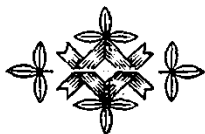


A SCHEME OF ADULT EDUCATION



A. B. MANDE

A SCHEME OF ADULT EDUCATION

(Approved by the Co-operative Department, U. P.)

BY

A. B. MANDE, M. A. (*Columbia, U. S. A.*)

*Adult Education Inspector, Co-operative Societies
United Provinces*

WITH A FOREWORD

DAYA SHANKAR DUBEY, M. A., LL. B.

Lecturer in Economics, Allahabad University



RAM NARAIN LAL

PUBLISHER AND BOOKSELLER

ALLAHABAD

1937

Printed by
RAMZAN ALI SHAH
at the National Press, Allahabad.
1. M. 35.

FOREWORD.

I have been asked to write a foreword to Mr. Mande's Scheme of Adult Education, and I do so with very great pleasure because I feel that he is most fitted by his academic qualifications and his very long experience as Adult Education Inspector in the Co-operative Department to do this work in the best possible way.

Mr. Mande is a graduate of the Fergusson College, Poona and he holds a Master's Degree in Education from the Teachers' College of the Columbia University, New York. In America he had the privilege of working under Dr. John Dewey, Kilpatrick, Paul Munroe, Bagley Russel and others. In 1924-25 he conducted an experiment in mass literacy in the Central Jail of Nagpur and prepared a Scheme of Mass Education which was published by the Young Men's Indian Association, Nagpur in 1925. This Scheme was very highly spoken of by Sir M. V. Joshi, Kt., the then Home-Member to the Central Provinces Government, Captain N. S. Jatar M. A., Superintendent, Central Jail, Nagpur, Inspector of Schools, Nagpur Circle and many others. Miss A. B. Van Doren of National Christian Council, Nagpur, after reading his scheme wrote about him to Mr. Hazlett,

Principal of the Ewing Christian College, Allahabad, in October last as follows :—

“ He was evidently a prophet born before his time, and a fore-runner of many who are now working along these same lines. I think it would cheer him to find out how much that he advocated 12 years ago is now being accomplished and I believe he would be an ardent worker in this cause.”

From 1929 to 1935 Mr. Mande was in charge of Rural Reconstruction work in the Masodha Co-operative Area in the Fyzabad District. Here he had good opportunity of putting his Scheme of Mass Education to practical test and he has profited much by this experience. His present scheme of Adult Education is undoubtedly very practical and combines cheapness with good results within a period of one year only.

There are some people who advocate such a Scheme of Adult Education as would enable an adult to learn reading within six weeks. I am afraid that an adult who acquires a little knowledge of the Hindi alphabets within six weeks will very likely forget it within the same period and thus the literacy will not be stable at all. Mr. Mande's scheme does not promise to perform any miracle of turning an illiterate person into a literate one within six weeks, but it aims at making him a better citizen with permanent knowledge of

reading, writing, arithmetic and other important subjects within a period of one year only.

In a country where more than 90 per cent. of the people are illiterate, the importance of Adult Education cannot be over-estimated. The Co-operative Department of United Provinces has already accepted Mr. Mande's scheme and is running very successfully a few adult schools on the lines recommended by him. Unfortunately the amount of money provided by the United Provinces Government for adult schools is extremely small and totally inadequate. Therefore in spite of Mr. Mande's scheme being thoroughly practical it could not be introduced in more than 100 villages. Moreover the success of the Scheme also depends upon the extent of co-operation received from the people of the locality. With the present rate of progress many centuries must elapse before all the adults living in rural areas become literate.

If we are anxious to remove illiteracy from India within a period of five years, a comprehensive scheme of opening adult schools in every village should be immediately drawn up by the Provincial Governments in consultation with Provincial Legislatures. With the inauguration of Provincial Autonomy in India the entire responsibility of advancing education and diffusing the knowledge amongst the masses has now fallen upon the Ministers who are responsible to the Legislature. It is because I am fully convinced that Mr. Mande's

Scheme is thoroughly practical and at the same time it is very cheap that I very strongly commend it to the Provincial Governments, members of Provincial Legislatures, and all those who are interested in the problem of Adult Education in India.

DARAGANJ, ALLAHABAD :
5th November, 1937.

} DAYA SHANKAR DUBEY,
M. A., LL. B.,
Lecturer in Economics,
Allahabad University.



