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Evidence Led Before the EDUCATION COMMISSION

Adult Education



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EVIDENCE BEFORE THE EDUCATION COMMISSION

(A Brief Analysis of the Suggestions
made in the Memoranda and Replies
to Questionnaire)

ADULT EDUCATION

EDUCATION COMMISSION
GOVERNMENT OF INDIA

1966.

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Analysis of Memoranda and Replies to
Questionnaire on Adult Education

I

Role of Adult Education in a Developing
Economy and its Aims and Objectives

1. Adult education should enable adults to contribute to the national economy by producing more. It should make the adults better skilled workers, artisans or farmers, as the case may be.
2. Adult Education should prepare people for fuller participation in the social, cultural and economic life of the country.
3. Adult Education should increase people's competence to develop attitudes and skills appropriate for self-education, critical judgement and functional change associated with socio-economic development in the country.
4. Work-mindedness and dissemination of knowledge in vocations should be the aim of adult education.
5. Adult education should aim not only at liquidation of illiteracy but make people understand the present upheavals of the world in relation to the aims and achievements of our nation.
6. Development plans for national reconstruction cannot be successful without close co-operation, response and initiative of people who should be made literate in order to realize their own significance in the national reconstruction.

7. Adult education should enable people to appreciate and benefit from technology and science and look at the world objectively.
8. Functional literacy and training for employment are recognized as the main objective of adult education in a purposeful society. The building of a socialist society, with rapid industrialisation as its economic basis, emphasises the need for quick achievement of universal literacy.
9. Social education movement is very important as the prevailing social and economic problems are the result of heavy percentage of illiteracy among the masses. The problem is not only to eradicate illiteracy but to wipe out superstitions, social dogmas, pernicious customs and unhealthy attitudes to life.
10. Adult education will enable the people to take full advantage of democratic participation.
11. Social education should be regarded as a process of social development. It is to help the tasks of community formation and establishment of social institutions and groups which may harmonize the interests of individuals with the aims of a developing society and enable the former to meet its needs. The job of social education is to initiate community action which would help to translate the larger programmes of social development in the framework of the small community.

II

Types of Adult Education Programmes
that should be developed in India
during the next three Plans.

1. The following types of adult education programmes should be developed during the next three Plans:-
 - (i) Campaigns;
 - (ii) Special education programmes for drop-outs and such young adults who do not go to any formal educational institution.
 - (iii) Special programmes for practising agriculturists, industrial workers, miners, domestic servants, small businessmen and traders, house-wives and the tribal people.
 - (iv) Formal continuation education programmes.
2. Three essentials of adult education programme are:-
 - (a) Social education with literacy as its core activity;
 - (b) Continuing education;
 - (c) Adequate all-round follow-up services.Two types of programmes needed are:
 - (a) occupation-based adult literacy;
 - (b) continuation education to enable adults to acquire useful knowledge and broaden their horizon in the modern setting.
3. Only three R's be taught.

4. The social education programme should centre around health and citizenship education, literacy and vocational training. Establishment of a network of social education centres with proper space and equipment is a necessary pre-condition for the success of such work.
5. Adult education programmes should take into consideration the present economic and social conditions of the rural masses and plan for community education on a vast scale.
6. Adult education should include not only literacy campaigns but family planning, films on hygiene, instruction regarding agriculture and co-operative farming.
7. Adult education should comprise three types of programmes:
 - (a) Literacy Education: functional literacy should be the aim so that the literate may stand the chance to use his literacy for self-improvement.
 - (b) Technical Education.
 - (c) Cultural Education inclusive of history, literature and art, the focus being on the integrating elements in the Indian society.
8. Adult literacy is a passing or even dying phase. If universal elementary education is going to be the order of the day, the coming generations are all bound to be literate. Only in the transitional phase there will be adult

illiterates. For them literacy is not what should be aimed at, but all round education, i.e. giving them a wide knowledge of things happening around them with the help of radio and films.

9. Keeping in view the present state of social and economic development in the country, economy-motivated adult education with work programmes and workshops may be useful.
10. Professional programmes should be implemented for adult education. Adult education schools should provide training in technology, medical sciences and agriculture. The courses should be part-time, preferably during morning hours. Such courses should be production-oriented and workers in private and public sectors should be encouraged to join the courses.
11. There should be institutes in every State specialising in adult education.
12. In rural areas agricultural and polytechnical schools should be opened and training given to illiterate agriculturists and other people of young age in the latest methods of agriculture etc. Similarly for industrial areas we can open technical and industrial schools for workers. The syllabus in both the cases will be an integrated one in regional languages.
13. Adult education has not worked well. It is therefore better to invest all the money on

children's education rather than on adult education.

