recruitment.

In countries where adult education among professional people has succeeded, three kinds of motivation have been noticed: prospects of betterment in service, status symbol in being knowledgeable and possessing books etc., and a desire to play an active role in the community or neighbourhood. These motives are often mixed, but a s an adult advances in age, the emphasis shifts from the fi rstto the last motive. How can these motives appear in under developed societies ? There is no magic formula. The necessity and urge foi continuing education increase with the rise in the level of general education in society. A higher level initial education among workers and primary producers compels the professional people to aspire for higher mental equipment in order to maintain the distinction of "superiority". Until this basis for upward mobility is available, it is largely by establishing a close relationship of the process of promotions and rise in careers with the acquisition of more knowledge, better skills and wider awareness of progress and change, that developing societies can force its leadership to seek quality.

Of the skills that may improve performance in professional work, the following seem more urgent in developing societies : (a) The technique of effective implementation of programmes even when unlike in commercial undertakings, the profit motive is absent. Implementation calls for working out of details, step-by-step division of tasks, distribution and localizing of responsibility. Planning is not enough, nor is supervision. Developing societies are not always wanting in these, but their service classes have to give greater attention to implementation and details. (b) Team-work and coordination. A common-weakness of bureaucracy is its reluctance to share responsibility, credits and enterprise. (c) Sensitiveness to the wider implications of one's decisions and action. The routine of professional work often raises a wall that can be penetrated by continuing education.

All this comprises the art of management. But Continuing Education should be much more than the imparting of these skills, important though they are in the existing situation in these countries.

Throughout history there has been a class which has set the pattern of living. In ancient India (as in ancient Greece) the Nagarik-or the "complete citizen had to be a man of parts, accomplished in various arts, discriminating in taste and having a comprehensive vision. With the vanishing of the aristocracy, this mantle has fallen on the shoulders of the professional classes who have to be worthy to receive it.

LIFE-LONG INTEGRATED EDUCATION

J. C. Mathur

Attempts to bring education nearer practical life and to widen its objectives so as to include the specific needs of society have often been made in the past. Generally those attempts have led to the inclusion in school, college and university education, of those contents the knowledge of which equips the young people better to discharge their responsibilities when they grow up, and, as adults, to perform roles either as professional men or as leaders of society.

Recently, the Education Commission set up by the Government of India proposed this closer link between education and life by emphasing that education in India should be "related to production; strengthen social and national integration, consolidate democracy as a form of government and help the country to adopt it as a way of life, hasten the process of modernization and strive to build character by cultivating social and spiritual values."

This like other similar attempts did not change the unanimously accepted idea that education is a preparatory phase in the life of the young people. Education continues to be deemed as a preliminary stage for life "proper." It is, as it were, a greenroom for the performers before they go on the stage.

Thus, life itself is divided into stages, the "green-room" stage and the 'performance stage.'

"Life-long and Integrated Education" is a principle that challenges this old basic concept of the division of life into two stages. It questions the assumption that education for the young people should be planned as a terminal process. It repudiates the belief that the state and society, while being responsible for planning education for the young, have little or far less responsibility with regard to the education of the adult, or are under no obligation to promote and plan an educational environment for citizens of various age groups. It refuses to look upon education as a collection of fragmentary, self-controlled bits of learning-situation.

The principle of life-long education has been given coherent expression in the last 8 to 10 years, in particular by UNESCO's International Committee for the Advancement of Adult Education in 1965. It is true that often in the past some such ideas had been expressed. For example, over a 100 years ago, a British priest—F.W. Naylor—had in his book entitled "Continuous Education" observed as follows :

> "Education belongs to the whole of life; and continuous education implies the prolonged use of those means of self-culture which are within the reach of each individual and which may be employed advantageously during almost every stage of our earthly progress."

Definition of Life-long and Integrated Education

But Unesco's Committee on Adult Education meeting in Decem-

ber, 1965 formulated this statement in contemporary terms and giving new dimensions to the concept, proposed the term "Life-long Integrated Education." This principle was defined as "the animating principle of the whole process of education regarded as continuing throughout an individual's life from his earliest childhood to the end of his days, and therefore, calling for integrated organisation. The necessary integration should be achieved both vertically, throughout the duration of life, and horizontally, to cover all the various aspects of the life of individuals and societies."

It will be seen that this is truly a reconsideration of education as an evolutionary, development process stretching from childhood to old days. It also emphasises the lateral functions and impact of education corresponding to the spectrum of the individual's personality in various social situations. This declaration is distinct from the attempts made from time to time in recent years to improve the educational system. School and College education in the last 150 years or so has undergone various changes and improvements. All these were designed to promote assimilation of knowledge to enable young people to express themselves effectively and to encourage them to cultivate the final emotional and spiritual values. Most experiments have been undertaken so that the young may be better equipped to cope successfully with the hazards and opportunities of the competitive existence of independent life as an adult.

In the last 150 years in the West and lately in India, education for the adults has also been developed, mainly as "remedial action," the object being to fill up the gaps that might have been left in the preparatory stage of life. Adult literacy, vocational courses for labour, evening classes for urban people and even young farmers' training, fall under this category of remedial action.

In both kinds of improvements whether in the formal education of schools and colleges or in organising adult education, the assumption has been that education is a terminal process. It is given and received during a specific period of time. A course is planned and completed within a given duration. For the youth the duration may vary any where from 5 to 12 years after which they are launched, as it were, into life. For the adult, it may be anything from weekly courses to 6 months or short periods interpers over a duration of 2 years or so.

Moreover, these improvements and experiments have, in the past, generally tended to deepen and intensify the preparation for one or the other role in life. The learner or the pupil is given a wide chance. There is a variety of streams, art, sciences, sociological disciplines etc., and a multiplicity of subjects. Having chosen a possible role, the learner is enabled to obtain the utmost of the contents, the Information and the techniques required for the purpose of that role.

Both these features, namely, terminal process and the role-based process have been challenged by the principle of life-long integrated education.

Factors Necessitating the New Principle

What are the factors that have necessitated this reconsideration of

the scope and process of education ? The first is, what may well be called, "the explosion of knowledge" during the last 3 decades. Those who seek to explain the enormity of the population explosion often point out to the geometrical progression in the increase of population since the beginning of 20th century in contrast to the slow growth in the past 2,000 years. This is true also of knowledge. It took many, many centuries before man could discover the use of the wheel. Several centuries passed before steam power could be known and harnessed. Thereafter to electricity and now to atomic power the transition has been rapid. The atomic bomb, the computer, the exploration of space, the control of new natural resources, all these have brought forth a mass of knowledge and information that seems to be ceaselessly expanding from day to day. It is true that the full potential of the human brain has yet to be exploited, its capacity to assimilate facts and to reproduce them may be infinitely more than presently imagined.

Even so, an obvious result of this explosion of knowledge is that whatever one has learnt at school or college gets dated. The terminal process of education seems not only inadequate but a drag because the stamp of having completed school or college education would seem to give today a false sense of confidence and security leading to a bewildering experience to the adult in the midst of the luxuriant and baffling growth of new facts and information.

This bewilderment is shared by adults and the young people alike. Both are subjected to the intense experience of a fast moving tempo of life. Both are being exposed to the myriad and blinding rays of new discoveries and intellectual feats. Both are living in an era of anxiety in which the wonders of today foretell an uncertain tomorrow. Indeed, there is a sense of equality between adults and children, for today more than ever before adults are obliged to learn from children and adolescents as much as they are able to offer.

It is clear, therefore, that neither the transmission of encyclopaedic knowledge within the limited duration of normal education at schools and colleges, nor the provision of remedial education to the adults in order to fill up the gaps, would meet the present situation caused by the explosion of knowledge. Perhaps, formal education could in this situation be more meaningful if it could equip the young people to be, in the words of Sir George Pickering "versatile and adaptable." The odium that goes with the common saying "Jack of all trades, master of none" is wholly unjust for the learner in the modern world. The master of one trade who is an ignoramus in the rest, could survive and shine as a recluse in a static society. Today, in order to be the master of one trade, one has to have curiosity for many. Versatality, adaptability and curiosity are required among the adult and the young alike. These are qualities hard to grow within the terminal concept of education.

The second factor compelling reconsideration of education is the extension of leisure to an increasing number of people in the modern world. In the West, leisure is now at the door of the masses. Not yet so in countries like India. Labour saving devices have brought forth the dangers of boredom in western society leading to various kinds of aberrations, addictions and crimes. Leisure there was, even in ancient

times but for the aristocracy. Ancient societies like Greece and India treated leisure and action as one integrated whole. Leisure-time activities in ancient India had to be cultivated by the aristocracy with the same earnestness and dedication as activity for one's living. That is how the cultivation of the 64 kalaas was enjoined upon the citizen (naagarik) as a duty. It was the same with the Greeks. But in modern times a dichotomy has been allowed to grow between action and leisure, between hard work and rest. It is the sabbath spirit which inculcates among people a kind of escapism in adult life. In schools and colleges, extra curricular activities have been widely used in the West and inadequately so in India for keeping the young engaged outside the class-room. But the terminal nature of formal education has infected the organisation of these activities also to such an extent that in many cases their appeal seems to end the moment an adult gets established in the routine of his vocation. Thereafter, it is the escape of the sabbath or the stress of action. There is no link between the two. Here too, both continuity and integration would seem to be the pointers to the future shape of education for society as a whole.

Connected with this is the other factor in contemporary society, namely, a longer expectation of life for the average man. It has been stated that in America; there is an addition of 1000 persons daily in the age group above 65. The number of over 65's is expected to reach 25 million in the United States by 1980. In India, the number of people retiring from Government services on completing the age of 55 and yet being fit enough to seek more jobs is ever on the increase. The average expectation of life has gone up from 23 years in the thirties to nearly 50 years in the sixties. But as Arthur Crabtree has said in his essay on education—"The Key to Successful Ageing," we may retire from work but we do not retire trom citizenship.

The ageing person today seeks on his retirement more work, more wage-earning opportunities in order to keep going, he does not seek the opportunity to function more actively as a citizen and to seek creative expression as individual. This is because of the terminal philosophy of education that has dominated our life. The old adage in India that "an aged parrot cannot learn" overlooks the fact that the capacity to learn is not merely a question of brain-cells, but also a question of the liveliness of curiosity and desire. If this desire could be built and sustained, the adult would gain more from the humanities and the sciences. So many of us have shared the feeling of Sir Richard Livingston contained in these lines "now that I have seen something of the world and human-beings, I realize, what education can do for me and the real value and significance of many subjects which I studied years ago with little aptitude and less understanding under the compulsion of a teacher. If I could only go back and have again the chances which I wasted simply because I was not old enough to use them."

The abundance of leisure and the emptiness of retirement provide an excellent soil for a cross fertilisation of theory and experience.

The break-down of traditions at much faster pace than has ever happened in periods of transition of human society in the past. is another factor which calls for a reconsideration of the concept of education. In the past, the disappearance of old traditions was gradual and their

place was taken up by new values and thus stabilisation was possible. Today, one of the serious crises of transitional societies like those in South Asia is that this stabilisation is becoming increasingly difficult.

Disharmony has been more frequent because the older generation has neither the aptitude and means for making adjustments in their traditional outlook, nor the authority to impose their own outlook upon the new generation. The younger people live in the new environment, the flux in which has yet to gather moorings. The value to which their elders refer have not been adjusted to the new environment. The result is want of communication between the two generations. In education stretching from childhood to the end of one's life, the dynamism of changing values and the worthwhileness of traditions could both be incorporated. In particular, life-long education would provide to the adults opportunity to understand the mind of the new generation and to communicate with the young not with hostility, but with tolerance and curiosity.

Another dllemma of our transitional society is that an educational system meant for the elite and developed over the years is being imparted to the multitudes who have been crowding schools and colleges since the coming of independence. Elite education was designed for a stable, hierarchical society in which a few not only managed things for the many, but took decisions for them. This minority which belong to the middle classes, particularly those in the urban areas, had a certain background consisting of intellectual and cultural experiences which the new multitudes do not possess. In the past, continuity between the young and old was maintained because both came from the same intellectual and cultural background and thus even with a terminal philosophy of education, the intelligentsia represented more or less a homogeneous group. Today the composition of intelligentsia is greatly changed, a phenomenon to which attention has been drawn in the Education Commission's Report also.

This want of cohesion in the composition of the intelligentsia is heightened by the acceptance of parliamentary democracy in countries like India and by the assertion of personal freedom, the concepts of equal right and equal opportunities. While in today's political and social situations, we promote and uphold greater participation in decision-making by the common man, we do not find an echo of this voice in the situation in the school. Prof. Bohdan Suchodolski has criticised this divided approach in education. He has referred to out-of-school activities that have been organised in western societies for youth and has pointed out to the fact that in these out-of-school activities the organisation is not authoritarian as in the school activities. According to him, this prevented the out-of-school education to be an appropriate complement to the school education. In India, however there is a near-absence of such out-of-school activities and so the link between the authoritarian pattern of institutions and the egalitarian environmen of political life in a democracy is absent. While it would be impracticable to reorganise the administration of schools and colleges on the democratic principles of the outside society, it may be necessary to organise out-of-school activities in a manner that these may act as a link between the school environment and political and social institutions. In their turn, out-of-school activities would have an impact upon the school

programmes and greater opportunity would arise for the cultivation of an internal discipline among the young people who would feel less curbed and therefore less rebellious.

A number of institutions, agencies and situations have arisen in modern society which impose upon various people in such situations to function as educators. In the past, it was the professional teacher, the priest, the pandit and the moulvi, who were accepted as teachers. Today, even doctors, agricultural extension workers, foremen, executives in business firms, trade union officials, social welfare workers and a host of other people have to be constantly aware of the educational process. In other words, between practical and educational work, there has to be today, a greater link and far more of continuity than ever in the past. Already this is manifested in a number of programmes of in-service training for people in various responsibilities. Not only, have such inservice training programmes to be expanded, it is also necessary for practical values to be incorporated in the structure of formal education. This situation requires the educator to understand the sociology of practical life and to impart to pupils not only the heritage of learning and culture, but also the skills of handling problems.

The dominant challenge of modern life is the growth of specialised skills and technocracy. In decision-making, the background of the specialist has to be combined with skill of coordinating and general direction. Therefore, institutional education has to be followed by opportunities for learning the art of making compromises and adjustments, of organising man-power, of accounting for human deficiencies and psychological reactions. All this means a kind of enrichment education as a continuing experience for technocrats and specialists. If society is to be spared the perils of dehumanised leadership, its technocrats must be exposed intensively and periodically to liberal education. It is thus that the university has to stretch its arms beyond the limitations of youth education.

A deeper challenge to modern society is the gradual disappearance of religion as a pervasive and continuous educational influence over human personality. Human beings got so used to the existence of religion that they were not conscious of its educational continuity and influence over their lives. But under the pressure of rationalism of the 19th century and the devastations of the 20th century wars, the popular aspects of religion and ranging from miracles to solace for the suffering are losing its appeal. With that the power of the church in the West and of the sacred text in the Orient, to enrich the minds and emotions of people is also on the decline. It is necessary for education to try and move into the vacuum, and like religion education will have to be a pervasive influence stretching from childhood to old age.

Steps to be Taken : Changes in Formal Education

These then are the compelling factors behind the reconsideration of the principles of education and its re-statement, in the form of "life-long and integrated education." Few would dispute these realities. Few would deny the need for looking upon education as a totality. But the more important thing is to spell out the changes that are necessary in formal education and the facilities that have to be provided for educa-

tion beyond that given in schools and colleges.

First of all it would seem necessary that education imparted In schools and colleges has to be made sufficiently attractive so that the young people may feel like returning to it when they grow old. Education in schools and colleges should create an aptitude and sustain the desire tor learning. The environment of schools and colleges has to be such as to be more than nostalgic to the alumni. If the initiative and curiosity for learning were stilled, then undoubtedly, the adult would feel like an old parrot unwilling to learn. But if creativity is appropriately cultivated at schools and colleges, then the urge for expression and self-learning would not cease.

Secondly, it is now widely recognised that the period of formal education should be long enough to make it possible for young people to cultivate versatility and adaptability. The tendency to specialise at an early age inhibits creativity in human personality. It limits interests and in particular stands in the adult's way of making a creative use of his leisure.

Thirdly, work-experience has to be part of formal education. It is more meaningful when it is related to work. It would lay the seed of continuity of the educational process. It would bring the school much more in the contemporary setting. It would bridge the artificial gulf between men of thought and men of action.

Fourthly, communication between the school and the community has to be fostered. Thus another communication may take the form of extension departments in universities, correspondence courses, college-based farmers' training, and special courses for the alumni.

Rural and traditional society in various parts of Indian is undergoing a distressing experience because institutions of formal education, namely schools and colleges, provide a cultural and social environment drastically different from that in the community and the family. The blunt answer that the traditional way--family festivals. seasonal festivals, folk songs and dances, folk customs at social and religious occasions, decorations in the home dancing etc.—will have to disappear in the process of modernisation, is in fact an escapist answer. It provides no solution to the distressing tension among young people and adults who have to live between two environments. Therefore, one innovation necessary in formal education in transitional societies is to introduce in the academic programmes of school and colleges, some of those elements of traditional and folk life which can enrich school activities, give colour and verse to it without becoming a drag. Local festivities could be observed in the schools, songs sung in the homes could provide for the boys and girls, the decorations on the ground done at festive-time by girls in their homes could well be done in the varandas of the school buildings. Some of the folk dances which are so common in rural and tribal life might well be adopted as part of the cultural and physical activities of schools. Such a step would have an additional advantage of involving the adult in the school enviroment. It would provide a link between the adult and the child, it would iron-out tensions and promote better understanding. This would appear to be a

social imperative arising from the acceptance of the concept of the life-long integrated education.

And finally, institutions have to take into account the existence of, number of media and influence in present-day society such as the film the radio, the T.V., the mass newspaper, the paper-backs, the popular magazines etc. which are a formative milieu. These are pervasive in fluences for the adult and the child alike. But the education that is imparted in schools and colleges does not equip them to use these media to the best advantage. Reference here is not to the use of the documentary, the radio and the television for lessons in schools and colleges. That is important. But it is even more important to equip the student with the capacity and desire to undestand and discriminate the expressions of the media. At present, much of what is conveyed by these media, is associated by the average citizen with escapism from boredom, with a superficial kind of entertainment, with a littilation of the senses. This is because the schools and colleges almost completely ignore the existence of these media. The fine points of films, and radio programmes are not a concern of educational institution. It is hardly realised that the message conveyed through lectures and lessons can be easily obliterated by a single shallow type of film. Thererore, it is important that formal education should embrace in its programmes these communication media and thus enable their alumni to enjoy in their leisure these madia to discriminate the fine from the crude, and to create a wholesome impact upon the producers of programmes.

Greater Attention to Adult Education

Apart from these changes in the system of formal education, the concept of life-long education implies a greater and immediate attention to adult education. In this respect, developing societies like those in India have to learn from the mistakes committed in the early American democracy when adult education was ignored and big gulf appeared between the leaders and the led. Adult education should imply a quick provision for *mass literacy*. But even more it calls for extreme care that a mass literacy movement does not become terminal like school and college education. What is called follow-up in mass literacy and adult education schemes is generally treated with scant respect and is starved of funds. In fact, no system of adult education will succeed and leave permanent results unless continuity is ensured.

Along with mass literacy, functional literacy and *vocational education, particularly for farmers and workers*. are a matter of great urgency for developing societies. The more advanced societies of the West can afford occasional inefficiency at various levels of production activity. But the challenge to the developing societies is more immediate and they are under pressure to improve living standards, to achieve prosperity and production targets which the West took several decades to attain. Therefore, for these societies, professional efficiency is a 'must'. Most of the continuing education for the professional people will be either on-the-job training or in the form of orientation courses.

Apart from making professional people up-to-date in their specific disciplines, training will also extend to various aspects of personnel control, leadership, administration etc., since a specialist can no longer

remain in the Ivory Tower of his field of specialisation regardless of the human problems that impede progress.

However, the dangers of organising adult education only profession-wise cannot be over-looked. Profession wise adult education is undoubtedly of practical value to men of action and attracts them to these programmes. But care has to be taken to use these training courses for imparting to the professional people an integrated education besides a continuing education. The horizontal development of life-long education is an important aspect of this concept. The professional man has to be approached as an individual who earns his living through his vocation, has certain responsibilities as the head of his family, has his own psychological problems, his own striving towards an inner life. He has also to respond to beauty, to admire the colours and rhythm of life.

Therefore, while the rallying point for adult education may have to be the professions, its scope will have to include education for family life, education for personal enrichment, education for parents and teachers. How far it is practicable to retain the standard of professional education and at the same time to create an impact upon the other facets of the adult personality is one of the tasks of life-long integrated education. The present trend in the West has been to have separate courses for parents, for professional men, for persons inclined towards the fine arts and other cultural matters. The result is that specialisation of one kind or other, dominates adult education too. Of course, it means more efficient adult education in a sense. Whether it is possible to plan composite adult education around the individual, to give him an opportunity to be creative and expressive in the multiple manifestations of his personality, needs to be considered.

This integrated form of adult education would have been easier if in the schools and colleges also this integrated approach to human personality was emphasised. For want of that, adult education approaches the individual in that aspect of his personality where he looks for immediate advantage for himself.

Education for parents is of a special significance in a developing society, where the family has not yet completely broken-down and is not merely cofined to the father and mother. Robert J. Blakely has identified two kinds of learning which influence the human-being : one, hereditary-cultural learning and the other, adaptive-cultural learning. The family has been concerned with the hereditary cultural learning. According to Blakely, until recently, hereditary-cultural-learning has been orientated towards the past on the assumption that the future would be recognisably similar to the past. However, with the rapid change in technology and inventions and discoveries, the future has become more and more uncertain, unpredictable and unlike the past. These developments are reflected in adaptive-cultural learning which a human-being receives outside the family environments. If parents could be exposed to this kind of adaptive-cultural learning, they could succeed in changing the trend in the family and make it more future-oriented. Thus young people will not be subjected to the sharp contradiction between the past-oriented hereditary-cultural and the future-oriented adaptive-cultural learning.

There is another category of persons in the family who particularly in the West, are in need of adult education. They are the ageing couples. In India, the joint family system ensures that the ageing couple would have a continuity of environment, attention and interest. But this position is gradually changing. In the west, with the increase longevity, old couples have to live by themselves over much longer periods than they did as young couples. In other words, they have to learn to adjust themselves even to each-other, because as young couples, their children provide common interest. Thus a problem which faces the West is to teach old couples how to live in each other's company.

Mass Media as an Educational Environment

We have discussed two tasks that would follow from the acceptance of the concept of life-long integrated education, namely, changes in formal education at schools and colleges and secondly, emphasis upon the organisation of education for the adults. A third consequence follows and that is the involvement in this concept of those who control and operate the media of communications. The film, the radio, the television, the mass newspapers etc., are an abiding and continuing environment for individuals in modern society. Hitherto, their only contribution has been mainly to formal education or to publicity. In formal education at schools and colleges, they are beginning to be used as audio-visual aids. For publicity items documentary films and programmes are now an accepted medium. But neither of these two uses have touched the principal environment that these media constitute as sources of entertainment and cultural influence. It is doubtful if producers of feature films in India, for example, realise the implication of the hold they have on the minds and emotions of millions of film-viewers. It is also true that most film-producers take their decision with regard to their undertakings mainly in the light of the commercial advantages of the appeal which their films may make. Film-producers are not equipped to take any other view, to consider, for example, the impact on human personality of the emotional tension which situations in a film may create to the social attitudes and reactions and which the film may foster, to the sense of beauty and refinement which a film is capable of developing.

Why is it that film producers and others have not given thought to these aspects ? Is it not because those who control films, television and radio and even the paper-backs, themselves need to be exposed constantly to some kind of education; to be made aware of certain human aspect of their technology ? They need to understand the cultural and anthropological issues of the society which provide them audiences. In a larger sense, this could shape the genuine educational role of the media, a role far more significant than that of being used as minor tools in formal education i.e. as audio-visual aids or documentaries.

Education of Opinion-Makers

The powerful educational environment which the media constitute, is matched only by the role of the opinion-makers in a transitional society. The category would include parliamentarians as well as office-bearers of various kinds of institutions and organisations which represent diverse interests in a modern society such as trade unions, cooperatives,

religious groups, local development organisations etc. for the performance of their own functions and tasks, these people have to communicate with various sections of society. They have, therefore, to be themselves better informed and balanced human-beings and for this reason, have to be provided the opportunity for self-education almost continuously. For Parliamentarians in a new democracy like India, the need is even greater. In the days of the national struggle for freedom, the leadership had arisen from the educated middle class, initially the upper middle class who had the advantage of high education, cultural attainments and inbred sense of responsibility. With the coming of democracy, recruitment into the ranks of leadership has expanded suddenly. But the facilities for the education of the new leaders have practically been non-existent. Here too, any idea of terminal education, that is to say, a school for politicians prior to their joining political activities would be wholly unrealistic. We have to think of ways and means of providing continuous opportunity for self-education to politicians at all levels. And it is important to see that this education does not, like the usual trade union education, become a limited course in imparting the skills of handling political situations. This too, has to be an integrated education, having its lateral extensions into enriching experiences through an understanding of history, philosophy and the liberal arts. Political leadership must be well-informed and equipped to be versatile and adaptive.

The fact is that education for leadership in ancient societies particularly India, had always been conceived as an all-round education. One should not be a rajapurush according to Damodar Gupta, an 8th century minister of a Kashmiri King, "unless he had cultivated a discriminating sense in the fine arts, was an accomplished sportsman, did not turn his back in the battlefield, was able to conduct a lively conversation over a wide range of subjects and knew the workings of the human mind." In a static society of those days, such accomplishments could only be confined to the aristocracy who constituted the limited leadership. In present day democracy, and the dynamic modern society, decision-making is being shared by a growingly large number of people. Indeed, the average citizen is an active participant in the progress of society. Therefore, the integrated and creative expression of his personality would seem to be an imperative. Never before in human history, the potential for creative expression and for self-discovery for an individual was so great. But the means for this kind of self-education have to be made available from childhood to old age through interrelated processes. For this reason in the words of Sir George Pickering, "education should be a process which begins at birth and continues to the brink of the grave; it should not cease when a youth leaves school or the university. Perhaps, the most important function of education, forgotten by pedants, is to develop the desire and the capacity to learn; formal education should be a preparation for self-education throughout life."

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EDITORIAL LOUD THINKING

Money Versus Programme

The famous leader of the French Revolution, Danton said, "Next to daily bread, the most urgent need of the people is Education." This was true, when it was uttered. It is true even today. The slogan of Liberty, Equality and Fraternity still remains a slogan for a large number of people. The gains of the French Revolution touched a fringe of the people, large number of them still remain outside its purview. Employment and Education still are the preserve of the few,—the elite. To change the situation, radical changes both in the educational strategy and in the socio-economic structure of our society are needed. And for social transformation, education is the key. Changes and strategies which allow equal access to education to all, will create conditions for the necessary changes which will enable the benefit of growth and development to be shared by those for whom they are meant. The practical implication of this idea is that our educational system cannot feel satisfied in giving its clientele a training that is sufficient for the whole span of productive years in the life of the individual. What is needed is a broad based general education that is suitable as a basis for repeated retraining and the constant acquisition of new knowledge and new experience. Constant renewal of knowledge and skill should be the watch-word.

In developing countries, however, large number of children and adults are not brought within the ambit of the educational system, because it is irrelevant to their needs, hopes and aspirations. In these countries educational strategy should largely consist of developing packages of educational programmes which will be relevant, need-based, enviornment-oriented and serve the hopes and aspirations of the people for whom they are meant. This means a series of diversified and flexible programmes. This presupposes flexibility in budgetting and expenditure. A schematic budget can not serve this purpose of flexibility and diversity.

The National Adult Education Programme, which in conception is a revolutionary programme, has been reduced to a routine programme because the financial wizards and administrators got the better of the educational visionaries. To overcome this defect, the grant-giving body should be bold enough to sanction programmes and projects whose objectives are those of NAEP but whose budgetary items are different than those given in the blue-book. While remaining within the ceiling prescribed for expenditure, the staffing pattern and their salary could be changed for an honorarium of Rs. 50/- is too little for a animator, who is supposed to create social awareness and lead the people for social change. A person whose main task is to give the poor and disadvantaged a new zest in life, confidence in themselves and joy in the pursuit of knowledge and skill cannot be available for mere Rs. 50/- when a peon in the same scheme is to be paid Rs. 200/- A self-reliant and highly motivated person alone can instill confidence and self-reliance among the people, who have for centuries been neglected and deprived of the barest minimum. It is our hope that the Government will re-examine the budgetary pattern before the scheme is officially launched on October 2, 1978.

ICAE Moves Ahead

During a recent international meeting of adult educators, held in early July, at San Jose, Costa Rica (Latin America), a formal agreement of cooperation was signed between the Organization of American States and the International Council for Adult Education. The signatories were Eduardo Gonzalez Reyes, OAS Executive Secretary for Education, Science and Culture, and Roby Kidd, ICAE Secretary-General.

This is the first time that OAS has entered into a formal agreement of any kind with a non-governmental organisation and is a recognition of the role and effectiveness of the Council in the field of adult education. Through this agreement the Council has been asked to pay special attention to the emergence of other NGOs in the region.

The purpose of the agreement is to 'regulate and formalize the cooperative relations that are to be carried out by both entities, for the purpose of contributing to the development of adult education through the coordination of activities, avoiding duplication and of expenditure of resources.' The agreement provides for the Council to work more closely with OAS member-states and their programmes and for the Council to participate, upon request, in carrying out OAS projects in adult education, particularly those that are part of the OAS Regional Educational Development Program.

The agreement is an important step and will give ICAE opportunity to influence developments in the field of adult education in Latin America and through adult education on the life of the people of the region in bringing about socio-economic change.

SOME ISSUES POSED BY NON-FORMAL EDUCATION IN INDIA*

*Malcolm S. Adiseshiah***

1. The problem

The problem of non-formal education in India are multi-dimensional.

First, and somewhat unique to the ASPBAE Region I, is the vastness of the dimensions of non-formal education in the country. Some expressions of this are :

a. Of the 70 million pupils enrolled in the 5-year elementary school, some 40 million drop out before the end of class 5, that is before acquiring permanent literacy skills, and 15 million are still to be enrolled in the elementary schools. The country has therefore embarked on a non-formal education programme to cover the 55 million drop-outs, push outs, and left-outs to give them minimum learning skills.

b. There are 260 million adult illiterates in the country in the age group 15 and above, including 100 million in the critical age group 15 to 35 (India has 3/4 of Region I's illiterates).

c. There are 19 million man years of unemployment (some 100 to 130 million unemployed on a monthly basis), of whom some 51 million man years are illiterate and unskilled, and 120 thousand young men and women, the majority of whom are illiterate and unskilled, entering the labor force in the country every week.

d. The population which has crossed the 600 million mark will reach 1 billion by 2010, and no amount of family planning can prevent the attainment of this magnitude because most of them are already born or are about to be born.

e. The literacy levels of rural women and in particular scheduled caste and tribal women who number over 130 million range from 2 to 10 percent and so on.

The moral here is that at a certain point the problems of quantity become essays in quality.

The other facets of the problem of non-formal education which India shares with other countries of Region I are the multi faceted nature of the programmes of non-formal education—in literacy, pre-school education, education of dropouts, education of youth, education in agriculture and related skills, in health, nutrition and family planning, in rural and community development, in employment and vocational

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* Paper presented at the Regional Seminar of ASPBAE Region I for the Promotion and Coordination of Non-formal Education Programmes, 4-7 March, 1978, Tehran.

** President, Indian Adult Education Association, New Delhi.

training, and in various in-service and continuing education and training programmes for many groups of adults. In one state of the country with a population of 45 million, a recent census shows that there are some 62 non-formal education programmes being run by 130 voluntary and governmental agencies. This means that any attempt at coordination, rationalization, information exchange or evaluation of this complex multi-dimensional programme of non-formal education is an impossible task. But this may not be important because the genius of non-formal education is that it is localized, flexible, and not directed from a central source. Non-formal education is organised learning, of course, but in an unorganised way.

2. Major Efforts

For purposes of this Seminar, attention may be directed to two major programmes out of this multiplicity of efforts. The first is the National Adult Education Programme which has just been launched at the end of 1977 and which aims by 1983 to make 100 million illiterates in the age group 15 to 35 educated and self-reliant. The other is the programme to universalize elementary education which will involve providing minimum learning skills to some 55 million children in the age group 6 to 14 through concentrated non-formal education programmes, again by 1983. Both educators and the government have come to the realization that the only way that elementary education can be universalized in India is through operating this massive non-formal education programme.

Adult Education. Taking first the National Adult Education Programme, we are faced with a host of technical issues, on which I found the Final report of the Experimental Functional Literacy Project for the Social and Economic Promotion of Rural Women and the two documents in National Literacy Crusade circulated to us by Dr. Homayounpour on behalf of the Women's Organization of Iran, the National Committee for World Literacy Programme and the National Centre for Adult Education and Training a mine of information, enlightenment and guidance. I shall list some seven issues on which any further exchange of information and analysis of success stories at this Seminar and in the Region's cooperative programme would be of great value to India and possibly to all of us in the Region.

One issue is the problem of motivation. Why should the illiterate farmer or the rural housewife desire literacy ? This basic issue which we have ignored in past literacy campaigns which were built on the illusion that the illiterate adult is thirsting to acquire literacy accounts for their failure. However we call literacy, to use the language of the Final Report, functional literacy, or scientific humanism (which is the giver's approach, not the receiver's motivation) or conscientisation, the lack of motivation makes it a non-starter. The poor, hard-working adult illiterate who can barely earn enough to keep his or her family alive, asks "Why should I make this extra effort, how does it add to my happiness or that of my family ?" Here we should bear in mind the yawning gap between our sources of learning in school and college and the doctrine of functional

education and literacy. In all our countries, education is book - based, classroom - walled, and library and lecture-centered : it has no relation to life and work, but we call this education in formal institutes and then we go out and propagate the functional content of education, of which we ourselves have been non-recipients. The uneducated adult on the other hand, has a fund of knowledge and learning derived from his work : the farm or the kitchen is his/her classroom : the daily round of sewing, weeding, harvesting, cooking (which is too often like making bricks without straw) is his/her curriculum : the market or the health of the family members is the examination crucible : out of this work experience, the adult has a rich storehouse of knowledge, but because it is not book-based, we call it illiteracy. How is this person to motivate himself to literacy ? I am intrigued by the statement in page 35 of the Final Report : "Adults want to be able to read and write as soon as possible and this is one of the major incentives for their participation in class. At the beginning of the class the participant always wishes to comprehend the subject and material under discussion. Perhaps some more light can be thrown on these rather startling statements.

Second there is the technical problem of weaving the literacy component into some larger function—nutrition, child care, poultry breeding, the new technology of farming, etc. On this we are still at the very early stage in the country. The Final Report has a lot of rich material on this in section 4, Preparation of Sequences, and the Use of the Structural-Global Method (page 32) which is further elaborated in Appendix D. This too could be the subject of further discussion and exchange in our future cooperative programme.

Third there is the issue of training adult educators. Here one of the questions is whether there should be different types of training programmes for a) different levels of responsibility for adult education, and b) full-time instructors, part-time workers, volunteers, etc. I am impressed, as I am sure all of you are, by the range and vast scope of INCADET's training programme. My question is, just as we seek to establish homogeneous groups to participate in adult education, should we have different training programmes for different homogeneous groups of adult educators. Some exchange could take place between us on the content and locale of training for different levels, (should planners, evaluators, and administrators be trained in university departments of androgogy, for example). There is also the problem of the use of training of primary school teachers in adult education. On the use of primary school teachers in the adult literacy programme, there is a sharp difference of opinion in India. There are some who believe that the primary school teacher is so outdated and shopworn that he must not be used. I notice that the Final Report has some harsh words about the teacher and his functioning (see 3rd para of the first page and the first para of the last page of the preface). I belong to the group of those who feel that the primary school teacher can be motivated and trained for use in this programme. In my state,

for example, there are 250 thousand primary school teachers and I cannot believe that there are not at least 100 thousand of them who want to help and who can quickly acquire the skills. In any case for a poor country like India, there is no question of setting up an alternative structure of teachers and instructors because of its cost implications.

Fourth is the continuing nature of adult education programmes—its literacy and post literacy phases. On post literacy work, some discussion on whether the meterials can be produced by writers and artists who have not dirtied their fingers in the programme, whether for the first stage there should be only local learning materials produced and used, and not state or national materials, and the reasons for our neglect of librarians and documentalists for the post literacy continuing education programme for the new literates might be the subject of discussions in our cooperative programmes.

Fifth, a word on the technical issues involved in evaluation and organization. Evaluation has to be built into the programme. One element which is missing in our evaluation proposals and practice is that this effort is not made by the participant. In this regard, adult education follows the methodology of formal education, of imposing from above the evaluative effort. Further, evaluation as developed by Unesco is a costly enterprise. Can we devise a self-evaluation system which in cost terms is feasible for our poor countries ? On organization, I admit the need for a spatial hierarchy but here again can this heirarchy be more of an exchange of experience, learning from one another type of organization, rather one of just supervision and control which we have borrowed from the formal system. Here again I would appreciate an exchange of views.

Sixth, there is a rather important methodological issue that has arisen in India in regard to adult literacy. There is a view which holds that what the adult illiterate needs is technical information on the new technology of farming, family welfare and planning aids, nutrition supplements, information on improved land and water use and animal husbandry, small industry skill etc., and that this can be provided by oral communication either through inter-personal discussion and information or demonstrations or through the radio. This is called "techniracy" which does not call for all the sweat and bother of learning the 3 R's. We adult educators, confronted by the challenge, must admit that the oral tradition, inter-personal communication or radio messages have been far more functional improving the living levels and the quality of life of the illiterate adult and his family than what has so far been achieved by our literacy programmes. Also we should admit that there is no need to ask the aduit first to become literate before he is provided with the technical information that he so urgently needs. My own resolution of this dilemma is to refuse an either/or approach, and plan for building a literacy programme on the firm infrastructure of techniracy. That way we will also not be dividing society into the privileged minority who have access to both written

and spoken knowledge, and those who have access only to the latter.

A final issue, which is not really technical, is the political will on which this programme rests. Reference has been made to this in the Iran documents and in all national statements. What is worrisome about this is that the adult educatlon programme becomes a hostage to the winds of political change in our countries. Can this be avoided by some kind of national political consensus ? The second problem is that in a federal country like India there is today the political will at the federal center, but education being a state subject, there has not been and there is not the political will at the state level. The programme, therefore, is in danger of being run as a kind of federal hand-out.

Non-Formal Learning : On the second major programme of non-formal education for the massive drop-outs and left-outs from the formal system, there are four issues that I would like to pose.

The first one is that this programme has got to have its own learning methodology, materials and techniques which are quite distinct from that of the formal school, from which the pupil has run away or has been pushed out or left out. To use the curriculum and the teaching methods of formal school in non-formal education is to court disaster. If this is so, there are two consequential questions that arise. First, this means a parallel learning syetem. and all the isssue which parallelism involves. Second, and consequentially, the end purpose of non-formal education cannot be to bring pupils back to the formal stream, at least not until and unless the formal system is restructured out of all recognition from what it is at present.

The second issue is a correlate, and that is that the learning materials and training content of these programmes must be functional llke that of adult education, with a minimum of the abstraction element that is characteristic of the formal school system but in its learning methodology, it is unlike that of adult education methods and techniques which are androgogic in substance, but is more like the pedagogic perceptions and methodology that characterize the school system. This mix of adult education learning content and formal education learning methodology is a new area which is characteristic of us, in the Third World, and in which there is not enough international or cross-national experience, because we in the Third World have given it so far inadequate attention.

A third note is in regard to training non-formal education instructors for this group of learners. Here again attempts are made in some of our training colleges to include non-formal education as one more subject in the rather full syllabus of oue teacher training programmes. It is too early to evaluate thr effectiveness of this method of training non-formal educators· One hint that this kind of partial attention to this new and complex area in a teacher training programme is not very satis-

factory is that teachers always opt for the formal system and turn to the non-formal system only as a second best.

A final note following from this second best status of non-formal education is the danger that it faces of being classed as second-class education for second-class children of second-class citizens. Here we touch on some deeper socio-political and economic issues which are outside the universe of discourse of any learning system. We need in particular to warn ourselves against the illusion on which we are sedulously nourished and cherished both by our political leaders and by ourselves. educators, that education is a solution to all social, political and national problems. Most of our leaders keep repeating that education is a means of individual happiness and social fulfillment without making clear the essential non-educational pre-conditions for reaching such a state of affairs. (Some of the language of the Final Report seems to ponder to this illusion). I call it an illusion because to follow these exaggerated views of what education can achieve is to make the attainment of the specific and, from this point of view, limited goals of learning—formal or non-formal, pedagopic or androgogic—a non-starter.

As long as we have an unjust and unequal society in our Third World countries, education will reflect this dualism. We can mitigate it to some extent by opening up the doors and windows of the formal system, and arranging a two-way traffic between formal and non-formal education. But non-formal and adult education which forces us to deal with the condition of people and societies as they are, issues implicity a call for us to take the non-educational (political and social) action to work for a society of equality and justice. That is risky in terms of the status quo. It may involve us in making some difficult extra educational choices: it may make us educational and social fugitives from our unjust societies.

ROLE OF VOLUNTARY ORGANIZATIONS IN NON-FORMAL ADULT EDUCATION*

*S.C. Dutta***

It is proposed to deal with this subject in two parts. One to discuss what we mean by voluntary organizations and the second what role it can play in the evolution and development of non-formal education.

To some people voluntary organizations mean organisations of volunteers—people who are not employed, who give their time, energy and money for the upliftment of their downtrodden countrymen and women. The motivation is charity and philanthropy, the urge is compassion. This concept may have been valid a century ago and in affluent countries, but in developing countries which most of us represent it is neither possible, nor desirable to have such organisations. They are irrelevant to our needs and requirements and therefore not necessary to establish for doing any worth-while work in the field of welfare much less in nonformal education.

To some others, voluntary organizations are those which consist of non-officials who raise voluntary resources both human and material in the service of the common people. This concept is also erroneous because all the resources being tapped by the government; it is well-nigh impossible for non-officials to raise adequate funds to run their organisations effectively and be of service to mankind.

To my mind, a character of an organization should not be judged by its composition, nor by its sources of income but by the sole criteria of its decision-making bodies. If its Executive Committee, President and General Secretary are freely elected and take decision about its programmes and policies without letting and hindrence from any source, not even from the donors, if it is not pressurised by the government to take decision one way or the other on specific matters, it is a voluntary organization. A free organization of people taking its *own* decision for the benefit of their fellow-beings and pursuing its *own* programme is a voluntary organization.

I will now like to elaborate on this concept. A voluntary organization can have as members, officials and non-officials who are devoted to the promotion of non-formal education. It can raise funds from the government and private donors to finance its *own* programmes. The fact that officials are members will not nullify its voluntary character so long as they are members in their individual capacity and give their time and energy for the promotion of the programmes of the organization, as volunteers. The fact that the government pays grants should not cramp the style of the functioning of the organization. After all what is government's money but that of the tax-payers, and organizations of the people have a right to use a part of the fund for the benefit

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of the people. Therefore, what I wish to plead with my esteemed colleagues is that National Adult Education Associations should be formed in each country of the region with official as well as non-official members and with, if necessary, government funds because for non-formal education programmes to be successful voluntary National Adult Education Associations are necessary. It is necessary to act as a pressure group on the government to make adequate financial provision for non-formal education. Their necessity, I propose to discuss in the second part of my paper.

II

Voluntary organizations enjoy certain advantages which are of positive help in the promotion and development of non-formal education. For one thing, voluntary agencies, in so far as they are the projection of popular initiative and enthusiasm can have a more significant accord with the people than official agencies, which in developing countries, are still associated with all that was bad in the colonial regime. And because voluntary agencies thrive solely on the confidence people place on them, these will have to reflect more keenly popular sentiments and adjust their programmes and policies to the needs, requirements and aspirations of the people for whom they are meant. These adjustments can be done quickly, easily and effectively by voluntary agencies moreso than by official machinery, whose decision-making appartus is far away from the field of operation and is sometimes unmindful of the needs of the people.

Basically the purpose of non-formal education is to help individuals and communities to meet the new demands created by the rapidly developing society. Its objective is to help them overcome the impediments which had withheld the prospect of a richer and fuller life, and to subvert the status quo where "a few have prospered on the shame and subjection of the many,' (President Radhakrishnan). The purpose of non-formal education is to build in place of the present elitest and therefore decadent society, a dynamic social order where equal opportunity is ensured for all to grow in freedom and plenty. Non-formal education should be the harbinger of a new movement which should inspire the common men and women to reconstruct the pattern of their lives and evolve a new value system and behavioral pattern, so that they can stand on their own legs and not be the playthings of the rich and the powerful. Such a movement will have to be inspired, guided and supported by the organizations of the people themselves.

Moreover, non-formal education, in order to be successful, is to be based on innovation, experimentation, collaboration and team work. New methods of work and new techniques need to be discovered. These can be done only by a voluntary agency, for it is unhampered by the requirements of that obnoxious word, red-tape, and has greater desire and appropriate perspective to experiment. A voluntary agency compared to an official machinery has greater flexibility and has greater freedom to experiment and try out innovative ideas. A voluntary agency can afford to report failure while an official agency cannot. It has to find a scapegoat.

I have spoken of collaboration and team work for the success of non-formal education. In a Government set-up, coordination between the various ministries and departments is well-high non-existent because each thinks itself to be an empire by itself. Similarly team work, as equal partners among government functionaries is unheard of. A voluntary organization can bring together the various developmental ministries, departments and agencies to thrash out common problems and draw out a suitable plan of action.

Lastly, non-formal education depends for its success on the willing cooperation of the people and their enthusiasm. The task of enthusing the people can be undertaken by the voluntary organization and therefore the government must work through voluntary organizations which have living contact with the people in the area of their operation, have the advantage of elasticity in their methods and working, are not tied down to copy-book rules and can experiment with new methods, techniques and innovative ideas. I may add, that in my country i.e. India, the government has allotted a key role to the voluntary agencies in the implementation of their National Adult Education Programme. If we de-officialize and decentralize the implementation of non-formal education programmes, our task of bringing knowledge, light and happiness to our common men and women will be achieved easily and expeditiously, and the emergence of a new social order will become a reality.

THE LITERACY CAMPAIGN AND COMPLEMENTARY EDUCATION IN THE SOCIALIST REPUBLIC OF VIET NAM

It was not until the triumph of the August Revolution (August 1945) that education which had been in such a bad shape under the eighty-year long colonialist domination, was to undergo any improvements. In the densely populated deltas at the time there was only a half-level primary school and some pre-school classes to every 5-7 villages. A whole district had only one full-level primary school, admitting 50-70 pupils, mostly from wealthy families. In the remote mountainous regions, schools were more scarce and often non-existent.

At a higher level, in the whole country, there were only ten or so secondary schools and three high schools which enrolled only children of the rich, the mandarins and the high ranking officials of the colonial regime.

Due to such an education system, most of the 20 million population then were illiterate. Most of the children could not go to school and the overwhelming majority of peasants and workers did not know how to read and write. The illiterate rate was 95 per cent of the population. In many villages and hamlets one could not find one literate man to help read and write a letter. The so-called "educated" people (first and second level graduates) were very few and usually dwelt in towns.

The labouring people then suffered much from an extremely backward, obscure and miserable life. Taking advantage of the masses' ignorance, the rulers were free to hoodwink, oppress and exploit them and it was they who were responsible for the 1945 horrible famine that claimed 2 million lives.

The 1945 August Revolution and the triumph of the resistance war afterwards brought great political, economic and cultural changes on the Viet Nam soil. But since 1954 in the Southern part of the country, the neo-colonialist regime had unleashed an atrocious war, which not only took toll of millions of lives, but brought about the devastation of the Vietnamese nation. Just before the complete liberation of South Vietnam (May 1975) there were about 4 million illiterates, consisting of 1.5 million women from the age of 12-45 and men from the age of 12-50 years. These people are the responsibility of the Complementary Education Branch. There were in addition 2.5 million children aged 7-11 who had not attended school under the previous regime and old people including women above 45 years and men above 50 years.

In addition there were tens of millions of people who were barely able to read and write. Such social evils as superstition, gambling, hooliganism, prostitution and alcoholic and drug addiction were still rampant and what is more, increased at an alarming rate.

Today, one in three persons is attending school. The eradication of illiteracy and the improvement of the cultural standard of the labour-

ing people as a whole have become one of the great state policies. Right after the August Revolution. President Ho Chi Minh called upon the people to "fight against famine, ignorance and foreign aggression". Many years later, he added, "In order to build socialism we must increase production. And to do that, there must be technical improvement. And one must be educated to make good use of technology. Therefore, complementary education is a mere necessity".

In Viet Nam the literacy campaign and complementary education are an integral part of the ideological and cultural revolution, and even for a long time had been considered to be of prime importance in the educational development. The main aim of the literacy campaign and complementary education is to raise the general cultural level of all people, thus contributing to the moulding of a man of a new type who is socialist-minded, politically conscious, virtuous, and well-versed in sciences, technology and economic management to render good service to the defence of the nation against foreign aggression, to the improvement of production and to the building of a life free from want and care.

With this aim in view, the literacy campaign must be proceeded beyond the stage of knowing how to read and write, and once this level is achieved, complementary education must step in. Those who are able to read and write should be given favourable conditions to attend complementary classes. Thus in Viet Nam the literacy campaign and complementary education must be closely linked with each other.

Our experiences have shown that with the help of the most up-to-date methods, one can be able to read and write within a few months. But in order to reach the so-called level of "lasting literacy" the learner must successively attend at least 2 to 3 complementary grades (similar to grades 2, 3 in the primary school). To have good qualification for work and production, one must finish up with the second or third level in complementary education, that is, go through 7 to 10 additional grades.

In the literacy and complementary education system, three kinds of learners are distinguished : cadres, youth and labouring people as a whole.

Cadres of worker and peasant background, then illiterate and now working in the Party and State offices, should reach the second level education (for cadres in the villages) and the third level (for district and province cadres) and then should be equipped with enough knowledge for their various specifications.

Youth are asked to complete the second level for the time being and the third level in the future.

The labouring people as a whole, after being able to read and write, are to complete the third form, that is to complete the first level education or the so-called "ensured elimination of illiteracy"....and then to switch on the special lectures on production and life.

The learners attending the anti-illiteracy and complementary classes are all adults and are now working in the offices, factories, co-operatives, etc. They have little time for study, but are required to get knowledge in a short time so as to meet the requirements of their work. Therefore, the curricula and textbooks for them must be simple and realistic. The lessons should be presented in a concise form combining scientific know how with reality in production and life. Lessons for pre-school classes to advanced classes must include the general knowledge on civics, hygiene and phrophylasis, technique in production, the moulding of a new type of man, etc. If many subjects are taught separately to the children in the general school. for grown-up people they are merged for the sake of easy teaching and learning, and to be more practical and less time consuming. For instance, to combine politics with history, biology and agricultural technology, mathematics with economics management in cooperatives etc., will produce fine results as the learner can easily perceive their advances and therefore are more interested in their studies.

However, the results achieved by the learners still largely depend on the teachers' teaching methods and class and school organization. The principle "study should go along with practice, education with productive labour and schools should be linked with society" put forth by our education should be appropriately applied to the adults. Here, the most important question is that the teacher should have an insight into the learners' experience in life and in practical labour so that he can combine with the scientific knowledge in teaching. Meanwhile he must not only grasp the scientific theory, but also know how to put it into practice in order to help the learners apply it to real production and life.

For the past few decades, a number of pedagogues specialised in adults' teaching have been selected and grouped to work out the programme, compile textbooks and recommend teaching methods proper for their education. And although the textbooks, from primers to first, second and third level ones have been tested and revised three or four times, they are still subject to another revision.

To train a contingent of teachers adequate for adult education is an important question which should be as scientific and educational as it is popular. The anti-illiteracy and complementary education needs of a tripartite contigent of teachers : a necessary number of salaried professionals to act as the core of the school staff, a number of teachers selected and paid by the cooperatives; and a great number of school teachers, cadres of various branches and people with sufficent level of culture, science, technology, etc.....to act as amateur teachers with or without a small bonus from the learners' fees. At the anti-illiteracy stage, many people can become teachers as the teaching of reading and writing is somewhat simple and thus swelling the contingent of amateurs who are willing to pass on knowledge for free. They can be students in the secondary schools; or even members of the same family who can teach one another, or youth brigades who are formed for the literacy movement in the remote mountainous regions. But in the complementary education stage, professional teachers are in great demand, because thanks to them, the teaching becomes more stable and the results in teaching and learning can be ensured. Refresher-

courses should be organised yearly to equip them with political consciousness, scientific knowledge, teaching methods for adults and complementary class and school management.

If the general schools are usually crowded with pupils, especially in the deltas and in towns, classes for adults would only be full when propaganda and mobilisation work is expertly done to coax the learners to join the literacy and complementary drive. In the anti-illiteracy drive, many localities have wisely put forward such appropriate watch-words as "even one teacher and one learner can form a class", "If you are busy try to spare some time to learn; but if you are not so hard pressed for time, you should learn a lot harder", "Move classes nearer to the learners' homes", "If production is the lock, culture is invariably the key to open it", etc. Many provinces have successively launched such campaigns as "Concerted uprising against illiteracy", "Study to be able to elect the United National Assembly", etc. At the stage of illiteracy elimination the movement is usually vigorous and there are many forms of literacy schools and classes, such as evening classes, home classes, classes on ferry landings, in market kiosks, etc. organized at any time; study can be done while cooking or farming, etc, But at the stage of complementary education, it is necessary to organize regular classes and schools, especially at the second and third levels.

The in-service training for a great number of learners who can work while studying at noon or in the evening, consists of schools for the labouring people to attend twice a week, and those for the youth, five to six times a week.

The full-time training for the most active office cadres and youth who can leave their jobs for some years to go to school, consisting of schools for the middle-aged with a special curriculum which is both realistic and concise. And there are some other schools intended for young people, with a more systematic and comprehensive syllabus. A number of part-work part-study schools intended for young people have proved to yield good results in education. For the regular schools, the State gives an appropriate investment in material facilities and qualified and seasoned teachers.

Thanks to the constant concern given by the Party and the Government, to the great determination of millions of the labouring people and to the efforts of tens of thousands of teachers and cadres, the elimination of illiteracy in the Northern provinces was basically completed in 1958. Until the third quarter of 1977, most of the Southern provinces, though recently liberated in 1975, can now claim to have successfully combatted illiteracy after two years of a stirring literacy movement. This was due to the great efforts given by the State and the people in these localities. In some months to come, a conference to draw together experiences and welcome the basic elimination of illiteracy in the southern part of Viet Nam would be held. And the Socialist Republic of Viet Nam would claim to have freed, in the main, its people from illiteracy.

Today the yearly total enrolement of labouring people at complementary classes is over one million. Tens of thousands of office-workers and youth who had finished the third level in complementary

education, entered the university and got their degrees and are now becoming middle and high-ranking scientific cadres. The general cultural standard of the labouring people has been raised remarkably. In North Viet Nam the first level general education is now compulsory in a great number of villages and in some districts. Tens of thousands of people in the South who have just become literate, are eager to attend the second and third grades classes of the primary school.

However, in the literacy and complementary education work, we are still faced with many difficulties that must be overcome. For example : further improvements are needed in more relevant content of lessons, the enrolment in the mountainous regions, and in the quantity of material facilities and teaching equipment in classes and schools.

THEORY, PRACTICE AND ALTERNATE APPROACHES TO RURAL ADULT EDUCATION

*Rakesh Hooja**

Recently a camp was organized at a village at the instance of the Ajmer Adult Education Association with the Marginal Farmers and Agricultural Labourers Development Agency, MFAL (a government body that coordinates and executes certain development schemes for the economic uplift of small and marginal farmers and farm labour) and the Ajmer Krishi Gyan Kendra (Centre for Agricultural Knowledge of the Udaipur Agriculture University meant to disseminate the results of University research to farmers throughout the district of Ajmer) assisting the Adult Education Association. While attending that camp the point was once again driven home to me that the setting forth of ideas for the manner in which adult education should be imparted by the aware citizens, academicians and specialists and the plans drawn up by senior government officers however good they may appear to be on paper, often flounder in the field.

I myself had been recruited to the cause of Adult Education as a University teacher who was concerned about educational reform and had on the basis of reflection and book knowledge started writing occasional articles for the *Indian Journal of Adult Education* and also the popular press. I had enthusiastically set forth my ideas of ideal adult education systems as well as what I considered practicable and efficient adult education schemes in articles and in deliberations preceding the setting up of the Rajasthan Adult Education Association

Later on upon joining government service I came in contact with rural India and still found that the ideas I had supported were generally acceptable to adult educators. The ideas of linking the learning process to the local production functions and to local problems, of setting up centres for "functional literacy", of coordinating adult education with the administration of government's welfare and development schemes, of using educated persons already available in the villages as part time instructors and of putting volunteers into the villages who would help the villagers solve their problems and simultaneously provide educational stimulus of holding camps where various officials visited the village; such ideas are generally agreed upon as useful by adult education planners. And it was with such ideas garnered from Adult Education journals and the Government of India's guidelines for a Non Formal Education Programme as well as knowledge acquired as a field level government functionary, that I had undertaken to serve on the Executive of the Ajmer Adult Education Association in addition to my Government job. In fact I have even been trying to formulate a scheme for non-formal education in 20 to 30 villages for the Ajmer Adult Education Association and had suggested a hierarchical system of 10 non-formal education centres to a village with 10 (ten) villages being placed under a supervisor, and a Project Officer to coordinate the Supervisors in an approach note to the Association, as a basis for drawing up the seheme. However the camp I attended and similar experiences earlier made

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me stop and think. Here was the MFAL Agency, which I head willing to set up rural artisans training schemes with stipends for the trainees and help after the training in setting up ones own rural artisan production unit. Similarly MFAL was willing to provide subsidies and help in getting loans for animal husbandry purchases as well as for well, pump set and agricultural implements purchases as also to consider taking up soil conservation and community irrigation works. All are related to local production problems. Similarly the Krishi Gyan Kendra had brought a team of men to help discuss and remedy the problem of agricultural production in saline land with less water availability. They were also willing to show educational films and arrange simple demonstrations. The Adult Education Association has set up adult literacy centres in the village and has also posted a volunteer in the village for a year with instructions to identify problems of the area and help the villagers to solve the problems or to himself chase up concerned government departments regarding the problems so that gradually the villagers themselves learnt how to solve their own problems. The volunteer is also setting up a Chetna Kendra (a sort of knowledge sharing club). Yet a visit by representatives of all three bodies evoked almost no response.

Less than 1% of the village turned out to meet us visitors. And even those who came were least interested in hearing about the various schemes that the three agencies were trying to describe. They had come either out of personal regard for the volunteer posted in the village, or because a small group thought it could use the Camp as a means to raise allegations against some other factions in the village. Even though a follow up camp in the same village is being planned, the chances of positive results seem remote.

It has also become apparent that not all the government school teachers who have been given grants to run the adult education centres are competent or dedicated to the work. But few other educated people are available in the villages.

Those receiving rural artisan training learn the production process but seldom bother to learn the three R's at the adult education centres even though requested to do so and thus cannot always manage the purchase of raw material and marketing of finished products later on. Attempts at using a syllabus combining knowledge of reading and writing (akshar gyan or knowledge of letters as it is locally called) and matters of local interest (be they house keeping matters or those related to agriculture and animal husbandry) are often thwarted by less educated, or lazy instructors, and the villagers often need continued persuasion to attend the non-formal teaching sessions at the Centres. Teachers have a tendency to converting the Adult Education Centres into mere literacy centres where villagers only learn to sign their own names and statistics of people attending and of people "made literate" tend to dominate all attempts at evaluating the impact of the Adult Education efforts.

In fact only where a dedicated teacher is available do good results seem to be achieved.

A number of such experiences in an area where the Adult Educa-

makes me wonder whether attempts at using means easily comprehensible to the villagers (i.e. emphasis on local metaphors and similes as well as at linking education with local problems solving, with the local administration, with local production techniques, and the development of teaching aids of various sorts are the answer to the problem of rural adult education. Similarly the emphasis on flexible syllabi and timings of classes, while commendable, may also not serve the purpose.

What may be required instead is the training and motivation of volunteers who could then be provided with the means to go and live in a village for longish periods. Such dedicated, men and women may then, each in his/her own way, try to broaden the knowledge base of the villagers. Such personalized, intuitive, approaches by dedicated people may prove of more value than setting up Adult Education Centres and using extension techniques through government or voluntary agencies.

However this change of approach and the abandoning of all this adult education theory as it has evolved in India has to offer is not very attractive to my mind. A net work of Adult Education Centres with syllabi and techniques based on previous experience and practice is more easy to institutionalize. Not too many dedicated, people may be willing to be trained and sent to the villages, and not each dedicated person may be able to intuitively decide on his own as to how to tackle the particular village he has been sent to. Thus when a mass campaign, as envisaged by the present Indian government is to be taken up, then the option is likely to be in favour of some sort of a bureaucratic structure (be it of government agencies or voluntary bodies or a combination of the two) as opposed to a person based system being evolved, even if the "non-formal "teaching methods and approach gets somewhat formalised in the process. One possible approach could be the extension cum-demonstration approach as is being attempted in the World Bank sponsored New Extension Programme for Agriculture. Perhaps other readers could provide other experiences which help in our understanding of the problem.

However before ending, I would like to point out that as an ideal, perhaps even Utopian, situation I favour the idea of Village Community Centres which become the hub of all village activity, from where all contact of the village with the outside world is regulated, and where trained adult educators are also based, which can through influencing both leisure and work activities make the village and life itself into the biggest educators. The Village Community Centre idea has been spelt out by me in more details in (1) ' Polyvalent Education"—A Revolutionary Developmental Device or the Old System Under New Trappings", *Indian Journal of Adult Education* (IJAE) March 1974; (2) A Futuristic Model for Rural and Urban Polyvalent Education-Cum-Development Centres", *IJAE* February 1976, (3) ' Rural Education and Development, *Kurukshetra* (New Delhi), 16 February, 1977 (4) "Rural Education" *The Sunday Statesman* (Magazine Section), New Delhi May 22, 1977.

This could be a third approach for readers to consider and comment upon and the comments could prove invaluable in the task of

formulating a non-formal education scheme as I have presently been asked to do by the Ajmer Adult Education Association. However one thing is clear. Changes in approach shall have to be made before the villagers get convinced that the non formal or adult education being provided is relevant to either increasing their income-generating skills or to ensuring their personal self development in a meaningful manner.

A STUDY OF THE ACADEMIC PERFORMANCE OF THE FARMERS' FUNCTIONAL LITERACY PROGRAMME PARTICIPANTS IN RELATION TO SOME SOCIAL-PSYCHOLOGICAL FACTORS*

*M. Khajapeer***

1. NEED FOR THE STUDY

The Farmers' Functional Literacy Programme (FFLP), since its inception in India in 1967-68, was evaluated from time to time. Some of these studies, which adopted ex-post-facto designs, chiefly concerned themselves with the progress made by the Farmers' Functional Literacy Programme Participants (FFLPPs) in respect of literacy; knowledge of improved methods of cultivation and adoption of improved agricultural practices. But, by and large, these studies did not examine the relationship between the progress of participants in literacy, knowledge of improved methods of cultivation and level of adoption of improved agricultural practices as related to an exhaustive number of social-psychological factors. Recognising this gap in the research pertaining to the FFLP, the investigator took up the problem for study. In its specific terms, this research study was undertaken to examine the relationship between the academic performance of the FFLPPs of the 1975-76 year batch in Andhra Pradesh and some selected social-psychological factors relating to them. Due to various constraints, the adoption of improved agricultural practices was not included in the study as it becomes clear from the title.

Also, the study was undertaken with the aim that the results of the study could be used in planning and organising the FFLP in India in such a way as to make the participants attain higher levels of academic performance. Obviously, this is important because a large amount of scarce resources are being invested in the FFLP in India. For this investment to be worthwhile, the set objectives of the programme should be realised ultimately. The process of realisation of the objectives is neither automatic nor mechanical; but it requires the building up of the programme by careful planning, organisation, research and evaluation and feedback.

2. DESIGN OF THE STUDY

The variables included under the academic performance of the participants were treated as dependent, while the factors pertaining to the social-psychological dimension were treated as independent. Here though the relationship between the dependent and the independent categories was viewed as the time-order one, it was not presumed that they were necessarily consequences and the antecedents in the time-order sequence.

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* This is the summary of the Ph.D. thesis of the author.

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In studying the said relationship, the indicators of the academic performance of the participants were the following variables, which were considered individually as well as in their possible combinations :

I. Performance in reading
II. Performance in reading comprehension
III. Performance in writing (dictation)
IV Performance in transcription
V. Performance in arithemetic
VI. Performance in literacy (i.e., I+II+III+IV+V)
VII. Possession of knowledge of improved methods of cultivation.
VIII. Total academic performance (Performance in literacy possession knowledge of improved methods of cultivation)

The social-psychological factors selected for the purpose were as follows :

I. Personal and Family Factors :

1. Age, 2. Sex. 3. Caste, d. Occupation, 5. Marital status, 6. Number of children, 7. Family type, 8. Family size, 9. Per capita income, 10. Family literacy index.

