

CONTINUING EDUCATION

AT THE

UNIVERSITY

A PLAN

FOR

THE UNIVERSITY OF RAJASTHAN



NIEPA DC



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Report of a Survey
January - April, '65

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PREFACE

Enlightened opinion in the world today revolts against social inequality. Similarly, economic inequality is considered an evil and a curse in society. Political inequality among citizens is condemned as a medieval feature. The law and constitution of every civilised country rejects differences in the political status of different individuals or communities. However, another inequality prevails very widely among human beings. The tragic part of it is that this inequality, although so wide-spread, goes without being noticed. It seems to be accepted without any remorse or complaint. This is the inequality of knowledge among men and in different sections of human beings.

In a society which has accepted the democratic way of life, this inequality is more serious and should be as readily condemned as any other type of inequality. Democracy implies Government by consultation and is based on representative institutions. Under adult suffrage, men and women are expected to apply their mind to broad questions of social and international policies and to share the responsibility for human welfare and progress. This factor is of tremendous importance. It is most unfortunate that the social danger of the differences among human beings in knowledge and the capacity to think for one's ownself, is not adequately realised in contemporary society. It is true that this difference perhaps can never be eliminated. At no time in the foreseeable future will all human beings be alike either in nature, in knowledge or in intellectual powers. At the same time it has also to be admitted that steady and sustained effort has to be kept up to reduce this inequality. As Mark van Doren puts it, "no human being should miss the education, proper to human beings". If the differences among human beings are relative there is something that can and should be done about them. This is a duty which the State and the society can ignore only at their peril.

These differences—social, economic, political and intellectual—are found to a much greater extent in India than in other civilised

countries. Some of our people can be compared with the best in any other country in wealth, education, culture and knowledge. Along with them there exists also our brethren, living under conditions which could only be considered as sub-human, indeed sometimes even below the level of animal existence. It is essential to understand the danger implied in such a state of affairs. It is up to those persons and sections of society who have had the benefit of liberal education to provide the remedy for this terrible social disease.

It has been realised and emphasised by wise and far-sighted people that this remedy should come from such institutions as a University. In the western countries, University leaders saw about a hundred and fifty years ago how serious was the potentiality of this evil—the inequality in education and knowledge in society. They pleaded that the Universities and Colleges should throw wide open their doors and windows and should let the light of learning go out to the surrounding community. In other words, the University took the gospel of learning and its liberalising influence to the people. We in India have neither fully assessed the significance of this problem nor have we properly thought out its remedy.

The problem poses a challenge to the conscience of the educated elite and also to their foresight and wisdom. The entire future of our society is at stake. The survival of our democracy as also our moral and material progress depend on this factor. If the men and women, who desire—and we know they badly need—knowledge, education and enlightenment are denied this nourishment, they will remain a source of serious weakness to the nation and its civilised existence.

For a country of the size of India with its extreme variations in social, economic and educational levels, the whole issue assumes frightening proportions. It affects millions of persons and covers hundreds of special situations. However stupendous the problem and whatever its complexity, it cannot just be put aside or neglected for that reason.

It is evident, therefore, that a beginning has to be made somewhere and that too very soon. It does not do down to the practical aspect of studying the scope of the subject, assessing immediate needs and demands and then fixing priorities in the light of local conditions and resources.

Various streams of people need this help. There are those who had, for some reason, felt obliged to discontinue regular studies. They desire to renew their interest in knowledge even while following their vocations. Others would be keen to increase their professional skill and thereby to improve their material prospects. There is always a section of society who wish to acquire knowledge for its own sake. They love learning and take active interest in cultural, national and international affairs. There is the society's interest in offering opportunity of extending knowledge in some professions—for example, agricultural improvement in connection with the food problem, training of teachers, the specialisation of doctors, engineers, scientists, technicians, technologists, etc. etc. There is thus a very large number and variety of situations which call for constructive or remedial action for the education or further education or re-education of adult people.

This, in short, is the main purpose of the Department of Adult Education of the University of Rajasthan. It is the first University in this country to establish this Department and undertake this public service both with a comprehensive purpose and programme.

In the pursuit of this objective, this University is receiving, under the Colombo Plan, the assistance and collaboration of the University of British Columbia (Canada). As a part of this Project our Department was strengthened with the addition of two competent and experienced consultants from Canada—Dr. John K. Friesen and Dr. James A. Draper.

The Department of Adult Education, very largely with the enthusiastic effort and devoted labours of these Canadian colleagues, undertook the survey of educational needs of the adult people in Rajasthan—both in rural and urban areas. It was a sample study of some selected areas in order to obtain an idea of basic needs and in order to determine priorities, if this investigation was to be followed by action.

It is with feelings of pleasure and appreciation that I introduce this Report to the public. If it succeeds in focussing the attention of the civic authorities, public leadership and State Government to the nature and dimensions of the problem of Adult Education

(or "Continuing" Education), these efforts would be well rewarded. It is much to be hoped that the State would study the suggestions and lines of action indicated in this Report for the public good.

I would like to place on record my sincere sense of gratitude to the two Canadian Colleagues—Dr. Friesen and Dr. Draper—for their devoted labours. This report is a monument of their zest, industry and vision. Incidentally, it will forge a friendly link of historic value between India and Canada, and between the Universities of Rajasthan and British Columbia.

MOHAN SINHA MEHTA

Vice-Chancellor

University of Rajasthan,
JAIPUR.
July 20, 1965.

INTRODUCTION

Any new Department at a University justifies its establishment on the basis of need. In the case of University Adult Education or Extension, its inception calls for extensive further study of the relevant role of higher education and of the needs of people who are to be benefitted.

In our investigations we were repeatedly confronted with the comment that not only the society but the university as well, is challenged to emerge rapidly from its more traditional ways into the last third of the twentieth century. The Indian university, apart from extension beginnings in agriculture, correspondence study, short courses for teachers, and some evening colleges, seems little involved in the tasks of national or state planning and development. The over-all objective of this exploratory study was to find out how university resources could best serve the people of Rajasthan.

It will always be to the credit of Vice-Chancellor Dr. Mohan S. Mehta, that he realised the issue of university adult education needed to be faced practically and immediately. In 1962 his concise proposals on the aims and forms of university adult education received the acceptance of the University and the Syndicate. Since its organization in that year, the Department of Adult Education has been headed, in this order, by Sardar Sohan Singh, Dr. T. K. N. Unnithan, Shri A. P. Srivastava and Shri U. S. Gour. The results reflect a modest effort in programming, with several university departments launching, more boldly, extension efforts of their own.

Cooperation on advisory extension staff and resources between India and Canada was to have been initiated in 1962, but actually came into operation only in October, 1964. The Canadian Advisers agreed with the recommendation of the Department's Advisory Committee of 1963, which emphasised that a programme should be firmly based on community needs and that surveys and research on these needs were a first requisite. The opposite course would have been to programme rapidly in all directions in the hope that some

of the courses would succeed. Such an approach is precarious, costly, and altogether inadvisable.

The Report that follows is based on a study of needs as expressed by individuals, professions and other groups, and by institutions of higher education in a number of Rajasthan communities. As is indicated in Part II, the Survey was conducted over a fairly short period of time, hence the Report should be considered as a general stock-taking rather than as an intensive research study. The research in continuing education is a broad task for the future. The Report is also intentionally descriptive in a number of chapters because continuing education is a relatively new subject for university and community. Further guidance will come from the findings of the Education Commission. Another valuable report is that of the National Conference on University Adult Education, which was held in Bhopal in July, 1965.

For a comparative review we make special mention of the report on the First World Conference convened by the International Congress on University Adult Education in Denmark, June 1965.*

In an emerging field like continuing education it can be expected that there will be much discussion about terminology. The Report attempts to refine the principal terms although, try as we did, we too will be accused of using some of them interchangeably. By and large, the definitions we adhere to, always within the context of the university, are as follows :—

Continuing Education involves the total enterprise and process of adult learning.

Extension applies to a programme of activities for general or professional education, offered for or without credit.

Adult Education at a university is not an activity field but an academic programme of teaching and research, for persons wishing to make this field a career or for those who are already active workers in it.

When we come to acknowledgements, we do not quite know where to begin. Dozens of groups and hundreds of individuals

*This report may be obtained from Dr. A. A. Liveright, CSLEA, Boston University, Brookline, Mass., U. S. A.

have been interviewed in many Rajasthan communities. The team is deeply indebted to the men and women who so readily responded to our many questions and discussions with them. To all of these persons we express our gratitude in helping to make our Survey possible, and for their generous assistance and hospitality on a great many occasions.

In acknowledging assistance from the Government of Rajasthan, whose cooperation was absolutely necessary in this study, we would like to thank the Chief Minister, Shri Mohan Lal Sukhadia, the Planning Minister Shri Mathura Das Mathur and the Chief Secretary, Shri B. Mehta, for their personal interest in continuing education at the university and for facilitating many of our investigations. Helpful suggestions for our study came from Shri R. N. Mirdha, Speaker of the Rajasthan Assembly and Shri Ram Singh, Joint Development Commissioner. We are especially indebted to Shri R. D. Mathur, Development Commissioner, for his many favours and his genuine interest in our investigations and in exploring with us future cooperative projects between the Government and the University. Among those whom we consulted from time to time and who, although they may not realise it, gave valuable assistance were Shri A. K. Roy, Collector for Jaipur District, Shri V. V. John, Director of College Education, Shri Anil Bordia, Director of Primary and Secondary Education, and Dr. P. L. Rishi, Director of Medical and Health Services, as well as other senior officials of government. It is at the village, block and district level that the survey team comes to grips with the problems. We owe grateful acknowledgement to the many officials at these levels who contributed generously of their time and resources.

In looking back over eight months of "exploring Rajasthan" the survey team realises how much they owe to the University staff whose cooperation was necessary in completing the study. First and foremost is the Vice-Chancellor, Dr. Mohan S. Mehta whose leadership was an inspiration and a stalward support. He and we were treading new ground and we greatly admire his enthusiasm and his resourcefulness in finding, out of ever limited funds, the financial wherewithal, usually from outside the University.

We are also indebted to the University Administration in general, and particularly to the Department Heads and many of

their teaching staff, including Colleges outside Jaipur. These discussions will be on-going. We wish to thank especially Shri A. N. Ghose for many hours he spent with us and with some members of the teaching staff in drafting the material for chapter 1; also to Shri N. N. Gidwani for assisting with the section on Libraries in chapter 13. In providing essential and efficient administrative services, particular mention should be made of Shri L. R. Shah, Administrative Secretary to the Vice-Chancellor, and to the members of our own Department, who served ably, often far beyond the call of duty; among them, Shri U. S. Gour, Director of the Department, Shri N. K. Jain, Shri O. P. Srivastava, Shri P. S. Verma and the gallant staff of interviewers engaged for surveying the village and urban communities.

The task now before the University, the Department, and others concerned, is to weigh critically these investigations and recommendations and, on the basis of further study and discussion, to plan and carry forward an imaginative programme of continuing education.

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PART I

THE UNIVERSITY AND THE COMMUNITY

“The sensitive elite in each culture has to face the challenge of introducing technological and institutional changes and yet preserve the central core of its self-identity as reflected in the image of its own past.”(1)

—Daya Krishna

CHAPTER 1

THE DYNAMIC UNIVERSITY

The Nature of the University

A university, in its best sense, is a privileged place where a community of scholars seeks to preserve, advance and disseminate knowledge. In its pursuit of truth the institution sets as a primary goal the achievement of excellence in all its academic concerns. A university is “privileged” in that it enjoys its given right, freed from any restrictions of vested interests, to follow its goals regardless of the results which objective study may produce.

Thus a university is established and sustained by society for the express purpose of being that society’s critic and its servant par excellence. This right the institution maintains and earns by accepting the responsibilities that go with its role. In a world of growing complexity and governmental control the genuine university today, as in the past, stands apart as a bastion of objective, intellectual dedication and pursuit. Hence it needs privacy—its ivory towers—to provide the teaching and research staff and students with an appropriate environment for uninterrupted serious study. The modern university at the same time needs to build efficient communications to the community if it is to achieve its goal of disseminating knowledge beyond the class-room and campus.

When we begin our enquiry into the nature of the university we should not forget that the idea of a university has undergone many changes over the last century. In a static society the university’s role is fairly fixed. In societies where mobility is discouraged or limited, the university caters to the needs of a privileged minority whose status is determined either by wealth or privilege. This minority, free from the routine of distasteful occupations, engages itself in the pursuit of ‘sweetness and light’ or ‘perfection’. But when the distinction between the masses and the classes are broken, when these fences are lowered or nearly obliterated, then egalitarianism becomes not only a slogan but an

achievable goal. Legislative provision and other measures are reassuring that in India the pursuit of excellence no longer remains the privilege of a leisured minority. Let us emphasize that although the core of the university should always be a select band of the enlightened, we submit that the institution should at the same time widen its circle of influence to embrace many aspects of community life.

The Changing University

What were the traditional functions of the university? They were twofold and they developed, more or less, chronologically. As observed earlier, the first was, and still continues to be, the preservation of knowledge. Scholars who are concerned mainly with preservation, and transmission in varying measure, keep their eye on the past; what engages them is the writing of commentaries and annotations. This is followed by a period of discoveries in which the boundaries of new knowledge expand, hence research gains an importance. (2) The traditional scholar does not cease to exist but moves into the background; in the vanguard are the discoverers and inventors.

So long as the pace of discovery and invention is slow, the task of the university consists of teaching-transmission as well as preservation and research. But the age of science produces the age of technology, where pure research and application begin to go hand in hand. For the graduates, this results in more and more of them being drawn to factories and laboratories. The scientist and technologists become at once concerned with refreshing their knowledge both through self-study and by returning to the university. In bringing his problems to the campus, the alumnus in a very direct way serves the university, for the interchange benefits both.

Accepting Social Responsibility

A dynamic university which seeks to become an integral part of the community cannot afford to keep issues in compartments. Here lies the need of the university to acquire a function it has all too often lacked in the past. It consists in making the individual aware of his responsibilities in society. As the Vice-President of India aptly puts it :

“If we aim at excellence in the individual, we have to aim at it also in society. The university should project itself into the

community. All barriers between the acquisition of scientific and technical knowledge and its utilization for the social good, must go. Individual development and social responsibility should be the guiding stars of university work.” (3)

In the first place, the people should know that the needs of life cannot either be conceived or be fulfilled in isolation. To what extent science merges into politics, or politics becomes intertwined with ethics, or ethics draws its sustenance from the material needs of life cannot be neatly delineated. In the second place, those problems posed by men outside the university become in turn the new points of departure. The university—the home of the scholar, inventor and discoverer—also becomes the home of the disseminator. There is a need to open the portals of the university to a wider clientele. Dissemination of knowledge becomes the third major task of the university, and teaching and extension services and administrative procedures have to be sought to bring the university into closer touch with the community.

Roots in Other Soil

The new British-founded universities of the nineteenth century filled a vacuum created by the institutions of ancient Hindu and medieval Moslem times. In the latter, scholars had gradually become engrossed in the study of antiquated disciplines and were relatively unaware of momentous changes taking place around them in politics, science, commerce and communication. As Humayun Kabir observes, the British challenged these traditional institutions by admitting entrants regardless of class or creed. The lasting benefits of the new universities at Madras, Calcutta and Bombay included the growth of a critical spirit and increasing attention given to science. The serious disadvantage of these new seats of higher learning, however, was that “no attempt was made to combine the heritage of ancient, medieval and modern knowledge and develop a truly national system of education.” (4)

Nineteenth century universities had their origin in a foreign culture and lacked the latter’s historical purposes. It should be remembered that the British and European universities came into being to fulfil certain definite needs in their society. “At no time”, says Whitehead, “have universities been restricted to pure learning...

Universities have trained clergy, medical men, lawyers and engineers." (5) In fact, one could ask if the *main* pre-occupation with "Knowledge for its own sake" is not the slogan of a people suffering from severe intellectual exhaustion. The new Indian universities too had, among other aims, a utilitarian goal—to provide recruits for Government services in British India. If a small section of the people wanted them and helped in their neturalization they did so because they realized that the university had played an important role in the history of Europe. But those who were associated with the establishment of the first three universities in India were not equally aware of the goals these universities were supposed to carry out.

The Rapid Advance of Knowledge

The years that followed World War II have seen far-reaching changes in the life of the nation. The most significant has been the challenge to a very old civilization to modernize. That old civilizations face new challenges is not a new phenomenon; what is new in this case is their nature, their complexity, and their magnitude.

Today nothing short of a revolution is occuring in the sphere of higher education. Since the world has become smaller we cannot possibly escape the impact of those changes. Not only have there been many breakthroughs in the sphere of human knowledge, but their impact on society has been widespread and often profound, Both in the physical and in the biological sciences, revolutionary discoveries are constantly being made; these, in turn, inevitably raise academic problems. About one thing, however, scientists all over the world are nearly : unanimous, namely : the hope that modern science, if given proper direction, can remove poverty and disease. None should be more concerned with these promises than the leaders of the starving and over-populated millions in Asia.