14. It is suggested that each primary school should have one extra teacher who should be responsible to hold literacy classes and to run the village library.

15. The following five aspects may be emphasised in any social education programme:-

- (a) Economic: All programmes of social education should be geared around such economic activity as may make the Indian peasant or worker rich. Each adult man or woman must be trained in some trade, craft or profession.
- (b) Hygienic: Education to be imparted in cleanliness, sanitation, personal habits as well as social surroundings.
- (c) Cultural: Theatres, poetry contests, physical culture tests, sports, exhibitions and a net work of rural libraries to be encouraged.
- (d) Political: Training of citizenship to be imparted.
- (e) Aesthetic: Aesthetic sense to be developed among people in decoration of their homes. Rules of etiquette in speech behaviour and actions to be fostered.

Measures Recommended for Early
Liquidation of Illiteracy

1. The campaign approach is recommended because it has been found to generate considerable public enthusiasm and to mobilize the processes of group work and community action. Before organising the campaigns the schools should be strengthened to provide a base for a continuing programme of adult education as it is not possible to attain a satisfactory standard of literacy in campaigns organised for a short duration of 2 to 4 months. Greater attention must be given to the enrolment of young adults below the age of 30 years. Arrangement should be made for production of literature for neo-literates and organisation of libraries, reading rooms, etc. as follow-up activity to prevent the neo-literates relapsing into illiteracy.
2. Mass approach with concentration of efforts on age group of 15-25 is suggested as this age group will have the maximum benefit and for the largest period of time.
3. The panchayats and other local bodies should prepare complete lists of illiterate persons of their areas in 5 groups: (a) those between 11 and 16 years of age; (b) 16 to 21 years; (c) 21 to 35 years; (d) 35 to 55 years; (e) above 55 years. Literacy courses of not more than 2 years' duration and up to two hours a

day should be arranged by the local bodies with Government aid for the first two categories separately. Employers should make provision for category (c) and trade unions for category (d). Those above 55 years should be taken up by voluntary organisations.

4. Compulsory part-time evening or suitable time-adjusted instruction should be given by:
 - (i) Students awaiting publication of their examination results;
 - (ii) Students enjoying long vacation;
 - (iii) teachers during vacation and two evenings in a week on compulsory basis;
 - (iv) willing citizens who are desirous to take up the responsibility; and
 - (v) political parties.
5. Literacy beyond certain age-limit should be totally neglected. All adults below that age-limit should be made literate under compulsion.
B.D.Os, Labour Officers and Inspectors of schools should be given special authority to enforce the law.
6. Panchayats in villages, municipalities, corporations in cities and Trade Unions and professional organisations in industrial townships should come forward for the liquidation of illiteracy and imparting of adult education within their respective areas.
Adult education schools should function in

the evening when illiterate adults will be free from work. Part-time services of teachers and other literate persons may be availed of on a remuneration basis. Women illiterate adults should be educated through women's clubs. The literacy imparted should be craft-oriented and those who show special interest should be given scholarships. Certificates should be awarded at the successful completion of the course.

7. For crash programme to achieve literacy, a certain period should be allowed for people to get literate and all the facilities be made available to them. After that period, tax be imposed on illiterates (ages 21-25), which should go on increasing every year till the adult becomes literate.
8. Adult education for tribal areas should be given top priority. Schools in such areas should be developed into centres of attraction for adults where adult education may be imparted to illiterate adults during hours convenient to them. Village teachers in such areas should combine in themselves multipurpose skills such as medicine, agriculture and other rural vocations.
9. Literacy programmes on the pattern of Gram Shikshan Mohim, Maharashtra should be started in all the States. Right of vote should be given to only those who are literate at the time of General Election to be held in 1972.

Roles of Different Agencies

(a) Role of the Government

1. It should undertake planning of the campaigns and other programmes.
2. It should provide the administrative and supervisory staff.
3. It must meet the contingent expenditure on primers, readers, follow-up books and educational aids etc.
4. It should make arrangements for the training of adult education teachers.
5. It may enact legislation enjoining upon educated persons to take up adult education work and asking the employers to impart literacy to their illiterate employees at least up to the primary standard.
6. It should encourage voluntary agencies, employers, trade unions and professional organisations to take up the adult literacy work by rendering them financial assistance to do so.
7. It should make use of the college students for adult education work during the vacation for three months at a time particularly for rural areas. Follow-up work should be entrusted to the village teachers.
8. It should lay down the standard arrived at after systematic research and study, or devise self-study methods of learning for

example, programmed teaching.