PREFACE.

In October 1925, I had published a book entitled "A Scheme of Mass Education", in which I had incorporated the results of an experiment in adult literacy, which I had conducted in that year for six months in the Central Jail, Nagpur. The advocacy of breaking a new line in the spread of literacy and general information as a direct educational approach to the citizens to give us immediate results in the social regeneration of the country, though well received in the press, was still a cry in the wilderness. During the twelve years that have now elapsed, this advocacy has been gathering force and many a worker is in the field to promote education and literacy amongst the adults. Efforts of Mr. Bhagwat of Poona, those of Mr. McKee in Mogha; of Sir Daniel in Telgu letters; and lastly those of Dr. Frank Luback, need special mention. The march of political, social and economic events have been adding pointedness to the force of this advocacy. In particular, the continuous failure of good harvests and the precipitous fall in prices, have all of a sudden, drawn attention of the thinking public to the problem of Rural Reconstruction and to the search of the fundamental causes for the deterioration of the rural population. Several measures of relief and development are thought of and it is certain, that some would be given effect to. Along with these

it is pleaded that there should be a nation-wide drive -- a kind of mass movement—against illiteracy and ignorance of the adult population, in order to ensure the continuity of the moral and material gains accruing from the contemplated measures of relief and development.

As an humble servant of the people and one who has been persistently working in the field of adult education for the last thirteen years, I place this book before the general public for what it is worth. The aims, the procedure and the methods of teaching advocated in the book are accepted by the Co-operative Department, United Provinces; I have at the same time to note that in the matter of opinions expressed in the book, they are mine and not necessarily shared by the department I am working in.

Lastly it is my pleasant duty to thank Mr. Vishnu Sahay, I. C. S. Registrar, Co-operative Societies, United Provinces; Rai Bahadur Pandit Radhe Lal Chaturvedi, Deputy Registrar, Co-operative Societies and Mr. Banwari Lal Agarwala, M. A., Assistant Registrar Co-operative Societies, Allahabad for their guidance and help in the preparation of the scheme.

FATEHPUR,
10th October, 1937. }

A. B. MANDE,
Adult Education Inspector,
Co-operative Societies, U. P.

TABLE OF CONTENTS:

	Page.
Foreword by Professor Daya Shankar Dubey, M. A., LL. B.	
Preface	
1. Changes in the Social Order	1
Administration under the Panchayat System of Secular education, culture, Vocational Training, dawn of industrial revolution; introduction of faster means of transportation; contact with Western Civilization; inception of representative democratic institutions; necessity of a system of education suited to the changed conditions.	
2. The Primary Education	15
Unsuitability of the Primary system of education for rural areas—reasons—suggested plan of a lower primary school and night school for every village The Vernacular Middle School, for every group of a Rural Development Organisor—Anglo-Vernacular High School for every circle of the Rural Development Inspector.	
3. The Village Library	27
Present possibility—proposal of a library set of the village library—Primary school—the centre of a circulating library.	
4. Adult Education in India	31
History of night schools—opinions of educational authorities on their failure—causes of their failure analysed—Adult education as understood in other countries—standard of education for adult schools—methods of instruction.	

	Page.
5. The Adult Education Scheme	45
Aims—curriculum—Education for worthy home-membership—economic efficiency—recreation—courses of study—books prescribed.	
6. Methods of Imparting Literacy to Adults ...	53
Charts of the Nagpur Central Jail experiment of 1925. Their psychological basis—The Shantipur Literacy Plan and reasons for change—The psychological principles of the process of reading discussed—speed of reading—methods of creating interest in reading.	
7. Teaching of writing to Adults	81
8. Teaching of Arithmetic to Adults	83
9. Teaching of Geography, History, Epics and Civics in Adult Schools.	89
10. Miscellaneous Suggestions	95
Organisation and management of the adult schools—age of scholars—number of scholars for an adult school—fees—hours of instruction—starting of an adult school—Time-table—classwork—extra curriculum activities—School registers—School-house—Selection of a teacher—Training of teachers—Inspection—Agencies fitted to run the adult schools—Expenses of running an adult school.	
Appendices
(a) Charts—an introduction	113
(b) The Nagpur Literacy Plan	119
(c) The Shantipur Literacy Plan	120
(d) The Matra Charts	127
(e) The Milavat Charts	134