Modern science and technology offer new hopes and at the same time, staggering probclms for a developing society. Many of the values cherished for centuries are now threatened with extinction; some of them are going to be examined in earnest for the first time; on the one hand, India's isolationism and lethargy, her stratified society and narrow regional loyalties; on the other hand, the

investigation of her philosophical and vast cultural heritage and, in an age of rapid communication, her capacity to adopt or absorb new influences.

The most pertinent question facing India today, therefore, is how it is to adjust to the times. In this formidable task, universities have a significant role to play.

The Community's Challenge

How can the university participate in the challenge that the immediate community presents? The university has not only to respond to such new needs; it has the added responsibility of articulating certain challenges for the community. The community, above all, wants enlightened leaders, leaders of thought as well as leaders of action. Those who have studied the psychology and sociology of leadership can throw considerable light on ways in which universities can assist the community. What the university could do immediately is to provide training for the professional personnel already serving in the community. And what of those emerging professions relatively new to India yet urgently needed in present development? Required are dentists, pharmacists, technologists, business executives, agriculturalists, social workers, librarians, adult educators, school administrators, nurses and qualified teachers in large numbers. In assuming these roles in education and training the university is enlarging and enhancing its teaching and research, and adding a third essential function, namely, continuing education, not only for those in the professions but for all who can benefit from higher education.

How the university may extend its influence and resources in serving the segment of the population beyond the campus walls is the purpose and subject of this Report.

CHAPTER 2

THE UNIVERSITY'S ROLE IN CONTINUING EDUCATION FOR ADULTS

Resources of the University

The modern university, it has been stressed, is a very special institution of immense value in developing society. In fact, without the expertise of university trained personnel and faculties, progress in today's world is unthinkable.

In taking stock of the total resources to be found on a university campus, one is impressed by the scope of the studies, the quality of many of the teaching and research staff, and the facilities of libraries and laboratories. There may be marked differences among universities but their bountiful resources are surely the envy of any expert involved in local and national development. These resources of higher education are growing year by year with increased resources for teaching and research.

Attitudes to Community Service

A university is beset with many challenges, the primary one being to teach the student body in its undergraduate and graduate classes and to maintain a high standard of research. Today it is further challenged to serve the larger community outside its campus borders.

How does a university react to this new challenge? There may be three ways of looking at this invitation to community service :—

- (a) The university ignores the challenge, feeling that it is already fully committed without spreading its resources over a wider plane. It may even regard the alumni in the community as a finished product of the university, and, as for the rest of the adult population, these men and women are really beyond the pale of higher education and cannot sufficiently benefit from it.

- (b) A second attitude might hold that the institution should build a few bridges into the community, as government and private agencies are increasingly requesting assistance from teachers and research specialists. This class of universities will even offer an occasional refresher course for professional personnel, and lecture series for the general public. By and large, however, it still remains very much of an ivory tower university.
- (c) The third type of university, common in the West, in Australia and New Zealand, and in parts of tropical Africa and South America is one that accepts the challenge of the community to the best of its ability and resources. It argues that the university has the skills and knowledge which the community must have in order to move ahead. Instead of viewing Extension as a threat in diluting higher learning, this university realizes that continuing and adult education can in fact, often stimulate the faculties through its experimental approach and in providing opportunities to teach classes of adults. Such a university does not draw a fine line between graduates and the other sectors of the population who might benefit from higher education; in fact, it becomes increasingly interested in serving those who have not been given the opportunity, but who have the ability for higher education. Again this university is fully aware of its obligations to normal teaching and research but it discovers that, in providing some resources for community service, it is raising its prestige and often its ability to add to its present resources, including that of continuing education. In a developed country, this fact has long been accepted; in a developing country the need for it is in many ways even greater as total resources must be mustered in the tasks of development.

As far back as 1951, the Planning Commission associated itself in purpose with this third type of university. It speaks of the unique contribution universities can make towards national development, by providing training for professional personnel who should be the "torch-bearers" in assisting with the formulation and carrying out of state and national policies. The Commission further observed that "The Universities can strengthen their position as agencies for public

cooperation by establishing Extension Departments and by developing field work programmes as part of their training courses". This would help the nation immeasurably because "A widespread understanding of the Plan is an essential in its fulfilment...An understanding of the priorities which govern the Plan enable each person to relate his or her role to the larger purposes of the nation as a whole". (6)

Unique Role of Continuing Education in a University*

Many agencies, public and private, are involved in the tasks of community betterment. Of these, the government services loom largest. Among the various forces and services which influence the community, it is well to ask ourselves at the outset what is the unique role of the university. Is it really different from other institutions of continuing education? Is there a danger that the university will duplicate the work of others? We submit that continuing university education differs from other forms and agencies in the following respects :

- (a) Consistent with its purpose, the university can maintain a high level of teaching and research for men and women in many walks of life who wish to continue their education; hence the university sees itself as an institution that should tackle the *advanced and complex* rather than the elementary. It enjoys the added advantage of bringing more than one discipline to bear on the problems of further education for the community.
- (b) The approach in higher continuing education must be an *experimental* and flexible one. The university is more interested in undertaking a pilot study, for instance, than in perpetuating programmes which mass agencies are better able to conduct. Experiments can be placed under the educator's and the social researcher's "microscope"; they can be carefully planned, executed, and continually evaluated. Such experiments are not only educationally useful to community agencies, but may also save much time and money for the agency benefitting from them.
- (c) The university prides itself on objectivity in enquiry and is regarded in this light by the community. Hence, in its

*Grouping the topic under the five headings was suggested to us by Professor Cyril O. Houle's now widely known statement on the purpose of continuing education in *University in Adult Education*, Unesco, 1952.

continuing education activities, it is in a unique position to act as a *catalytic agent* stimulating individuals and agencies, including the university itself, to examine or adopt new approaches and programmes in education. It can do this because the university is an autonomous institution and has no axes of its own to grind. Its outlook is a dispassionate one.

- (d) The *professional leadership* of the country is a product of the university. In a developing society in particular, these are the people who, to a large extent, implement government policy and occupy front ranks in public and private development. The findings of a village study, selected as a 1961 Census sample, underlines the enormous influence of the professional in rural India. This study describes in some detail what happened to the village of Begampur over a decade and draws this striking, if partly regrettable, conclusion; "...most of the changes in the social, economic and cultural structure of the village that have taken place are primarily due to the efforts of the various public or governmental agencies and the role of the villagers in bringing about these changes has been on the whole insignificant". (7)

The university, having provided the basic or advanced education for professional persons in their earlier years, is now in a unique position to invite these men and women to return to the campus to discuss their problems and generally to broaden their horizons.

What applies to the professional leader is equally true for a variety of *community, state and national leaders*. If such persons confine their meetings only to their own little circles, the result is often a sharing of known experience without reaching for higher goals. This leadership, official and other, on which the nation so greatly depends, is of first importance for the university which can apply specific knowledge to everyday, social and economic problems.

This responsibility of providing professional education and community leadership training we regard as the foremost role of the university in continuing education.

- (e) Adult education as a university field of teaching and research is a more recent innovation even in countries in the West where this subject of study was first undertaken. Today we observe a number of North American and some European universities actively engaged in developing *adult education as a body of knowledge*.

In doing so, higher education draws heavily on the social sciences, and on philosophy, history and education. Here again the university can best teach and undertake research in a field that requires special facilities and an interdisciplinary approach. Through these studies, universities are producing what may be termed a new profession of adult educators who are applying themselves to the philosophy and methods of adult education and utilizing many fields of university study in preparation for careers in teaching, research, and administration.

Programme Areas in University Continuing Education

The university's responsibility for the education of adults may be summarized under four areas : academic education, occupational education, education for social responsibility and liberal education.* Academic education, usually leading to a degree or diploma, should be increasingly expanded by the universities in meeting public requests, especially from those working men and women who would like to pursue a formal education. Other means to be explored are evening classes and correspondence study. These may be applied in extending occupational education as well, particularly to professional groups. The responsibility of the university is to assist persons in improving their qualifications, including new competencies, and to help occupational groups, particularly the teaching professions, keep abreast of advancing knowledge. Education for social responsibility cannot be left entirely to other agencies. The staff and students of the university should realize their personal obligation to the community and should assist the community itself in meeting social commitments. Finally, the universities must offer liberal education to adults in order to enrich their lives.

These four programme areas are discussed at length in other chapters of this Report.

*A more detailed statement on these four goals appear in a Statement issued by the Conference on University Adult Education, July, 1965. The Report is available from the Department of Adult Education, University of Rajasthan, Jaipur.

CHAPTER 3

SOCIAL CHANGE

India since Independence has been a nation in process of momentous transformation. Every aspect of rural and urban society is being influenced by the winds of change. In 1947, India turned from a land of foreign control and princely rulers to an independent nation resolved to establish a political democracy, a mixed economy and an egalitarian order in which the individual's worth would be prized and protected—a socialistic order where the extremes of privilege and privation would be replaced by the freedoms of an industrious, democratic people.

These goals are challenging enough in a developed society: for India's population, now numbering 45 crores, the task of achieving her goals for democracy are staggering.

What are some imperatives that challenge India in transition? Let us review briefly certain major issues and trends facing the country, each calling for the need to learn and understand and successfully tackle problems thrust up by change.

(a) **The Technological Revolution**

Sir Josiah Stamp once observed that the three functions of continuing education are to help people to earn a living, to live a life and to mould a destiny—and in that order. One could add that where a living from the soil, as most Indian do, is everywhere a struggle against the spectre of want, the economic concern becomes the pre-occupation. The age-old patterns of farming in India are gradually undergoing change. Land reforms have changed the ownership patterns and benefitted smaller or landless farmers in large numbers. Irrigation, fertilizers, better strains of seed and more expert extension services are gradually changing agriculture. When convinced of new methods and assisted with some means to adopt them, the Indian producer will improve his farm practices.

On the other hand, the problems of illiteracy and the slow introduction of, or inefficiency, in such practices as cooperative credit and selling, farm production and distribution, and ignorance of the laws enacted to protect the villager and his family, leave him besieged with economic problems.

In the urban sphere too, the growth of cities as industrial and service centres has markedly changed living patterns. Workers in large numbers are moving or commuting to the urban areas. For the increasing number of unskilled workers this is boon; for the unskilled, it either provides new job opportunities or else an exchange from a depressed rural life to unemployment in town.

A major issue is the total economic planning of government at all levels and the importance, stressed by political leaders and planners, of increasing the number of citizens to understand and intelligently participate in such plans.

(b) The Social and Political Scene.

Much has been written on the social transformation in modern India. Surely one of the most influential is the economic factor, which has brought about marked shifts in the social classes, both rural and urban. Another is the guarantee in the Constitution of human rights for all. This is now, and more particularly since the introduction of Panchayati Raj institutions, emancipating those classes which for centuries were under-privileged. The rural community is now challenged to assume duties and practices in community development undreamed of even a decade ago. Significant among these are the considerable advances in health. Again, the spectre of the population explosion, accelerated by these very health practices, looms ominously over the sub-continent. Pressing social responsibilities can only be carried out with an enlightened citizenry. Here again the desperately low rate of literacy in most of the Indian states makes progress difficult.

Another profound change in urban, and to a slower extent in rural, areas is the change in family values, whether these concern work, money, education, caste or the joint family. The threat to the old order and the introduction of new values adds to the further complexities facing the Indian family.

A problem that, for India, from time to time, assumes urgent proportions is the threat of large-scale military conflict. What does the average man know of the background to disputes and of the need to preserve the nation itself? On the wider front, the citizen is constantly reminded of the constructive efforts of the United Nations, best understood when seen in projects undertaken in villages and cities of his country. On the other hand, he lives under the threat of mass destruction through nuclear war. As a democratic citizen, how can he understand and play a role in national and world affairs?

(c) Education for Work and Leisure.

The rapid increase of education for all levels of children and youth is reaping its rewards. While adult literacy remains the overriding problem, the younger generation is moving ahead to provide needed man-power in the various occupations. Widespread unemployment, however, points to the lack of streaming students into skills that can provide more satisfying and secure jobs for them. India is known for its educated elite; however, this "upper crust" is a relatively small group and the gap between it and the masses, in terms of communication, has suffered from the heavy hand of paternalism. How will this elite be trained anew to prepare the leadership for a more democratic social order? How will the masses be raised to even a minimum level of literacy, without which democracy is a myth?

As the industrial workers and the professional class are given more leisure, how will this be used in their productive pursuits for individual and community growth? These are questions agitating all modern societies, but they have a special urgency for the developing nation.

(d) Communication.

Science and technology have changed living in so many ways. A most striking example is that of communication. Better transportation has given people an opportunity to compare social, economic and political conditions, regionally, nationally and throughout the world. The average citizen today knows much better than his previous generation, what he needs and wants for a better life. The film, newspapers and radio increasingly bring the world to

his doorstep and change his outlook. The government services further provide him with new ideas and practices regarding work and community life. When television arrives on the Indian scene, these changes will be all the more rapid. The challenge to the country will be to utilise this and other mass media for education and for cultural enjoyment sensitive to traditional and modern culture. (8)

We have in the foregoing selected but a few of the imperatives before the people of India as an illustration of the need for men and women to become aware of the revolutionary changes in their society and to better equip themselves in becoming active participants in the building of a new India.

CHAPTER 4

HUMAN RESOURCES IN A DEVELOPING SOCIETY

Some Indicators of Human Resource Development.

A developing country needs an increasingly trained manpower as urgently as it requires material means to carry out and sustain growth. The two are interdependent. These are not only economic needs but equally important ones for the transformation of social and political institutions.

The paradox of many a developing country is that its potentially rich human and natural resources still leave it poor. India possesses a great cultural heritage that pre-dates by centuries many civilisations of the West, yet today her low living standards make her a backward nation.

How can the human resources of a nation be best applied to develop natural resources. This is a challenge common to all developing countries, and much research has thrown light on how a nation can systematically educate and then employ its human resources in the task of development.*

This challenge is a multi-dimensional one. It concerns both the young and the adult age groups, even more the latter in a developing nation, for the young are provided with schools whereas adults require a variety of institutions, often less known in newer nations, that can offer training at all levels of society. There is the task of improving the skills of the working force for more purposeful and efficient employment. The improvement of human resources also means the training or re-training of the unemployed. As Professor V. K. R. V. Rao has rightly emphasised, "Manpower utilisation has got to be linked up with the subject of manpower planning and this

*See Appendix A.

in turn means linking it up with planning manpower training programmes...including correspondence courses, part-time courses, sandwich courses, evening classes, in-service training programmes, night schools for industrial workers, etc." (9) Hence development of skilled personnel is not merely a question of statistical literacy but a problem of creating attitudes and skills for a large segment of the population.

We have pointed briefly to the general needs of resource development. Let us now turn to the case of Rajasthan. In scanning the statistics, one needs to keep in mind the growth factors of the State in recent years and relate them to natural resources, political and social institutions, economic growth and cultural characteristics.

The level of literacy is a positive indicator of development. In this regard, Rajasthan ranks low relative to the country as a whole, with most progress made in the period 1941-1961.

Table No. 4.1 (10)

Percentage of Literates in Rajasthan (and comparison with India) 1961-62.

Year	I n d i a		R a j a s t h a n	
	Male	Female	Male	Female
1921	16.1	2.3	7.3	0.6
1931	17.4	3.1	8.2	0.7
1941	21.2	5.3	9.4	1.1
1951	24.9	7.9	14.4	3.0
1961	34.4	12.0	23.7	5.8

Considerable progress has been made in achieving literacy in urban areas compared with that of the rural population.

Table No. 4.2 (11)

Percentage of Rural and Urban Literacy in Rajasthan, 1961.

	Total	male	Female
Urban	37.6	50.9	22.5
Rural	10.8	18.3	2.5

What strikes one is the deplorably low literacy rate of 2.5% for rural women compared with 18.3% for rural males. By comparison literacy in the six major cities of Rajasthan averages upwards of 40% with the average male literacy rate double that of the female population.

Though the unemployment problem in Rajasthan is not as serious as certain other parts of India, there is evidence to suggest that in spite of three Plans, there is a considerable backlog of unemployed.*

How did the employment agency serve this depressed group? As Table 4.3 reveals, a relatively small number of unemployed register with the Employment Exchanges.

Table 4.3 (12)

Persons Served by the Employment Exchanges, 1964-65.