9. All schools, colleges, social welfare organisations be compelled by the Government to undertake literacy work within their means and capacity. Under Education Minister in each State there should be a Board of Adult Education to drive out illiteracy, with Inspectors under the Board to help in the actual programme.
10. The Central Government should provide finances to State Governments to meet expenses on adult education programmes.
11. The Government should set up special institutions for the liquidation of the adult illiteracy and adult education in every State.

(b) Role of the Voluntary Agencies

1. In any crash programme of adult education, willing participation of both adult teachers and illiterate adults will be necessary. For this purpose it is essential to enlist the assistance of local authorities and voluntary agencies for motivating illiterate adults and mobilising the financial resources and voluntary services of educated persons in the locality.
2. The actual burden of carrying out the programmes of adult education formulated by the State Governments should rest with the people's organisations wherever they exist.

(c) Role of the Employers

All the employers should by legislation be bound to assist their employees to attain literacy up to the primary standard.

(d) Role of Trade Unions and Professional Organisations

1. These can motivate the workers to participate actively in mass literacy campaigns.
2. They can also provide education facilities to the adults with the co-operation and assistance of Government and employers.

Continuation Education

1. There should be a differentiated programme of continuation education to suit the needs and demands of various categories of adults. The following special programmes need to be developed:-

- (a) Remedial education for those who have not been able to achieve a satisfactory standard of literacy. Priority may be given to those who are below 20 years of age, with an objective to put them on the road to continuation education.

- (b) Continuation education for the young adults, who do not go to any institution of formal education; liberal education should be imparted and vocational competence developed.

Responsibility for (a) above should be placed on all schools. Programme referred to at (b) may be developed on pilot project basis in multipurpose higher secondary schools, agriculture schools, technical schools, universities and other specialised agencies.

2. Most effective patterns of continuation adult education are:-

- (i) Provision of non-vocational and vocational adult education classes: Teachers should take night classes. They may be paid

Rs. 30/- p.m. for this work. Student adults should be allowed to appear in public examinations.

A number of squads be organised to develop adult education centres and chalk out a minimum programme of 600 hours education to be distributed as follows:

- (a) Education of the mother tongue at least 150 hours to ensure a permanent mark on literacy.
 - (b) Education in elementary mathematics (150 hours).
 - (c) Fundamental education in Hygiene, Civics, local geography, and elements of our heritage at least 30 hours each.
 - (d) Teaching of Agriculture or Horticulture and/or dairy farming as vocational education for the rural population and to supplement income for the urban people at least 150 hours.
 - (e) Teaching of an additional craft to supplement income, for at least 30 hours.
- (ii) Evening classes in universities and schools; the fees should be nominal.
 - (iii) Correspondence courses including those for technical subjects; correspondence courses in vocational and technical subjects should be started with the co-operation of

industrial concerns and technical institutions.

(iv) Women's condensed course scheme may be extended and be made more occupation-oriented.

(v) Courses of further education and training to teachers.

VI

Workers' Education

1. Special educational programmes may be developed for practising agriculturists, industrial workers, miners, domestic servants, petty businessmen and traders, house wives, etc.

These programmes may be developed on pilot project basis of multipurpose higher secondary schools, agricultural schools, technical schools, universities and other specialised agencies.

The Government may have to take the initiative and bear the major responsibility in respect of their implementation.

2. Most effective pattern of workers' institutes are night classes for working adults. Persons who have already entered in vocations should be allowed to pursue courses which would raise their technical efficiency.
3. Big industrial and commercial concerns should provide further educational facilities for their employees to improve their skill and productive efficiency.
4. Technical/vocational schools and colleges should organise condensed courses for the working people.
5. Employers of large-scale personnel such as industrial establishments, railways, commercial houses, dock labour, mines and plantations should be required to provide facilities for the education of their illiterate workers.

VII

Public Libraries and Adult Education

1. A net work of libraries be developed throughout the country at different levels as a necessary adjunct of a nation-wide permanent adult education system indicated below:-
 - (a) There should be a State Central Library at the capital of each State.
 - (b) There should be libraries at Divisional, District and Tehsil headquarters and city libraries.
 - (c) Separate children's sections should be attached to all libraries.
 - (d) District libraries should open deposit centres in every primary, middle and high school within the district. The stock of books in these deposit centres should be replenished every two months.
 - (e) Mobile units should be attached to public libraries..
 - (f) Number of libraries should be increased with facility of home-delivery system.
 - (g) For outlying areas a scheme like the "Bell bicycle library" should be tried.
 - (h) Rural libraries may be started in all villages.
 - (i) Libraries run by voluntary educational organisations should be given adequate financial assistance for their development.