II. Mass-media Exposure Factors

11. Total newspaper reading in a week
12 Total radio listening in a week
13. Radio listening pertaining to agricultural programmes in a week
14. Radio listening pertaing to non-agricultural programmes in a week
15. Movies seen pertaining to agricultural programmes in the last twelve months
16. Movies seen pertaining to non-agricultural programmes in the last twelve months
17. Total number of movies seen (i.e. 15+16) in the last twelve months

III. External Contact Factors*

18. Social participation
19. Urban contacts
20. Urban occupational pull
21. Contact with agricultural extension officers

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* Social participation in the present study includes only the formal participation in the social and economic organisations in the last twelve months. Urban contacts are measured in a simple index obtained by summing up the times a respondent visited towns and cities in and outside Andhra Pradesh during the last twelve months. Urban occupational pull is measured by the question —If you are offered double the income you get now, would you go to a city or town to do that job? Contact with agricultural extension officers was measured by the total number of meetings a respondent had with agricultural extension officers, namely, VLW, AEO, BDO, Agricultural College Extension Officers including the Officers of the Farm Advisory Division in the locale of the study.

IV. **Attitudinal Factors**

22. Conservation—liberalism
23. Fatalism-scienticism
24. Authoritarianism—non-authoritarianism
25. N-Achievement
26. Aspiration in reading
27. Aspiration in writing
28. Aspiration in arithemetic
29. Aspirations in knowledge of improved methods of cultivation.
30. Attitudes towards adult literacy
31. Attitudes towards improved methods of cultivation

3. OBJECTIVES OF THE STUDY

In short the following were the main objectives of the study :

1. To find out the relationship between the social-psychological factors pertaining to the FFLPPs and their academic performance ;

2. To know whether differences in the social-psychological nature of the participants account for any significant differences in their performace in literacy and their knowledge of improved methods of cultivation ;

3. To identify the social-pyschological factors that predict the academic performace of the FFLPPs ;

4. To study the differential contribution of the social psychological factors in predicting the academic performance of the FFLPPs singly and jointly ;

5. To identify the social-pschological factors that turn out to be the common and significant predictors of the academic performance of of the FFLPPs ;

6. To find out whether a particular social psychological factor predicts the academic performance of the FFLPPs more than any one of the remaining social-psychological factors ;

Obviously based on the objectives stated above, appropriate null hypothesis were formulated for empirical validation.

4. TOOLS DEVELOPED

To study the said relationship thirteen tools were constructed in the vernacular, namely, Telugu by trying them out on a random sample of 370 FFLPPs of the 1974-75 year batch in Andhra Pradsh. Here, in a design of a stratified three-stage random sampling, the total of the third stage units (tsu) was kept to be 370 to facilitate the easy use of the item analysis chart developed by Harper, Gupta and Sangal (1962) for the tests and scales construction. The scales and the tests constructed were the following :

1. Conservatism-Liberalism (C-L) scale
2. Fatalism-Scienticism (F-S) scale
3. Authoritarianism and non-authoritarianism (N-NA) scale
4. Achievement Motivation Inventory (AMI)
5. Self-anchoring Striving scale
6. Attitude Scale on Adult Literacy
7. Attitude Scale on Improved Methods of Cultivation
8. Test on Knowledge about Improved Methods of Cultivation
9. Reading Test
10. Reading Comprehension Test
11. Writing (dictation) Test
12. Transcription Test
13. Arithmetic Test

5. SAMPLING DESIGN

To select the final sample for the study a stratified three-stage random sampling design with uniform sub-sampling at each stage was adopted. As such, first, the West Godavari District Project (Ganapavaram block) from the two projects in the Circars ; the Chittoor District Project (Chandragiri; Sri Kalahasti and Thottambedu blocks) from the two projects in the Rayalaseema; and the Mahaboobnagar (Kalwakurthy block) and Nalgonda (Suryapet block) District Project from the four Projects in the Telangana were selected randomly. At the second stage, twenty five Farmers' Functional Literacy Centres from each Project were selected randomly. As such, the total number of literacy centres selected randomly was 100. At the third stage, five FFLPPs from each of the one 100 literacy centres were chosen randomly so as to have a total sample of 500 FFLPPs.

6. DATA COLLECTION AND SCORING

The data were collected individually from the participants after taking every reasonable precaution to ensure normal conditions. The data were scored according to standard methods.

7. ANALYSIS OF DATA AND THE STATISTICAL TESTS USED

The data were analysed with calculator as well as on computer. Obviously, a coding system was developed before the data were punched. Also, wherever it was necessary, the raw scores were transformed into Z scores (which had a mean of 50 and a standard deviation 10) and added before punching the data on IBM cards. The chisquare (X^2) test of independence and zero-order correlation (r) technique were used to examine the association between the social-psychological factors and the academic performance areas. Critical Ratios (CRs) were used to find out the significant differences between the means pertaining to the academic performances as distributed according to the levels (high, middle and low) of the social-psychological factors. Multiple Correlation and Multiple Regression analysis was done to identify the significant predictors (social-psychological factors) of the academic performance areas of the participants. 'Analysis of Variance for Regression' technique was used to test the multiple R's significance. Before including the social-psychological factors in the multiple correla-

tion and multiple regression analysis the following two points were observed.

1. Every social-psychological factor should have low correlation with the remaining social-psychological factors ;

2. There should be a practical and theoretical relavance for the association of each social-psychological factor with the performance areas.

8. MAJOR FINDINGS

1. The social-psychological factors, total newspaper reading, radio listening pertaining to agricultural programmes, total number of movies seen, movies seen pertaining to agricultural programmes, social participation, urban occupational pull, contact with agricultural extension officers, n-achievement, aspirations in reading, writing, arithmetic and knowledge about improved methods of cultivation, attitudes towards adult literacy and improved methods of cultivation, all pertaining to the FFLPPs, were found to be positively and significantly related to their performance in literacy.

2. Conservatism, fatalism and authoritarianism of the FFLPPs were negatively and significantly associated with their performance in literacy.

3. The participants' age, sex, caste, primary occupation, marital status, family type, number of children, family size, per capita income, family literacy index, total radio listening, radio listening pertaining to non-agricultural programmes, movies seen pertaining to non-agricultural programmes and urban contacts were not significantly related to their performance in literacy.

4. Those, who read newspaper at least once a week, had a higher mean literacy performance than those who did not read newspaper.

5. Those who had urban occupational pull on their part performed better in literacy than those who lacked it.

6. As conservative notions on the part of the participants increased, there was a tendency for a decrease in their literacy performance.

7. Participants' contacts with agricultural extension officers, their n-achievement, aspirations in reading and arithmetic and their attitudes towards adult literacy turned out to be the significant predictors of their performance in literacy. These five factors together explained 21.93 per cent of variance in the literacy performance.

8. The social-psychological factors, sex, family size, primary occupation, total radio listening, social participation, contact with agricultural extension officers, n-achievement, attitudes towards adult literacy and attitudes towards improved methods of cultivation, all

pertaining to the participants, were positively and significantly related to their knowledge of improved methods of cultivation.

9. Conservatism, fatalism and authoritarianism of the participants were negatively and significantly associated with their knowledge of improved methods of cultivation.

10. Participants' age, caste, marital status, number of children, per capita income, family literacy index, total newspaper reading, radio listening pertaining to agricultural programmes, radio listening pertaining to non-agricultural programmes, total number of movies seen, movies seen pertaining to agricultural programmes, movies seen pertaining to non-agricultural programmes, urban contacts and aspirations in reading, writing, arithmetic and knowledge of improved methods of cultivation were not significantly related to their knowledge of improved methods of cultivation.

11. The participants, who had higher level of contact with agricultural extension officers, had acquired more knowledge about improved methods of cultivation.

12. Males acquired more knowledge about improved methods of cultivation than females.

13. The participants with higher fatalistic tendencies on their part had acquired less knowledge about improved methods of cultivation.

14. The higher the n-achievement, the attitudes towards adult literacy and the attitudes towards improved methods of cultivation on the part of the participants, the more was the knowledge acquired about improved methods of cultivation by them.

15. Cultivators acquired more knowledge about improved methods of cultivation than agricultural labourers. Agricultural labourers acquired more knowledge about improved methods of cultivation than the group comprising others (dhobies, labourers, women doing household works etc.).

16. Participants' family size, n-achievement, attitudes towards adult literacy and their attitudes towards improved methods of cultivation turned out to be the significant predictors of their knowledge of improved methods of cultivation. These four factors jointly explained 30.25 per cent of the variance in knowledge about improved methods of cultivation.

17. N-achievement of the FFLPPs was positively and significantly related to their performance in all the performance areas—reading, reading comprehension, writing (dictation), transcription, arithmetic, literacy (all literacy skills put together), knowledge of improved methods of cultivation and total academic performance. Also, this factor turned out to be the significant predictor of all performance areas, accounting for the highest percentage of variance in every performance area.

18. Attitudes of the participants towards adult literacy were positively and significantly associated with their performance in all areas, except with their performance in transcription. This factor turned out to be a significant predictor of the performance of the participants in reading comprehension and literacy and their knowledge of improved methods of cultivation and total academic performance.

19. Attitudes of the participants towards improved methods of cultivation were positively and significantly related to their performance in all areas, except their performance in writing. This factor turned out to be a significant predictor of the knowledge of the participants about improved methods of cultivation.

20. Aspirations of the participants in writing and arithmetic were positively and significantly related to all performance areas, except their knowledge of improved methods of cultivation. While the factor, aspirations in arithmetic, turned to be a significant predictor of the performance of the participants in writing, transcription and literacy and their total academic performance, the factor, aspirations in writing did not turn out to be a significant predictor of the performance of the participants in any area.

21. Aspirations of the participants in reading and knowledge of improved methods of cultivation were positively and significantly related to their peformance in reading, reading comprehension, arithmetic, literacy and their total academic performance. Also, the factor, aspirations of the participants in reading was positively and significantly related to their performance in transcription. But, aspirations in knowledge of improved methods of cultivation did not turn out to be a significant predictor of any preformance area. Aspirations in reading did turn out to be a significant predictor of the performance in reading and literacy and total academic performance.

22. Conservatism, fatalism and authoritarianism of the participants were negatively and significantly associated with their performance in reading, arithmetic, literacy and their knowlege of improved methods of cultivation and total academic performance. Also, while fatalism of the participants was not related to their performance in reading comprehension, writing and transcription, the factors, conservatism and authoritarianism were not related to their performance in transcription and their performance in writing respectively. Conservatism and fatalism of the participants turned out to be the significant predictors of their performance in writing and arithmetic respectively. But autoritarianism of the participants did not turn to be a significant predictor of any performance area.

23. The contact of the participants with agricultural extension officers was positively and significantly associated with their performance in all performance areas, except their performance in writing. Also, this factor had turned out to be a significant predictor of the performance areas, reading, reading camprehension, arithmetic and literacy and total academic performance.

24. Social participation of the participants is positively and significantly related to their performance in reading, reading comprehension,

arithmetic, literacy and their knowledge of improved methods of cultivation and total academic performance. But, this factor turned out to be a significant predictor of the performance only in reading comprehension.

25. Urban contacts of the participants were positively and significantly associated with their performance only in reading comprehension and transcription. As a factor, urban contacts, turned out to be a significant predictor of transcription.

26. Urban occupational pull of the participants was positively and significantly related to their performance in reading, reading comprehension, arithmetic and literacy and their total academic performance. But, this factor was not a significant predictor of any performance area.

27. Total newspaper reading of the participants was positively and significantly related to their performance in reading, reading comprehension, arithmetic and literacy and their total academic performance. But this factor was not a significant predictor of any performance area.

28. Total radio listening of the participants was positively and significantly related to their performance in reading, writing, arithmetic, and their knowledge of improved methods of cultivation. This factor was a significant predictor of the performance in writing.

29. Surprisingly enough, radio listening of the participants relating to agricultural programmes was not significantly related to their knowledge of improved methods of cultivation; it was positively and significantly associated with performance in reading, reading comprehension, arithmetic and literacy and also total academic performance. This factor was also not a significant predictor of any performance area.

30. Both radio listening and movies seen pertaining to non-agrir cultural programmes by the participants were positively and significantly related to their performance only in reading, and arithmetic. None o-these turned to be a significant predictor of any performance area.

31. Movies pertaining to agricultural programmes seen by the participants were positively and significantly related to their performance in reading comprehension, transcription, and literacy and their total academic performance. Also, this factor was not a signific ant predicto of any performance area.

32. The age, caste, number of children, family size, per capita income and family literacy index, all belonging to the participants, were not related to the performance in reading, literacy and their total academic performance. Age was positively and significantly related to the performance in transcription and arithmetic. Caste was positively and significantly related to the performance in reading comprehension, transcription and literacy. The factor, number of children, was not related to any performance area. Family size was negatively and significantly related to the performance in transcription, while it was positively and significantly related to knowledge of improved methods of cultivation. Per capita income was positively and significantly related only to performance in writing and arithmetic. Family literacy

index was positively and significantly related only to performance in arithmetic.

33. Age, caste and family size turned out to be significant predictors of performance in arithmetic, reading comprehension and knowledge of improved methods of cultivation respectively. Per capita income turned out to be a significant predictor of performance in writing and transcription.

34. The total percentage of variance explained in the performance in reading, reading comprehension, writing, transcription and arithmetic were rather low. The percentages of variance vary from 8.18 to 16.89. The total percentage of variance explained in total academic performance of the participants by the five significant predictors, contact with agricultural extension officers, n-achievement, aspirations in reading, aspirations in arithmetic and attitude towards adult literacy was 25.60.

9. RECOMMENDATIONS

The following recommendations were made based on the factors that were not related to the performance of the participants in literacy and/or knowledge of improved methods of cultivation and the significant predictors of performance areas.

1. N-achievement of the participants was positively and significantly associated with their performance in all areas. Also, this factor turned out to be a significant predictor of all performance areas. This evidently shows that n-achievement is an important factor in the attainment of literacy and the acquisiton of knowledge of improved methods of cultivation by the FFLPPs. Hence, functional literacy training can include training in n-achievement which in turn may result in a higher acquisition of literacy and knowledge of improved methods of cultivation by the FFLPPs. The positive contribution of n-achievement for higher academic performance was established empirically by Kolb (1965) Alschuler (1967), Father Heredero (Shah, 1974), Desai (1970) and Mehta (1968), in the case of school and college going samples. In the case of adults also, it should be true, for Meclelland and Winter (1971) in their book 'Motivating Economic Achievement' maintain that n-achievement, the social motive, could be acquired in adulthood also.

2. The participants' contact with agricultural extension officers aspirations in reading, aspirations in arithmetic and attitudes towards adult literacy were also associated positively and significantly with their performance in literacy. In addition, these factors emerged to be the significant predictors of their performance in literacy. These suggest the following action to make the FFLPPs acquire a higher level of literacy and a higher knowledge of improved methods of cultivation :

(i) Arrange frequent discussions between the participants on the one hand and agricultural extension officers on the other hand.

(ii) Undertake programmes to boost the aspirations of the FFLPPs along with functional literacy training.

(iii) Efforts might be made to inculcate favourable attitudes towards adult literacy by planned programmes among the participants.

Participants' attitudes towards adult literacy and their attitudes towards improved methods of cultivation were related positively and significantly to their knowledge of improved methods of cultivation. Not only this, these two factors also turned out to be the significant predictors of their knowledge of improved methods of cultivation. Hence, to make the FFLPPs acquire a higher level of literacy and a higher level of knowledge of improved methods of cultivation, all efforts might have to be taken up not only to inculcate favourable attitudes towards adult literacy but also towards improved methods of cultivation.

3. Total radio listening, social participation and urban contacts of the participants were positively and significantly related to their performance in writing, reading comprehension and transcription respect tively Also, these three factors, total radio listening, social participa tion and urban contacts turned out to be the significant predictors of the participants' performance in writing, reading comprehension and transcription respectively. On the basis of this finding the following recommendations may be made to make the participants acquire higher levels of performance in writing, reading comprehension, and transcripti on :

(i) Expose the participants to radio broadcasts regularly.

(ii) Encourage the participants to participate in formal and non-farmal ways in social and economic organisations.

(iii) Encourage and/or arrange the participants' direct contact with agencies of change in the urban world (towns and cities).

4. Participants' age, caste, per capita income were not significantly related to their performance in literacy, their knowledge of improved methods of cultivation and their total academic performance. Hence, while enrolling the participants for the FFL, anybody from 15-42 years age group (the age range of the participants included in the study was 15-42 years) and participants irrespective of their caste and level of per capita income may be enrolled.

5. While sex and primary occupation of the participants were not related to their literacy performance, these two factors were related to their knowledge of improved methods of cultivation (based on chi-square result). Further it was revealed through the study that males as compared to females and cultivators as compared to agricultural labourers acquired more knowledge of improved methods of cultivation. On the basis of this finding, males and cultivators alone cannot be given priority while enrolling for functional literacy. This is because functional literacy is equally necessary to all irrespective of sex or occupation. But the two groups, females and agricultural labourers may be motivated to acquire a higher level of knowledge of improved methods of cultivation.

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WOMEN'S EDUCATION FOR NATIONAL DEVELOPMENT

M. Kapoor[1]

In the democratic, socialistic pattern of government that India has pledged itself to, emphasis of the national development is shifting more and more from mere growth to greater fulfilment of humanitarian needs and equitable distribution. Emphasizing the importance of the human factor in the development plans, Jawaharlal Nehru once said:

> "Somehow the fact that everything depends on the human factor gets rather lost in our thinking of plans and schemes for national development in terms of factories and machinery.. .. It is all very important and we must have them but ultimately of course, it is the human being that counts[2]."

Development has to be taken as a comprehensive, multisided phenomenon to be effected for the benefit of and by the human factor. On the one hand, the results of national development have to benefit every section, every individual of the country; on the other hand it is important that every individual, every section, must play a fruitful role in the national development plans.

Women : Vital National Resource

Forming 48.4% of the total population of India, women constitute as important a part as men of the human resource of the country. Whether this vast resource is being fully utilized in the national development effort is an important question to consider. If the work participation rates given by the 1971 census report are an index, the answer is 'No.' The percentage of male workers to male population is 52.53, whereas the comparative figure for female workers stands at only 13.18. While more than one-half of the total male population is engaged in socially or economically productive work for national development, less than one seventh of the female population is being utilized for such work. Assuming that 50% of the total female population has the potential for work-participation, this amounts to an alarming wastage of the human resource.

The constitution of India, gives to all its citizens equal rights of education, work and pay. Why then is the gap between male and female work participation so wide? The question has a three dimensional perspective.

Firstly, in our kind of 'degree-oriented' society, education is a pre-requisite for all kinds of gainful employment except agriculture, personal business and labour, although even for these it proves bene-

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2. J. Nehru-Address at the International Study Conference on Child Welfare, Bombay Dec. 5, 1952.

ficial. In India where the literacy rate is one of the lowest in the world (29.34%) women emerge as even a more deprived section having only 18.44 percent literacy. If we take literacy as an Index of education (which is not wholly true because there can be education without literacy and even vice-versa) a vast majority of Indian women do not have the necessary qualification for the so called "gainful employment" or 'work participation'.

Secondly, although the rising cost of living has made it essential for a large number of urban women to take to gainful employment, the social forces in India's vast rural areas are still against women, taking up such work. Constitutionally, no job is denied to women, and yet even in the urban areas women show a clear preference for the teaching profession, clerical and desk jobs because the duties incumbent upon high managerial positions (like receiving company guests at the Airport at odd hours) and touring jobs fasten them with a stigma which very few women have the courage to break through.

Housewives : Workers for National Development

Thirdly, majority of women in India, attend full time to their household duties, which are not included in the definition of work given by the census which says.

> "A man or woman who is engaged primarily in household duties such as cooking for own household or performing one's own household duties should not be treated as a worker for the main activity."[3]

The three fold injustice of the above statement is evident in the following discussion :

1) In an interview on the International Women's Year, Marie-Pierre Herzog, Director of the Division of Human Rights, the U.N., has stated that—

> "....married women with two children work between 60-90 hours a week, devoting far more time to their homes than the entire active population—men and women spends in professional work."[4]

The condition is worse in a developing country like India where household work is still a drudgery. The few labour-saving devices that are available are too expensive for the average housewife. The more or less fixed role-division and the role-consciousness prevents men from lending a helping hand to the over worked housewife.

2) According to some leading home-economists[5] the work that a housewife does in the house is indirect family income. Therefore, ex-

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3. The literacy and work-participation figures, as well definition of 'worker' given in this paper has been taken from census of India 1971 Paper 1 Supplement-Provision Population Totals,
4. Extracts from UNESCO Chronicle Jan-Feb. 1975 Vol. XXI No. 1-2.
5. See Gross and Crandall and Nickall and Dorsey.

cluding them from the category of 'work-participators' is tantamount to reducing the importance of their contribution to the family economy and, through it to the national economy.

3) Since the census data forms the base of national planning, it is important that housewives are taken as workers for national economy so that they can receive the attention due to them for bettering their lot.

It can be concluded then, that women, whether engaged in some gainful employment or working mainly as housewives are an important constituent of the human resource so closely linked to national development; and that this constituent is socially, economically and educationally too weak and neglected to be channelized in or to be of much advantage to the nation's development plans. For that purpose it has to be helped to develop its potential to the maximum. Education –whether it is formal education on non-formal, out of school, extension education is the only means of enlightening and awakening the human mind and enriching the human-resource. The Indian Education Commission has stressed the importance of education in the following words :—

> "The realization of the country's aspirations involves changes in the knowledge, skills, interests and values of the people as a whole. This is basic to every programme of social and economic betterment of which India stands in need.... If this is to be achieved without violent revolution (and even for that it would be necessary) there is one instrument and one instrument only, that can be used—education."

Formal Education —A drop in the ocean

Education of women is even more important than that of men. They count more during the early formative years of a person's life. Being enlightened themselves, they can bring up a generation of enlightened citizens, full of new strength and vigour, capable of taking the country forward by leaps and bounds. India has recognized the importance of educating its people. The education of both boys and girls upto 14 years of age has been made compulsory, the percentage of literacy for women has gone up from 0.2 in 1881-82 to 6.0 in 1946-47 and 18.7 in 1971, the total number of educational institutions exclusively for girls has risen from 16, 951 in 1946-47 to 2,30,032 in 1967-68[6]. This is a tremendous progress and yet India has a long way to go before it can achieve cent-per-cent literacy, especially female literacy. Depending solely on formal system of education would be not only too expensive but also too slow and time consuming. For India to make progress, its millions of women have to be educated fast—with or without literacy. Extension education with its philosophy of self help and capacity of reaching the masses through individual contact is the panacea for India's educational problems. Through it alone can the vast human potential be mobilized towards national development.

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6. Figures taken from Towards Equality—Report of the Committee on the Status of Women in India pp 31 and 258.

TRAINING RURAL WOMEN FOR CHANGE

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The developing economy of India and most of Asian and African countries, considerably depends on the labour of its women. According to 1971 census of India, agriculture continues to be major economic activity, absorbing 81 per cent women workers.

The intensity of participation varies widely within the country. Participation rate is high in all Southern States but low in West Bengal. Community wise, women's participation, in agriculture is highest among the tribes, followed by scheduled castes. Barring certain job taboos, the jobs traditionally done by women in most parts of the country are transplanting, sowing, weeding, harvesting, storing and animal care.

A survey was conducted by the authors in the neighbouring villages of the Karnal to ascertain the average time spent in Dairying jobs by the woman of two groups i.e. local and sikh. It was revealed that, local women devote about 4½ hours of a day towards the animal based activities where as her counter part, only 2 hours.

Local woman is more intensively engaged in the outside job than her counter part. This trend of job performance can be observed in the traditional milk producer's caste (Ahir/Yadva/Gowala) of U.P., Bihar, M.P. etc., those who are up in the caste hierachy like Brahmins, Rajput, Kaisthas, etc., for them, it is taboo to allow their ladies to do outside job and hence they almost perform same type of job, as being performed by Sikh women.

These variations imply that although crop and milk production, does involve ladies labour considerably, no generalisation can be drawn for the purpose of engaging them in the developmental programmes. Such programmes, to be successful, must be directed towards specific groups, with a definite purpose. There can not be a universal standard programmes for the country as a whole and for all.

Identifying Training Needs

While deciding the course content, a survey may be conducted to assess the training need in the area. An effort was made by the authors, to identify training needs of women in neighbourhood of Karnal.

Local women and girls, as they are deeply involved in day-to-day activities of crop and animal husbandry, need elaborate practical

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training. Where as sikh women and girls need mostly knowledge of post harvest technology.

Besides organising training at the village level, efforts may be made to take women group to the neighbouring research Institute, sub-stations or Demonstration farms. This will provide an occasion to get them exposed to the new technology.

It can be concluded that there is urgent need to organise women's training for making technological adoption a reality. This can be achieved through regular organised training. To make it functional research may be taken up, in different Agro-climatic zones and details may be worked out. So that, same could be followed by the Developmental workers on a regular basis.

Generally speaking, women are less educated than men, and the gap is more wider in the country side. This implies that any training effort made to make them more knowledgeable in technological matters, has to be programmed, keeping in view, the demonstration and functional literacy techniques. As women's role is more complex than men's, experts are to be found in the fields ranging from crop husbandry to animal husbandry, elementary hygiene, child care, etc. / The women training programme should essentially cover all the activities undertaken by the women of the locality. It should be relevant to their cultural environment. | Many times it has been observed that, trainers, out of their enthusiasm and institutional requirements start giving training in a socially irrelevant area, for example, when sweet or jam or jelly making is taught to the rural women, they find it difficult to practice, not that they are dis-interested, but, because such life styles are unusual for them. Secondly, rural Indian culture is gur (Jaggary) culture, and as these preparations are sugar-based, they die out quickly and are forgotten. On the basis of observations made and experience gained while organising women's training programme it has been felt that care should be taken of the following points for better results.

a. One should not try to change the activities traditionally undertaken by women.

b. Training work should be organised in a way which makes due allowances for women's domestic responsibilities, and should proceed hand-in-hand with programme designed to make such burdens lighter.

c. Any work undertaken among village women and girls must win the approval of the communities as a whole, and especially that of the husbands and fathers. Accordingly meetings should be organised at which the villagers would be informed of the plans.

d. Nothing should be done, and no programme should be drawn up, without careful prior study of traditions, customs, eating habits, working methods, farming techniques, and so on, and of the way in which the local community is organised.

e. There is unhappy tendency to consider that training for village women and girls should be the responsibility of those services whose task is to teach domestic science. Where as, demestic science training should be used as supplement to agricultural and craft training.

Training Groups

On the basis of age and familial responsibilities, the intended population could be classified into two categories i.e. girls and women. The other way could ba to classify groups on the basis of differing training needs. Such examples could be (i) Landless and (ii) Land owners groups, etc. What could be the group composition pattern is governed by Trainees Communication Programme. If somebody wants to give training in crops (all dimensions), then the group he has to approach will be that of land owners. If it is a training in Dairying, Poultry or Piggery, landless labourers may also join. Likewise for tribals, the programme should be different than that of plain dwellers.

Training Pattern

What could be the training pattern will be governed by two factors (i) the nature of response and feeling of the community, and (ii) the facilities available at the disposal of trainers. However, a discussion is being made here which will throw light on the alternative pattern for organising training for rural women and girls.

Pre-vocational Institutionalised Training for Girls

Rural girls, whose parents are willing to permit them to stay in Hostels can be selected for this type of training. Their educational qualification may be up to 5th standard. They may be of 12 to 13 years of age and physically competent to perform agricultural tasks. Such selected girls can be given training for one crop season or for whole agricultural year. The course content may be as follows:

	Training Area	Time apportionment
a.	Crop Husbandry (All aspects)	40%
b.	Subsidiary activities like Dairying, Poultry, Fisheries etc. (depending upon ecological conditions)	20%
c.	Domestic Sciences & Hand craft	20%
d.	Functional Literacy	20%

Such training can be organised at the farmer's training centre in the District or on the campus of Agricultural University/Institute. The trainees should be given free-lodging, boarding and both way fare.

Pre-Vocational Non-Institutionalised Training for Girls

Those who can not go for such trainings to the Institutions, may be imparted training at the village level. A mobile team of experts

(from different subject areas), can do this job in a cluster of 2 to 3 villages at a time. As a part of training they may be taken to a progressive farmer's field or institution for study tour. The training may last for 2-3 months at a time and may be arranged in the village on the alternative days (3 days in a week) lasting 2-3 hours a day. No doubt the treatment of subject may not be given in same detail but to a considerable extent it can meet the agricultural modernisation demand.

Training Farm Women

This is the group which is supposed to be intensively engaged in crop and milk production. Hence, they have a limitation of time. For them, the training should be preferably of short duration may be for 3-6 days at a time. The content of the course should be limited to seasonal agricultural operations. For example a training may be organised about a month in advance of sowing time for the crop. In the same way for post harvest technology, the training may be organised before 15-20 days from anticipated days of harvesting. They may also be taken on tour to the Demonstration Farms or research institutions. The mobile training group suggested earlier can also look after this job, with good planning.

Training Methods

The selection of training methods should be such that they involve more or three senses (hearing, seeing, and touching) and preferably in a combination. This necessitates that, Audio-Visual Aid support must be strengthened. Rather it will form core of the teaching programme.

Follow Up

Whatever training is given and to whatever number, a system should be developed to maintain link with the trainees. One of the ways, could be, to organise Mahila Mandal Club in the village with trained groups. Such clubs may be encouraged to interact among themselves. Time to time study tour may be another way to keep them abreast. Short refresher course may also be organised. Contacts through written words can also be maintained.

It is our feeling that if we take up such organised effort sincerely to vitalise our women population in Rural India, modernization of crop and animal husbandry, could become reality. Such efforts are need of the time, they don't need large investment, rather they need more of courage and imagination in planning and execution.

AGRICULTURE AND ADULT EDUCATION

Agriculture production and equitable relations in Agriculture and rural society can be promoted by Adult Education—that was the message that emerged from a three day Conference organised by the International Council for Adult Education (ICAE), the Inter American Institute of Agricultural Sciences (IICA) and the Organisation of American States (OAS) at San Jose, Costa Rica from July 3-6. The Inter American Institute of Agricultural Sciences which has its headquarters at San Jose has organised a net work of Rural Community Enterprises in Latin America and these were the subjects of discussion and analysis by the 60 agricultural specialists, social scientists and adult educators who had assembled from over 40 countries for the conference. Extracts from the Conference President's summary of the conclusions of the conference are reproduced as the simplest and most direct way of elaborating and conveying the message.

"Against our increasingly unjust world—unjust internationally and intranationally—the community enterprises of Latin America stand out as a beacon light. Their potential to counter the mass poverty and its calamitous consequences for our rural people, but even more importantly to correct the growing injustices of our society arises from the fact that the Latin American community enterprises have a historical backdrop of peasant struggles, peasant revolt and peasant intiative. And that decisive feature they and we must nourish and cherish.

So the Latin American community enterprises provide us with a vivid reminder that this battle against poverty and its basic cause, inequality, must be based on the desires of the people, the will of the sufferers, and the decision of the subjects and objects of this dramatic scenario. Such a replacement of people's decision-making networks, in the place of the existing power structures, we were reminded, goes against our elitist educational and political traditions and is in the nature of what we called playing with fire. But that is the challenge that the Latin American program that we were grappling with during the past three days presented us with.

In this context, adult education is seen as a series of dialectical propositions : as being ideologically a major resource, but in actuality a small time affair; as being a separate and distinctive sector, but also to be effective having to less its identity in the national learning system and the national development plan; and as needing centralized governmental infrastructure and financial support, while the law of its being is that it can only grow and develop in a decentralized, localized setting which is controlled and run by the men and women of the locality, provided the necessary structural changes have been made in the local structures.

Adult education as we heard about it in Latin America from IICA, OAS, CREFAL and other Latin American initiatives is functional—functional to what was described as the Latin American reality, functional to the political, economic and cultural context of the Latin American people, and functional to the daily round which makes up the pluses and minuses of the life of the campesino, whose classroom is his farm, whose curriculum is the weather, the soil, and the flora and fauna which

he studies minutely every day and every way and whose teacher is the market, the money lender, his fellow man and woman, and the societies to which he belongs. We realized that when adult education moves away from these complex and necessary realities, it becomes empty rhetoric. We have resolved to make and keep adult education functional which means that it is as much the concern of the teacher as that of the agricultural extension worker, as much the concern of the researcher as the political party worker, as much the obligation of the Education Division of the OAS as that of IICA with its agricultural and scientific mandate.

Second, I believe that San Jose and this meeting has enriched the International Council for Adult Education to the point where we as a Council are going away stronger, more conscious of our duties and more committed to meeting the calls of justice through our mandate which is adult education. In this sense, the encounter of the international Council with Latin America has made the Council more truly universal and more fully international, which was symbolized in the Agreement that was signed during the meeting between the Organization of American States and the International Council for Adult Education. The result is that neither of us will be the same. Both have a new call and a new vision of their tasks, to the fulfilment of which they will not turn, strengthened by the reinforcing interaction of each on the other."

—Malcolm S. Adiseshiah

SIXTH ANNUAL MEETING OF THE INTERNATIONAL COUNCIL FOR ADULT EDUCATION

The Sixth Annual Meeting of the International Council for Adult Education met in San Jose, Costa Rica, on July 7 and 8. The Council surveyed the development of the national and regional programmes of Adult Education in Latin America directed from San Jose, Costa Rica, in Africa run from Nairobi, Kenya, in Asia with three offices in Tehran for South Asia, in Canberra for South East Asia and in Fiji for the Pacific Islands, in Brussels for Europe, in Cairo for the Arab States and in Port of Spain for the Carribbean. This review showed that Adult Education is addressing itself to a variety of learning needs in the different countries and regions through non-formal education centres for school dropouts, functional literacy programmes for adult illiterates, agricultural extension and health promotion programmes for farmers and village women, on to workers' education and people's and community colleges in Europe and North America. There is also growing concern about the meagre resources made available for Adult Education in the countries and the dangers that are begining to arise from such constraints.

The Council's programme was examined and expanded. Its research programme centres around participatory research, which is being developed with the help of a network of a number of research projects operating in all the five continents. This research effort is the counterpart of the movement for the democratisation of life and the decentralisation and localisation of power and decision-making. The publication and information activities of the Council will involve the further development of its Journal, CONVERGENCE, into an international information organ about Adult Education developments the world over as well as an international forum for discussion and dialogue on Adult Education and Basic Human Needs, or the community colleges and their impact on the system of continuing and higher education. The Council decided to help the establishment and running of Adult Education Training Centres in Africa, the Pacific and in the Carribbean in order to meet their needs for trained supervisors and instructors.

The Council admitted six more countries so that it now has a membership of over 60 national associations. It received with interest a report on the Secretary-General's visit to China, Vietnam and USSR, and noted the prospects of the association of these countries in the Council's Adult Education activities. Its relationship with UNESCO, FAO, ILO, OAS & OECD is becoming increasingly closer. In fact the Council is acting as the means of mobilising the voluntary agencies and human resources that are needed to make the inter-governmental programmes effective. The Council also agreed to offer its secretarial services to the International Congress of University Adult Education Association with a view to assisting the Congress either to become active and functional or increasingly merge with the Council as far as its programme activities are concerned. The Board of the Council will be meeting at its Seventh Session in Stckholm in June 1979, and on that occasion it will be preceded by a Seminar on Adult Education and Peace. That is a call which the failure of the UN Conference on Disarmament makes to all of us adult educa-

tors—a call based on the tragic fact that while we are crying for resources we are at the same time spending over one million dollars a day on armaments. Lest we think only of the industrialised countries as the only responsible ones, let us remember that three fourths of the world trade in armament is with us, the Third World countries—which is an indication of our priorities, which the Council must now begin to help us turn around.

—**Malcolm S. Adiseshiah**

ASSOCIATION NEWS

National Workshop on "Translating Concepts into Programmes and Methods"

A four-day Workshop on "Translating Concepts into Programmes and Methods" was organised by the Indian Adult Education Association at Calcutta from July, 10-13, 1978 in collaboration with the Bengal Social Service League (BSSL). Shri Satyen Maitra, Secretary, BSSL directed the Workshop.

22 delegates representing the Central Government, the State Governments, the Planning Commission, Universities, Colleges, N.S.S. and N.Y.K. representatives and representatives of voluntary organisations attended this workshop.

As the Workshop was mainly concerned with translating the concepts of adult literacy in the NAEP into attainable objectives through appropriate methods and programmes, the following main aspects of NAEP were discussed:

1. Survey
2. Training
3. Materials
4. Implementation
5. Evaluation
6. Research

Recommendations

The Workshop made the following recommendations:

This Workshop notes with concern that though the time for launching the NAEP is drawing close, there is insufficient understanding of the implications and problems which can make or break this Programme. This Programme aims to make within a span of 5 years, one hundred million adults not only literate but also help them act more purposefully and think more rationally. A programme of such magnitude and dimension on a voluntary basis has never been attempted anywhere in the world. It is a project where concepts, methods and programmes must not only be supportive, but in the process of implementation must strengthen and re-inforce one another. The assumptions of the NAEP must be present and reflected in all the stages of the programme —in planning, in implementation and in research and evaluation.

This Workshop is strongly of the opinion that even for the partial fulfilment of the objective of the programme, involvement of the learners and the community in all its phases is essential.

1. Suitable methods and techniques will have to be evolved to ensure this participation. The Workshop recommends that a small committee be set up to evolve survey, research and evaluation tools with suitable audio-visual aids which would enable the target audience and the community to take an active part in their own development process, identify their own problems and get a clearer picture of social reality.

2. This Workshop recommends that in training, the principle of participation should be accepted not in a gesture of "grudging accommodation" but as a most effective component. This participation may involve the trainees in changing and modifying these aspects of training where structured and sequential learning is not directly necessary. The whole

of the training programme from the top functionaries to the instructors should be to develop these practices which would help the ultimate learners to become articulate, rational and functional.

3. This Workshop strongly feels that the administrative machinery requirements in the context of the NAEP should be supportive and facilitatory from the highest level to the ground level. Information should not only flow hierarchally from the top to the bottom, but it must also flow back with equal force from the bottom to the top and there should be no attempt to "doctor and divert" this flow of information from the field level onwards. Facilities and support on the basis of this information should be prompt and obligatory in all levels—block, district, state and the centre.

4. This Workshop recommends that a proper implementing infrastructure should be built up to ensure inter-sectoral co-ordination and co-operation at different levels. The previous experience of co-ordination in the Community Development and other Government programmes was far from satisfactory. The obstructing factors should be identified and removed and definite responsibilities of different departments—Agriculture, Health, Small Scale Industries and others—in the NAEP should be clearly spelt out and carried out. This Workshop feels that these responsibilities extend beyond opening adult education centres and preparation of materials in different sectors. It must reach all the adult education centres whether they are operated by Government or by voluntary agencies, and must help these centres concretely through the provision of different inputs, services, demonstrations and extension education. To ensure this inter-sectoral co-ordination, at this implementation level this workshop recommends formation of State Adult Education Boards with the Chief Minister as Chairman and the Chief Secretary as the Convener.

5. Setting up of a Research & Evaluation Cell.

6. Setting up of a Expert Committee to scrutnise material.

7. Recommending to the Ministry to increase the remuneration to the instructors.

Workshop on Production of Reading Materials

The Association in collaboration with Literacy House, Lucknow organised a Writers Workshop in Lucknow from July 10-19, 1978. 35 participants (representing 7 official and 28 non-official agencies) from U.P., M.P., Bihar, Rajasthan, Himachal Pradesh, and Haryana attended it.

The participants were divided into four groups namely, Urban, Rural, Tribal and Women based on their interest and problems brought by them to prepare basic reading material under the NAEP. The specialist and artists provided help from time to time to writers in preparation of material.

Four primers in Hindi and one in Punjabi were prepared during the period.

NEWS FROM INSTITUTIONS

I.U.A.C.E. Regional Workshops

In its effort to involve the universities and colleges in the country in the implementation of the National Adult Education Programme (NAEP), the Indian University Association for Continuing Education has so far organised two Workshops : one in the Western region and the other in the Northern region.

The first regional workshop on "Programme Planning for NAEP in Universities" was organised by the Association in collaboration with the S.N.D.T. Women's University, Bombay, from May 8-10, 1978. 47 delegates from the States of Madhya Pradesh, Gujarat and Maharashtra participated. In addition representatives of local institutions and voluntary organisations attended. Among others who attended were Dr. S.C. Goel, Deputy Secretary, UGC, Prof. L.R. Shah, Programme Adviser, Union Ministry of Education, Shri S.C. Dutta, Secretary, IUACE, Dr. Chitra Naik, Director, Indian Institute of Education, Pune, Smt. Vijaya Muley, Principal, Centre for Educational Technology, NCERT, New Delhi and Shri M S. Ramamurthy, Secretary, Association of Indian Universities.

The Workshop was inaugurated by Smt. Renuka Devi Barkataki, Union Minister of State for Education and Social Welfare. Dr. (Smt.) Madhuri R. Shah, Vice-Chancellor of the host university and also the President of IUACE, directed the three-day Workshop. She was assisted by Smt. Kamalini H. Bhansali and Smt. Hema Merchant, Director-cum-Registrar and Deputy Director respectively of the department of Continuing Education in S.N.D.T. In her inaugural address the Minister stressed the role of academicians in the continuing education of neo-literate and illiterate adults. They had to have a social commitment to reach adult education and literacy to the 100 million people in backward and tribal areas, harijans, adivasis, women and children in inaccessible tracts on our frontiers and hills, in the jungles and to the teeming millions in the slums of our cities, she added.

The second regional workshop was held at the Muslim Educational Trust Teachers' College, Sopore in the Kashmir Valley from May 29-31, 1978. The M.E.T. Teachers' College at Sopore hosted this Workshop. Within the broad framework of community service as Continuing Education, the Workshop considered in detail the National Adult Education Programme (NAEP) and the role that the colleges and universities should play in the implementation of the same. The Seminar also considered the involvement of students and teachers in the NAEP.

Twenty two delegates including the Principals of colleges in the four Northern States of Punjab, Haryana, Himachal Pradesh and Jammu and Kashmir, representatives of the departments of Adult Education in the Universities of Kashmir, Punjab, Kurukshetra and Punjabi, voluntary organisations, government officials and a few observers participated in the deliberations.

The Workshop was inaugurated by Prof. Rais Ahmed, Vice-chancellor of Kashmir University and was presided over by Prof. Gulam Rasul Bacha, Patron and Chairman of the Muslim Educational Trust,

Sopore. Shri S.C. Dutta, Secretary, IUACE welcomed the participants and explained the purpose of the Workshop. He also outlined the basic features of NAEP.

There were 7 sessions which were chaired by senior participants themselves. Two important papers, one on "Production of Teaching/ Learning material and the other on Research and Evaluation were presented by the representatives of Punjab University, Chandigarh and Punjabi University, Patiala, respectively. By the time the workshop came to an end, lot of ground had been covered and the participants went back with renewed enthusiasm to do their best to the community around and help in the implementation of NAEP, both by starting literacy centres and by taking up supportive programmes.

Since the theme of these two workshops was same, a number of identical recommendations were made by each of them, and a few important one are reproduced here:

I Participation

The Workshops agreed that for the successful implementation of NAEP the involvement of students and teachers of institutions of higher education is desirable. The Universities and Colleges should formulate plans which are realistic and could make a meaningful impact.

It is recommended that in the first year of the implementation of the Programme, at least 10 per cent of the students enrolled and 10 per cent of teachers should be involved. The proportion of the students and teachers involved in NAEP, should increase in the subsequent years in the light of experience, interest and motivation.

II Programme Planning

While planning a suitable programme, each institution has to be guided by vision of its social role and the availability of its resources.

It is necessary for institutions to undertake preliminary surveys of the needs of the community before launching upon the programme.

The programme should be implemented only after the institution is satisfied about the availability of instructional materials and the students and teachers have undergone the training/orientation programme.

Every institution taking up the NAEP should ensure effective collaboration with voluntary agencies, government departments and other institutions working in the field.

Generally speaking an institution might adopt one of the following models :

1. Students and teachers can take up the programme in the neighbourhood on mornings or evenings, depending upon the convenience of learners.

2. Students coming from the rural areas might be asked to take up adult education work in their respective villages during long vacations.

3. Adult education work might be made an integral part of the curriculum and students might be required to spend a semester or long vacations with the learner groups. Weightage could be given for this in the evaluation of student performance.

While the institutions might adopt any of the above models it should be ensured that the minimum learning time of 200 hours is kept on a continuing basis.

Universities and Colleges should have an inbuilt device for monitoring and evaluation of the programmes.

III Student Motivation

The students should be provided out of pocket expenses for the work done by them in the field of adult education. This should be either a lump sum amount of Rs. 150/- per year or Rs. 15/- per month. In addition a contribution of Rs. 10/- per month per student should be made to the educational institutions to be used as Student Welfare Fund. It would be a great advantage if a system could be evolved by which credit may be given for adult education work. The other form of motivation of students would be a mention of their service in their degree/diploma/certificate or a special certificate of commendation. A student rendering two full years of work in adult education could be given a special or advanced certificate. Efforts should be made so that these certificates are given weightage in employment and admission for further studies.

IV Teacher Motivation

Participation in adult education may be made consistant as a desirable qualification for appointment as Principal or Vice-Principal.

Other things being equal a person who has rendered special service in the field of adult education could be given preference in higher appointments, deputations abroad, etc.

An out of pocket allowance subject to a maximum of Rs. 75/- per month per teacher may be paid by way of reimbursement of expenditure on visits to the location of units during survey training and follow-up activities. The procedure for reimbursement of expenditure incurred by the teachers should be as simplified as possible.

V Organisational Pattern

There should be a broad based advisory committee for NAEP including members of the faculty, voluntary agencies concerned, government departments and some members from among the learners. Similar advisory committees be formed at district and village levels.

The Committee at the University level may function under the chairmanship of the Vice-Chancellor and under the chairmanship of the Principal at the college level.

VI Procedures for sending Proposals

Universities should formulate their proposals for a 3-5 year period spelling out the relevant details such as the area of operation, socio-economic group, collaboration with other agencies, position regarding the availability and orientation, financial implication, etc.

Colleges should send their proposals, through the universities in order to ensure the maximum coordination in regard to training, orientation and the preparation of instructional materials etc. An advance copy of the proposal may be sent to UGC.

VII Training and Orientation

There must be the fullest possible coordination between NSS

and NAEP and other agencies (Public or private) engaged in similar work.

It would be necessary to have a simple unified machinery for the implementation of the programme. If in a university, there already exists a centre for continuing education, the work relating to NAEP should be entrusted to this centre, with the involvement of NSS coordinator.

The centre for continuing/adult education in the university should coordinate the activities of the university department as well as the affiliated constituent colleges of the university.

The staffing pattern in Universities having a centre of continuing education would be different from that of a university without such a centre. In the case of the former set-up the additional inputs required could be minimal.

VIII Expenditure Norm

Keeping in view the norms suggested in the report of the Committee on the reorientation of youth programmes to dovetail them with adult education, the seminars suggested a norm of between Rs. 50/- and Rs. 70/- per learner, per year. The average expenditure will be worked out on the basis of the total plan drawn up by a college or university for a three-five year period.

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20 Publications for Neo-Literates Released by Kanfed

Sri A.K. Antony, Chief Minister of Kerala stressed the importance of non-formal education and literacy work in a meeting organised in the KANFED Hall, Trivandrum.

Releasing twenty books published by KANFED for Nonformal Education workers and learners, Sri Antony pointed out that only through nonformal education the people of the lower strata could be emancipated from exploitation. He cited instances where illiterates were being cheated by getting their thumb impression in very important documents leading them to bonded labour etc. Sri Antony said that two classes are emerging —one class of the educated and another class of the uneducated. This stratification can be avoided only by mass education.

Presiding over the function Sri Sankaranarayanan, Minister for Agriculture and Development said that mass education would go a long way in levelling the economic inequalities.

Sri P.N. Panicker while welcoming the audience appealed that preference should be given to devoted social workers in appointment to public service.

Dr. V.C Sukumaran Nair, Vice Chancellor, Kerala University proposed vote of thanks.

S.N.D.T. WOMEN'S UNIVERSITY

1, Nathibai Thackersey Road

Bombay 400 020

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Rs. 10.00; U.S. $ 3.00

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The booklet provides guidelines for curriculum construction for non-formal education for school dropouts, youth and women.

Rs. 5.00; U.S. $ 1.50

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EDITORIAL LOUD THINKING

ADULT EDUCATION FOR 1978-83

The Ministry of Education and Social Welfare has recently published a *Summary of the Report of the Working Group on Adult Education for medium term plan 1978-83.* It is useful for all those who are responsible for the implementation of the NAEP, for it delineates the operational details for the National Programme.

The document recognises that adult education should play a key role in the new development process and should be "looked upon as a method of human resource development". It states that adult education can contribute significantly in three ways to the new development strategy. Firstly, by making a substantial part of the work-force literate and better skilled. Secondly by involvement of people in various development programmes which would make it possible to achieve optimum potential and minimum wastage. Thirdly, by creation of awareness among the poor about the laws and policies of Government whereby it would be possible to implement the strategy of redistributive justice and arouse their latent power to determine their destinies.

The reason for laying importance on the age-group 15-35 has also been stated. "It is during this phase in life that people make families and have to up-grade their skills and understanding in the socio-economic perspective".

The document has slightly altered the target. It is now 65 million at the end of 1982-83. This lower target from 100 million to 65 million is realistic but will still need tremendous efforts to achieve it. It also indicates that at end of the period 78-83, a capability to organise adult education programmes for 32 million per year will be built up. At this stage, the intention is to diversify the programme so as to strive for a learning society in which life-long education will be the cherished goal.

The NAEP lays great emphasis on the education of women and their upliftment. It stresses the need of imparting reading and writing skills to men and women belonging to the economically and socially deprived sections of society so as to help them to become self-reliant, improve their own lives, and form their own organisation.

This fact makes NAEP different form all other adult education programmes undertaken so far. It is also backed by the political commitment and the national will. A favourable climate has already been created. A large number of voluntary agencies have come forward to take up this work. Many established voluntary agencies working so far in other fields have also come forward to cooperate in the implementation of NAEP. All this augurs well for the programme. If the administrative machinery both at the state and district levels could rise upto the occasion, the programme is bound to succeed and make the desired impact on the social and economic life of of our people.

TRADE UNIONS, COOPERATIVES AND O.R.P.

Trade Unions, cooperatives and organisations of the rural poor are people's own institutions. These agencies should be utilised for

N.A.E.P. for they can mobilise the learners and also assist in the implementation of the Programme. Being by and large in favour of the idealogy of NAEP, these institutions will organise programmes for the disadvantaged and the deprived, with success. The Ministry of Labour depends for the implementation of its Workers' Education Programme on the trade unions, and provides 90% assistance for the same. The Central Board of Workers' Education, set up by the Labour Ministry, is a tripartite agency charged with the resposibility of implementing the Programme. Recently at its annual meeting, CBWE agreed to take up literacy programme among rural workers as well as industrial workers and take up NAEP. Trade Unions are an important part of CBWE. Therefore if the Board has to take up the implementation of NAEP, it will have to lean heavily on the trade unions. But curiously enough, the Ministry of Education has banned the Trade Unions from taking up the implementation of NAEP. This is strange, when one arm of the Government leans on trade unions, the other arm shuns it. It would be to the advantage of NAEP if trade unions are also utilised for the implementation of NAEP.

In this connection, it would be worthwhile to state that at a recent Asian regional Conference of Education Ministers at Colombo, the Indian delegation moved a resolution asking UNESCO to "increase its efforts to achieve closer cooperation between the international trade union movement and international agencies in the field of adult education and to take organisational steps to emphasize the educational needs of the most underprivileged".

While asking UNESCO to have closer cooperation with the international trade union movement, the Government of India cannot shun national trade unions for meeting "the educational needs of the most underprivileged". It is hoped the Government will reconsider its decisions and welcome the participation of trade unions in NAEP.

ROLE OF NON-FORMAL VOCATIONAL EDUCATION IN RURAL DEVELOPMENT

*S. G. Mathur**

Developing countries should device an educational alternative which should accelerate rural development. Developing countries due to financial constraints and low gross national product level can not finance universal schooling. Non formal vocational education centres which can combine education with production and training could be one of the solutions. These centres can exhibit and propogate technology best suited for the particular community needs. Selection of right communication techniques involving dialogue rather than monologue or command would thus be necessary for the transfer of appropriate technology, which again should be suited to the level of understanding and adoption of the recepient groups. The paper discusses a new type of non formal vocational school for integrated rural development. Such nonformal school should combine elementary education with training and production to create self generating rural economy for rural development.

RECENT TRENDS IN RURAL DEVELOPMENT

Needs of Rural India

One of the important tasks before the developing countries is the development of rural economy. India has made remarkable progress in the field of industry and technology, but our rural population which constitutes 80% of total population has not reaped the fruits of this progress. For the development of rural areas there is a great need of selection of appropriate technology and right transfer mechanism. This can be achieved if the need of rural areas are identified correctly and proper methodology for transfer of technology and extension services developed. Basic schools as envisaged by Mahatma Gandhi can act as modernised agencies for educating and training village people for rural development. Traditional schools have not been able to deliver the goods because of high rate of wastage and dropout and neither they have checked migration of village artisan. Developing countries are now experimenting with a new alternative i. e. nonformal vocational education.

Expansion of technical and vocational education after independence has mostly benefitted the urban population. India has made tremendous progress in industrial and technological fields and today it is perhaps the 3rd country with the largest scientific technological and scientific manpower. This has been achieved due to the expansion of science and technical education in the last decade. But the position in many of the rural areas is still unsatisfactory. Technology transfer to rural areas is therefore urgent task before the engineers and scientists. We have also to select proper alternative to the traditional village primary schools which have a large wastage rate and which have not been able to cater to the rural students who are poverty striken.

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Some efforts on national level have been made. Shri C. Subramaniam, former Finance Minister has rightly emphasised the importance of urgent organisational system right upto village level to affect transfer of technology to rural areas in a seminar held in July 76 organised by the Council for Application and Extension of Technology to Rural India (C.A.E.T.R.I.). He pleaded for the right communication methodology, and identification of rural needs. Speaking in this seminar, Shri Pant, former Energy Minister asked for taking up urgent steps to check migration of village artisans to urban areas in quest of unskilled (but higher paid) jobs thus resulting in rural brain drain and destruction of rural economy. Again the efforts of Adult Education Directorate in organising need based rural education in 10,000 village (Dec. 73 report) needs coordination with other agencies. Recently the decision of the the U.G.C. to start a rural cell and recommendations of National Staff College of Education to promote rural development through education are of great importance.

If there can be any single central agency for the above programme of rural development and technology transfer, there cannot be a better choice than the village school. Not the present sleepy village primary school with a wastage of 60 to 80% in terms of dropout and efficiency of hardly 20-30% in terms of content learning, but a new type of vocational school as discussed later.

Unesco Recommendations

In the International Conference on the education & training of Engineers & Technicians held in New Delhi in April 76, the importance of indigenous training was emphasised. Some portions of the recommendations are given below :

"To ensure a more equitable distribution of the present and future benefits of science and technology, it is necessary that all countries develop their own indigenous training and research infrastructures, able to select, adapt and create technologies in ways best suited to the needs of the country's society. The Conference therefore recommends that Unesco should give high priority to assisting Member States, especially the least developed, to create and strengthen their facilities for training and retraining technological manpower, so that they are able to make best possible use of their human and natural resources, and are in due course also able to contribute to the overall progress of science and technology in the world. As well as Unesco's own resources and those of the United Nations Development Programme (UNDP), resources of other U. N. bodies, funds-in-trust, and bilateral funds should be made increasingly available, in coordinated ways, to countries needing assistance in creating or strengthening institutions for training engineers and technicians. To suppart these institution-building activities, Unesco should give high priority to the encouragement and support of innovatory approaches to training manpower to meet local development needs in developing countries, including curricula design and the establishment or regional networks of cooperating institutions.

The Conference recommends to the Director-General that he continues to encourage and assist Member States, especially the developing countries, to create in their educational systems a broad base for

technology, and to particularly ensure that the tools of technology are used not only in the modern sectors of the economy but are also available to modernise traditional productive activities, especially in rural areas.

The Conference also recommends that Unesco promote the adequate exposure to technology components of all secondary school students, especially in developing countries, so as to reduce the technological illiteracy of all students '. The Unesco Conference has rightly recommended for the support of innovatory approaches in training and also promotion of technological literacy in all students.

TECHNOLOGY TRANSFER

Engineering Model and Matching

For the equitable distribution of science and technologyi, it is, necessary that developing countries should develop their indgenous training and research methods best suited to them on an engineering model—both technical & social integrated proto type.

A school may be visualised as a self generating electronic device (feed back oscilator) where its output may be matched and utilised for specific village needs like sanitation, house construction, water supply and farming etc. The training and education device/methodology may be equated with the mechanism of feed back. Initial Govt. financial nputs may generate self generating, self supporting economics to iustain the process. Such an engineering model may there be very uear to the dream of Mahatma Gandhi's basic school and village economy sn its modern concept. For rural development, the best model will be the one, where rural community resources are utilised for the communinies development without much external assistance.

An analysis of the problems may point out towards the following areas of study and research for developing an indigenous innovatory training programme.

i. Technology Transfer

ii. Communication methodology

iii. Non Formal Education

iv. Special village vocational school as an agency of technology transfer and rural development.

Following paragraphs discuss the details of each and the associated problems. Transfer of technology and communication methodology both should revolve/evolve round the human factor.

Technology Transfer and Matching

Developing countries and countries of the third world have not shown desired technological progress and in most cases it is due to the non availability of appropriate technology suitable for their specific needs and achievement level which may take into account the human

raw material. Very sophisticated technology which is mostly capital-oriented cannot give optimum results in a developing country where the technology should be human oriented and that too suitable for their appropriate level of understanding and comprehension. In any engineering design problem of matching between input and output equipment is very necessary and this applies to the system of technology transfer also. We can divide technologies into three broad categories and similarly the social economic background of recipient groups and human raw material can also be divided into three. The problem of matching for optimum transfer can thus be seen in the diagram given below :—

Input : Technology level	Human raw material
1. Sophisticated/computer capital oriented.	Scientific/technological controlled society.
2. 2nd degree machine/labour saving devices/oriented	Developing/educated Science background societies.
Labour intensive/traditional/rural oriented/individual based.	Backward/primitive uneducated rural communities groups.

It would thus be seen that a sophisticated capital oriented technology cannot be matched to traditional rural uneducated group and matching of the two, will create technological and social/human relations problems. Failure of technology transfer over the last two decades due to this inappropriate matching can thus be explained.

Mahatma Gandhi, in India, had rightly visualised the magnitude of this problem and had recommended village upliftment through basic education and development of basic craft in consonance with national growth by means of Sarvodaya and Sharmdan. All this is to be done today through the development of appropriate technology. Appropriate technology today has got to be developed involving the following, to be built/structured around the receipient human group.

(a) Housing and Shelter

(b) Public Health and sanitation

(c) Water supply and irrigation

(d) Roads and village transports

(e) Electricity for farm and cottage industries

(f) Production centres cum training schools cum non-formal vocational education centres.

Thus for rural development the whole programme should be designed around the specific needs of the human group involved.

In fact nonformal vocational education centres should work as a

self generating agency for creating the above basic amenities in the village thus providing education cum training and generating funds for self financing. These centres, should thus combine two function namely :—

1. Rural development through providing basic rural amenities as mentioned above.

2. Developing a system of non-formal vocational education and developing techniques of appropriate technology transfer.

Such centres should be managed by engineers and management experts. Needless to say that in the beginning such centres should be financed by the State Governments as National projects with autonomous status. It may be realised that a very special purpose of these centres will be as under :—

1. Selection/development/adoption of appropriate technology. It should be fully realised that it will be foolish to think that appropriate technology is something backward or old time concept biased. It should receive the highest place in academic and research organisations.

2. Development of transfer techniques, training cum extension programmes/devices and media for extension propagation/adoption. Again it may be emphasised that the above is very technical/scientific problem and should be attacked as an urgent techno management problem.

Nonformal vocational education centres designed for specific community needs will thus have a very vital role to play in the integrated rural development.

COMMUNICATION METHODOLOGY FOR TECHNOLOGY TRANSFER

Principles of Communication

In transfer of technology, the communication methology plays a very important role. In fact transfer of technology for its success must overcome the following three factors.

1. Development of appropriate technology for optimum matching between technology input level and recipient groups, as discussed earlier.

2. Development of suitable experimental cum extension cum education agency—suggestion of Non-Formal Vocational Education centres. The same are discussed later.

3 Development of appropriate communication methodology. This is again a very important aspect. Many worthwhile projects such as family planning, failed in the past due to wrong approach.

It will be worthwhile here to quote a few basic laws of communication methodology.

(a) Today the communication of command should be replaced by process of conversation and communion, monologue should be replaced by dialogue for better implementation.

(b) Communication process should have inbuilt participation and feed back. The degree of success of new project is directly related to the level of participation and free communion and built in feed back.

(c) Communication process should be not exclusively objective oriented but must take into account interpersonal subjectivity. The individual who is the centre of the whole participation process cannot be ignored, abstracted and treated like a machine element.

And hence, the reason is precise and true, neither the capitalistic approach of the west and nor the cummunistic commune plan of U.S.S.R. or China can be successful in countries of Asia and Africa with distinctive past histories where individual has been and will remain the most important factor for development and progress. Our communication process has to take into consideration the following important factors:—

1. the importance of individuals in our society and the philosophy of compassion.

2. the psychology of change i.e. an individual always opposes any change—unless he himself becomes a propogator of the same.

Individual and cooperation of all others have thus to be the kingpin in the communication process.

Communication Models and Planning

Three models would thus emerge :—

1. Top directed communication with built in feed back, not suitable as feeling of participation/autonomy/innovation not achieved.

2. Top directed communication without sufficient feed back as in army or communism. Not suitable for our conditions.

3. Field generated need based communication and action plan. Here the broad policy should be laid down by the top with the field units having complete freedom of action/planning/participation, This is what Mahatma Gandhi visualised as the village republic and N.F.V.E.C. or basic school of Mahatma Gandhi should be the central agency. In such a system of communication, a village rural model should give concrete exhibition and demonstration to be followed by others. The communication would thus be horizontal and not vertical and without any external pressure and force.

Family Planning programmes directed by central agencies, have therefore received criticism and resistance from the communities and groups involved because of this important defect.

Planners and administrators must realise that good schemes (planned on paper) are distorted and disintegrated by the time they travel four or five steps down the ladder and their efficiency reduced. The defect is with planning and communication. Again on the basis of an engineering model it can be safely estimated that the efficiency for such misplanned projects would be hardly 5 to 10%.

NON-FORMAL VOCATIONAL EDUCATION

A discussion on technology transfer and communication methodology as indicated earlier would thus point out towards a new system of vocational rural education combining education, production and rural development.

Non-Formal, Vocational Education Centres which through modernised rural craft should develop a self-generating rural economy which should attract the rural population for working and learning to earn.

Universal Schooling beyond the means of developing countries

Ivan Illich, in his famous studies has established that universal schooling is beyond the means of developing countries. Unfortunately, education is still recognised as the only legitimate avenue to participation in society. The schools in the developing countries have thus provided privileges for the few at the expense of may. Everett Reimer, a colleague of Illich believes that school in such a situation reinforces a closed technological society. At a study made in Latin American developing countries it was found that during 1960-69 the annual rate of increase in school enrolement was 6.2% resulting in an expenditure increase of annual rate of 11.3% while the national G.N.P. was below 5%. Discussion of educational alternatives to provide schooling in education to the ever-growing population therefore become an urgent task. The study of Coombs and Ahmed have indicated that non-formal education is now emerging as a popular practical alternative. Coombs and Ahmed have defined N.F.E as an organised, systematic educational activity carried on outside the frame work of the formal school system to provide selected types of learning situations to particular subject groups in the population, adults as well as children. They have shown that N.F.E. can include within school programmes in such areas as agriculture extension, community development, farming and technical vocational training etc. They maintain that N.F.E. can transmit new skills and values effectively and economically thus contributing to national development thereby also benefitting the individual through enhancing the status and income level of marginal groups. India spends only 2.6% of its G.N.P. on education including private expenditure whereas this figure for other Asian countries is between 7 to 3.5%. We should not forget that more than 40% population of our country had either no work at all or did not have adequate work to support to reasonable standards of living according to one estimate. A workable solution therefore lies in experimenting with new alternatives.

Non Formal Rural Vocational Centres—Function

The above figures and studies have well established that to provide successful schooling to the masses is beyond the resources of the developing country at the moment.

(1) The emphasis from formal schools in the rural country-side should shift to non-formal education. Sincere agencies for non-formal education programmes should be encouraged.

(2) Education in the rural areas should be combined with the real need of development especially providing system of cheap energy, transport, irrigation, drinking water, low cost housing and medical care.

Fortunately, we have now the basic infrastructure of industries and scientific and technical manpower to help the rural economy to stand on its own feet. Organisation like Council for Application and Extension of Technology with the Rural India, N.C.E.R.T. and N.F.V.E.C, programmes should involve the following :—

(a) cater to educational needs of youth preferably age group 12 to 18

(b) education should be combined with actual on job training cum production

(c) education should include training in health and hygiene and cooperation. The time may be divided into a proportion of 1 : 2 : 1 i.e. 25% time on elementary education 25% time in health and hygiene and cooperation and 50% on farm/cottage industry production.