Month	Exchanges	Registration	Vacancies notified	Submission made.	Placement affected	Vacancies Out-standing	Employers using the Exg.	Live Registers at the end of months
1964								
June	19	14822	2768	11927	1007	4920	541	64887
August	19	12116	2480	13221	2050	5540	590	79562
October	19	7756	1972	11146	1422	5596	541	64855
December	19	8866	1764	10492	1416	4906	486	58245
1965								
February	19	8543	1777	8952	1292	4279	524	53080
April	19	10854	1719	8439	1041	4267	483	54438

*In an article dated April 29, 1965 the Times of India points to the high birth-rate and insufficient public and private investment as factors accentuating unemployment in Rajasthan. The back-log in 1966 is expected to be 5.08 lakhs. During the Fourth Plan the developing canal area and increased investments are expected to provide more jobs and to reduce unemployment to 3.43 lakhs by 1971.

A pressing problem remains as to how to aid the unemployed to utilise the employment services. The much larger problem is the number of underemployed and unemployed, mostly unreported, in the total population. How will Rajasthan and the nation cope with this underprivileged group in the community ?

Finally, the number of people who have already received technical education is limited, although it is most encouraging to note the increase in Industrial Training Institutes and in Polytechnics recently established throughout Rajasthan. As the need grows for more skilled workers, these centres could play an added role in serving the present manpower in industry with part-time training. All such programmes should be planned with a view to Rajasthan's future requirements, or more specifically, be based on targets covering at least a ten-year period.

The overall strategy of developing human resources, let us re-emphasize, aims to build the skills and knowledge required for economic, social, cultural and political growth and to provide avenues for participation in the creation of a better society for all who seek it (13). Let us take a brief look at these areas of growth.

(i) *Economic growth* consists in large part of the accumulation of human capital and its effective investment in the development of the economy. Adam Smith in his "Wealth of Nations" stressed its importance. In our day Arthur Lewis and Theodore Schultz, among others, have pointed to the value of education as national investment. Forty years ago the Soviet economist S.G. Strumilin stressed that productivity increases with education. He maintained that a person's labour efficiency increased by 44% if he had primary education and that this graph moved upwards with more schooling, a university education increasing productivity to 300%.

Economic growth means increased industrialisation and farm output. Over 70% of Rajasthan's population is dependent on agriculture with 61.8% wholly or mainly owning their land, 31.6% non-owners, and 4.3% farm labourers. Hence the State requires an adequate supply of agricultural specialists and extension workers for a vigorous promotion of scientific farming.

A basic requirement for skills in better farming is, of course, functional literacy. Without it the villager is seriously handicapped; to cite an example, a recent survey undertaken in Rajasthan by the Birla Institute of Technology and Science (14) found that in land-holding and cooperatives the weaker sections of the rural community were not benefitting from reforms and services. It was found that 80% of the borrowings in a recent year came from money-lenders who charged an average of 21% interest; cooperatives contributed only 2.7% of the total borrowings. This was in part due to the ignorance of farmers. Of the farmers, 97% were unaware of the nature of their rights as laid down in the Rajasthan Agriculture Indebtedness Relief Act of 1957. To remedy this situation the study recommended more education and simpler reading material for the farmer and greatly improved training for officials.

(ii) In the *social and cultural* field, manpower development prepares people to live fuller lives, to understand the changes in family and community, and to learn to cherish and retain what is noble and best in the rich heritage of India.

Education for citizenship, and for understanding and preserving the dignity and worth of the individual, is an essential ingredient of democracy for "...we are not planning only for a material civilization. We have proclaimed aloud our faith in human and spiritual values. We want to create a classless and casteless society based on truth and non-violence. We want to develop a socialistic order..... We want to combine the best in our national past with the best in the global present so that our future will be based, to use Acharya Vinobha Bhave's language, on science and spirituality." (15)

In the ferment of changing conditions and values, what else but a liberal education will prepare people and leaders of society for change!

(iii) In *Political terms*, human resource development motivates people to participate in the process of government. The problems are many and urgent. On the national level, regionalism and minorities must not be an impediment to unity, yet they need to be taken into account with sensitive understanding. The welfare of the individual and the group needs to grow into the welfare of society as a whole.

In village or city neighbourhoods—levels which the citizen best understands—the goals of democracy are achieved only through sound leadership. New and significant opportunities for participation present themselves here as the Panchayati Raj institutions emerge, grow, and assume increasing responsibilities. In the past, the village leader acted on the basis of knowing his neighbours and of applying his common sense. Today a better informed leadership is required, for the issues requiring decisions are more complex and cover broader interests.

Improving Human Resources

Educational institutions are the foundation on which to build long-term planned development.

1. Education in Rajasthan

As present educational attainment points to the prospects for manpower development, let us review briefly the state of formal education in Rajasthan and note some of its problems and opportunities.

(i) Primary Education

The enrolment in primary schools is steadily increasing in the State. More and more parents are anxious to send their children to school. It will of course take years before the goal of compulsory primary schooling is achieved. In the period 1950-60, enrolment per 1000 of population increased almost threefold:—

Table No. 4.4 (16)

Pupils per Thousand of Population

	India	Rajasthan
1950-51	55	21
1955-56	63	30
1960-61	78	57

The comparison with the national enrolment in primary schools has gradually improved and it is hoped the gap will be closed before too long.

One unfortunate problem in primary education is pupil drop-outs; hence statistical literacy judged by primary enrolment is an inaccurate indicator of functional literacy for this and successive age groups.

A major change in the village schools in recent years has been the transfer of their management to Panchayati Raj bodies. Studies by the University of Rajasthan show that, on the credit side, teachers now receive their pay more regularly than formerly. Pupil attendance is also increasing. On the other hand, the studies reveal that, as a group, teachers are questioning the merit of local school control. One remedy, these reports suggest, would be the establishing of school boards on the North American pattern or alternately to vest their management in a district level board, removed from local politics. School control will remain a controversial subject for a long time but even the idea of transferring authority to the level closer to the people was a significant decision for national education. If local citizens are to carry out these new responsibilities they will need assistance through continuing education. Here institutions of higher learning and the Education Department can make an urgent contribution.

As school enrolments increase, the qualitative aspect of education takes on new importance. Higher standards will need to prevail in teacher training schools and colleges; however, until salaries and working conditions improve, the teaching profession will not attract the best minds from schools and universities. In-service training through summer schools, correspondence programmes, and other refresher courses will help both to raise the morale of the profession and improve the quality of education at all levels.

(ii) *Secondary Education*

The secondary school is the recruiting ground for higher education. Since Independence, the number of high schools has risen considerably. Today there are well over 500 public and about 140 private high schools in Rajasthan. In 1963-64 children attending school in the age group 11-14 was 19.8%. Again this number is lower than the national average and far below such States as Kerala and Uttar Pradesh. Although training colleges have raised their

intake for secondary teachers, and more scholarships are being provided to meritorious and needy students, the targets of secondary education in the Third Plan have not been reached.

As in all forms of education, girls lag far behind in opportunities to attend school. The picture is improving slightly but as late as 1961 there were ten times more boys than girls enrolled in classes IX and X. More will be said in this Report about women's education; it need only be repeated here that Indian women are badly handicapped as a potential resource in State and National development. The argument that there is considerable unemployment does not absolve the State from providing both boys and girls with adequate schooling; it is much more a matter of ultimately channeling all students into those occupations for which they are best suited.

The problem of adequate teacher training is acute in Rajasthan and this situation is worsened because there is too little assurance of employment for graduates. The standard of the training schools is lowered when trainees, who have not succeeded in higher studies or in other occupations, enrol in these institutions. We have already mentioned the low salaries in the profession as a whole and the need to select the best minds for teaching. Only in this way will the level of education and, in turn, the level of manpower development be raised.

(iii) *Higher Education*

A real indicator of human resource development is the extent and quality of higher education. The number of students in Indian universities and colleges has increased rapidly since Independence. In 1962-63 enrolment stood at 2603 for 10 lakhs of population. The rapid increase in universities has provided more graduates for all professions and has seen a sharp up-swing in students choosing science as a major subject.

However, the enrolment 'bulge' has resulted in lowering standards, in a shortage of competent teaching and research staff—with industry and government drawing off many of the most talented graduates—and has created on most campuses a crisis in facilities and

accommodation. The increasing number of unemployed graduates has as well accentuated the educated economic wastage when education is viewed as an educational investment.

What is the picture for Rajasthan? The following table lists the number of institutions of higher learning in the State :—

*Institutions of Higher Education in Rajasthan
1964-65.*

Name of Institution	State Government	Private aided and unaided	Universities, colleges	Total
University	3	—	—	3
Board of Secondary Education	1	—	—	1
College for General Education	32	26	5	63
College for Professional Education	6	13	3	22

Let us examine briefly the situation as it applies to Engineering, Agriculture and Medicine.

(a) *Engineering*

The State made a provision of Rs. 331.50 lakhs in the Third Five Year Plan for Engineering technology and craftsman training. During the first three years of the Plan, Rs. 106.41 lakhs or 32.10 per cent of the original allotment was spent. In 1963-64, 33.10 lakhs or 97 per cent of the revised final allotment was spent on the various schemes under technical education. Furthermore, 78.01 per cent was spent on development and expansion of existing polytechnics and colleges while the rest of the schemes shared only 22 per cent of the total expenditure.

The polytechnics offer diploma courses in civil engineering, electrical engineering, mechanical engineering and

mining. The intake capacity in 1963-64 increased slightly to 1060 out of which 929 seats were filled. Provision was made to open two new polytechnics at Jaipur and Bharatpur but these were not built due to lack of funds.

The existing engineering colleges at Jodhpur and Pilani imparted degree courses in civil, mechanical and electrical engineering. The Malaviya Regional College was set up at Jaipur. A new course of chemical engineering was also introduced at Pilani in 1963-64. In the same year 437 students appeared in diploma courses of which 410 were declared successful (excluding Pilani). The sum of Rs. 1.95 lakhs was distributed for scholarships against a target of Rs. 2.00 lakhs. The foregoing facts indicate that progress is being made in technology in a heretofore non-industrial State.

(b) *Agriculture*

Rural Rajasthan needs a substantial corps of well trained agriculturists. The increase in graduates from agriculture colleges has risen from 6 in 1954 to 157 in 1962. This increase is encouraging but still very low compared with the present demand. The same can be said for veterinarians; graduates increased from 28 in 1958 to 74 in 1962. (17)

As will be pointed out later, there is a real need for the agriculture college to introduce more courses in agricultural extension as a very large number of the graduates choose this field for their career. Extension methods are equally as important to an extension officer as are scientific and technical subjects. In addition, in-service training is necessary for the agriculturist if he is to keep posted on scientific and extension developments.

(c) *Medicine*

The three medical colleges in Rajasthan have an intake of over 300 students. This is an increase of 50% over the intake of 1960. In 1960 the ratio of physician to population was 1 to 32011. The ratio of rural-urban doctors

is in the ratio of 1 to 40. A remedial step to improve the acute shortage of qualified doctors was taken when the intake in the S.M.S. Medical College was substantially increased. In addition, training was provided for 151 dais, 74 auxiliary nurses and midwives and 175 compounders and 13 radiographers; 41 were trained for sanitary inspectors. In the Ayurvedic sector 112 compounders and nurses were trained.(18).

2. Development of Employed Manpower

With the rapid growth in knowledge and changing needs of the country, there is a widespread need to up-grade the qualifications of those already employed. Among present efforts in public administration are the development of management training programmes, supervisor training courses, productivity centres, institutes of public administration for the civil service and various community development courses. In Rajasthan, a number of courses for various levels of the civil service are offered at the Officers Training School, Jaipur. In addition, many officials receive training in regional and national centres. This type of training, needed for teachers, is particularly relevant to the duties and functions of the University.

In a largely rural country, there is need to develop more centres of agricultural research and training in order that *agricultural productivity* can increase. A good deal is being done in this field*

*The Progress Report on the Third Plan (Statistics Department, Rajasthan) states that during 1963-64 five regional research stations and sub-stations, established earlier, continued to operate and were strengthened. Information was disseminated to the cultivators through literature, talks, and over A.I.R. The University of Udaipur continued to promote agricultural education through its affiliated college. There were five gram sevak training centres and 406 gram sevaks trained during 1963-64 and an additional 132 gram sevaks were imparted refresher training.

Under the programme of training of panchayat samiti members and panchayat secretaries, 10 Panchayati Raj Adhyayan Kendra established in the preceding-years continued to function during 1963-64. In these, 348 members of panchayat samities, 529 panchayat secretaries, 1378 chairmen members of the nyaya panchayats, 1884 up-sarpanch and 1668 panchas received training in 1963-64. In-service training and refresher course training was imparted to the national sample survey staff and progress assistants working in panchayat samities. Training was also imparted to officials and non-officials of co-operative institutions; in all 64963 candidates were trained in 1963-64 as against 55336 in 1962-63.

but, as was mentioned earlier the methods of improving agricultural knowledge and techniques for the Rajasthan farmer are far from adequate. This requires well-trained personnel who understand rural people and their problems.

Turning to *industry*, a hopeful development has been the establishing of training centres for junior technicians and polytechnicians. In addition, other industrial training centres, including those for craftsmanship have already been established to preserve and upgrade skilled workers in this field. The number of trainees is small, however, in comparison with the total population of workers in Rajasthan's total population, in 1961, of 2 crores and 2 lakhs.

Working Population as Percentage of Total Population (19)

Year	Persons	Male	Female
1951	49.15	55.59	38.24
1961	47.55	59.14	35.89

The question remains as to when and how these various technical institutes will offer, on a large scale, opportunities for further education to the adult workers.

The *working class* has a primary role to play in a nation aiming at rapid industrialisation. In the Third Plan the State provided for Rs. 100 lakhs to improve labour education and conditions. Further education is being provided through the Central Board for Workers Education and subsequent courses on the State levels. The problem remains one of developing expert leadership for labour and of reaching the mass of workers with courses in literacy, local leadership and industrial relations in general.

At Rajasthan's 25 centres of labour welfare, workers benefit from adult education activities and medical aid.

Under craftsman training three new centres were set up in 1963-64 to bring the total to 14. Enrolment was 1363 of which 663 students passed. In addition, five accelerated training centres were begun with an intake capacity of 31, and 19 apprentices were receiving training in factories in 1963-64.

Reference has already been made to the need for more efficient training of *teachers* and of increasing their standards. On this profession depends the ultimate development of all manpower in the country. Only when the teachers are of a much higher quality than at present, and facilities are improved and salaries raised, at least competitive with other occupations, will the schools of Rajasthan be laying sound foundations for the building of human resources in the years ahead.

In India as a whole, and Rajasthan in particular, an enormous wealth of untapped human resource is found in the *adult female population*. As was noted, illiteracy is very high in this group which normally should be taking its place in many of the skilled and professional occupations. The dearth of personnel in nursing, social work and many services and technical trades reflects the lag in the education of women. Equally important is the need to bring up the literacy and general education of women which in turn will stimulate education at the family level and gradually greater participation in community life.

3. Special Role of the University.

A survey of the wide range of training institutions in the country points up the striking fact that universities, apart from providing the undergraduate and graduate education for the administrator, the specialist and other personnel in public and private sectors, are little involved in training programmes. Many of the present training institutions were doubtless established because universities were not in a position to offer continuing education or did not find it possible to adapt their syllabi to meet the employers' requirements. These many institutions are, in a way, a protest against the indifference or inability of universities to enter these fields of education. Again, a number of employers concluded that training needs were of special often non-academic, nature that they found it more expedient to set up their own institutions.

In future, universities and colleges in consultation with governments, need to be persuaded to train certain sectors of government personnel including those in community development. (20) The

essentially large outlays required for providing higher education of quality, whether it is in an advanced training centre or in a university, should urge governments to make future decisions as to the best places for training on the basis of economy and maximum teaching and research facilities.

PART II

A SURVEY OF NEEDS

**“The process of education as growth is
continuous and life long.” (21)**

—The Radhakrishnan Commission

INTRODUCTION

An effective programme in adult education is based on the needs and wants of people. Of course, the wants expressed by an adult may undergo considerable change before the need of the individual is defined and then met. Adult needs can be discovered through intensive research (this is the more accurate and valuable method) or by means of a survey which offers a general, indeed often too general result. The survey does discover, however, more realistic answers than an official or teacher can dream up on his own.

With the ultimate aim to extend the University of Rajasthan's activities for adults, we concluded that the first task of the Department of Adult Education was to consult individuals and agencies themselves. This was even more necessary since the University, in cooperation with other organizations, looked to the entire State as a potential area for service and programming. As the Department itself needed to be informed, a primary purpose for undertaking the three-month Survey was also to educate the educator.

Other related reasons for undertaking the study, particularly the rural survey, were :

- (a) together and compile data that would give an up-to-date educational picture of selected areas of the State; and following from this,
- (b) to establish a baseline which might later be used in future research projects.

As many agencies and their staffs are located in cities, it was decided to make major visits to four urban areas, Jodhpur, Udaipur, Kota and Jaipur. Briefer visits were also made to other urban centres.* In these communities, meetings were held with persons mainly representing various professional and occupational groups. A questionnaire was used at these informal seminar meetings.