2. (a) Libraries and museums may have special sections for the use of the students of adult education classes.
 - (b) There should be provision for Reading Rooms where arrangements may be made for guided discussions.
 - (c) Library workers in adult education sections should have specialised training in methods and techniques of adult education.
 - (d) Libraries should organise mobile service, to cater to the needs of adult education centres in their jurisdiction.
 - (e) The development of libraries and museum should be more on the pattern of Delhi Public Library which organises lectures, arranges symposia and seminars, group discussions, cultural activities, in addition to rendering book service.
3. Development of libraries depends on the efficient and trained librarians who should be a working encyclopaedia. It is necessary to give them required training to enable them to discharge their duty efficiently and to give refresher courses to those already trained because of the explosion of knowledge in all fields.
An accrediting body be established to ensure uniformity in the standards of library education and for evaluation of library training programmes. The suitable body for the purpose

may be instituted under the aegis of the University Grants Commission and the Union Ministry of Education with representatives from national professional associations in the field.

4. The pay and status of librarians should be commensurate with their qualifications and responsibilities and should compare well with employees in other services.
5. For the administration of the network of libraries there should be a separate Directorate or Deputy Directorate in each State. The Government should take care of the libraries through periodic supervision and inspection.
6. Suitable library legislation should be enacted.

Museums and Art Galleries.

1. Museums and Art Galleries are not only treasures of art but also institutions devoted to the ideals of education where the communion of the visitor with the objects displayed has a great appeal. The archaeological museums promise a much easier understanding of the past than can be obtained from books even though they may be illustrated with pictures. A scientific collection appeals to students of science as he finds his cherished things in original.
2. For organizing museums it is essential to pay great attention to classification of exhibits which should have explanatory notes and posters, proper spacing on the walls and floors. The exhibits should speak for themselves.
3. Museums may be established in larger towns and cities and there should be at least one museum in each district headquarter. Mobile museums for rural areas will serve better.
4. In view of limited resources museums and art galleries may well afford to wait for the present.

Programmes which Schools, Colleges
and Universities can Develop to
Assist Adult Education.

1. Programmes Common to Schools, Colleges and
Universities:

- (a) The educational institutions can play an important role in promotion of adult education provided a proper recognition is given to this programme in the educational set-up at the school and university levels. Schools, colleges and universities should provide accommodation, furniture, equipment for holding adult education classes outside their normal working hours. The members of the staff should take up adult education work as part-time teachers even on nominal remuneration. Services of students should also be harnessed for adult education work and areas adjoining distributed among the students for this purpose. Before doing so a survey of the area should be conducted to determine the percentage of illiteracy prevalent there. The work can be undertaken by the students during vacation. The students can either take up the work independently or assist permanent adult teachers, wherever they already exist.
- (b) Besides opening adult education centres

Extension programmes may be organised. Such programmes may include campus work, dramatic performances, display of posters, delivering of speeches, organising demonstrations about rules of health, hygiene, civic duties, applicability of common scientific principles and methods in everyday life to educate illiterate masses and enthuse them for active participation in the national reconstruction programmes and betterment of their economic and social conditions. The village leaders may also be trained by holding seminars, meetings and organising speeches.

- (c) School, college and university libraries should be made available to all the citizens as a follow-up work of adult education.
- (d) Adult education may be imparted through mass media such as radio, educational films etc.

2. Programmes by Schools

- (a) Adult literacy national campaign should form a part of the primary education programme. The primary school teachers can create proper atmosphere for adult literacy work.
- (b) In the village schools night classes for the adults should be introduced and agricultural education should be imparted. The village

teacher should be given special allowance for this purpose.

- (c) Every school should be developed into a school-cum-community centre where in addition to physical, recreational and cultural programmes efforts should be made to improve the vocational efficiency of rural masses which would ameliorate their economic conditions.
- (d) Primary school teachers while undergoing training should undertake literacy work which they should continue during their entire service period.
- (e) Provision should be made for continuation education to adults.
- (f) It may be made obligatory on the part of certain selected schools to assist in adult education work. Such institutions should be given financial help to develop libraries and museums.

3. Colleges and Universities

- (a) Universities and colleges should provide further learning opportunities for those who desire to acquire more knowledge by opening evening colleges and starting correspondence courses. The courses should be recognised by employers as a means for improving productive efficiency.
- (b) These should provide training courses to

adult education workers.