Management of N.F.V.E.C.

Such centres should be under the management of Engineers or Farm Managers. The production should be organised on profit basis so that a youth worker should get sufficient pocket money out of his labour—say Rs. 50 to Rs. 100 p. month, in a country like India.

On the administrative side the centre should combine: a) education (b) production (c) distribution cum marketing cum sale and (d) exhibition/demonstration of appropriate technology techniques. Resources of the community should be organised for raising building/sheds and useful production according to community needs. An initial grant of Rs. One lakh on revolving fund basis should be sufficient for a N.F.V.E.C. for serving/training about 100 youths, Accounting procedure should be objective-oriented so that produce are marketable and economical.

Social Work and Research Centre

S.W.R.C. in Ajmer, Rajasthan, India has made a good beginning in a similar project about 4 years back. Here a group of young professionals—geologist, agriculture scientist and engineers work from a rural base. Here, they are trying to use an educated farmer cum teacher against the formal schooling system to attract drop out and reducing teaching cost. They have put up simple devices for sciences experiments —and other projects such as a wind mill using typres and bamboos, gobar gas plants etc. and shorter and cheaper methods of leather tanning. Their experts confirm that no technology is appropriate unless it is understood, accepted and applied in the same community where it is also made. Here technical literacy is combined with innovation, practice and adoption. There is need that more and more projects like S.W.R.C. should flourish. Many similar successful experiments are also being tried in other States.

POVERTY, RURAL TRANSFORMATION, AND NEW SOCIO-ECONOMIC STRUCTURES—A DIGRESSION

*Godfrey Gunstilleke**

Perspectives of development research

The title of this paper gives some idea of what it sets out to do. It tries to give expression to some of the basic questions which crop up when we engage in a silent soliloquy about the purpose of all what we are doing, in our different fields of activity. In this sense it is a variation as Hamlet's reminder to Horatio about the terrestrial and non-terrestrial reality which goes beyond the boundaries of what is "dreamt of in our philosophy". It would be universally accepted that development research in Third World countries to be meaningful should form part of a search for new social and economic structures—structures that would enable these countries to eliminate mass poverty within a short period of time and generate a process of rapid growth leading to an equitable pattern of distribution. Today, we would also argue that development research should be linked to the global effort to create a new international economic order. Within such a framework development research would be concerned with identifying the main elements of a strategy which can successfully bring about the structural changes and the internal transformation required in developing societies. These inquiries will be inevitably linked to the analysis of these economies as parts of an international structure, and at that point the thrust of development research would extend to a wide field of inquiry in which the growth of collective self-reliance among developing countries and forms of collective action which enhance Third World bargaining power in the North-South economic relationships would occupy a central place.

But when these major objectives are acknowledged and the main canvass of Third World development research is perceived, the task of translating the underlying concerns into meaningful programmes of research which are country-specific is by no means an easy one. One has to steer one's way through a wide variety of development concepts which had proliferated during the last few years and which seek, each in its own way, to provide a conceptual framework for the desired processes of change. We have had the concept of "unified development" in the international development strategy for the Second Development Decade. There has been the *anti-poverty focus* on the poorest 40% which has determined the priorities of various international agencies. *Self-reliance* has become a key concept in development theory. Patterns of growth which centre around *integrated rural development* have moved to the centre of the development field. *Employment* seemed to acquire a new importance and become a major and independent objective of development planning. The *satisfaction of the basic needs* of the world's poor before the end of the twentieth century has been elevated to the primary task of both national and international development strategies. At the international level the development dialogue has emphasised the need for breaking

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down the structures of *external dependence*, promoting and strengthening the *collective self-reliance* of Third World countries, equipping them with greater collective bargaining power, and redressing the terms of unequal exchange between developed and developing countries. All these approaches taken together have identified the critical problems of human development to which individual societies and the international community would have to find solutions in the next two decades. These are the problems to which the most significant parts of development research would have to be geared. They offer a rich field for conceptual inquiry as well as empirical investigation which can contribute to the effort to discover the appropriate strategies.

An illustrative research strategy

But when it comes to the concrete task of designing a development research programme for a Third World institution, the pursuit and application of these concepts present major problems of their own. Within the small compass of Sri Lanka, the Marga Institute has attempted to formulate a group of interrelated development studies which at several points link themselves to the principal issues which have been enumerated. This programme includes at one end micro-level studies which investigate the processes of rural change and the scope for transformation of village economies on an essentially self-reliant pattern. These studies seek to identify the typology of change in the country in relation to the changing power structure and pattern of resource use at the village level. Another set of studies at the national level examine the links between the desired changes at the micro-level and the framework of policies and action at the micro-level. These essentially examine the implications for growth and employment in the next phase of Sri Lanka's development. The country's development pattern has succeeded during the life time of a single generation in dramatically reducing mortality rates and significantly improving the levels of the low income majority. These social achievements however have been accompanied by a low rate of economic growth, massive unemployment, and the accumulation of a huge external debt. In the next phase of a need-oriented strategy the improvement in the levels of mass consumption has to take place within a development pattern which has a high capacity for rapid generation of employment. In the Sri Lanka concept the basic needs strategy will therefore contain structural elements unique to its own situation.

A third series of studies is related to the external dependence of Sri Lanka's economy. Some of these studies examine the way in which the system of production for exports operates in regard to the total development effort; others analyse the terms of trade within a pattern of international exchange. The country succeeded in diversifying its trading partners over the last 25 years from a small core of developed countries to a wide spread which includes Eastern Europe, China, the Middle East and other Third World countries. The analysis focuses on the differences in the terms of trade between Sri Lanka and countries at different levels of development. It is not the intention of this paper to elaborate on these studies or generalise on the relevance of a research strategy of this type. What is intended is to draw on the experience of the Institute when it designed and began implementing the research programme.

The grey areas which appear in many of the current development concepts help to illustrate some of the problems and show how the application of these concepts to specific country experiences and to concrete empirical investigation result in a process of continuous redefinition and reappraisal of initial assumptions and hypotheses : "The knowledge imposes a pattern and falsifies, for the pattern is now in every moment—and every moment is a new and shocking valuation of all we have been". What is attempted in the rest of the paper is a brief discussion of selected issues which have some bearing on both the conceptual approaches to development which have become current, as well as on the selection of research priorities in Third World societies. The paper does not pretend to develop a consistent analytical fremework which relates the different themes to each other. It only seeks to provide a few points of departure for fuller discussion of some of the dilemmas in development research.

Poverty and the quality of life

We begin with the concept of poverty as it figures in current development thinking. The elimination of mass poverty is at the centre of the international agenda for development. But the manner in which the condition of poverty is perceived, the end objectives of a process which eliminates poverty, the nature of the human society which redeems people from poverty, raises a large number of issues which are often ignored or neglected. It might be argued that these issues go beyond the scope of development strategy and enter the amorphous area of social philosophy that do not lend themselves to meaningful action. In such an approach we tend to concentrate essentially on what we might term "the economics of poverty". In our almost exclusive preoccupation with the economic measurements of poverty, we perhaps fall victim to the poverty of "economic man". Traditional societies which are on the threshold of what is loosely described as 'modernisation' cannot often fully comprehend the concern with poverty in the particular form in which it has been manifested and articulated in the developed societies. Poverty or the constraints on consumption within a situation of scarcity when seen from a high plateau of affluence and abundance can often acquire an intensity, an appearance of disfigurement which can be very different from the reality as experienced by the community which is seen as poor. To say this is certainly not to revert to a philosophy of poverty or to gloss over the problems of the world's poor. What is important is to distinguish between the perceptions of poverty as they occur within the framework of industrialised affluence and the understanding of poverty as it exists among developing countries where the condition is the norm. The distinction is important because the different perceptions imply different approaches to dealing with problems of poverty, and different conceptions of 'good living' or fulfilment in life. It has been frequently pointed out that some of the exaggerated versions of Third World malnutrition and poverty which focus exclusively on and dramatise these elements for developed societies could have the insidious effect of undermining the integrity and the human dignity of these poor populations. While it might be argued that part of this reaction against the dramatisation of world poverty might come from a false sense of national pride and a refusal to face honestly the disfigurements in the internal structures of these societies, the reaction also has

its source in a deeper and more substantive response. It comes out of the need to question the relevance of such concepts as that of closing the gap between "the rich and poor" in the world community. The concern for human equality which the concept expresses does indeed reflect a valuable new consciousness in the international community. What is at fault is the underlying concept that the way of life which the Third World societies need to develop to grow out of poverty has to be measured and evaluated in terms of the levels of satisfaction that have been achieved in the industrialised societies.

In an ancient Chinese poem written in the 1st century B.C., there is a dialogue between the poet and poverty which gives expression to the approach which the traditional society had to its poverty in a manner which is both simple and at the same time profound in its utterance. Calling proverty to him the poet says, "Long ago you should have been cast out, driven far away, press-ganged or pilloried as man's fourth curse. Why come you poverty so long to linger an unwanted guest . . . . Others wear braided coats. My home spun is note whole; others eat millet and rice, so I boil the goose foot seed" But at the end of the poem poverty answers, "Listen, I too have a heart that is full and a tale that must be told. I, poverty, turned from you the envy of the covetous, taught you to fear neither Chia, the tyrant, nor the robber, Chi. Others, may master, quake behind the bolt and bar while you alone live open to the world. Others by care and pitiful apprehension are cast down, while you are gay and free". Poetic experience might seem out of place in a discussion of development ssues, but its relevance for us lies in the way in which it communicates the consciousness of a civilization which learnt to create a satisfying life with beauty and form in an economy of scarcity. The Chinese poet perceived poverty within a different inner world of needs, desires and wants. Within such a perception one needs to distinguish between the objective conditions of poverty and the subjective experience of it. If one considers the subjective experience of poverty, the traditional societies sought to provide the individual with the inner resources and the spiritual apparatus which would enable him to cope with the inescapable limitations of his environment. In this vision of man, society and nature, the limitations ranged from the scarcity of material goods and services to the more permanent imperfections of life, bodily change the transitoriness of material satisfactions—disease and age and the inevitability of death. In such a vision, the scarcity of material goods and services was only one small part of the inescapable imperfection of the natural life. The effort to change the external environment and to increase the statisfaction of material needs was therefore secondary to the effort to seek perfection through the transformation of the inner man. In the hierarchy of objectives and needs, the ideology of these societies throughout history tended to give the highest priority to the latter process. The patterns of demand and consumption were structured and disciplined within this type of ideological system. The socio-economic system was thus structured to satisfy a "unity" of physical and non-physical needs. Development concepts such as the elimination of poverty and the satisfaction of basic human needs are certain to acquire different set of meanings to such societies as they begin entering the development process. They are likely to have the capacity at this stage to view the improvements in consumption and material well-

being within a value system in which the material and non-material needs are balanced in a unified hierarchy. The sense of community, the network of human relationships, the religious consciousness are significant and have high priority for the growth and development of man in these societies. According to conventional approaches to development, most of these responses would be regarded as an impediment to growth, preventing the release and full play of economic incentives. On the other hand, developing societies have shown an increasing resistance to the cultural domination of the industrialised societies and have sought development styles which have their roots in indigenous value systems, thereby attempting to integrate the life-giving positive elements of tradition with the scientific and technological resource of the industrial civilization. The development approaches which have grown from traditional roots such as the Gandhian ideology, Sarvodaya, the Ujamaa community, had been efforts within limits to provide such development. Underlying all these approaches is a sense of balanced approach to consumption, a search for a fullness of living, a pattern of meaning in the life of the individual and society within the constraints of resources and technology that are likely to prevail for the present generation and the next.

How are these approaches to be incorporated into development thinking and to development strategies? The conceptual basis of these approaches undoubtedly has some affinity with the recent emphasis on the satisfaction of basic needs. But at the same time, there is a fundamental difference. These approaches bring a holistic view of human needs at different levels of poverty and scarcity. The needs are conceived within a physico-spiritual totality capable of providing a full life at different levels of technological and material development. In contrast, the basic needs strategy suffers from the danger of being partial and truncated in its approach, and tends to concentrate on one discrete segment of the total change and growth of a society. A strategy aimed at improving the quality of life for poor communities has to recognise the essential unity of the physical and the non-physical in the satisfaction of basic human needs. It has to be able to provide this "unity" in appropriate form for an entire range of development situations from the poor rural community to the sophisticated industrialised society. Development in this sense would be the process which raises its capacity to satisfy this unity of human needs. The developing societies need to evolve a life style capable of dynamic and creative change and growth but do so without setting in motion an interminable spiral of consumption and demand, or experiencing the profound inner deprivation imposed on them through a consciousness of the immense "gap" between themselves and the affluent industrial societies. For this, the conceptions of the satisfying life will have to break out of the conceptual strait jacket which prevailing development models have imposed on most Third World countries. The assessments and measurements of development related to the satisfaction of basic human needs would have to be evolved on new conceptual ground where the natural sciences and the social sciences meet with social philosophy. Major changes in the social structures and systems of production have always been preceded and accompanied by an intense ferment in social thought which led to the formation of new social values and was able to project new images of what the good society ought to be. It is this which provides the

ideological resource for change. In this sense ideology is the invisible resource which is of prime importance in a development strategy. Apart from the Marxist tradition, ideology as a major factor in development has received little attention in development thinking.

At this point a brief comment on the objective conditions of poverty would be in place. It is widely accepted that measurements of income tell us very little about poverty. Particularly when it comes to developing society, the complex social structures among traditional communities, the intricate network of relationships which functions tti distribute resources among its members in diverse ways, makes o extremely difficult to quantify income. Even efforts at relating poverty to more easily measurable physical indicators like the nutritional intake, life expectancy, standards of shelter, come up against intractable problems. On the one hand we have studies of income distribution in many parts of the Third World which have attempted to show that the living conditions of the lowest deciles of the population have deteriorated in absolute terms during the last decade or two. On the other hand, we have vital statistics which show that the average life expectancy has increased for even the poor. Recently wide publicity was given to an attempt to produce a relatively simple and reliable measurement of development in terms of an index of the physical quality of life based on an average of life expectancy, infant mortality and literacy rates. The ranking of countries in terms of this physical quality of life index was very different from a ranking based on per capita incomes. Upper middle income countries like Iran and Algeria, ranked far below countries with much lower per capita incomes like Thailand and Sri Lanka. But even here one can ask how is one to interpret the increase in life expectancy. Certainly the mortality rate and life expectancy in a country would be one of the most revealing indicators of its socio-economic conditions. Underlying all social improvements there is an implicit assumption that the increase in the average person's life span is a desirable goal. Such an increase would by itself normally refelect a host of contributory factors such as better nutrition, improved sanitation and housing, more widespread access to resources and rise in real incomes. And yet one important reservation may have to be borne in mind. Increases in life expectancy in certain special situations which have been made possible as a result of the advances in medical science may not necessarily be the product of general improvements in living conditions. Modern health systems have perhaps created conditions for the prolongation of life in conditions of poverty, destitution and malnourishment which could not have been possible in earlier times. Poverty in the developing societies might have therefore assumed magnitudes and acquired certain characteristics of persistence which differentiate it from the hardships of traditional subsistence societies in which the natural processes intervene more freely to restore the balance between population and resources.

In the current anti-poverty strategy great emphasis is placed on the identification of the disadvantaged groups who should be the targets of development action. From what we have said about the definition of poverty and its measurement in terms of specific components and indicators, it would seem that the task of identifying the objective conditins of poverty is not a simple and straightforward one. Selected indicators by themselves might prove misleading and may bypass the

complex processes which lead to the accentuation or the mitigation of poverty in developing societies, particularly the loose aggregate of traditional communities within it. Very often, it is the analysis based on a sociological orientation which will be more helpful in defining the characteristics of poverty specific to a society, the small social entities which compose it and the poverty groups within them. As a starting point such an approach would try to identify the groups which these communities themselves have consigned to the lowest rungs of their social hierarchy, thereby seriously restricting the access which these groups could have to the resources available to the community as a whole. The structural analysis which uncovers the roots of poverty in the structures of power and distribution of resources within a community, is a prerequisite to the formulation of any viable anti-poverty strategy.

Poverty in poor communities is far from being a homogeneous phenomenon; often their rigid social structures create sharp inequalities within a very limited income span. The structures of poverty result in marginalised and disadvantaged groups which are bypassed in the process of change and development in the village. Elimination of poverty requires a pattern of development which reaches and encompasses these segments within the poor society, and thus in turn requires structures which set in motion a process of development in which the poor community as a whole is able to participate. Many of the development approaches directed at the elimination of poverty, particularly the approaches to rural development, have a somewhat romanticised concept of a well-knit organic rural community which can move as a homogeneous unit to enter into the development process. This is far removed from the reality and the task of structuring the development process in poor communities to ensure the equitable distribution of growth is most often a formidable task. Where disruptive and voilent changes are induced to restructure these communities, an egalitarian growth strategy would be simpler and easier to implement. The strategies which seek to avoid the human and social cost of disruptive violent change are much more difficult to design and implement. One of the fundamental tasks of analytical studies at the village level is to examine how existing structures can be effecitively adapted for rapid change. Anti-poverty strategies therefore demand a deep understanding of the micro-level processses. The national strategies need to be based on such a knowledge and understanding of the micro level. The availability or lack of such knowledge would decide whether the development process becomes an authoritarian top-down process or whether it is a participatory upward process.

The Rural Transformation

At a more general level, the task of locating the poor in a developing society is a relatively straightfo ward and simple one. When we ask in which parts of a developing society are the needs for socio-economic improvement and transformation most urgent and acute, the answer is unmistakably clear. The majority of the poor in developing countries live in the rural sector. Most student of development agree that the main thrust of a strategy aimed at the elimination of mass poverty and the satisfaction of basic needs will have to be directed primarily at the transformation of the rural sector and the development

of that part of humanity living in this sector. Here again there can be several alternative approaches to the rural transformation. The differences would lie in the nature of the structural changes that are envisaged and the new social and economic organisation which could emerge. The forecast of demographic changes up to the end of the century indicates that with the exception of Latin America, the Third World countries taken together are likely to have more than two-thirds of their population living in the rural sector. The demographic and the socio-economic processes which would be at work in the Third World countries would be very different from those which operated at the time when the developed countries were going to through their process of structural transformation. This process in the developed countries resulted in a steady transfer of the work force from agricultural sector to the urban manufacturing sector. This change was predicated on the rising levels of labour productivity in agriculture which was developing a system of production with a high organic composition of capital A more favourable demographic situation in which the population growth was slow and migration to new colonies led to a significant outflow of people, helped in this transition in the developed countries.

Even with the most feasible rates of urban industrial expansion, a decline in the absolute number of those engaged in agriculture does not appear to be in sight. The spatial distribution of the population and the sectoral allocation of the workforce would therefore be very different from what emerged even in the early phases of industrial urbanisation in the West. The developing countries would need to create the new social and economic structures which can absorb the major share of the expanding rural workforce within the rural sector itself and which can improve the standards of material well-being and the quality of life of the population living in that sector. In human terms the results of the development process in the next quarter of a century would have to be measured largely in terms of the benefits to poor majority who live and will continue to live in the rural sector.

One approach to the problems of rural change is to regard them essentially as transitional in character. In such a process the end-products in the long term will inevitably be an economy in which the heart of the production system will be located in the densely populated urban sector with production and service facilities enjoying large economies of scale, vast factories, enormous apartment blocks, massive service centres and so on. The rural sector would have become the thinly populated base of a capital-intensive agriculture with a small and highly productive workforce. In such a projection the main task of the development strategy over the next three decades is to manage the transition with the appropriate balance of urban industrial growth on the one hand and agricultural expansion and rural development on the other, and to direct this growth within a pattern of equitable distribution and full employment. The direction underlying all these strategies however would be towards the creation of urban industrial societies which at best would be modified versions of those in the developed Northern hemisphere.

The alternative approach to the rural transformation would however base itself on fundamentally different premises. In this approach rural

development will not be conceived as a set of transitional strategies. They would be aimed at creating new socio-economic structures in which the relationships between the agricultural and non-agricultural sectors as well as the rural and urban sectors would be significantly different from the pattern of development witnessed in the industrialised countries. The new pattern would be essentially one of decentralised growth. It would have to rely heavily on the development of self-reliant rural communities which would have to function as centres of growth from below. The economic entities in the rural sector while having agriculture as its major activity would have to support a vigorous non-agricultural sector which would include agro-based industry and other manufacturing activities producing for the mass consumer needs of the rural population. The spatial distribution of the manufacturing sector would therefore have to be different, less concentrated, with a large part of it structurally linked to the rural enconomy itself. The pattern of technological development which would support such a process of growth would also have to be very different from the indivisible large-scale technologies heavily dependent on mineral resources and the substitution of mechanical power for human labour which transformed the economies of the North. The rural-based decentralised growth would have to lean more heavily on the biochemical branch of modern technology which should be less consumptive of non-renewable resources and energy. It would have to be divisible and achieve high efficiency on a small scale. By analogy it would lie in the direction of the miniaturised technology and equipment. In such a pattern of development, technology would have to move to new frontiers. Such a rural transformation cannot take place through a technology as conceived within the conventional definitions—intermediate, appropriate or adaptive technologies. The explorations for new and alternative technologies that are already taking place, the search for new sources of power in wind and solar energy, the more intensive utilisation of renewable plant production system to supply human needs, the discovery of small self-sufficient recycling systems which eliminate waste—all these have to be purposefully integrated into the long-term strategies of the new structural transformation of developing societies. What has been said about technology raises issues which are fundamental for the patterns of development in the Third World. In the final analysis, it is the stock of knowledge and technology which will determine the capacity of the developing societies to grow out of their condition of poverty. A strategy which focuses on basic needs and the elimination of poverty has undoubtedly helped to place the past growth—centred approaches within a more profound human perspective and redirect our attention to the central human concerns which provide the ultimate rationale for growth. When this has been said we must caution ourselves against the excesses which usually accompany any such decisive change of direction. The concentration of effort on the transformation of the rural sector, the attack on poverty, the emphasis on self-reliant approaches, have appropriately moved to the centre of the development arena. This however should not give rise to a type of anti-poverty cult which locks the developing societies within a backward technology and reduces their capacity for continuous creative and dynamic adaptation to their environment. The structural transformation of the rural sector which is envisaged is one which creates more humane production systems and a saner social organisation than what came out of the industrialisation of developed countries. To achieve this

developing societies need new applications of science and technology which provide solutions to the different set of problems they encounter, which are more human than the technological solutions which are offered, the industrialisation process we have seen. Therefore the structural transformation of developing societies will need more of technology, not less, it will need to push man's technological frontiers forward through new paths and alternative patterns. The new development research effort in identifying these technological needs that go with new structures, and the redirection of hard scientific research to satisfy these needs have indeed to be on a massive scale.

The process of transformation that we are describing reaches out to the primary social entities which comprise the developing societies, its agrarian communities, and launches itself from these small widely dispersed points of growth to move upwards. In cnoceptualising such a process it is often forgotten that the village community is part of a total national structure, and that structure itself is linked to the International system. Changing the power structure at the level to generate the desired processes of change cannot be conceived as something that can be accomplished through the international dynamic of the village community alone. The changes at the village level will be structurally linked to changes that have to be engineered in the total system. The internal dynamic in the small communities at the base can be fully released only when the macro-social and macro-economic adjustment are being simultaneously undertaken. Here too, we need to avoid the excesses of a village-centred development approach which ignores the prime importance of independent policies aimed at the macro-level restructuring which has to encompass the micro-level changes. One needs to learn much more regarding the appropriate balance between micro-level and macro-level restructuring; one needs to know how to forge the links between these two levels so as to generate a participatory process of development and alternative socio economic structures which are different from those of the urban industrial societies where the process is one of diffusion from dense concentrations of technology and power.

A strategy of rural development which is directed at long-term objectives of a structural transformation of this nature would call for a conscious redirection and readjustment of all elements in such a strategy. It would call for micro-level structures which can enhance the collective capability of small rural communities for the optimal management of their resources. Developing societies would then require to develop the appropriate apparatus for planning from the village-level upwards. The decentralised processes of growth would promote greater community involvement and participation. Such a strategy would need to evolve micro-economic models of growth in which there are strong intersectoral links between agricultural and non-agricultural activity. The linkages between the different parts of the decentralised system, the relationship between the participatory process of growth from below and the national framework of policy and resource allocation which directs and promotes it, would have to be appropriately designed. The field of inquiry and research into the planning and development of the appropriate institutions, the pattern of technological growth, the techniques of micro-level planning, the links between agriculture and manufacturing within the rural economy, add up to a major research agenda in the search for new social and economic structures.

NATIONAL ADULT EDUCATION PROGRAMME : A PERSPECTIVE*

*A.K. Jalaluddin***

The rationale for spreading education in the most appropriate sense of the term among the most deprived and underprivileged section of our society is rooted in the teachings of Mahatma Gandhi who not only preached it but practised it in the most adverse situations. Besides showing the social relevancy of the concept of basic education, Gandhiji also taught us how to help and educate the down-trodden to raise his head high and to be courageous. It is this undaunted moral courage of the teeming millions of our countrymen that brought our independence from foreign domination. To learn to be courageous, to defend ones freedom and human dignity and to be self-reliant, which are the basic teachings of Gandhi, also happen to be the ultimate objectives of adult education programmes of our time all over the developing countries. The National Adult Education Programme as formulated by the Government of India in close collaboration with all State Governments and political parties is in fact a collective endeavour of the whole nation to put into practice the Gandhian method of adult education by helping the illiterate and the poor to rise *"to their own liberation through literacy, dialogue and action".*

Most of our programmes of adult education during the last thirty years, while emphasising literacy as the focal point, undermined the fact that to most of the illiterate people, who also happen to be the most under-priveliged, the basic human rights and access to the common amenities of life were more crucial than literacy. Our accumulated experience of the past experiments in adult education leads us to conclude that any meaningful struggle against illiteracy and ignorance cannot be separated from an uncompromising struggle against poverty and fatalism. The outline of the National Adult Education Programme rightly points out :

> "Indeed, the problem of poverty and illiteracy are two aspects of the some stupendous problem and the struggle against one without at the same time waging a fight against the other is certain to result in aberrations and disappointments"

The crucial question before us today is how to combine, correlate or blend the above two tasks in a comprehensive adult education programme?

Without going into a detailed social and economic analysis of the problem, I might say that there is no unique way of solving this problem. Irrespective of the manner in which the linkage between the socio-economic programmes of adult education is sought to be established with the literacy programme, these two major aspects of the programme should not be posed to be a question of *'either' 'or.'*

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* Excerpts from Pt. Lajja Shankar Jha Memorial Lecture delivered at Jabalpur (M.P) in July this year.

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The emphasis on the different aspects of the adult education programme may vary depending on the primary interest of the beneficiaries of the programme, but the need to correlate the adult education programme with the learning need of the participants cannot be over-emphasised.

The learning need of a group of people may be broadly interpreted to be a translation in terms of the contents of a given educational programme of the felt and expressed needs of that group. The learning need, which may be identified in the process of organising an adult education centre, does not rule out social action. If the felt need of a community is supply of pure drinking water, the adult education programme for the community, in order to be meaningful, cannot aviod discussing it. In fact, if such discussions are encouraged to explore possible alternative solutions, the whole discussion may prove to be a good exercise in adult education. As solution to most of such problems cannot be readily suggested by the instructor or other functionaries in the area, such an exercise should also be equally educative to all organisers and volunteers involved in the implementation of the programme.

There is every possibility that during the process of self-learning one may be tempted to swing between extreme positions before striking a balance between the various factors which tend to pull an adult education programme into different directions, at times leading to areas which are far beyond the scope of an adult education programme and the competency of an average adult education worker. It is now widely realised that an adult education programme, in order to be motivating and meaningful, should not be left to a few individual functionaries in a project in isolation. The concept of a project as visualised under the National Adult Education Programme has deep rooted significance when we view it in the above perspective.

The essential idea behind the project is to treat the programme to be a series of time bound specific task oriented activities ensuring a reasonable degree of freedom of action to the project leader. It is obvious that organisation of a project in an essentially illiterate and deprived community would call for much effort on the part of the organisers to mobilise material and human resources locally. Unlike any routine assignment, a project is a collective effort to achieve a goal in a given period of time through coordinated efforts. While in the National Adult Education Programme a project is supposed to be administered by a project officer and several supervisors on a full time basis, the actual activities on the ground are to be organised by them on the basis of voluntary participation of workers, particularly the youth from the community itself. This spirit of voluntarism is a pre-requisite for successful implementation of the programme by any agency, whether governmental, autonomous or voluntary. Unless there is a high degree of motivation on the part of the organisers, it would be unreasonable to expect the members of the community, whether literate or illiterate, to be motivated on their own.

Motivation begets motivation. If the functionaries at senior level are motivated, they are bound to influence the behaviour of their junior colleagues and, in turn, the community workers and the actual beneficiaries. Unfortunately, in most of the cases the lack of motivation on

the part of the community for whom the programme is actually designed is cited as an excuse for inaction and lack of interest on the part of the functionaries themselves. And such feeling spreads like a chain reaction leading to an atmosphere of cynicism, indifference and apathy.

There is no denying the fact that it is not so easy to motivate the illiterate people to join a programme of adult education. However, our experience shows that wherever the organisers of the programme showed ingenuity and a sense of commitment and dedication a climate favourable for the participation of the community could be created. It has also been widely found that wherever an adult literacy programme is combined with welfare service, like free health services and consultancy, community assistance to the poorest through community grain bank, legal aid, setting up of balwadis and anganbadis, etc. or a vocational training programme, like carpentary, maintenance and repair of agricultural and other implements, etc. for the men and craft-learning, like tailoring, cutting, sewing, knitting, etc. for the women, the motivation of the people to join these programmes, including the literacy programme, is much higher. The skill of motivating people to join an adult education programme has been given an important place in new training strategy recommended under the National Adult Education Programme.

The word training is rather loosely used because of its wide application in different contexts. The *'training'* and *'learning'* parts of any integrated training programme need independent and appropriate handling. One of the well known lessons in formal education is that a teacher always tends to teach the way he himself learnt the subject rather than the way he was trained to teach at a very late stage. This seems to be due to the fact that the skill developed by a student while learning the subject leaves a more lasting imprint on his behaviour even when he becomes a teacher. And this skill of learning and also of teaching cannot be effectively altered merely by educational inputs. It is also difficult to unlearn a skill.

As it is well known, the literacy skill learning is sensorimotor mechanism and needs more of drill than higher level abilities whereas the application of an appropriate skill in an unforeseen situation requires an ability or skill of a higher order. In this background, while identifying the profile of an adult education instructor, we are faced with two antagonistic considerations. Imparting of education through non-formal methods with local resources require higher competencies and resourcefulness on the part of an instructor in some other areas besides education. If he is resourceful in all these respects he may tend to migrate from an illiterate and under-priviledged society to a more literate and affluent society. On the other hand, a middle school or high school educated adult member of the communitry, who is likely to have a greater rapport with the community, if chosen as an instructor, may not have all the competencies we look for in a professional instructor. In the circumstances, we have to indicate a priority in the competencies. Should we opt for social commitment and capability to organise a group programme to be the two most essential requirements in the profile of an instructor, then in most of the cases we might have to remain satisfied with his average educational background. The content and methodology of the training programme, therefore, should be

designed on the basis of this group dynamics. While no uniform policy in this regard can be recommended for the whole country, a countrywide discussion on *"appropriate technology"* for the training of instructors of nonformal adult education centres would always be welcome. I personally feel that in view of the short duration of three weeks being recommended for the training of instructors, we should maximise the use of this period by highlighting the skills of teaching, reading and writing and the learning of basic awareness and functional materials in the modules could be selected according to the learning need of the participants.

Almost a similar situation prevails in the field of resource development. While the National Adult Education Programme seems to be a comprehensive programme aiming at raising the level of the community for whom the programme is designed and to develop functional skills of individual participants with an in-built programme of literacy teaching, it is feared that, unless immediate and appropriate steps are taken to prepare appropriate instructional and informative materials for oral communication by the instructor to learners the programme may ultimately be reduced to a mere literacy programme with limited appeal.

Like in elementary schools, adult learners also generally drop-out in large numbers from a centre if the programmes and instructions are not interesting and appealing to them . The problem of drop-out cannot be handled just by organising parallel or sequential vocational and economic programmes. The literacy course itself may be made interesting by introducing innovations in the methods of its formulation and presentation. Our rich cultural heritage, particularly traditional forms of oral communication can be most effectively used in teaching literacy.

Very little systematic research has been carried out in our country in the field of nonformal education, in general, and adult education, in particular. This is, in fact, a wide area where our distinguished colleagues in the field of educational research and training, who are looking for challenging problem for research may take up some areas of fundamental interest in the field of nonformal education.

Some of the fundamental problems in this area relate to the problems of (i) translating the overall objectives of adult education into practical action programmes and instructions; (ii) correlating the literacy skill learning with the development of other functional skills and social awareness—and (iii) evolving an organisational model for implementation of a mass programme in a democratic set-up.

The main difficulty of translating our global objectives into operational steps lies in our lack of appreciation of the constraints of our administrative set up, financial rules and regulations, and the difficulties encountered by the ground level workers who are supposed to implement the programme with limited resources and incentives. We are yet to evolve a system where the process of decision-making and planning could really be made a reversible one between the bottom and top levels of operations.

While it is considered desirable to correlate literacy learning with functional development and growth of social awareness, the method of integrating these three aspects of learning and training needs careful

handling as various fundamental processes are involved in three dimensions of the programme. Our experience in the field of basic education in this regard may be worth studying. The correlation between the manual work and the academic programme in basic education could hardly be achieved in actual practice. It may be a pragmatic proposition to treat the three dimensions of the present programme to be three equally important disciplines requiring different methods of instruction and training.

There is no doubt that we should draw lessons from the experiences of other countries who have been successful in raising the level of literacy in a record time through implementation of mass pregrammes. However, we should not consider such literacy drives in isolation from other political, social and economic programme in those countries. In most of these countries, such mass literacy programmes formed an integral part of the overall political campaign for a radical social transformation. In our country, we are wedded to implementing our programmes through popular, voluntary and democratic movement for mass education is yet to be explored. Here lies the importance of innovations, action research to evolve appropriate organisational models for specific areas.

One of the feasible models would be an institutional linkage between the vast and deep rooted formal sector of education with the nonformal educational programmes for universalisation of elementary education on the one side and adult education on the other. For example, let us take into account the number of high schools (around 40,000), higher secondary schools (around 10,000), colleges (around 4,000), universities and other professional institutions in the country and their total strength of students and teachers as a potential institutional infrastructure. Should these institutions and their millions of students be prepared to provide community services in their surrounding areas, including organisation of literacy and other educational programmes as part of their own learning process both the society at large and the system of education will benefit immensely.

One of the objectives of the National Adult Education Programme is also to bring the educated community closer to the vast majority of our countrymen who are still deprived of the basic minimum needs of life. Only through such mutual participation we can bring about a qualitative change in our value-judgement of the educated community even after thirty years of independence, grossly tilted against the disadvantaged majority of our population.

The National Adult Education Programme provides an opportunity to all socially committed individuals, groups and institutions to accelerate a meaningful struggle against poverty and illiteracy. Let us take full advantage of the progarmme in right earnest not only to help the disadvantaged but also to ensuring a better future for the country by removing the glaring disparity in our society which is one of the main causes of our under-development.

ATTITUDES OF VILLAGERS TOWARDS EDUCATION –A CASE STUDY OF A VILLAGE IN ANDHRA PRADESH*

*K.S. Chalam***

Once education was considered and treated as an item of socio-cultural need. Educationists and intellectuals have been making a strong case for the development of education in every society as it removes the shadow of ignorance and illiteracy which are considered as indicators of backwardness. In India the gates of learning were not kept open to all sections of the society during the ancient and even during the Mughal period. Only a few sections (castes) of the society had the privilige of learning during this period. The education system prevailing during the British rule was primarily aimed to maintain the status quo. But, now the educational system has been moulded to become a process of permanent liberation from money evils. The constitution guaranteed free and compulsory education to every individual in the age group 5-14. However, the socio-cultural background of the Indian society and its ethos still remained as a hurdle for such developments. The so-called demon of social taboo in its all varied form still persists in the minds of the people in the rural segment of the society. The reasons for this may be many and the solutions offered by various intellectuals to remove them are also not in few number. Many of our villagers still think that education can remove many evils and it (education) embraces those who are twice blessed. It is under this context and environment an attempt is made to study the villagers opinion on education.

OBJECTIVES

The principle objectives kept in view in the study of attitudes of villagers towards education are as follows :

1. To understand the attitudes of the villagers towards education and their changing structure.

2. To study the problems faced by the villagers in continuing their education or the reasons for dropouts.

3. To find out the interest of the villagers in continuing education or adult education.

METHODOLOGY

The village Kotanarava in the Pendurti Samithi, Visakhapatnam district was selcted for this study as it represents a typical average

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* The study is based on a survey conducted by the National Service Scheme volunteers of S.L.B. College in Kotanarava during 1975-76.

** This paper was read at the U.G.C. Seminar on Integrated Rural Development, conducted by the Department of Cooperation and Applied Economics, Andhra University, Waltair during 3-7 January 1978. The author is Lecturer, Department of Economics, Andhra University, Waltair.

study as it represents a typical average village in that Samithi with all the characteristics of a village. The Village is 10 kilometers away from the district Headquarters, Visakhapatnam. The total population of the village is about 840, consisting of abot 180 households scattered into 5 lanes. Information from a sample size of 85 households was collected by surveying every alternative household. The N.S.S. volunteers were employed for personal interview through a questionnaire. The volunteers were directed to collect the information from the 2nd head of the household who has attained at least the age of 19 years, if the head of the family was not available at the time of interview. Thus, we could get some youth in our study. We resorted to this type of sampling as there was no alternative to build up a systematic random sample. The opinions of the villagers are presented from two angles (a) relating to the opinions with that of the age of the respondents (b) relating to the opinion of the villagers with that of their incomes. The villagers were divided into three income grougs. The first income group consists of those people who have an annual income of Rs. 5,000/- and above. The 2nd group consists of people with an annual income ranging between Rs. 2,001/- and 5,000/-. The third group consists of people with less than Rs. 2,000/- as their annual income.

MAIN FINDINGS

By and large the total sample of 85 villagers reflects almost the average opinion of the villagers. The village has a primary school since a long time and the average literacy of the village is about 55% which is very close to the average literacy of the taluq (50%). The main occupation of the village is dairying. The villagers supply milk and milk products to Visakhapatnam City. The occupation of the villagers gave them an opportunity to meet the civilised urban people and had the privilege of sharing their opinions. This is also reflected in their attitudes. The minimum educational qualification found among the literate respondents was third standard and the maximum education was B.V.Sc., As a whole, the villagers expressed their satisfaction with the educational system prevailing in our country. Here, education to the villagers means secondary education, as they are exposed only to this stage. But, a few of them expressed the doubt that the education is not within the reach of the poor people.

THE CONCEPTION OF EDUCATION OF THE VILLAGERS

It is necessary to know the conception of education, the villagers have in their minds. Generally, people think that education will increase the knowledge and social prestige of the educated person. But a few empirical investigations were conducted to prove this contention. Therefore, we have obtained the opinions of the villagers on 4 items viz., benefits, prestige, employment and knowing things, with which we have tried to show the villagers conception of education. The item benefits indicate the general benefits that will be accrued to an educated person. The item prestige indicates the social implications of education. The item, employment indicates the economic returns of education. The knowing things indicates the cultural and academic implications of education. We have also included another item, 'others' which indicates the ignorance of the people over the specific implications of

our education. The following table demonstrates the conception of education the villagers have.

TABLE I : THE CONCEPTION OF EDUCATION OF THE VILLAGERS IN TERMS OF ITS ADVANTAGES (IN %)

	Age		*Income*		
	19 to 30	*31 to 75*	*I Group*	*II Group*	*III Group*
Knowing things	6.7	27.3	—	23.3	20.8
Prestige	13.3	—	—	—	8.3
Benefits	36.7	16.4	14.3	16.7	29.2
Employment	40.0	54.5	85.7	56.7	39.6
Others	3.3	1.8	—	3.3	2.1
Total	100.00	100.00	100.00	100.00	100.00

One quarter of the 2nd age group (27.3) felt that education improves the knowledge or wisdom of the person as against 6.7% of the first group. This shows that the villagers, particularly younger generation do not think that education improves one's knowledge. A maximum number of villagers in the two age groups believe that education increase one's employment opportunities or economic benefits. This is more pronounced in the case of younger generation. In the age groups 40% of the younger generation and 54.5% of the older generation felt that, education increases the employment opportnities of the educated person.

In the income groups, a maximum number of villagers in all the three groups believe that education improves the employment opportunities of the educated person. The higher income group is relatively more (85.7%) in this aspect than the second and third income groups with 56.7% and 39.6% respectively, The next preference of the second and third income groups goes to knowledge (23% and 20.8%). None of the villagers in the first income group feels that education brings knowledge to the educated person. As regards the social aspects of education none of the villagers in the 1st and 2nd income groups feel that education fetches social prestige. Even in the 3rd income group, a meagre percentage (8.3%) of the villagers are favourable to the apsect. The income group analysis also indicates the econmic and other related benefits of education that are contemplated in the minds of the villagers. The above 4 attitudes of the villagers towards education can be divided into 2 parts as (1) Traditional attitudes and (2) Instrumental attitudes. The first two attitudes i.e. prestige and knowing things can be considered as the traditional attitudes of the villagers and the other two i.e., benefits and employment opportunities can be considered as the Instrumental attitudes of the villagers. In the above analysis, we found that a maximum number of villagers have instrumental attitudes towards education rather than the traditional attitudes. The instrumental attitude is very much present in the case of younger generation and rich income groups than in the older and poorer sections of the society. These indicate how the structure of the educational attitudes is changing from traditional aspect to instrumental side.

Reasons For Dropouts

Let us now examine their problems. We have also obtained information from the villagers on the problems they have faced in continuing their studies. If we are able to find out the reasons for the discontinuance of the education of the villagers we may be able to suggest some policy issue to improve their education. Every one in this country knows that our education is urban biased. With the exception of a few university acclaimed work, some amount of farm broadcasting, the other rural oriented institutions are less in number. This negligence of the rural sector in education has a long history. The Britishers were primarily interested to produce clerks or Babus through the educational institutions which were set up only in the urban areas. After independence many commissions were appointed to restructure the educational system, but all of them have no rural bias except one or two commissions. The basic education scheme envisaged by Mahatma Gandhi during 1937-47 was scuttled after independence. All these factors affected the rural education adversely, as a result of which there arose a dichotomy of two streams of education, one for the masses in the rural areas and the other for the richer sections of the society particularly in the urban area. Some of the rich landed class in the rural area is also benefitted from this education as they have been maintaining a close contact with the urban elite. However the Government has been trying to improve the lot of the rural masses with a new programmes, but much remains to be done in the case of rural education. Top priority is also necessary for rural education, as there is a lot of wastage in the primary school stage in the villages due to droupouts. We have examined in our study the reasons for the dropouts in the villages. We have obtained information on four items viz, (a) family problems, (b) no facilities (c) not interested in studies and (d) other reasons. It is observed that more than 50% of the villagers have discontinued their studies due to lack of facilities in the village. The following table explains the same.

TABLE 2

REASONS FOR DROPOUTS IN THE VILLAGE (IN %)

Item	Age		Income		
	19 to 30	31 to 75	I	II	III
A. Family problem	20.00	20.0	28.6	20.0	10.4
B. No facilities	60.00	49.1	42.7	63.3	47.9
C. Not interested	10 00	1.8	14.3	6.7	8.4
D. Other reasons	10.00	29.1	14.2	10.0	33.3
Total	100.00	100.0	100.0	100.0	100.0

The above table shows that 49 to 60 per cent of the villagers in the age groups and 42 to 63 per cent of the villagers in the income groups reported that they have discontinued their studies due to lack of facilities in the village. As we have already mentioned in this paper

that this village has only a primary school and they have to walk a distance of 6 kilometers for high school education, which is one of the reasons for the discontinuance of studies of the villagers. The second hurdle in the way of their education is family problems, which may be finance, domestic, lack of encouragement, etc. Those people who have droped because of the lack of interest in their studies constitute very meagre in number ranging from 1.8% to 14.3% in both the income and age groups.

INTERESTS IN ADULT EDUCATION

It is interesting to observe their attitudes towards continuing education through adult literacy centres. We have asked the villagers, whether they have any interest in improving their qualification through adult education centres if they are opened in the village. We have obtained the following results.

TABLE 3

INTEREST IN ADULT EDUCATION (IN %)

Item	Age		Income		
	19 to 30	31 to 75	I	II	III
Yes	60.00	72.7	57.1	70.00	70.8
No	40.00	27.3	42.9	30.00	29.2

The above Table shows that 60 to 73 per cent of the villagers are interested in education, more so in the case of older generation and lower income group villagers. It is found that those who are not interested in their studies in their earlier age are also not interested in adult education. But the percentage of villagers who are not interested in adult education is not a small per cent as it ranges between 27 to 42 per cent of the total sample. The drawback of this study is that we have not obtained the reasons for their disinterest in adult education. But, we came to know the reasons through our personal contact with the villagers. Broadly the causes of their disinterest in adult education can be attributed to the following factors. (a) They think the education they have now is sufficient for their occupation. (b) those people who do not have any education believe that, it is not possible for them to learn through the adult education centres. (c) Some of them feel that the villages are relatively neglected and no body will take interest in the adult education centres in the villages.

The broad conclusions that emerge after careful examination of this study may be enumerated as follows :

1. The younger generation in the village consider the present educational system is not useful in getting either employment or knowledge as against the opinions of the older generation and poor people.

2. A maximum number of villagers believe that education brings economic benefits rather than social prestige.

3. Some of the villagers believe in certain social taboos irrespective of their education.

4. The villagers are interested in continuing their education through adult literary centres if a sincere attempt is made by the Government and other social organisations.

5. More than half of the villagers have discontinued their studies due to lack of facilities in the village.

SOME RECOMMENDATIONS

After the above analysis of the attitudes of the villagers towards education the following steps are suggested to improve their perception of and participation in education. (1) It is observed that the villagers never heard of work experience education. It is true that our school does not make a farmers' son a better farmer than his father or a weaver son more skilled at his father's work. On the other hand, it creates a distaste for manual work in the mind of the student. The parent and the student always try for a white collar job, particularly in the urban centres. This type of attitude in the minds of the villagers will ruin our rural culture. So, a well planned and organised school on the basis of work experience is to be set up in each village in accordance with the recommendations of the Education Commission (1964-66).

2) The educated youth in the village are not identifying themselves with the welfare of the community. It is observed in our study that the youth of the village are reluctant to participate in the welfare activities designed for the community. But, when the N. S. S. volunteers motivated them to participate in the community activities, they have comeforward and did whatever the volunteers have done for the village. This shows that there is lack of motivation in the education to motivate the youth to participate in the community activities, more a person receives education, the less is the identification with his community. Therefore, the educational system particularly the rural schools should be moulded in such a way so that the student can be able to identify himself with the community and develop his personality as an integral part of the community.

(3) The villagers have complained that the teachers are not living in the village and are coming from an urban centre. This shows that the teacher is also alienating himself from the community and from the students. The teachers always think in terms of the class room, the students and curriculum. They never bother to dissipate the knowledge to other members of the community outside the class room. So, a radical change in the training programme for teachers particularly for rural teachers has to be designed. There should be a drastic change between the training of an urban teacher and rural teacher. Adequate training in Agriculture, Horticulture, Animal Husbandry and things of that sort have to be made essential parts of the training programme of rural teachers. If such a training is given to the teacher, he will

become a life-master of the student in addition to be a class room-teacher.

4) The author and the NSS volunteers have experienced that some of the villagers and even the educated people are still observing certain social toboos, like caste differences, social conservatism, superstition, ignorance of civic duties and elementary principles of hygiene and healthful living in the village. In such a situation, the role of the school should not only be limited to the learning of the three R's but it should also be extended to maintain and impart new ideas and principles based on social justice.

5) It is found that a considerable part of the villagers are illiterate and agreed to participate in the adult education centres. Even the people who have discontinued their education due to many unfavourable conditions, have now evinced interest in adult education centres to improve their qualification. But, to make all the illiterates into literates in the villages is undoubtedly a daunting programme. But, each State, area, village can in its own way do what it can. The intensive courses for technicians in Poland, the encouragement given to those who have carried out community responsiblility in the Soviet Union, China and Tanzania, the work done by the armed services and trade unions in Yugoslavia can be taken as examples to design new programmes to eradicate illiteracy and to improve the quality of our rural population. In addition to this, the package programme suggested by the P.H. Coombs-Committee (ICED) for developing countries can be seriously introduced.

6) The study indicates that the villagers have no facility of out-of-school education. Here out-of-school education includes every thing, that is given outside formal limits, in the street, in the family circle, in various groupings of the youths or of adults etc. Another important aspect of the village is that a considerable number of the villagers are engaged in agriculture. This is a common phenomenon in any Indian village. Therefore, activities and training carried on outside the school are to be provided to the villagers to pursue them towards a permanent education. Adult literacy centres, functional literacy programmes in the Radio and Television, books and libraries, museums and cultural centres are to be set up in the villages so that the villagers can be exposed to them and improve their skills, knowledge and wisdom.

The present study indicates how our villages are neglected in our educational planning. Our educational system has been giving importance to either higher education or education in the urban centres, relegating the rural education into secondary importance. This has created a dichotomy in our socio-cultural development and thus created disparities between the villagers and urban people. If our planners can do away with their orthodoxy in our educational planning and divert the resources and talents to the villages, a balanced development at least in education can be achieved within a conceivable future.

ADULT EDUCATION IN BANGLADESH

Bangladesh is predominantly an agricultural and rural country. Of an estimated population of 75 million (according to the Census of 1974), at least 90% is rural and 80% i.e. about 60 million is agricultural. Land-man ratio is very unfavourable in Bangladesh. About two-thirds of the agricultural population are either landless or have less than 2.5 acres of land holding per household. Continuous sub-division and fragmentation of land holding, because of the law of inheritance, further aggravates the situation. Rapid population growth (around 3% per annum) will reduce the cultivated area per worker over the next decade or longer simply because the non-agricultural sector will not be able to absorb the increments in labour force and population.

Productivity of agriculture does not compare favourably with other developing countries of Asia and Africa. The "seed-fertilizer-irrigation" technology has not yet made significant impact on Bangladesh agriculture. On the whole it is observed that during the last two decades the overall rate of growth of agricultural output never exceeded the rate of growth of population. Owner-farming predominates the farm structure in Bangladesh. There exists, however, great inequality in the ownership of land-holding. Ownership of agricultural assets, particularly land, continues to shape the destiny of the great majority of the people. Levels (absolute) of wages, employment and real wages for a great majority of the people of the country are very low—so low that they do not meet an objectively defined criterion of minimum living standard.

Any attempt or scheme to remove illiteracy and spread adult education, for the matter of that, any type of education should be formulated against the social, cultural, political and economic situations prevalent in the country.

Though Bangladesh has been striving hard for economic development, it faces a grim situation in respect of literacy. In Bangladesh about 50 million people above the age of ten are illiterate. According to the census of 1974, the rate of literacy in the country was 22.2%. In 1961, it was 21.5%. During 13 years, rate of literacy increased by 0.7%. In fact, the number of illiterates is increasing every year. This is happening because of two factors : (1) Population increases of about 3% whereas literacy increases at .05%, and (I) the dropouts from primary schools—classes I to V—are reverting to illiteracy. The dropout rate is estimated to be about 70%.

First 5-Years Plan of Bangladesh

The First 5-Year Plan (1973-78) of Bangladesh is critical of the meagre efforts made in the past in tackling the problem of illiteracy. It observes that mere learning of the alphabets by the illiterates can not serve any useful purpose. It may be stated here that in the 1961 Census of the then Pakistan those whose could sign their names were considered as literates. It is needless to say that such literacy does not benefit the individual because he is unable to read, write or count.

The Plan thus recommends that the objectives of literacy programmes should not be limited to learning alphabets only but it should

be functional leading to the participation of the newly literate people in the development efforts of the country.

Past efforts in the country to remove illiteracy and spread adult education have been sporadic and very ineffective and as such the Plan recommends that large-scale efforts need to be made to meet the challenge of illiteracy. But unfortunately as yet no national plan in this regard has been formulated and accepted.

Experiments in Adult Education

The first serious national programme to fight against illiteracy in the then East Pakistan was launched under the provision of the Village Agricultural and Industrial Development (V-AID) programme at the village level.

The Pakistan Academy for Rural Development which is now known as BARD started functioning at Comilla in 1959. It inherited the adult literacy programme of the V-AID along with other projects of community development.

Literacy as a means to achieve a distant goal has no appeal to people who are fighting every moment just for survivial. If a 'real' environment can be created where this struggle for survival is facilitated by literacy, then literacy will assume special significance to the people. The Academy was faced with problems, like finding suitably trained teacher, preparation of primers, preparation of reading materials, funds, etc. Like all other BARD programmes, the adult education programme was designed as an experimental project before its large-scale implementation all over the country. The design was adapted with the basic rural institution developed by the BARD for socio-economic development of the local groups. The small village cooperatives were used as a base for promoting the cause of adult education. The cooperative programme became an adult education movement. The village leaders, religious leaders, Union Parishad members, village cooperative organizers, model farmers, teachers, enumerators, local doctors, midwives, drivers, brick layers and the village youths are trained with graphic materials, manuals, field observation and other devices.

In 1962, the Government decided to start a pilot project in adult literacy and adult education under the Directorate of Public Instruction in 4 police stations of the country. It was later extended to 4 more police stations. The unit is located in Comilla in the vicinity of the Bangladesh Academy for Rural Development. It is headed by an Assistant Director and supported by a nucleus staff of one specialist and an artist. An Institute of Adult Education has also been established in the Office of the Assistant Director. The role of the Institute was envisaged as follows :

(i) training of administrative and training personnel ;

(ii) preparation and production of literature for the adults—both for beginners and for follow-up programmes; and

(iii) research, experimentation and evaluation.

It is the responsibility of the Assistant Director to look after the pilot projects in the eight selected thanas mentioned earlier. In consideration of the gigantic proportion that adult illiteracy has taken in Bangladesh, the existing programme and the organizational set up are quite inadequate to meet the challenge.

Development of Curriculum and Instructional Materials

The existing arrangement for the development of curricula and instructional materials for Adult Education is very meagre. The Assistant Director of Adult Education and his small staff prepares occasional text books and follow-up books for the programme. Three categories of learning materials have been so far published. These are : (a) Textbooks (b) Follow-up books and (c) Teacher's Guides. The existing publications by the adult education office include : three primers for literacy teaching, two "Hishab Shikhas" for teaching arithmetic, one "Diniat" for religious instruction and a rapid reader. In addition, fifty-five follow up books have been published for the neo-literates. These books cover such areas as religion, stories, health and hygiene, agriculture, family planning, nutrition and drama.

Compared to the need for the type of learning materials needed from the functional literacy point of view and also the volume of materials, the present publications are highly inadequate and largely irrelevant. The preparation of functional and effective learning materials needs extensive research and field testing of the materials in order to make them appropriate. The existing publications have been prepared without such research and field testing resulting in serious weakness in the published materials.

Recruitment and Training of Teachers

Since the pilot projects are limited to 8 thanas only, teachers have been trained for literacy centres in these thanas since 1964. Trainee teachers for the adult education centres are selected by the local illiteracy eradication committees in cooperation with the local thana adult education organizers. The teachers, after recruitment, are trained for 7 to 10 days by adult education organizers and the local officers of other nation-building departments.

There are two organizers (one male and one female) in each of the 8 thanas, who motivate the people, organize local literacy committees, supervise the works of the teachers and help them in solving their problems. These organizers are trained in the office of the Assistant Director of Adult Education at Comilla by the specialist and other resource persons.

As can be easily surmised, the training programme is highly inadequate in terms of content as well as in terms of coverage. The national goal of rural development through functional education cannot be met properly with a group of inadequately trained adult education teachers.

The ultimate objective of the pilot adult education project was to disseminate the experimental result all over the country. But the activities of the project are inadequate. Many of the neo-literates have been

relapsing into illiteracy. Moreover, proper learning environment has not been provided to the adults.

The Role of the Voluntary Organizations

Some of the voluntary organizations engaged in adult education programme has been more effective than the Government pilot project. One such organisation is Bangladesh Rural Advancement Committee (BRAC). BRAC has been running a functional education programme in a small area in the Sylhet district in the North-Eastern region of Bangladesh since 1973.

After an initial setback in enrollment in 1974, BRAC has thoroughly revised its learning materials as well as the methodology. BRAC programme can be termed truly functional and integrated as it starts with a discussion of the problems of the learners and then moves on to alphabet at the start. As a result, BRAC has been able to keep the motivation of the learners quite high and the percentage of dropouts has been reduced. BRAC also circulates a monthly newspaper which is designed to serve as reading materials for the neo-literates in the villages.

The per capita cost in the BRAC project has been quite high. As BRAC is financed by foreign agencies like Oxfam, the Ford Foundation and UNICEF, it has been possible for them to invest high sums in this project. It is doubtful whether Government can spend so much in their projects and this may work as a limiting factor.

Inspired by the work of BRAC, the *Gonosaystha Kendra* (People's Health Centre) which is mainly a Health and Family Planning Programme, has started functional education projects in the model of BRAC in Savar, twenty miles west of Dacca.

The potential and the opportunities in rural Bangladesh are considerable yet they remain underused, often for want of relatively simple help to the people. While the greatest needs are such as social justice, food and health, a key need is for an education which will lead the people towards helping themselves through a further use of the rural resources and a more bold and well-informed demand on those services which are available.

People hardly realize that that things could be improved. Education therefore, has to perform, an improvement over the present ignorance. The intelligences and expectations of the people must be roused and must be given manual and mental skills to tackle the difficult years ahead of them.

Agricultural Department

The scheme of agricultural extension service provides for systematic and problem-oriented training to the extension workers to improve their effectiveness and competence. They, in turn, try to improve the skills of farmers through training programmes. The programme, however, failed to achieve the desired success because of the farmer's inertia and also due to inadequate training facilities at the

existing Agriculture Training Institute.

Integrated Rural Development Programme

Bangladesh was one of the earliest countries to subscribe Integrated Rural Development Programme. It has four major features:

(a) Thana Trainning Development Centre as training and demonstration unit.

(b) Rural Works Programme for increasing employment and infrastructural development through local planning and participation.

(c) Thana Irrigation Programme to organize subsistence farmers into cohesive groups for joint use of indivisible inputs.

(d) Integrated Rural Development Programme is represented by two-tier cooperative model. Servicing of inputs is done through multipurpose village cooperatives with Thana Federation acting as a supporting institution.

The first three phases of rural development have been spread over the whole country. The two-tier cooperative structure is the replication of the Comilla cooperative project. The IRDP has introduced the two-tier cooperative models in 162 thanas covering about 35% of the total area of the country. The IRDP has many on-going projects. Only one has been discussed below.

Training Programme for Villagers at the Thana Training and Development Centres

The main objective of the programme is to provide training to cooperative pump managers, model farmers, chairmen of village cooperatives pump operators, young men and women in order to develop desired knowledge and skills so as to adapt them in new methodology and techniques. It covers various areas such as agriculture, poultry, animal husbandry, fishery, family planning, womens' education and home making. The training programmes are designed to meet the rural needs. Extension agents such as managers, model farmers, and others attend courses and discuss various issues and problems and diffuse these knowledge and skills to their fellow men at the village levels. The teachers for training courses are recruited from the thana level officers of various nation building agencies. Occasionally, specialists from other agencies are also invited. To make the training meaningful demonstration and various teaching aids are used.

Rural Development under the Directorate of Social Welfare

The Directorate has three projects in operation in rural areas, namely (1) Rural Social Services, (2) Social Welfare Mothers Clubs and (3) Population Activities for the youths (population awareness and sex education). One of these projects is discussed below.

Rural Social Services

Objectives:

(a) To promote balanced development of rural communities that is socio-economic development of all segments of population.

(b) To assist children, youth, women, landless people and other community groups to develop their potential through a process of education and training in their life situation.

(c) To build Community Organization, promote intergroup co-operation leading to community cohesion and better use of all available resources.

The Rural Social Service Project has been in operation in 19 rural thanas one in each district. It was started in October, 1974 and became fully operational in April, 1976. There are 304 villages in 19 thanas. Each of these villages has one social worker who receive three months intensive training. Each thana officer is an M.A. degree holder in Social Welfare. Each of them had received four weeks training. The Rural Social Service organised 8 children centres, 4 youth centres, 5 mothers centres and 1 vocational training-cum-production centres in each Union.

Information and Broadcasting

Information and Broadcasting Department has established one information centre in each of the sub-divisions of the country. These centres are provided with library and other mass media instruments for disseminating information related to national development. The sub-divisional authority holds seminars and meetings to discuss various issues related to national development.

Health Population Control and Family Planning

The family planning programme in this country was started in 1952-53 through voluntary efforts resulted in the formation of a voluntary organization known as the Family Planning Association. This Association persuaded the government to prepare a population policy for the country. Later the family planning programme was incorporated in the Five Year Plan.

The following personnel have been working in the programme.

(a) Family Welfare Workers

(b) Family Health Visitors

(c) Lady Family Planning visitors and Lady Health visitors.

(d) Thana Officers

(e) District Officers

(f) National level Health and Family Planning Programme personnel.

Government has laid a great emphasis on efficient organization of the programme for proper awareness and adoption of family planning. About 16,000 workers have already been working under this programme.

Literacy programmes/non-formal education programmes have also been undertaken in the villages which are being developed as Swanirvar (self-reliant) villages. Such programmes are also being undertaken in the areas where Ulashi-Jadurathpur type projects—projects for water conservation, drainage, road building, etc.—on self-help basis are planned and executed.

While evolving a suitable strategy for adult education, the following learning needs of the rural poor should be kept in mind : (a) a positive attitude toward development, (b) functional literacy and numeracy, (c) a scientific out-look and an elementary knowledge of the process of nature, (d) functional knowledge and skills for raising and operating a household, and (e) functional knowledge and skills for earning a living.

FOURTH REGIONAL CONFERENCE OF MINISTERS OF EDUCATION

The Fourth Regional Conference of Ministers of Education and those responsible for economic planning in Asia and Oceania was inaugurated in Colombo on July 24 by the Sri Lanka President, Dr. J. R. Jayewardene, in an atmosphere of pomp and pageantry, symbolic of Sri Lanka.

In his inaugural address, the President said, "You will find in Sri Lanka today a new life and a new vision. You are among people who live in a land where the mind is free" and added that during the Government's one year in office it had been able to restore to the people of the country their democratic freedom.

Dr. Jayewardene said, "four great cultures—Buddhism, HInduism Christianity and Islam have found permanent residence in this land and the adherents of these cultures and religions live together in peace and harmony", and added that Sri Lanka had over 85 per cent literacy. There were 210,000, teachers almost 10,000 schools and over 2½ million children attending schools. But there were one million young people without job to whom the government was determined to provide employment through the development of resources.

Non-Formal Education

The Prime Minister, Mr. Premadasa, addressing the inaugural session said that the entire process of education had become unrelated to life and its real problems. He strongly endorsed the recommendation of UNESCO that we move towards a learning society and said, "I am particularly impressed by the efforts made in the direction of non-formal education".

Dr. Wijeyeratne, Minister of Education and Higher Education in his welcome speech said that the time had arrived to view with very serious concern the plight of our countries vis-a-vis development, to which education and economic planning should contribute.

Dr. M' Bow, Director-General of UNESCO said that the "special feature of the Conference is that it is being held at a time which seems decisive for the future of international cooperation.

In the afternoon session, Dr. Wijeyeratne, Sri Lanka Minister of Education and Higher Education was elected President of the Conference, 9 Vice-Presidents—from Bangladesh, China, India, Iran, Japan, Pakistan, Singapore, Thailand and Vietnam were elected and Her Excellency Dr. Felicita G. Bernardino, Deputy Minister of Education and Culture, Philippines was elected Rapporteur-General.

For two days the Conference met in plenary sessions addressed 22 UNESCO member states as well as observers from international and non-governmental organisations, including representative of A.S.P.B.A.E., Mr. S. C. Dutta. Mr. Dutta in his speech said, that "members of the Bureau consider adult and non-formal education to be a significant and often indispensable component in development. Its superiority over

formal schooling has been demonstrated in many places both in terms of relevance and effectiveness and also in terms of economy. It has also become clear that policy makers, planners and administrators of the formal education system are looking towards non-formal and adult education as means of solving some of their difficult problems. There are, however, several important matters to be borne in mind in moving in this direction. One is the very meagre allocation of resources for adult and non-formal education. Another is the necessity of creating linkages and transfer of experience from this field to the formal education system. It is important to avoid developing an alternative, competing or rival "Non-formal system" instead of allowing adult and non-formal education experience to contribute to desirable adaptations of the formal education system and make it more relevant and more flexible.

"However it must be recognised and I quote the Teharan Document, Education in our countries requires new settings and approaches that would overcome the rigidity of the formal system, orient education towards the solution of the basic problems of life and work, and be available to everyone. It is our conviction that the development of non-formal education, with its multifaceted structured or unstructured programmes and with its varied delivery systems, must play an ever more important role in overcoming the many problems that our countries face in the field of Education.