*See Appendix E.

In addition to the urban survey, it was also important to focus attention on the rural sector of Rajasthan since this is the way of life for the majority of the people in the State. Sixteen villages were, therefore, chosen to be included in the study,* of course employing a different approach than that used in the cities. An interview schedule was used to collect the necessary information.

The limitations to such an extensive survey are many. The greatest one was the lack of time, since we had only two months to plan the Survey and three months to conduct it. A second limitation was the small size of the sample. We were unable to visit, even casually, many cities and towns, and only a very small number of villages. Hence all data must be interpreted within the framework of the limited sample. Among other shortcomings were the lack of experienced interviewers, minor technical weakness within the schedules themselves, and the problem of transcribing and interpreting verbal reports.

In spite of the above-mentioned limitations, the survey did meet the purpose for which it was intended, namely, to give the Department an overview of adult needs and to establish contact with many groups and individuals for whom the University of Rajasthan often seemed a distant campus.

In addition to the broad urban and rural part of the Survey, a fairly extensive house-to-house survey was conducted in Jaipur. Numerous other meetings were also conducted with groups of teachers.

Part II discussed in some detail the results of the rural and urban surveys.

*See Appendix B.

CHAPTER 5

RURAL RAJASTHAN

A. The Villager*

Out of the sixteen villages surveyed in the study, 744 villagers were interviewed. Of these, 75% had no schooling although most of them wanted their eldest son to attain at least the eighth standard.

Over 85% of the villagers said that they were satisfied with their present main occupation and about the same percentage expressed a desire to better themselves in this occupation. The problems relating to occupations are too numerous and familiar to enumerate in detail. They concern irrigation, better seeds, implements and credit, to mention only a few. In order to help him solve these problems, the villager looks largely to the government, the cooperative society and to his panchayat.

Non-occupational problems range from a pacca road and a school, to a hospital and credit. Again, the villager looks largely to the government, the school, the cooperative society and the panchayat for help in solving his problems.

Only two of the sixteen villages were presently conducting evening literacy classes and few other educational activities were going on in the villages. In the two villages where literacy classes were being held, some programmes in agriculture and community development were being conducted. It was encouraging to find that 87% of the villagers said they would attend a literacy class if one

*The urban and rural surveys have been very briefly deal with in this Report. Detailed reports are now being prepared by the Department of Adult Education.

Within the broad area of the 1961 Census, the Census Branch in Jaipur, under the direction of Dr. U. B. Mathur, has done an extensive study of 36 villages in Rajasthan. These are now being published separately. The reader is advised to refer to these for information on selected village groups.

were set up in the village, that they would pay an average of Rs. 4/- for the class and that the primary school teacher should do the instructing.

When asked to name one educational class they would consider attending, the majority, not surprisingly, named agriculture. Other topics that were frequently mentioned were primary and secondary education, commerce, Hindi, mechanics and mathematics.

As to educational courses the adults might attend, 97% thought a course should consist of two-hour sessions. When asked whether they wanted the course to be non-credit or not, 12% wanted the course to lead to a degree, 28% wanted it to lead to a diploma, and 60% were not interested in any kind of credit. The months of May and June were the best months for scheduling educational programmes. No particular day of the week was preferred for holding courses but evenings were the best time of the day.

Implications for Continuing Education.

The needs of the village are numerous and the solutions to the problems are difficult. There is a great lack of community facilities. Programmes are needed for expanding the social services of health, schools, and libraries. On the production side there is a need for adequate credit facilities, education in the science of agriculture and conservation, and better roads.

The University can play a significant role in relation to rural Rajasthan. Some ways in which it can become involved are to become aware of rural problems, to evaluate on going rural programmes, to suggest ways of improving these programmes, and to work closely with government, often on a consultative basis, in planning and problem solving. Many departments at the University of Rajasthan as well as other institutions of higher learning are already doing surveys and intensive research, making recommendations based on their findings and generally helping to establish and extend a body of knowledge related to rural development. Much cooperation between departments, institutions and organisations is needed especially between those to whom the villager already looks for guidance.

The role that the universities and colleges can play must be thought out carefully and a flexible but directive policy established.

What, for instance, should be the university's role in eradicating illiteracy in the State ? Certainly its duty does not lie in the actual teaching of illiterate adults on a mass scale. [An increasing number of national leaders are advocating a well-planned scheme of student and teacher involvement]. Meagre attempts are being made by some colleges in the State to have their students travel to villages to conduct literary classes. These are praiseworthy efforts. The academic functions of the university should be to train the supervisors of literacy teachers and to train "teachers of teachers". The university can also evaluate the methods, content and results of literacy programmes.

Another role the universities can play is to bring together experts to discuss problems of the rural areas; for instance, a seminar at the university on small business or farm management or credit. Such courses might even serve as an incentive for the villager to learn to read and write or to take greater interest in cooperative societies. Higher education needs to be venturesome and experimental in such programmes.

Generally speaking, the villager does not appear to be adverse to education in general. He may not always want it for himself but he often does see merit in having his son receive an education. Again, the villager is often unrealistic about his educational aspirations or that of his children. With whom can the villager consult in exploring opportunities for advancement and in meeting his most urgent needs ?

The reluctance towards education is not so much that education is unwanted but that conditions do not often provide the opportunities. Attempting to improve present conditions of health, food, and agriculture also prepares the ground for learning. The university should be expected, in fact should volunteer, to become more involved with helping to better the lot of the village family and by so doing directly aid in developing human and technical resources in the rural areas.

B. The Village Teacher

As a part of the village survey, 65 male teachers in primary schools were interviewed in the sixteen villages. Most of them were in the age range 20-30. Although the average teacher reported a

salary of Rs. 1,200 to 1,400 per year, few of them supplement their income from other employment. Most of them have completed tenth standard and two thirds have had some teacher training courses, particularly the STC. However, 80% were teaching an average of three years prior to receiving their teaching certificate. At the time of the survey, most of them had been teaching between 6 to 10 years, but the majority of them have been teaching in the present village less than one year. At the time of the Survey, 72% said that they had not received any in-service training during the current year.

Nearly 80% planned on making teaching a profession although over two-thirds said that they would like to teach elsewhere, mainly in cities. Over two-thirds of the married teachers were presently living away from their families although most had at least one child.

Very few of the teachers belonged to any teaching federation or union although 68% said they would like to belong to one. Over 80% said they would like to continue their professional education on a part time basis, mainly toward the B.A. or M.A. degrees. Most of them also thought they could pay on the average of Rs. 175/- per annum for such an education. When asked when or how they would like to continue their professional education, 35% chose correspondence instruction, 32% by attending courses during the school year and 30% preferred summer school.

The primary school teacher is expected to be actively involved in conducting literacy classes. Of the 65 teachers interviewed in the survey, 73% stated they were teaching or had taught adult literacy classes. Of this number, 58% said they did not enjoy teaching such classes although most of them agreed that such instruction should be given by the teacher. An average sum of Rs. 41/- per month plus facilities such as lighting, teaching materials, living accommodation, radio and peon were listed as some of the remunerations they wanted for conducting literacy classes.

The majority of the teachers thought that their present teaching conditions could be improved by the provision of materials and aids for teaching. When asked how they felt a fully equipped university or college could assist them with their continuing education, 25% listed improved library facilities and 14% recommended scholarships.

Implications for Continuing Education

The Survey indicates that the village primary school teacher is a rather restless and dissatisfied person. Many of them have limited educational opportunities although most of them express a need to study beyond their average tenth standard level. Perhaps whatever feeling of isolation they already feel is accentuated by the fact that they are isolated professionally as well as geographically. Over two thirds of those interviewed said they would like to belong to a teaching federation. This is encouraging as is the fact that 80% of them state they want to make teaching their permanent occupation.

The correspondence study method ranks high among the teachers as the best and for many perhaps the only way for them to continue their education. A well planned correspondence study programme, combined with concentrated summer school courses at some college or university, would likely satisfy many of the expressed educational needs of the village teacher. The experience of Delhi University and of many foreign countries leave no doubts as to the immediate value of correspondence education for rural teachers. The vital question is who will take up the task and when will the need be met.

CHAPTER 6

AN URBAN COMMUNITY

THE JAIPUR CITY SURVEY

A. City Survey—Men

Of the 199 male householders interviewed in Jaipur, the two largest occupational groups were those in government service and those in business. The seven geographical areas chosen were predominated by one or other of these two groups. The majority of the interviewees were in the age range 36-40. Five of the seven areas were either predominated by a group that had a class X education or a group with B.As. An overwhelming majority of the men said that they would like further education and almost an equal percentage said they would like to specialize further in their present main occupation.

When asked whether they were satisfied with their present main occupation, 80% of the business group and 62% of the government group replied in the affirmative. However, when asked what other occupation they would like to follow, the greatest number still replied "government." The next two occupations chosen as alternatives to their present ones were teaching and business.

As regards their present occupation, the major ways in which the group felt their occupation could be improved were by assisting with promotion and competitive examinations and by offering continuing education facilities. These responses were consistent with answers to the question: In what three ways can a fully equipped university best serve you in continuing your education? The two answers most frequently given were by providing library facilities, and generally by providing educational opportunities. The suggested topics for educational classes were those relating to teaching, commerce, language, economics, and administration although courses in social services also ranked relatively high. Except for those courses relating to formal education and teaching,

most persons preferred that the sessions be either of a two-hour duration or meeting weekly for three to six months. The periods of either a one full-day meeting, or a course stretching beyond six months, were unacceptable.

As to times that would be most suitable for conducting the meetings, the majority felt that any month of the year and any day of the week would be satisfactory. Evenings, of course, were the most convenient time to meet. The University was considered by most persons as a suitable meeting place although many also felt that meetings should be located more centrally in Jaipur.

Implications for Continuing Education

A more extensive survey or even a series of surveys need to be carried out continuously for the University to familiarize itself with the surrounding community. However, a brief survey such as the one conducted in Jaipur can reveal a number of facts to the adult educator which may assist him in planning programmes. For instance, the Survey shows that :

- (a) Certain geographical areas of the city are characterized by occupation and income groups, in this case by government and business occupations.
- (b) Most men desire to improve themselves in their present main occupation.
- (c) Topics suggested for courses were commerce, language, economics and administration.
- (d) The adult has certain preferences regarding where a course should be held, the duration of each course and the fees to be paid.
- (e) One very important way, in which the university could help them in their present, main occupation was to offer continuing education facilities such as library services. The university might wisely begin by exploring ways in which these facilities can be expanded.
- (f) A frequently mentioned alternative to one present main occupation was that of teaching. This desire for teaching, combined with the urgent need for teachers, should be welcomed as a challenge to educational institutions of

Rajasthan. Evening credit programmes, summer schools and correspondence study programmes should be developed and priority be given to such training.

B. City Survey—Women.

Almost all of the 326 women householders interviewed in the Survey listed their occupation as house-wives with ages mainly from 26–30. Many of the women had no schooling but, varying as to geographical area, some had an education upwards from class eight.

When asked to name ways in which a fully equipped university could best serve them in continuing their education, the three services which ranked highest were to provide special and refresher training, generally to provide educational opportunities, and to provide library facilities. Topics suggested for education classes ranged from the non-credit to the credit with 199 women wanting instruction in sewing [a need some agency other than higher education must meet and 110 wanting classes in formal education.

Two-hour meetings were the most popular for instruction. Although most of the women thought that any month during the year would be satisfactory for attending courses, May and June were two months most highly favoured. Except for Sunday, no particular day of the week seemed to be best for meetings although the afternoon was overwhelmingly the best time during the day to attend courses. The University campus was not listed as a convenient place to hold meetings for women of Jaipur.

Although most of the women stated that they were seldom unoccupied about the home, the greatest number said they did feel that some education could help them with their household and family duties.

Implications for Continuing Education.

The Survey indicates that :

- (a) The identification of geographical areas by the educational level of the householders is very often an indicator of areas of interests and needs.
- (b) Classes for women, more so than for the men interviewed, need to be conducted in closer proximity to their residence.

- (c) One way in which the women felt the University could help was to make library facilities available. Such a request was also made by the men that were interviewed in the Survey. Again, a library committee might be set up to enquire into the ways in which such facilities could be extended to the urban housewife as well as to the professional.

A later section of this Report will deal with university policy in continuing education. Only a brief word of explanation regarding programming policy need be mentioned here. The university has not only a role to play in continuing education but a unique one which it must continually strive to define and modify. When a university carries on a study to identify needs and hence obtain ideas for programming, it must be prepared to make a decision on what it will do with the expressed educational needs. Some might say that while some subjects are not academic the university must start somewhere and hence programmes in these areas should be offered, the argument being that the university's role is to satisfy needs. A second position on programme policy which we would endorse is that some interests are not within the scope of the university. However, as a catalytic agent of the community, the university could very well pass on its findings to agencies that are willing to do the work. The university might also cooperate by training leaders and by meeting with programming bodies and resource persons. The obvious point here again is that the university must always consider and evaluate what it will and will not do. Quality is a primary consideration. In some cases the university may not be able to, or wish to programme in certain areas. This does not mean that it will refuse to play a leadership and coordinating role in bringing the adult in contact with some other educational agency.

C. City Survey—Teachers.

Three groups of female secondary school teachers were interviewed, totalling 78 persons; the dominant age group was 26-30. About one third held a master's degree and about 17% B. Ed. Virtually every teacher desired more education. When asked whether they were satisfied with their present main occupation, about 40% said they were not and the majority of them aspired to college

teaching. Almost 80% of them thought that their present main occupation could be improved through opportunities for further studies and special training.

The interviewees said that the three ways a university could help them most in continuing their education were : providing library facilities, providing refresher and special training; and generally providing educational opportunities. Most of them wanted the courses to lead to a degree. Although all of the interviewees were full-time teachers, 70% said they did have free time totalling an average of three hours per day. Presumably this time could be used for formal educational purposes although 76% voiced a need for some education in home-related areas such as reading, house decoration, tailoring and cooking.

The months of May and June were, as might be expected, the most convenient months for them to attend courses. October was also a fairly convenient time. Saturday was the best day of the week for study. The mornings and evenings were suggested as best times for meeting during the summer months whereas evenings were the best time during the winter. Most of the teachers thought that the Maharani's College located nearer downtown Jaipur, was the best location for holding courses.

Implications for Continuing Education

Whereas the total number of teachers interviewed was quite small, some generalizations can be made on the basis of the Survey. For instance, it reveals that—

- (a) the majority of teachers expressed a desire for more education both to advance themselves and to obtain higher salaries;
- (b) the teachers, like other groups, strongly recommended better provisions for libraries.

The age of the teacher may often affect the desire for further education. For example, one may speculate that since many of the married teachers represented a fairly young group, the demands of child-rearing during the next ten years may take them out of full-time teaching. Such educated women can, however, play a very important role in the education of the youth. In many foreign

countries these women often teach part-time or do substitute teaching. Many of them return to full-time teaching after their children have reached school age. Educational opportunities therefore need to be afforded to women to enter teaching while at the same time more men should be encouraged to take up teaching. Numerous methods and increments should be offered to meet this goal.

Continuing their education is one way for a group to gain status and become "professionalized". This is not only needed but also expected of teaching personnel. The public as well as its leaders place great demands upon teachers. Those in the profession often complain that the public is too critical or does not really understand the situation. Both sides may be correct but apart from this, a good teacher is one who sees the merit as well as the need of making education a continuing process.

CHAPTER 7

PROFESSIONAL AND OCCUPATIONAL GROUPS

Community Development

Interviews were conducted with selected staff members of Community Development at Kota, Udaipur and Jodhpur. The groups consisted of Block Development Officers, Extension Officers and specialists in Agriculture and Education, and Village Level Workers. Also in attendance were a Collector and a Deputy Development Officer.

The groups were asked to identify their needs for continuing education in regard to professional and general improvement. Basically the needs are of two kinds, educational and financial.

It was stated that a well-equipped library and audiovisual aids are essential for the expansion of the field worker's knowledge. They requested seminars and conferences to inform them of the latest developments and information about research and progress in their specialized fields. At least half the participants stated that correspondence courses would enable them to study on the job. They also wanted to be given the opportunity to sit for examinations.

An employed person needs to support his family while he continues his studies, hence he requires scholarships and study leave with pay. Continuing education should assure proper pay incentives.