- (c) The institutions should encourage production of educational material for adult education workers. Special efforts will be needed to make the teachers to pick up the popular presentation in the popular style.
- (d) The institutions should undertake research in problems of adult education and evaluate adult education projects.
- (e) No university should award degree to any student unless he makes one adult literate. Each one teach one is the best principle.
- (f) Universities should take responsibility of adjoining villages for their economic, social and cultural progress. Plans and programmes may be worked out in close co-operation with the people and may not be imposed upon them. Different departments of universities should contribute to the welfare of the region. Social clubs and amusement centres may be started where the villagers may be taught better living by popular lectures and discussions. In such an experiment full co-operation of the people may be sought with the university staff. Such an approach is bound to be more realistic and fruitful.

Adult Education and Mass Media

1. The best way to use mass media is to establish, train and strengthen an organisational structure consisting of teachers in charge of adult education at village level, supervisors at area level, special supervisors at project level, officer-in-charge of adult education at the district level and a Director of Adult Education at the State level.
2. (a) Radio and films can be used for creating motivation in uneducated adults by imparting specific information on topics which interest them most and side by side providing an entertainment.
(b) The media has a great propaganda value and can be used for popularising adult education schemes. Periodic announcement of names of villages, organisations, voluntary workers, teachers and students on radio or in press highlighting their achievements in the field of adult education will give a fillip to adult education movement in the country.
3. The media could be more effective if they render assistance to a well coordinated programmes of adult education rather than functioning in isolation and by themselves as is happening at present. The programme

should be useful, realistic and definitely related to the needs of groups residing in particular areas. It should be mobilized in the light of the real experience of the working classes - agriculturists, village craftsmen and other workers.

4. Uses of Radio for Adult Education

- (a) A community listening set should be provided in every Panchayat office for use of general public. Battery sets may be provided in areas which are unelectrified.
- (b) Special broadcasts from A.I.R. may be arranged at such hours when peasants, workers and labourers may be free from their work.
- (c) The programmes should be in local languages and dialects. These should be more realistic and related to the needs and interests of groups residing in particular areas.

5. Use of Films for Adult Education

- (a) Mobile vans fully equipped with audio-visual materials should be provided in every district and film shows should be arranged every week at Panchayat offices.
- (b) A film library of 8 mm. or 16 mm. should be set up at every district headquarter.
- (c) Films should be made on topics covering every phase of human life and should be

of educational value. Greater emphasis should be laid on production of educational films on health, family planning and popular sciences.

- (d) Film shows should be accompanied by commentary in regional languages.

6. Use of Press for Adult Education.

- (a) The press can be mobilised for promotion of adult education if there is a sufficiently large number of neo-literates having attained literacy to the level of being able to read a newspaper.
- (b) Newspapers interest an adult most as these supply information about happenings in different parts of the country and the world.
- (c) Newspapers should provide some columns specifically meant for neo-literates in simplest possible language.
- (d) The briefs of newspapers should be read every evening at Panchayat office libraries for information of illiterates.
- (e) Periodicals and publications suitable for use by the neo-literates may be brought out.

Administration of Adult Education

1. In the community development programmes, the social education scheme has now ceased to enjoy the importance given to it. In some States the Social Education scheme is not the concern of the Education Department at all. The social education organisers and Mukhya Sevikas originally appointed to organise literacy classes and other related activities have in some cases been given departments other than education and are required in most cases to act as Personal Assistants to B.D.Os. Hence the social education programme is neglected in the blocks. Adult education is not an ornamental addition to community development programmes but should be given top priority as other development programmes depend on adult education for success.
2. The diarchical system in social education through the State Education Departments and community projects administration should be resolved and social education should be brought under one authority.
3. At present the State Social Education Officer has not been able to create an impact on people as he has been treated as a superfluous addition in D.P.I's office. A status equal to that of a D.P.I. should

be given to the officer. The State Social Education Officer and district officers under him should aim for the promotion of social education in their respective areas.

4. Under Education Minister in each State, there should be a Board for Adult Education to drive out illiteracy with necessary staff to implement the programme actually.
5. The District Social Education Officers in every district or a small committee under him may actively supervise the working of adult education centres within their respective jurisdiction.

XII

Research and Training

1. Research

Government should establish research institutes for

- (a) Adult vocabulary studies
- (b) Planned production of literature for neo-literates.
- (c) Field surveys to ascertain the needs of different sections of population.
- (d) Development of suitable methods to teach adults.
- (e) Formulation of adult education curriculum by experts which may be modified by different States according to their needs.

2. Training of Adult Education Personnel

Special training for teachers of adult classes has to be arranged, as they have to forget school methods when teaching an adult.