"One other important matter is the fact that adult and non-formal education take place in many places and ways and through many government and non-governmental agencies. In most countries in our region there is a considerable amount of confusion and loss or waste of experience and potential. One of the highest priorities for the Asian and South Pacific Bureau of Adult Education is to encourage and support the creation of national adult education associations including both governmental and non-governmental membership, where these do not yet exist, and to cooperate with those that already exist to enrich exchange of experience and learning between countries of the Asian region. Such Associations also provide a natural opportunity for the meeting of adult education personnel from different national departments and agencies, for professional training, and for reducing the possible confusion and overlaps just referred to.

"The Bureau sees the development of national associations, and postering of adult education in line with the Unesco Recommendation for the Development of Adult Education adopted in 1976, as an important service to the educational system of the Asian countries. Accordingly it invites the interest, cooperation and support of Governments, Ministeries and Departments of Education, for the work of the Bureau".

Education for Society

Summing up the discussion, Mr. M'Bow said "the main feature had been the common will to find ways and means to permit education to develop in each country of region in conditions suitable for man and for society.

Inherited systems which had to channel education alone unsatisfactory paths because they prepared an elite, now concerned the masses.

They must transform themselves, to meet both their own new goals and the goals of society.

The elitist conception of education had created a situation in which young people could not find a role in society after leaving secondary school. Japan had provided a lesson in this respect for secondary schools should not only prepare for the university but for useful life in society.

It had been seen that unemployed school leavers tended to drift to the cities and thus create social problems: there was need for systems to provide training in the rural and artisanal skills.

But economic growth was nevertheless essential. Poverty was still a plague and the new economic order which the International Community was now striving for was one which would permit men to put a stop to poverty famine and diseases. This was the aspiration of all and which UNESCO would do its part to fulfil.

Commission

The two Commissions discussed draft resolutions, most of which made suggestions for the improvement of present educational systems which have prevented equal access to education in the perspective of democratisation of education. The Commission also discussed step to increase educational efficiency; linking of education and productive work and educational reform.

A number of resolutions approved by the Conference related to eradication of illiteracy, education of girls, non-formal education etc.

Illiteracy

One resolution invited member states to accelerate the struggle against illiteracy and recommended that literacy programme be closely related to the vital social, cultural and economic concerns of the participants and their communities and that decentralised administrative structures be evolved to facilitate active participation, provide for effective mobilisation of resources and ensure the relevance of curricula and methods to the needs and interests of learners.

Changes in Formal System

Another resolution recommended to member States, as a first step in the provision of universal access to education, to undertake the following actions :

1. Adoption of a package of basic skills and knowledge relevant to identified groups of learners with the objective of developing learning skills, social awareness and functional competence;

2. Preparation of area-specific and target groups oriented programmes to extend the basic set of knowledge and skills to all those who are denied educational opportunities;

3. Introduction of changes in the formal system to make it open and flexible enough to communicate the basic set of skills and knowledge to first generation learners and those returning to the formal system;

4. Development of a complementary system of non-formal education which will convey the basic set of knowledge and skills to those who may remain outside the formal system.

Community Involvement

The third resolution, in line with the ASPBAE thinking, approved by the Conference, recommended the member states that they design programmes for involvement of the community with the educational efforts in both the formal and non-formal systems. Those programmes while taking into consideration the experiences of the member States could:

1. Include the formal and non-formal centres providing programmes of interest to the community such as extension programmes in various fields with the help of experts, continuation study programmes, cultural and recreatianal facilities and similar other programmes which may be of interest and use to the community;

2. Draw upon the experiences, knowledge and expertise of the members of the community to enrich and broaden the knowledge, experience and attitudes of the learners;

3. Involve the learners in consultation with the community in projects which contribute to the growth of the community;

4. Develop the education centre into a focal centre for the development of the community around it;

5. Utilize the leadership role that can be provided by the teaching community in this area.

I.I.A.L.M.

The Conference also invited and urged member states in the region to render support to the programmes of the IIALM by contributing to them financially and materially and recommended to the Central Conference of UNESCO that it approve the prolongation of the Agreement signed on December 16, 1968 in respect of the Institute until at least, the end of the medium-term Plan on December 31, 1982.

Literacy Fund

Another resolution recommended to UNESCO to explore the possibility of creating a regional fund for the eradication of illiteracy for Asia and Oceania, particularly for the least developed countries of the region.

Education of Under Privileged

The most important resolution, in line with ICAE and ASPBAE thinking and in conformity with the recommendation of ILO-ICAE Forum held at Udaipur (India) last year was on the education of the deprived section of the society.

The recommendation reads as follows :

1. The Conference;

Considering that the benefits of education have not reached the mass of the people, despite the expansion of the formal education system;

Bearing in mind that large numbers of working people, both urban and rural, belonging to economically disadvantaged strata of society have remained outside the orbit of the formal education system;

Invites Member States of the region to reorient their educational systems to meet the social and economic needs of the under-privileged and to establish a package of educational programmes which will suit the needs, hopes and aspirations of the people so that all have access to education and derive equal benefits from economic growth, which is likely to be accelerated as a result of development of the region. Member States should associate workers' organisations and other voluntary organisations in this task;

Recommends to Unesco that it increase its efforts to achieve closer co-operation between the international trade union movement and international agencies in the field of adult education and to take organisational steps to emphasise the educational needs of the most underprivileged, increase its co-operation and collaboration with appropriate non-governmental organisations; intensify collaboration with the ILO, in particular for the adpatation of functional literacy techniques to workers' education; and, in developing programmes with governments and with nongovernmental organisations, stress the need for literacy in integrated rural development and the necessity of including in education programmes and activities the concepts of workers' organisation, the new economic order and rural economics.

The Conference ended after adopting a declaration incoproating all the recommendatiens adopted by it.

ASSOCIATION NEWS

31st Annual Conference

The 31st All India Adult Education Conference of the Indian Adult Education Association will be held at Sri Ramakrishna Mission Vidyalaya, Coimbatore (T.N.) from November 5-7, 1978. The theme is ' Participation in National Adult Education Programme "

Shri C. Aranganayagam, Tamil Nadu Education Minister will preside over the inaugural function of the conference.

The Nehru Literacy Award for 1977 will be presented to Shri A.R. Deshpande during the Conference.

The Zakir Husain Memorial Lecture will be delivered on the occasion by Shri Anil Bordia, Joint Secretary, Ministry of Education and Social Welfare, Govt. of India, New Delhi.

The venue of the conference and place of stay is Sri Ramakrishna Mission Vidyalaya which is about 18 KM. from Coimbatore.

The contact person is Dr. K. Kulandaivel, Principal, Sri Ramakrishna Mission Vidyalaya Arts College, Coimbatore-641020 (T-N.)

Council and General Body Meetings

The meetings of the Council and of the General Body of the Association, will be held in Sri Ramakrishna Mission Vidyalaya, Coimbatore during the conference.

National Workshop of Renowned Hindi Writers

The National Adult Education Programme (NAEP) being launched in India from October 2, 1978 has thrown a challenge to creative writers of this country. The question posed before adult educators are what reading material in the form of Poem, Novel, Story, Drama etc. the adult will read specially the rural adult when he/she becomes literate after ten months of adult education programme. How creative writers can assist the adult education movement by producing suitable literature for the rural masses ?

Uptill now it had been thought that only occupational and health literature would be of interest to persons after they have become literate. But the question was whether the rural literate adult is not competent to understand creative writing' specially designed for him/her or he/she is still interested in occupational or cheap literature.

These were the major questions which led the Indian Adult Education Association a national voluntary organisation in the field of Adult Education in the country to organise a three-day National Workshop of renownded Hindi writers in New Delhi from August 4-6, 1978. Unesco, Paris provided the financial assistance for this workshop.

Shri L. C. Jain, Secretary, Bhartiya Jnanpith, was the Director of the Workshop.

35 Hindi writers, publishers and adult education experts from different parts of the country attended it. It was the first attempt to induce the creative writers to think of rural adult in their writing.

It was inaugurated by Shri Bhagwati Charan Verma, Member of the Indian Parliament and a well known Hindi writer. He said illiterate adults should not be taken as uneducated and their experience and interest should be utilised fully in preparing literature for them. He said that literature should be related with life and this could only be done if the writers live in villages and study their problems thoroughly.

Earlier welcoming the participants to the workshop, Shri S. C. Dutta, Hony. General Secretary of the Association said that there was considerable difference between

the literature for neo-literates and the literature written specially for rural adults. He hoped that literature produced by creative writers would help them in their economic, social and mental development.

The subject Creative Writing and Rural Adults was discussed under the following heads :—

1. The problems faced by rural adults in creative writing of today i.e. language, style, etc;
2. Difference between urban learner and rural learner-Difference in their nature, needs and interests;
3. Survey of present literature available for rural adults;
4. The changing trends in content, style of creative writing;
5. When rural adults have adopted, cinema, television radio, feature films, urban dress why rural adults have shown inability in taking interest in creative writing ?
6. Is it necessary that Hindi writers and intelligentsia should learn the villagers psychology, needs and interests or they can do this job effectively without making this extra effort ?
7. How contacts can be established with rural adults through magazines?
8. The present Hindi literature and the rural adults.

The Workshop recommended among others that the literature written for the rural learners should not only develop them economically, socially, morally and politically but should satisfy their artistic interest, creative tendency and sentimental values. The workshop also stressed that the literature should be entertaining and problem solving. The creative writers should produce literature with the rural life and rural adults in mind.

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Nehru Literacy Award for Gaokar

The 1978 Nehru Literacy Award of the Indian Adult Education Association has been awarded to Shri G.K. Gaokar, former Secretary and Social Education Officer of the Bombay City Social Education Committee, for his outstanding contribution to the promotion of literacy and social education in the country.

Shri Gaokar had a long career of dedicated and devoted service to the cause of Adult Education in this country.

He started his career in 1942 as an Hony. Field Organiser and rose to be the chief executive of the Bombay City Social Education Committee which is responsible for eradication of illiteracy from city of Bombay.

Shri Gaokar has written a primer for teaching functional literacy. He has also written a number of books for the neo-literates. He was Editer of the 'Saksharta Deep' a magazine for the neo-literates published by the Bombay Committee.

He has participated in a number of seminars and conferences on Adult Education.

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New Publications

The Association has recently brought out the following publication in Hindi :-

Kisano Ke Liye Proudh Shiksha-J.C. Mathur Rs.15.00
Karyatmak Saksharta ke Vayavaharik Margdarshika Rs.15.00
Grameen Vikas Ke Liya Anupcharik Shiksha Rs.5.00

NEWS FROM INSTITUTIONS

Workshop on Adult Education for Non-Governmental Organisations

A two-day workshop on Adult Education for Non-Governmental Organisations working in Orissa State was held at Kalamandap, Bhubaneswar, on July the 8th & 9th, 1978. The Workshop was presided over by Prof. Satrughna Nath, Vice-Chairman GRAMASRI on the first-day and by Sri Manmohan Choudhury, Sarvodaya Leader of Orissa on the 2nd day. Sri P.K. Das. Addl. D P.I. (Adult Education), Govt. of Orissa and Dr. Pranabandhu Tripathy, Dy. Director (A.E) Govt. of Orissa attended the Workshop and explained the National Adult Education Programme (N.A.E.P), which is to be launched on 2nd October, '78 and also spoke about the State Plan and their expectations from Voluntary Agencies. Sri Lakshmikant Tyagi, representing Banwasi Sewashram, Mirzapur (Uttar Pradesh) was present throughout the Workshop and explained the experiences and the experiments made by their Organisation in the field of Adult Education supported by a dominant and Integrated Rural Development Programme covering 4-Blocks in Mirzapur District (U.P.). Sri Tyagi Bhai shared his findings on Adult Education and Rural Development in the neighbouring countries of Nepal, Bangladesh and Sri Lanka which he visited in the month of March, 1978. Sri Prem Bhai, Director, AGRINDUS Institute and Secretary, Society for Developing Gramdans, Govindpur (Dist : Mirzapur) U P., attended the Workshop on 9th and explained to the Members the practical details of preparing Surveys and Adult Education Programmes & Project Estimates and gave necessary guidelines on the subject.

The Workshop was followed by one-day Seminar on Integrated Rural Development which was presided over by Sri R.N Mohanty, I.A S (Retd.) and Hony. Adviser, K & V.I.C State Unit. Sri Rama Murty, I.A.S. Chief Secretary, Govt. of Orissa, was the Chief Guest. Sri Prem Bhai, was the Chief Speaker on the occasion. Sri Mohanty explained the preceedings of the first meeting held by the Voluntary Organisations on I.R.D at Bhubaneswar on 19th May, '78 as a follow-up the present programme was organised. Sri Rama Murthy ezplained the State Plans for Rural Development and requested the voluntary organisations to come-up to the expectations of his Government and offered full support and assistance to those voluntary organisations willing to participate in the National Programmes meant for Rural Development, Nutrition and Adult Education. Sri Prem Bhai elaborated how his Organisation could achieve very good results by integrating the programmes of Adult Education, I.R.D and Health programmes all meant for villages.

65 persons representing forty Non-governmental Organisations including Youth Clubs, Banks and also Government Officials took part in the discussions which were conducted in Oriya, Hindi and English.

The following resolutions represent the consensus that emerged in the concluding session on the 10th July '78.

Organisation Set-up for Cooperation

The participants agreed that a consortium of N.G.O's and the education department would initially be formed and to be ultimately registered as a Society under Socie-

ties Act-1860. Sri Indubhushan Mishra, Hony. Secretary of the Orissa Adult Education Ascociation was requested to frame the Memorandum of Association and Rules for the proposed Society. In the meantime, the Committee which was formed in the first meeting held on 19th May, '78 has been enlarged by including more Members representing disciplines like irrigation, engineering, agriculture, education and training etc. Sri R.N. Mohanty, I.A.S (Retd.) was requested to continue as the Secretary to this Committee.

It was resolved to submit a Memorandum to the State Government indicating the areas chosen by Voluntary Organisations for purposes of Adult Education under N.A.E.P and for full employment plan. The main task of the consortium which is named as Orissa State Association of Voluntary Organisations could be to provide a forum for interaction and cooperation on the basis of equality and also to work out a code of conduct. The Association would also see that Adult Education programmes funded by Government are not used for the promotion of party politics, sectorism or for preaching violence or values that go against the constitution of India.

The Association will work in close co-operation with the Khadi & Village Industries Commission and State Khadi Board with a view to promoting the rural industry and creating work for the poor people.

Review of Work done by the Voluntary Organisations

In a session devoted to a review of the work done by the N.G.O's represented in the Workshop with a view to assessing their capacity for further growth and creating a climate for more organsiation to come up, it emerged that the activities mainly centred round Khadi & Village Industries, social service, agriculture etc. Lok Samities had been formed in some blocks. Thus necessary socio-psychological motivation had been created. It was felt necessary to pay attention to literacy and numeracy as basic skills related to the economic and social activities already undertaken. Thus they can be the pace-setting organisations in the State in Adult Education Programmes.

Adult Education Programme to be Integrated with I.R.D Programmes

Sarvshri Tyagi Bhai and Prem Bhai had explained in great detail how their organisation has integrated Adult Education with various developmental activities in the Project area. The A.E. instructors, Supervisors and Project Co-ordinators and the Learners all have contributed a great deal by participating in the developmental programmes that followed in the project area such as plantations' farm forestry, food for work, scheme organising for rural poor/implementation of total prohibition and closing down the liquor shops by the people themselves etc. The delegates agreed in principle to chose their own areas of operation (one organisation is expected to take-up one revenue block) and prepare plans for total employment and Adult Education project. Members felt that instead of conducting elaborate and detailed socio-economic surveys, it would be realistic, if they can identify definite groups of families who are in urgent need of assistance and prepare plans for improving their socio-economic conditions with a reasonable time and submit the same to Government for financial assistance. While the programme is in progress, the detailed survey and plans for the entire block could be prepared. The Association has been entrusted to assist the Member Organisations to provide with necessary consultancy services for this purpose.

New Primer in Hindi

The Nari Chetana Sangthan has published a Primer entitled "Nayee Chetana Pravesika" for women.

Further information can be had from Smt. C.K. Dandiya, President, Nari Chetana Sangthan, SB 37, Bhawani Singh Road, Jaipur, Rajasthan.

Unesco Medal in Honour of Aristotle

To mark the 2,300th anniversary of the death of the Greek philosopher, Unesco has issued a medal dedicated to this great architect of thought.

No one has had more influence on western thought than Aristotle who also contributed greatly to philosophy in the Islamic world. A prolific writer, he dealt with many branches of human knowledge, including logic, physics, biology, metaphysics, ethics, politics, psychology and aesthetics. He was the first to see that overpopulation would result in poverty, social upheaval and delinquency. Universal education was another idea, he discussed.

The Aristotle medal has been designed by Leognany, Paris, and struck by the Paris Mint-L' Hotel des Monnaies. The obverse shows a profile of Aristotle from the well-known bust in the Vienna Kunsthistorisches Museum and is inscribed in Greek, "Aristotle 384-323 BC."

The reverse shows an owl, symbol of wisdom, against a map of Greece with a star indicating Aristotle's birthplace, Stagirus, in Macedonia. It is inscribed in Greek with a quotation from the philosopher, "Life is an act of intellect."

The medal is the latest in a series marking anniversaries of great man. Previous issues honoured Michelangelo and Rubens.

Research Studies in Adult Education

The Centre for Continuing/Adult Education and Community Services, M.S. University of Baroda has recently brought out two Research Studies in Adult Education :-

1. Motivational Theories & their implication in teaching learning situation of Adult Class in India, and
2. A Working Model of Adult Education for village in India.

Further information from Dr. M. Chakravorty, Director Incharge, Centre for Continuing / Adult Education and Community Services, M.S. University of Baroda, BARODA-2.

World Conference on Continuing Engineering Education

The University of Mexico in collaboration with UNESCO, UPADI, the American Society for Engineering Education, is organising the First World Conference on Continuing Engineering Education in Mexico city from April 25 to 27, 1979.

Further information from : Prof. J.J. Espriu, Dean of the Engineering School, University of Mexico, MEXICO.

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New Publications

1. PREPARATION OF PROBLEM-ORIENTED LEARNING MATERIALS

The book gives methods, techniques and phases in preparation of problem-oriented learning materials.

Rs. 10.00; U.S. $ 3.00

2. CURRICULUM CONSTRUCTION FOR NON-FORMAL EDUCATION

The booklet provides guidelines for curriculum construction for non-formal education for school dropouts, youth and women.

Rs. 5.00; U.S. $ 1.50

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EDITORIAL LOUD THINKING

NAEP and Democracy

The National Adult Education Programme, if properly implemented must strengthen the forces of democracy. The objective of NAEP is to produce self-reliant citizenary able to take decision about their future.

The authors of the First Five Year Plan (1952) recognised that illiteracy was primarily a handicap to democracy. But mere literacy will not meet the various needs of the adults, nor lead to liberation unless preceded by dialogue leading to social awareness and if necessary to social action. Citizenship education and training is absolutely necessary if NAEP is to make any impact on the socio-economic life of the common men and women of India.

In this connection, it will be worthwhile to quote from the conclusions of the World Conference of Education Ministers on the Eradication of Illiteracy held in 1965, "Rather than an end in itself literacy should be regarded as a way of preparing man for a social, civic and economic role that goes beyond the limits of rudimentary literacy training, consisting merely in the teaching of reading and writing. The process of learning to read and write should be made an opportunity for acquiring information that can be immediately used to improve living standards, Reading and writing should lead not only to training for work, increased productivity, a greater participation in civic life, a better understanding of the surrounding world and should ultimately open the way to basic human culture". The crucial feature of this statement is the emphasis on "greater participation in civic life".

The Indian Adult Education Association has always considered it a part of adult educator's responsibility to enlighten adults about their rights and duties for the successful functioning of democracy. For the survival and strengthening of democracy, it is necessary that a style of democratic living be inculcated and democratic values promoted. But one begins to raise the question whether those who are born and brought up in authoritarian traditions and come from feudal or elitist background, can inculcate democratic style of living. This is a million rupee question but will largely depend upon the mobilisation of the poor and the downtrodden by the voluntary organisations to derive benefit from the NAEP. The people's organisation the cooperatives, the trade unions and the organisations of the rural poor must come forward to undertake NAEP and utilise the opportunity to educate our people for democracy and democratic living.

The suggestion for setting up a Voters' Council for each constitutency needs serious consideration. The Voters' Council could be used as an instrument of adult education, so that all voters exercise their franchise after full understanding of the issues and individuals involved in an election. It should also build public opinion against the abuse of the electoral process. However, it should not confine itself merely to the education of the voter to unable him to exercise his franchise it should also extend to the task of creating in him a sustained interest in public affairs at all levels. This would result in the elected respresentative becoming accountable to the people. NAEP should assist this process.

NON-FORMAL AND ALTERNATIVE STRUCTURES IN EDUCATION*

Introduction

The members of the Group, while discussing the problems of non-formal education (NFE), came to the realization that their perceptions on the concept of non-formal education have been based on their limited experience in this area in their own countries. The following points emerged in the course of discussion as areas of agreement.

The concept and term "formal education" emerged when it became clear that the education system had deficiencies, and that it could not cope with the task of providing education which is relevant to the needs of the people. Thus, at all levels, especially at the first cycle of education, there are both formal education and non-formal education, the latter being an effort to remedy the deficiencies of the formal system and to complement its inadequacies.

In most countries in the region, non-formal education is also being used in adult literacy and in the development of productive skills for the vast population, particularly in the rural areas.

Two distinct major motivations for the emergence of non-formal education may be identified. On the one hand, it offers a means of providing some kind of education to those having no access to the formal system, or where the paucity of resources makes formal education for the whole community an impossibility. On the other hand, non-formal education is regarded as a means towards lifelong education. Recognizing also the inadequacy of formal education systems to prepare people for continuing self-learning, the Group strongly viewed that the unifying principle of lifelong learning should be enough justification for the extension of non-formal education. Such a positive stand-point also provides some safeguard against the danger of non-formal education being considered as a poor substitute for formal education.

The Group viewed that eventually formal education and non-formal education will merge into one integrated education system, facilitating lifelong learning. This evolutionary process of merging could perhaps occur as a result of relaxation in the rigidity of formal education, its becoming more relevant and responsive to the needs of the people and through the development of better planning, co-ordination, implementation, and evaluation of non-formal education.

The two terms are likely to remain in use for a long time, and it would not be realistic to assume otherwise. Meanwhile, non-formal education will cater to the needs of those sections of the population who do not have an opportunity to enter the formal system. Non-formal education will thus be complementary to the formal system, but will not take its place. It is unwise to think of non-formal education as an alternative, supple-

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* Report of a group of the Fifth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, held in March 1978. The Group was headed by Dr. Chris Duke (Australia). Dr. A. K. Jalaluddin (India) was a member.

mentary, or substitute education, implying that it is a second-class substitute for the formal system. If non-formal education is seen in this way, or treated merely as a salve to the conscience, this could jeopardize the whole development and future contribution of non-formal education. For similar reasons, linkages between non-formal education should also be treated as a matter of urgency.

To hasten the integration process, there is an acute need for formal education to be restructured and adapted to meet the development needs of society more effectively.

Concern was expressed that the subordination of all formal, as well as non-formal education to the needs of development, would result in an excessively utilitarian education system, and undermine liberal and humanistic goals of education. This could be counter-productive in the long run. However, it was agreed that development was to be understood in the widest sense, to include personal, social and economic development. Similarly, education should be balanced, and include social and moral, as well as functional aspects. In this sense, all educational provisions should be conceived and planned from a development perspective, and as an integrated education system, incorporating both formal and non formal approaches, rather than constructing a permanent and distinct non-formal system.

Issues and Problems

Some of the issues and problems that have been experienced by a number of countries in planning, implementing and evaluating non-formal education programmes, may be grouped into three major clusters as follows :

A. Content and Methods

(i) Indicators for effective models of non-formal education and for adaptation of the formal system. What are they ? How do we measure them ?

(ii) Development and dissemination of teaching techniques appropriate to adults.

(iii) Training of workers (not just teachers) for non-formal education programmes, with particular attention to the method, content, learning experience, locale, and so on.

(iv) What are the reasons for dropping out from formal education ? Are they perhaps the inconvenience caused, due to distance and timing, the value systems inherent in formal education, the unattractive, unstimulating way formal education, is presented ? One cannot assume that one knows the characteristics and needs of the non-formal education clientele; hence the need for clientele identification, which must be carried out with great care.

(v) Development of curriculum and materials.

(vi) Evaluation of non-formal education programmes.

(vii) More effective use of education/mass media for operational and promotional work of non-formal education.

B. **Planning and co-ordination**

(i) Decentralization, Some directives from "the top" (such as the National Planning Board or (sub) cabinet-level committee comprising key persons from various development ministries) are inevitable, and indeed, desirable. However, flexibility is also necessary. This is to enhance community participation in the planning and implementation of non-formal education.

(ii) Operational mechanism of co-ordination, integration, and synchronization for efficient execution of inter-disciplinary innovations in non-formal education.

(iii) Economical use and allocation of available and indigenous resources. Ways to secure government's co-operation and support.

(iv) Formation of National Councils for Non-formal Education, including Adult Education, and a Regional Association of Open Education and Distance-Learning Institutions.

(v) Follow up actions of non-formal education programme in literacy, numeracy and productive vocational training, such as the creation of suitable jobs by laying more stress on labour-intensive projects, provision of low-interest, small-investment credit/loans, allocation of land and transmigration. These follow-up actions could be termed as achievements reflected through motivating people to engage in non-formal educational activities.

(vi) Obstacles to non-formal education implementation, for example, hindrances in achieving greater community participation and possible reluctance of Teachers' Unions to let their members involve themselves actively in non-formal education.

C. **Linkage between formal educatian and non-formal education**

(i) Underlying philosophy.

(ii) Indicators for progress towards liberalization of formal education, i.e., to make it less sectionalized and rigid.

(iii) Accreditation and certification of non-formal education programmes, and the dangers of seeking equivalency to formal education.

A. **Content and methods**

Survey of the needs

The first step in the development of curriculum and materials for

non-formal education is a needs survey. The survey may be attempted, in part, by common survey tools like questionnaires and check-lists. The data and facts collected through the survey should be validated through face-to-face discussions with the target groups. Wherever possible, the people responsible for the survey should live in the community for some time, so that they themselves can experience the needs, aspirations, feelings and deprivation of the people in the community. The scope of the programme should be kept in view while doing the survey. This is essential to ensure that only such needs as identified are catered for through the programme.

The existing levels of knowledge and competency of the target groups should also be determined.

In order to measure the success of the programme, there should also be a base-line survey. The method of the survey should be participatory, in the sense that the clientele themselves should be surveyors wherever possible. There should be adequate provision to develop skills in conducting surveys, for different persons in the target groups.

For the survey of needs, diverse groups such as the clientele themselves, also village elders, community leaders and field representatives of various departments (such as agriculture, livestock management, fisheries, co-operatives, social welfare, health and integrated rural development) should be consulted.

Components of the curriculum

The curriculum for non-formal education should be developed in the light of the analysis and synthesis of the needs, requirements and aspirations collected through the needs survey. The curriculum should also take into account the social, economic and cultural situations of the locality.

The curriculum for non-formal education should not be merely a list of topics, as generally found in the curriculum for formal education. Rather, it should centre around major problems and concerns of the community.

The curriculum should be highly flexible, simple and stimultating.

Although the components of the curriculum vary according to the local needs and nature of the projects, the following components are commonly found in most of the non-formal education curricula. Attempt should be made to integrate the different components of the programme on a continuing basis.

(i) Awareness-building topics. Social, economic, political and cultural awareness can be developed through activities such as the discussion of generative themes, guided contact sessions, radio programmes, TV programmes, games and sports.

(ii) (a) Literacy and numeracy skills.

(b) Follow-up learning materials.

If the target group is illiterate, simple literacy and numeracy skills should be taught. If the target group has the ability to read or write, follow-up reading and writing materials should be provided. Available mass media should also be used.

(iii) Appropriate functional information, knowledge and skills.

One of the objectives of all types of non-formal education is to help the learners to improve their productive skills and knowledge, and therefore all non-formal curricula should include materials on functional knowledge and skills.

Materials for non-formal programmes

These include : (1) motivational materials; (ii) materials for learners; and (iii) materials for teachers.

These materials should be developed within the framework of a simple basic vocabulary, drawn up within the social and cultural context of the community. These should preferably be in the local languages. Where such materials are developed in national languages, local languages should be used for explaining the materials, within the framework of existing national policies on the subject.

Written and printed materials are commonly used in non-formal education programmes. Traditional oral communication methods have been used successfully for centuries and can be effective either separately or in conjunction with printed materials in non-formal education.

Survey of unused and under-utilized materials in the community should be conducted, and an inventory of the local material which could be used for non-formal education programmes should be prepared. As far as possible, materials and equipment for non-formal education programmes should be locally-based and prepared, utilizing locally available materials, expertise and skills.

Research and experimentation should be a built-in process for the development of curriculum and materials for non-formal education. If the project is going to be implemented on a large scale, all the teaching learning materials should first be tested on a micro-scale, and only then should they be applied on a mass scale.

Methods

Formal and non-formal teaching methods should be clearly distinguished from formal and non-formal systems. Thus methods successfully pioneered in the non-formal sector may be incorporated into the formal system. Methods of teaching in non-formal education should be suited to the learning characteristics of the adult population. Methods should be participatory, based on dialogues and sharing of experiences. Maximum use of audio-visual materials should be made, and the materials should be related to the life experiences of the learners.

The method should be such that it promotes self-learning. The ultimate goal of any non-formal education should be to make the project self-propelling. Guided or voluntary learning groups and learning

groups and learning clubs could be very useful methods in non-formal education. For teaching skills, practical demonstration and practicum should be the methods of instruction.

In all non-formal education programmes, flexibility in duration and timing according to the conveniences of the learners should be ensured.

Staffing

(i) Good "animators" and catalysts have proved to be key elements in successful programmes of non-formal education. The identification and preparation of such persons are crucially important.

(ii) The minimum qualifications for the recruitment of teachers should be flexible.

(iii) People with motivation and a genuine interest in development, and who are knowledgeable about local conditions and change, should be given priority in the recruitment of teachers.

(iv) The expertise of the community should be involved to the maximum extent as organizers, teachers and supervisors of non-formal education programmes.

(v) Teachers in the formal school system often find it difficult to adjust to the methodologies of non-formal education. Picking up young men and women from the community with some education, and training them for the purpose, would prove more fruitful and productive.

(vi) Elders of the community, government functionaries, particularly officials of development departments and personnel of voluntary organizations, should be utilised as resource persons for the programmes.

(vii) As far as possible, volunteers, students, unemployed graduates, and ex-service men should be utilized as teachers.

(viii) Supervisors of the programme may be drawn from among successful teachers of non-formal education.

Training

(i) Initial training should be short and should preferably be given in actual operational condition, including some systems of internship and attachment.

(ii) For the training of teachers and supervisors, use should be made of various methods such as seminars, workshops, field operational seminars, and inter-project visits.

Organization

Non-formal education should basically be locally-oriented and

decentralized. Curriculum and materials should be locally developed, on the basis of the survey of local needs. However, an organizational structure going up to the national level is desirable, to facilitate communication of information on materials from one part of the country to another, and for liaison with similar organizations in other countries, in order to learn from their experiences.

Evaluation

Evaluation should be done at the learner's level as well as at the project level. For evaluation at the learner's as well as at the project levels, indicators for the assessment of success should be developed at the planning stage.

Continuous self-assessment should be conducted through quiz games and action-oriented tests.

At the end of the programme, each learner's level of achievement should be measured, by comparing it with the base-line data, in the light of given indicators.

The success of the programme should be measured in terms of the change (with reference to the base-line data) brought about as a result of the programme in the total living conditions of the people.

The evaluation process, on the whole, should be through a self-evaluation mechanism by the participants. But the participants should be helped by the staff, for example, teachers or supervisors, whenever help is needed for making an objective participatory assessment.

Follow-up activities

In order that the gains made under the programme are not lost, and to build further upon these gains, continuous follow-up activities should be devised. These may take the form of making available suitable reading materials, radio broadcasts, libraries, specially designed or public newspapers, periodic skill training programmes, exchange of information and personnel.

Periodic surveys (using similar methodology as indicated earlier) should be conducted to determine whether the participants of a particular programme have been improving in terms of knowledge, skills, attitudes and self-reliance.

What has been set out in the preceding paragraphs relates primarily to adult functional education and skill training programmes, with or without a component of literacy.

Open learning system

Opportunities also need to be provided for continuing education for school or college drop-outs, or those who may not have attended any formal educational institution at any stage of their lives, but feel motivated to improve their acquired skills or levels of competence in various areas. These opportunities should be made available in non-

formal setting which are suited to their requirements and conditions, with freedom of entry into the first stage, freedom of choice of subjects and an option of choosing their own time and pace for studies. Open learning or multi-media distance-learning programmes, which are already under way or at the planning stage in several participating countries, will lend themselves to meeting the needs.

The paucity of resources and the size of the population needing further education, relevant and meaningful to the individuals as well as the society in general, make the system of open education and distance learning almost imperative for the developing countries.

A note of caution is however necessary. The very concept of non-formal education, as enunciated earlier, which lays the greatest emphasis on meeting the needs of the learners, will get distorted, if open systems emphasizing tertiary education as in the west, are uncritically copied. The requirements of the developing countries differ significantly and substantially from those in the industrial societies of the developed world.

It should be emphasized that open learning should be provided to meet both social and individual needs, and should satisfy, *inter alia*, the following criteria :

i) there should be no restriction on entry into the system, so that every individual receives due recognition for the experience, expertise, knowledge and skills acquired ;

ii) the learner should be able to exercise free choice in the selection of subjects, so that he could pick up any subject relevant to his professional or career needs; and

iii) the learner should be given the option to choose his own pace, depending on the free time available to him.

In most cases, correspondence materials prepared to suit the needs of a particular target group would form the backbone of the multi-media package. The materials should meet the criteria necessary for each understanding of the distance-learner who has to pursue the learning process, usually under several constraints.

The other important component of the system is the radio broadcast. As a matter of fact, this may even get priority over the correspondence package in certain programmes (particularly those designed for learners with a low level of literacy). Its capacity and accessibility make it an exteremely important medium of communication. Whereas the impact of a casual radio programme may be transitory, its value increases considerably if it is a part of a comprehensive multi-media package, particularly if the learners can be supplied with appropriate vision cards and correspondence materials as a supplement.

The visual impact of TV programmes can doubtless be used with great effect in many cases, particularly those requiring a certain element of demonstratrion. Nevertheless, the high costs of production and telecasting, and its limited reach, are prohibitive factors in the use

of the medium, particularly in the context of developing countries, where vast rural areas still remain without electricity.

The importance of contact sessions cannot be over-emphasized in any learning situation. Study centres play very important role in any open learning system.

An increasing number of countries in Asia and Oceania have been trying of late to set up open learning systems. Open learning institutions of one kind or another already exist in Australia, India, Iran, Japan, Republic of Korea, Pakistan and Sri Lanka, and are coming into existence in other countries. Little or no exchange exists amonog these institutions. The creation of a mechanism to achieve as satisfactory degree of interaction between these institutions is an urgent need in the region. A regional association for open learning could be developed under the APEID umbrella. Western models may be of little relevance to the Asian situation, although one can learn from their experience, particularly in the area of technology and organization of the 'systems infrastructures'. The crux of the problem, however, is the development of programmes and their content, and regional co-operation is essential in that connexion.

B. Planning and co-ordination

By its very nature and scope, the sphere of non- formal education encompasses a domain which is much beyond the reach of the existing structure of formal education. However, in most of the Member States planning for nonformal education programmes is either done on an *ad hoc* basis by various agencies, or is under the umbrella of national or sectoral educational planning. There are instances where non-formal education programmes of a specific nature are planned and implemented by more than one governmental agency (e.g. agriculture, education, rural development, labour and social welfare).

If the main objective of non-formal education in a given context is to involve the educationaly deprived section of the population in a continuing process of self, community and national development, then non-formal education should be planned in a wider sense, as a systematic and co-operative endeavour of all governmental and non-governmental agencies concerned with education and development.

The macro-level planning may preferably remain confined to fund allocation for implementation of programmes with broadly defined objectives. In view of the diverse needs of the target groups, detailed planning of the programmes should actually be done at the micro-level.

The co-ordination of non-formal education programmes appears to be one of the most crucial problems faced by a number of countries in the region. Generally, one of the government implementing agencies is nominated to co-ordinate non-formal education programmes in the field. This co-ordinating approach has created a serious problem of inter-agency rivalry, which hampers the promotion and success of the programmes. A detailed discussion was held to evolve operational strategies, but the Group felt that it was difficult to formulate any single approach. However, the following three approaches were suggested :

i) At the highest national level, the inter-ministerial/inter-departmental co-ordination could be ensured by the Prime Minister's Secretariat (or the highest executive authority), whereas at the village/block level, a local body (people's representatives) could be made responsible for co-ordinating the activities of various development departments;

ii) Chief Executives of the district could act as co-ordinators for non-formal education programmes in the respective districts; and

iii) National Councils of Non-formal Education, including Adult Education, with branches at various levels, may take the responsibility for coordinating non-formal education programmes.

Since the target groups of non-formal education programmes are likely to represent a wide spectrum of the population, with diverse backgrounds and needs, the identification of local programmes, their administration and co-ordination, should be effectively decentralized. Such decentralization and flexibility of non-formal education programmes would generate more local initiative and resources, and motivate the community to identify itself with the programmes, and consequently, to develop a sense of ownership of the concept of development. While such decentralization calls for the granting of considerable autonomy to the grassroots level workers, decentralization of the control of programmes, and their mode of implementation beyond a certain lower limit, may not be productive, due to the limited experiences of average workers at the micro-level.

Developments such as the Department of Education, Department of Agriculture and Department of Health should take the initiative to outline the policy and general plans of education, including non-formal education. The Department of Education should take the initiative in involving other departments. On the other hand, participation and involvement of the community must be encouraged, and indeed, mobilized to fill in the details. This will ensure that the resulting programmes will be relevant to the particular needs of the community, and at the same time remain in line with national development plans.

Non-formal education workers at the micro-level would identify and formulate concrete projects which could be implemented within a reasonable period, under the given constraints and with available resources, both local and external. Such a step-by-step approach is more likely to succeed, and the outcomes of such projects are expected to be more tangible than any long-term and diffused programme. An approach with quick tangible results may act as an effective stimulator and a source of motivation, particularly among the disadvantaged groups.

There are two main aspects of the problem of resource utilization: (i) full utilization of existing resources derived from public budgets; and (ii) maximum utilization of the unused and under-utilized resources of the communities. A corollary to the first aspect is the problem of proper re-allocation of available resources, so that non-formal educational programmes/activities are given a fair share of the budget. It was recognized that even the most effective utilization and/or re-allocation of available resources derived from public budgets will never

be sufficient to provide relevant and diversified non-formal education programmes for various target audience. The mobilization of other resources from the community is therefore necessary to ensure the continuance of non-formal education programmes.

The community abounds with many potential resources that can be used for non-formal education. These can roughly be classified as *human* and *material* resources. In many countries of the Asian region, there is an abundance of human resources, most of which are under-utilized. Any effective and successful strategy for non-formal education must not fail to tap this vast resource.

Many countries are giving special attention to the mobilization of unused and under-utilized resources, both for formal and non-formal education. As non-formal education programmes are designed to engage the voluntary participation of the workers and learners, the problem of human resource mobilization and management acquires crucial significance. Financial and material inputs are, no doubt, important, but their role would be more of a supplementary nature and due social recognition of the services of the workers and participants would be considered a more valuable incentive than any external material incentive, which in most cases is likely to be inadequate, and in some cases, against the spirit of generation of local initiative. Financial inputs may, however, play a vital role when non-formal education programmes are organized on the basis of an alternative approach, highlighting the material incentive to the project workers for certain measurable contributions to the community, and for attainment of skills by the participants.

Support for, and funding of non-formal education should be given, both by directly allocating budget through the appropriate development departments, and by indirectly channelling some public funds into non-formal education. This could be done, for instance, through reduction of, or exemption from tax for business enterprises that conduct non-formal programmes, like "on-the-job" training and apprenticeship.

The bulk of the material resources and runnig cost of an infrastructure of the co-ordinating staff at various levels, and also a part of the programme cost, should be mobilized at the national level. These resources will not, however, be properly utilized, unless suitable cadres of workers are simultaneously trained, and a genuine demand is created for such resources at the micro-level. Well-conceived information campaigns are important to support any new effort or programme in non-formal education.

The non-formal education programme should ideally be directed towards the entire community, although perhaps the needs of some groups within the community would be more urgent than those of others, and would, therefore, necessarily take priority. Among these would be school drop-outs, who, according to their age, may be prepared for re-entry into the formal education process or for training in productive skills. Next in line could be the disadvantaged groups of the population, the unskilled and semi-skilled youth ready for entry into employment, and finally, adults who have had no formal education and for whom literacy programmes would be appropriate. Such literacy

programmes would include health, nutrition, agriculture, social sciences, trades, and simple skill training which would help such persons.

In order to bring to the surface the needs of any one community, volunteers selected from various groups, (e.g. university students) should be mobilized to spend periods of time in the prospective areas, and help find out the actual needs by suitably designed surveys. It must be recognized that it is not the most articulate that may have the most pressing problems.

It may again be stressed that built-in mechanisms of self-evaluation would help introduce corrective measures at every stage of the exercise, both in terms of the methods used and personnel involved. The need for on-going evaluation and project monitoring at the local level, and finally at the national level, is also stressed, in order to recast the plans at appropriate intervals.

C. Linkages between formal and non-formal education

Recognition is understood *not* as formal accreditation and certification by the government, but rather as the kind of recognition ascertained by the community and employers on the importance of non-formal education. Indeed, there could be dangers for the development of non-formal education in seeking equivalency to formal education. However, it is desirable to have recognition from the government for the attainment of non-formal education in its own right.

Recognition by the employer will be assured, if non-formal training results in an adequate competency in productive skills. This leads, however, to the question of how the competency in productive skills is to be tested. Perhaps life-long education and in-service training should be insisted upon, instead of emphasizing too much on initial, pre-service training. To accommodate the employer's right not to plunge into too great a risk, perhaps admission into employment should be given on a provisional basis, subject to the new employee's success in providing his merits and capabilities. However, this policy on hiring must be applied to both the job seekers with formal education, and those with non-formal educational training.

Recognition of non-formal education could also be enhanced through the liberalization of formal education, by relaxing its rigidity and making it more flexible. This could be attempted, for example, through the adoption of the credit system, through the breaking down of barriers that compartmentalize programmes of formal education, and through the designing of inter-departmental programmes, leading to diplomas in inter-disciplinary competence. In this way the students will be free to choose combinations of courses/programmes, so that provision, as a whole, will cater more to their individual needs.

To establish linkages between formal and non-formal education programmes, the Group felt that the present formal educational structure (primary and secondary education) should be replaced by a unified stage structure. The proposed structure may correspond to the existing formal system, in the sense that Stage I should be considered equivalent to primary education, whereas Stage II should correspond to secondary education. Each of these stages should have specified

objectives, which could be achieved, following either formal or non-formal educational modes. The learner who desires to enter the next stage should be considered qualified, if he shows the mastery of the objectives set forth in the previous stage, irrespective of how the specific mode of education was followed, as well as the duration of formal classroom attendance. This system, if followed, could help bring formal and non-formal education closer to each other. It is also assumed that the curriculum for each stage will be developed with active participation and collaboration by representatives of various development departments/organizations, (such as agriculture, health and industry) as well as the representatives of the community.

Regardless of how undesirable a dual, formal/non-formal system is, there seems to be no practical way of doing away with this system, at least for the time being.

In electronics, the term "feedback" refers to taking a part of the output of a process, and feeding it back into its input, in order to improve the performance of the system and the eventual outputs of the process. Here, too, "feedback" is used in the above sense: those results of experimentation in non-formal education which are good must be adopted by formal education. Moreover, some proportion of the formal education budget should be spread out more, so as to include those experiments.

To understand the needs and circumstances of disadvantaged communities, and to assess which particular results of experimentation in non-formal education are good and suitable to be fed back into formal education, a need is felt for more participatory socio-anthropological research. This is admittedly expensive and slow; but then, quick questionnaire-surveys would probably prove useless.

In building linkages between formal and non-formal education, resistance and problems are bound to arise. Bearing in mind that education (including formal education) is a dynamic process, one must retain some optimism, keep in sight a long-time perspective, and continually review the approaches on how to overcome the resistance and problems.

Attempts are being made in some countries of the region to establish linkages between formal and non-formal education. These arrangements are helping to enrich experience in both formal and non-formal education programmes, as well as the experiences of the learners themselves. Some examples are: the Multiple-Entry Scheme in India, the Second Chance Education Programme in Thailand, the Basic Education and Junior Trainee Scheme in Singapore, the Accreditation System in the Philippines, A. I. Open University in Pakistan, Free University in Iran, the National Development Service in Nepal, the YCAP in the Philippines, the KKN in Indonesia, the Education Corps and Tribal Tent School[1] in Iran, and the Complementary Education Programme in the

[1] The Tribal Tent School has the following features: (i) using one teacher for five classes; (ii) not using permanent school building, but tents which are taken down, carried to the new place to which the tribe moves, and pitched again to resume the classes; (iii) having flexible schedules which are tuned in with the natural rhythm of the tribal life, like adjusting summer vacation according to the convenience of the students and their families; (iv) employing "half-educated" people from the tribe, even those without diplomas, to serve as teachers after they have been given 12 months of training; (v) providing training, such as carpet weaving and low-level repairmen training; (vi) providing a link with formal education by sending the best pupils to high school, upon completion of the primary-level Tent School, and channelling the better ones to the universities.

Socialist Republic of Viet Nam.

However, no member country has yet adopted a policy statement regarding the linkages between formal education and non-formal education, in the sense discussed at the Meeting. Since the successful development of non-formal education could be jeopardized, if the problem of linkages is ignored, it was recommended that member countries address themselves to this problem as a matter of urgency, and that APEID might undertake a project to collect and analyse examples of successful linkages already established, and to foster others.

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FORMATIVE RESEARCH

*Baij Nath Singh**

Formative research is related to a systematic formulation of an educational programme. It is the ongoing investigation into the processes and methods of ascertaining the needs and problems of the participants in an educational programme, of the technique of formulating the programme on the basis of those problems and needs and of preparation of teaching learning materials, their pre-testing and finalization. In short, it involves programme designing, preparation, construction and testing of tools for their implementation.

The terms formative evaluation and formative research are used almost interchangeably. A shade of difference may be appreciated in the connotation of these terms. Evaluation may be oriented to an appraisal preferably in quantitative terms, whereas research is a systematic investigation into the processes and relationships of various components of a programme. Formative evaluation "produces information that is fed back during the development of an educational programme in order to improve it.[1]" Such information may be collected by testing of instructional materials during the process of their being formed. Materials may be prepared for trial in limited numbers and may be tested for more thorough revisions before wider use[2]. The same could be stated about formative research, which, however, is a term with wider connotation and involves a more refined approach including additional elements as perceived in the process. Survey of problems, needs, interests, attitudes and values of potential participants and of the environmental situation of the community, involves a study of the context or the background. Such studies must not, however, be diffused. These must be pin pointed, concentrating on selected aspects of formative research related to the specific objectives of an educational programme.

Problems and needs surveys—The objective of such surveys is to identify the relevant needs and problems which could form the basis for developing an adult education programme by structuring the curriculum, selecting instructional methods and techniques and preparing educational materials and aids. The following points may be taken into consideration while organising a problem and needs survey.

1. **An inter disciplinary approach**—A team of 3 or 4 persons may be formed who may have competence in community analysis and also in some of the important vocational or socio-economic development areas e.g. agriculture, employment analysis, and health etc. The members of the team should be able to establish rapport with the individuals and

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1 Programme Evaluation—Functional Education for Family Life Planning—World Education, New York, 1975 p. 8

2 Evaluation of Functional Literacy Programme—H.S. Bhola p. 167

community leaders to be involved in the programme. They should be able to communicate effectively with the people concerned—both officials and non-officals.

2. **Realistic Approach in Problems and Needs Surveys**—The problems and needs to be elicited from the respondents (potential participants and local leaders) must be realistically appraised in the context of the possible development activities which could be expected to be launched in the area at some suitable but not very distant time. It may be noted that merely asking about the problems and needs, one may receive all kinds of scattered answers which may not be very relevant or practical. Problems related to desired social changes must, therefore, be discussed with public leaders, officials, and social workers in addition to the prospective participants for realistic planning.

3. **First Hand Observation** :—The survey team should visit a random sample of communities and observe the situation at first hand. It should also discuss about the problems and needs with individuals, small groups or larger meetings. The people should be encouraged to speak on their problems and needs. It must, however, be seen that specific areas of social, economic and cultural life of the people are taken up for such studies and general questions like" what are the problems in your community" should not be asked as such wide open ended questions are not expected to elicit worthwhile ideas or information. The number of persons associated with the programme, past efforts at solving the difficulties faced and problems encountered must also be found.

4. **Classifying the problems and needs with their priorities** :—The problems and need should then be classified in order of priority on the basis of pre-determined criteria and such problems and needs should be highlighted which are possible of solution and are likely to be covered by the development programmes to be initiated and particularly by the educational programmes envisaged.

5. **Curriculum Units** :—For each problem, the curriculum units may be prepared with specific objectives eg. imparting information and creating understanding—promoting attitudes and opinions, imparting vocational skills, developing social, civic and other skills, and improving organizational participation etc.

Technical feasibility surveys :—When the programme has been tentatively formulated, a feasibility study may be undertaken to find out how far it was expected to solve the related problems and fulfil people's needs. Some of the operational considerations may be kept in view to sort out projects and programmes which have a fair chance of being successfully implemented—personnel, equipment and training needs and costs.

Quick tests for vilidity or relevance of questions asked: Before conducting the problems and needs surveys in the field, quick tests must be devised to find out whether the questions are of the right type. These tests may be shown to knowledgeable persons individually or in small groups and the comments and observations of the potential participants should also be recorded, analyzed and interpreted with a view to improve the questions.

Precautions to be taken during problems and needs surveys : Such surveys may arouse among some sections of the sampled groups false hopes and expectations which may not be fulfilled. It must, therefore, be explained in the very beginning of a survey, that its objectives is to assist in programme formulation and not to solve those problems with immediate direct action.

The needs of the people are not always clearly felt by them and programmes have, therefore, to be balanced with desired needs which include national or local goals and objectives, but the most important question is how much of such information could be or should be built into the curriculum for adult education. A careful selection of items has to be made which could be included in the curriculum keeping in view the time available for teaching learning sessions and the constraints of learner motivation and capabilities and also some pedagogic considerations e.g. easy comprehension and facilitation in imparting literacy skills. The research team should be allowed to investigate freely and no pre-conceived notions or requirement should be expected to be fulfilled. Any hypotheses, if formulated, must be based on sound scientific and pedagogic considerations and not on untested theories or utopian philosophies.

Instruments for assessing needs and problems :

Some schedules, questionnaires and proformae have been evolved to ascertain the needs of and interests of learners. These may sometimes be too elaborate and ambitious eg. the proforma for village surveys prepared with the help of a special committee was of 18 pages. It tried to include everything that the committee thought to be useful without caring for respondent fatigue or even relevance of the questions to the programme. A very much simpler proforma not exceeding one or two pages should be evolved and the facts and opinions collected should be supplemented with information and views of knowledgeable persons in government or voluntary agencies involved with education and development, collected through in depth interviews and also by close and systematic observation of the field situation.

Formulation of the Content :

Based on the findings of the problems and needs surveys, the desired content items should be listed in detail and a purposive selection should be made of such items as are amenable to treatment through an educational programme. The selected items should then be classfied as teaching units. Since there is a general tendency to try to cover as much content area as possible in a programme the selection should

be very careful because any programme that intends to teach everything ends up by teaching nothing.

Curriculum Development :

Adult Education, as stated in the National Policy Document, while emphasizing acquisition of literacy skills should also be :

- relevant to the environment and learners needs
- flexible regarding duration, time, location, instructional arrangements etc.
- diversified in regards to curriculum, teaching and learning materials and methods; and
- systematic in all aspects or organization.

This has important implications for curriculum development. Curriculm in this context involves both—a course of study and a course of action, as adult education in the National Programme is essentially functional. The curriculum as providing the bases of teaching learning materials naturally becomes diversified as the needs and problems of various groups are different. Flexibility and pragmatism have to be guiding principles. There will, however, be an identical core as far as literacy skills are concerned. But even in this core the basic materials and the methods will differ from region to region and group to group.

Instructional objectives :

A curriculm is based on the instructional objectives of a programme. These objectives could be divided into cognitive and affective domains. The cognitive aspects involved the knowledge of specific facts and terms and of sequences and methods. It also included the knowledge of principles and theories, their interpretation and application. The affective aspects include awareness of the problems, willingness to resolve them in keeping with the values of the community, and leading to specific action in terms of desirable changes in the behaviour of the learners.

The instructional materials — The approach to their formulation :

The instructional materials must, therefore, be closely linked with these cognitive, affective and conative aspects. Basically they must lead to an understanding of the environment and impart the skill to change one's patterns of response to the environment. In order to be able to achieve these aims, one must see that the materials prepared are not only informative but interesting and inspiring. Simple keywords which are widely popular in the area and which are closely related to the problems and needs of the people should be used, and the vocabulary in common usage by a particular type of group should be utilized in preparing the learning materials.

Approach to instructional materials for literacy for conscientization and formation of organizations of the poor

This is a special area in which the ideas and key words have to

be selected with a motivational and affective orientation and the poor people have to be aroused to rise to their own liberation by taking up historical, economic, political and organizational issues.

Types of Instructional materials

The instructional materials can be classified as :

(a) Basic materials such as a primer, basic charts, lesson sheets

(b) Supplementary materials eg. content sheets, leaflets

(c) Follow up materials or materials for continuing learning—booklets and books, pamphlets and illustrated reading matter like comic strips

(d) Visual aids—graphic eg. posters charts, cartoons, photographs, flipbooks, flash cards, slides, filmstrips

(e) Audio aids—casset tapes, gramophone records, public address equipment

(f) Audio Visual Aids—Movie films, T.V. films, slide shows with coordinated speech or recording.

Formative research in respect of instructional materials has to concentrate on the objectives set for each module of learning; the relevance of materials or aids used and the efficacy of such materials in achieving the objectives.

The instruments of informative research would be non participant observation or systematic observation, learner response studies and comparing or sealing these responses in terms of the objectives of the programme. Interim tests of achievement could not be ruled out, even though they are summative in nature.

As far as the written material is concerned, it could be used for testing the readability or the reading ability of the learners.

The instructional material that is prepared must be pre-tested. During pretesting the following questions must be asked, responses faithfully recorded and a clear decision is made and implemented in respect of the comments, observations and findings which are to be considered during the revision of the materials.

1. Does the material serve the needs or help solve the problems intended to help (meets the general objectives)

2. Does it convey the message it is purported to convey (communication)

3. Are the language, presentation and illustrations simple, direct, understandable, graded and interesting ? (communication).

4. What does one understand by the words and learn from the A. V. aids ? What does one see in the picture ?

5. What words, or the elements in an illustration need change—what should be the changed version and why ? (specific recommendation).

The group whose help is taken during pre-testing should be identical in most respects to the groups for whom the instructional material has been prepared. The pretesting should be objective and structured as far as possible and any ambiguity possibly creeping in should be cleared.

Feed back

During the preparation of the materials and even after-words during their use for the implementation of the programme, there should be a continous feed back of impressions reactions, comments, observations and experiences. These must, however be utilized to modify the materials, otherwise such intellectual exercises may end in futility. Institutional arrangements like radio farm forums, reader's clubs, Panchayat and cooperative committee meetings and youth clubs could be employed to ascertain feed back data and impressions.

Organizational strategies and set ups

The learners, instructors and supervisors of a number of randomly selected centres should be requested to help in pre-testing the materials. The objectives and methods of pre-testing should be clearly explained to them in a brief training session. Their opinions and observations should be elicited in respect of the particular materials being tested.

Besides, the opinions of some specialists such as linguists, pedagogists, adult educators should be obtained so as to have a balanced view as the opinions of learners and instructors, even though most important, are not the only enlightened source for helping in the pre-testing of a reading material for adult education centres.

Motivational techniques

Motivational techniques for inducing the adults to join the adult education centres and to continue to attend these till the required skills, knowledge etc. is acquired, are extremely important in making the NAEP a success. Motivational elements should be built into the materials which should take into consideration the interests and preferences of learners—their attitudes, beliefs, values e.g.

(i) Religious attitudes, interests and beliefs which sustain people in various kinds of crises.

(ii) Economic attitudes and values in relation to earning a living—including skill teaching and demonstration.

(iii) Social-folk traditions and organizations which people cherish and try to follow.

(iv) Cultural-folk arts, stories of human interest, plays and pantomimes etc.

It should be seen if the materials prepared include items of such motivational value. If not, appropriate action should be taken to prepare them and include these in basic materials or in follow up materials. The help of folk artists, bards and musicians, story tellers and theatre artists, religious leaders and vocational trainers, and organizers of leisure time activities should be taken in the preparation and pretesting of such materials.

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SEEKING AN ADEQUATE APPROACH FOR RELATING THE EDUCATION OF ADULTS WITH THEIR WORK*

Jorge Werthein

Economic under-development prevalent in the majority of countries in the entire world, has a search for and experimentation with new models for raising the standard of living of their populations, in both material and cultural terms. The more developed countries have emphasized the utilization of new, more advanced technologies, on the assumption that their selective use could provide a solution to the problems of world poverty. Influenced by the idealogy and economic and political power of more developed nations, the governments of less developed ones have adopted development strategies in which the modernization of specific social structures—productive, cultural, and even political is considered the key factor for fulfilling the demands of a rapidly increasing population.

This modernization is frequently interpreted as the incorporation of new technologies, considered a global solution to the enormous intrinsic problems of under-development. Attempts to modernize backward societies have resulted in a tremendous mobilization of human, material, and financial resources, directed at so-called development projects.

Education has been included in this modernization treatment, since a correlation has been recognized between development and the need for qualified human resources. Many specialists, basing their ideas on the premise that a well-educated people are able to improve their own material standard of living, have tried and continue trying experiments with educative measures to increase literacy levels, educate individuals for new types of employment, motivate them to participate more actively in the development effort, and teach them to recognize the advantages of modernization in the belief that these accomplishments will reduce poverty and inequality, if not eliminate them completely.

Given the fact that the number of persons who obtain only a marginal share of the benefits of development has increased more rapidly than the educational facilities available, it was necessary to create new educational concepts, curricula, etc., in order to more efficiently meet the educational demands in under-developed countries.

The concern for expanding education to reach a more extensive clientele has brought with it the need for identifying the most efficient methods and means for the diffusion of knowledge. Even when the teaching-learning relationship is recognized as inseperable the curricular content is considered a constant factor, and the solution to learning problems is sought in the use of different educative methods. In other words, it has never been questioned that the content should

* Excerpts from paper presented at ICAE—IICA Conference at San Jose, Costa Rica, July 1978

be reading and writing, mathematics and/or physical sciences. The question is: which is the best means of disseminating this content to the largest possible clientele, in the most successful and least costly manner.

Some authors have argued that these projects can be used not only for the improvement and expansion of education, but as an instrument for social change as well. That is, they can be used to overcome or accentuate existing inequalities. Several studies have revealed that the results obtained from these projects depend more on the characteristics of the society which has implemented them than on the nature of the methods employed; in this manner, the context for social change, its rhythm and direction determines the achievement of educational modernization, or at least establishes its limitations.

Since education is considered a potential catalyst for change, it is interesting to examine the general perceptions of the relationship between education and the development process, as they appear in the literature on the subject : (a) on a political level, it is assumed that education etforts undertaken by national elites will produce an informed citizen, who can participate responsibly; (b) at the economic level, that education will provide the technical skills and innovative attitudes necessary for development; and (c) at the social level, that education will have equalitative effects by fostering social mobility, and generating a more even income distribution.

As regards the relationship between education and economic system we find a simplistic conception which considers efforts for raising general literacy levels and creating technical schools the universal remedy for all social underdevelopment ills. The fallacy consists in attributing the role of automatic catalyst for development to education, without taking into account the characteristics and receptivity of the production system. The proven existence of high positive correlation between education and other indicator of development and modernity, does not necessarily mean that education is the main independent variable or agent for change. The works of Levin, Carnoy, Ginties, Bowles, Vasconi, Latapi, Bourdieu and Passeron, etc., are in agreement on this proposition. For example social change for the smal population will not occur as a result of education, if it is not supported with structural changes and political support.

Education, in its broadest sense, is considered a continuous and permanent social process, in which the adult generation attempts to transmit its accumulated experiences (culture) to the younger generation (children and youths), all the while assimilating and transforming these experiences so as to assure the survival of the historic community through time' subject to the facto s of time (historical stages in the development of the factors of the socio-economic structures) and of space (the site, with its geographic conditions).

Meanwhile, the school carries out its activities fundamentally in classrooms, with rare opportunities for leaving this rigid enclosure. Teachers, parents, and society in general concur on this cloisteed, inward looking concept of the school.

Nonetheless, the modern world, especially the more developed nations, have begun to face upto a permanent crisis of backward, ord-

fashioned education in camparison with the rapid progress achieved in science and technology. Thus emerged a set of problems requiring inmediate resolution. Among these are : how to modernize and up-date the curricular content transmitted in schools to the new generations; also, how to inform the adult population of the advances resulting from the scientific-technological revolution, since completion of their formal education. Specifically, a question emerged regarding the adult population : how to provide the skilled worker the 'campesino', the technician, the teacher, etc., with newly available knowledge and skills which affect production, culture, and socio-economic development in general ?

This question acquires a more dramatic significance in the case of underdeveloped areas, with poor and deficient education systems, and consequently a large mass of illiterate and under-educated adults. Mechanisms should be developed for raising their education levels, in conjunction with the accelerated socio-economic development process.

In the majority of Latin American countries, with the exception of Cuba, it is difficult to find examples of literacy campaigns which have made a massive and continuous effort to eliminate the high illiteracy level.

Literacy campaigns continue to exist, but of a lesser intensity. Can literacy campaigns be found where all those who can read and write can be mobilized to teach ? Can the necessary space be found in parks, public buildings, stables, etc. for classrooms ? Where can urban inhabitants be induced to carry the benefits of literacy to rural zones ? It is difficult to believe that the urban bourgeoisie will allow the enormous investment of time and resources needed to reach illiterate 'campesinos'. In isolated rural areas, or to educate them for long periods of time. How could a capitalist society of low and medium income levels mobilize a large number of persons to carry out this vast endeavour ? The difficulty increases when we consider that the task does not end with literacy efforts. It is not only necessary to continue the campaign through adult education programs which will absorb the newly-literate, but must go even further : here must exist something to which the newly-literate can be incorporated; there must exist better services, more education, and real possibilities for employment.

It is necessary to provide adults with primary and secondary education without distancing them from their work and from production. Their part in work or production, according to their age and level of traming should be taken into account in determining the teaching leveis required on the geographic location of the educational units. It is not possible to meet these needs with State resources only. It will be necessary to draw on the population, utilizing its cultural resources to the fullest. We refer to the mobilization of the teachers and students of higher levels of education, in professional training, specialized courses, and the technical teams in the different fields. All of these will play a very important role in the complementary education movement.

Based on the fact that adult students already posess skill and experience in production, the curricular content for adult education should be realistic get simplified.

It must be realistic in the sense that education is linked with life and productive labour, in order to provide a timely response to present needs; it must be simplified by focussing on the main aspects, avoiding matters of secondary importance, in order not to prolong the courses unnecessarily.

The nature of work should be an essential component of education; not simply a taked-on or complementary feature of the educative process, together with the various kinds of teaching methods, but something assumed in the actual content. This is not to be confused with traditional teaching methods nor with the professional labour of vocational schools nor with the work and recreation components of progressive educational processes. Gramsci proposed a unique general culture school, of a humanistic and formative nature, which is directed at adjusting the capacity for manual labour (technical and industrial) and developing the capacity for intellectual work.

He was opposed to the diffusion of specialized professional schools, considering this trend inconsistent with democracy.

Gramsci considered that democratic education could not admit internal stratifications in the various social groups on the basis of unilateral specialization in work. In brief, it cannot consist merely in giving the hired worker the possibility of becoming more skilled, because this does nothing to resolve social inequalities the discrimination inherent in a situation where each social group has its own school. The situation is more acute in the present situation of social division of functions, where certain groups are limited in their occupational choices because of diverse economic and technical conditions.

The link between theory and practice is an extremely important educational principle—which is usually not applied—where students not only are allowed to use their experiences to assimilate the principles of science and understand abstract ideas, but are also obliged to apply acquired knowledge to explain and resolve the problems encountered in life and work.

It is necessary that, in addition to general systematic instruction, courses, and discussions should deal with general or concrete techniques, which would serve to consolidate, intensify, and expand, general skill levels.

Independently of their needs and material resources which productive work can provide the students, it is important to emphasize the educative aspect of experience, in these first efforts to give a polytechnical nature to their education.