The groups also discussed the question; "What could a well equipped university and its affiliated colleges best do for you"? The replies dwelt on four services. The officials felt:

- (a) Higher education should provide a much closer working relationship between the university and the field-worker. Subjects most frequently mentioned were: agriculture, health, sociology, economics and public administration. University faculties should be in direct touch with the problems of development and should make relevant research work available to the field staff.
- (b) The field workers requested the holding of seminars, conferences and camps to inform them about current research and developmental work and to advance their general knowledge.
- (c) Evening colleges would be of value in larger centres where they could offer post-graduate courses, especially in fields not undertaken or sufficiently covered in undergraduate years, such as rural sociology, adult education methods, social psychology, farm management and health.
- (d) In these and almost all other professional groups we interviewed, the recommendation to provide correspondence course received top priority. It offers the two-fold advantage of enabling the student to work at his own rate, and brings the university into his home. Correspondence studies could be supplemented by brief summer courses on campus.
- (e) The repeated request for a well-equipped library reveals the serious shortage of readily available literature in professional and general fields.

A poll of the Community Development staff gives some indication as to the kinds and duration of courses they would like to see offered. Reference has already been made to the subjects preferred. As to duration, short courses, whether week-end or for slightly longer periods, were preferred for the subjects indicated.

Table 7.1.

Group Opinion on Continuing Education for Community Development Subjects and Duration of Courses.

Subjects.	Weekly	Week end.	1 week to 1 month	Dip. ad. educ.	Prof. educ.	Dip. other subjects.	Degree in prof. ad. educ.	Degree other sub.	Correspondence.
Adult Education	-	-	1	4	-	6	-	1	
Agricultural Extension	3	1	2	-	1	1	-	-	
Sociology	-	-	-	2	1	3	-	1	
M.Sc. in Agriculture	-	-	-	2	-	2	-	1	
Pub. Adm.	-	1	1	1	-	2	-	-	
Veterinary Science	-	-	-	1	-	3	-	-	
History	1	2	-	-	-	-	-	-	
Pol. Sc.	1	2	-	-	-	-	-	-	
Psychology	1	1	-	-	-	1	-	-	
Animal Husbandary & Nutrition	1	-	1	-	-	1	-	-	
Languages	1	-	-	-	-	-	1	-	
Primary Teaching	1	1	-	-	-	-	-	-	
Geography	1	-	-	-	-	-	-	-	
Philosophy	1	-	-	-	-	-	-	-	
Social Cultural & Languages	1	-	-	-	-	-	-	-	
Anthropology	-	-	-	-	-	-	1	-	

The responses by Community Development workers lead us to believe that they were interested, often enthusiastically, to continue their education. At the same time, they did face some perplexing problems of time and finance which needed attention by their respective departments if planned continuing education was to occur.

Teachers.

Selected groups and individual teachers were interviewed at Kota, Udaipur and Jodhpur. They consisted of inspectors, headmasters, teachers of higher secondary, middle and primary schools, and school librarians. Also interviewed was the Principal of the Institute of Education at Udaipur. All were asked to identify the needs for continuing education with regard to professional and general improvement.

It was pointed out that a well-equipped library, evening classes, seminars, symposia, workshops, refresher courses, lectures, broadcasting and audio-visual aids were necessary if they were to keep up with new knowledge and improve their methods. Requests were made for summer examinations, training visits at home and abroad, publications, and opportunities to work for a degree in education.

They emphasised that scholarships, stipends, free training, study leaves and other financial amenities must be provided if they were to continue their education and the status of teachers was to rise. In listing their most urgent needs, a sizeable number of teachers expressed the view that the control of primary education should be transferred from panchayats to the Education Department. It may be too soon to appraise this policy of local control, but the teacher's comments are an indicator as to the profession's thinking.

The teachers were also asked "*What can a well equipped university and its affiliated colleges best do for you ?*" The replies may be summarized as follows:

Table 7.2*Educational Needs of Teachers for Continuing Education*

<i>Needs</i>	<i>Group responses</i>
Evening classes, short courses, seminars, correspondence courses	13
A/v aids, publication, broadcasting	10
A well equipped library	9
Visits by University teachers	9
More teacher training institutions	4
Liberalising of rules and regulations	3
Reform in examination system	1

As to financial needs, the teachers stressed that more scholarships should be available. They were also of the opinion that higher salaries based on merit were urgently needed as a professional incentive.

The teaching staff also indicated the kinds and duration of courses they would like to see offered. Table 7.3 reveals their strong interest in Hindi, Geography, Adult Education and English teaching. The table shows the lack of opportunity for further study in such subjects as psychology, sociology, history, political science, and other courses on methods. As to duration, most frequently mentioned were short courses, whether weekly, weekend or for slightly longer periods. Summer schools and correspondence courses were also suggested.

Table 7.3
Subjects and Duration of Courses for Teaching Staff.

Subject	Weekly	Weekend	A week to a month	Diploma	Degree	Summer Schools Correspondence courses
1	2	3	4	5	6	7
Hindi	1	1	—	—	6	3
Adult Education.	1	3	3	—	—	1
Teaching English	3	2	—	—	3	—
Geography	3	1	—	—	3	—
Teaching methods	2	1	—	—	—	1
Drawing & Painting	1	2	—	1	1	—
History	2	2	—	—	—	—
Psychology	1	2	—	—	—	—
Tailoring	1	2	—	—	—	—
Social Studies.	1	1	—	—	—	—
Evening Classes on leading Languages	1	1	—	—	—	3

1	2	3	4	5	6	7
A/v aids.	1	—	1	—	—	—
Pol. Sc.	2	—	—	—	—	—
Nursery Educ.	—	—	1	—	—	—
Health	—	—	1	—	—	—
Social Sci- ences	—	1	—	—	—	—
Mathematics	1	—	—	—	—	—
Zoology	1	—	—	—	—	—
Lib. Sc.	1	—	—	—	—	1
Vocational Guidance	—	1	—	—	—	—
Sociology	—	—	—	—	—	1
Music	—	1	—	—	—	—

Librarians

The survey team met with a group of some twenty librarians at the Extension Library in Udaipur. Main suggestions made by these colleges and community librarians were that :

- (a) the staff should be trained and should continue their education;
- (b) libraries should remain open evenings to accommodate the public;
- (c) branch and mobile libraries should be provided in urban areas;
- (d) all libraries should be centres of adult education;
- (e) more publicity about libraries was needed;
- (f) exhibitions, film showings and concerts (live or recorded) should be regular public events;
- (g) better accommodation and equipment were essential yet often lacking in libraries.

Continuing education for library employees was emphasized. The groups recommend that the University of Rajasthan offer an M.A. in Library Science by correspondence, that more refresher courses be held, and that opportunities be provided to visit other

libraries, both in India and abroad. The expected comment was not missing: namely, that libraries should have a wider selection of books and journals.

The Legal Profession

Meetings with two groups representing members of the bar were held at the High Court, Jodhpur. General stress was laid on the need for closer liaison between professional practice and the academic resources of a University, through seminars, special projects and research. It was suggested that junior lawyers should be attached to senior lawyers for a longer period and obtain certificates from the senior lawyers through a collaborative arrangement with the University.

Health Personnel

Three meetings were held with members of the medical services at Udaipur, Jodhpur and Kota. We gained the impression that medical practitioners were very much aware of the need for a planned programme of continuing medical education. This applied to those in urban and rural practice as well as to nursing and para-medical groups. It was recommended that :

- (a) outstanding Indian and foreign medical experts be invited to discuss medical practices as related to local conditions;
- (b) general practitioners be considered a priority group for continuing education;
- (c) new graduates continue their education at the hospital before going out on their three years service to dispensaries, and that continuing education be offered this group during their initial period of rural service;
- (d) training be provided to meet the need for dentists, laboratory technicians, nurses, medical social workers, etc;
- (e) a central clearing house for medical and health literature should be established.

The foregoing are but a few selected professional groups with whom we held sessions. In addition we spent some time at the Chambal River Project, the Labour Welfare Centre in Kota, the Vidyapeeth in Kota, Community Development Centres, Sangheet Natak Akademi in Jodhpur, the Sahitya Akademi in Udaipur, the

Forest Ranger Station, Udaipur, members of the press in all the centres, and with many individuals and smaller groups.

We also paid brief visits to Alwar (the Collector, the Government College and the Museum), Bharatpur (the Collector, the Government College, industry, and the girls' Secondary School) and Ajmer (the Collector, Dayanand Agriculture College, Government College, Teachers College, the Audio Visual Centre, and the Regional Teachers College).*

*See Appendix E.

CHAPTER 8

THE UNIVERSITY*

The University of Rajasthan

For a period of several weeks we interviewed the Head, and often as many as six or more members of the teaching staff, in each of the twenty-six Departments at the University of Rajasthan. The same questionnaire was used for all interviews. Responses are summarised in the following pages.

A leading question, "What is your attitude and philosophy regarding continuing education in the university?", brought forth a consistently positive response. We do not recall a single interview in which the answer to this question was answered in the negative; the usual comment was a strong endorsement of further education as essential for the advancement of the community. A progressive society must be built on the basis of educated leaders who experienced the stimulation of an intellectual environment.

Generally, the departments in Humanities, Social Sciences, Commerce, Law, Library Science and Engineering and the Library expressed a genuine desire to contribute to programmes in continuing education. Members of such departments as the natural sciences were more inclined to offer only a modest share of time to Extension; this is understandable in view of the nature of their research and teaching.

A review of present and past programmes offered by the Department of Adult Education over three years at this University produced a rather sparse list, due partly to the absence of a previous careful study of adult needs, partly to the inability of the Department to launch a comprehensive programme under the rapid turn-over of four Directors or part-time Directors over a brief three-year period, and partly to the over-emphasis on lectures and the lack of short-term and longer basic or refresher programmes. In fact, often

*See Appendices C. D. E. Chapter VIII includes responses from those colleges in Jaipur incorporated in the University of Rajasthan.

as much activity in continuing education seemed to be displayed by certain Departments on their own, for example, Commerce, Library, Law, Library Science, Chemistry, the Panchayati Raj Research Centre and European Language Departments, as by the Department of Adult Education itself.

When asked what courses and activities the faculties would like to assist the Department of Adult Education in launching or, in the case of longer courses, conduct on their own, the teaching staff responded with an impressive set of suggestions*. The adoption of even a portion of this recommended programme would keep a large Extension Department fully occupied for some years. The topics ranged from specific professional programmes to general courses in the liberal arts. Many suggestions had reference to summer courses for teachers and the development of the summer campus for other groups. The proposals ranged all the way from single lectures and short courses to one and two year programmes, the more intensive ones earning a certificate or diploma. More adequate library facilities were repeatedly mentioned as an urgent need for adult education in all forms.

With reference to the policy governing the Department, the faculties supported the present arrangements of the Vice-Chancellor's Committee on University Adult Education. They were not in favour of separate faculty committees on extension, stating that an effective arrangement should always assure direct communication between adult education and other departments. Some felt that the departments should also be allowed funds for Extension purposes. The faculties strongly supported the idea of a separate department of Extension or Continuing Education.

With reference to degree programmes for adults, the teaching staff felt there was a real opportunity for Extension to encourage such a development. The response to enrolment in evening colleges in some Rajasthan institutions indicates the need for employed persons to continue academic work. The teaching staff also expressed the hope that degree courses for adults might break new ground in exploring ways to improve the present system of examinations. They recommended that degree programmes for adults be extended

*See Appendix C

over a longer period, say three to five years, to provide ample time for students to cover the prescribed programme adequately.

Financing extension activities also received considerable comment. We concluded from these responses that the University Grants Commission should provide for buildings and equipment and something like half the overall operating budget of the Department. The State Government should assume the remaining costs through the University appropriation. For degree courses, the adult student should pay the full tuition fee paid by regular students and varying fees for non-credit programmes; for instance, the cost of professional courses should be covered fully by fees. Outside funds for special projects should be solicited from UNESCO and other UN agencies, from individual donors, corporations, various foundations and international organizations.

As regards cooperation with affiliated Colleges, faculty members felt this should be a general University policy and that these Colleges should be given every encouragement and assistance to initiate Extension activities in their communities. The University library, it was suggested, should provide an exchange service with the colleges.

The University of Jodhpur.

The survey team also met with the Vice Chancellor and some members of the teaching staff at the University of Jodhpur. Generally speaking, the results of these discussions were similar to those at the University of Rajasthan. It was most encouraging to find that the University of Jodhpur had initiated a number of courses among railway employees, and also in the fields of cost accounting, stenography and labour law. As elsewhere in Rajasthan, this University offers the Junior Diploma Course for lower division clerks. Other diploma courses being considered are : archeology, museum management, cooperation, community development, industrial relations, criminology, labour welfare and public administration. The initiation of these extension activities is a tribute to the Vice Chancellor, Dr. Ram Behari, whose earlier experience and leadership with Delhi University's Correspondence Programme is now reflected in the Jodhpur programme of Extension.

The University of Udaipur

At the University of Udaipur, Vice Chancellor Dr. G. S. Mahajani and some senior members of the teaching staff, supported the idea of University Extension with emphasis on correspondence courses, refresher courses for village teachers and a proposed course in criminology. They strongly supported summer courses in such subjects as science and mathematics for teachers, leadership programmes and courses in business administration.

A stimulating interview was held with Dr. Singh and Dr. D. K. Mistry of the Agricultural College at Udaipur. The College offers extensive undergraduate and graduate programmes in agricultural extension. At the undergraduate level, extension courses include planning and evaluation, rural sociology and teaching methods. A major in Extension is offered both at the M.A. and Ph.D. levels. This College is coming to grips with the need for offering programmes in agricultural extension, a development that deserves the close attention and cooperation of government in supporting and encouraging degree programmes for future personnel in government service.

The Survey team also spent several sessions at the Rural Training Institute in Udaipur and observed their extensive programme for teachers, rural engineers, social education and community development, rural women's education, cooperative extension, etc. The Institute is also engaged in direct extension work in such fields as agriculture, health, sanitation, engineering, social education and family planning. Their staff felt that the University of Rajasthan should be sensitively aware of rural development problems, that it should undertake research, pilot projects and offer adult education as a professional course.

A lengthy meeting was held in Udaipur at the Rajasthan Vidyapeeth under the Chairmanship of Vice Chancellor Jagdambalal. This is a remarkable voluntary organization involved in extension activities, in operating an evening college for adults (Shramjivi), conducting classes in social and basic education and directing a School of Social Work. The Vidyapeeth is experimental in its approach as may be observed in such examples as the school to be launched in a Bhil community. The School of Social Work offers a full graduate

programme. The need for social workers in Rajasthan is acute, hence this School may also establish a diploma course to help fill this gap in personnel.

The discussions reviewed in this chapter indicate a strong interest of higher education in Extension programmes. Let us now turn to a select number of Colleges interviewed.

CHAPTER 9.

COLLEGES*

Interviews were conducted with the principals and staff members of numerous colleges in the State. Many of them responded favourably to the concept of college extension activities and a number of them were already carrying on some programmes of this kind. It was agreed that, with the advancement of knowledge, greater facilities were required to keep the community well informed. One way to do this was for the colleges to extend their resources to the people and to ascertain their needs through community surveys.

Among programmes presently offered by colleges were courses or lectures on child psychology, public health, India's cultural heritage, economic planning, and book-keeping. It was suggested that future programmes include a refresher course in physics and in-service and summer programmes for teachers.

Degree courses that might be made available to part-time students, perhaps through evening colleges, would include : Hindi, English, Sanskrit, Psychology, World Religions, Philosophy, Political Science, History and Economics. It was suggested that the University might draw up a syllabus for a variety of diploma courses. The College at Bharatpur will begin an evening college in July of this year under the direction of the Bharat Sewak Samaj.

Dungar College in Bikaner expressed a strong desire to begin evening classes, perhaps on a co-operative basis with other colleges in the area. A number of lecturers from this college have offered to devote two hours a week to adult teaching. Audio-visual programmes and exhibitions and other extension activities are already offered in centrally located areas in Bikaner.

It was suggested that one way to establish and administer adult education services was to set up a central Directorate which

*See Appendices D and E.

would in turn establish branches and sub-branches extending into cities, towns and even to some villages. Such branches would be responsible to the Directorate which would assist in planning and initiating programmes. The college staff we interviewed suggested that a local committee, made up of all teaching departments be established. A publicity officer would be an important member of the committee.

At a College Principals' Conference, held in Jaipur in May, 1965 it was suggested that :

“Every teacher should be encouraged to devote three hours a week to national service outside the scope of his regular duties in college. It was agreed that colleges should start some programme involving students and staff that will be of direct service to the community in the field of literacy and continuing education. The experience of each college in this field should be made available to other institutions, possibly through the Department of Adult Education of Rajasthan University.”

The Conference went on to recommend that :

“A programme of extension lectures carefully planned to meet local interests as well as the need for ensuring a well-informed response to public issues, should be organised by every college. In the field of continuing education for professional men, there may be special fields in which each college could do some valuable work...Every college should try to have an Extension Service Committee which should study all programmes in this field.”

It was widely agreed that the financing and support of educational programmes should come from a variety of sources ranging from the Central Government to the adult student. The following responsibilities and commitments were suggested :

- (a) The Central Government and the U. G. C. should bear the entire cost for programming. In addition, they should finance the payment of honoraria and remuneration to instructors as well as programme assistants and stenographers. For a 10 months course, two hours per week, a teacher should be paid Rs. 500/-.