Thus, students are introduced to the fundamental principles of the basic production processes, obtaining the skills necessary to use the most elemental tools and machinery.

In rural zones, where the educative system is traditionally most deficient, the development of adult education presents serious difficulties; among them, the lack of integral projects for adults, lack of schools and teachers. In sum, the lack of an educative system directed at a satifying the educational needs of the rural man and woman.

From the point of view of the rural adult, education is totally unrelated to his concrete needs in the rural context. This applies to children and adolescents as well.

Several attempts have been made to improve the rural situation, these are presently being revised as a result of the failure of many. Specifically, the programs were designed to reach the large majority of the poor population but tended to increase income disparities even further, between rural inhabitants. Women were systematically excluded from these programs even when their productive strength was noted. The technoroguis developed for these educational programs indicated their lack of identity with the situation in rural areas.

These efforts were based on the assumption that, since the accepted idea the traditional is almost by definition an obstacle to development, then the adoption of new techniques in the traditional environment would lead to the inevitable acceleration of the rural development process. Education for rural development purposes was thus viewed as a technique to assure social mobility, modifying the attitude of men, their relationships, the level of their aspirations; also for facilitating their incorporation and participation in the process of change as a condition of economic development.

As already mentioned, a critical evaluation of these endeavours soon revealed the dangers involved, and the limits to this approach where basic estructures, have not been taken into account, nor the differentiation between the rural groups, nor the reason—mostly of an economic nature—why the innovations, even familiar ones were not adopted. Problems such as the ownership and use of land, the means of obtaining credit, marketing of products etc. as well as the very structure of the rural groups, must be carefully studied before introducing innovations to the rural milieu.

IICA has recently started an education program, in Brazil, where many of these problems still exist, oriented toward satisfying the tremendous demand for rural education. IICA is working from the assumption that labour relations are the basis for understaning and explaining transformations in rural areas, and that rural groups are in a subordinate position society. Moreover, the inter-dependence of rural and urban aspects in all walks of social life, presupposes urban dominance, with even modifications in labour relationships in the field based on this assumption.

LEARNING CHOICES OF ILLITERATE MALE AND FEMALE ADULTS IN PUNJAB

*Dr. (Mrs.) B.K. Saini**

Methodology

The present study was designed to find out the learning choices of illiterate male and female adults in Punjab. The sample of the study included 100 male and 100 female illiterate adults from 2 out of the 12 districts of Punjab, namely Ferozepur and Gurdaspur each having 3 tehsils. In the case of each district, from each of the tehsils, three villages were randomly chosen and 11-12 illiterate adults were selected from each of these villages. To find out the learning choices of adults a list of 24 choices was prepared and data were collected through structured interview technique.

Findings and conclusions

The table below presents the responses of male and female adults regarding their learning choices. As this table shows the most popular learning choice among male illiterate adults was knowledge of health promoting habits (91%), which was followed by agriculture (89%), personal problems (88%), proper celebration of fairs (87%), proper celebration of festivals (86%), physical exercises (82%) sports (82%), poultry (79%), political knowledge (78%) and gardening (73%). Other learning choices in which more than half the males evinced interest were knowledge of rights and duties (71%), reading and writing (67%), yoga (66%), religious education (65%), bee keeping (61%) and music (54%). Among the females the most popular learning choices were knowledge of health promoting habits (89%) and knitting and embroidery (89%), next in order being personal problems (81%), religious education (74%), proper celebration of fairs (69%), proper celebration of festivals (69%), music (68%), yoga (58%), knowledge of allopathy (57%) and knowledge of rights and duties (53%). The study thus revealed that both male and female illiterate adults of Punjab are interested in learning about health promoting habits, personal problems, proper celebration of fairs and festivals, knowledge of rights and duties, yoga, religious education and music, reading and writing. The results of the study also indicate that males are more interested than females in learning about agriculture, poultry, gardening, bee-keeping, wood work, leather work, physical exercises, sports, political knowledge and knowledge of rights and duties. On the other hand, females are more interested than males in knitting and embroidery, music and knowledge of allopathy.

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TABLE

Learning choices of illiterate male and female adults

Sr. No	Learning choice	% age of males indicating the choice	% age of females indicating the choice
1.	Knowledge of Health, Promoting Habits	91	89
2.	Agriculture	89	23
3.	Personal Problems	88	81
4.	Proper celebration of Fairs	87	69
5.	Proper celebration of Festivals	86	69
6.	Physical Exercises	82	27
7.	Sports	82	43
8.	Poultry	79	39
9.	Political knowledge	78	19
10.	Gardening	73	25
11.	Knowledge of Rights and Duties	71	53
12.	Reading and writing	67	48
13.	Yoga	66	58
14.	Religious Education	65	74
15.	Bee Keeping	61	28
16.	Music	54	68
17.	Wood work	47	7
18.	Knowledge of current problems in society	44	27
19.	Leather work	43	9
20.	Knowledge of Homeopathy	38	41
21.	Knowledge of Allopathy	33	57
22.	Painting	21	3
23.	Knitting, Embroidery etc.	2	89
24.	Midwife course	0	15

AGRICULTURAL EXTENSION IN ROMANIA

*Jindra Kulich**

In spite of the rapid industrialization and movement of the population to urban industrial areas during the last three decades, fifty-eight percent of the just over twenty-one million inhabitants in Romania still live in rural areas and agricultural production constitutes 18.5 percent of the national income and some 14 percent of Romanian export trade. This significant segment of the population and of the national economy has demanded and received considerable adult education input since the end of the Second World War when Romania become one of the 'people's democracies'. Although there is no agricultural extension in the North American sense, Romania does have a similar type of provision for its rural population; it is left up to the reader to assess the degree of similarity as he reads on.

In 1945, Romania inherited a legacy of over four million illiterates among its population. After a considerable effort, by 1948 this number was reduced to close to 3.2 million or twenty-three percent; 2.8 million of these illiterates lived in rural areas The rapid collectivization of agriculture, instituted by the Communist Party, was based on a considerable ideological indoctrination campaign in the villages, but also required increasing numbers of semi-skilled and skilled agricultural personnel if it was to succeed economically. A massive literacy campaign was mounted in 1948 with 15,290 literacy schools in towns and villages attended by 670,000 adults during its first year of operation. By 1958, illiteracy was officially declared abolished in Romania.

The village school teachers, pressed into service in eradicating illiteracy, also were expected to be in the ' forefront of the battle against mysticism, superstition, and obscurantism" in the "battle for the socialist transformation of agriculture" and to "demonstrate the advantages of collectivized and cooperative agriculture."

In the early 1960's, brigades of popularizers were established as a specific Romanian approach to the popularization of science in the rural areas. The brigades consist of an agriculturalist, a medical doctor a physicist, a chemist and a natural science expert. The brigades visit villages to answer questions and to deal with problems which are of immediate interest to the village population; the specific local interest is established by means of a questionnaire before the brigade is sent in. The necessary teaching aids and materials are brought in by the mobile, brigade In 1964 (last available figure) there were 600 such brigades systematically visiting villages; these used some 5,000 volunteer experts. The volunteer experts are required to have some pedagogical experience, be familiar with the villages they visit, and be experienced in popularization lecturing. The value of the brigades is seen not only in the scientific and technical information they disseminate, but also in the contribution they make to closer ties between the village population and the intellectuals.

In addition to this informal activity, formal agrozoo-technical

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courses for peasantry were established in 1962 as a responsibility of the District People's Councils. These three-year courses, offered during the winter months, consist of two or three lectures per week, followed by discussions and demonstrations. The courses are open to peasants up to 40-45 years of age. The course ends with an examination and successful candidates receive a certificate. Almost one million adults attended the agrozoo-technical courses during the winter of 1964-65.

Under increasing pressure of the need for an adequate number of skilled and semi-skilled workers in all sectors of the national economy, which did not seem to have been supplied by existing provisions, Romania passed in 1971 a Law On Improving Occupational Training of Workers in Socialist Units. Training under this legislation became the responsibility of the appropriate resort ministeries, central organs of the Communist Party and mass organizations, and enterprises, which were directed to organize refresher courses, retraining courses, multiplication of skills courses and management courses in their own areas. The ways and means of the training were outlined in the legislation as on-the-job training, courses in enterprises, courses in vocational training centres, independent study, practical trial periods and extra-mural study. Within a year, almost 1 9 million workers were engaged in courses organized under the legislation. In the agriculture sector some 100,000 adults were trained during 1971-72 in intensive short courses organized for trades of lesser complexity; 20,000 of these qualified as machine operators.

However, even this intensified training effort did not meet all the expectations. As so often is the case with crash programs in adult upgrading and retraining, there seems to have been too much emphasis on lecturing and not enough provision for practical experience; there was also a problem with a high drop-out rate in the courses. This unsatisfactory situation led Nicolae Ceausescu, the President of Romania, to state at the spring 1973 meeting of the Central Committee of the Romanian Communist Party :

> The continuous increase in the technological equipment of agriculture requires the improvement of the vocational training of the peasantry. It is evident that an agriculture which meets the current requirements of science and technology needs people with an appropriate training. The current forms of mass agrozootechnological training are quite inadequate. We must establish more efficient forms of training. We must develop a more advanced system of vocational training for peasants on the basis of a thoroughly prepared long-range program, in accordance with the modern scientific requirements of a highly efficient agriculture.

Having been chastised at the highest level, the responsible ministry has subsequently worked out a new Program for Agricultural Propaganda Projects and Vocational Training of Cooperativized Peasants and Workers in State Units aimad at "improving the training level of this generation of cooperativized peasants". At this stage it is yet too early to tell how well this new training system in the agricultural sector is working out, but one can safely assume that its effectiveness is being closely watched by the State organs and the Communist Party.

UNIVERSITY ADULT EDUCATION AND NATIONAL DEVELOPMENT

*Dr. (Mrs) Rajkumari Chandrasekaran**

Introduction

Education is an essential component of national development. Although the returns cannot be measured with precision, investment in human-resources is undoubtedly a prime-factor contributing to economic and social betterment. The formal school system of education, however, is only one aspect, albeit important of the overall educational effort. In many developing countries, a very large population possibly the majority, have either never been to school or have been given insufficient time for formal teaching to have much of a beneficial effect. Under such conditions, adult education assumes an even more important role for it provides a varied and extensive net-work of educational opportunities to buttress the process of national development.

Adult Education gathers momentum

The prime function of adult education is to serve the needs of national development. The UNESCO world conference on Adult Education in Tokyo held in 1972 stressed the functionality of adult education in relation to the lives of individuals and the needs of society.[1]

The report of the conference stated

> "It is clear that functionality should be taken to imply an integration of adult education as a whole-into society, so as to answer to cultural and social needs as well as to make it possible for the learner to participate in the life of society and to change it from within".

In to-days' context of national development, adult education gathers momentum at various levels like voluntary, government and universities.

Adult education could induce a sense of national direction and purpose, hold the people gather and enable them to participate more actively in community affairs.

For any national development the adults need to be competent enough to take the right decisions in all walks of life. Hence the education of adults is the primary force behind a nation's progress.

Of the various institutions, university has become an important one in contributing to the promotion of adult education. In many parts of the world, there is a conscious effort to direct the work of the university towards those men and women, who are responsible for 'change', as they are decision-makers. An adult plays an important role in every society, for decision making by adults is an important process in the

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development of the nation. So adult education in this context finds *form* and *purpose,* at whatever level of operation, it is.

In this situation the universities can make an important contribution to adult education. It is expected to be the organization that can take the lead and offer guidance and sometimes to act as the intellectual spearhead of national development. It deals with the general provision of education for adults and usually has specialist adult education, extra-mural and extension staff, who teach and conduct research.

Status of Adult Education in the University

The concept of adult education as a field of study has recently made an entry into the University. Of late there is a debate over, whether adult education can be admitted into the sanctum of the University as a discipline.

Whether adult education is a discipline or not is similar to a debate which went on for 400 years back about medical science.

Now medical science is an acceptable field of study and has been admitted grudgingly as an applied discipline to the University after fierce argument.

Many renowed Universities all-over the world have established the department of adult and continuing education in order to become complete. This is not the time for the University to be ivory towers discussing adult education on a purely theoretical basis as to whether it should be a discipline or not.

This has led to the growing consensus that the University can no longer rest on its laurels as a 'Community of Scholars', but must reach far into the community and identify itself within the needs of the community.

Dr. J. R. Kidd said that adult education is a rich and expanding field which has much to offer towards understanding to and the solutions of contemporary social and economic problems. He adds that the prime responsibility of the University is to organize itself to the needs of the *'adult learner'* in society[2].

This is not to undermine the theoretical basis for any educational programme in a community. It is only to highlight the changing role of the University regarding adult education.

In the process of educating adults in any society, University should play a crucial role and only by way of conducting research and training but also by carrying out extension services.

Thus the objectives of the University in general and within the Department of Adult & Continuing Education in particular, include varied aspects relating to Adult & Continuing Education especially teaching, training, research and extension.

Objectives of Adult Education Department

The University, Department of Adult and Continuing Education should be committed to the following ideals :

1. Teaching and preparation of professional adult educators
2. Research in the field of adult education
3. Continuing Education Programme
4. Community Extension Service

Teaching Programme

The Teaching Programme at the University level in the Department of Adult & Continuing Education may constitute courses for the preparation of adult educators, who would be both theoreticians as well as practitioners. They would also be prepared to undertake research not only in the laboratory but in the field.

They should be capable interweaving harmoniously theory and practice and thus contribute to the growth of the theory. They would also act as resource persons to other practitioners who may not be so well versed in theory. Such programmes in the University Departments can be in the form of Master's Course in Andragogy (Adult Education), and also short term training programmes for adult educators.

Master Course Programmes, M.A. Adult Education (Andragogy), should stress the applied nature of knowledge as related to adult education practice and help the students, make the transfer of technology concepts and methods to adult education programmes. The programme should provide an opportunity for students, to understand adult education language, activities based on concepts and includes of Social-Sciences and to gain knowledge of practical strategies and skills which are essential for adult education programmes.

Apart from this, short-term programmes could be organized for the existing adult educators to orient them to theoretical developments in the field.

Training personnel is of great importance for any programme to be successful and adult education programmes are no exception to this rule. Teachers of adult education centres are not well-trained in the art of teaching, let alone in adult education work. Teachers of adult education centres should be given an orientation in the elements of adult psychology and methodology of teaching adults.

Such programmes would help to improve the abilities of the adult educators, in planning and programming of adult education besides training them in the application of the different methods of teaching.

Research Programmes

The true study of adult education does not confine to one subject but has an inter-disciplinary approach which has practical learning and utility to human beings. Therefore, a systematic knowledge in adult education must be assembled through developing a programme research

in the education of adults by including the information in other related fields such as psychology, sociology anthropology education etc.

The immediacy of research problems in adult education is such that all research problems cannot be undertaken immediately with the same intensity for various reasons. Perhaps inadequacy of funds for action-research in adult education, may be one of the reasons for not taking up research problems in adult education. This seem to be a problem not only in developing and under developing 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".

Research in adult education is negligible may be due to the fact that even Psychologists who are concerned with human learning have not paid significant attention to adult-learning.

Hence problems, pertaining to different dimensions of adult-education are to be investigated. The Research needs in adult education are enormous, for adult education needs to be transformed into a powerful *instrument of social-change and* closely linked with national development.

Thus certain areas like, Development of Curriculum, Development of Instructional Strategies both far the teacher and the learner, Development of evaluation techniques in non-formal educational programmes, can be designated as priority areas, undertaking research in these areas, may be immediately helpful for planning and programming in adult education.

Continuing Education Programmes

Different programmes for people of various categories like doctors, engineers, government officials, Managers and industrial entrepeneurs etc. so that they can continue to perform their obligation to the society more effectively. A number of job-oriented diplomas could be organised relevant to their programmes to meet the growing needs of the learning in various fields like Industry, Engineering etc.

Such programmes may expose them to the developments in their own field as well as in other disciplines in relation to their own so as to make them more productive in their field.

Under the philosophy of continuing education, the need for learning as a life-long process can be emphasised, and the knowledge gap between theory and practice could be minimised. Programmes should be organized and implemented on different subjects of contemporary interests to the "Adult-Learners" in Society.

The knowledge explosion in various disciplines is very acute and fast. Many a programmes could be re-organised so that existing systems of education can keep up pace with the knowledge explosion which would justify rationale of continuing education.

Extension Programmes in Adult Education

A time has come for Universities for realization that they have to function in Society and for Society. Universities are the creation of Society and they draw their sustenance from Society. They have a duty, not only for the future', but also for the Contemporary Society.

Hence extension should reach out to a larger section of adults through educational programmes especially to the deprived groups of the population.

Expertise of the University Departments must be opened for the development of national consensus such as integrated rural development, elimination of illiteracy and poverty, and increase in production of food, extension of social justice and also to the elevation of individuals for collective development.

Universities are beginning to realize that besides teaching and research they also have to play a role in service to the nations.

In making these contributions by applying their knowledge and skills to new problems in the community, they become aware that their newly gained experience has an important transfer value than their ordinary teaching and research.

This field of study which should be obviously at the University level, should be Extension Service.

The impact of extension activities are quite sporadic and they are never as strong as that of teaching and research. The function of extension is the weakest one of our University Departments. Besides directly engaging in extension activities in a more 'open', field these departments can train a stream of their students for permanent carriers in extension work.

A growing body of opinion advocate that Universities ought to operate out-side the confines of their own buildings and campuses. The concept of the 'University without Walls' is gaining ground and a participation in community life is seen as the only way of justifying the high expenditure of national rosources that the establishment of a University entails. In the movement towards a community involvement adult education departments will play a crucial and vital role for they are section of University that have precisely the direction of interest and experience to enable this involvement to be carried out.

Extension work is not an additional programme of University, but it is simply another dimension to the mission of the University,

No University today can justify its existence to the Society unless is addition to discovering knowledge and imparting it to those who seek it formally, must also extend its services to community.

The first two functions have been traditionally regarded as the functions of the University. In addition to discovering knowledge and sharing it with the students who enroll themselves. but it is vitally

important to make a new beginning. Our Universities must learn to accept their social obligations. Adoption of extension programmes is not only a way of doing so, but it is perhaps most obvious and most urgent. This is the most effective way of bringing the University and the community together. Then we can say the University's job is not only to teach and advance the frontiers of knowledge but also be of service to the community. University authorities should recognize that in today's context service to the community is just as integral to the concept of University as service to discipline.

In a democratic welfare state, the goal of all measures, is the people on whom they must converge, whom they should all seek to benefit and who must be able to realize that they are being benefited.

Adult education has a positive contribution to make to economic-growth and social development. As far as the scope of adult education is concerned, the Education Commission (1964-66) considered the entire gamut of adult education and made the following observation :

Education does not end with schooling but it is a life-long process. The adult today has a need of an understanding of the rapidly changing world and the growing complexities of societies. Even those who have the most sophisticated education must continue to learn; the alternative is obsolescence.

Adult education is vital to democracy and development. In the present period of rapid change it is essential for survial. It needs mobilization of all possible public and private resources.

Responsibility for adult education is now no longer regarded as a task which the Universities either cannot or should not handle. Commitment to adult education has to be looked upon not as something peripheral but as central to the mission of Indian Universities. The whole philosophy of adult education rests upon the belief that change in knowledge, skills and attitudes are crucial to the process of development and in this task Universities have an unparalleled role to play.

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NATIONAL ADULT EDUCATION PROGRAMME AND THE ROLE OF VOLUNTARY ORGANISATIONS

*J. D. Sharma**

One of the most pervasive realities—and opportunities—immediately confronting our nation in the realm of education is the implementation of the National Adult Education Programme, which is formally to be launched in less than a month from now. The rhetoric has all been said, what remains is the doing. The Janta Government is pledged to providing Adult Education to nearly 10 crore people in the 15-35 age-group in about five years. They have provided an initial outlay of Rs. 200 crore for the 5 year period, against the estimated 600 crore. The programme aims at covering 1.5 million people in the first "preparatory" year, with larger numbers being brought under its purview in each successive year.

Traumatic Experience

It is not for the first time that a battle-cry has been raised for the eradication of mass illiteracy from India. The first conch was sounded when education was entrusted to Indian Ministers in 1921. The enlargement of franchise under the Government of India Act, 1919 stimulated interest in adult literacy and the then Provincial Governments launched their programmes of adult education as a part of rural reconstruction. By 1927, there were a little over 10,000 adult education centres all, over the country, with an enrolment of some 2.9 lakhs. The enthusiams however, gradually cooled off, and then came the great economic depression and the consequent financial stringency. As a result, the number of centres declined by 1937, to just about a couple of thousand with an enrolment of a little over 60,000 adults. With the out-break of World War II, all such peripheral schemes receded to the shelves. The Post-War Educational Development Plan, prepared in 1944 by Sir John Sargent, provided for adult education-both vocational and non-vocational —for 9 crores of people of the age-group 10-40 years. But as the Indians had plunged headlong into the national struggle for freedom, all development plans were brushed under the rug.

The advent of independence in 1947 gave a fresh impetus to the philosophy and outlook on adult education. The first Union Minister of Education, Maulana Abul Kalam Azad averred in 1949, of the tasks which immediately confront us, two are of preminent importance. They are the provision of universal Basic Education for all children of school-going age and of Social Education for adults." the concept of which underwent a radical change thereafter.

Changed Concept

While in the twenties and the thirties of this century, liquidation

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of illiteracy among the adult masses was called 'Adult Literacy', confining its scope to the learning of the three R's alone, in the forties it was christened as 'adult education' and later baptised as 'Social Education', extending its scope by the inclusion of some amount of civic education along with literacy and numeracy. The principle of democracy and the impact of science and technology widened both its nature and its scope. The broad-based concept of adult education is understood to be education for citizenship as well as for living. It aims at a fuller life and better living for the individual. To be more mundane, adult education is functional literacy, whereby to create a reasonably well-informed mind and environmentally literate community. Its goal is social efficiency, and to produce an individual who is better as a worker, better as a citizen, better as a man.

Meeting the Challenge

Maulana Azad stress on Adult Education generated a climate and an opinion throughout the country for making forward thrusts in this direction. In the First Five Year Plan (1951-56), the Central Government provided Rs. 5 crore to promote adult education by opening model community centres and Janata Colleges for training social education workers. This provision was substantially raised during the next three Plans. Despite all that, it has to be admitted that the progress registered is not commensurate with the amount of attention and money spent on the removal of the scourge of ignorance. All said and done, the overall position is that the number of illiterate persons above 14 years of age in the country is 209.5 million of which 100 million are in the age-group of 15-35 years. This accounts for one third of the world's 700 million adult illiterates. We make less than a million adults literate every year and spend on it less than one per cent of the total educational budget. In the unequal race between literacy and population growth, literacy is the loser. As a result, the number of adult illiterates is increasing every year. Till date, therefore, the challenge has remained unmet. Viewed in the light of our pledge to establish effective democracy in our country, there can perhaps be no other factor so disturbing and depressing as that a vast segment of our population should continue to remain ignorant and illiterate even after having gained the right to vote. It is, therefore, in the fitness of things that the Union Government has accorded the highest priority to adult education in its programme of socio-economic amelioration.

Essential Desideratum

For the multi-dimensional development of our nascent democracy, education of the masses is an essential desideratum. A key factor in our national development is the utmost use of our resources in men and money. If the majority of our population remains steeped in ignorance and squalor, what hope can we have to resurrect India from its underdeveloped state into a developed nation? In the developed nations, adult education aims at exetending and expanding the horizons of the adults in knowledge, skills, attitudes and technology; in our own country, for some time to come, the aim will have to be only fundamental and functional literacy to create a better skilled and more enlightened citizenary. Unless there is a "war-footing" campaign, involving one and all, this scourge will remain endemic. The efforts of the Government alone

will not yield the aspired dividends. The voluntary organisations will have to supplement these efforts in a vital and dynamic manner.

Place and Role of Voluntary Organisations

No Government can make any appreciable headway with its national rejuvenation schemes unless the people are prepared to meet the Government half-way and offer their responsive cooperation. The task of nation-building demands the united endeavour of the entire mass of people—not of the Government alone. It is a great mistake to think that it is solely the duty of education authorities to wipe out illiteracy. Why not industry and commerce, for example ? Each industrial and commercial house must look after its own workers. Several departments-Community Development, Health, Agriculture, Cooperative, Education-could pool their resources and make a concerted effort. And then the voluntary organisations. The enlightened and more well placed sections of the community should come forward individually and collectively to cooperate with the Governmental and semi-Governmental agencies, in this national service. Even Banaprasthis and Sanyasis can make this noble mission an exception to their renunciation. The educated and the economically better-off sections in our country owe a debt to society, if for no other reason than that they have achieved their distinctions and advantages at the cost of millions of their countrymen. In the present context, there is perhaps no better way of repaying this debt than by educating their less fortunate brethren.

Through well-conceived programmes of adult education, very useful work is being accomplished in our country by several organisations. The most remarkable examples that readily come to mind are the extension services of the Agricultural Universities, the work being done by the Defence Ministry for educating the Armed Forces, and by several industrial Banking, Insurance and Management organisations. We take little notice of the results these and some other organisations have achieved in their own spheres, and for their own personnel, but they are most creditable. With a view to pooling of all potential resocrces and maximising the efforts, voluntary organisations must come forward in a big way and lend a helping hand in running the stupendous programme of national adult education. It is for Government—both at national and state levels —to ensure that not only is the initiative and resourcefulness of existing agencies tapped, but circumstances are created for the emergence of new agencies imbued with the spirit of service and dedication.

Public cooperation and public opinion constitute the principal force in the fulfilment of any development programme. It is not only on people's willing acceptance of the programme. but on the extent of their positive contribution, that the NAEP can make a headway.

In short, the magnitude of the task in the years ahead warrants the creation of a strong 'private sector'. The Government must ensure and promote continuing strength and vitality to this sector by liberal financial support to enlist the full cooperation of voluntary organisations. The strings which inevitably accompany financial support involve a certain degree of public accountability. With cautious optimism, therefore, an appropriate balance will have to be maintained between the need for funding, planning and coordination on the one hand and the

need for independence, freedom and flexibility on the other. While there will be no abridgment of their autonomy, their plans, facilities, resources and current operations will have to be evaluated in the interest of coordination at all levels. Given the advice, guidance, technology, adequate trained literacy-work functionaries and coordinated planning, these voluntary organisations are sure to play a positive role in meeting this great national challenge.

One such organisation, at the national level, is the Indian Adult Education Association, a voluntary organisation which has been working in the field of adult education over the last forty years. It works as a promoter, as a catalyst and as a clearing house. A pioneer in the field and with a net-work of institutional members spread all over the country and a host of experts at its disposal, the Association is poised for shouldering its responsibility in the implementation of the National Adult Education Programme.

The imperative infrastructure for making the adult education programme successful should be : socially relevant curricula; non-formal modes for learning, multi-media approach of communication, scientifically designed monitoring and evaluation system and a 'systems outlook'. The interest and attention of the age-group 15-35 can be captured by the curricula which emerges from their individual needs and aspirations in the context of their social milieu. The non-formal mode of learning including programmed learning will have to be harnessed in service in place of formal schooling. Full use must be made of mass-media e.g. radio, TV and a variety of other audio-visual aids like promotional films, slide, graphs and charts. The habits of community-listening of radio and community viewing of TV have to be inculcated. A decentralised but well-articulated system of monitoring and evaluation will have to be evolved.

The challenge is great and exciting; it is one that comes but once in the life of a nation. Determination, resourcefulness and the resolve to overcome difficulties must guide those charged with the responsibility of implementing the programme. Each one has to put his shoulder to the wheels. For, mass education must pour and not trickle.

AN EVALUATION OF TRAINING PROGRAMME FOR EXTENSION PERSONNEL

N.C.PATEL[1] *& A.O. KHER.*[2]

A training programme in high-yielding varieties of Kharif crops for high level extension personnel of Junagadh Zone of Gujarat Agricultural University, was organised at Sardar Smriti Kendra (Krishi Vigyan Kendra), Junagadh. The two-day training programme began on May 5, 1978. 22 extension personnel of different status like Joint Director of Agriculture, District Agriculture Officer, participated in it. It was decided to assess the impact of the training programme with a view to effect improvement in such type of training programmes in future. With this end in view the study was designed with following specific objectives :

1. To assess the impact and to evaluate components of the training programme.

2. To know the strong and weak points of the training programme.

3. To seek suggestions from the trainees for making suggestions in the training programme.

Methodology

A short structured questionnaire with a set of ten question including one open end (for recording suggestions) was given to the participant trainees at the beginning of the training programme so that they can know the nature of questions to be answered. Actually, it was administered to them at the end of the training programme.

Findings and Discussions

The participant trainees were not homogeneous in age. Their age ranged between 28 to 55 years with an average age of 42 years. Majority (91%) of them were agricultural graduates while ohly 9 per cent were post graduates. Their tenure of service in the state department of agriculture varied from 5 to 30 years making an average of 18 years.

Impact of Training Programme

The study revealed that 13 per cent of the trainees refreshed their old knowledge only. About 14 per cent of the trainees added new knowledge, where as the remaining 73 per cent of them expressed that they have both refreshed as well as added new knowledge to their present level.

It is worthwhile to note none of the respondent considered train-

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2. Shri A.O. Kher, is Programme Organiser, Sardar Smriti Kendra, Gujarat Agricultural University, Junagadh-Campus, JUNAGADH.

ing programme of little use. At the same time 51 and 41 per cent opined it to be useful and very useful, respectively.

The subject matter/topics/content of the training programme included discussion on high-yielding varieties and salient research of important kharif crops such as cotton, oil seeds, millet, pulses, sugarcane, vegetables of Junagadh-zone of Gujarat Agricultural University. Strategy in fertilizers use, dry farming plant protection and crop production technology were also the part of the discussions.

The study also showed that nearly equal number of respondents were both fully satisfied as well as satisfied to some extent with topics and content covered in the training programme. None of them expressed their dissatisfaction in this regard. Thus, on the whole (W.M.S. 2.54) topics and content of the training programme though predecided at the training centre were in accordance with the expressed needs of the trainees. Furthermore, the expressed satisfaction of the respondents towards background material (W.M.S. 2.27), teaching methods used (2.13), speakers attitude towards trainees (2.10), physical arrangement (2.63), social atmosphere of the training (2.17) ranged between satisfied to some extent and fully satisfied. The weighted mean score of the training components was 2.10 to 2.77 making overall average of 2.41 out of maximum 3. It reveals that the training programme was quite satisfactory for the trainees. It is in conformity with findings of usefullness of the training programme (WMS 2.40). It can be concluded without any reservation that the training programme was in line with the need of the respondents and proved fruitful.

Strong & Weak Points of the Training

Respondents were asked to mention strong as well as weak points of the training. The strong and weak points as stated by the respondents are as under :

Strong Points

1. Research Scientists were well versed to educate the trainees in latest finding in their subject matter area.
2. Lectures on Millet, Oilseeds, Horticultural crops, diseases & Pest control, Soil and Fertilizers were up-to-date.
3. Most of the speakers were well prepared in their subjects.
4. Arrangements provided were highly appreciated by the trainees.

Weak Points

1. Time given to the speakers was very less which in turn resulted in limited discussion.
2. Some specimens and film slides were necessary to clear the topics as and when required.
3. Stereotype notes on the topics were supplied.
4. Electric Fans were less in number than required.
5. There was no field trip at all.

Suggestion for Improvements

Trainees were asked to offer their suggestions for improvements in the training programme. In all 10 suggestions were received. The training programme can be made more useful if, judicious use of audio-visual aids be made, latest information on the topics given, more time spared for discussions and field trips are arranged.

SEMINAR ON MANAGEMENT OF ADULT AND NON FORMAL EDUCATION SYSTEM

The Centre for Educational Policy and Management (CEPM), Administrative Staff College of India, Bella Vista, Hyderabad organised a seminar on Management of Education Systems addressed to adult and non-formal education administrators in the country including those from voluntary organisations from June 26 to July 1, 1978. The major objectives of the seminar were: (i) to provide an understanding of management processes in adult and non-formal education systems, (ii) to understand the role of an adult education administrator and to provide an understanding of alternative ways of managing change in adult education systems; and (iii) to understand the context of national adult education programme. 36 participants from State Governments, Voluntary organisations and universities attended the seminar.

The seminar was inaugurated by Shri B. Venkata Ram Reddy, Minister for Education and Cultural Affairs, Government of Andhra Pradesh, Hyderabad and the key-note address was delivered by Shri P. Sabanayagam, Education Secretary, Government of India, New Delhi. Shri NP Sen, Principal, Administrative Staff College of India, Hydrabad presided. Dr. Dharni P Sinha was the Course Director and Shri Ashok Malhotra was the Joint Course Director for the above seminar. The seminar used four basic training methodologies. These were (a) Talks; (b) Exercises; (c) Case Discussions; and (d) Group Discussions. The seminar covered inputs on 17 different themes. These are (i) Issues in adult education; (ii) Management and organisation; (iii) Planning for adult education; (iv) exercise in team work; (v) non-formal education in Tamil Nadu—case discussion; (vi) target setting and motivation; (vii) decision making styles—exercise and discussion; (viii) Conflict and collaboration (Talk); (ix) management of voluntary organisation—case discussion; (x) interface image sharing exercise; (xi) programme planning and evaluation; (xii) reaching and working with community; (xiii) administrator as change agent; (xiv) adult education for development—exercise in action planning; (xv) adult education for development; (xvi) planning and management for change; and (xvii) critique of the seminar as an experience in adult education.

The seminar studied the past experiences of similar activities where seminar participants identified the problems confronted by them in the management of adult education in the past. Having done this the participants did the exercise of anticipating what kinds of problems they will confront when they they go into the massive adult education programme. The need for clarity of objectives, distinction between literacy and adult education, the need for planning and developing systems and performance criteria were highlighted. Having dealt with these questions of strategy and objectives, the seminar attempted to examine the structure for management of adult education systems. Should it be pyramidal, should it be centralised, should it be decentralised, or what kind of authority and responsbility the administrators have to have at various levels?—These questions were attempted for answer. Besides, the seminar dealt with the management of human resources; training and development; team work and motivation; leadership and decision making styles; conflict and collaboration and the change agent's role of

adult education functionaries. Understanding the three critical roles and the perception gap gave a feel of the kind of issues that the administrators may have to grapple with in the field.

Dr Dharni Sinha pointed out that planning and management of operational system were the answers for the success of the programme. This would require understanding the community and diagnosing their needs, setting local objectives, developing operational plans, implementing the programmes and monitoring and evaluating the system.

Through the use of two management cases—one from voluntary organisation and the other from the state Directorate of adult education-the seminar helped the participants to examine the intericacies of managing people and finances operations of adult education programme. The vivid narration of a live edult education programme by Father Michael Windey had brought home the various steps in effective implementation of the programme in rural areas.

Dr Sinha viewed that the steps in the seminar through which we all have undergone were the critical steps in developing a mangement system, understanding the context, collecting the past experience, defining the strategy and objectives, building a structure, developing planning and implementation of systems, and finally developing human resources commensurate with the objectives and the tasks of the organisation. Human resources do not end with recruitment and training, but it requires constant monitoring of team work, decision making processes, motivation, conflict and collaboration, innovation and leadership roles.

NEWS FROM INSTITUTIONS

Monitoring of Naep

The All India Seminar on Monitoring and NAEP, held in New Delhi from August 28 to 31, 1978, recommended that a Management Information System Cell be created under the Directorate of Adult Education. It should consist of group experts, drawn from various regional institutes. The Seminar also recommended that *"Quick Appraisal"* should be both for Governmental and non-Governmental agencies and should not be used for punitive purposes.

The Seminar was organised by the Directorate of Adult Education, Ministry of Education and Social Welfare, in collaboration with the Council for Social Development. Fortyone delegates representing the State Resource Centres, Universities and Research Institutions, Government agencies and voluntary organisations and 16 observers participated in the seminar.

The objective of the Seminar was to prepare specific guidelines for monitoring and appraising the progress of National Adult Education Programme and to prepare model proformae, schedules and questionnaires to be used by various functionaries at different levels.

The inaugural meeting of the Seminar was held on Monday, August 28 under the Chairmanship of Dr. S.K. Mitra, Director, NCERT and it was inaugurated by Dr. Raj Krishna Member, Planning Commission. Dr. Mitra in his opening remarks stressed the need for monitoring and evaluation of N.A.E.P. He said that Adult Education has to have certain kinds of objectives which go beyond literacy and it is necessary to have valid and reliable information to determine if the objectives are being achieved. He added that Programme Evaluation is different from outcomes of learning and it should act as a positive feed back.

In his inaugural address, Dr. Raj Krishna said that in poor countries the client for adult education is a person who has some attitude and hardly any motivation for adult education. He is overwhelmed with a sense of helplessness. One of the objectives of adult education should be to create a new attitude of loss of helplessness and to enhance his capacity to solve problems through right knowledge. He suggested that the theme for adult education programme should be derived from emotionally charged problems. He was of the opinion that our big schemes are never broken down to area level or block level with the result that quite often information is given without the necessary inputs or inputs are provided without giving the knowledge for utilizing the inputs. One of the problems, therefore, is the lack of coordination. Steps should be taken to bring about effective coordination.

The first plenary session devoted to the presentation of the background papers on FORMATIVE RESEARCH, CONCURRENT MONITORING, MONITORING THE NAEP, EVALUATION OF NATIONAL ADULT EDUCATION PROGRAMME, EVALUATION OF INSTRUCTION BY THE INSTRUCTOR OUTCOMES OF LITERACY, and QUICK APPRAISAL OF PROJECTS UNDER NAEP.

In the second plenary session, participants expressed their reactions and remarks about NAEP and the background papers. They also had an opportunity to seek clarification about the implement ation of NAEP. The question of

participation in NAEP by the trade unions was raised and it was stated that they may open any number of Centres under NAEP with their own funds. As for the organisational structure of NAEP, it was made clear that NAEP is a National Programme but not a centrally sponsored programme. NAEP will be run by state government and voluntary organisations The highest policy making body is the National Board of Adult Education.

The following points also emerged during discussion. The need to identify a key person or organisation which can deliver the goods. While opening Centres, the cluster idea should be kept in mind, instead of Centres scattered over a wide area-NAEP is not only a literacy programme but should be considered as a part of a development programme, that is, an educational programme in development strategy. The need for coordination of inputs witch information was emphasised. It was suggested that the NAEP should not only aim at raising the level of awareness, but should encourage action which would flow from awareness of the learners, if imbalances in society are to be eliminated.

In the same session the goals and methods of the Seminar were also discussed. The distinction between Monitoring and Evaluation was clarified. It was suggested that monitoring is a routine operation while evaluation can be done only after a certain stage in programme operation. It was stressed that data that would be useful should only be collected with clear understanding as to who would use the data and how the data would be used. The need for evaluating changes in attitudes of the learners was brought out. A question was raised whether the decision making process could also be evaluated. It was felt that there is need for internal evaluation as well as external evaluation. A self-evaluation system would fit in very well in NAEP. Evaluation should cover the three main areas. namely, Illteracy, awareness and functionality.

A significant aspect of NAEP is the decentralization of decision making which allows for flexibility of programme. As the programme will be run by different agencies, there would be considerable variation and the effect of this may also be evaluated. Similarly, there is need for policy level evaluation which should give feedback within about six months. It was suggested that some case studies of successful projects as well as not-so-successful projects may also be undertaken.

At the end of plenary session, the seminar divided itself into the four Working Groups, on Formative Research, Concurrent Monitoring, Quick Appraisals and Management Information System.

The four Working Groups met separately on August 29 & 31 and discussed the suggestions contained in the respective background papers and either modified the instruments suggested in the background papers or prepared a fresh the instruments the groups felt were necessary.

The following instruments have been prepared by the groups.

Group I

1.1 Village information schedule

1.2. Problem Survey schedule

1.3. Survey of Teaching/Learning Materials

1.4. Suitability of Teaching/ Learning materials—Evaluation of materials by Learners & Instructors

1.5. Suitability of curriculum and its relevance to local problems and needs.

Group II

2.1. Learner Information Schedule (Bench Mark)

2.2. Monthly Progress Report of the Centre

2.3. Quarterly Progress Report by Instructor

2.4. Quarterly Progress Report by Project Officer

2.5. Assessment of Centre by Community including participants

Group III

3.1. Project Proposal Proforma (Identification of Project Area, Agency, etc.)

3.2. Centre Schedule (Tests for learner's progress, physical conditions of the Centre)

3.3. Centre Schedule Instructors (Difficulties, Motivation etc.)

3.4. Centre Schedule (Drop Outs)

Group IV

4.1. Design of post card to gather information

4.2. Sample Survey Schedule

4.3. In-depth case studies

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Unesco Literacy Award For Andhra Mahila Sabha

The Andhra Mahila Sabha, Hyderabad, has been awarded honourable mention of Nadezhda K. Krupskaya Prize of UNESCO for bringing all the literacy projects in Andhra Pradesh together in a single centre, having brought about the integration of literacy and life-long education programmes, for implementing post literacy programmes for women in both urban and rural areas and for having created a multidisciplinary training institute for adult and social education.

IAEA Publications

1.	Educational Component in Agricultural Extension Service 1977	Rs. 3.00 $. 1.00
2.	Curriculum Construction for Non-Formal Education 1977	Rs. 5.00 $. 1.50
3.	Curriculum Construction for Non-formal Education of Youth 1977	Rs. 4.00 $. 1.00
4.	Curriculum Construction for Non-formal Education for Women 1977	Rs. 3.00 $. 1.00
5.	Adult Education and National Development 1976	Rs. 5.00 $. 1.50
6.	Preparation of Problem-oriented Learning Materials 1976	Rs. 10.00 $. 3.00
7.	Non-formal Education 1976	Rs. 5.00 $. 1.50
8.	Adult Education for Rural Poor 1975	Rs. 8.00 $. 2.50
9.	Farmers Training and Functional Literacy 1975	Rs. 15.00 $. 5.00
10.	On to Eternity—Vol. III. 1974	Rs. 6.00 $. 2.00
11.	A Literacy Journey—C. Bonnani, 1973	Rs. 8.00 $. 3.00
12.	Adult Education for Women 1973	Rs. 5.00 $. 2.00
13.	Adult & Community Education : An Indian Experiment—S. R. Mohsini, 1973	Rs. 10.00 $. 4.00
14.	Adult Education in India-A Book of Readings—edited by Anil Bordia, J. R. Kidd and James Draper 1973	Rs. 50.00 $. 12.00
15.	Adult Education for Farmers —J. C. Mathur 1972	Rs. 12.00 $. 5.00
16.	Manual for Adult Literacy Teachers —N. R. Gupta 1971	Rs. 10.00 $. 2.75
17.	Adult Education in the Seventies 1970	Rs. 5.00 $. 1.75

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2. CURRICULUM CONSTRUCTION FOR NON-FORMAL EDUCATION

The booklet provides guidelines for curriculum construction for non-formal education for school dropouts, youth and women.

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EDITORIAL LOUD THINKING

National Adult Education Programme

The Government deserves praise and congratulations for launching upon a massive programme of Adult Education in the country, for the education of adult men and women is the key to development, growth and social transformation of the country. The National Adult Education Programme aims to make 6.5 crore illiterate in the age-group 15-35 educated and self-reliant by 1983. It also envisages that at the end of the five-year period a capability to organise adult education programmes for 3.2 crore persons per year will be built up. At this stage the programme will be diversified with the aim of striving for a learning society in which life-long education will be the cherished goal.

In the NAEP, stress has been given on the eradication of illiteracy, because the learning process involves emphasis on literacy. Moreover, literacy is not merely a liberation of mind. It is an unmistakable equaliser of economic opportunities and an investment towards the ideal of increased production and income.

The Government's Policy Statement on Adult Education says that "Illiteracy is a serious impediment to an individual's growth and to country's socio-economic progress" and "the illiterate and the poor can rise to their own liberation through literacy, dialogue and action." It also recognises that "a literacy programme, unrelated to the working and living conditions of the learners and to the challenges of the environment as also the developmental needs of the country, cannot secure an active participation of the learners, nor can it be an instrument of development and progress."

The NAEP is revolutionary in concept because it emphasises the need of imparting reading and writing skill to men and women belonging to the economically and socially deprived sections of society, in rural areas and slums in cities, so as help them become self-reliant and improve their own lives. It seeks to organise programmes of literacy for the formation of the organizations of the poor. The intention being firstly to create an awareness among them about the social milieu in which they live and work and educate them to solve their problems and bring about amelioration in their conditions through individual and group action, secondly, to equip them to participate in and run their organizations with a view to developing leadership qualities and thirdly to provide necessary training for carrying out services which their organizations may like to provide for their members. These grass root level organisations of the poor would be able to exercise pressure from below upon the operation and decision-makers of the rural development projects so that the poor become the real beneficiaries of the fruits of these projects. The focus in rural development has to be on the family as an integrated unit in which women are or should be fellow decision-makers on a footing of equality. The NAEP lays great emphasis on the education of women and their upliftment.

The NAEP heralds a fresh wave of thinking and may open the long-awaited chapters in adult education movement through which equal access and opportunity for progress and growth will be provided to the disadvantaged and the poor.

The Programme is massive and the task of bringing light and learning to millions of our countrymen is difficult, complex and colossal. It is a national programme and should be treated as such. All Ministries at the Centre and State Governments must undertake their share of work. Radio, T. V., Films and the Press have a great role to play in making this national programme a success, and it is hoped these media would not lag behind in rendering assistance to the common people to rise to their own.

Voluntary agencies have been allotted a key role in the implementation of the NAEP and a large number of these organisations have come forward to shoulder the responsibility. These should be enabled to perform the task, for they are in a better position to plan and execute the programme.

Universities and colleges, who have largely remained aloof from the community have a great opportunity to enter the mainstream of mass education. Many universities and colleges have shown willingness to join in this great adventure of educating adult men and women and take up this great challenge of the present age. Similarly the large number of educated young men and women who have expressed their keenness to join in the implementation of this programme should be enabled to do so, with training and guidance. All educated persons owe it to the society to give a part of their spare time to help in the organisation of adult education programme.

In this national programme, every individual, including the learners, has a role to play. A favourable climate has already been prepared for the success of this programme. Moreover it is backed by the political commitment and the national will. Let us pledge ourselves to the service of the poor and the disadvantaged and make them a partner in the building up of a new India of equal opportunity for all, free from oppression and want and able to mould their own destiny.

PEOPLE'S PARTICIPATION IN NATIONAL ADULT EDUCATION PROGRAMME

*Dr. Baij Nath Singh**

A massive programme of national adult education has been inaugurated on 2nd October, 1978. The Ministry of Education, Government of India, have initiated a process of discussion on various aspects of the programme so as to involve the people in this great national effort. However, it is essential that the mass media (the press, the radio and television) take up this programme and help in creating a favourable environment for its effective implementation.

The Education Commission (1964-66)

The Education Commission (1964-66) gave valuable thought to the problem of adult education and considered time as an essential factor in combating illiteracy. They thought that "with well-planned efforts it should be possible to raise the national percentage of literacy to 60% by 1971 and to 80% in 1976." These targets have, unfortunately, not been reached, and were not even given a fair trial.

The esteemed report recommended both the selective and the mass approach to adult education. It specifically emphasised that "all employers in large farms and commercial, industrial, contracting and other concerns should be made responsible, if necessary by law, for making their non-literate employees functionally literate within a period of three years of their employment .....They should also provide incentives to the non-literates and other-wise induce them to make a serious effort to learn." The Commission further recommended "that the big industrial plants in the public sector should take the lead immediately and set the pace in this important programme." "Every development project in whatever field—industrial, agricultural, commercial, health, education or any other—should include, as an integral part, a plan for the education of its employees, more especially of those who are non-literate." Special schemes of the Khadi and Village Industries Commission, applied nutrition and child welfare programmes involving women were to have literacy programmes as an essential ingredient.

The Commission also paid due attention to the mass approach and said inter-alia that "the responsibility for initiating a massive move to combat illiteracy goes beyond the capacity of the administrative and educational systems. It rests squarely upon the political and social leadership of the country."

Experience of Eradicating Illiteracy in other Countries

Wherever adult illiteracy has been eradicated and adult education programmes have succeeded, for instance in Soviet Union, China, Cuba and Tanzania, there has been a clear-cut political commitment backed by a political organisation which takes care of people's participation in

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the programme. In our country the present Government has shown its commitment. The Prime Minister even advised that the earlier plan of providing adult education facilities to one hundred million illiterate adults in ten years be advanced to five years. The President of the political party in power emphasised the need of adult education in one of his earlier statements after the change of Government. The Min ister of Education has repeatedly emphasised the two highest priority programmes of the Government in the field of education, i.e. universalisation of primary education and provision of adult education on a mass scale. The various working groups and the National Board of Adult Education constituted by the Government have embar ked upon a detailed planning for the programme.

The programme is to receive the attention of the mass-media and the people's organisations and institutions as it needs. Not only the daily newspapers in English but also those in Hindi and various regional languages have to come forward to give maximum support to the national adult education programme which must soon develop into a people's movement. The radio and the television, particularly in their rural programmes, must inform the maximum number of people in the country as to what is intended to be done by everyone for the implementation of this programme as no single Ministry, Government Department or Voluntary Organisation can make the programme effective unless there is a total mobilisation of all human and material resources in the country without using force in any form or shape. An environment has to be created in which it becomes an irresistable urge for every person to plunge himself or herself into the National Adult Education Programme and contribute one's best to its success. Some of the important aspects of the total involvement of the people are indicated.

Students of the primary and secondary schools and of institutions of higher learning

It is sometimes stated that the students should take part in this programme as instructors. This may have its problems as the senior students who alone can be effective teachers have to be busy in preparing themselves for various examinations and for their intensive study programmes. The most effective contribution that they could make was in the area of making massive propaganda for the participation of the illiterate people as learners at adult education centres. They could take out peaceful and well-organised demonstrations supported by posters, placards and slogans and could organise *prabhat pheris* (morning marches) and occassional torch processions using hurricane lamps or local *mashals* in the evenings. They could organise small dialogues or one-act plays on week ends or holidays and last but not the least they could go on incessantly urging their illiterate parents, brothers, sisters or relatives to enrol themselves in the phased programme of adult education being initiated in their area and with their affectionate pressure ensure that those who enrol themselves continue to participate in the programme of adult education centres till they achieve functional adult education skills. It must be emphasised here that we must expect them to do what they can do best without adversely affecting their studies and not impose burdens which they cannot sustain over a period of 9 to 10 months, considered essential for functional literacy.

Teachers

The teachers teaching at the elementary school level, or in higher secondary schools or in degree colleges must also play their leading role as teachers, organisers, supervisors, and opinion leaders. The three last roles are even more important for them than the actual teaching at the adult education centres. It is no use pointing out some of the handicaps from which they may suffer in working as teachers of adults in view of their traditional role as teachers of children. In any massive national programme, however, their participation cannot be excluded. Nevertheless only those teachers who are really personally committed and want to volunteer for this programme from the core of their heart should come into this programme. If they have any doubt or difficulty that they may not be able to devote the total period required for one full course of adult education and literacy, they must express it clearly and the concerned authorities or organisations must accept their position. In such areas where educated unemployed youth are not at all available, the teachers may have to take the responsibility of actual teaching. Their involvement, however, must be made on the basis of careful selection and intimate appreciation of their potential and problems.

Leaders of Political and Social Organisations

Leaders of political and social organisations have to play the most important role in this programme. They, as opinion leaders, should contact the target population individually, in small groups, and community meetings. Through patient, frank and persistent persuasion, they must see to it that the illiterate adults enrol themselves according to the phased programme of the community. The phased programme concept means that all illiterate adults cannot be enrolled in the adult education centres at once. The programme has to be staggered in suitable phases but on a compact area basis. In an area of 100 villages the programme may be initiated, for instance, in 10 or 20 villages, but efforts must be made to see that all illiterate adults, as far as possible, enrol themselves in those villages. The centre should be moved to the next set of villages after illiteracy has been eradicated in the compact area taken up earlier.

There may be some kind of competition among opinion leaders related to various organisations and institutions to initiate the programme in their specific villages first. However, this temptation should be resisted and the programme should be initiated on the basis of (a) preparedness of the potential participants to enrol themselves; (b) availiability of suitable instructors locally ; and (c) some commitment on the part of the Panchayat (local Village Council) to contribute partly or wholly towards the expenses for the programme towards accommodation, equipment, and materials and above all towards mobilisation of the potential participants.

Government Servants

There may be Government servants like Patwaris, Patrols (a canal official), Tubewell Operators, Village Level Workers, Community Health Workers, Panchayat Secretary, Cooperative Supervisor, Cane

Development Supervisor, Local Volunteer Force functionary, Postman, Postmaster, and such others at the village or small town level. At the block level there are the Block Development Officers, Veterinary Officers, Medical Officers, Health Officers and officers of Irrigation and Transportation Departments. The participation of these officials should be based on the principle from everyone according to his capacity, ability and willingness, to everyone according to his motivation. Some of these functionaries might be good instructors, might afford the time over the required period and might also possess the necessary talent and will, but others who could not do so could still contribute to the success of the programme as organisers and particularly as communicators in relation to the specific aspects of their own work about which they would like to enlighten the people. Needless to mention that a Village Level Worker could use the adult education centre as an effective forum for his own work. It is in his/her own interest to visit the adult education centres according to an agreed schedule and discuss with the participants on the topics which concern them most. The tradition of depending upon the circulars and orders of superior authorities for doing what is one's own duty, should be given up.

The Ex-servicemen

There are ex-servicemen who are dedicated and who have had a tradition of discipline and service for the people. They could certainly participate in this programme as instructors or organisers. Their being used to an authoritarian structure may be a constraint. However, many of them living in rural areas are respected and accepted by the local people and could certainly become effective teachers after a good training in the participatory methods, like group discussion, dialogues and demonstration. In their case a letter from their national organisation could be helpful to relate their work to a national purpose and structure.

Voluntary Organisations

Sports clubs, recreation clubs. *Bhajan Mandals,* youth clubs and *Mahila Mandals* or organisations working for Khadi and Village Industries, Associations for working with Scheduled Castes and Scheduled Tribes like Harijan Sewak Sangh, Adimjati Sewak Sangh may have their centres and workers in certain localities. Their organised efforts must be utilised. In other words, they must themselves participate in the programme as organisers, supervisers, instructors and opinion mobilisers. Their participation should not be confined just to starting a number of centres and organising teaching in a routine way. They must go out of their way as pace-setters for voluntary action.

In many areas voluntary organisations do not exist or are not strong enough to undertake a systematic programme. Suitable voluntary agencies must be initiated and built up, where they do not exist and adequately strengthened where they are already operating. It must, however, be seen that mush room growth of voluntary organisations just to receive financial support from the government does not hamper the very objectives of the programme. The responsible leaders of

official and non-official agencies have to be extremely vigilant against the negative possibility of undesirable and unscrupulous persons initiating organisations with ulterior motives—political or financial.

The Religious Institutions

In the modern times there is a trend of misinterpretation of the real meaning of secularism which is not a movement against religion, but against sectarian tendencies of some so-called religious or sectarian organisations. It hurts the nation and the society if people belonging to certain sect, caste or social group start thinking in terms of building themselves up at the cost of others. While guarding against such sectrain tendencies, the people's faith in religion and its motivating force should be well-utilised. Religious institutions should be asked to participate in this programme whole heartedly but with an open and liberal mind. It is well-known that Christian missions have done a great deal to promote literacy so that the members of the congregation could read the Holy Bible. In many countries Quranic schools and Budhist temples have contributed substantially towards a higher rate of literacy. Sanskrit Pathshalas, even though relatively insuler have also contributed towards basic literacy. Let all of them come forward and devote their religious faith to a new constructive purpose. The Government and leaders of public opinion should not be afraid of undesirable influence of these groups. It must, however, be stated that narrow sectarian groups should not be involved as far as possible. Even though they could not be barred from the national endeavour, no public funds need be spent on their efforts as they can and should afford to spend on such a worthy cause themselves.

The Associations of the People with Political and Economic Purposes

The trade unions, farmers' organisations, organisations of landless labourers, artisans and Scheduled Castes and Scheduled Tribes or other similar socio-economic groups must take active interest in this massive programme. They alone can meet the challenges from the exploiters and oppressors. Their programme of adult education could certainly be oriented to a revolutionary change in the social structure or economic organisation. To expect the Government servants or other voluntary agencies of rightist traditions to do this is unrealistic. Let these organised groups of the people take conscientisation as their main purpose and adult education as an effective instrument. However, it must be seen that violence is not advocated and a peaceful organised long-term effort for social action is emphasised. Their materials should be related to the needs and problems of the people as the materials prepared by other groups, may not have relevance which is the most important motivating factor for people's participation in the programme.

The work of propaganda should not be left to the students and the teachers alone. Local leaders, talents in performing arts like drama, *Kawali, Tappas, Jatras, Hari Katha, Kirtanam, Tamasha,* etc., and peagants, cultural tableaus, *Jhankis,* etc., must also be utilised as effective media of communication according to the availability of local talents, equipment, and materials and related to the interests of the people. Everywhere the people's participation efforts have to be strengthened through people's own media and channels of communication.

MESSAGE OF THE PRESIDENT OF INDIA ON THE LAUNCHING OF NAEP

It is only befitting that the Nation should rededicate itself to the struggle against illiteracy and social disability on the occasion of the birth anniversary of Mahatma Gandhi, the Father of the Nation. Gandhiji had complete faith in the people of India, and his teaching was that investment in men and women of the country was more important than mere investment on gigantic developmental projects.

The National Adult Education Programme has been planned for development of the country through investment in its people. Under this nation-wide Programme it is proposed to extend education to approximately 10 crore adult persons within about five years. This by itself is an enormous task, unprecedented in the history of the world. The Central as well as State Governments have given to this programme very high priority.

The National Adult Education Programme cannot be implemented merely by Government effort. Every citizen of the country must consider it a duty to contribute to the success of this programme. It is only through their willing and sustained cooperation that we will succeed in this historic effort. I appeal to all citizens of the country, men and women, young and old, to lend their help to the Programme.

N. SANJIVA REDDY

NEEDS OF RURAL SCHOOL GOING GIRLS : IMPLICATIONS FOR NON-FORMAL EDUCATION

*Adhila Haque**

Younger generations of today are the future of tomorrow. Through the make-up and preparations of the youths, one can predict the future of a nation. It is very essential; therefore, to handle the sensitive youths with care; any investments on them in terms of money or materials would be worthwhile. Massive investments, in fact, should be made both for formal and non-formal education in order to develop their personality best suited to our society and the nation. While much is being done in respect of formal schooling, the non-formal education has yet to catch up with the time. This requires re-enforcement.

In order that we could be scientific in our formal or non-formal educational programmes, the study of youngsters must be done. One must understand, like doctors, the symptoms/needs, in order to be accurate in remedial measures. This basic aspect should precede the educatianal efforts and exercises. The present study is an attempt to understand the needs of the school going girls in two different Higher Secondary Schools of the Union Territory (Delhi) situated in rural areas. The students from the age group 10 to 18 years were studied (classes VI to XI). In all 150 school-going girls formed the sample.

Need is defined as the lack of anything requisite, desired as useful. The most obvious needs are those involved in the maintenance of physical survival and well-being. Less obvious but just as important are the needs that occur by virtue of capacities that all human beings have in common, and tendencies that arise in the life of all human being of the particular kind of person he/she is. There are various types and kinds of needs. But in this study the needs refer to that of young girls. Their needs taken up for this study were :—

(i) Need for knowledge,
(ii) Need for security,
(iii) Need for achievement and recognition,
(iv) Need for good physique,
(v) Economic need, and
(vi) Fellowship need.

Results of the Study

To understand the specific needs of the girls the needs studied were; economic need, security need, need for knowledge, need for good physique' need for achievement and recognition, and need for fellowship. These needs were analysed with respect to the independent variable namely age, educational level and the parental occupations such as farm and non-farm family background. The data are presented below.

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TABLE-1

Needs as shown by the entire group of respondents

Needs	For the entire sample = 150 %	
Knowledge	96.52	(1)
Good Physique	90.78	(2)
Recognition	80.10	(3)
Fellowship	76 68	(4)
Security	73.47	(5)
Economic	59.15	(6)

The above table indicates that the respondents as a whole had 'knowledge' as the most important need, and then the second felt need was the 'good physique'. It is worth noting that 'economic' need was the last one in the rank order. This may be because majority of the girls belonged to upper middle and middle classes in their socio-economic status. Between 70 to 80 per cent of the girls expressed that they had need for 'security', 'fellowship' and 'recognition.'

These above needs were further analysed according to the different characteristics of the respondents viz. girls belonging to different age group, educational level and different parental occupation.

TABLE 2

Needs of girls belonging to different age groups.

Different needs	10-12 years = 18 %	13-15 years = 76 %	16-18 years = 56 %
Knowledge	89.57 (1)	100.00 (1)	100.00 (1)
Good Physique	89.37 (2)	90.77 (2)	92.27 (3)
Recognition	87.62 (3)	85.82 (3)	65.86 (5)
Fellowship	76.62 (4)	73.78 (5)	79.65 (4)
Security	64.58 (5)	77.94 (4)	97.90 (2)
Economic	52.25 (6)	54.03 (6)	62.74 (6)

The above table indicates that girls of all age groups ranked knowledge as the first need. It means irrespective of age all girls had need to acquire -knowledge'. 'Good physique' and 'recognition' were ranked second and third by the 10-12 years of age group as well as by the 13-15

years of age group, where as the 'security' need was mentioned as the second important need by the 16-18 years of age group followed by the need for 'good physique'. This may be because being older, the girls of that group have experienced insecurity They also expressed that going to school all alone was insecure for girls. The younger age group were not matured enough to think and experience about insecurity that is why they had not put 'security' need as the fifth in the rank order.

The importance of the need for 'recognition' was more in the younger age group because of their great enthusiasm and interest in achieving recognition. Regarding 'fellowship' need 76.62 per cent of the girls from 10-12 years of age group and 79.65 per cent of the girls from 16-18 years of age group indicated that need and had given fourth rank order, while only 73.78 per cent from 13-15 years of age group had expressed that need and ranked it as fifth one and gave more importance to 'security' need which was ranked as fourth. This means that even 13-15 years of age group girls had felt that staying at home all alone or going to school all alone was not safe for girls. But their feeling was not to that extent as expressed by the older age group. However, the younger age group girls had felt that 'security' need was not as important as other ranked it as fifth. It is again interesting to note that all the three groups had indicated 'economic' need as the last one. This may be due to the fact that the majority of girls belonged to middle and upper middle classes Though the economic need had been expressed as the last one, still more than 50.00 per cent of the girls from all the groups had indicated that need.

TABLE 3

Needs of girls belonging to different classes.

Needs	VI Class = 51 %	VIII Class = 59 %	X Class = 40 %
Knowledge	89.57 (1)	100.00 (1)	100.00 (1)
Good Physique	86.73 (2)	91.26 (2)	94.37 (2)
Recognition	86.33 (3)	84.92 (3)	68.75 (5)
Fellowship	73.01 (5)	72 64 (4)	84.37 (3)
Security	75.95 (4)	67.60 (5)	76.87 (4)
Economic	55.37 (6)	60 84 (6)	61.25 (6)

The above table shows that the need for 'knowledge', 'good physique' as well as 'economic' need had been ranked by the girls of all the educational levels in the same manner and were ranked as 1st, 2nd and 6th respectively. This means that higher education does not make any difference in their need for 'knowledge', 'good physique' and 'economic' need. The need for 'recognition' had been ranked third by the VI and VIII class girls where as the same had been ranked fifth by the girls belonging to X class. This may be because of the lower class girls had greater enthusiasm and interest in achieving recognition. At the same time 'fellowhip' need had been ranked third by the X class students where as the VI and VIII class girls gave fourth and fifth rank roder respectively. This may be because the X class girls are more

matured and that their view of friendship with fellow students had also been matured. Hence they gave more importance to fellowship' need for recognition.

Regarding the security need only 67.60 per cent of girls from VIII class had indicated that need and had given fifth rank order. While 75.95 per cent of girls from VI class and 76.87 per cent of girls from X class had indicated that need and ranked it as fourth Though the 'security' need was ranked fourth and fifth there were 70 75 per cent girls who indicated that there was a need for 'security'. Similarly the 'economic' need had been indicated as the last one by all the three classes. It may be because majority of the girls belonged to middle and upper middle class families.

TABLE 4

Needs of girls belonging to farm and non-farm families.

Needs	Farming = 80 %	Non-farming = 70 %
Knowledge	96.75 (2)	96·29 (1)
Good physique	97.00 (1)	84.56 (2)
Recognition	92.45 (3)	67.75 (4)
Fellowship	85.66 (4)	67.70 (5)
Security	75.61 (5)	71.33 (3)
Economic	64.55 (6)	53.75 (6)

The above table shows that girls belonging to non-farming families ranked 'knowledge' as the first need whereas the girls from farm families indicated 'good physique' as the most important need and 'knowledge' as second one. This may be because farming needs good health and strength as compared to other occupations. Similarly non-farm families had indicated 'security' need as third one in the rank order, while farm families had indicated it as fifth one and 'recogniion' as third one.

Regarding 'fellowship' need only 67.70 per cent of the girls from non-farm families had indicated that need and had given fifth rank while 85.66 per cent from farm families had expressed this need and ranked it as fourth one. This means that the girls belonging to farm families work on their farm and thus they get more satisfaction when they are among the group which consists of their own age group girls. This is why the farm family girls expressed a greater need for 'fellowship' than the non-farming group. It is again interesting to note that from the non-farming families only 53.75 per cent had indicated 'economic' need, that for ranking atleast place in ranking. This may be due to the fact that majority of girls belonging to farm and non-farm group belonged to middle and upper middle class. Only 3.75 per cent of farming and 8.57 per cent of non-farming belonged to lower strata.

Implications

Scientific study of needs of the youngsters should precede the

planning of both formal and non-formal educational programmes. The non-formal education in the rural programmes for school going girls between the age group 10-18 years, must give cognizance to the following facts :—

1. The age groups 10-15 and 16 onwards do differ in their needs and hence their educational programmes must have different basis. They should form, thus, separate groups while organising any non-formal programmes and activities.

2. All girls studied indicated 'knowledge' and 'good physique' as their most important needs. Our educational programme mostly tend to include knowledge-oriented activities; need for good physique for girls in rural areas is a forgotten subject. The principle "healthy mind in a healthy body" should guide us.

3. The younger girls (10-15) felt relatively more concerned for 'achievement and recognition' than the girls above 16 years of age. This finding is consistent to the established age-education relationship. More educational activities and, in fact, challenging ones should be organised for them.

4. The 'economic need' for these school going girls do not seem to bother them. May be at this stage they do not seem to face fhe economic fact of life or they come from well-to-do families. Thus, their programmes should be more oriented towards activities other than economic ones but the later should not be ignored altogather. They have to face the economic aspects as they grow and become responsible for the families.

ADULT EDUCATION PROGRAMME— SOME APPREHENSIONS

*Dr. R.S. Tiwari**

One is grieved to note that about half of the total illiterates of the world live in India. Although literacy rate has increased during last two decades yet high rate of population growth led to increase in number of illiterates from 24.7 crores in 51 to 30.7 crores in 1971. A large number of these are adults for whom a very ambitious plan of non-formal education has been launched with effect from 2nd October, 1978.

Through history, the vast majority of people have acquired social, economic and political skills through non-formal learning experiences. European colonial rule introduced two fundamentally new educational concepts—(1) that education for purposes of colonial administration was a necessary responsibility of the governing power, and (2) that such education was the accepted mode of vertical, social and economic mobility. Consequently formal education has acquired a pervasive value system in developing economies. By products of this approach, have been continuing neglect of traditional modes of non-formal education and failure to perceive the vast gap which could not possibly be filled by the formal educational system. The only possible escape from this educational dilemma appears to be a far more perceptive and purposeful effort to make education and learning an integral part of life where people live and work. During last 150 years in our country we have developed a system of formal education having 7 lakh institutions with 35 lakh teachers to teach 10 crores students. However, 60 p.c. of the population belonging to weaker section is deprived of this facility.

The present education system has no relevance to needs of development and no linkage with the life. A survey indicates that inspite of educational planning of two decades, 94.02 p.c. of rural population and 87.9 p.c. of urban population had no skills. The staggering figures of educated unemployment speaks of themselves. According to Draft Plan (78-83) as much as 10.2 p.c. of graduates are unemployed and their percentage is likely to be 15 by 1983. At present there are approximately 41.22 crores illiterates in the country of which more than 10 crores are in age group of 15-35.

Adult Education Programme

At present informal adult education programme in 66 districts and programme of functional education to farmers in 144 districts in the country is under operation. Now an integrated scheme of adult education financed by Centre and implemented by states is being introduced in each district. Nehru Yuvak Kendra and National Social Service will actively participate in it. Approximately 500 centres each educating 30 persons will function in each district. A high power advisory board, one central directorate and other administrative super-structure

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is being erected. Since percentage of adult women illiterates is approximately 62, lady teachers will be given preference in the programme. The adult education is based on 5 premises—

1) that the illiteracy is a serious impediment to an individual's growth and the country's socio economic progress;

2) that education is not co-terminus with schooling but takes place in most work and life situations;

3) that learning, working and living are inseparable and each acquires a meaning only when correlated with others;

4) that the means by which people are involved in the process of development are, atleast as important as the ends; and

5) that the poor illiterates can liberate themselves from illiteracy, superstition and ignorance through continuous dialogue and contacts with their better educated and more fortunate brothers

Obviously the scheme has high ideals and an ambitious programme of educating 10 crores of adults during 5 year period

Cost aspect

Although there is no direct relation between expenditure on education and its return yet the allocation of resources is indicative of importance attached to it. In 1950-51 as much as 55 p.c. of the outlay on education was earmarked for elementary and adult education whereas it reduced to only 49 p.c during 1977-1978, 78-83 Draft Plan provides an all time high share of 56 p.c. for it but the share is only 39 p.c. in the plan for the year 78-79. Originally an amount of Rs. 685 crs. was considered essential for adult education however the Draft Plan 78-83 could provide only Rs. 200 crores for the purpose.

Motivation

Under the present socio-political conditions it is not possible to compel people to attain education hence the only course left is proper motivatien to them. The history of literacy movements throughout the world is full of failures, chiefly because the classes were started without creating a strong desire or motivation among the students for learning. Superstition, ignorance, fear of disturbance in way of life, lack of time and facilities are some of the obstacles in way of adult education. A dynamic approach is required so that the society is convinced of the utility. Adult education should try to understand the mental machanism and social interactions that come into play and evolve a strategy of teaching which is psychologically sound and sociologically justified. A very enthusiastic and highly publicised support is desired. Unless the adults are convinced about the immediate gains of education they would not show interest in it. Adult education must be in conformity to the needs of community, ambitions of the people and suited to their environment. Literacy is not the end in it self, the functional upgradation and raising the level of awareness is more important. Adult education must satisfy the participants, and

should be flexible to time, place and durations systematic in order and diversified in curriculum. But all this is neither so simple to plan nor easy to implement in practice. A number of problems are there which need thorough probe, survey, research and analysis before marching on this great task.

II

The existing adult education programme is too ambitious in targets, conservative and unplanned in approach, optimistic in achievements, unrealistic in implementation and utopian in nature. Within the given framework and resources the education to 10 crores adults within 5 years period is not possible. One finds several snags in the scheme.

1. The planners expect an efficiency level of 65 per cent in the scheme which is not only most unrealistic but fantastic. The total outlay on adult education for 5 year period is Rs. 200 crores and 10 crores persons are to be covered thus per capita expenditure comes to only Rs. 20. According to planners per adult cost would be Rs 31 only which is gross under estimation. Although it is argued that private institutions and individuals and other voluntary agencies would co-operate in the scheme, however past experiences does no reveal any significant contribution of these, yet services and facilities extended by these may be valued at the most to Rs. 50 crores. This will make the per capita outlay of Rs. 25 only. The studies undertaken in this field indicate that in order to make an adult literate in the sense that he continues to remain literate, a teaching programme of 300-350 hours spread over to 6-8 months is necessary. Thus per adult cost is estimated at Rs. 75. Moreover the level of efficiency is estimated at only 30 to 35 per cent because of large number of drop outs. It is observed that lack of control and supervision in rural areas results in non-implementation of developmental schemes in practice and simply progress is shown on papers. The present scheme with its largeness is supposed to spread over to interior places moreover, students, political parties, voluntary agencies, labour organisations, etc. are supposed to share the liability is, bound to be less effective. To assume an efficiency level of 65 pc. i.e. double with nearly one third of the cost is merely a pious hope and over optimism. In case government's calculations are valid, the cost of educating our whole of the population would involve a sum of Rs. 500 crores only which is less than 1 p.c. of the outlay of 1978-83 plan. Obviously government is aware of the magnitude of the problem and doubtful about the efficiency.

It is sad that plans are devoid of hard realities and planning is used as a tool to achieve political objectives. It has been customary in our country to keep high targets and low costs and assume a high level of efficiency to give a false sense of satisfaction. This is obvious from the fact that despite Five Year Plans with their high idealistic targets, economy remained backward. One must note that once slashing down of the plan targets is started there is no end to it. Slackness, complacency, wastage of resources and corruption become routine. In case adult education is to make a success targets must be realistic and commensurate with the resources at hand so that the gap between targets and achievements is minimised.

2. Since the scheme is being financed by Centre and implemented by states, it is doubtful that due economy and reasonable economic criteria will be applied to the use of funds. The past experiences in other such schemes are proof to justify the apprehensions.

3. For some reasons, the cooperation of political parties has been considered essential in this programme but it involves great risk. It would be difficult to restrict the content of education for citizenship, an integral part of adult education to mere planned course in civics. At present moment with special emphasis on electioneering and the politics of power, this aspect of adult education is bound to spill over into political propaganda, though it is possible to conceive of political education that is genuinely neutral.

4. The nature and content of adult education itself would be controversial. Since adults are already engaged, even without skill and knowledge, in some vocation, they would be indifferent and even opposed to education. Since they belong to various categories their interests are bound to diverge. Unless education programme is treated useful in enhancing their earnings, the drop outs would be of high magnitude. The teacher is expected to check this tendency through dynamic and innovative approaches but would it be possible without missionary zeal. The teachers of children would prove unsuccessful here.

5. The premises of adult education are as vague as of formal education. Society is aware of the significance of education but it does not take interest in it either considering it inappropriate or superfluous. It requires adequate social research to find out the solutions to these problems.

6. The paradox is that adult education is considered as social programme without understanding the societal needs completely. There is a significant discrepancy between the needs perceived by the theoretecians and the needs felt by the society. The net result is easy to understand i.e. trial and error approach rather than insight approach. An intensive research is needed in the field which needs expertise—resources and social commitment but these are missing in the programme.

7. How far the educators will engage themselves in the scheme considering it a social liability and face numerous obstacles. How many of educated women mostly belonging to middle class-would go to the interior villages. How far the urban raised educators will develop harmony with local people and what will be the quantum of incentive to these persons are some important problems which must be tackled first before taking up the project in hand. Obviously a sum of Rs. 50 a month as an allowance to educators is inadequate to generate desired enthusiasm for this gigantic task.

8. The scheme envisages use of students of college level for the purpose. There are as many as 4500 colleges, 1.4 lakh teachers and 24 lakh students in the country. But whether these students will adjust themselves to rural environment and conform to the needs of people. Whether a period of one or one and half month would suffice;

else students would require to forego their own education. In Phillippines third year students are required to go to villages for 5 weeks. In Nepal students get Post graduate degree only after rendering 10 months service in rural areas. Some degree of compulsion would be necessary here also which is conspicuous by its absence in it.

Some Specific problems of M.P.

The backward states like Madhya Pradesh would face numerous problems in achieving the targets of adult education. In M.P. there were 172 lakh illiterates in 1971 and likely to 221 lakhs by 1983. The number of persons in age group of 15-35 is estimated at 109.9 lakhs which is highest in the country after Bihar and Andhra Pradesh. The existing programme envisages education to as many as 76.9 lakh persons within 5 years. Of the 70883 villages, as many as 38.7 p.c. did not have any primary school by the end of IV Plan. 15535 villages are 2 to 5 KM and 4965 villages 5 to 20 KM away from the schools. What measures would be adopted for adults in these villages. Whether outsiders would bear the burden. Here another problems is of transportation. Only 14 p.c. of the villages were connected with fair weather roads by the end of 1972-73. 20734 villages were having distance of 10 to 15 Kms. from the road. Obviously these interior villages would be deprived of the facility of education being inaccessible by the urban educators unless some planned scheme is not evolved for the purpose.

These crucial issues have perhaps, not been considered by the planners in evolving the scheme of adult education. In absence of any effective solution-the adult education programme is likely to become political slogan of "Ashiksha hatao" in place of "Garibi hatao". There is hardly any provision of follow-up, supervision, evaluation and built in measures against wastage of funds in the scheme. Of course the publishers, writers, persons engaged in administration and political leaders and such related persons in the programme would become happy and the sum of Rs. 200 crores would be distributed unequally among few without making any dent on illiteracy of weaker and poor persons.

GANDHIJI ON ADULT EDUCATION

Dr. (Mrs.) J.K. Pillai

In launching a National Programme of Adult Education on the 2nd October, 1978 on the occasion of 110th Gandhi Jayanti Celebration the day dedicated to Mahatma it is fitting to remind ourselves of what Gandhiji thought and said about adult education.

If we go through some of Gandhiji's articles published in Harijan, Navjivan and Young India during the thirties and forties what Gandhiji thought the aims of adult and social education, curriculum and techniques of implementation should be, is easily discerned.

The one single idea that is repeated again and again by Gandhiji is that adult education should be much more than a mere knowledge of reading and writing. Gandhiji writes in Harijan (1939)—"Though mass illiteracy is India's Sin and Shame, the literacy campaign must not begin and end with mere knowledge of the alphabet. It must go hand in hand with the spread of useful knowledge". On another occasion he repeats the same idea where he says—"Literacy is not the end of education, not even the beginning—it is only the means where by men and women can be educated".

Aims

The aim of adult and social education, Gandhiji stresses is not instruction but social reconstruction. The ultimate objective of adult education movement according to Gandhiji should be to establish a new social order for the good of all. The report of the Basic National Education Committee call this as "the literacy of the whole personality". Adult education should awaken and reorient the adult mind to acquire a realistic appreciation of social environment and their role in the society. The underlying idea he says, is that this social education movement should aim at raising the general level of peoples' life—material, moral, cultural and spiritual—and contribute to the eradication of the deprivations which our masses have been suffering. The most urgent problem for adult and social education, is "to restore the self respect, to reawaken the villagers the sense of their worth and dignity". "To lead better, fuller and richer lives both as individuals and as social units, this education should be imparted through handicrafts and other creative and recreation activities. It should tough the life of the villager at all points and utilize all life situations for the above purpose". On another occasion, Gandhiji says "I would have adult education not as we ordinarily understand it, but the education of parents so that they can undertake adequately the moulding of their children". Gandhiji firmly believed in the importance of home education and enlightened parents especially mothers.

Curriculum

In Harijan (1940), Gandhiji says "Give the villagers village-arith-

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metic, village-geography, village-history and the literacy knowledge that they must use daily".

He continues "Give them knwledge that will remove their superstitions, insanitation, ill health, fouling of water tanks, ignorance about proper nutrition, and first-aid as all these contribute to poverty, ignorance and wretchedness. The policy statement on adnlt education has only echoed the very same ideas of Gandhiji when it says that adult education should be relevant to the enviroment and learners' needs and diversified with regards to curricula, teaching, learning materials and methods.

Techniques

While talking about the village adults, Gandhiji emphasizes the fund of traditional wisdom and common sense of the villagers. They may not know to read and write, but they are not unintelligent boors or idiots. They have been engaged in productive activities related to food, clothing and shelter, inspired by popular talks of learned men, they have been active participants in community events". They have lost their self respect because of the exploitation of the urban men and oppressed by the money lenders. Hence the urgent need for adult education would be to restore their confidence by enabling them to overcome their projection and apathy.

For the guidance of adult workers, Gandhiji suggested a syllabus of handicrafts, sanitation, health, literacy, village organization, social reconstruction and village culture. Stress was laid on inculcating in the adults a social order suited to rural conditions and the rebuilding of national rural culture through the promotion of creative arts, folk music, folk dance, religious and national festivals. Gandhiji aimed at producing a social revolution of holistic order.

Gandhiji insisted on eradication of ignorance for the rural folk. He advises the workers to make them "think". He says "Social education should train people to think for themselves, to sift truth from falsehood, withstand the power of propoganda—whether communal or political". He again says "the mental physical inertia of the vast people of India is the outcome of the limited mental horizon which ignorance imposes on its victim", He exhorts the adult education workers to have dialogues and discussion on the "Why" and "How" of their social and economic ills and give them training for thinking, discussing and reading. What Paulo Friere calls as "conscientization process today, is exactly what Gandhiji wanted the Social Workers to do even those days.

Gandhiji was a man of action par excellence. He has said "an ounce of action is equal to tons of theory". Let us not substitute words for action. We have had enough talking about adult education. Let us now start our action programme—let us devise training methods, develop curriculum, materials and adequately prepare our animators to move into actual field work.

INCOME GENERATION PROJECTS : THE LINK BETWEEN ADULT EDUCATION AND THE SATISFACTION OF BASIC NEEDS

Manzoor Ahmed

Primacy of the economic factor

Meeting basic human needs, described in terms of needs for physical survival with a measure of dignity essential for a human existence (as opposed to animal existence), is not just a question of a certain income level. Food, shelter, clothing, protection from ill-health, security of life, freedom from physical bondage and other basic needs are not necessarily guaranteed at a certain level of per capita or national income, because it is also a question of the social and economic structures and the institutional arrangements for providing the basic needs.

But the national capacity to meet basic needs of citizens is undoubtedly related to the quantity of total national production and income. And in the Third World countries the socio-economic structure and the nature of national commitment to provide for basic needs are such that the capacity of individuals and families to meet their own basic needs are directly related to their level of income. In other words, a minimum level of income for individuals and family units is the main instrument and the primary assurance of meeting their basic needs.

Adult education must serve basic needs

Adult education, if it has any relevance to the life of the participants, must contribute to solving their crucial life problems which is meeting basic human needs for most of the people in the poor countries. Adult education, therefore, must be linked to opportunities for increased income and new income generation activities since increased income is the means for meeting the basic needs. This is not to say that knowledge, information, understanding, and skills in respect of health care, sanitation, family planning, home economics, dressmaking, civic duties, and political rights are unimportant or should have no place in adult education programs. The point is that very large numbers of people in most developing countries living at the subsistence or sub-subsistence level are not able to make much use of adult education programs, if at all their motivation and interest can be held in such programs, unless their economic situation improves. A minimum level of earning is necessary for creating, so to speak, the enabling condition for the participants to take advantage of many of the adult education activities. This point is significant because, in practice, adult education programs concentrate on the learning needs for social development and neglect economic needs.

One important reason for the neglect of economic needs of participants in adult education programs is that increasing income and productive work opportunities means involvement in much more than teaching certain skills. Skill training of various types is conventionally included in many adult education programs. But the lessons from these

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experiences unmistakably point to the general conclusion that the ignorance of specific production skills is the least of the constraints on increased earning and employment and can be easily overcome if other conditions are favourable. More serious problems usually are the market for products, capital, raw materials, management, equipment, and so on. Getting involved in income generation projects, therefore, means getting involved in activities outside the conventional domain of educational programs. We come back to this question later.

Literacy is not adult education

Another point worth emphasizing, because adult education is dominated by literacy projects, is that adult education cannot be equated with literacy. Teaching literacy skills, by itself, does not fulfill different learning needs for adults and out-of-school youth in respect of either social or economic development. Large population segments in the developing world are so busy with sheer physical survival and/or whose life-style and production technologies are at such a primitive stage that the people are unable to make the necessary efforts required to acquire usable literacy skill and they realistically perceive little immediate benefit in making these efforts. We know from experience that a number of stated or unstated assumptions upon which literacy projects have been based are not generally true, but still many literacy efforts continue as if the validity of these underlying assumptions has remained unchallenged. These generally invalid assumptions are :

1. That there is a high level of motivation for literacy learning among the educationally deprived and economically disadvantaged segments of the population in the developing countries and that these people are anxiously waiting to seize any opportunity for literacy learning that they are offered.

2. That there is plenty of opportunities to use the newly acquired literacy skill, that there is a flow of relevant and appropriate reading materials for the neo-literates, and that the learners can make significant use of their new skills in their own life situations.

3. That a functional level of literacy skills that are usable in the learner's life situations and for further self-learning can be acquired on a part-time basis within the short duration of a few months with the time and energy that the learner can normally devote.

4. That linking literacy learning with the teaching of other practical skills and knowledge create sufficient motivation for literacy learning, that such links can always be meaningfully established, and that such a "functional" program can be designed and implemented with the available human resources.

It is necessary to assess and define the place, time, clienteles, and role of literacy teaching in the context of a broader view of adult education, especially if a linkage between adult education and income generation activities is to be given a new emphasis.

The Situational Contexts

The important question is what the effective approach is for adult education to serve income generation efforts, since the traditional

approach of discrete skill training does not work very well. Our position is that education and training activities—be it teaching a production skill, literacy, keeping accounts, or the management of a small enterprise not directly and integrally a part of an action project to plan, design, establish and manage economic enterprises cannot achieve the desired results. This does not mean that the adult education agency has to run economic enterprises, but it means that the agency has to have a critical eye fixed on the connections betwen learning components and other elements and the role of the educational activities in the total project.

Areas with an integrated development approach

In attempting to integrate education with economic projects one may face three kinds of situations. There may exist some organizational structure with the jurisdiction of a specified geographical area—an area development authority, a multipurpose village cooperative society, or a local government body possessing a certain level of autonomy and resources—which can initiate, carry out, or at least coordinate, a development program including income generation and employment creation projects for an area. It is relatively easy to find opportunities for linking educational elements with the various economic initiatives undertaken within the framework of the area development program. But such situations are not very common in the Third World countries. Even when the institutions exist in principle, they are not very effective because the necessary decentralization measure granting authority and resources to these Institutions have not been taken. The task then for the educational agency is to look for opportunities to function within the given limitations and also to seek ways for activating and strengthening the local development institutions.

Diverse uncoordinated activities

More common is the situation where a number of separate and independent educational and other development activities are underway in a particular area with their varying goals, approaches, clienteles, and sponsorship. It is also likely that many of these activities are guided and controlled by central authorities with very limited scope for planning and management decisions at the local level. A typical and necessary task for the adult education agency in this situation is to identify the economic opportunities, negotiate about appropriate educational inputs with the other government and private agencies which may play a role in the potential or existing economic projects, convince the agencies of the importance of integrating education with economic projects, and work out viable educational plans with emphasis on participatory processes to serve the economic initiatives.

Resource-poor areas with a static economy

The third kind of situation is rural areas with few development initiatives undertaken by anyone. These are often the areas where the economic resources are scarce and the natural endowments for possible development efforts are poor. There is little dynamism in the economy with a cycle of low productivity, low income and low demand for products and services maintaining a static balance at the subsistence or sub-subsistence level. In such a situation, there is a probably no alternative but for those interested in serving the area to take upon them-

selves the task of evolving a local institutional structure for undertaking the feasible development activities including income generation projects that would create the framework for educational efforts.

Operational Implications

From the above description of the situations in which adult education has to function, we can derive some operational implications for carrying out adult education activities to serve effectively the broad goal of meeting basic human needs and the specific goal of supporting income generation projects.

1. Adult education programs have to be viewed and conceived more broadly than as merely delivering knowledge, information, and skills. It has to be recognized that the most effective and relevant learning takes place through the process of solving real problems rather than in the classroom. Diagnosing the potentialities and constraints for an economic project, formulating concrete goals and plans, creating appropriate institutional structures for implementing the project, managing the project, and ensuring meaningful participation of the concerned people in all of these activities are more significant learning problems than equipping workers with a production skill. All of these learning needs are best met through the participation of the learners in concrete action projects.

2. National and sub-national adult education bodies, in assisting local efforts, have to develop new criteria of project formulation and new performance standards and guidelines in line with the broader role of the adult education activities and personnel in relation to income generation projects. The central bodies also have to develop their own capabilities in respect of analyzing the economic situation in rural areas and urban slums, diagnosing economic opportunities, maintaning dialogue with economic development agencies, and assessing and preparing income generation projects. Only by developing these capabilities, the central bodies can provide support to local efforts and carry out experimental and demonstration projects of their own.

3. The adult education workers at all levels have to play a larger role than at present as the agent for social change and economic development. If education is viewed as a vital flow of nourishment through all development activities rather than as a separate service activity, the educational workers must have an understanding of the total efforts and the place of education in these efforts. For income generation projects with educational components, the educational worker should be the orchestrator of the projects, or at least play a prominent role in designing and implementing the projects. It is not possible for him to be an expert in many fields, but he should be able to draw upon and utilize the help of people and agencies with specialized competence in different areas.

4. Specific educational activities will not be the entry point, the centerpiece or the determinant of performance standards in economic projects. The rationale for the special educational elements (as opposed to the continuous process of learning of the participants through their association with a project) is their contribution to the achievement of the economic objectives of a project. The project, therefore, will have

to be evaluated in terms of income generation, creation of employment, distribution of income, enhancing the potential for future economic progress and such other criteria rather than by the amount of knowledge and skills acquired by participants irrespective of the use and of benefit this knowledge and these skills.

5. Since the economic initiatives have to be taken in specific localities on the basis of local economic prospects and institutional structures, a centralized program approach would be highly inappropriate. Diagnosis of opportunities, design of projects, and management have to be at the local level with a high level of local autonomy and local control over the resources. Meaningful participation of the beneficiary population in the management of the projects also require local autonomy. This, however, does not mean that technical assistance and financial resources from outside should not be available to the local projects.

Assistance is especially needed in developing local competence for planning, managing, and evaluating projects.

6. Economic projects aimed at helping the disadvantaged groups of society need to be focused on specific groups with homogeneous socio-economic background, interests, and aspirations. Such groups may be landless farmworkers, mothers from poor families, destitute women without a male breadwinner in the family, out-of-school adolescents from poor families, groups of traditional artisans who have lost their traditional market and so on. This is in contrast to a common approach for a geographical unit as such as a village or a district and a sectoral approach in the form of an agricultural project or a cottage industry project. The geographical or sectoral approach ignores the differences in the circumstances, needs and interests of different socio economic groups in the same locality and tries to fit the different groups into one mold. Very often, these efforts end up serving the interests of the relatively wealthy and influential people at the cost of the poor and the deprived. Projects designed for homogeneous interest groups may cut across conventional sectors because the concern is about the particular situation of the target population rather than adherence to sectoral jurisdictions. When the project approach and goals are derived from the particular situation of a disadvantaged group, it is less likely to be dominated or controlled by other interest groups.

7. Economic projects usually require capital funds. Small-scale projects for disadvantaged groups need to be labor-intensive; therefore, the capital needs are small for each project and in many activities the participants have to gradually build up their own capital assets. Nonetheless, few projects can begin without at least some seed money. The adult education agency involved in income generation activities, therefore, must link-up with other development agencies which can supply the capital funds or must have a revolving credit fund of its own or must otherwise have access to funds to meet the small capital needs of the economic projects.

I do not suggest that adult education activities which are not a part of economic projects are useless and irrelevant. I do, however, assert that for people in a desperate state of poverty, the most urgent

educational service woud be in relation to income generation which may eventually make these people better customers for other adult education activities. In any event, the principles stated here regarding integration of adult education with action projects apply to all adult education activities. Moreover, it is not necessary, nor even desirable, to segregate adult education related to economic projects from other adult education efforts. When a group entity is established and an organizational structure formed based on certain common purposes and interests in the context of an economic project, this can be an ideal vehicle for serving other learning and development needs of the group.

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QUICK APPRAISAL OF PROJECTS UNDER NAEP

*Dr. S. N. Mehrotra**

National Adult Education Programme (NAEP)

1.1 A massive National Adult Education Programme covering about 100 million illiterate adults within about 5 years has been inaugurated on October 2, 1978. It will involve in the first year of its operation (1979-80) about 4.5 million learners, 1,50,000 Instructors, 5,000 Supervisors and 500 Project Officers. In the final year of the programme (1983-84) it will cover 35 million learners, over 1 million Instructors, 40,000 Supervisors and 4,000 Project Officers. It will be implemented by both official and non-official agencies, the place of precedence being given to voluntary organisations.

1.2 The programme of this magnitude which will cover the entire country, will necessarily have considerable diversity. The Policy Statement on Adult Education makes it clear that adult education, while emphasizing the 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 organization.

Concept of a Project Under NAEP

2.1 For realistic and practical programme planning, effective implementation through efficient administration and management, leading to successful completion, a project under NAEP has been conceptualized. It is viewed that a project consisting of 300 adult education centres in a compact area would be economically and administratively the most viable unit for which an independent adult education programme can be designed. Accordingly, a project under NAEP is to be planned for and implemented in a compact area covering one or two Blocks. The project is also to be characterized by relatively homogeneous groups; environment with common characteristics; no overlap in administrative jurisdiction; proper communications; and easy accessibility from its headquarters.

2.2 It is visualized that a project under NAEP as an independent unit will be administered by a Project Officer who will work under the overall supervision of the District Collector, and managed through the instrumentality of supervisors. Each supervisor would supervise 30 adult education centres and provide on the spot technical guidance and administrative support to adult education instructors. An innovative administrative structure has been envisaged in which the functionaries will enjoy optimum autonomy in taking decisions and actions at their own levels. Sufficient freedom is given to the adult education functionaries in practically all aspects of the NAEP project e.g. location, content, materials, methods etc.

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2.3 It is envisaged that a project under NAEP as an autonomous resource unit will meet its requirements with regard to

— selection and training of functionaries ;

— development of a curriculum on the basis of identified needs of learners and the environment for preparation of teaching-learning materials ;

— creation of a satisfactory system of evaluation and monitoring of the programme in the field, and

— follow-up and continuing education of neo-literates and persons who have acquired literacy through the formal system of education.

2.4 The essential components of the programme are

(a) Literacy skills—
  (i) Reading skills,
  (ii) Writing skills,
  (iii) Arithmetical skills ;

(b) Functionality—imparting of occupational skills, functional upgradation, qualitative improvement in occupational skills and proficiencies ;

(c) creating social awareness about rights and responsibilities.

The basic idea behind this comprehensive adult education programme is to help the weakest, the poorest and the lowliest sections of the society, who are also illiterate, to enable them, through active participation in the programme, to take optimum benefit from various development programmes for their own socio-economic and cultural growth and development and for contributing significantly to the growth and development of the Nation as a whole.

2.5 Special technical and academic 'inputs' have to come from other development departments/agencies for the successful implementation of the programme. Therefore, establishment of close, dynamic and workable linkages between the project and other development programmes in the project area (SFDA, DPAP, Integrated Rural Development, Integrated Area Planning, etc.) will have to be effected. A very effective coordination between the developmental programmes and the project activities will have to be maintained.

2.6 In summary, a project to be perceived as an effective unit should have:

— a practical plan guided by the philosophy of the Policy Statement on Adult Education and meeting the basic requirements of NAEP ;

— a band of trained and devoted workers (Supervisors and adult education Instructors) having capability of implementing the programme effectively;

— capability to provide a thorough orientation and training to the grass-root level functionaries ;

— adequate materials and resources to meet its requirements ;

— innovative, experimental approach in programme implementation ;

— a built-in system of evaluation and feed back for effective programme monitoring ; and

— ability to seek cooperation of and coordination with other agencies and departments of development having programmes in the project area.

Need for Quick Appraisal

3.1 Appraisal is a much broader term than measurement since it involves not only the collection and analysis of data but also placing of some value upon it or the reaching of a conclusion regarding its worth.

3.2 A comprehensive system of evaluation, monitoring and research provides necessary information base for the top people at the policy making level. It shall have to be ensured that this information is dependable and for this purpose it would be necessary to evolve a system of quick appraisals to facilitate a sort of 'aduit' of the information furnished by the field level functionaries.

3.3 Quick appraisals are necessary for certain very specific purposes, e.g. quick appraisal of the environment and people's needs is necessary to make the project plan relevant to the participants, to develop curricula for preparing materials which would be most appropriate and suitable to the programme participants.

3.4 Quick appraisal of a project plan and its scrutiny is needed for arriving at a decision whether the programme is worth supporting. The Ministry of Education and Social Welfare would be interested in knowing whether a proposed project plan is in general conformity with NAEP so that it may take early decision for providing financial support. Such an appraisal obviously will have to be quick. Such appraisals will have to be made in relation to (i) the stated objectives vis-a-vis the objectives of NAEP; (ii) materials (teaching, learning and follow-up) proposed to be prepared, developed or procured—keeping in view their relevance (suitability, quality and quantity); (iv) capabilities and resources ; and (v) constraints under which the project will have to function.

3.5 Quick appraisal of project at some point during the implementation phase is needed for feed-back and effective monitoring of the programme. It is needed also to know whether the resources and funds provided are being appropriately utilized, whether the advantages of the programme are going to the right target groups and also whether the project is likely to be a success at the existing rate of progress, and so on.

3.6 In the end, a quick appraisal of the programme outcomes becomes necessary for taking appropriate decisions about the continuation of the project with necessary improvements in it. Such appraisals, to be useful, must be relevant and systematic but quick.

Phases of Appraisal

4.1 Built-in evaluation for monitoring and research provides a system of feed-back for (i) better management of the project; (ii) identification of deficiencies in the implementation of the programme ; and (iii) taking remedial measures. Although evaluation is an integral part of a project and a continuous process, five distinct phases of appraisal are suggested for practical purposes.

They are :

4.1.1 *Programme Planning Phase :* It involves assessment of the environment and needs of potential learners so as to make the plan relevant and practical and to check whether the project plan is in conformity with the NAEP.

4.1.2 *Initial Phase :* At the commencement phase, the status of personnel, materials, logistics, participants, their socio-economic background and pre-literacy position are to be known, because no evaluation is meaningful unless the initial situation or starting point is known.

4.1.3 *Operational Phase :* During this phase appraisal of a programme (known as mid-term appraisal) provides such information or data which are most appropriately utilized for programme monitoring. At this phase it is intended to know whether the programme is proceeding on correct lines, what is the rate of progress and what are the problems encountered or 'blocks' needing immediate remedial measures.

4.1.4 *Final Phase :* At this stage, it becomes quite necessary to make an honest appraisal of the programme outcomes, examining the immediate results of the project in relation to the stated programme objectives. Such appraisal may comprise of:

(a) Acquired

(1) skills of literacy, numeracy and functional skills ;

(2) knowledge of their rights and understanding about their roles and responsibilities ;

(3) social awareness and ability to take benefits from the development programmes for their own progress and for the progress of the Nation as a whole ;

(4) attitudes, interests, values and behaviours.

(b) Applications of acquired skills, knowledge, social awareness and effective behaviours for their all round development :

(c) Consequences attributable, totally or in part, to the acquisition and application of skills, knowledge, social awareness and affective behaviour on the part of learners, the learners' families and the community.

The final appraisal also takes into account the personnel involved, their background characteristics, educational qualifications, training and other socio-psychological aspects ; material used (teaching, learning and follow up) and the relevance, quality and quantity ; methods and

procedures adopted ; evaluation, feed-back and monitoring systems adopted and follow-up actions proposed to be undertaken. It should also throw light on the extent of wastage, the rate of drop-outs and the cost per person made to achieve standards of literacy fixed for NAEP.

4.1.5 *Follow-up Phase :* This is a phase when impact studies are undertaken to assess long-range effects of the programme on the individual learners, the learners' families and the community.

4.2 Although, in the life of a project five appraisal points or phases, as enumerated above, do arise and call for data collection techniques and procedures appropriate for a specific phase ; for practical purposes it is suggested that quick appraisals be attempted at least at three specific phases : (a) programme-planning phase for assessment of the plan ; (b) plan implementation phase for a quick appraisal of programme's process or operations for feedback; and finally (c) quick appraisal of programme outcomes or performance examined in the light of the stated objectives. The objective of (a) is to decide whether to support the project ; the purpose of (b) is to have feedback for effective programme monitoring; and the objective of (c) is to decide whether to continue to support the programme.

4.3 On the basis of the above mentioned aspraisals the overall value judgment is to be made as to whether, by and large, the programme has been successful or not, whether the stated objetives could be achieved and to what extent. What were the inadequacies or lacuna in the project? What recommendations and suggestions are to be put forward to make the programme progressively more effective ?

Agency for Appraisal

5.1 As explained earlier, appraisal involves data collection and analysis to arrive at certain conclusions in relation to the objectives of the programme being evaluated. To be scientific, appraisal must be as far as possible objective, reliable and valid. In order to ensure this, it is essential that the task of appraisal should be entrusted to a team of experts who are not directly connected with the project under evaluation but who possess the necessary background and training in social sciences such as education, psychology, sociology, social work, anthropology and economics. Accordingly it is suggested that the task of appraisal of a project under NAEP may be entrusted to a team consisting of the District Adult Education Officer (convener). Lecturer in Education/Psychology and Lecturer in some Social Science such as Sociology, Anthropology, Social Work or Economics. Lecturers from Universities, Degree Colleges and Teacher Training Institutions would do this work of appraisal efficiently and dispassionately. For quick data collection, the services of teacher from Higher Secondary Schools could be conveniently utilized. Necessary orientation programmes for this purpose should be organised with the help of Social Sciences Institutes/-Departments.

5.2 It may be made clear that external apraisal does not preclude internal evaluation by Instructors, Supervisors and Project Officers. In fact, unless concurrent evaluation is built into the system, the best

benefit of the programme may not accrue and appraisal by an outside agency may turn out to be a mere exercise in post-mortem.

Appropriate Methodology

6.1 In order to quicken the process of appraisal, it is necessry to adopt appropriate methodology in regard to sampling, tools of data collection, procedure of data collection, and data processing and analysis.

6.2 *Sampling :* For effecting quick appraisal of a project with 300 centres and 10 Supervisors, it may suffice to take a small sample of 10 centres, one per Supervisor selected on a purely random basis, and exhaust the population (participants) of the selected centres. Thus, a detailed analysis of 300 random cases (30 participants X 10 centres) would give a fairly good idea of the project involving 300 centres, 10 Supervisors and 9000 participants.

6.3 *Tools :* The tools of data collection should be precise, short, efficient and dependable. A highly selective approach is needed. Tools should be devised in such a manner that it is possible to record only significant aspects of a project. A suggestive list of tools may be :

(1) *Checklist :* for quick appraisal of a proposed project plan

(2) *Literacy Scales* : (several parallel forms) to measure literacy skills :

(a) Reading Scale,
(b) Writing Scale,
(c) Numeracy Scale.

(3) *Interview Guides* : for ascertaining people's

(a) Knowledge and social awareness,

(b) Affective behaviours (attitudes and opinions, interests, values and adoption of innovative practices),

(c) Reasons for drop-out ;

(4) *Other Scales* : to measure the level of satisfaction, to assess peoples' participation, to find out the degree of cooperation of and coordination with other development programmes.

(5) *Inventories and Information Blanks* : to know the material and human 'inputs', to find out the rate of drop-out, to work out cost per person made literate, etc.

For appraisal at any phase, one or more of the above mentioned tools or any other tools evolved for the specific purpose of appraisal may be used. The list is merely suggestive and by no means exhaustive.

6.4 *Procedure of Data Collection* : Time can also be saved if data collection procedures are simplified. Clear instructions to investigators and some practice and adequate familiarity with the tools, help to make the process easy and quick. It would be desirable to arrange short training courses for investigators and data collectors at the district level.

6.5 *Data Processing and Analysis :* Manual data processing and

analysis would be a time-consuming process and subject to human errors in statistical analysis. Considerable time can be saved and more reliable and accurate results of anylysis can be obtained through the use of sorters, electronic calculating machines and computers. For this, appropriate system of coding the data for punching on cards needs to be developed. Considering the magnitude of NAEP, the use of the computer seems absolutely essential for its quick appraisal.

Reporting Appraisal Results

7.1 Usually the report would cover :-

- statement of purpose;
- description of the project design;
- description of the materials and methods used in operationalizing the project;
- examination of outcomes of the project in relation to the stated objectives;
- wastage—drop-outs;
- diagnosis of shortfalls, inadequacies, etc.;
- overall value judgments, whether the project is going on right lines;
- suggestions for taking remedial measures and improving upon the project.

7.2 In case of NAEP two types of appraisal reports may be desirable : (1) Non-technical report for general audience which would be largely descriptive, and (2) Technical report addressed to a relatively knowledgeable, technical and academic audience for whom the tables and statistical analysis would be meaningful and who would be able to critically examine and appreciate the interrelationship between studied variables.

7.3 Circulation of appraisal reports may be restricted or general. Format of the report and its outline of contents may take many different forms depending upon the specific purpose of appraisal, the phase of appraisal (initial, midterm or final) and the audience for which the report is being prepared.

Need for Research

8.1 For quick appraisals of projects under NAEP appropriate methodologies are yet to be evolved. The approach has, of necessity, to be multi-disciplinary. The experiences and methods of research and appraisals adopted in other sister disciplines and social sciences have to be intensively and extensively applied and field-tested in the operational phase of the NAEP. Whatever methodologies are evolved now will undergo a period of trial and will be improved progressively. At their best the methodologies evolved now, the procedures set for adoption or adaptation as well as the forms of reporting, would be tentative and will take clearer and final shape after the initial period of trial. The need for sustained inter-disciplinary research in this area is urgent and should claim the attention of Universities and Institutes of Social Sciences at the highest priority level.

RURAL ADULT LITERACY : AN ENQUIRY INTO THE ATTITUDES

*G Haragopal**
*G Sudershan***

I

Literacy among cent percent members of the community is significant in any developmental strategy. It has an inherent vitality to raise the level of awareness of man both about himself and his environment. Consequently it facilitates greater and more meaningful communication and can raise the overall level of rationality of the community which in turn contributes to rapid development. 'Partial Literacy' has more harmful consequences as it creates and encourages complexes, gaps and exploitative forces in the society. Therefore, any 'Literacy Strategy' should aim at attaining cent per cent literacy.

The large scale poverty in the third world countries in general and in India in particular could be traced partly at least, to the absence of literacy among the people. For illiteracy results in slow and low level of their participation in the process of social transformation. The widespread 'culture of ignorance' or 'culture of silence' can be exploded only by properly tailored literacy programmes. Plan after plan emphasised on common man and claimed that they were intended for the neglected sections of the society. The evidence suggests that the benefits of the plans did not reach the target population. This is a consequence of not only because those who are at the helm of affairs lacked deep commitment but those at the 'receiving end' were not aware of their legitimate share in the growing prosperity of the community. Unless the level of awareness is raised all the planned exercises and experiment would remain largely futile.

The strategy for adult literacy requires a different focus and emphasis. Usually the formal educational methods tend to over influence the non-formal education. As Paulo Friere maintained that it is banker-customer relation that is inherent in formal education where the teacher is elevated to the status of Banker and the student to that of a customer. This type of relation is not conducive for effective learning process. For the adult members engaged in the process of learning possess as much of experience, if not more, as their 'instructors'. Therefore the adult education centre provides a common learning situation both to instructors and learners. The latter has as much to learn as the former.

It is in this light the present study is undertaken. The study attempts to elicit information about the attitudes of the adult members towards adult literacy. The adult literacy programme should be based on attitudes and experiences of adults. Proceeding without this information might prove very costly in terms of success. In this background the present study covers different aspect of adult literacy such as earlier attempts for literacy and its results, reasons for their illiteracy, willingness for learning and the reasons for willingness and unwillingness.

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II

For the purpose of the present study 200 adult illiterates are drawn from three villages in Warangal district of Andhra Pradesh. The respondents were interviewed with the help of an interview schedule. The other particulars of the sample are as follows :

TABLE—I

Caste and Income particulars of Respondents

S. No.	Income Rs	F.C.	B.C.	S.C.	Total	Percentage
1	Nil	3	11	3	17	8.5
2	500 and below	2	47	28	77	38.5
3	501 to 1000	3	49	10	62	31.0
4	1001 to 2000	7	32	—	39	19.5
5	2001 to 3000	1	4	—	5	2.5
	Total	16 (8.0)	143 (71.5)	41 (20.5)	200	100.0

TABLE—I (A)

Age and Sex particulars of the Respondents

S. No.	Age	Sex			Percentage
		Male	Female	Total	
1	15-35	128	20	148	74.0
2	36-50	40	5	45	22.5
3	51 and above	7	—	7	3.5
	Total :	175 (87.5)	25(12.5)	200	100.0

TABLE—I (B)

Occupational origins of the Respondents

S. No.	Occupation	The respondents Frequency	Percentage	Fathers Frequency	Percentage
1	Agriculture	108	54.0	135	67.5
2	Agriculture, Labours and Kooli	65	32.5	36	18.0
3	Weaving	9	4.5	18	9.0
4	Others	18	9.0	11	5.5
	Total :	200	100.0	200	100.0

The respondents are drawn from different income and caste group. An overwhelming majority of them are poor and belong to backward castes and scheduled castes. With regard to the age and sex particulars, the male and young respondents are predominent. The professional background indicates that the respondents are dependent on agriculture either as owners of small pieces of land or as agricultural labourers.

III

TABLE—II

Attempt by the Respondents for Literacy

Sl. No.	F.C.	B.C.	S.C.	Total	Percentage of Total
1. Not attempted	8	101	32	141	70.5
2. Attempted	8	42	9	59	29.5
Total :	16	143	41	200	100.0

To the question whether they attempted to literate themselves, about two-thirds of the respondents did not make any attempt while slightly more than one-thirds attempted to become literates. From those who made attempts the members from the forward castes were more than the backward castes and scheduled castes.

TABLE-III

The Results of Their Attempts for Literacy

S. No.	Results	Total	Percentage
1	Learnt letters	27	45.8
2	Studied 1st and 2nd class	21	35.6
3	Studied 3rd and 4th class	11	18.6
	Total :	59	100.0

Table—III reveals that the respondents not only learnt letters but some of them studied even upto 3rd and 4th class. However, all of them considered themselves illiterates as they lost complete touch with letters as they never used their literacy skill. This raises a basic question as to whether more attempts to literate them would be of any avail without continuing education.

TABLE—IV

The Reasons For Illiteracy

Sl. No.	Reasons	Total	Percentage
1	Lack of parental interest	57	28.5
2	Engaged in earnings livelihood right from childhood due to economic conditions.	112	56.0
3	Lack of facilities	15	7.5
4	Others	16	8.0
	Total :	200	100.0

When enquired into the reasons for illiteracy a large majority of them pointed out that poor economic conditions, which compelled them to take up some work right from their childhood, was responsible for their illiteracy. However one-third of them felt that parents did not evince any interest in sending them to school. The remaining respondents complained about the absence of facilities and lack of motivation on their part and frightful teachers and teaching techniques etc.

TABLE—V

Preparedness for Learning

Sl. No.		Total	Percentage
1	Prepared	124	62
2	Not prepared	76	38
	Total :	200	100

To the question whether they were prepared to attend any literacy programme, about three-fifths of them answered in the affirmative while two-fifths answered in the negative.

TABLE—V (A)

Preparedness for learning (In relation to age)

Sl. No.	Age	Prepared		Not prepared		Total	
		Actual	%	Actual	%	Actual	%
1	15-35	104(67)	83.9	44(33)	57.8	148	100
2	36-50	17(35)	13.7	28(65)	36.8	45	100
3	51 and above	3(45)	2.4	4(55)	5.2	7	100
	Total :	124		76		200	

TABLE—V (B)

Preparedness for Learning (in relation to Sex)

Sl. No.	Sex	Prepared		Not prepared		Total	
		Actual	%	Actual	%	Actual	%
1	Male	117(67)	94.4	58(33)	76.6	175	100
2	Female	7(28)	5-6	18(72)	23.4	25	100
	Total :	124		76		200	

TABLE—V (C)

Preparedness for Learning (In relation to Caste)

Sl. No.	Caste	Prepared Actual	%	Not prepared Actual	%	Total Actual	%
1	F.C.	9(60)	7.3	7(40)	9.2	16	100
2	B.C.	82(57)	66.1	61(43)	80.3	143	100
3	S.C.	33(82)	26.6	8(18)	10.5	41	100
	Total :	124		76		200	

TABLE—V (D)

Preparedness for Learning (In relation to occupation)

Sl. No.	Occupation	Prepared Actual	%	Not prepared Actual	%	Total Actual	%
1.	Agriculture	68(64)	54.8	40(36)	52.6	108	100
2.	Agricultural labourers	30(75)	24.2	10(25)	13.2	40	100
3.	Kooli	14(56)	11.3	11(44)	14.4	25	100
4.	Weaving	5(56)	4.0	4(44)	5.3	9	100
5.	Others	7(39)	5.7	11(61)	14.5	18	100
	Total :	124		76		200	

TABLE—V (E)

Preparedness for Learning (In relation to Income)

Sl. No.	Income (Rs.)	Prepared Actual	%	Not prepared Actual	%	Total Actual	%
1	Nil	4(24)	3.2	13(76)	17.1	17	100
2	500 and below	57(73)	46.0	20(27)	26.3	77	100
3	501 to 1000	39(63)	31.5	23(37)	30.3	62	100
4	1001 to 2000	21(55)	16.4	18(45)	23.6	39	100
5	2001 to 3000	3(60)	2.4	2(40)	12.7	5	100
	Total :	124		76		200	

It has been attempted to examine the association between the willingness of the respondents to learn and their background characteristics. The table reveals that those who are in the age group of 15-35 exhibit greater willingness for learning than the middle aged and the old. However the middle aged are negatively disposed towards learning.

In relation to sex it is strikingly revealing that while nearly two-thirds of the male respondents are favourably disposed, four-fifths of the female respondents are hostile towards learning.

In relation to the caste, majority of the members from all the castes expressed the willingness for learning. However, it is interesting to note that the largest number (82%) from Schedule Castes are in favour of learning.

With regard to the occupation, from almost all the categories a majority of the respondents are willing to learn. However, respondents dependent on agriculture both small land holders and agricultural labourers are more willing to learn than those who depend on other professions.

In relation to the income the data reveals that from those who do not earn on their own about three-fourths are not willing to learn. From the rest the data highlights that the higher the income the lesser the the desire to learn.

By and large the young, male members, scheduled caste, dependents on agriculture and low income groups have stronger inclination for learning. However, caste, occupation and income do not appear to be so decisive as age and sex in determining the attitude towards learning.

TABLE—VI

Reasons for willingness (Multiple Response)

Sl. No.	Reasons	Total	Percentage
1	To read and write	45	59.2
2	To read books, newspapers and names	23	30.3
3	To read letters from friends and relatives	54	72.0
4	To know about the accounts and receipts	24	31.6
5	To get a job	15	19.6
6	To know the bus routes and other city affairs	7	9.2
7	To know the agriculture and professional matters	6	7.9
8	Others	6	7.9

Those respondents who are willing to learn are asked to give the reasons for their willingness. The necessity that is upper most in their mind is, reading the communication from friends and relatives followed by sheer desire to read and write. Quite a significant number of respondents would like to be able to read books, newspapers, names of persons, bus-routes etc. A few others would like to be acquainted with arithmetics so that they could be more careful in their financial transactions. And another few wanted to learn to get a better job and to better equip themselves in their respective professions.

The others reasons are to be able to listen to news, to read the cinema posters, to sign, to use the time and to know the candidates in election etc.

TABLE—VI (A)
The Reasons for Un-willingness

Sl. No.	Reasons	Total Respondents	Percentage
1.	Lack of interest	24	31.5
2.	Busy with agricultural and domestic works.	47	62.0
3.	It is not the age to study, it looks funny	5	6.5
	Total :	76	100.0

Those respondents who are not willing to learn came out broadly with three types of responses. One; a large majority of them felt that they are over burdened with agricultural and domestic works; two about one-thirds lack personal interest to learn, three; they thought that it is too late for them to learn.

(IV)

The present study has drawn the sample of 200 adult illiterate members from three different villages of Warangal District in Andhra Pradesh. The respondents are young, backward in caste, dependent on agriculture and belong to poor income group. An interview schedule was administered to them to elicit information on the problem of rural illiteracy.

To start with they were asked whether they made any attempt to literate themselves. About 30% of respondents did make an attempt in their early stage of life but all of them considered themselves illiterates as they lost touch with letters. This calls for continuing non-formal education. About the reasons for they remaining illiterates, a large number of them blamed their poor economic conditions which compelled them to engage themselves in earning livelihood right from the childhood. And some of them pointed out that lack of interest on the part of their parents and lack of facilities as reasons for their illiteracy.

About their present willingness for learning, about 2/3rd of them are willing while 1/3rd are unwilling. Further analysis revealed that those who are willing to learn are; young, male, dependents on agriculture and come from low income group. Interestingly a larger number of members from scheduled castes are willing to learn. However age and sex appear to be more important variables than the caste, income and occupation in determining the attitude towards learning.

Their williness to learn is also governed largely by consideration such as; to be able to read communication from friends and relatives, books, newspapers, names and bus-routes. They also feel the necessity to understand accounts and receipts they are to deal with in day to day life. Those who are not willing to learn feel that they have no time, no interest and feel shy to learn in the late age.

This study broadly indicates that the majority of adult illiterates are not hostile towards learning. The enthusiasm for learning is poor in the middle aged, women and middle income groups. These findings can profitably be used to evolve an effective strategy. However such surveys should be conducted on a large sample which can ensure greater reliability and feasibility of the findings.

N. A. E. P. FORUM

Universities Involvement in NAEP

*Amrit Kaur**

It is well accepted by now that universities should play a vital role in the implementation of NAEP. UGC has resolved that the activities of universities should also include organisation of educational programmes, including literacy for illiterate adults. The universities in India above 120 in number, are expected to extend educational facilities within the next five years to educate illiterate persons in 15-35 age group. This would include the involvement of students studying in universities and colleges. The question before the universities is how best they can contribute towards the achievement of the targets of NAEP. In the context of this challenging situation and their inadequate experience in the field of community service, the universities are finding it very difficult to make realistic plans and face the danger of either overestimating or underestimating their potential resources. In chalking out their programmes they are likely to follow patterns which neither fit in with their resources, nor their targets.

Role of a Department of Adult Education

The Department of Adult and Continuing Education in a university can do the following :

a) create an environment favourable to the launching of NAEP ;

b) provide necessary leadership and training for launching the adult education programmes in the area falling within its jurisdiction ;

c) develop instructional materials and

d) conduct research

As a first step the Department should conduct a comprehensive needs assessment survey of the area under its jurisdiction. The aim of this survey which should cover atleast 1% of the working population would be to identify the target groups with special reference to the areas of knowledge and skill which would lead to professional competence. Though this survey economic, social and political needs of various occupational groups could be assessed. The findings of these surveys would help in making the adult education programmes relevant to the needs of the community.

2. In addition to identifying the target groups, the Department may also attempt at identifying the various resources (educational, manpower and other) which may be usefully employed in the eradication

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of illiteracy. In this connection, Government agencies, voluntary organisations, public and private sector industry, institutions of formal education could be contacted.

3. To create a proper environment and motivate all persons to be involved in adult education programmes the Department could involve leaders from various walks of life through seminars, extension lectures and by utilizing the services of mass media.

4. The Department could organise training programmes for people involved in the work of adult education at various levels and in various capacities. A beginning could be made by training of university/ college students and teachers who are to be involved in adult education activities. They could be given theoretical training regarding concept of adult education, importance of adult education, adult psychology, techniques of motivating, teaching and testing the adults as well as practical training regarding carrying out surveys, convening public meetings, organising discussions and local committees, preparation of material etc. Later on, training programmes may be organised for functionaries at the district and block levels and field level supervisers. Various aspects of the training programme, such as duration, content, method of training etc shall have to be worked out in detail.

5. Department could undertake production of diversified and need-based instructional and learning materials.

6. Department may conduct series of extension lectures aimed at fulfilling, on one hand, the needs of the individuals and, on the other, of the community. Thus the lectures could be directed at promoting personal growth and enrichment among participants, creatings ocial awareness, imparting civic education and a sense of public and social responsibility.

7. Based on the findings of need assessment survey, short courses may be arranged for various occupational groups such as office workers, shop-assistants, transport workers, construction workers, self-employed workers. For the professional groups, workshops, institutes, conferences, in-service training and refresher courses may be organised.

8. Training of professionals and experts in the field of adult education is an important responsibility of a University. In view of this after 3-4 years, Department may introduce professional studies in adult education in the form of postgraduate diploma or degree in order to train individuals for careers in adult and continuing education.

9. Department could conduct basic and applied research in various aspects of adult and continuing education for feedback and input to programme planning and development. The Department could also develop scientific measuring instruments and techniques for evaluation and do both short-term and long-term evaluation of adult education programmes being carried on by the Udiversity.

UNESCO MEETING FOR RESEARCH AND TRAINING IN LITERACY IN ASIA AND OCEANIA

A week-long meeting of the Regional Panel of Experts for Research and Training in Literacy in Asia and Oceania began in New Delhi on September 19, 1978. It was organised by the Unesco Regional Office for Education in Asia and Oceania, Bangkok, in collaboration with the Government of India to review the recent developments in the field of literacy, including training and research and to make recommendations for promoting regional cooperation in training and research in literacy. It was attended by participants from eleven Member States of Asia and Oceania region in which illiteracy is a problem.

Welcoming the participants, Mr. A. Chiba, Deputy Director, UNESCO Regional Office for Education in Asia and Oceania, emphasised the relationship between literacy and development and, said that literacy has been given priority in Unesco programme for 1979-80.

Inaugurating the meeting the Union Minister for Education, Dr, P.C. Chunder said that most of the countries in Asia and Oceania region have common problems and hoped that the meeting would provide opportunity to the participants to learn from each others experience in literacy and evolve a common strategy to solve their problems through regional cooperation.

During the 7-day deliberations, the meeting noted that more than half of the population of this region was still illiterate, however in recent years, literacy drives, and fast growing elementary education have reduced the percentage of illiterates in the region from 66 per cent in 1960 to 58 per cent in 1970. Nevertheless, their absolute number has actually increased from 307 million illiterates in 1950 to 355 million illiterates in 1970. This, the meeting felt, was a grave menace to development, in all countries of the region and thereby to peace and stability throughout the world.

The countries with high illiteracy rates (over 66%) are Afghanistan, Bangladesh, India. Iran, Laos, Nepal, Pakistan and Pupua New Guinea. The other countries with medium illiteracy rates (less than 33%) are Philippines and Thailand.

The meeting noted that as a result of the increased interest in literacy, the training of the personnel of different categories had become an important area which required increased attention. There was a great need of trained personnel. Now, the need was not of hundreds but of thousands of trained personnel. The need for better quality personnel was also felt by the panelists. The training should be well-planned for this purpose—a core of trained personnel to design and implement training programmes was essential.

Research has to be given importance and priority in any literacy programme. It has to be regarded as an integral part of a literacy programme and need to be associated closely with all the operational aspects of literacy movement.

The meeting felt that there was an increasing awareness in this region regarding the urgency to initiate national endeavours for literacy geared to socio-economic development. These endeavours must be based on an endogenous resources, with international cooperation at the regional and inter-regional levels in some selected spheres. The emphasis laid on, and systematic arrangements made for training and research, significantly contribute to the quality of literacy programmes. Members States have been conscious of this fact, but there is need to reinforce this exercise. Training and research are areas where meaningful international cooperation is feasible and should be systematically organised.

The meeting took note of the situation and made the following recommendations :—

At National Level

(a) Planning and Coordination

—Develop suitable mechanism for formulating policies, plans and strategies for designing and coordinating research and training activities; involving official and non-official agencies.

—Develop national management information system for collection of data, its processing, preparation of inventories and other information tools.

(b) Research and Evaluation

Promote research and evaluation of activities relevant for the programmes of member States concerned—including the following areas :—

—Problem of motivation

—Method of establishing a learning environment

—psychological attributes of people in sustained poverty

—Mental abilities

—Learning objectives and outcomes

—Rates of learning at various ages

—Impact of functional literacy programmes on development and vice-versa.

—problems of relapse to illiteracy

—Assessment of learners' needs

—Monitoring and evaluation.

(c) Training

It is necessary that, keeping in view the proposed programmes. Member States, should develop a training system which might include the following elements :

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The meeting noted that as a result of the increased interest in literacy, the training of the personnel of different categories had become an important area which required increased attention. There was a great need of trained personnel. Now, the need was not of hundreds but of thousands of trained personnel. The need for better quality personnel was also felt by the panelists. The training should be well-planned for this purpose—a core of trained personnel to design and implement training programmes was essential.

Research has to be given importance and priority in any literacy programme. It has to be regarded as an integral part of a literacy programme and need to be associated closely with all the operational aspects of literacy movement.

The meeting felt that there was an increasing awareness in this region regarding the urgency to initiate national endeavours for literacy geared to socio-economic development. These endeavours must be based on an endogenous resources, with international cooperation at the regional and inter-regional levels in some selected spheres. The emphasis laid on, and systematic arrangements made for training and research, significantly contribute to the quality of literacy programmes. Members States have been conscious of this fact, but there is need to reinforce this exercise. Training and research are areas where meaningful international cooperation is feasible and should be systematically organised.

The meeting took note of the situation and made the following recommendations :—

At National Level

(a) Planning and Coordination

—Develop suitable mechanism for formulating policies, plans and strategies for designing and coordinating research and training activities; involving official and non-official agencies.

—Develop national management information system for collection of data, its processing, preparation of inventories and other information tools.

(b) Research and Evaluation

Promote research and evaluation of activities relevant for the programmes of member States concerned—including the following areas :—

—Problem of motivation

—Method of establishing a learning environment

—psychological attributes of people in sustained poverty

—Mental abilities

—Learning objectives and outcomes

—Rates of learning at various ages

—Impact of functional literacy programmes on development and vice-versa.

—problems of relapse to illiteracy

—Assessment of learners' needs

—Monitoring and evaluation.

(c) Training

It is necessary that, keeping in view the proposed programmes. Member States, should develop a training system which might include the following elements :

—systematisation of various methods of training.

—Publication of case studies, monograph etc., for training

—Preparation of training materials

—Methods for involvement of allied departments and agencies for strengthening of training programmes

—Recurrent and refresher training through personal contact with supervisers and peers, institutional retraining, correspondence, publication of periodicals and other learning materials.

(d) Administrative and institutional arrangements for research and training

It is important that necessary adminstrative and institutional structures should be provided to meet the challenge for research and training. This would include :

—Development of existing administrative and institutional arrangements where they exist by provision of better equipment and facilities and by upgradation of staff capability.

—Creation of new structures wherever necessary.

—Widening of administrative and institutional base by cooperation and coordination with other appropriate agencies such as universities and other institutions of higher education and research, non-government organisations and local bodies etc.

At Regional Level

It is recommended that Unesco at the request of the member States arrange :

(a) The Regional Panel of experts should meet periodically to review the literacy activities and to suggest programmes for the future. The meeting of the Panel could be convened on one specific topic or it may be convened to study a group of related topics and problems in literacy.

(b) Exchange of information related with research and training.

(c) Exchange of experience in research and training

(d) Training of research and training personnel

(e) Exchange of research and tralning experts

(f) Financial and other assistance

(g) Comparative studies

(h) Cooperative research projects

(i) Net work of national centres for research and training

(j) Strengthening of regional organisation for literacy research and training.

—Services of Unesco Regional Office for Education in Asia and Oceania for literacy should be strengthened.

—Services of International Institute of Adult Literacy Methods should be strengthened.

—Services of NGO's in the region such as ASPBAE should be utilised.

At Inter-Region Level

In the field of training and research, the experiences of some countries outside the Asia and Oceania Region, particularly, countries in Africa and South Amercia, can be relevant to the needs of the member countries. It would be desirable to make it possible for exchange of information and documents, selected studies and exchange visits, involvement in some regional seminars of persons drawn from these countries and generally widening the contacts on the basis of relevance of experience.

Book Useful for Grassroot Level Workers under NAEP

Manual for Adult Literacy Teachers

—N.R. Gupta

Rs. 10.00

Order from

INDIAN ADULT EDUCATION ASSOCIATION,

17-B, INDRAPRASTHA MARG,

NEW DELHI-110002.

IAEA Publications

1. Educational Component in Agricultural Extension Service 1977	Rs. 3.00 $. 1.00
2. Curriculum Construction for Non-Formal Education 1977	Rs. 5.00 $. 1.50
3. Curriculum Construction for Non-formal Education of Youth 1977	Rs. 4.00 $. 1.00
4. Curriculum Construction for Non-formal Education for Women 1977	Rs. 3.00 $. 1.00
5. Adult Education and National Development 1976	Rs. 5.00 $. 1.50
6. Preparation of Problem-oriented Learning Materials 1976	Rs. 10.00 $. 3.00
7. Non-formal Education 1976	Rs. 5.00 $. 1.50
8. Adult Education for Rural Poor 1975	Rs. 8.00 $. 2.50
9. Farmers Training and Functional Literacy 1975	Rs. 15.00 $. 5.00
10. On to Eternity—Vol. III. 1974	Rs. 6.00 $. 2.00
11. A Literacy Journey—C. Bonnani, 1973	Rs. 8.00 $. 3.00
12. Adult Education for Women 1973	Rs. 5.00 $. 2.00
13. Adult & Community Education : An Indian Experiment—S. R. Mohsini, 1973	Rs. 10.00 $. 4.00
14. Adult Education in India-A Book of Readings—edited by Anil Bordia, J. R. Kidd and James Draper 1973	Rs. 50.00 $. 12.00
15. Adult Education for Farmers —J. C. Mathur 1972	Rs. 12.00 $. 5.00
16. Manual for Adult Literacy Teachers —N. R. Gupta 1971	Rs. 10.00 $. 2.75
17. Adult Education in the Seventies 1970	Rs. 5.00 $. 1.75

Order from :

Indian Adult Education Association

17-B, Indraprastha Marg, New Delhi-110002

Regd. No. D (C) 263

Registered with the Registrar of Newspapers for India, R. N. 896/57

New Publications

1. PREPARATION OF PROBLEM-ORIENTED LEARNING MATERIALS

The book gives methods, techniques and phases in preparation of problem-oriented learning materials.

Rs. 10.00; U.S. $ 3.00

2. CURRICULUM CONSTRUCTION FOR NON-FORMAL EDUCATION

The booklet provides guidelines for curriculum construction for non-formal education for school dropouts, youth and women.