(b) The State should provide physical facilities as well as costs for water, electricity and contingencies.

(c) The University and College should handle the cost of publicity and scholarships.

(d) The adult students enrolled in degree, diploma or certificate courses, should pay an annual fee of Rs. 30/- plus Rs. 3/- for enrolment. For non-degree courses, an enrolment fee might range from Re. 1/- to Rs. 3/.

(e) Other sources that might be explored to finance programmes would be various voluntary and philanthropic organizations.

As to ways of assuring cooperation between colleges and universities in the State the following opinions were generally agreed upon :

(a) Undergraduate colleges should be asked by the Education Department of the State to begin pre-degree courses for adults; in addition, affiliated colleges should take the initiative of setting up night classes for adults, both in pre-university and degree courses. It was recommended that there should be frequent consultation between the affiliated colleges and the University.

(b) Universities in Rajasthan should develop special programmes such as correspondence studies, combined with carefully planned evaluation studies. A committee should be established to coordinate continuing education activities in the State. This committee might be made up of representatives from universities, government, colleges and other qualified persons. The importance of secondary schools as centres for adult education was strongly recommended.

It was felt that the University should organise special short term diploma courses in various subjects such as statistics, marine biology, and tele-communication, to meet the shortage of trained personnel. Other topics suggested were : elementary mathematics,

astronomy, elementary biology, atomic energy, space research, genetics, ecology, literature, banking, auditing, geography, international relations, law and transport. The University should also organize summer schools for school and college teachers. Efforts should be made to promote departmental and interdepartmental meetings for the exchange of views on extension activities. In short, the colleges view the University as providing leadership in continuing education and as a centre for resources and coordination.

PART III

A PLAN FOR CONTINUING EDUCATION AT THE UNIVERSITY

“One of the most important functions of a University is to carry on Extension Services... I feel that every University should have an Extension Department, adequately staffed and financed As more resources become available, the scope of the work can be increased but every University should immediately make a beginning depending on its local situation. The various Departments of the University should give their closest cooperation to the Extension Department (22).

—K. G. Saiyidain.

CHAPTER 10

AIMS AND FUNCTIONS

We now come to the task of developing a plan for continuing education at the University of Rajasthan. The structure we recommend is based in part on some beginnings in organization and programme already being undertaken by the present Department of Adult Education, in part on the needs as we found them expressed in the State survey, in part on present activities at other Indian universities, and lastly on the experience over many years of Universities, Extension and Adult Education in other countries.

What are the overall aims and functions of Continuing Education at the University? We submit the following:

(1) The University's responsibility to the community is based *on the supreme worth of the individual in a democracy*, in a social order, set down in the Preamble to the Constitution, that maintains and defends for all citizens "Justice, social, economic and political; Liberty of thought, expression, belief, faith and worship; Equality of status and opportunity; and to promote among them all Fraternity assuring the dignity of the individual and the unity of the Nation". If these aims are to be realized, the individual should have the opportunity to develop his capabilities to the maximum through all forms of education so that he may achieve excellence in as many areas of human endeavour as possible.

(2) It follows that the University, dedicated to public service, will make available the *maximum use of its resources* to aid the individual with his self development and to concern itself directly with the problems of a developing nation. By so doing, the University enhances its stature as a public institution.

(3) Of the many agencies involved in adult education, the University performs a unique role in that it is concerned with *the difficult* in education, it seeks quality rather than quantity, it is innovative and it can be a *catalytic* agent in the community. In

short, University Extension should provide leadership in the development of continuing education.

(4) The programme and activities of University Extension are best established only after careful study of the university's role in continuing education and following upon it, by adopting a *coordinated approach* between the faculties and a Department of Continuing Education, assisted by an academic Department of Adult Education that offers a graduate programme, research and evaluation.

(5) Continuing Education requires an organisation in which the *policy* of the Department rests squarely *with the faculties and governing* powers of the university. The Department needs to work in closest harmony with the teaching departments and one university administration.

(6) The *staff* of the Department must display unquestioned *academic and administrative competence*. Its programme staff should be trained in adult education.

(7) The main *programme areas* will provide adults with opportunities for personal development, occupational advancement and civic education. The programme will aim to make further study available to older youths and adults who have the ability, but did not have an opportunity to further their formal education.

(8) As the success of continuing education depends upon an environment and an approach that insures effective education for adults, the Department will require *facilities* appropriate to adult learning.

(9) The scope and tasks of continuing education are so wide that the Department of Continuing Education will seek wherever possible to cooperate with and to assist *other institutions of higher learning* in the State as well as *government and private agencies*, in order that duplication may be avoided and maximum results achieved.

CHAPTER 11

ORGANIZATION

1. Need for a separate Extension Division within the University.

This chapter is based on the assumption that if a University wishes to extend itself to the community, then a separate administrative body, must be established to fulfill this function with efficiency. The ultimate function of such an administrative body, referred to here as the Institute of Continuing Education* is to plan, administer and evaluate programmes for adults.

Certain broad principles of administration that are applicable to the Institute are :

- (a) the specific function of administration is to develop and regulate the decision-making process in the most effective manner possible;
- (b) conflict between individual and institutional needs should be minimized if the efficiency is to be achieved; this is best facilitated by good communication.
- (c) efficiency and morale are insured if there is good cooperation within the Institute and between other departments;
- (d) every attempt should be made to observe democratic procedure at all levels of the system, thus permitting initiative and responsibility and allowing the staff to learn and to grow by treating them as mature and responsible adults.

Any organization that is dedicated to extending equality of opportunity can only do so if there is flexibility in terms of function, budget and administrative set-up.

2. Organization of the Institute.

(a) *Policy.*

As set forth in the Organization Chart (See page 69), it will be noted that the Institute is linked to policy-making

*The term "Institute" is used in this chapter as a suggested name only.

through the University Administration. Since the Institute can only function as an interdepartmental unit, it is important that its administrator be well-informed on current policy. He must be directly responsible to the Vice-Chancellor. The Director should be Secretary of the University Committee on Continuing Education and be a member of the Senate.

(b) *Relationships with other Departments.*

The Director and his staff must have satisfactory working relations with other departments of the University as well as institutions beyond the University, particularly those of higher education and government.

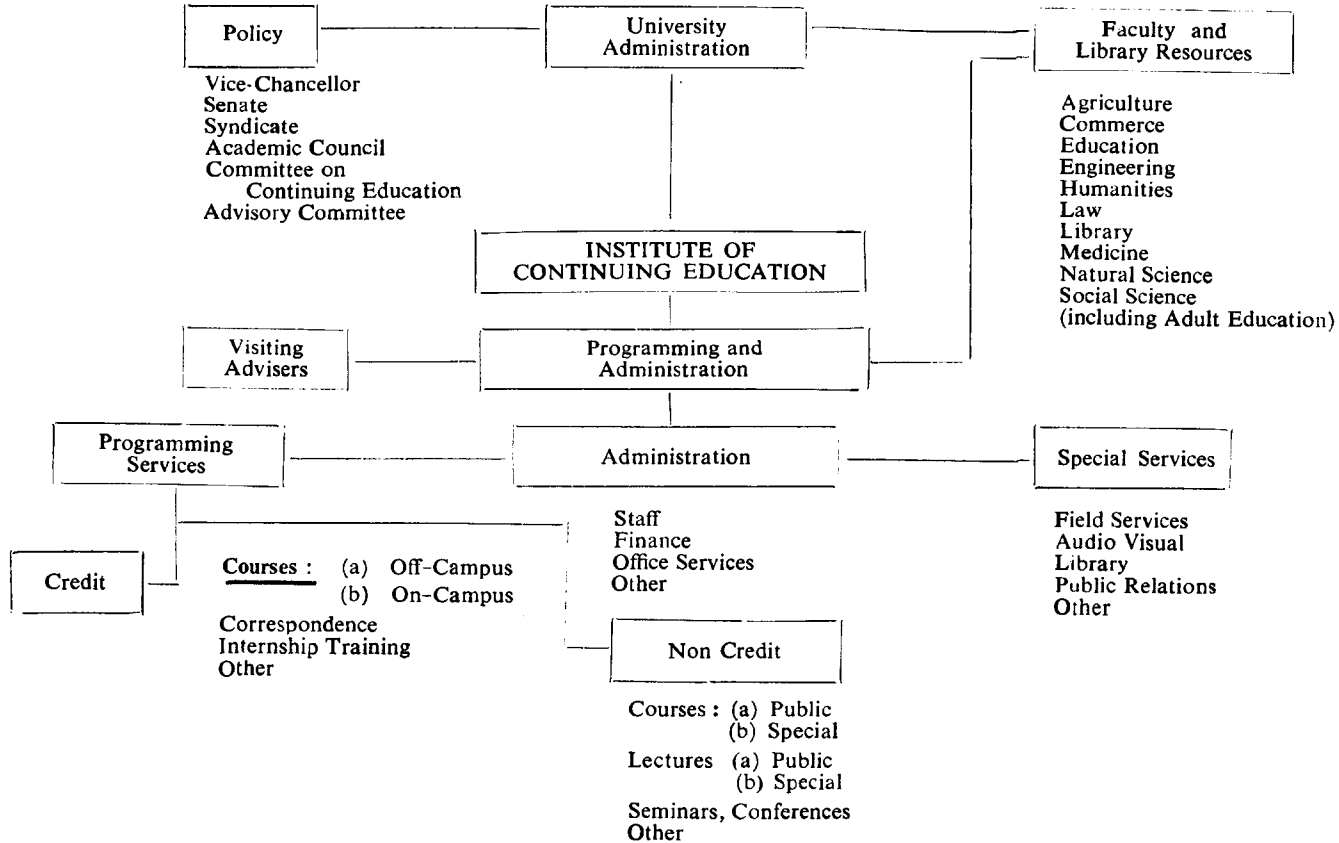
Most Extension programmes will be jointly sponsored by the Institute and one or more academic departments. Channels of communication should be directly with the heads of departments or their appointed representative. Ideally, a good programme is one that is planned by representatives of the Institute, the academic departments concerned, and representatives of the groups for whom the programme is being planned. Wherever possible, the chairman of such a committee should be a representative from the academic department and the executive officer should be a staff member of the Institute of Continuing Education. The University Librarian will frequently serve on such committees. The planning procedures we have recommended do not, of course, apply to Extension programmes that departments wish to conduct exclusively on their own.

In all cases, the exception to the above working relationships will be the Department of Adult Education, an academic Department within the Faculty of Social Sciences. Both the Department and the Institute will work closely in programming and teaching.

(c) *Functional Areas.*

The three functional areas of the Institute are Administration, Programming Services, and Special Services. All three are organized to serve the University faculties and the community. They do this

FUNCTIONAL ORGANIZATION CHART
Institute of Continuing Education—University of Rajasthan



by providing special housing and catering services, by offering administrative and other services and by having qualified staff who are trained in working with adults.

The Administration of the Institute is responsible for the planning of programmes and facilities; selecting, using and training personnel; planning and spending a special programming budget, and extending and developing relations with the community.

A second section within the Institute is that of Programming Services. Two broad areas of programmes are mentioned. The first are those programmes for which the student is given credit for a degree or a diploma. These courses might be conducted on or off the campus, in Jaipur or in outside communities. Although correspondence studies need not necessarily be taken for credit, they are usually regarded as credit courses and hence are included in this programme area. The same applies to internship training programmes which will likely be a part of a degree or diploma programme. Such training is intended to give the student practical experience and responsibility by having him work, under competent guidance, within the Institute.

A second area of programming is non-credit. These may be courses and lectures offered either to the public or to specialized groups. Seminars, conferences, educational study tours and workshops would be other examples of non-credit programmes. No rigid line can be drawn between the two programme areas.

The third function of the Institute is that of Special Services. These include special libraries, audio-visual services, field services and publications. Field services could start immediately by appointing a person in several colleges or universities who would be responsible for extension. Such a person might undertake these duties by being given some time off or by being paid an honourarium. It must be understood that the primary purpose is to best serve as many persons within the State as can benefit from higher education. The Institute should take the initiative by organizing a training programme for such local field representatives.

(d) Staff.

The Director of the Institute should understand the capacities of each of his staff in order to delegate authority. He must view

himself as an administrator as well as an adult educator and, in the eyes of the university, be qualified for both.

It is obvious that the success of programmes in continuing education depends entirely on the quality and professional training of the director and his programming staff. At present there is a serious shortage of such qualified persons in India. Let us consider what are the primary qualities of an Institute Director. He should have initiative and drive and he should be able to work with all manner of individuals and groups. The Director should have a sound liberal education, preferably first class standing in his own discipline, and he should come well informed about adult education and should set an example in continuing his own education. His approach in programming should be an experimental one. His position calls for an understanding of the concepts of organization, administration and supervision. He should be able to handle personnel problems effectively. The Director should be able to interpret educational programmes and evaluate results. Through long experience in working with adults, he will have gained an understanding and appreciation of the social role of adult education.

Similarly, the senior administrative and programming staff of the Institute must be well qualified for their duties. In all cases a theoretical and academic background must be balanced by much practical experience. Flexibility of university regulations as applied to the Institute and a decentralized programming budget—are two important requirements that will allow the Institute staff to perform its special tasks with efficiency and success

CHAPTER 12

PROGRAMME

The central purpose of the Institute is to plan and conduct programmes; administration is the servant of this purpose. In comparison with the regular university teaching syllabus, which is conveniently organised by subjects, continuing education is a much more flexible enterprise. Its syllabus is under constant review and change, in fact, much of the syllabus on extension activities is re-written each term.

A. UNIVERSITY EXTENSION

Let us first consider three programme divisions which by and large are not concerned with the obtaining of degrees and which we have termed offerings in university extension : (1) The General Programme; (2) Professional Education; and (3) Special Projects.

1. The General Programme

The University, through general courses, can appeal to a large adult clientele of all ages. When we consider such offerings as popular lectures, radio forums, film shows, concerts, dramatic productions, science exhibitions, the fine arts and a selection of courses from the liberal arts—the University becomes an immense classroom for the community. The crowds that presently flock to the campus to see educational and other films indicates the interest such cultural attractions hold. Courses and events should give all who can benefit from further learning an opportunity to widen their mental horizons.

Intensive studies in the liberal arts for a more selected public aim to train men's minds to think critically and to deepen their social, economic, and cultural interests.* In these pursuits the resources of a university can be of immense value to the adult.

*Recommended reading on the importance of liberal education, and on many aspects of comparative adult education is : Robert Peers, *Adult Education*, Routledge and Kegan Paul, London 1959.

Studies include the humanities and the natural and social sciences. These need to be presented in a language and method appealing to participants with differing educational backgrounds. The resources in this field are rich and varied; few nations can match India in the extent and wealth of her cultural heritage. Its people, and indeed other nations, have much to learn from this "light of Asia". Added to an appreciation of the past are the opportunities, through the fine arts for creative expression which can provide new satisfactions and life long enrichment. (23)

Illustrated courses in the sciences have a popular appeal, as have discussions dealing with the phenomenal growth and impact of science on every-day life.

Another subject mentioned earlier is that of the changing family in urban and rural India. Traditional patterns are increasingly giving way to new relationships. The university needs to be sensitive to these problems which confront youth, young families, and middle aged and older citizens.

A political democracy is comprised of thinking men and women actively participating in the affairs of national, state and local government. Universities can count among their former students many who later become leaders of society. Today the quality of leadership—present and potential—must be continually improved. Where better can this be done for the top levels of leadership than on the dispassionate ground of a university? What we have said about civic responsibility applies equally to the subject of international affairs. India's involvement in world affairs offers a stimulating field for adult study. The mass media can play a strong role in aiding the university to offer effective programmes in this field.

Other topics that can stimulate people to further their education are those concerned with the population explosion, food and health, the struggle to eradicate illiteracy and the improvement of schools, the provision of leisure pursuits for youth and adults, to mention but a few.

The need for the present generation to learn one or two new languages is given high priority in national education plans. Instruction is required for Hindi and regional languages and for English

and other foreign languages. Adults are not able to attend language classes in regular university hours; they require special classes and methods that allow scope for experimentation. A responsible university will also see to it that illiteracy of any person in the lower staff ranks will not be tolerated and that literacy classes are accepted as a feature of campus life as they are now becoming for the villager and hopefully in the factory.

2. Continuing Professional Education

Frequent reference has been made in this Report to the value in a developing country of continuing education in the professions. Shri J. C. Mathur has aptly observed that "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 society, 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, coordination and contacts between the 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 overall view of things".(24)

What are the aims of continuing professional education ?