Rs. 5.00; U.S. $ 1.50

Published by

Indian Adult Education Association

17-B, Indraprastha Marg, New Delhi-110002

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EDITORIAL LOUD THINKING

Annual Conference and NAEP

About 500 adult educators from all over India met at Coimbatore in early November this year for their annual conference to exchange experiences and ideas and yearly greetings of friendship and fellowship. This year the theme of the Conference was the National Adult Education Programme. The theme was considered in six separate groups, and very useful and informative discussion took place leading to many worthwhile recommendations.

One of the most important recommendations made was that NAEP should be entrusted to voluntary organisations and trade unions and cooperatives should also be involved in this work; state government should meet 15% of the 25% administrative cost to be borne by voluntary agencies. It was the considered view of most of the participants that voluntary organisations including trade unions and cooperatives are most suitable for organising educational programmes for the poor and vulnerable sections of the people. Representatives from Gujarat reported that the implementation of NAEP had been entrusted to voluntary agencies in that state. The delegates felt that this was worthy of emulation by all State Governments.

The Conference also stated that NAEP should be linked with socio-economic programmes and employment generation activities. It should have a direct connection with the people's life, and adult learners should be provided full participation both in planning and implementation of the programme. The curriculum should be framed according to the needs and requirements of the learners. The people need to see the connection between their ignorance, illiteracy, lack of organisation and the fact of exploitation. They also need to become aware of their own latent capacities and encouraged to excerise them in action for their own benefit.

The participants also recommended that folk media such as, drama, folk dances, folk song, puppetry, *harikatha* etc., should be utilised to motivate adults. Local jatras, festivals and functions should be taken advantage of, for organising mobile exhibitions on adult education. Successful adult learners should be given preference for loans and other subsidies and employment opportunities.

University students need to be involved in NAEP. Adult education could be a curriculum component in higher education with adequate marks, given for motivating students to devote time for adult education on voluntary basis. N.S.S. should be restructured to suit the requirements of NAEP.

For involving the community, the participants felt, that NAEP should be developed as a mass movement having three common features a) democratic leadership in the local community, b) local consensus about actions to be taken and (c) contribution by every family to the action decided upon. There should be full participation both in taking decision and in action to follow. The movement should be institution-

alised at the grass-root level for the purpose of people's own development and for pressurising officials and others to obtain their legitimate rights as citizens.

The participants also suggested that training at all levels should be participatory and all reading materials should be pre-tested before being produced on a mass scale.

Thus, the suggestions, made at the conference, are of great value for the successful implementation of NAEP. If acted upon, the Programme will definitely succeed. Emphasis on programmes for women, tribals, and deprived sections of the society was the keynote of the Conference which was a great success both from the point of view of creating enthusiasm for NAEP and generating ideas for its proper implementation. The suggestions made, at the national level need to be carefully considered and put into practice.

* * * *

I was connected with the editing of the Journal for the last 30 years, barring short periods when Shri Anil Bordia, Shri J. Veeraraghavan and the late Shri J.C. Mathur were editors. From January next, Shri J.P. Naik one of our foremost educational thinkers will take over the Editorship. While welcoming him, I would take this opportunity of thanking the large number of contributors and readers for their cooperation and wish them a happy new year. Let me hope that with their cooperation, the journal will grow in status and influence for the education of the common adult men and women. Au ruvoir.

—S. C. DUTTA

COIMBATORE CONFERENCE

A Brief Report

The three-day annual conference of the Indian Adult Education Association on "National Adult Education Programme : Results of the Preparatory Phase" was held in Sri Ramakrishna Mission Vidyalaya, Coimbatore from November 5-7, 1978. About 450 delegates from 21 States and Union Territories attended the Conference.

Inaugurating the conference, Shri L. K. Advani, Union Minister for Information and Broadcasting said that adult education programme would not succeed unless people take it as their own programme and participate in it in large numbers. He added that the NAEP would not merely be a literacy programme but would result in developing social awareness and skill development.

He further said that in the Sixth Five Year Plan highest priority had been given to elementary and adult education and 50% of the budget allocation on Education would go for these two types of programmes. He said out of about 350 hours of instruction (for adult education) at least 150 hours would be devoted to skill development, health education, civic education etc.

Shri C. Aranganayagam, Tamil Nadu Minister for Education in his Presidential Address said that Adult Education programme would not succeed if dedicated and devoted volunteers were not available. He said that adult education was not merely teaching of 3 R's and the ultimate objective should be to promote functional literacy. He said that for intelligent participation in the various development programmes and to be vigilant it was necessary that illiterate adults were provided Adult Education.

Welcoming the delegates, Shri T. S. Avinashilingam, Founder-Director, Sri Ramakrishna Mission Vidyalaya, said that education of adults was much different from and more difficult than that of children because adults could not be easily brought together into a school like children. He said that the motivation aspects and the methods of teaching adults would also be different. Sri Avinashilingam also emphasised the importance of effective follow-up in the National Adult Education Programme. He said that non-formal education had to be as wide as life itself so that all men and women engaged in whatever occupation and living in any part of the country might learn more and live better.

Nehru Literacy Award Presented

The 1977 Nehru Literacy Award for outstanding contribution to the promotion of literacy and social education in this country was presented to Shri A.R. Deshpande, former Honorary Adviser on Social Education to the Government of India, by Shri L. K. Advani.

The citation for the award said that Shri A. R. Deshpande in his appointment as a Special Officer, Social Education, Community Project Administration of the Government of India in 1952 put social

education on the educational map of the country and gave it a form and content.

In his reply Shri A.R. Deshpande said that Adult Education programme had been dealt so for on an adhoc basis and the future of Adult Education Workers had not been assured. Such sense of insecurity was a hinderance in the building of an efficient cadre of workers, he said. He emphasised that such an adhoc nature of adult education must end and it must become a part and parcel of education as a whole. He said that organisation and administration are of great importance in implementation of a massive adult education programme. Supplies of resources and materials have to be pipelined, he concluded.

Zakir Husain Memorial Lecture

The 1978 Zakir Husain Memorial Lecture entitled "The Vision of a Learning Society" was delivered by Shri Anil Bordia, Joint Secretary, Ministry of Education and Social Welfare. (Copy of the lecture available from the Association on request).

Valedictory Address

The Valedictory address of the Conference was given by Shri G.R. Damodaran, Vice-Chancellor, Madras University, Madras and presided over by Shri A. Vekataraman, Vice-Chancellor, T.N. Agriculture University, Coimbatore.

The President of the Association Dr. Malcolm S. Adiseshiah proposed a vote of thanks.

The delegates were divided into six groups to discuss the following six-sub-themes of the conference :

Group-I- Voluntary Agencies—Problems they face, progress they have made and solutions to the problems.

Group-II- Role of IAEA as an Apex Body of Voluntary Organisations.

Group III- NAEP as a Mass Movement—Involvement of the Community.

Group IV- Training of Functionaries and Key Personnel.

Group V- Production of Materials

Group VI- Role of Educational Institutions in NAEP.

Major Recommendations of Various Groups

Group—I Voluntary Agencies—Problems they face and solutions to Problems

The group recommended the following :

1. NAEP should be entrusted to voluntary organisations.

2. State Government should meet 15% of the 25% administration cost to be borne by voluntary agencies.

3. University students should be involved in NAEP. They should be given travel grants to see successful projects in India.

4. Trade Unions, Cooperatives should be involved in this work.

5. NAEP should be linked with socio-economic programmes and employment assurance.

6. Folk media such as drama, **harikatha** should be utilised to motivate adults.

7. Each agency must have its own system of monitoring and assessing the adult education programme.

Group-II Role of IAEA as an Apex Body of Voluntary Orginisations

The group decided that the Indian Adult Education Association during the remaining period of this financial year and in the next financial year should organise the following programmes with financial assistance from the Government of India :

1. Act as a Vigilance Organisation for National Adult Education Programme.

2. Organise 40 short term training programmes in 1978-79, 1979-80.

3. Conduct Study Visits of workers, students and teachers from one part of the country to another.

4. Prepare a manual for non-teacher volunteer instructors.

5. Produce literature for Neo-literates.

6. Provide Expert Advice and Guidance to Voluntary organisations.

7. Undertake Research in Adult Education.

8. Disseminate Information by publishing Newsletter

9. Hold Five-Inter Regional Workshops for a running assessment of NAEP and for pooling of useful information and experience.

10. Run model adult education centres either directly or in collaboration with its constituents.

Group-III NAEP as a Mass Movement—Involvement of the Community

The group recommended the following :

1. The programme must have a direct connection with people's life.

2. There should be full participation both in decision and action.

3. Government should set-up district level adult education and development centres staffed by technically skilled personnel.

4. The self-evaluation and mutual evaluation of voluntary agencies should cover all aspects of NAEP.

Group-IV Training of Functionaries and Key-Personnel in NAEP

It recommended :

1. State Resource Centres should take the main responsibility of providing teaching materials including audio-visual aids to various institutions.

2. The approach to training at all levels should be participatory.

3. A panel of resource persons for training should be constituted by IAEA.

4. The Association should communicate the experiences, references and resources regarding training amongst the member organisations.

Group-V Production of Material

The group recommended that proto-type of primer and follow-up literature should be tested before they are produced on a mass scale.

The primer should be prepared by expert writers in collaboration with the subject matter specialists and pictures should not be used in primers just for the sake of using pictures.

Group-VI Role of Educational Institutions in the implementation of NAEP

The group recommended that educational institutions can do survey work, prepare and distribute NAEP material, conduct research, organise training programme for front line workers and do evaluation and monitoring of NAEP.

It suggested that adult learners should be given different type of incentives like certificates, medals on completion of required standard. They should be given preference for loans and other subsidies and employment opportunities.

Students involved in NAEP should be given weightage in admissions, employment opportunity and should be given marginal relief in marks.

The teachers should be given weightage in job opportunity and promotion. The NSS should be restructured.

Vocational skills should be given to adults after they have acquired a minimum standard of learning.

—**J. L. Sachdeva**



PRIME MINISTER
OF INDIA

Message

Gandhiji looked upon education as a means to liberate the mind to inculcate in the student the values and attitudes essential not only for his own development but the development of the society. He wanted education to have a practical bias and stressed the need for learning by doing things useful for the sustenance of life.

These aspects are of as much relevance to the cause of adult education as they are to the education of the children. I am glad that the 31st All-India Adult Education Conference is meeting in Coimbatore from November 5 to 7, 1978 and I trust it will discuss concrete proposals to accelerate the pace of implementation of the National Adult Education Programme, which we launched on Gandhi Jayanti this year.

New Delhi
October 30, 1978

MORARJI DESAI

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Ahmedabad.

3. Shri G.K. Gaokar
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GENERAL SECRETARY'S REPORT 1977-78

S. C. Dutta

I have great pleasure in presenting to you my last report as the General Secretary of the Association. It was thirty years ago, that I was called upon to shoulder the responsibilities of the Secretaryship of the Association. During this long period, I had the good fortune of enjoying your love and affection, trust and confidence, support and cooperation in ample measure for which I take this opportunity of expressing my gratitude and thanks to all of you. When I took over the Secretaryship, the Association was a very small organisation but today it has become a movement having 209 institutional members, 265 life members and 415 individual members. It is considered to be one of the best organised voluntary institutions in the world. This has been possible with your cooperation and the succession of good leaders we had in Dr. Zakir Husain, R.M. Chetsingh, Shafiq-ur-Rehman Kidwai, Dr. Amaranatha Jha and Dr. Mohan Sinha Mehta.

The Association was started to act as a platform for all adult educators to meet and discuss problems and evolve stategies to solve them. This role was highly appreciated by the Planning Commission in the first Five Year Plan.

During these long years of existence, the Association strove to get adult education recognised as an essential component of development and adult education to become part of the national educational policy. Today, the nation has accepted adult education as of highest priority in the national education policy and as an essential component of all developmental programmes. Having achieved the success at the conceptual level, it has become necessary for the Association to see that there is no let up at the implementation level. The voluntary organisations will have to play its role in the promotion of adult education programmes for the poor and the disadvantaged. The Association has to assist the voluntary organisation and to provide leadership to all adult educators to see that no aberrations or distortions take place at the official level. It will be for the conference to make suggestions and recommendations for the proper implementation of the National Adult Education Programme. However, I would like to say that the budgetary-provisions made by the Government for the organisation of adult education centres indicate that they are laying emphasis on literacy and not on social awareness and functionality, the most important features of NAEP. Literacy although an important component of NAEP need not be the starting point of adult education programmes. It is also essential that there should be flexibility and diversification in programme planning. Uniformity of approach will kill this programme. We should guard against this danger.

The year 1978 was devoted to the preparation of the National Adult Education Programme and it organised the following activities :-

National Workshop on Training of Village Level Workers

The Association in collaboration with Tamilnadu Board of Continuing Education organised a National Workshop on Training of Adult Educators in Madras from May 4-7, 1978.

The workshop laid training policies and recommended genuine coordination between Departments of Government and the projects in NAEP. The Report of the workshop which contains outline of the training programme has been printed and copies distributed to the delegates of the conference as background material.

National workshop on Production of Reading Material

A ten day workshop on production of reading material under NAEP was organised by the Association in Lucknow in July this year in collaboration with Literacy House, Lucknow.

35 participants from UP, MP, Bihar, Rajasthan, Himachal Pradesh, Haryana and Punjab attended it. Four primers in Hindi for Urban, Rural Tribal and Women were prepared during the workshop.

National Workshop on Translating Concepts into Practices

The Association in collaboration with Bengal Social Service League organised a four day workshop on translating concepts into programmes and methods in Calcutta in July this year. 22 delegates from different parts of the country attended it.

The workshop discussed the following aspects : survey, training, materials, implementations, evaluation and research.

The workshop recommended that the learners and community must be involved in all phases of NAEP. It also recommended that a proper implementing infrastructure should be built up to ensure intersectoral coordination and cooperation at different levels.

National Workshop on Stock Taking of Preparatory Work

The last workshop of the series for stock-taking of the preparatory work done under NAEP was organised by the Association in collaboration with Department of Adult Education, University of Rajasthan, in Jaipur from October 17-20, 1978.

National Workshop of Renowned Hindi Writers to Produce Creative Literature for Rural Adults

The Association with financial assistance from Unesco, Paris, organised a National Workshop of Renowned Hindi Writers from different parts of the country to study the needs and interest of rural adults and methods and techniques of productions of continuing education material for masses especially for those living in rural areas in New Delhi in August this year.

38 writers, publishers and adult educators participated in it. The writers were given one month for writing manuscripts for rural adults. Manuscripts have been received and the Association proposes to publish 10 booklets under this programme.

Udaipur Conference

The 30th All India Adult Education Conference of the Association was held in Dabok, Udaipur from October 8-10, 1977. The theme was "Nonformal Education in Integrated Rural Development."

About 300 delegates from various parts of the country attended it. It was also participated by forty delegates from abroad who had come to Udaipur for the meeting of the International Council of Adult Education and the ICAE-ILO International Workshop on Intergrated Rural Development.

Nehru Literacy Award

The 1976 Nehru Literacy Award was presented to Dr. T.A. Koshy in Dabok, Udaipur on October 8, 1978.

The 1977 Award will be presented to Shri A.R. Deshpande on November 5, 1978 in Coimbatore.

The 1978 Award has been awarded to Shri G.K. Gaokar, former Social Education Officer of the Bombay City Social Education Committee. It was announced on the International Literacy Day—Sep. 8, 1978.

Follow-up Material for Farmers

The Association continued to publish its fortnightly magazine "Kheti Me Sudhar" for the neo-literate farmers under the Farmers' Functional Literacy Programme. It is being sent to farmers in 50 Hindi speaking districts of the country. It is helping the farmers in stabilising their knowledge of reading and writing and providing them current information about agriculture, animal husbandary, horticulture etc.

Book Publications

The Association published the following books during the year :-

1. Curriculum Construction for Non-Formal Education
2. Preparation of Problem-Oriented Learning Materials
3. Training of Adult Educators and Literacy Workers.
4. Translating Concepts into Programmes and Methods.
5. Karyamatak Saksharta Kee Viyavahirik Margdarshika
6. Kisano Ke Liya Proudh Shiksha—J.C. Mathur
7. Gyan Ke Nai Rahai—Philip Coombs

English and Hindi Journals

The Association continued to publish its English monthly "Indian Journal of Adult Education" and Hindi Monthly "Proudh Shiksha" during the period under report. The Ministry of Education is providing 50% financial assistance for these journals.

Clearing House

The Association continued to publish abstract and reference service under its programme of "National Clearing House of Social Education".

Information Service

The Association plays a useful role in providing information about adult education in India and abroad. A number of queries are received from India and abroad and the Association reference section supplies

such information and is thus able to help many organisations in planning and organising their programmes.

Collaboration with other Agencies

The Association collaborated with the following agencies in their adult education programme during the year :

1. Xavier Institute of Social Services, Ranchi.
2. St. Therasa Convent School, Karnal.
3. National Committee of Non-Governmental Organisation, New Delhi.
4. Jesuits Educational Association for Continuing Education, New Delhi.
5. Indian University Association for Continuing Education, New Delhi.
6. S.P. Muckerjee College for Women' New Delhi.
7. Indian Council of Child Welfare, New Delhi.
8. Nursing College, Delhi.
9. Lady Sri Ram College, New Delhi.
10. S.D. College, New Delhi.
11. Kurukshetra Univerity, Kurukshetra, Haryana.

Workers Education

The Association with financial assistance of Central Board of Workers Education, organised ten one-day schools on various aspects of Workers Education in textile mills in Delhi during the period under report. Ten more such courses will be organised in the current year.

Director for the Association

The Association with financial assistance of the Ministry of Education has appointed Shri J.D. Sharma IAS (Retd.), former Vice-Chancellor of Jammu University as Director to undertake research and training programmes under NAEP.

Thanks

In the end, I would like to express my thanks to all office-bearers and members of the Executive Committee for their cooperation and guidance during the year.

NON FORMAL EDUCATION—TO EARN MORE AND LIVE BETTER*

*T. S. Avinashilingam***

From 1951 to 1977 while the literacy rate in our population has doubled from 19.28 to 38%, the number of illiterates has also gone up from 173.9 millions to 226.5 millions. By and large the greatest number of illiterates are concentrated in the largest States, namely Andhra Pradesh, Bihar, Madhya Pradesh, Rajasthan, and Uttar Pradesh. The highest literacy rate is in Kerala 60.42% and the lowest in Uttar Pradesh 21% and Arunachala Pradesh 11.29%. Female literacy is generally quite low except in urban areas.

The majority of the target group of ten crores of the age group of 15 to 35 which we are seeking to make literate consists of Harijans, landless agricultural labourers and those who belong to backward castes and tribes like blacksmiths, cobblers, weavers, nomads, living in remote villages and hills. Even our experience with organising education for children has shown the great amount of wastage. This task of Adult Literacy and Adult Education is much more difficult than for children mainly for the reason that adults cannot be as easily brought together into a school like children.

Therefore, the motivation aspect and the methods of teaching adults should be different. To deal with ten crores of people in varying areas, occupations, speaking different languages, and belonging to various cultural patterns, there cannot be any one method. The instruments of education such as flash cards, film-strips, books and posters should be different to suit their varying needs, but with common objective of conveying literacy and knowledge needed by each of these groups. In addition to knowledge it must convey a sense of human dignity.

The Ministry of Education in the Centre as well as the States have been involved in making preparations for launching this great and gigantic movement. Not only previous but continuous preparation is necessary to do this mighty task. Some of the tasks to be done are, clarification of the concept and content of adult literacy and education, choosing of proper teachers, choosing of proper venues, preparation of booklets, posters etc. for the learners, guide books for the teachers as well as the trainers of teachers, a variety of books based on the various kinds of work done by the millions in the vocabulary familiar and useful to them. An important thing is the task of providing them with follow-up literature so that they may not lapse back into illiteracy. It is in this context that non-formal education of various kinds which will help them to earn more and live better is very important. The kinds of non-formal education have to be as wide as life itself so that all men and women engaged in whatever occupation and living in any part of the country may earn more and live better.

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* Excerpts from the Welcome Speech at the 31st All India Adult Education Conference, Coimbatore, November 5–7, 1978.

** Founder-Director Sri Ramakrishna Mission Vidyalaya, Coimbatore.

This should be accompanied by research with regard to the contents, methodology and methods required in various areas and to the various groups.

Our national development requires changes in the knowledge, skills, interests and values of our people. There can be no hopes of making the country self-sufficient in food and essential raw-materials unless they are moved out of their age-long conservatism through a science-based education, become interested in experimentation, and are ready to adopt techniques that increase yields. The same is true of industry. Economic growth is not merely a matter of physical resources but involves education of the masses of our people in new ways of life, thought and work. Therefore no reform is more important or urgent than to relate our education to the needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realisation of our national goals. For this, eradication of illiteracy of the millions of our people, non-formal education suited to their various needs is the first essential step.

Both of our Institutions, viz., the Sri Ramakrishna Mission Vidyalaya and the Sri Avinashilingam Home Science College has been interested in literacy and non-formal education work in the fields of Improved Agriculture, Rural Engineering, Nutrition, Child Care, and Improved Family Living and have been conducting a variety of courses in the last many years.

The greatest of our problems will be motivating the workers involved in this gigantic task. The Government of India have provided a sizable amount for this work. But tasks such as these can rarely be done by money alone. History teaches us that it is inspiration, motivation, dedication, devotion which can inspire millions of people to work for a cause that have begun great movements and achieved great results. Many of us who have lived through and worked in the freedom movement know by experience that the motivation was not money but people worked for it under Gandhiji! inspiration after losing money and through great sacrifice.

In this connection I would like to point out the example of Tanzania, the account of Adult Education work where every educated and employed man and woman from the President downwards has to contribute two hours a day without remuneration for imparting education to other adults who have not had education. Every factory, hospital, school, college and office has become a centre of adult education where the Doctors, Teachers, Engineers and other Officers working in these places become teachers to those coming there to learn. Thus on the spot functional literacy has been ensured. More than everything else, they have been taught to think that it is a national dishonour for anyone to be illiterate. The result of this motivation and national mobilisation for adult education is that production has increased, streets are clean, sanitation is better in homes and their environment, the health, food and child care habits have vastly improved and they are on the march to progress.

Coming to our country, it is our boast that we have the third largest scieece and technology manpower in the world, but how is it

used to raise the level of the common man and woman, the poor, illiterate and the down trodden ?

According to the 1971 census taking only degree holders, they are as follows :

DISTRIBUTION OF DEGREE HOLDERS, 1971

Sl. No.	Subject field	Number	Percentage
1.	Arts and Humanities	1,138,738	52.2
2.	Commerce	171,880	7.7
3.	Agriculture	39,632	1.8
4.	Veterinary Science	11,019	0.5
5.	Science	450,155	20.6
6.	Engineering and Technology	249,485	11.5
7.	Medicine (Allopathy)	68,390	3.2
8.	Medicine (others)	23,168	0.9
9.	Nursing	3,789	0.2
10.	Technical/Vocational Trade	19,622	0.9
11.	Others	13,685	0.5
	All subjects fields : Total	2,189,563	100.0

In the last six years the numbers should have grown vastly. This does not take into account the millions of matric passed and degree failed people. And so the man-power that we possess in this country is indeed great. What we need is the motivation, urge and the national will.

Our National sin is the neglect of the masses and that is the reason for our downfall. Centuries and centuries, a thousand years of crushing tyranny of castes, priests, kings and foreigners have taken out all their strength. The well being of the upper classes and the nation depends upon the raising of their level of life. Swami Vivekananda said in stentorian tones 'So long as the millions live in hunger and ignorance, I hold every man a traitor, who having been educated at their expense pays not the least heed to them ?

The Swami considered three things necessary for great achievements; "First, feel from the heart", he said : "Do you feel" Do you feel that millions and millions of the descendants of Gods and of sages have become next-door neighbours to brutes ? Does it make you restless ? Does it make you sleepless ? Has it gone with your heart beats ? Are you seized with that one idea and have you forgotten all about your name, your fame, your wives, your children, your property, even your own bodies ? Have you done that? That is the very first step."

"You may feel then; but instead of spending your energies in frothy talk, have you found any way out, any practical solution, to soothe their miseries, to bring them out of this living death? Yes, that is not all. Have you got the will to surmount mountain-high obstructions ? Have you got that steadfastness? If you have these things, each one of you will work miracles".

The time for talk is over—Politicians, people in power, those in opposition, officials, non-officials, people in all professions and avocations—let us feel and act. In the great Swamiji's word, "Arise, Awake and Stop not till the goal is reached".

REPLY by A.R. DESHPANDE ON RECEIVING THE NEHRU LITERACY AWARD for 1977

I am grateful to the people who have been involved in suggesging my name for this prestigious NEHRU LITERACY AWARD and to the high-ups who, as I understand unanimously decided to confer it on me. Believe me, the announcement came as a surprise. I did not think that I could be in run for it, as I was more often off-the-agreeable-currently-set-in-track, than on it. But people are generous. They pardon the waywardness of a man who is incapable of knowing on whose side he should be for his own good, if they realise that he is sincere. Sincere I have been and incorrigibly so, inspite of BERNARD SHAW's maxim, "It is dangerous to be sincere unless you are also stupid."

When I recapitulate on how and why I was dragged on this path of Adult Education in my early youth, I recollect that my first love wa Poetry and the second Adult Education. Both kept going on, side bs side, and both earned All-India Awards last year within a span of threy months. What attracted me in Poetry and Adult Education was thg element of creativity in them. For me, Adult Education is as much e creative process as Poetry is. Both, if they are to be worth anythine must be spontaneous and inspired by passionate zeal, and ever endurina sympathy.

It is known to all that I have not gone through the academic discipline of Education. I have no diploma or degree in Education The only thing I possessed was keen sensitive sympathy for the ignorant and the illiterate masses and a strong urge to do something for them. The efforts which Justice Ranade, Mahatma Phule, Maharshi Karve and several others had done to educate their kith and kin, to begin with, filled me with inspiration. There were some people around, whose solitary work in the field of literacy is not remembered now. One of them was Prof. S.M. Mate of New Poona College. In my college years 1919-1923, he used to come to our college to motivate students to volunteer for literacy work. He was himself doing literacy work amongst the then untouchables. His powerful and emotionally speeches surcharged made a deep impact on my young mind. I volunteered for that work and thus began receiving my first lessons in Adult Education from actual work situations. The task of Adult Education and Adult Literacy is indeed a complex one. The successes are few and far, the defeats and disappointments are overpowering and engulfing. Only a "never say die" attitude keeps the worker going on in such a task.

My good fortune kept me going ahead and getting involved in Adult Education. Another hobby of mine, Painting, made me go to Calcutta and to Shantiniketan, when Gurudeo Rabindranath Tagore was there in February-March 1924. The Poet's mind had then conceived the plan of "Reconstruction through Education". The Shriniketan experiment of Education was inaugurated, while I was there, as a casual student visitor. That was another great idea that influenced my mind. I saw the role of Folk arts and culture in Rural Adult Education. There is a book on this experiment by Dr. P.C. Lal. It is out of print now and difficult to get.

Back to my town Amraoti, then in Central Provinces and Berar, I started practice as a lawyer, but had kept contact with Dr. P.C. Lal at

Shriniketan. Another pioneer in Adult Education, Dr. A.B. Mande, who had a Doctorate in Adult Education from Columbia, had returned to India and had published his "scheme of Mass Education." We met in Amraoti and founded in 1926 a Voluntary Organisation styled 'Mass Education Society of C.P. and Berar'. We got a good beating on all sides in this venture. Our great expectations, remained only in our hearts, and received no response from anywhere. Financial help was no where in sight. The then Government was not only apathetic but opposed to any such venture of Mass Education, which they feared may mean political awakening. Defeated we wound up the Mass Education Society in 1929 and sought careers of economic security. Mande took service in Co-operative Dept. of United Provinces and I entered Judicial Service in C.P. and Berar. But the flame of Adult Education lit in heart kept burning. Mande devoted his time in research and propogated different Methods of Adult Literacy. I could do nothing better than keeping mentally and emotionally involved in Adult Education. Things were going on in the field of Adult Education in India, here and there in the princely states of Baroda and Mysore, in Bombay and Bihar. One heard occasionally of some interesting new method of teaching the three Rs to adult illiterates. I used to keep in touch with all that, but my mind was constantly agitated by the social condition of India. The one question which I kept asking to myself was why such things happen, when I was trying civil and criminal cases as a judge and when I was involved for four years in the very big task of liquidating agricultural indebtedness of Wardha District. I thought lot of this incidence of indebtedness and civil and criminal litigation would not have occurred had these people received some sort of Education and had known how to make their life socially useful and fruitful. The concept of social education was thus, emerging in my mind.

Then, the opportunity came in a really big way in the wake of independence. Some key persons knew of my living and abiding keen interest in Adult Education and got me deputed from the Judicial to the Education Department to build up a massive scheme of Education for the illiterate and ignorant masses living in the 14 Hindi and 8 Marathi districts of the then Madhya Pradesh.

In the interim long period from 1929 to 1948 my ideas about the shape of things to come in Adult Education after the emergence of independence had become clear and distinct. The report of the committee appointed by Bombay State which examined the working of Adult Education had made succint recommendations that the scope of Adult Education should not be limited to literacy, and that it should be enlarged, if it is to be attractive and really instructive to people for whom it was meant. The reports of the Bihar mass campaign for literacy in 1937-39 also indicated that mere literacy work is neither attractive nor lasting. It was evident by 1948, that mere literacy work could not take roots. Lack of motivation among adult illiterates and relapse into illiteracy were the rocks on which the ships of Adult Education engaged in coastal sailing in shallow waters for a while, inevitably broke and met with disaster.

All this gave me the conviction that Adult Education should not be regarded as an un-integrated part but should be conceived as a whole. It should in fact be an educative effort to better the whole life

of the illiterate and ignorant adults. What should be the purpose and emphasis of this comprehensive Adult Education were the questions in that line, which demanded close consideration. The era ushered in by independence and our committal to democratic way of life made the purpose clear and the emphasis evident. Education for social change, for Democracy and for enabling the illiterates and the ignorant person to play his role as an useful and effective member of his society, that is what adult education has to be. Such adult education is vital for giving real meaning to independence, which otherwise would remain a hollow utterance to the illiterate masses.

The emphasis on the social aspects of adult education gave birth to a new concept of Adult Education which received the name 'Social Education'. Believe me, Social Education is a wholly and singularly Indian concept, born out of Indian experience, Indian situation and Indian thinking. The name itself was energysing, and acted as a constant pull towards the main central objective. Social Education is an idea which has a radiative effect and a generative living force, which gives birth to many many new ideas, methods and approaches which keep Adult Education constantly growing.

Though Social Education was conceived in Madhya Pradesh, the idea was so appealing that within a year or two it became accepted all over India. The Mohanlal Saxena Committee of Govt. of India's Central Advisory Board of Education, considered it and recommended it for acceptance. The change of name was not just a fanciful brain-wave of some persons. It was a necessity and had the backing of eminent Educationists like Prof. Humayun Kabir and Prof. K. G. Saiyidain, to mention only a few.

Social Education was in ascendance till the end of the Third Five Year Plan. Then it was slowly back-pedalled. Why and how will be a long chapter in India's History of Education, which must be written by some open minded Educationist. But one thing is clear. No one had reasoned out that there were some defects in the conception of Social Education which made it incumbent to give a go-by to it. To me it appears the reasons were these. Persons who held the strings in their hands, got so enamoured by the idea of Social Education at the begining that they expanded the programme, too much beyond the real and actual capacity to administer it Then, they encouraged diversion of funds and personnel. Social Education always remained on an ad hoc basis. It was not made a permanent part of Education as a whole. Then the top reigning persons began sliding back from a well conceived and considered plan into the mire of cheap ill-conceived showy schemes which would cost, next to nothing to Government. They were not prepared to listen to the warnings about such schemes confined to literacy, and to their failure all over the world. They imposed such schemes almost in a 'that's my will and it must be done' manner. The disastrous consequences are now left for the posterity to take into account and to remedy.

Now we have the NAEP the National Adult Education Programme. I congratulate the Planner-Administrators for their good fortune and envy their good luck. I wish them well and success. For the first time Government seems to have woken up into realising that Adult

Education is highly important and a good thing. Furthermore, Government seem to understand now that if one wants good things one has to jolly well spend sufficiently for them. All these are good omens, but my long involvement in all aspects of Adult Education, from planning and administration to implementation in field, makes me draw attention to the other side of the picture. I do not wish to dishearten or discourage any one, rather I do it to build up courage to meet the situation as it is today.

Thirty years ago when independence was ushered in there was awakening and enthusiasm, in fact an upsurge at all levels for self-improvement and betterment of life. That has now died down. An atmosphere of disenchantment is evident and prevails all around. The masks on the faces of top people to whom the common man continued to look for inspiration and guidance, have been torn-down. The ideal of service to people is nowhere, infact service of people has become a cloak for shameless, sordid self-advancement. Rural communities have broken down all the more and now they have become arenas of low-level party politics. Corruption has become all pervading and all enveloping. In fact it is becoming almost a way of life. Administration has broken down and reliable agencies to deliver the goods are crumbling every where. The adults whether in rural or urban areas, frustrated as they are, from want of employment, are falling an easy prey to agitation, many times violent enough to destroy their own national property. This is the unfortunate legacy left for the now-being-ushered-in National Adult Education Programme. Why will the adults gather around Adult Education centres? Why should one learn reading and writing? What will now be the attracting force? I would take the top-planners assurance that there is a good deal of new awakening and response, with a big pinch of salt and say that such things have always been said hopefully but never assured and ensured realistically. I am tempted to warn that a hopeful paradise is as stupid as a fool's paradise and the sooner it is lost to us, and we come out of it the better.

Now the current National Adult Education Programme is not the first resurgence of Adult Education movement on a massive scale. In fact, it is third resurgence. The first was in 1937-39 when India had a sort of National Government. It started with much fan-fare and initial enthusiasm, in Bihar. Other provinces in the then India tried to emulate it. It had a short life of two years mostly confined to literacy work. The problems faced were of dwindling attendance in literacy classes and of rather quick relapse into illiteracy. The lesson learnt from this campaign was that there must be a built-in provision for follow-up work in an adult literacy programme.

The second resurgence was on a more massive scale, in 1948, when Adult Education emerged as Social Education. Madhya Pradesh laid considerable stress on the programme and provided reasonably adequate finances. It was an all inclusive programme with provision for effective use of audio-visual aids, media of mass communication like films and radio sets and for production of teaching aids, literature and follow-up provision of rural circulating libraries, with suitable specially produced books for neo-literates. Social Education is still operative and living in Madhya Pradesh, but the transfer of

Social Education from the Education department to the Local Self Government department has had its effects.

Social Education had by then spread to all States in India. It had varying patterns of departmental organisation. The real expansion of Social Education came when it was accepted as a part of the First Five Year Plan. Its implementation was however, entrusted to Community Development. Consequently, it had to share the fate of the Community Development programme as a whole. It suffered in that programme from disuse, misuse and from diversion of man and money resources to other programmes. It was a sort of three-legged race in which the right foot of Social Education was tied to the left one of Community Development Programme. The general attitude was to regard Social Education as a fifth wheel in the coach. It may be near correct to say that Social Education got a setback by its associations with Community Development where it was never understood, but purposely misunderstood.

The History of the last two resurgences of adult education programmes on a massive scale is full of ideas, and experiments, and has important lessons for the present National Adult Education Programme. Much can be learnt from it. But who in India looks into past History for learning lessons? As the great Historian Toynbee has rightly surmised, Indian mind is a-historic. We do not keep dated and authentic records of the past and do not care to look for past experiences while planning for the present and the future. We take pride in regarding ourselves as the great original firsts and are vexed if someone points out that the thing was already tried in the past with such and such consequences. Look at the documents coming out in connection with the National Adult Education Programme. You will not find any historical perspective in it. Though Social Education is in India from 1948, one will find it seldom mentioned. Indeed, many ideas brought-in into the orbit of Adult Education by Social Education are included but you will not find Social Education mentioned. One wonders if there is some sort of conspiracy of silence to wipe out even the "Nam-o-nishan" of Social Education. Well if that is so, it is being done at peril to the National Adult Education Programme.

Another trait of ours is that we have no sense of continuity. We do not allow a thing to stand as it is and to grow in its surroundings. We keep on changing on the smallest pretext. We think giving a thing another name is an achievement. When we cannot do any improvement in quality we perform miracles of adjustments and pride ourselves for having achieved something substantial.

Social Education becomes Adult Education and Adult Education becomes Non-Formal Education and again Adult Education within two years. This phenomenon and process raises a hope in my mind that Adult Education may again become Social Education, which it was from the dawn of Independence till recent past.

We are so prone to imported foreign ideas that we do not even pause to consider whether our own culture and tradition have something much better. Indeed, we should keep our windows open and allow fresh air to come in but not gusts which will blow us off our feet.

But we have been blown off our feet by the gusts that have come from outside, in this our house of Adult Education.

Some times one hears a charge that Social Education did not give enough attention to literacy. Such an impression is due to a superficial understanding of Social Education. Literacy was always the crux of Social Education. But, howsoever one dislikes it, the hard fact is that it is we who want the illiterate to learn the three Rs. The illiterate himself is not keen on becoming literate He has no motivation, and a strong motivation can-not be instilled in him unless he feels that Literacy has a significant role in his life, as it is. The other Social Education programmes are Wake-up Programmes to create a role for litercay in his life. The Wake-up Programmes are as important as follow-up programmes. They are most potent factors in motivation. Motivation is the one most important thing for the success of literacy work. Other things are of secondary importance.

There are many other things which have to be taken into account and remedied, if the success of the National Adult Education Programme is to be reasonably assured. Adult Education has up to now, and even now been dealt on ad hoc basis. The plans and provision are on ad hoc basis, the services and personnel is on ad hoc basis. The future is not assured. What will happen to them when National Adult Education Programme comes to an end or is altered or slowed down? What will happen to the staff? This insecurity has affected the large staff of Social Education Workers appointed in the past. Such sense of insecurity is a hinderance in building up an efficient cadre of workers, who can look up to rise and promotion in their own line. Such ad hoc nature of Adult Education must end and it must become a permanent part of Education as a whole.

I cannot yet understand why there is reluctance to benefit from experience of the past and to take advice of persons who have actual field experience of many years to their credit. One may not accept their views but nothing will be lost if their advice is listened to before taking any important step on which a lot of expenditure is to be incurred.

I admit I am not in touch with the detailed working of the National Adult Education Programme. The inauguration on 2nd October 1978 seemed to follow the same old rut and run. It took the easy line of least resistance and of little consequence, so far as actual work is concerned. Holding seminars, group discussions, conferences and workshops etc. are easiest things to arrange and to advertise. This part of work can easily be got done by the propagators as it is mostly a table-talk. We are very active and perhaps quite efficient in the first two stages of work which deal with 'what to do' and 'how to do'. But when the real stage of 'to do' comes, the set-back comes in. When will we concentrate more upon and value all the more, actual practical field work? An ounce of practice is worth much more than tons of talk is never to be forgotten.

As regards the targets, those who plan have to be cautious and take every limiting factor into account. I think the target indicated by the working group i.e. of 6.50 crores of adults to be made literate in

the mid-term plan 1978-83 is itself on an ambitious side. It will be a great feat if that target is near accomplished. But there are persons in high governmental positions who express that the target should be doubled. I can only pray "pardon them O Providence for they do not know what they are talking, they do not know themselves or their people. They do not know what our capicities to implement are." I can go on talking like this for hours but I must not inflict all I have in mind on you. Some vital points remain. Organisation and Administration are of great importance in implementation of a massive Adult Education Programme. Supplies of resources and materials have to be pipelined. If this is not carefully done in time, it will be like sending soldiers to the battle-front with rifles, but with only an assurance that supply of bullets will come in due course of time. In Adult Education, items which appear trifling assume great importance and become tremendous trifles. If they are not attended to in time they react and many a time ruin the whole programme.

To sum-up I will say in all earnest that Adult Education is a great adventure. The results are unperceptible and unmeasurable and also vanishing. There is always a possibility that vast resources may be extended without yielding perceptible results. But with all these dangers Adult Education is a must for India, if India is ever to take a great leap forward. Nothing fails like a failure in Adult Education. Let us not fail this time.

STRATEGIES FOR ADULT AND NON-FORMAL EDUCATION PROGRAMME

*S. B. Mohanty**

The concept

The index of development of people is positively related to the level of education. The percapita income of the people have been found to be higher in countries having high literacy percentage. The concept of education has been changing and along with it the meaning and scope of adult education has been acquiring new dimensions. Adult education is being interpreted in different countries in their own ways. In some countries this is mainly a recreational programme for old people, in some other it aims at continuing education and in countries like India it aims at functional literacy and numeracy. In past, adult education had been equated with literacy and that was perhaps the main reason for which earlier attempts failed. Development in educational condition of a person has now been intimately connected with his developments in the socio-economic field. This has happened because motivation for learning is fundamental to a sound adult education programme. Adult learning in developing countries has to be related to the role of learning in reducing day to day wants and increasing the skill in the work, ultimately aiming at a prosperous living. Adult education has therefore, not to be the responsibility of the education department alone, but has to be the collective responsibility of all departments involved in people welfare programmes. In a study of the EWLP it has been pointed out that the education department could not take up this programme sincerely and even failed to report about the achievments in time. The concept of adult education has now made it binding on the part of the educational authorities to seek collaboration of other departments. The teachers of the education departments may not be able to manage adult education programmes. There are a large number of children who are not attending schools. While emphasis has to be given on the education of the adults, the importance of education of school going age children can not be overlooked. Therefore, it has become necessary to have system of non-formal education for these children of the school-going age.

Socio-psychological motivation

Motivation is the base of the success of both adult and non-formal education programmes. The process of education is mainly involved in building up the power of determination in the individual to explore and draw out the best in him. The adult learner had not earlier bothered to learn. The non-school going child also did not bother to learn. At this stage the type of motivation required by these types of learners has to be of immediate importance to the living condition of the learner. Motivating a child who has come to school is comparatively easier than a child who has not attended any school or has left school. Motivating an adult to learn is more difficult than a child. This also necessitates the need for having more competent teachers than required under formal system. The facilities

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for learning are to be more in this system. This system has also to get support from the community and community education through different community festivals, ceremonies has to be ensured for the smooth functioning of the system. There are different mass media like radio, films, television which have to be utilised for mass education. It might be better if the adult or non-formal teachers are paid remunerations basing on their performance.

Diversified curricula

Curricula for adult and non-formal education programmes are more difficult to design than for formal education. In this field the curricula are more diversified and at the same time more individual oriented. The first step for designing curriculum is to conduct a survey of the language, trade, occupation and socio-economic condition of the people. If one is interested in teaching literacy and numeracy, he has to see that his primer developed for this purpose is written in the spoken language of the learner and also based upon the trade or occupation of the learner. In a country like India, there are many official languages. Besides these official languages, there are many other dialects, which differ to such an extent that people of interior areas will not be able to follow any other dialect or official language not spoken by them. Most of these dialects do not have any script. The principle of basic education suggested by Mahatma Gandhi in 1937 appears to to be the suitable approach for preparation of instructional materials for the adult and non-formal education programmes. While a set of materials can be prepared at a central place for the use of the country, most of these materials have to be prepared at the local centres with the possibility of having a set of materials for each learner. The main responsibility of developing materials has to rest with the teacher. He may get ideas from the materials developed at the centre or sub-centre located in his area. The evaluation system has to be scientific and progressive in its outlook. A set of test materials have to be prepared covering various languages including dialects and vocations of the people. Again it is the teacher, who has to prepare a suitable test for his learner. This approach to curriculum requires preparation of diversified teachers' guides suiting to different situations.

Training of Personnel

The type of training that the school teachers normally receive in various teacher training institutions may not cater to the needs of the adult and non-formal education programme. These seasoned teachers might have to be given re-orientation on this area. It has been suggested that re-orienting formal teachers may be more difficult than orienting non-teachers. Training programme for these teachers, who had no training in the field of teacher education and did not have any experience in teaching in the formal school system, may cover the aspects such as—(a) the need for adult and non-formal education programme in relation to the socio-economic development, (b) the difference between formal, non-formal and informal system of education, (c) the national policy on the adult education programme, (d) the national policy on the non-formal education programme, (e) an appraisal of failure and success of the past attempts, (f) the local plan of action, (g) the need of survey, methods of collection of data and interpretation of the data, (h) the importance

of reporting-statistics, (i) the psychology of the adult and non-formal learner and the need for socio-psychological motivation, (j) various principles of adult and non-formal learning and methods of teaching, (k) acquaintance with different types of people welfare programmes operating in the country in general and the area in which the teacher has to work in particular, (l) importance of diversified instructional materials and techniques of preparation of these materials, (m) goals for adult and non-formal educators, and (n) strategies for running these centres. These theoretical lessons have to be supported by practicals like (a) conducting a survey of a locality tabulating the data and interpreting it for the purpose of starting an adult or a non-formal centre, and (b) preparation of instructional materials for these centres. Besides these practicals field visits to a few working centres may be very much useful. The training of these teachers might be carried out at different sub-centres. There may be the need for developing a batch of experts at the national level, and batches of experts working at the next level may be state level. These experts working at the state level have to be mainly responsible for smooth functioning of the programme. In case of mass programme a batch of intermediary personnel might have to be prepared, who can give training to the actual teachers in their working situations. The training programme for these resource persons might have all the aspects meant for the teachers and in addition it might have stimulated teacher training exercises. It has been suggested that operational seminars are very much helpful in preparing capable teachers. Teacher training has to be a continuous programme. It has to be given at suitable intervals for transmitting the experience received from the actual situations.

Role of educational institutions

The Universities of the country might distribute the area of the country among themselves. Universities in a country like India have already started working in the field of adult and non-formal education through their National Service Scheme units and the departments of adult and continuing education. Their work can be made more vigorous and the colleges affiliated to them can suitably be engaged in training the resource personnel for their respective areas. The school teachers may be involved in the teacher training programme and the main body of the resource personnel may consist of the teachers of senior schools. Other members of the body of resource personnel may be from different departments of the Governments engaged in people welfare programmes and the leaders of the voluntary agencies of the area. The teachers of the lower schools may be involved in reporting aspect of the programme, including conducting survey of their locality. The teacher training colleges and schools may be involved in preparation of various ideal instructional materials. The students of these institutions, if interested may be involved in running non-formal education centres. But while starting these student managed centres one has to see that there are sufficient numbers of local students for running these centres. It has been experienced that holidays of educational institutions do not allow these centres to be run uninterrupted for a particular period found necessary for arriving at a particular standard.

Role of departments other than education

Most of these departments spend funds for mass education purposes. Most of their programmes do not actually reach the suitable person. In many cases intermediaries sabotage the contributions of these departments. These happen due to lack of education of the people. These departments, in collaboration with the education department can very well have their funds utilised through the adult and non-formal education centres. This will make learning at these centres actually life centered. This will also ensure participation of the neglected people in the various activities of the centre.

Role of voluntary agencies

There are many areas, where it might be difficult to get local volunteers to man these centres. If voluntary agencies really have volunteers, these volunteers can be asked to work in these areas instead of working in areas where non-voluntary agencies of the Government can function. These agencies can also help in the organisation of the training programmes for the teachers. Motivating people for going to these centres is a difficult task. It may not have appreciable impact if carried on by the agencies of the Government. The voluntary agencies can easily motivate people and they have necessary man-power with them for the purpose. They can also take up evaluation aspect of the programme. The representatives of the people are experts in delivering mass appealing speeches. These qualities of them have to be utilised for ensuring proper motivation for the programme. As an ideal programme has to generate from the village level, they can sit with the people and plan the adult and non-formal education programme necessary for them.

The organisational structure

As this programme is vital for development of the country, the officer responsible for administration should be made responsible for this e.g. in India the District Collectors may be the administrator for the districts, Sub-divisional Officers for their sub-divisions and Block Development Officers for their blocks. The Divisional Commissioners may look after the division under their control and the Chief Secretary of the State may look after the State programme. This programme can not be limited to the Education Department. It will be difficult to get other departments actively involved in a programme administered by the Education Department. The Education Department may look after the educational aspects of the programme with the help of its institutions. At each level there may be co-ordination committees, which may meet periodically for reviewing the progress and assessing the performance of its personnel employed for the purpose. Payment of remuneration to these personnel might be made only on the basis of their performances certified by the appropriate committee.

EXPECTATIONS OF TEACHING IN INDIVIDUALS OF LOWER SOCIO-ECONOMIC CLASS

*Dr. M. Sree Rama Murthy**

In our society it is our regular experience to find it difficult to teach or explain about the uses and benefits of "teaching" to the population belonging to the lower socio-economic group. In the wake of the "Adult Education Programmes" drawn and being implemented by both Central and State Governments it is thought pertinent to make a study to ascertain the views of the adults who have been subjected to the "adult literacy programmes".

The main aim of the NAEP (National Adult Education Programme) appears to be to provide the learners "skills for self-directed learning leading to self-reliant and active role in their own development and in the development of their environment". As it was observed in the Union Education Ministry's document. "The NAEP provides a challenging situation for the Universities and Colleges to overcome their seclusion and to enter the mainstream of mass education". Certainly this challenging programme has to be taken up by one and all concerned for achieving its main aim.

Some of the places where Non-formal Education is being implemented under the fifth five year plan, in Andhra Pradesh, are at Khammam and Krishna Districts, at the rate of 150 centres per district. Out of these 20 are meant for the age-group of 6-14 years and 130 for the youth of the age-group of 15-25, in each district. Even separate classes are functioning for men and women in the later group. These programmes are catering to the educational needs of all those who have not enrolled themselves into the schools or even doing so and later have dropped out of the school. Within certain limits the vocational powers also have been attempted for improvement.

The present study is an atempt to have a close look at the functioning of these centres. Only a few centres (situated at Nandigama Taluk of Krishna District) covering about 32 males have been included for the present study.

This study focuses on a general description of the psychological set expressed as the "Expectation of learners (adults) of lower socio-economic class" and relate the fulfillment of these expectations to their returning or not returning for further education to these education centres only for its educational value.

If the students (Adults of AEP) continue in the programme which is of non-formal type, there exists no problem. In case if they drop-out from the AEP then the programme needs a check-up for diagnosing the ailment which could be termed as discontinuing or dropping-out. Unless it is done the anticipated and envisaged objectives at the National level, of AEP, cannot be realised and the acceptance or imple-

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metation of the programme becomes a mere waste and burdensome on the resources of our country. Hence this problem was thought to be worked-out so that at least one of the possible reasons for diagnosing the ailment may be identified.

The receptivity of the programme could be judged by the attendance and sincere adherence to the instructions of the individuals involved in the programme. The "receptivity and success" of the programe go hand-in-hand and the participants' negative evaluation of their initial or first few sittings, in terms of their original expectations of achievement of the perception of the programme may yield a high rate of drop-outs and hence a closure or failure of the entire programme.

Hypothesis Formulated

For the present study the following 3 hypothesis were framed:

1. Adults of lower social class expect the teacher to assume an active, free and democratic role in their teaching.

2. The actual conduct of the teacher in the Adult Literacy Programme is more traditional in nature and less active from the problem-solving aspect than the student expects.

3. Those adults whose anticipations are less accurate will be less likely to return for further "education", i.e., those adults who do not attend the classes regularly will have a greater discrepancy between their expectations and their perception of the 'class'.

Method

Area Covered : The present study was taken up in the Nandigama's (Krishna District) villages Training Centres. Sex-wise study was planned but unfortunately there was no much possibility to study the group of women. Hence the present study was taken up only for the Male Adults.

Subjects

The subjects were 32 in number. All of them were so selected that they visited the centres for some time. Some of them showed lack of interest later-on. The decline in their interest was judged by their absence and lack of indulgence in the programmes of the centres in a continuous manner.

As presumed almost all of them were farm labourers with almost nil wet land to their self. The possession of dry land also was meagre. They live on their daily earnings (preparing wet-fields, by constructing mud-bunds, cutting the crops during the harvest season etc. .). Thus they are considered to be from low economic group. They do not have the least literacy which showed their low educational status. However socially they to a large number belonged to the S.C. category. Thus they were treated having poor social status for the general observation.

The age range of the subjects was 17 years to 30 years (as per their oral statement) with a mean age of 23.86 years. All of them are the natives of the particular Taluk and about half of them are married. Educational level, as mentioned earlier, was almost nil except a few (7 members) who were able to read the alphabets of TELUGU slightly. The income they use to obtain on average is Rs. 3/- per head (Average being taken out of the annual income) per day.

Procedure

A questionnaire was prepared listing 20 statements of a Teacher's possible behaviour in the initial classes. Three main aspects of the Teacher's behaviour were covered and each question specifically taps one of these three aspects. And affirmative response would indicate the presence of the aspect. The categories considered were :

1. The Active : The teacher actively instructs or directs the student, for example, "Do you think the teacher will tell you about your loop-holes and set-backs"?

2. Supportive : The teacher avoids the quantum of the sufferings to comfort the student, for example, "Do you think the teacher will try to get your mind (or thinking) off your troubles ?."

3. Passive : The teacher leaves the direction of the discussion to the student, encouraging all student communications, for example, "Do you think the teacher will expect you to do most of the talking?"

It must be specified that these questions were asked by the investigator and were not given to be answered. The medium was TELUGU. Care was taken for maximum objectivity in obtaining the responses by converting the active process into a sort of Controlled Interview Structure.

The first sheet data pertained to the Social Class (income, occupation, education, and so on) and were obtained by asking the students in a very informal manner.

Each of the students (adults) were given (asked by the investigator the questions and their responses were noted, prior to their joining the classes. After attending 10 classes continuously over a span of 3 weeks (3 classes per week) the above questionnaire was again repeated and the perception of the actual programme was obtained. (However the present investigator assigned the second aspect to some of his associates, due to non-availability of time and other relevant resources). The difference in their expectation (Prior to attending the classes) and their perception (after attending the classes) gave the required important flaw or loop-hole in the procedure which if properly re-structured will make the programme more effective.

Results

Table No. 1. Percentage of affirmative responses made by the students before and after their attending the Adult Literacy Programmes.

Sl. No.	Question Asked	Students' before attending classes	Students' after attending classes
		Do you think the Teacher will	Did the Teacher
1.	give you immediate solutions to problems ?	57%	50%
2.	tell you where you are doing wrong ?	56%	8%
3.	try and keep you happy ?	76%	56%
4.	not ask questions about your personal life ?	20%	4%
5.	give a patient hearing than talk himself ?	84%	20%
6.	not encourage your say ?	18%	8%
7.	ask you a lot of questions ?	75%	10%
8.	want to know how you get along with people ?	78%	50%
9.	tell you ways to solve your problems ?	78%	20%
10.	give you definite suggestions to follow ?	70%	24%
11.	avoid matters which may disturb you ?	65%	26%
12.	want to know what kinds of things make you unhappy ?	90%	56%
13.	tell you about your loop-holes and set-backs ?	78%	12%
14.	expect you to do most of the talking ?	70%	85%
15.	want to know about your thoughts and feelings ?	85%	50%
16.	try to help you to get your mind of your troubles ?	80%	60%
17.	be interested in hearing any personal problems you have ?	88%	38%
18.	tell you what is wrong with what you do ?	74%	10%
19.	want to know what your friends are like ?	80%	56%
20.	listen to your troubles ?	93%	20%

The questions asked were 20 in total. Originally 30 questions at the rate of 10 for each category were prepared. A pilot study was conducted to be sure the questions were comprehensible (even when orally asked—less explanation from the investigator's side perferred) and could differentiate among the students. For the purpose a group of ten students selected at random was used. Finally the remaining questions were included in the questionnaire which resulted in a total of 20, out of which 8 belonged to the Active aspect, 7 to the Supportive aspect and 5 to the Passive aspect of the teacher.

The details are as follows :—

Table No. 2

Sl. No.	Group to which the questions belong	Sl. No.'s of questions from the table No. 1	Remarks
1.	Active	7, 8, 12, 13, 15, 17, and 19.	In all 7 questions.
2.	Supportive	1, 2, 3, 9, 10, 16, and 18	In all 7 questions.
3.	Passive	4, 5, 6, 11, 14, and 20.	In all 6 questions.

Discussion :

Hypothesis No. 1. Adults of lower social class expect the Teacher to assume an active, free and democratic role in their teaching :

In the Table No. 1 the percentage of affirmative responses to each question made by the adults to each question are reported. Since there was no control group, it was arbitrarily considered a siguificant degree of affirmation when questions were answered affirmatively by 65% or more of the subjects.

In all the items at serial nos. 7, 8, 12, 13, 15, 17, and 19, the adult students expected the Teacher to be active and listen to their problems. Expectations were to the extent of a saviour for their socio-economic ailments, but the teacher miserably failed in the task as could be seen with a low percentage of adults reporting that the teacher did meet their expectations.

In his behaviour the teacher's behaviour is less than what the student expected. This indirectly discourages the members attending the programme to drop-out and if by any force if they are made to sit in the class, they try to bail out or present themselves physically but mentally completely blank, due to which the envisaged objectives of the programme will not be achieved.

Hypothesis No. 2. The actual conduct of the teacher in the Adult Literacy programme is more traditional is nature and less active from the problem-solving aspect, than the student expects :

The items at the serial nos. 1, 2, 3, 9, 10, 16, and 18 attempt to know about the supportive role expected of the Teacher. From the Table No. 1, it could be seen that items at serial no. 3, 9, 10, 16 and 18 survive the limit for significance (thought arbitrarily), and the students expect the Teacher to help or support them. From the same table it is evident that their expectations were highly and miserably smashed and the teachers thus gave evidence of just following the traditional Role of the Teacher. Teacher as known to the common man is a person who teaches alphabets and maintains or induces discipline of physical behaviour in the students. Virtually in these programmes the same Role appears to have been enacted, contrary to the expectations and planning of the programme-originators.

This trend will put-off the entire spirit of the Adult Education programme.

Hypothesis No. 3. Those adults whose anticipations are less accurate will be less likely to return for further "education"; i.e., those adults who do not attend the classes regularly will have a greater discrepancy between their expectations and their perception of the "class", :

With the help of a few of the associates, a list of adults (about 50%), i.e., (15 out of the 32 sample) discontinued attending programme was prepared. These have discontinued after a span of a month or so (more than 15 classes they have attended) and the main reason given by them, (when asked in Telugu in a form of an informal interview) was that they found nothing new in what they knew prior to their joining the programme and after attending the programme, with regard to the much publicised and propagated new ideas. They thought and expected the teacher to give them a patient hearing than talk himself (item no. 5), avoid matters which may disturb them (item no. 11), instead of telling new things and solving their problems he expected them to do most of the talking (item no. 14) without involving himself in any manner and whenever a problem was raised or a trouble that they were experiencing was told (item no. 20) the teacher simply avoided the topic and passed on to some other thing. Therefore, they felt that it was unnecessary for them to continue in that programme and their enthusiasm and zeal were killed.

(The nos. of items reported in the above discussion are all at the approved level of significance of the present study.)

For more validation of the results, the sample was divided into two groups—Return and non-return. There were 15 students in the non return group (as mentioned above) and 17 students were there in the return-group. No significant differences were found between the two groups in terms of age, sex, race, income education or marital status; nor is this dropout rate of 46.9% (15 out of 32) significantly different from that found attending regulary, in any other manner.

When the discrepancies between a student's expectations and his view of the functioning of education programmes for all the 20 questions, a single discrepancy score could be quantified for each student. A Mann-Whitney U Test[1] showed the discrepancy scores of the Non-return group to be significantly greater than those of the Return Group. The difference was significant at the .01 level, corroborating the hypothesis that those students whose expectations were most inaccurate were less likely to return for continuation of their education.

Conclusions and Suggestions

The Teacher teaching in a class-room is a very old concept and there the main emphasis is understood by one and all of our society as to be the literacy in terms of three "R"s. The envisaged Adult Literacy or Education programme of Government of India, is not in these good old terms but in terms of a life-centred and environmental oriented education. First to comprehend the change in the concept of "Education" itself is difficult by a common man and as well by a Teacher. Before implementing this programme on a large scale, ways and means could be explored for educating the "Educators", if necessary by developing relevant pedagogical techniques and tools.

Secondly, the well-equipped teacher only should be given a chance at least in the begining to head the "Adult Education Programme". Manning the centres with-whom-so ever available, as revealed in the present study, the drop-out from the pool of "already dropped-outs" will be more. This view is reinforced because of possibility of their being in the 'know' of avoiding the "Education" by simply dropping-out, as they once did from the formal educational system. In this non-formal system to bring these individuals together itself is a big task and once they join together to retain them together needs a high psychological and pedagogical skill on the part of the Teacher. Experts therefore should be TRAINED perfectly and then be sent for these programmes.

These Centres should be manned by personnel who are not only educated and simply can work as teacher but also should have an approach of a trained Psychologist, as was revealed in the present study. The adults expect the teacher to tell them ways and show them means to get over their difficulties and troubles which may spread over right from the literacy to the advanced methods of agriculture or another cottage industry. Merely appointing a matriculate who joins the programme for earning a couple of rupees for his pocket expenditure or who may come for some social service with an expectation of Ego-glorification in the society, may negatively speak upon the very survival of the entire programme.

Therefore it is suggested, on the basis of the hypothesis being proved as valid; that :

1. The "Teacher" of A E P, should assume an active, free and democratic role and exhibit humanitarian touch, in addition to his regular duty of developing functional literacy among the adults.

(1) Siegel, S., "Non-Parametric Statistics for the behavioural sciences": Mc Graw Hill, N. Y. 1956.

2. The "Teacher" should be more careful to function in the Centre as a friend and guide in solving the problems (day-to-day for the time being) of his students. This aspect should be given priority over teaching alphabets and other regular material pertaining to the three "R"s. As a matter of fact these problem-solving approaches should lead for literacy and not the other way round.

3. The expectation of the adults should be learnt at first instance by all those concerned with this programme in general, and by the Teacher in specific, so that the flexible, diversified and self-reliant nature of this system could be used and utilised to the maximum. As far as possible there should not be any discrepancy in the perception and expectation of the students, with respect to the Educational Programme.

4. Finally, the investigator wishes to add a word that such studies should be undertaken on a sample basis at the initial stages of the commencement of the programme and with the help of the feed-back, relevant authorities should reform and re-build the system, for its maximum benfit to fit the expectation of our national leaders.

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THE UNSOLVED PROBLEM

*T. R. Nagappa**

Mr. Robert McNamara, President of the International Bank for Reconstruction and Development, has recently suggested that "from now on there should be less emphasis on physical construction—'brick and mortar' and that on the contrary greater attention should be paid to training and educating people, in particular to 'functional literacy for adults in these countries where the growing pool of adult illiterates constitutes a serious obstacle to development'.[1] This indicates the prevalence of a high percentage of illiteracy in the developing countries and the urgent need to eradicate the same for national development. Functional literacy is not some thing new ; but it is only literacy in depth as against traditional literacy. It is the literacy that works in life.

The need for literacy was not felt in olden days as much as it is being felt to-day. It does not mean that the problem of illiteracy did not exist in those days. It did exist. But it did not pose any problem in those self-sufficient traditional societies. Knowledge was mostly transferred from person to person through the spoken word. With the introduction of modern means of communication and transport the traditional society is getting transformed and it is becoming closer and closer. Secondly, with the advent of printing technology there has been a voluminous manufacture of reading materials. "It has been estimated that an individual living in a modern society receives one hundred times as much information as the ordinary individual in a developing country and sixty per cent of this information is communicated by reading.[2]

So, there is explosion of knowledge everywhere all over the world and also especially in developing countries. When there is heavy illiteracy in the developing countries how could the majority of the population keep in touch with the growing knowledge to benefit themselves ? In this connection it may be argued that radio and television being the modern mass media, could conveniently replace the printed materials. Let us take it for granted that radio and television have been competing with the printed materials. Can we store all the information that is communicated through these mass media in our brains which is the store-house of knowledge ? How long can we rely on our brains ? In cases of failure is it not the printed material that comes to our aid and makes us self reliant ? Also there must be facility of preserving the knowledge that is useful and allow others to share. The fact that news broadcast today may not be repeated for the benefit of those that missed it ; emphasises the need for printed material.

Many countries that have won political freedom during the twentieth century have realised the need for literacy for economic

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1. Ministry of Education & Youth Services, Govt. of India. National Seminar on Adult Education, 1970. Agenda Papers: 1 Problem (Page 19).

2. H.M. Phillips, Literacy and Development. UNESCO 1970 (Page 21).

growth and national development. But the illiterate societies in these countries are yet to realise the importance of the 3-R's. Unless the illiterate adults have the inner urge to learn literacy no amount of any external pressure will work. External pressure can only re-inforce or cement the inner desire dormant in the individual. Unless one feels that acquisition of new skills helps him to improve himself he does not feel like acquiring it. Therefore the primary necessity of a social worker would be to make the illiterate adults feel that literacy improves their prospect of earning more and leading a better life. The adage of a horse being taken to a river to drink water when it is not thirsty could be cited here. Therefore, there must be natural hunger for learning to read and write. The inner urge that drives the individual to learn is called motivation. "To ignore motivation of the illiterate is to court failure".

The World Conference on literacy and society held in Rome during 1962 has stated the following reasons which are preventing the illiterates from becoming literates.[3]

1. The environment of the illiterate adult does not impress on him the need for literacy for individual growth.
2. The adult does not have time and energy as he has to toil round the clock for earning his livelihood.
3. He feels that he is too old to learn to read and write.
4. The illiterate feels shy to attend the literacy class as he has the fear of being radiculed by the society.
5. Social customs and traditions prevent the adults from attending literacy classes.

This provides a clear picture of the illiterate society which does not favour learning to read and write. Even amidst these bottlenecks, we do find a section of the illiterate population eager to become literate. What is it that prompts them to attend the literacy classes? What are the motivational factors that encourage the illiterate adults to take up literacy instruction? UNESCO has compiled the information from its member countries in regard to motivational factors that encourage illiterate adults to attend the literacy classes.[4]

1. Status—social, political and religious.
2. Education of self and children—influence of compulsory education on parents—desire to write letters to friends and relatives—natural desire to learn to read and write.
3. Economic rewards—better wages, prospects of better employment.

The motivation may come from within. If it is from within, it can be reinforced by offering external motivation or incentives.

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3. UNESCO: The Planning and Organisation of Adult Literacy Programmes in Africa-1966 (Page 25).
4. UNESCO: The Planning and Organisation of Adult Literacy Programmes in Africa-1966 (Page 24).

4. Distribution of trophies, badges and certificates.

5. Free distribution of literacy materials and free tutution and distribution of house-hold articles for those attending the classes regularly; distribution of agricultural materials, including seeds.

6. Publicity for whose who have successfully competed literacy classes—distribution of certificates in a public function—'Grama Gowrava Samaramdh' as in the case of Maharashtra Gràma Sikshana Mohim.

7. Competition among villages.

8. The application of sanctions on illiterates, e.g., prohibition to attend public entertainments; legal prosecution of people neglecting regular attendance at literacy courses (only two countries mentioned these negative incentives).

Learning to read and write has become a matter of prestige among some people in countries like Tanzania, Pakistan and India. Illiterates in the Phillipines felt shy of attending social gatherings and services in churches. Eager to read newspapers to keep in touch with current political events has been one of the reasons in some countries for learning literacy. The people who have come up in the traditional culture to read sacred books of their religion has attracted many to literacy classes as in the case of Egypt, India and other countries.

Who would not like his or her children to prosper in life by being educated? The parents in one of the countries in Africa did not hesitate to spend twenty pounds in a year on their children towards their fees and construction of school buildings. But how could the illiterate parents supervise and guide the learning activity of their children? A funny incident can be a case in point. A boy was a truant. His mother who did not know this was naturally eager to watch the progress of the boy. He would show an excercise book every day to his mother. As ill-luck could have it, for the boy and luckily for the mother, one day it was found out that he was showing the same page in the exercise book to his mother. The mother then felt that since she was an illiterate, she was being deceived by her boy. The boy had played this trick for three months during which period he did not attend the school. The mother then became alert and this induced her to become literate.

Every girl would like to marry an educated husband and live happily. That the educated husbands prefer to marry educated girls is also true. This was so in the case of girls in Nepal, Sudan, Korea and Tanganyika. But it was different in the case of Bolivia. There the wives did not like their husbands to attend the literacy classes lest they go away to the towns, leaving them.

Literacy held as a matter of prestige issue has worked in many cases to put up false pretensions of being literates. In Nigeria a person neatly dressed would sit in a public place with a daily newspaper pretending that he was reading it. One day it was noticed that he was holding the newspaper with pictures upside down. He felt ashamed. As a result, he felt the need to attend the literacy class to learn to read.

"The story is told that a firm making ball-point pens received an order from a country with heavy illiteracy for a large number of tops of pens. ...The pens were wanted by the people who could not write but wanted to have the tops of the pens showing in their breast pockets."

Attendance to literacy classes was compulsory in dictator countries like Russia and Cuba. Even in those countries incentives were offered to encourage regular attendance of adults. The adults who were punctual to the classes were issued free tickets to the picture houses. The adults who became literates were provided opportunities to speak on the platform when certificate distribution functions were arranged. This was a special feature of Grama Gowrava Samarambha arranged in Maharashtra Grama Shikshana Mohim. Such things will have their impact on the other illiterates. The issue of essential commodities like sugar and kerosene were being regulated in Indonesia looking into the regular attendance and progress of adult students in literacy classes. 'Grama Gowrava Samarambha' was a secret success of literacy movement in 'Maharashtra Grama Shikshana Mohim'. If incentives by way of cash payments to the individual adult students and the class as a group has worked well in a Tabacco Growers' Project and in Indore, the same had no desired effect in Malaysia.

How could you expect a hungry man to attend the literacy class during nights after a hard day's labour when he is not having a morsel of food? In this connection, an experiment was tried in a particular project in Brazil. In that particular project meals were offered for three years (1966-68) as an incentive to join the literacy course and to keep it up. You may be astonished to hear that it had no effect but only encouraged those who had finished the course to rejoin.[5]

I am reminded of my college days when I conducted a literacy class for garden labourers of the Palace gardens. There classes were started in the premises of the garden. These classes were held immediately after the completion of their day's hard labour. The adults attended regularly for the first few days, probably due to the fear of their Officer. Gradually the attendance began to dwindle. They would run away from their fields after the scheduled hours of work through the unofficial exits, leaving their tools with their colleagues. The reasons for their absence were as follows :

1. They were tired after a hard day's labour.
2. They had to walk two miles to reach their houses.

Within a month two literacy classes came to a close. About half-a-dozen in my class attended regularly, though they also had the same trouble. But, out of half-a-dozen adults attending my class, one was a contractor who held contract for fruits and flowers grown in the Palace garden. He pleaded his inability to attend the regular class in the evenings, but he still wanted to learn if I offered to help him. When I assured him of my services, he began to go over to my house every day in the morning for about 15 minutes to learn literacy. Then

5. International Institute for Adult Literacy Methods. Final Report on the replies received to the Institution's questionnaire. Literacy Projects. 1969-70 (1971) (Page 101).

he would attend to his normal work. The other five students were betel-leaf sellers. They wanted to learn arithmetical skills. In the end, only these half-a-dozen students completed the course successfully. It is because of their inner desire to equip themselves for the business they held. So it could be seen that functional aspect of literacy was felt by the adults even as early as 1939 i.e., at a time when the literacy programme was initiated all over India.

It is not enough if there is initial motivation to join the class. It must be retained throughout the end of the literacy course. Of course, various factors such as the environment of the class, the teacher and the teaching materials are responsible for retention of interest among adults. Otherwise, there will be naturally drop-outs. An interview was conducted with the students of the literacy classes held under Naya Saveera Project. This project was conducted by the Karnataka State Adult Education Council during 1970. The following were the reasons for drop-outs.[6]

1. Enrolment of adults to the classes without consulting them.
2. Social pressure to stay away from the classes.
   (a) Employees in the house-hold services were not permitted by their employers to attend the classes.
   (b) In the case of unmarried girls, the parents refused permission to them to attend classes.
   (c) Married women were not permitted by their husbands to attend classes.
3. Do not find time on account of heavy work at home.
4. Agricultural operations coming in the way of regular attendance.
5. Teachers' irregularity.
6. Fellow students' irregular attendance to the classes.

These are the findings of a local project. Now, let us see what the world has to say in the matter. International Institute for Adult Literacy Methods in Iran has compiled a report on the basis of the questionnaires received from 100 governmental and non-governmental organisations. The report throws light on the problem of drop-outs (see page 98 of the report). The percentage of drop-outs varies from country to country. It ranges from 34% to 60%. The reasons as revealed from the report are as follows:—

1. Seasonal work—planting, harvesting, fishing.
2. Travel and change of domiciles—pilgrimage, fasting, mourning, feasts.
3. Vocational problems—travel in search of work.
4. House-hold responsibilities.

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6. Karnataka State Adult Education Council's 'Adult Education Bulletin', July 1971. Evaluation of Naya Saveera Primer. (Page 12-13).

5. Illness.
6. Shyness and other psychological reasons.
7. Students' low calibre.
8. Bad organisation.
9. No qualified personnel.
10. Shortage of materials.
11. Others.

Bad organisation, absence of qualified personnel and shortage of materials are items which the adult education organisations will have to take care of while implementing the literacy programme. 'Experience has shown that if a class is well organised it atracts a large number of participants and tends to raise the demand for functional literacy training. Indeed, the question of 'drop-ins' had to be faced in some projects.[7] In fact, the drop-out rate was only 5 percent. Fixation of inconvenient hours for the conduct of the literacy classes is also one of the items of bad organisation. As a result, "in Kenya, the literacy classes started at the time the bars opened after working hours, so that after a short time the participants preferred to go to the bars instead of to the classes".[8] It will not be out of place here if I mention that in some of the Malnad areas of Karnataka the agricultural labourers and others in villages will be drunk in the evenings. As such it would be difficult to organise classes in the evenings in these areas.

It is easy to take up and complete very big irrigation and others construction projects costing crores of rupees. But it is a very difficult problem to make people literate, as it is the basis for the future development of the millions of people all over the world. Literacy aims at conversion of the mind to face the realities of life. The problem of motivation has been the headache of adult educators. In the functional literacy which is an improvement over the traditional literacy, there does not seem to be enough motivation for a person learning the '3-R's. To be effective, functional literacy should deal with political, cultural and social aspects of development as well. The recent emergence of the concept of non-formal education is expected to take care of these aspects also.

Illiteracy is a deadly disease and complicated too for diagnosis. Social educators will have to feel the pulse of the illiterates like doctors and find out the cause that motivates them to learn. Motivation is mostly individual which should be followed by individual remedies. Study of the illiterates' urge to learn literacy forms a part of pre-literacy work. A successful diagnosis will go half way for the success of the literacy programme. The problem of motivation, yet an unsolved one, demands a scientific approach.

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NATIONAL ADULT EDUCATION PROGRAMME AND INTEGRATED RURAL DEVELOPMENT

*S. P. Ahluwalia**
*M. D. Deousker***

"Education does not end with schooling" reiterates the Indian Education Commission (64-66), "but it is a life-long process."[1]

Need of Adult Education

Adults for the development of a country are the basic and powerful factor. For a democratic and developing country like India, the adults are to be literate for the country's development. But it is shocking that India possesses 40% population of illiterates of total world's illiterate population. Even, if one compares the two censuses of 1961 and 1971 regarding the population of literates as well as illiterates which is given in Table 1 will understand the colossal nature of the problem. How can our country make progress in every walk of life is a question that needs solution !

TABLE 1*

(in Lakhs)

	1961		1971	
Age group	No of literates	No. of illiterates	No. of literates	No. of illiterates
15-24	263.3(35.97%)	468.8(64.03%)	430.1(47.5)	475.9(52.5%)
25-34	192.3(28.5%)	489.9(71.5%)	260.0(33.9)	500.1(66.1%)
35 +	262.7(22.3%)	917.7(77.7%)	366. (24.5)	1126.7(75.5)

Source* *Census of India, 1971*

A casual look at Table 1 shows that although number of literates in each age group has increased, but on the other hand the figures and percentage of illiterates are still higher and have become a challenge to us in the present time. As per Census of 1971 the percentage of literacy is 29.45% while the figure of illiterates is 38.6 crores, of which percentage comes to 70.55%. With such a big percentage and figures of illiteracy any developing country can not progress in any field. "Illiteracy is a mass phenomenon", observes Kothari Commission, which blocks economic and social progress, affects economic productivity, population control, national integration and security and improvement in health and sanitation."[2] To face all these challenges it has become essential that the population of illiterates must be educated because without adult education, illiterate persons of our country can not uplift themselves socially, economically, politically, individually, morally etc. "Without adult

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education and adult literacy," reiterates Dr. V. K. R. V. Rao "it is not possible to have that range and speed of economic and social development which we require, nor is it possible to have that content or quality or tone to our economic and social development that makes it worthwhile in term of values welfare. A programme of adult education and adult literacy should therefere take a front place in any programme for economic and social development."[3]

For any developing country adults are the backbone and an asset to its society. Adult education, according to the policy of the new Janata Government is the springboard of future social and economic planning. On October 2, 1978 a massive and mementous programme of adult education has been launched. There is need to understand the concept of the National Adult Education Programme (NAEP) and the philosophy underlying this scheme of critical significance as through its successful implementation alone the dream of integrated rural development will become a reality.

Concept of NAEP

To educate a big portion of illiterates in our country a nation-wide programme for adult education need be started. This programme shall be operated for the illiterate persons of age group of 15-35 with a view to providing to them skills for self-directed learning leading to self-reliant and active role in their own development and in the development of their environment. The conceptual position and general strategy has been spelled out in the policy statement on Adult Education.

The NAEP programme has been launched on 2nd October, 1978 but upto March 1979, for all practical purposes the period will be treated as intensive preparation period. Preparatory action would include the following areas :[4]

(1) Substantial stepping up of the programme from the existing level of approximately 0.5 million to at least 1.5 million in 1978-79.

(2) Creation of an environment favourable to the launching of NAEP.

(3) Preparation of case studies of some significant past experiences particularly those where the failures or successes have a bearing on the planning and implementation of NAEP.

(4) Detailed planning of the various segments of the programme by appointment of expert group—this would include preparation of detailed plans for each State and Union Territory.

(5) Establishment of necessary structures for administration and coordination and necessary modification of procedures and patterns.

(6) Identification of various agencies official and non official, to be involved in the programme and taking necessary measures to facilitate the needed level of their involvement.

(7) Undertaking of necessary exercises to clarify the required competencies, particularly in literacy and numeracy, which would form part of all field programmes.

(8) Development of capability in all States for preparation of diversified and need based teaching/learning materials as well as making available teaching/learning materials for starting the programme.

(9) Development of training methodologies, preparation of training manuals as well as actual training of personnel at various levels to launch the programme.

(10) Creation of a satisfactory system of evaluation and monitoring as well as the required applied research base.

Indeed, in a sense preparatory action for the following year, based on concurrent appraisal, shall have to continue right upto the conclusion of the programme.

The success of the NAEP will depend on the manner in which the beginning is made in the first couple of years and every effort shall be made to cover the entire population in 15-35 age group by the end of 1983-84. The proposed projections of targets are shown in Table 2.

TABLE 2

Year	: Annual coverage : (in millions)	: Cumulative coverage : (in millions)
1978-79 (year of preparation)	: 1.5	: 1.5
1979-80	: 4.5	: 6.4
1980-81	: 9.0	: 15.0
1981-82	: 18.0	: 33.0
1982-83	: 32.0	: 65.0
1983-84	: 35.0	: 100.0

*Source : *Training of Adult Education Functionaries, p. 7*

It needs to be clarified that these are effective targets and, even if a very efficient programme is organised there could be about one third wastage and the programme shall have to be organised keeping this in view.

India is facing two basic problems of poverty and illiteracy. The first one effects vast mass of our citizens to live under conditions of want and degradation, while the other hinders opening of the doors of development and effects the ability of the poor to overcome their predicament. For the illiteracy NAEP is visualised as a means to bring about a fundamental change in the process of socio-economic development. The learning process involves emphasis on literacy, it also stresses the importance of functional upgradation and of raising the level of awareness regarding their predicament among the poor and the illiterate.

NAEP is a mass programme with the quality of planning and implementation of a selective programme. In relating the programmes to the needs of learners, the NAEP is even more audacious than the conventional selective approach. It is to be recognised that a task of this size can be faced only if NAEP is viewed as a mass movement, to which all sections of people and all agencies must contribute.

In planning the adult education programme the motivation of the adult learners exists. If the programme has organisational flexibility and relevance of the content and methods with the felt needs and problems of the learners it would fulfill the pre-conditions of sustained participation of the learners.

At the time of planning and preparing for NAEP, the perspective of life long learning, and provision of arrangements, shall have to be kept in mind.

Integrated Rural Development : Meaning and Nature

India is a land of villages. The rural folk constitute the bulk of its teeming millions. The majority of Indian population (75% to 80%) resides in villages or in rural areas. Majority of the rural population is engaged in agriculture. Some more are involved in small crafts, handicrafts, small cottage industries, weaving, Bidi making, soap making Pashu-palan, Poultry, Milk dairy and so on. In this way, it is seen that the agriculture related activities are the main source of their livelihood. But as it is observed that all such small crafts, industries and other parental business demand working independently. They are not related or integrated with each other. Due to which any such business could not fulfill the needs of the other one, which influenced the development of rural areas in an adverse manner. The isolation of every kind of business could not be integrated altogether through any educational system either by formal or informal education. So for rural development the need of integration between rural crafts, agriculture, small industries and the like is felt seriously, to promote productive functions of different trades done by the rural people and prepare them to solve their problem as well as of their community, "Integrated rural developments according to Dr. Rajni Shirur "attempts to solve problems of rural community in a comprehensive manner covering every aspect of rural life. It includes education and cooperation, better means of production and marketing, better health and nutrition, and better communication and trained and skilled manpower.' [5]

Concept of Integration

Man's activities whatever be their use for his development should be related with total development of the community. They should supplement or compliment the total programmes of rural development. A citizen must possess insightful understanding regarding his position in community and in what way his vocation would play a role in the society at large.

Integrated rural development covers all such small handicrafts, crafts, industries, agriculture, parental business which exist and prosper in rural areas and are the basis of rural uplift and regeneration. All

such crafts, business, agriculture and others should be integrated through the system of adult education. To integrate rural development, a definite plan through NAEP need be chalked out. On the basis of this an effort may be made to integrate persons working in different professions, for rural development. Self-reliance, self-effort and full accountability should be the basic factors for integrated rural development, which can be achieved by providing adult education to village people. "Integrated rural development" according to Dr. Shirur "is based on the principle of self-reliance, self-effort and full accountability. It aims at elimination of rural poverty and creation of conditions for greater political, economic and social participation of the rural under priviledged."[6] "The basic principle of integrated rural development," "she stresses is that the villagers' problem is one to be solved as a whole, and not as a series of little problems tackled piecemeal. 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."[7]

Rural development through integrated approach must have some productive programmes with the opportunities of better employment. While the rural development does not have such productive programmes. "In the integrated approach to rural development" it is believed, the stress, should be on more 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."[8]

Role of NAEP in Integrated Rural Development

To integrate the rural development in different sectors and at different levels, NAEP must be implemented successfully.

To play a role in respect of integration of rural development, N.A.E.P. should lay stress on :

(1) Non-formal education for non-school going children in the age-group of 6-14 :

(2) Adult education for youth in the 15-25 age-group ;

(3) Functional literacy linked with development schemes.

The persons belong to the age-group of 15-25 who are working in different professions, business, agriculture etc. and are illiterate, also needed adult education, with the help of which they may train themselves in such a manner that they can contact other persons working in different professions with the intention to integrate themselves alongwith their job. This may lead to many benefits. "The first task in the developmental effort" specialists believe, "is that of creating and developing skills. Several plans are being drawn up in developing village or small scale industries, cottage industries, ancillary industries and so on."[9] They can get help as well as guidance from persons beloning to other professions and trades to uplift themselves and to get some good advices or suggestions to solve problems of their fields. Members of this age-group have a very important role in the society. Economically,

socially and politically they are much awakened. Most of them are busy with some productive occupations; some renders useful social services; some involve themselves in community activities, some young persons take family responsibility as they get married themselves. Therefore, the educational needs of persons belong to the age-group of 15-25 are multi-faced and numerous. It is observed that there has been hardly any wide spread educational programme for illiterate and semi-literate young persons. No special educational facilities have been offered to persons of this age-group either by government or by non-government agencies. "Development of knowledge, skills and attitude necessiates adult 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."[10] Programmes which are based purely on and limited to literacy could not attract and hold the attention of the literate. This we can guess from our past experiences. Besides this our past experiences has also shown that rural development can not be made isolately particularly in case of our of school educational activities, but that can be done in close correlation with family and community life, as well as with various development programmes. Integrated rural development envisages two things :

"(i) to relate the educational content to the needs, interests and environment of the persons for whom it is intended and make it as functionally relevant as possible;

(ii) to link such a programme to other social and economic inputs in a rural or urban community. (This means that the educational content should be adapted to the contents of schemes for social change or for economic development; conceived from other angle, there should be an 'educational component' in schemes like food production, water supply, agrarian reform, resettlements, employment programmes, generation of self-employment, family planning, small scale industry, sanitation, various minimum needs, programme etc.)"[11]

To integrate rural development through NAEP, rural youth should be motivated to work in their occupations alongwith the cooperation with other persons who are involved in other professions. In our country there are large number of unemployed of under-employed village youth with some education who could be entrusted this responsibility after they are given a carefully planned training for necessary upgradation of their academic level and an orientation for this responsibility. Besides this such village youths who are not unemployed or under-employed but who have had some education could also be motivated to function as organisers of adult education centres. To work among women and tribal people, it would be better if persons drawn from their groups are reintroduced as peer leaders to organise the adult education centres. Such persons can continue to pursue their vocation and can be paid an appropriate monthly stipend.

To educate the illiterate population of our country and to enrich their knowledge in the professions in which they are engaged, coordination between various professions must be brought out through adult education. "Coordination of various development programmes like integrated rural development, the marginal farmers and agricultural labour projects, the rural industries projects and the Rural Artisans Programmes end Scheme relating to Silk, Coir, handicrafts, poultry, dairy etc." observes I.C. Puri, would yield better results."[12]

Under NAEP School teachers, students, ex-servicemen and other retired personnel, field level Government and other functionaries and voluntary social workers as well as some Cultural bodies like Nehru Youth Kendra, Rashtriya Swayam Sevak Sangh etc. can also play a better role to remove the illiteracy from our country. This depends upon the faith, reliabiliiy. honesty, sincerity of persons working in the said organisations or institutions towards adult education.

A very practicable, useful and rural based curriculum should be formed to carry NAEP successfully. The curriculum formed for this should include the following points :—

(i) information and knowledge about the living environment and the development process in the country:

(ii) basic knowledge for understanding various social, economic, scientific and technological changes in the midst of which youth has to live and work and to which he has to adjust in terms of knowledge and skill and play a fully contributory role ;

(ili) elementary principles of health and hygiene, child care and nutrition ;

(iv) basic skill in reading, writing and arithmetic correlated with attitudinal changes and aptitudinal promotion ;

(v) introductory occupational/vocational skill programmes to prepare him for employment and self-employment.[13]

With this curriculum of adult education, persons residing in rura areas, can get a knowledge upto the extent, where they can integratie rural development.

Besides this there is one functional literacy programme, a biggest on-going country wide programme of out of school adult education. There was an effort in the form of inter-ministerial Project[14] implemented jointly by the Ministries of Agriculture, Education and Information and Broadcasting. In this project, an integrated approach to a comprehensive rural development programme, to the "Green Revolution" is made. The main objectives of the Scheme is to support and strengthen one of the basic national objectives; self sufficientcy in food, increase in crop production and growth of agricultural productivity. It is a first attempt on such a scale to put educational activities directly in relation to one of the major development purposes. "The functional literacy component," below "was not only viewed in correlation with other devalopmental objectives, but from the very beginning was conceived

as more than a literacy programme, as a method of training for development purposes and a comprehensive non-formal educational programme and an opening to continuing education."[15]

On these lines mentioned above some other programmes can also be chalkd out in various fields as business, handicrafts, small crafts, by co-ordinating all these with each other to integrate rural development. Education Commission in this reference recommends that, "literacy programmes should be carefully planned with due regard to local conditions and requirements. In addition to imparting skills in reading and writing, they should help to improve knowledge and skills relating to the profession of the illiterate adult, make him aware of the important problems of the community, his country and the world."[16] This can only be possible when persons involved in different trades, business, crafts, handicrafts shall be benefitted through adult education, with which they will be able to understand or realise clearly the importance of integration towards rural development.

Conclusion

As a big portion of our population lives in villages i.e. in rural areas and is fully dependent on agriculture, only few of them are doing some other manual works, business, small crafts, handicrafts, etc. The rural area of our country is still backward in comparison to the rural areas of other developed or advanced & semi-advanced countries such as U.S.A., U.S.S.R., G.D.R., Japan, Switzerland etc. To uplift the standard of life in Indian villages, it is essential that they should be educated very firstly, so that they can realise the values and importance of human life, labour, time etc. They should develop themselves in such a manner that they can solve any problem of their interest either independently or with the cooperation of other persons of the society. In this context Dr. Shirur writes, that, "no development is possible unless the local talents are explored, trained on scientific lines and utilized to the maximum extent. Once a major part of manpower is utilized for productive purposes and their income increased, the suitable climate is created for various welfare and educational activities like health, sanitation and family planning leading to overall developnent."[17] For this N.A.E.P. should be adopted as well as implemented in rural areas of our country and local community should help, guide and cooperate in this respect.

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PROMOTION AND COORDINATION OF NON-FORMAL EDUCATION IN SRI LANKA

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The modern system of education in Sri Lanka is to a great extent a heritage of the island's colonial past. Education in the national languages (Sinhala and Tamil) has always been free, and in 1945 education in the English medium was also made free in all government and most state-aided schools. In 1960 the latter were taken over by the government, leaving only a handful of private fee-levying collegiate schools. Education therefore is by and large free right upto a university degree, and compulsory upto the age of 12 years. Today the medium of instruction in all schools, is in the national languages.

According to the latest statistical data there are over 9000 state schools, with 122,744 teachers and a student enrolment of 2,462,147. The estimated total enrolment for 1978 is 3,050,000. As a result of free and compulsory education for over a quarter of a century, Sri Lanka has achieved a very high degree of literacy, being nearly 90% of the active age group between 10 and 50 years. Education, has been for the most part academically-oriented, with much book-learning, but in the recent years this pattern has been slightly changed with increasing emphasis on vocational and technical training.

It is only since the turn of the present decade that non-formal education has gained currency in our country and has been recognised as an effective method of education, skill-development, attitudinal change and as a catalyst for mobilising diverse resources for total development of man and of the land. In 1972 the Marga Institute of Sri Lanka undertook on behalf of the ICED/UNICEF a detailed study of non-formal education in Sri Lanka[1]. Since then however, many new programs have been inaugurated, and much new ground has been *covered both by government and non-government organizations.* Significant achievements have been recorded in certain specific areas of activity and among specific target groups, so much so that Sri Lanka has been adopted as a model for other developing countries.

Among the government institutions the Ministry of Education has been in the fore-front of NFE in Sri Lanka. Beginning with the Adult Education Centres located in schools and run by part-time instructors, drawn from the permanent cadre of government teachers, the movement has been expanded and diversified with the ever-increasing Part-time Technical Training Program for School-Leavers, and most recently with the catalystic and development-oriented new Adult Education Centres. The original Adult Education Centres whose numbers have dwindled with the years are being fast converted into Part-time Technical Training Centres for schools-leavers, which at the present moment number over 500, located in different parts of the country, with over 650 different courses of training available in these centres.

The Part-time Technical Training Program is also school-oriented and managed by the school authorities, but the resource/training person-

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1. Non-formal Education in Sri Lanka, Colombo 1978.

nel are drawn mainly from local talent outside the school teachers. The objectives are mainly skill-development and promotion of self-employment in the service sector, and through minor industrial and agro-based undertakings. School equipment and buildings are utilized, but the raw materials are obtained locally and paid for by the students. Bank loans and cooperative efforts are used to promote this scheme.

The most recent and innovative scheme launched by the Ministry of Education is the new Adult Education Centres. The main objective is to mobilise adult human resources for national development, by creating awareness of the development processes and the opportunities that are available for self-improvement, in all spheres of life. With the first Adult Education Centre opened in January this year, steps have been speedily taken to open many new centres in different parts of the country. It is estimated that there will be 180 such centres before the end of the current fiscal year. Each of these Centres, will enrol 50 persons of both sexes for a session of one weeks' duration, thereby reaching a target group of 2,000 people by each Centre during a 12 month period. It is expected that in five years much of the adult population would have been initiated into this program. During the period of participation, it is expected that there will be much inter-action between the participants and the resource personnel, drawn mainly from local official circles. This inter-action will serve as a medium of communication between the people and the government. The new adult education centres are located in independent buildings away from the schools, so that they would be used throughout the year. These centres are expected to transform themselves into places for communal living, understanding, recreation and cultural upliftment.

Among the other providers of NFE in the government sector are the National Youth Services Council (NYSC), the Department of Agriculture and Animal Husbandary, Agricultural Research and Training Institute, the Department of Labour, Department of Co-operative Development, Department of Rural Development, the Tourist Board, National Apprentices Board, and last but not least, the Department of Small Industries. The NYSC, in particular, has been entrusted with the massive task of mobilising all youth resources for the multi-million development project, the accelerated Mahaweli (River) Development Scheme. This along with a number of other new ventures in the field of accelerated economic development, are expected to take us over the crest of economic stagnation into an era of greater prosperity. However while this remains a distant dream, there is no doubt that there is a visible resurgence in economic activity in the country.

Among the NGOs that have broken new ground and have made very significant progress are the Sri Lanka Foundation Institute (SLFI), the Lanka Jatika Sarvodaya Shramadana Sangamaya and the Family Planning Association of Sri Lanka (FPA). The SLFI started its activities in 1974, and within a very short period has been able to make a tremendous impact with its wide-ranging and multi-faceted approach to non-formal adult education in Sri Lanka. Sarvodaya in turn, has become a by-word in every part of the country, with its collective voluntary efforts, with its moral and ethical undertones, and the charismatic leadership of its founder. The FPA, few years back, was a long advocate of its specific goals, but has in recent years become the standard-bearer of most family planning activities in the country. It

has also invaded the mass media, and proved itself one of the most effective agents of change. The FPA has had such tremendous impact that its success has been closely studied by a number of other developing countries, with equally perplexing population problems.

There are many other voluntary organisations; some of an avowed religious nature and others without such leanings, which among other things, engage in NFE, among their own members or among the members of the general public. Among the religious organigations the Catholics and the Protestants have set the trail blazing with their Boy's towns, youth farms and young men's and women's associations. The Buddhists also have not lagged behind and have launched their own schemes in a healthy competitive spirit. Boy's Scouts, Girl Guides and Mahila Samithi (Women's Associations) are among others making their own little contributions to NFE in Sri Lanka. Last but not least are the numerous service organizations, such as the Lions, Jaycees and the others who also could be credited with at least marginal involvement in this field.

With regard to coordination, as is self evident, Sri Lanka has not made any significant progress towards creating the desirable machinery for such a purpose. However there is increasing awareness of the urgent need for such coordination at the highest possible national level, so that better results could be achieved, and all wasteful duplication could be eliminated, and those crucial areas of activity, such as training, programming, implementation, evaluation and innovation could be developed and further improved.

EVALUATION OF NATIONAL ADULT EDUCATION PROGRAMME

K. G. Rastogi

The purpose of evaluation of National Adult Education Programme in India is to improve the programme by identifying the strengths and weaknesses of the programme, the difficulties encountered by the workers in implementing the programme and to help the organisers of the programme in taking short-term and long-term decisions about the programme. In no way, the purpose of evaluating the Adult Education Programme is to discourage the workers and the programme. NEAP in India is an Educational Innovation which can be compared to a treatment being given to a patient. It is but natural that the NAEP needs more sympathy, selfless service and much more money and efforts. In short, the Evaluation Programme of NAEP should help the monitoring and research both, to be organised at the Central, State, District, Block and Village Levels. In order to develop a suitable programme for evaluation of NAEP the following questions are to be replied clearly and specifically :

(1) Why evaluate ?

(2) What to evaluate ?

(3) How to evaluate ?

(4) When to evaluate ?

1. Why Evaluate

The following are the specific objectives of the evaluation programme of NEAP ;

(a) to identify the strengths and weaknesses of NAEP

(b) to identify the difficulties encountered by the workers involved in the programme at different levels viz., central, state, district, block and village

(c) to feed-back the programme for improvement

(d) to grade districts, blocks and villages on the basis of the quality of the programme

(e) to verify that the funds allocated to different agencies are utilized in an appropriate manner.

In order to fulfill the above mentioned objectives both formative and summative types of evaluation will be conducted. The formative evaluation emphasises on the identification of problems and difficulties of the workers, while the summative evaluation finds their faults. So, it should be noted that the formative evaluation for NAEP is more

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important than the summative evaluation, as the main purpose of evaluation, is the improvement of the programme.

The first three objectives are mainly concerned with the formative evaluation while the achievement of the last two will depend on summative evaluation.

2. What to Evaluate

A. Levels of Evaluation

Evaluation will be undertaken at the following levels:

(i) Centre

(ii) State

(iii) District

(iv) Block

(v) Village

B. Content of evaluation

The following aspects of the programme will be evaluated :

(i) Organisational Aspect

(ii) Educational Aspect

Both these aspects are intimately related with each other. The quality of one will determine the quality of the other. In addition to the evaluation of these aspects separately, their inter-relationship also is to be evaluated and improved.

(i) Organisational Aspect

The evaluation of the organisational aspect will include the following items :

— Administration at the Centre, State, District, Block and Village level, including the flexibility of system, disbursement of money, recruitment of workers, support of the socio-political will etc. Relationship of the administration at the above mentioned levels, including controls and checks over each other, cooperation among them etc.

(ii) Educational Aspect

The educational aspect will include the evaluation of the following items ;—

— Learner' achievement, including their cognitive, emotive and psyco-motor development

— Evaluation of the learning material

— Evaluation of the teaching strategies

— Other activities organised by the Adult Education Workers

— Usefulness of the programme in terms of the health requirements of the learners

— Usefulness of the programme in terms of the professional requirements of the learners

— Usefulness of the programme in respect of inter-group relations in the village, block or district

— Usefulness of the programme in respect of the social consciousness and development of national character in the learners.

3. How to Evaluate

The answer to this question implies the clarification of the following points.

a. Techniques of Evaluation

b. Tools of Evaluation

c. Categories of Evaluators

(a) Techniques of Evaluation

The evaluation programme of NAEP will have the provision for both Self Evaluation and Evaluation by others. The programme will be evaluated by the instructors, supervisors and project officers on the one hand and the learners on the other. But the evaluation should be done keeping in view the limitations of a geographical area and the difficulties encountered by the adult education workers at different levels.

(b) Tools of Evaluation

Tools of evaluation will be required for the evaluation to be organised at all the levels from centre to village. The tools to be used at the central and state level will be sophisticated, while those to be used at lower levels will be more and more simple. The following tools may be used for evaluation :

(i) Proformas; (ii) Observation schedule; (iii) Interview schedule; (iv) Check-list (v) Questionnaire (vi) Report card.

The tools should be such as they may help the evaluators to know the strengths and weaknesses of the programme and the difficulties encountered by the workers so that the evidence collected through the tools may be helpful in evaluating and improving the programme.

All the tools should be prepared keeping in view the requirement of the evidence to be collected at different levels. The tools to be used by the instructor at the village level should include the basic and the most essential information about the programme run by the centre. The tools to be used at higher levels may be helpful in collecting some additional information. But the information collected by the village level workers will be useful at higher levels also.

The proformas one for each level, will be detailed and will concentrate on collecting the information about the programme being conducted at different levels. The observation schedule will help the evaluator in observing the whole programme systematically. The interview schedule will be helpful in verifying the information collected through the proformas and in collecting some additional information also. The check-list may be helpful for evaluating both the organisational and educational aspect of the programme, but it is more useful for evaluating the organisational aspect as it helps in knowing if certain things are happening or not. A questionnaire will include some pertinent questions about the programme, which may help in evaluating the achievement of objectives of the programme. The purpose of the report card is to summarise the information and report to the higher level.

One more important point about these tools is that each tool should have at least three progressive forms, each form to be used for three months. These forms will include the items for collecting evidence and reporting the achievement, keeping in view the expected progress to be made by the centres quarterly.

(c) Categories of Evaluators

The categories of evaluators will include two kinds of personnel viz., organisers of the evaluation programme and the actual evaluators. The organiser of the evaluation programme at the centre may be a collective body comprising of Directorate of Adult Education, Council for Social Development, National Council of Educational Research and Training, Indian Council of Social Sciences Research. The responsibility of organising the programme of evaluation at the state level will lie with the State Resource Centre. The evaluation programme at the District and Block levels depending upon the local organisation will be organised by the Project Officer. The supervisors may look after the evaluation programme at the block and village level. At the village level the programme of evaluation will be organised by the instructor and the learners.

The actual evaluators will depend upon the kind of content of evaluation and the total and techniques to be used for evaluation.

The following table gives an idea of how the programme of evaluation may be organised :

Table 1

Tools & Techniques of Evaluation : (A) Organizational Aspects

S. No.	*Item*	*Levels*	*Techniques*	*Tools*	*Evaluators*
1.	Execution of the Programme	All levels	Visit, Survey & Interview	Observation schedule check list questionnaire	Workers at the same and higher-level
2.	Administrative procedure	-do-	Visit & Survey	-do-	-do-
3.	Utilisation of funds	-do-	-do-	-do-	-do-
4.	Monitoring of the programme	-do-	-do-	-do-	-do-

Table 2

Tools & Techniques of Evaluation : (B) Educational Aspects

1.	Learners Achievement	Village	Test, Observation	Standardised Tests, Observation schedule	Learners, Instructor and Supervisor
2.	Learning Material	District	Rational Evaluation, Empirical Evaluation	Analysis Sheet	Experts
				Observation schedule and questionnaire	Learners, Instructor and Supervisor
3.	Teaching Strategies	Village	Empirical Evaluation	-do-	-do-
				Check-list	-do-
4.	Other activities	-do-	-do-	-do-	-do-
5.	Usefulness of the programme	Village & Block Level	Empirical Evaluation	Interview Schedule	Instructor Supervisor & Project Officer
6.	Usefulness of the Programme	Village & Block Level	-do-	-do-	-do-

S. No.	Item	Levels	Techniques	Tools	Evaluators
7.	Usefulness of the programme	-do-	-do-	-do-	Instructor, Supervisor, Project Officer, State Resource Centre and Village people outside the programme.
8.	Training Programme	District & State Level	Rational & Empirical Evaluation visits	Questionnaire Interview	Instructor, Supervisor, State Resource Centre & Central Committee.

The evidence may be collected and partial evaluation may be conducted aspect-wise, but the complete picture of the quality of programme can't be got only if both the aspects are evaluated with regard to each other, as the quality of one very much depends on the other.

4. When to Evaluate

In respect of time and frequency the evaluation is of two kinds—summative and formative. Summative evaluation is held only after the term of a programme is over, while the formative evaluation is held when the programme is going on. The formative evaluation is more frequent and continuous. The criticism against the summative evaluation is that it hints mainly at finding out the faults of the programme and the workers rather than the problems and difficulties encountered by them. There is not much scope of improvement of the programme through summative evaluation while formative evaluation aims mainly at that. The formative evaluation adopts the approach of 'Diagnosis and Remedy' as in the case of medical science. However, the programme of evaluation of National Adult Education Programme may include both kinds of evaluation.

The frequency of evaluation for formative evaluation at different levels may be as follow :—

Table 3 — *Frequency of Formative Evaluation*

S. No.	*Level*	*Frequency*	*Evaluators*
1.	Village	Weekly	Instructor and Learners
2.	Block/Project	Monthly	Supervisor and Project Officer
3.	District	Bi-monthly	Project Officer/District Authorities
4.	State	Quarterly	State Resource Centre
5.	Central	-do-	Central Committee

The summative evaluation may be held at all the above mentioned levels at the end of the programme as suggested in the tables 1, 2 & 3. The summative evaluation may be held in grading the centres on the basis of the quality of programme that they provide to the learners. But while allotting the grade to a centre the local conditions and the difficulties encountered by the workers should also be given due consideration, as the grade should also be based on the quality of efforts made by the workers and not only on the product or achievement. It is possible that a centre facing less problems and difficulties may achieve more than a centre facing more problems and difficulties which is no way less creditable to the latter. For grading the centres the comparison should be between the real achievement, which is the difference between the point of start and the point of achievement vis-a-vis the difficulties and problems faced by the centres. So, if the centres are to be graded, an assessment of the situation may be made before starting the centre so that the real achievement may be found out. However, it does not seem desirable to grade the centres till a positive and committed atmosphere is created in the country or at least in the state concerned.

NATIONAL PROGRAMME FOR ADULT EDUCATION

Gunada Majumdar

The concentrated attention given by the Government of India to eradicate illiteracy is indeed praiseworthy. The Ministry of Education has taken up the problems of the age-group between 15 and 35 whose lack of literacy needs immediate attention. This group comes nearly to 10 crores throughout the country. The Government has decided to train up these people in retainable literacy within 5 years. An elaborate programme for training the necessary personnel has been taken up and the necessary preparation is being made. Preparation of learning materials is also under way for which a State Resource Centre is being opened in EVERY STATE. It is good that the preparatory stage has been given due importance, and the Government has decided to wait for some time to start implementing the actual programme in the field after necessary preparation is completed.

A doubt has been expressed whether it would be a realistic to cover 10 crores of illiterate people in 5 years. In the initial stage' that is, in the 1st and 2nd year, the number of illiterates turned to literates may be smaller than in the later years. It would not be 2 crores of people per year at the initial stage, but much less. The Government thinks that the momentum will gather in two years and the pace of the programme will be quickened and larger number of illiterates will join the programme. From the reports of discussions now available, the programme leaves a number of vital gaps which should be filled up. Before coming to the gaps, let us see what the functionaries in the programme are expected to do.

There are three types of functionaries at the field level. There will be instructors acting on an emolument of Rs. 50/- per month. There will be a supervisor who will supervise 20 to 30 centres. All these centres should be in cluster of 10. There will be a District Project Officer who will supervise and direct the entire programme of his area. The Project Officer will be answerable to the District Magistrate. The emolument of each supervisor has been fixed at Rs. 400 to Rs. 500 per month and that of a Project Officer at Rs. 700 per month.

The Instructor who will hold the classes of literacy is expected to play the following role:

(1) *Disseminator of Information.*

— Information about legal rights.

— Land Tenure, Tenancy laws, minimum wages etc., as also the Development plans and programmes from which the community could benefit.

— Bank Loans that may be provided from Extension Services and presently available in that area.

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— Health facilities.

(2) *Mobiliser of Local Resources*

— To mobilise whatever resources and people are available locally.

— For improvement of the functional skill of learners and consequently the socio-economic conditions.

(3) *Initiator of Group Discussion*

— He/she should form groups of learners for the improvement of their material and social conditions. The community should also be involved. These groups may be production groups, credit unions, consumer of other commodities, trade union of one kind or the other. By this group action, the poor segment of the society will be able to create pressure and improve their receiving mechanism and bargaining power.

(4) *Recorder of the process of change and learning*

The Instructors should note and record whatever they observe, the problems they face in carrying out their task, the how and why of the process of change. They should know more about happenings at the grass-root level. They should write reports, and there should be a communication between him and the people at the higher level.

(5) *Management Role*

The Instructors should organise the adult education centres and see that the necessary equipment and materials are provided regularly in time. They shall maintain progress records, send correct and timely returns, keep in touch with the drop-outs, so that they can understand the reasons which led them to discontinue their association with the class and make an attempt to help them overcome these problems so that they can join the class.

The Instructors are also expected to do the following :

(a) Study the environment—socio-economic, political and cultural ; conduct surveys ; identify the felt needs and learning needs of the community.

(b) Establish a rapport and communication with the community and build a relationship of equality.

(c) Adapt and apply the curriculum and teaching materials according to the capabilities of the learners.

(d) Imparting learning skills related to the objectives of the over-all programme.

(e) Initiate different forms of group inter-action like discussion, dialogue, role playing, simulation game etc.

(f) Elucidate participation of learners of the community for different activities.

(g) Development among the learners a rational and critical outlook.

(h) Mobilise the community as well as the development resources available in that area.

(i) Make learning vital, meaningful and attractive.

(j) Effectively evaluate the progress of individual learners as well as of the group.

(k) Prepare reports and maintain records at the centre.

(l) Write simple material for the neo-literates.

The importance of continuity of the learning process has to be grasped by the Instructors.

There will be 21-day or 100 hours training in a camp where 30 Instructors will stay and the budget for this camp has been estimated at Rs. 5,680/-.

The supervisor must have all the capabilities of the Instructor as he is expected to play the role of crucial frontline operator in the programme. As the area of activities of the suppervisor will cover a large group of centres and as he will have to conduct service and studies and look after the organisation and the administration of the programme and act as a link between the Centre and the Project Officer, the training of supervisors will form an important part. The supervisor is also expected to play a very important role in getting the community interested in the whole programme. It is suggested that he may be designated as Loksampark.

The Project Officer will be responsible for efficient implementation of the programme in his area. He will also have an elaborate training.

The meticulous care that has been given to the preparation of the programme and training the personnel has followed a scientific and systematic line required for a programme of this magnitude. But, is it at all realistic? There are too many gaps right from the stage of Instructors upto the Project Officers. Let us, first of all, try to understand the socio-economic situation which adult literacy is expected to change. Why have 70 per cent of the people (nearly 420 million) have remained illiterate after 30 years of our Independence? What motivation can these personnel inspire in the people so that they themselves come forward to cast off the stigma of illiteracy.

Leaders in the field of adult literacy have rightly stated that the programme of adult literacy should be linked with the development process. But, how and when will integration of development with literacy be started? Then, there is the question of personnel vitally engaged in this programme. Let us take the Instructor first.

He is the key person having a direct and daily contact with the learners and the community. The minimum educational qualification of an Instructor is taken to that of the standard of class VIII. With this inadequate educational qualification and no experience in social work, it would be too much to expect him to perform all the tasks assigned to him at an emolument of Rs. 50/- per month. It is true that a boy or a girl with higher educational qualification will not stick to this job, with devotion, as the eyes of such qualified persons are directed to jobs with benefits available in urban areas.

The Supervisor also has a heavy load of duties and he is expected to perform tasks with which he was not at all familiar. A short training course will hardly qualify him for all these jobs.

In formulating any programme meant for our poor people, we are often tempted to think of an organisational structure which is suitable in a developed society. The social and educational situation in a developing society is completelv different from that of a developed society. The developed society has its different sections fully organised, whereas in the developing society, it is completely unorganised so far as people are concerned. The educational process and methods in India have not so far encouraged any independent thinking and new initiative towards social education. In what way they can then perform the tasks which would lead to a social change?

The process of social change can be generated only when a climate for the same is created. It is true that the heat and enthusiasm which had developed during the freedom struggle cannot suddenly be whipped up in a normal situation. But the desire followed by an attempt for a social change has to be geared to necessary organisational patterns. If it is agreed that the adult literacy must of necessity be linked with development activities, we have to see that such activities are put into practice along with the conduct of literacy programme. That means, all the requirements for development have to be arranged right on the spot. Such development activities may be related to improved agricultural practices, as well as forming dairy, goatery, piggery, fishery as well as poultry and duckery, supplemented by material aids for reorganising the crafts of the artisans and building up new cottage industries for production of consumer goods, in all of which the learners would be attached according to their needs and capabilities. The target groups of adult literacy belong to the poorest section of the people, having little or no resources. These resources, including necessary training, have to be brought at the door of the learners. If we take the share-croppers or small farmers, it will be necessary to impart extension training so that they can improve their cultivation with the little land they have for their operation. Such extension service may be imparted through different agricultural colleges, if the centres are within a reasonable distance. The Education Department may also make agriculture a compulsory subject for the students living in rural areas. In that case, the school staff may also impart training to all the learners and the farmers of the community as and when it is required. The School may also arrange services like soil testing and giving necessary advice regarding the particular crop to the people living in that area. Technical centres may also be opened in or near the existing schools where weaving,

carpentry, blacksmithy and pottery can be trained. The State will undertake necessary survey of the existing and potential skills of the poor people and make a plan of production for each area. The Industries Direcctorate may open a new section to study the problem of supply of materials and of marketing. Production will follow according to the plan. It may be stressed here that the planning process must include a method of discussion with the villagers, particularly the persons who will be called upon to produce the commodities. Planning from below is necessary not only for production but also for generating interest and confidence in the production programme.

To undertake a mass programme of the magnitude intended in the National Adult Education Programme (NAEP), it must be remembered that waves of enthusiasm have to be brought in to generate adequate interest in the total programme. When activities in different sectors are organised along with the programme of adult education, people will come forward on their own and show a genuine interest in adult education. Unless an all-out effort in various directions is undertaken, adult literacy will not be integrated with the development process, and it will have the same fate as in the past. The big programme of eradicating illiteracy in the age group 15-35 in 5 years will simply collapse if we do not attend to the other necessary factors and start organising them in the manner it is required. If it fails due to our negligence for the other factors, it will be a disaster and the task of making the people literate will have a rude shock. The Education Ministry has, therefore, taken very rightly a great interest in the programme, but if it fails to arrange the necessary integration, it would be difficult to get the programme implemented in the right spirit with renewed effort. That is why, we should have an over-all view of the entire situation.

LAUNCHING OF NATIONAL ADULT EDUCATION PROGRAMME

Report from various States

The National Adult Education Programme (NAEP) was formally launched on October 2, 1978, all over India. There was a great enthusiasm, interest and hope in launching this massive programme of making 100 million men and women in the age-group 15-35, literate in the next 5 years.

Report of the launching ceremonies in various parts of the country and by innumerable organisations came into the office of the Indian Adult Education Association. For the benefit of our readers, we publish a few of them :

Delhi

On Oct. 2 at a colourful function the Vice-President of India, Shri B.D. Jatti, formally launched the NAEP at Vigyan Bhavan, New Delhi. Shri Morarji Desai, Prime Minister of India was the Chief Guest. Both the Education Minister Dr. P.C. Chunder and the Minister of State for Education, Shri Dhanna Singh Gulshan spoke on the occasion. Shri Morarji Desai, said that the pace of development could not be accelerated in this country unless the people were educated. He emphasised the need of follow-up literature in Adult Education which should be simple in language and mature in thought contents.

Delhi Administration : Shri Kidar Nath Sahani, Chief Executive Councillor inaugurated NAEP of the Delhi Administration at Chatterpur village on October 3, 1978.

Delhi Adult Education Association : The President of DAEA, Shri Hans Raj Gupta, former Mayor of Delhi formally launched the NAEP in East Delhi on the 25th Dec. 1978. The DAEA will run 60 centres in Delhi.

Indian Adult Education Association : The IAEA in cooperation with NSS volunteers of Delhi University has completed survey work of some colonies in South Delhi for starting 100 adult education centres under NAEP.

Rajasthan

(a) *Lok Shikshan Sansthan, Jaipur* : The Sanasthan which runs 47 non formal education centres in different localities of Jaipur City, launched the NAEP on October 2. It organised public meetings, seminars etc. It held meetings and displayed poster in various schools in the city. A local M.L.A. formally opened a new literacy centre in a Mohalla called Mahawaton, nearly 500 people participated in the function.

(b) *Rajasthan Adult Education Association :* Shri Vardhaman Bapna, of the Association reports that, through the State Resource Centre, Jaipur, the programme was launched in 15

villages in Jaipur District. The State Education Minister, Shri B. L. Sharma was the Chief Guest on the occasion. Literacy programmes were also launched in Jaipur, Pali, Jodhpur, Bikaner, Jalaur, Jhalwar and Bharatpur.

Tamil Nadu

(a) *University of Madras* : The Department of Continuing and Adult Education of the University has prepared a manual of training for the key personnel for NAEP. It has launched a T.V. Programme called "Literacy through Television". The novel programme was inaugurated by the State Education Minister, Shri S. Aranganayagam on September 3, 1978.

(b) *Kolli Hill Union*, Rasipuram started forty non-formal education centres on October 2.

Uttar Pradesh

(c) *Aligarh Muslim University* : Four adult literacy centres were inaugurated under the auspices of the AMU, at a function held in the evening in a backward locality. Dr. (Mrs) Razia Khan, Principal, Women's College, delivered the inaugural address. The AMU proposes to run 50 centres during this session.

(b) *Neel Kamal Adult Education Institute, Lucknow* : A production centre has been set up for the training programme for the welfare of women under the adult education scheme. Arrangements for knitting, tailoring, embroidery, dollmaking, plastic work etc. have been made to enable women to earn while learning.

Bihar

(a) *Xavier Institute of Social Service* :-An adult education programme which was started in June 1978 in Bero village was formally inaugurated on October 2 by Dr. Kumar Suresh Singh, Commissioner of the South Chotanagpur Division. The Commissioner was received by a large number of tribal people. Shri Deogaria, Mukhia of Bero village presided. A young tribal girl who is a village instructor in one of the adult education centres welcomed the chief guest. Shri Kashitiji Ray sang a sadri Jummar on adult education. Fr. Bogaert explained the symbol of the NAEP and requested the people to make Bero into a truly model scheme.

Karnataka

(a) *Govt. of Karnataka, Belgaum* : Shri I. K. Puttasomegowda Dy. Commissioner, Belgaum inaugurated the NAEP on 2nd Oct. at Kalamandir, Talakwadi.

(b) *Karnataka State Adult Education Council* :-The Council's NAEP was launched on Oct. 2 by the State Chief Minister, Shri Dev Raj Urs in Bangalore. A book exhibition was opened by the State Education Secretary, Shri B. Subbaiah Shetty.

Maharashtra

(a) *Bombay City Social Education Committee* :-The Committee clubed the Gandhi Jayanti celebrations with the formal launching of NAEP. Talks on "Importance of NAEP" and Gandhiji's Life" were arranged on different social education centres in the city of Bombay at which prominent social workers spoke.

A joint inaugural function of the launching of NAEP, was held under the joint auspices of the government of Maharashtra, and Bombay Municipal Corporation at the Ravindra Natya Mandir, Prabhadevi. Maharashtra's Governor, Shri Sadiq Ali inaugurated this function and the State Chief Minister, Shri Sharad Pawar presided over the function. Shti G.K. Gaoker, former Secretary and Social Education Officer of the Bombay City Social Education Committee, was falicitated by the Governor for being the 1978 recipient of the IAEA Nehru Literacy Award for outstanding contribution for the promotion of literacy in this country. The Committee's President Shri M.G. Mane proposed a vote of thanks.

(b) *S.N.D.T. Women's University, Bombay* : Under the auspices of the Department of Continuing and Adult Education, S.N.D.T Women's University, Bombay the adult education programme was launched on Oct. 2. Prof. S.S. Vardi, State Education Minister inaugurated the programme and in his address stressed the need for an intensive community development programme.

(c) *Poona University* :-On Oct. 2 a rural education programme for primary teachers was organised at Waghali. The Vice-Chancellor of the University of Poona attended the programme.

Apart from this, the university held week-end seminars at Ahmednagar, Jalgaon, Dhulia and Nasik on August 27, Sept. 25 and 26. These seminars were held on NAEP and lectures by eminent persons were arranged on the subject.

Mizoram

Under the auspices of the Directorate of Education, Mizoram, the National Adult Education Programme was launched at Champhai, Mizoram, on Oct. 2. The inaugural programme which was arranged in the community hall, Champhai was inaugurated by Pu F. Malsawma, Minister of Education and presided over by Dr. L.N. Tlunga, Director of Education, Mizoram.

Those who spoke on the occasion included Pu G. Vulluaia M.L.A. and member, Mizoram State Education Board and Pu. J. Lalduhawna President, Central YMA and State Social Education Officer, Mizoram. Other activities on the occasion included the construction of a village road.

Madhya Pradesh

Samaj Shikshan Samiti, Jabalpur : The first adult literacy centre was launched by Dr. S.C. Barat. Two sewing machines, slates and pencils were presented to the learners. The Samiti proposes to start 9 more centres in the near future.

NEWS FROM INSTITUTIONS

Orientation Programme for Principals

The SNDT Women's University Bombay which launched the NAEP, on October 2, 1978 recently held two workshops as part of its training programme for orienting principals of colleges of this University and teachers involved in the work of adult education.

The thrust of the discussion was in the following directions :

(1) Emphasis on quality through feasible targets during the first phase rather than reaching large numbers.

(2) Identifying ways and means of motivating adult learners through felt needs.

(3) Inter-departmental involvement of teachers in different aspects of the programme.

(4) Coordination with voluntary agencies in the work of NAEP.

(5) Liaison with employment schemes as an incentive to women to participate in NAEP.

(6) Credit to be given to teachers and students involved in NAEP.

(7) Integration of Adult Education as a teaching component.

Extension Courses in Dhulia

The United Technical Training and Multipurpose Development Institute, Dhulia, Maharashtra will start the short duration extension courses for adult men and women in different parts of Maharashtra. Course : Agricultural Management Dairy Management, Irrigation Management, Electric Principles, Language Courses in Hindi, Marathi etc. Further information.R.G. Dethe. Director, The United Technical Training and Multipurpose Development Institute, Dhulia (M.S.)

Training in University's Participation in NAEP

Training is an important factor for those who are going to involve themselves in the National Adult Education Programme.

In Tamilnadu, the University of Madras gave a lead in this and it started a training programme. The programme was arranged by the Director of NSS, University of Madras in co-ordination with the Adult and Continuing Education Department of University of Madras and the State Resource Centre, Madras.

In the beginning, a two day workshop was held for the Principals and Heads of Departments at Coimbatore to give an orientation to them as they were the persons who were in-charge of the NAEP programmes in their respectives colleges.

Then, the NSS programme officers and the NSS co-ordinators of ten colleges from different regions of Madras University were given seven days training in April, 1978. The colleges that participated were :—

1. Vivekananda College—Madras
2. Stella Maris College—Madras
3. Adult and Continuing Education Department, University of Madras—Madras
4. Sri Vasavi College—Erode
5. Sri Ramakrishna Mission Vidyalaya Arts College—Coimbatore
6. Sacred Heart College—Tirupathur (N.A. Dt.)
7. Kandasamy Kandar's College—Vellur, Salem District
8. Jamal Mohamed College—Trichy.
9. A.V.C. College—Mayuram

10. Tagore Arts College—
Pondichery.

Twenty participants in this training programme were called the "Trainers of the Trainers".

After this training was over, each of these ten colleges conducted orientation programmes for the students of nearby colleges for six to ten days according to the time and money available to them. After each training programme a detailed mimeographed report was brought out by the colleges. Apart from this a few colleges attempted to prepare primers which could be used in their regions.

Polyvalent Education Course for Motor Mechanic Helpers

The Shramik Vidyapeeth (Polyvalent Adult Education Centre), Delhi organised two courses for motor mechanic helpers of Post and Telegraph Department in New Delhi from March 6 to 30, 1978 and from August 30 to September 23, 1978.

The courses helped them to understand the various tasks they were expected to perform and acquire necessary knowledge and skills. It also promoted the know ledge about safety and security among the participants. 30 parti cipants attended the course.

Further information : Shri B.C. Rokadiya, Director, Polyvalent Adult Education Centre, J-17 Haus Khas Enclave, New Delhi-110016.

Information on Mobral Literacy Programme

Brazil's Functional Literacy Movement Foundation (MOBRAL), has started a bi-monthly newsletter, entitled Mobral Informa, It is available free of charge from the Centre of Training and Research Documentation, Ladeira do Ascurra 114, Cosme Velho, 20,000 Rio de Janeiro, RJ, Brazil.

Rural development role urged for universities

Agricultural faculties and universities should go beyond their traditional functions of teaching and associated research and take on responsibilities in agricultural and rural development; take part in the development of policy options and strategies; learn from and work closely with farmers and rural communities; foster in-service training for field workers; and cooperate closely with other agencies in rural development.

These are the major recommendations that resulted from an Expert Consultation on the Contribution of Agricultural Faculties and Universities to Development, held by FAO in Rome, October 1977. The 32-page report of the Consultation is available from: Publications Division, Food and Agriculture Organization, Via delle Terme de Caracalla, 00100 Rome, Italy.

Ccnference on Non-formal Education for Development

The Education division of the Commonwealth Secretariat is holding a Commonwealth Specialist Conference on Non-Formal Education for Development, New Delhi, from January 22 to February, 2,1979. The aim is to examne in depth the specific subject area with a view to assisting member states to monitor the progress of their own programs or to initiate the ground necessary to launch new schemes.

Creative Art for Adult Education

A five-day Workshop on Creative Art for Adult Education was organized in Trivandrum in November to involve performing artists and creative writers in the National Adult Education Programme. The Workshop was organized by the Field Adviser of the National Council of Educational Research and Training in collaboration with the Directorate of Field Publicity of the Government of India and the Kerala Association for Non-Formal Education and Development (KANFED). The Workshop was intended to acquaint the artists and writers with the concept and techniques of Adult Education. Thirty-six popular artists and writers drawn from all the eleven districts of Kerala participated in the Workshop which resulted in the creation of a new awareness among these intellectuals of their pivotal role in the implementation of the National Adult Education Programme launched on Gandhi Jayanthi Day this year.

The Workshop was inaugurated by Dr. V. K. Sukumaran Nair, Vice-Chancellor of the Kerala University, at a function held in the University's Department of Education. Shri Soorand Kunjan Pillai, renowned Malayalam scholar and writer, presided over the inaugural function.

The artists represented the ancient folk and traditional media of Kerala such as Padhakom, Chakyarkoothu, Ottamthullal, Kakkarissi nadakom, Vilpattu and Kathaprasangam. Among the writers were short-story writers, poets, journalists, novelists and activists of the Kerala Sastra Sahitya Parishad which is a movement for advancement of popular science and technology. Almost all of them have a commitment to voluntary action for rural development and had long years of rural service to their credit. It was indeed a cordial and constructive get-together of voluntary workers, literary men and social reformers and officials committed to rural development.

During the workshop a wide range of subjects were discussed on the basis of talks by eminent intellectuals from different parts of the State. The subjects discussed mainly were :

1. The National Adult Education Programme and Non-Formal Education
2. Adult Education and the Techniques of Communication.
3. Development-oriented art, literature, culture and education
4. Education through folk arts and mass media
5. Eradication of superstitions and social evils
6. Problems and prospects of women's education
7. Family life, social welfare and education
8. Folk arts for social change
9. Creative literature and education
10. Problems of tribal development
11. Functional literacy and non-formal education
12. Youth involvement in adult education
13. Voluntary organisations and non-formal education
14. Science and technology for rural development
15. Principles that should govern the utilisation of traditional media for imparting modern knowledge
16. Role of artists and writers in transforming the Adult Education Programme into a Mass Movement.

ASPBAE Region 3 Conference

The second annual ASPBAE region 3 Conference was held in Manila, (Philippines) from December 6 to 11 this year. Dr. Chris Duke, the Chairman presided. Mr. S.C. Dutta was the Resource person. M/s Marcienne Parras, New Caledonia (Region 4) and Dr. Heribert W. Hinzen of Federal Republic of Germany, in addition to representatives from Australia, Indonesia, Japan, Korea, Malaysia, the Philippines, Thailand, Singapore, Hong Kong and SEAMEO attended the Conference, the theme of which was "Role and Structure of Non-formal Education for Development."

The participants identified the following issues and problems :— Change (deformalization) of the formal system and change in the role of higher education institutions; training for manpower requirements and for new skills; relevant education; education for living in the present and future economy and society; education for personal growth and for leisure; reduction in the gap between the rich and the poor; social awareness; organisation of the rural poor, education for farmers' and farmers' wives; functional literacy; urban and rural community development; education for a multi-cultural society including language education; regional and national coordination; decentralisation and training of adult/non-formal educators (local and national); and insufficient budgetary allocation.

The participants felt that suitable changes will have to be made in the formal system to serve the purpose of non-formal education and the adult education programmes should be geared to the needs and requirements of non-formal education.

In the light of these issues, the Conference drew up programmes for 1979, 80 and 81. The key-role of ASPBAE was to promote and strengthen national associations so that internal linkages and co-ordination between various development agencies could be established. It should provide technical assistance, with in its own resources, for organising regional training courses, seminars and workshops and to facilitate exchange of personnel within the region to enrich the experience of NFE workers.

In the report of 1978, Dr. Chris Duke said that the programme for 78 had been quite closely and successfully followed. It had been heartening for the region and a busy one for its regional office. The priorities and approaches decided at Chiangmai last year appeared to have been well chosen, in particular the emphasis on national associations and their related activities and facilities which should be sustained and enlarged.

IAEA Publications

1.	Educational Component in Agricultural Extension Service 1977	Rs. 3.00 $. 1.00
2.	Curriculum Construction for Non-Formal Education 1977	Rs. 5.00 $. 1.50
3.	Curriculum Construction for Non-formal Education of Youth 1977	Rs. 4.00 $. 1.00
4.	Curriculum Construction for Non-formal Education for Women 1977	Rs. 3.00 $. 1.00
5.	Adult Education and National Development 1976	Rs. 5.00 $. 1.50
6.	Preparation of Problem-oriented Learning Materials 1976	Rs. 10.00 $. 3.00
7.	Non-formal Education 1976	Rs. 5.00 $. 1.50
8.	Adult Education for Rural Poor 1975	Rs. 8.00 $. 2.50
9.	Farmers Training and Functional Literacy 1975	Rs. 15.00 $. 5.00
10.	On to Eternity—Vol. III. 1974	Rs. 6.00 $. 2.00
11.	A Literacy Journey—C. Bonnani, 1973	Rs. 8.00 $. 3.00
12.	Adult Education for Women 1973	Rs. 5.00 $. 2.00
13.	Adult & Community Education : An Indian Experiment—S. R. Mohsini, 1973	Rs. 10.00 $. 4.00
14.	Adult Education in India-A Book of Readings—edited by Anil Bordia, J. R. Kidd and James Draper 1973	Rs. 50.00 $. 12.00
15.	Adult Education for Farmers —J. C. Mathur 1972	Rs. 12.00 $. 5.00
16.	Manual for Adult Literacy Teachers —N. R. Gupta 1971	Rs. 10.00 $. 2.75
17.	Adult Education in the Seventies 1970	Rs. 5.00 $. 1.75

Order from :

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New Hindi Publications of IAEA

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