(1) The first and obvious goal is to improve the quality of professional men and women. Today it is inconceivable for professional persons to terminate their education at any time. The explosion in knowledge makes it imperative to keep up-to-date from the day the graduate leaves his alma mater. Communications has now made it possible to share knowledge rapidly within a country and among nations.

(2) There is at the same time a need to broaden the horizons of these groups as professions become more and more interrelated; to illustrate, an architect today may wish to be well informed on business practices in addition to being an artist and a planner; a medical doctor finds that sociology and psychology will help him in his practice; a rural Extension worker may soon discover that social psychology may be as important for his work as plant

science; the ultimate success of an industrialist may depend on a sensitive understanding of human relations and communications.

(3) Society generally looks up to the professional man. If he displays the marks of a liberally educated person, he is regarded as a leader not only in his profession but in the community where higher education is a positive status symbol. Leaders in the professions are increasingly persons with a well-rounded education, men and women who can view the social scene from the higher hill.

Continuing professional education can be provided within the profession itself and through related agencies and by higher education. Our discussion is concerned with the part a university or college can play in this field. This opportunity can occur only if certain obstacles are overcome. For one, there is little tradition in India of professional persons returning to the campus for further learning. As was observed earlier, the university is partly at fault for not recognising this need. Again the professions are either insufficiently aware of the need for upgrading their members or else do not provide the opportunities. Both self-employed persons and government personnel should squarely face up to this need.

Let us select examples from a few of the professions, based largely on opinions by them, and discuss briefly what a university might contribute to their continuing education.

Community Development

Since the inception of a broad system of developmental services, India has put an impressive effort into developing extensive training programmes for its personnel. A good deal of information on this subject is found in periodical literature and in surveys and research (25) Reference was made in Chapter 7 to the expressed needs of selected rural officials. How will the university see its role in the education of this professional staff ?

In Community Development, which embraces a family of professions, a key man is the Block Development Officer. The ultimate success of development activities is attributable in large part to the quality of the B. D. O's own basic and continuing education. Much care needs to be exercised in selecting a person deeply interested in rural betterment and having the necessary administrative leadership.

‘While it will take time to train people capable of living up to the nation’s high expectations of community development, steps must be taken now to provide, within at least selected colleges, the kind of curriculum needed for the B.D.O. of the future. In broad terms, he must have basic training in agriculture, economics, psychology, sociology and social institutions and adult education and extension methods. He should have at least an M.A. degree’ (26)

For the B.D.O.’s staff it is highly important to provide incentive training at government institutions and in cooperation with universities and colleges of agriculture and education. We agree with the recommendations of Dr. Dool Singh in his reference to one class of officials, when he observes that the inefficient “should be put through intensive training courses so that they could be brought up to the desired level of efficiency” (27).

With reference to Community Development, the university is in an unique position to assist the senior officials of this service in broadening their intellectual outlook. The campus should be a frequent meeting place for such personnel to benefit from faculty and visiting experts and from current research in various fields. This contact, for all personnel in development, is of added importance in a system which provides that these persons be based at administrative head-quarters with only occasional visits to agriculture colleges or other centres of teaching and research. The worker should have opportunities for constantly refreshing himself, not so much on administrative duties (this is mainly his employer’s concern) but on the subject matter and methods he is daily required to apply in the field.

We recommend that governments and universities carefully examine these possibilities in order that the resources of higher education are utilised to the maximum extent.

Teachers

This Report has made frequent reference to the needs of the teaching profession. It is not the intention here to set forth detailed programmes for in-service training in this or any other of the professions as that would require much further discussion with the University departments concerned, with the Education Department, with the

teachers, and with the Department of Adult Education. The needs are so obvious that the best suggestion we can make is to get on with the immediate task of raising the level of the teaching profession. This will require close collaboration of the University and its affiliated teachers colleges, the Regional College at Ajmer and specialized services of state and central governments.

A paradox in the employment situation is the surplus of teachers in the urban areas, and the inadequate supply in villages. The Director of Colleges for Rajasthan, Mr. V.V. John, refers to its solution in the United Kingdom and adds that :

“Teachers with a good university degree and professional training should be able to teach in a primary school and receive the same salary as a teacher with equivalent qualifications at the secondary and college states” (28)

At the same time, Mr. John stresses that many persons in the profession are unfit for it and urges that “...the thousands of unqualified and under-qualified teachers in our schools should be put through intensive courses in summer schools, correspondence courses, and where necessary, full-time courses”.

As was mentioned earlier, a properly organized profession can itself contribute to raising the morale and qualifications of its members. It can do much to make its association an effective service agency including in-service training. As other countries have shown, such a development raises the status of the profession in the eyes of its members and of the general public.

Finally, institutions of higher education, along with the Department of Education and Community Development, need to explore ways in which non-officials at the panchayat and samiti levels may improve their performance in the operation of primary schools.

As we survey the task of upgrading teachers, it strikes us as a serious lack that a city the size of Jaipur does not have a Teachers' Training College of its own. We strongly endorse the University of Rajasthan's proposal, submitted to the University Grants Commission, for such an institution in the Fourth Plan.

Business and Industry.

The commercial services and the still modest number of large industries in Rajasthan now employ a considerable labour force. In larger centres in India there is a growing awareness of training industrial personnel—from senior executives to labourers and the departments of commerce, public administration, law and economics at the universities are beginning to play a role in meeting this need.

The methods employed will vary; for example, accounting courses may be conveniently offered through correspondence study whereas programmes on the managerial level may take the form of short courses or longer training. Labour education is in many ways a more difficult undertaking as this may involve release time for the employee. The low level of literacy is an added problem, yet the need for workers' education is a pressing one. Advanced industries in India can share experiences which the newer ones might well adopt or adapt. Higher education should concern itself with the top level of labour, and with aiding workers and the relevant government departments in improving and evaluating labour programmes.

Let us repeat that the whole area of in-service training for business and industry is one where higher education is little involved and which could be a most productive field of education. Close consultation with business is a requisite. A group of universities might consider combining forces in planning regional programmes of this kind. Advice and resources should also be sought from the excellent management training centres in Calcutta and Ahmedabad.

Health Services.

The Survey in various Rajasthan centres highlighted certain needs for health personnel, from the medical practitioner to nurses, technicians and other para-medical groups. The University's concern in in-service education here is through the Faculty of Medicine and a number of other departments of teaching and research. Some of the courses recommended might be undertaken by the Faculty and others in collaboration with the State Department of Health. We propose that further discussion be held with the Faculty of Medicine to ascertain the feasibility of a state-wide programme of in-service education for physicians and other personnel. In addition, a special project in family planning would be particularly suitable

for university continuing education, as its success depends, in considerable measure, on informing the community at large.

Engineering.

Reference has already been made to the need for improving the career of engineering personnel. We heartily endorse the recommendation of Shri V. G. Garde, Head of the Malaviya Regional Engineering College, Jaipur whose wide experience over many years in the field makes him a very special authority. Shri Garde sees technical and engineering education as a ladder of opportunity for personnel capable of further education. He feels that students, having completed the Junior School Examination, should be able to continue with the diploma courses during their spare time and subsequently be given the opportunity to complete a degree course while serving in industry. Shri Garde observes that :

“ For this purpose, part-time correspondence courses must be organised on a wide scale. It would not be enough to provide these courses in selected institutions. It should be necessary that every institution has these facilities so that a person may not have to go far to avail himself of these opportunities. It is necessary that for such courses, facilities are provided for some practical training in addition to the home study done by the students. For this purpose, it will be necessary that facilities for practical training are available near the place of working of a student, hence the necessity of providing the facilities on a wide scale in all the institutions instead of at some selected ones” (29)

Continuing education in the professions is a vast field for higher education to explore. We have made only passing reference to this topic and have not mentioned such professions as planning, social welfare, forestry, recreation among others. All such continuing programmes should be planned jointly by representatives from the professions, by the Institute of Continuing Education and, where necessary, by the employer.

3. Special Projects

Consistent with the aims of continuing education, the University can make a valuable contribution through undertaking carefully selected projects. Again these must be based on special community

needs thoroughly discussed by the faculty concerned and the Institute of Continuing Education and be assured of adequate financing.

Several such projects are already being explored by the Department of Adult Education at the University. Among them is a proposal that the University collaborate with Community Development in the literacy programme of the Fourth Plan, in such ways as teaching of trainers, research and evaluation, offering longer courses in professional adult education. This project might also include the selection of a pilot project for one or several panchayats.

Other special projects that are now being explored or could be considered by the University, in cooperation with the sponsor, are those concerning teaching methods, communications, public administration, management and labour and leadership in voluntary agencies.

An important challenge to the University is women's education. In developing societies, women are being increasingly recruited as volunteers and other workers in the community and the nation. From all reports and our own observation we conclude that this responsibility is of too little concern in India to-day. A study of attitudes should be made with existing agencies or individuals to explore ways of providing more education to women and to stimulate their active service in the community.

B. PROFESSIONAL ADULT EDUCATION

The rapidly expanding number of educational activities for adults in India calls for the increasing need to train professional adult educators both as administrators and teachers. There are many reasons for this. The first and obvious one is that satisfactory work can be done only by well-trained personnel. A second reason for training personnel is that in most cases they are employed because of their knowledge of the subject matter rather than for their ability to teach adults. Thirdly, there are basic differences between teaching adults and teaching children. The adult educator is asked to deal with a participant who voluntarily seeks advice.

Special training for adult educators requires prolonged and specialized intellectual training in the use of techniques which in turn are based on a body of abstract knowledge. Such professional preparation will stress professional ethics, a training in content and method, and in general, an emphasis on the behavioral sciences. Such persons should be taught to think philosophically about problems in continuing education. They should be able to demonstrate a high level of ability to interpret educational aims to a variety of individuals and groups. Furthermore, they should be able to make a systematic identification of needs. They should be able to make a professional interpretation of these needs and be able to programme and teach with these needs in mind. Perhaps most important, they should as well demonstrate a high level of ability and motivation to carry on a continuing programme of self-education. The foregoing emphasizes a need for the advanced education of persons primarily interested in adult education as a profession.

The actual course offerings necessary to attain professional objectives might be taken for a degree or diploma consistent with University regulations. The M.A. degree course would be mainly for full-time students who may or may not have a background in working with adults but who would like to make this area their career. The diploma course would be almost exclusively for those who are already working with adults. Both courses would contain a proportionate syllabus on theory and practice and would be on a graduate or postgraduate training level.

These degree and diploma courses differ in depth and content but are similar in some other respects. Both would draw upon various resources for teaching, including government, so that the areas of economics, sociology, political science, administration and education are adequately covered. The course should provide practical application to the student's work. Areas for study will include method and principles, philosophy, psychology of adults, sociology of education, programming and evaluation, as well as tabulating and statistical procedures. Special reference will be made to aspects of Panchayati Raj institutions.

A more detailed, hypothetical outline of these two courses will illustrate further the content and method of each.

1. Diploma Course in Extension Education

Students will come from diverse back-grounds; all are likely to be working fulltime in some area of adult teaching or administration. Although there may be some from libraries, health, welfare, and voluntary organizations, the majority of the persons enrolled would be block development officers and block extension workers. Quite apart from the academic background of these persons, they are viewed by the University as educators. Regardless of whether they come from agriculture, education or welfare, their work is related to changing the behaviour of the adult; such practice is the core of continuing education.

Students in the diploma course might meet two evenings a week over a five month period. It is designed to aid the practitioner to organize, conduct, evaluate and administrate educational programmes for adults. The aim is to have them develop their knowledge, skills and philosophy within this discipline. People who attend may be doing so because they are not able, or do not wish to pursue a degree programme.

Such a course will offer three benefits :--

- (1) It will give the learner an opportunity to think more deeply about the work he is doing; not only what he is doing but why. His studies should help him to understand the part that his work is playing in the overall development of the community—its aims, methods and relationships.
- (2) The course will inform the learner about methods of teaching, organizing and evaluation of adult learning activities.
- (3) The course will provide an opportunity to practice skills in the areas indicated.

The methods used in helping to attain the course objectives will include seminars, reading and written assignments, practical work, special lectures and field visits.

Throughout the course, maximum opportunity will be given to students to share and comment upon their own experiences. This will further aid them in understanding the development, scope and

complexity of the specific agency or programmes in which they work.

2. Degree Programme in Adult Education

Two major procedures are used in developing a unique body of knowledge in adult education : (1) Experience gained from dealing with practical problems lead to the formulation of principles or generalizations which provide guides for future practice; (2) Knowledge which has been developed by other disciplines is borrowed and reformulated for use in adult education. "In essence, adult education is a practical discipline like engineering, law, medicine business and public administration, social work, public health, and various other professions, its primary objective is coping effectively with some unsatisfactory state of affairs or problem of everyday life" (30) Over the period of many years, numerous universities have tried various approaches in the training of the professional, most of them developing an interdisciplinary programme. By way of illustration, some of the benefits that other disciplines add to adult education as a field of study are briefly outlined as follows :

- (1) Sociology : Areas of study such as social organization, social interaction, population and ecology, and social change have great relevance to adult education. Other such fields of sociology which are vitally important are the sociology of education, urban sociology, and the sociology of mass communications. All of this is quite in addition to the use of the social science methods of research and survey analysis.
- (2) Social Psychology : This field is of primary importance to adult education. In programming, the selection of objectives is based upon the educational needs of society and the individual, within the context of group and cultural values and forces.
- (3) Psychology : The greatest contribution of this discipline is that of helping the educator to understand such factors as the ability of adults to learn, the characteristics of the adult learning situation, and the nature of motivation and transfer of learning.

- (4) Organization and Administration : The relevance of this area of study has already been referred to in a previous chapter. Such subjects as concepts of administration, the relation of the individual and organizational goals, the relation of formal and informal organizations, and the process and consequences of decision making are examples of some contributing areas for study.
- (5) History : The historical methods of collecting and organizing data are widely used in adult education. A historical reference throws light on certain questions and helps to understand cause and effect relationships. Often history can also reveal what has been the motivation for learning throughout the ages.

Many of the aspects of the diploma course will apply to the degree programme. The basic difference here will be one of depth of study and interpretation. The M.A. programme will take the usual two years to complete. This course, like the diploma course, will stress programming but greater experience will be afforded in evaluation and research.

The planners of such a course would have to be aware of the employment opportunities in this newly developing field. Occupational areas which would fit such professionally trained persons are : agriculture extension, business and industrial training, libraries, labour unions, public schools, institutions of higher learning including evening colleges, social welfare, government administration, and education through mass media.

Since the adult educator deals not with the individual alone but with the individual in the context of his community, it is important to stress social psychology and group dynamics with a view to developing communication skills. One vital feature of the degree course will be the internship programme. During the first stage, lasting one year, the student will work closely within the Institute of Continuing Education. During this time, and under competent guidance, he will observe and assist in programming and also undertake a tutorial reading programme. In the second year, the student will be given further responsibilities in extension programming. He may work on an activity already in progress or develop a new project.

The degree course will be flexible and interdisciplinary in order that the student can concentrate on some of his special interests and at the same time pursue studies in certain areas of the social sciences. Theory will be integrated with practice. The student would be expected to submit a thesis of his own choosing with the approval of his adviser.

3. Professional Organizations in Adult Education

The need for educating adults to insure the productivity and adaptability of a society calls for an upgrading of professional standards. One way to assist in this would be the establishment of a state association of adult education. Members would come from agencies whose main or even peripheral concern is with educating adults. The function of such an organization would be :

- (a) to coordinate common activities wherever possible;
- (b) to plan and conduct refresher courses for field staff;
- (c) to offer resource and counselling services;
- (d) to publish a newsletter and other literature;
- (e) to act as an informal employment agency;
- (f) to add support to the Indian Adult Education Association as well as other similar organizations in Asia and abroad.

In summary, there is a great need to increase the competency of adult educators through training of the highest standard. This applies to the continuing education of those already engaged with educating adults as well as to enlarge the corps of leaders and teachers through new course offerings. Some of this training might be offered by correspondence study, as for instance the diploma course described earlier. Training should parallel the great demand for research in this area. Above all, the response to new imperatives in our time call for a national perception of the adult educator.

C. CONTINUING EDUCATION BY CORRESPONDENCE INSTRUCTION

Introduction

Correspondence education has a long established history in many countries. In the U.S.A., for example, this dates back to the last half of the nineteenth century. Today there are 37

American institutions involved with secondary education correspondence courses, 51 institutions that offer college level courses, and 35 private home study schools. The armed forces are one of the greatest users of the correspondence method. A recent publication on Correspondence Education lists 22 countries that have extensive correspondence study programmes, among them the United Kingdom, the U.S.A., the U.S.S.R., Canada, Scandinavia, the Netherlands, West Germany, New Zealand, Ethiopia, South Africa, Indonesia, Japan and Malaysia.

In the U.S.A., more persons enrol in correspondence courses every year than those who join the first year of all colleges and universities combined. Similarly, in the U. K., 98% of all chartered accountants prepare for their examination by correspondence. The Soviet Union which has achieved remarkable progress in this field of education has used this method for training a very large number of engineers and scientists and teachers for her vast educational expansion programmes. Thus something like 40% of the 22 lakhs of students in the Soviet Union undertaking higher education are getting their instruction through correspondence courses. In the United Kingdom, 138,000 students are enrolled in non-formal education, in science, technology, teacher training courses as well as in arts and social sciences. Japan, Australia, Indonesia and Malaysia also conduct correspondence education on a large scale. (31)

The Nature of Correspondence Study

There are four closely interrelated aspects of Correspondence Education. These are the student, the instructional materials, the academic staff and the administration.

(a) *The student*

The student is anyone who fulfils the required prerequisites of the course. In cases where the course is for university credit the student makes application to the Registrar who decides on the student's eligibility. Once he is registered and the appropriate fees are paid, the student is sent the course outline. In many cases the student is permitted to use the library and other resources of the university. At least once a year there may be a Personal Contact Programme lasting some weeks. On

this occasion the correspondence students meet with their teachers and other correspondence students. Delhi University has found this practice most rewarding. Of the 386 students that met as a group in 1964, approximately 7% were enrolled from Rajasthan, which had 4.3% of the total enrolment in this Delhi programme.

(b) *Instructional Materials*

The instructional material usually consists of a number of lessons written by the academic department concerned. Such a guide directs the student to sources of information. Each lesson will generally call for a written assignment which the student completes and mails to the instructor. In the case of a university credit course, after the student has completed the syllabus, his final examination is scheduled by the institution. There are also likely to be periodic examinations throughout the term to assist student and teacher to evaluate the work.

(c) *Academic staff*

The academic staff are usually members of an academic department but in some cases other qualified persons may be employed. The main task of this staff is to evaluate the student's work and to provide guidance through regular communication with the student. The teaching departments and faculties concerned see to the planning and conducting of the courses and for all academic matters relating to them. A full time senior teacher heads these correspondence activities. The academic departments, having agreed to offer a correspondence course, are responsible for appointing teachers and markers and efficiently supervising the programme of studies.

(d) *Administration*

The administration work involved with any correspondence study programme is usually extensive. Mailing, recording, filing, printing and duplicating must be done in addition to the actual writing and conducting of the course. The growth of the correspondence study movement has caused a large number of colleges and universities abroad to establish an office of correspondence

study, usually within a department of university extension or continuing education. Such a division is responsible for the administration of the courses according to the policies established by the academic bodies.

Normally, correspondence programmes are financed by a regular course enrolment fee; the overall programme is expected to be self-supporting.

The Advantages of Correspondence Study

In a statement submitted by the Permanent Delegation of Mexico to UNESCO, two reasons for organizing correspondence courses were :

- (1) that prospective students reside in different administrative units throughout the country; and
- (2) that they have not enough time to attend classes (32)

It is not surprising that leadership in the area of correspondence education has often come from countries that face geographical obstacles.

There are other advantages for developing and using the correspondence method. For one, it is an educational approach that is probably more sensitive to individual differences in motivation and learning than the classroom method. The method, it should be stressed, allows for a pursuit of excellence which enables the gifted as well as the handicapped to proceed with his particular role of learning. The subject matter and hence learning is presented in reasonable and manageable segments. Furthermore, correspondence study is based upon the teaching-learning principle that learning must be done by the student himself. Much hard work and self-discipline is involved in correspondence education. In countries which seek to extend educational opportunities to its citizens, correspondence study can be of the greatest value. It does not suffer seriously from time or space limitations. It allows for enrichment and varied adult interests and, in general, conforms to modern demands for education without the loss of quality.

The Scope and the Need to Experiment

The subjects suitable for correspondence study are many and varied. They may cover the levels of primary, secondary, technical

and higher education. Vocational and teacher training courses make up the bulk of many foreign programmes. Courses may range from radio engineering and commerce to agriculture and languages. These are additional to the wide range of university degree courses offered by correspondence. The University of Delhi, for example, in its B.A. (pass) degree programme, offers courses in English, Hindi history, political science, economics, commerce and mathematics. These offerings are typical of most correspondence programmes in arts.

Some universities, in fulfilling their leadership role, have also used the correspondence method in various experimental studies. Correspondence education has been used as a supplement in large university classes. Others have brought liberal and humanistic studies to business executives. Correspondence study is also being used in study discussion groups. Such groups may be with or without a teacher and the courses are likely to be non-credit. Correspondence study is adaptable for use in refresher courses as well as for international studies.

What Importance May Correspondence Education Hold for India ?

In its 82nd Report recently presented to the Lok Sabha, the Estimates Committee suggested that the scheme for correspondence courses introduced in Delhi University should be extended to other universities during the Fourth Plan.

Professor Rao, in an address mentioned earlier, suggests that one way to satisfy today's hunger for education is through correspondence study. A more important place must be given to non-formal education in the country's educational planning. It is necessary to educate public opinion on the merits of correspondence study and the achievements made in this area in foreign countries.

Consideration for a Correspondence Study Programme in Rajasthan

Wedemeyer and Childs (33) suggest that a fully coordinated state programme of post high school education would meet the following objectives :—

- (a) Equalize educational opportunity and instructional costs for post high school students regardless of where such students live.

- (b) Provide educational opportunities broadly adapted to individual needs of students.
- (c) Avoid wherever possible the heavy costs of establishing fully new systems of post high school education to preserve funds for adequate expansion and maintenance of existing systems.
- (d) Make fullest possible use of existing and coordinated educational facilities and programs, adjusting programs to provide for flexibility and liberal transfer privileges for qualified students.
- (e) Prevent sharp increase of fee and tuition costs which would deny educational opportunities to economically disadvantaged students, by charging post high school educational costs to three sources: the state, the local community, county, or school district, and the student.
- (f) Relieve institutions of higher education of the requirement of admitting students whose aims and abilities are essentially non-academic.
- (g) Admit students for residence or on-campus study in all types of institutions on the basis of demonstrated ability to profit from additional educational opportunity.

As indicated in Part II of this Report, correspondence study programmes are requested by a large number of groups in the State. A statewide programme of correspondence study is one essential way in which Rajasthan can extend higher education.

What educational institutions in the state are capable of and willing to become involved in correspondence study? Universities and colleges in Rajasthan might meet to set up a policy for programming and to evaluate what institutions are most competent to offer certain courses. Correspondence study regional centres might also be considered. Again, certain frequently requested courses might be offered in several centres.

One of the greatest needs today is the training of teachers. In the Soviet Union 70% of the enrolment in correspondence course is for teacher training. This is also true of Japan, as well as

of Indonesia and Malaysia, where the teachers' training programme through correspondence study is being used to upgrade untrained teachers. Japan has used correspondence instruction for the training of several thousand teachers urgently needed after World War II. In Rajasthan, B. Ed. and later M. Ed. programmes could be set up for both primary and secondary teachers. This might be combined with concentrated summer school programmes.

Course offerings could also be extended to include not only arts and commerce but science and engineering. Courses in home nursing, agriculture and perhaps even aspects of family planning might be developed for local leaders in these fields. The University of Rajasthan might begin by offering a correspondence study programme for Extension Workers since so many statewide programmes depend for their success upon the abilities of the Panchayati Raj personnel.

Scholarships and other increments might be offered to students who have performed exceptionally well in correspondence studies. Such scholars might be assisted financially to continue their formal education.

There are two vital problems that go hand in hand with any correspondence offerings. The first of these is the development of efficient communication between the teacher and the learner. Personal contact programmes need to be arranged frequently and locally even if the students meet with institutional staff members other than the institution which offers the correspondence course. An added alternative is to have the student's marker travel to a local area to meet with, and guide students in that locality. Some foreign countries have increased communication between the teacher and learner by the use of telephones and even short-wave sets. Many other variations are possible. The almost untapped use of radio as an educational media might be combined in some situations with correspondence education courses.

A second major problem that is an integral part of any correspondence study programme is that of disseminating written material to the student. After talking with a number of correspondence students last year, the planning Commission particularly stressed the need for making library facilities available to such

students. This need can be met in a number of ways. An Extension library can be set up by the institution offering the programme. Other libraries in the State might cooperate to make books available by post or book-van. At the Block level, the Education Extension Officers might be of great help in this regard since it is assumed that many correspondence students will be rural primary teachers.

Finally, if correspondence education is to grow, many educators too need convincing that here is a tried method of education that is able to extend opportunity for formal study at relatively low cost, to every segment and locale of the State. In a developing country its potentialities are impressive.

D. THE EVENING COLLEGE

Some years ago, at a university in eastern Canada, a man enquired of the Director of Extension as to the syllabus and duration of a B.A. programme offered during evening hours. He then asked how long it would take him to complete the work. "Six years", said the Director, "Six Years", exclaimed the prospective student, "I will be 43 by the time I finish"! The Director's reply was to the point: "In six years you will be 43 whether you take this programme or not".

Intelligent people need and generally want to improve their minds. Many are even prepared to spend a good deal of time and money to achieve this objective but all too often have nowhere to turn for guidance or opportunities. Perhaps the most challenging and also rewarding of programmes is that leading toward a degree, through after-hour classes or in an evening college established for this specific purpose.

The evening college is an institution, usually in an urban area, which offers employed persons the opportunity of higher education. Some western countries have a long history in operating evening colleges. A few examples are Birkbeck college in England, the Universities of Toronto and British Columbia in Canada, and Johns Hopkins University in the U.S.A. The need for these colleges is reflected in the large increase in enrolments, particularly in the last two decades. It is interesting to learn that some of these institutions grew out of voluntary agencies, such as the Y.M.C.A. (Sir George Williams University in Montreal), while others were originally

affiliates or branches of universities and later developed into universities on their own; an example is the University of Nottingham.

Current Programmes

A few evening colleges are presently operating in Rajasthan. Evening law courses are offered in Jodhpur, Kota, Udaipur, Ajmer and Bikaner; their total is 764. In addition, first degree programmes in arts are being conducted by the Bharat Sewak Samaj in Jaipur, by the University in Jodhpur and by the Shramjivi College, a branch of the Vidyapeeth in Udaipur; the total enrolment of these colleges is 812.

With few exceptions, the universities and their affiliated colleges in the State have remained detached from this venture in higher education. A recent proposal has been made to establish evening colleges in Alwar, Bharatpur, Bikaner and Ganganagar and for a second evening college in Jaipur.

Organization

Although private organizations are running a number of evening colleges in the State, some authorities stress that this arrangement is often undesirable since these organizations seldom have the funds to invest in well qualified staff and adequate facilities. In order to finance these requirements, they maintain that evening colleges should be controlled by the Government or by the University. Generally speaking, evening classes should be offered by the same institution that offers the day time classes, in order to maintain standards and in terms of economy and administration.

For the initial few years, the University Grants Commission should be asked to pay upwards of 50% for maintenance. The remainder of the costs should come from the parent institution and from student fees.

Staff.

At the University, a senior academic staff member should be appointed to head the evening college. At the college level, the principal should be its head. He might wish to appoint an evening college vice-principal who will be assigned exclusively to supervising the evening programmes (34).

The instruction should be carried on by a full time staff of the evening college. The conference of college principals emphasized that with few exceptions "evening colleges should not be permitted to work with largely part-time staff". In cases where evening teaching is a part of the regular faculty load, this provision should be written into the teaching contract. All appointments of instructors must have approval of the academic department concerned. The use of graduate students for evening teaching should be avoided.

The selection and training should be systematic and well-planned. Training will include two broad areas. The first of these will be instruction in grading, teaching methods, audio-visual materials and other information relating to administration policy. The second area will include instruction in evaluation and techniques of teaching and working with adults, since the methods and approaches used in teaching adult evening students varies from those for the day students. The first task of the Department of Adult Education should be to prepare a manual for those who will be teaching adults.

One of the most important staff members of the evening college will be the counsellor. A professional counsellor is needed to give advice and assistance on individual student problems and to maintain a relationship of confidence, trust and cooperation with the adult student. It is generally agreed that this role should be clearly distinguished from the administrative role. Since many of the students attending the evening college will be persons who have been out of school for some years, careful guidance is needed in assisting them to plan their future education.

Academic Standards.

As already mentioned, most of the teachers of the evening college will be full time evening college staff. They will be selected on the same basis as day staff. Since the curriculum of both day and evening programmes will generally be the same, and since the same qualifying examinations will be required, the academic standards of the day and evening college will be comparable. Interestingly, research reveals that, in many cases, the evening college students do better than those enrolled in day classes.

Future Developments.

It is hoped that the University will begin offering evening credit courses in July, 1966. These may include offerings in arts,

commerce, library science and education. Initial offerings should be on the undergraduate and B. Ed. level. The need is urgent for the University to offer courses for teachers. At a later date the evening college programme might be expanded to include instruction in such fields as business administration and engineering.

CHAPTER 13

METHODS AND RESOURCES

A. ADULT LEARNING

Research in social and educational psychology has revealed new knowledge of direct application to adult education. Conditions for learning, for example, are related to the learner himself, the instructor, other members of the group, the subject matter and physical facilities. If these conditions are favorable, learning increases, generally accompanied by a positive attitude towards further learning.

Progress in all forms of learning is attributable to rewards and satisfactions. By avoiding punishment in the classroom, the educator helps the adult learner to modify the way in which he sees himself. By discovering what he can learn, the adult can find learning a highly desirable experience.

In order to plan for learning, the instructor must be aware of, and draw upon the experience that the adult brings with him to the classroom. These experiences will be related to his range of stored knowledge, to cultural influences and to attitudes and self concepts, whether these be favourable or unfavourable. Furthermore, the adult appraises critically the teacher and the method; he may at first also show little interest in studying theory and principles, or submitting to customary class routines or reading text book assignments.

When planning for adult learning, the educator must take into account wide individual differences. Each session should be so planned that the participant gets a sense of mastery and success. Adult teaching must also take into account and compensate for weakness in hearing, vision and physical reflex.

Physical conditions for learning should take into account comfort, good lighting, absence from disturbing noises, acoustics, and so on. Satisfactory physical conditions will increase the effectiveness of learning. Given optimum conditions, performance

will depend upon the individual's intellectual ability, the learning process, maturity, individual differences, the level of challenge, teaching methods, group relations, subject matter and attitudes towards learning.

The conditions which affect learning must take into account the intellectual and emotional life of the student. The resources which adults bring to any learning situation should be considered a great asset in teaching. Such resources should also serve as a learning experience for the teacher.

Understanding some of the conditions for adult learning is a prerequisite for choosing the method employed. Does the method focus ideas as well as allow new experiences to occur? Is time permitted for the integration of new ideas with the learner's past experience? Numerous methods have been developed in order to bring about these conditions and each method has a specific use in a given situation.

B. METHODS

One significant difference between the education of youth and that of adults is that the latter can often choose the type of programmes they wish to take. When the adult does so, he is exposing himself to methods and if the method is inappropriate he frequently withdraws or at the most benefits very little from the experience.

In considering the careful relation of methods, let us list some examples and reasons for employing them. Methods may be broadly classified into three groups: individual, group and mass methods. (35)

(a) *Individual Methods*: Examples of this group would be correspondence study or the adult tutorial class. Such methods can be of great benefit in assisting the adult to learn independently.

(b) *Group Methods*: William Kirkpatrick is quoted as saying that "The lecturer is one who talks in someone else's sleep." Perhaps no other method is used so frequently or so incorrectly as the lecture method. Combining a lecture with audience involvement can greatly increase its effectiveness. The following are some variations on the lecture method :

(i) The Problem Census in which a list of problems is solicited from the audience indicating to the speaker how they perceive a given topic and the questions they have in relation to it; the aim is to make the lecture as relevant as possible to the needs of the people. (ii) The Buzz session (36) is a way to directly involve every member of a large audience in discussion. The audience is divided into small groups (5 to 7 members) for a limited time (5 to 7 minutes) for discussion to which each member contributes his ideas. The objective is for greater understanding and problem solving. The lecture may also be combined into (iii) the Symposium, (iv) Panel or (v) Question Period.

Other methods that are primarily intended for fairly large groups include : (vi) the Film and Radio Forum, where a motion picture or radio programme is used to introduce or develop a subject for further discussion, (vii) the Forum, a public assembly where anyone has a chance to voice his views, (viii) the Skit, a short rehearsed "play" involving two or more persons. It is usually acted from a prepared script and dramatizes an incident illustrating a problem or situation.

Finally, there are those methods primarily used with small groups. Some of these are, (ix) the Discussion Group, (x) the Workshop, (xi) the Demonstration, (xii) Field Trip; and (xiii) Role Playing. In the latter, some members act out a real life situation before a group. There is no script and no set dialogue. They make up their parts as they go along. The group then discusses the implications of the performance to the situation or problem under consideration. This method is most effective with groups of thirty or less.

(c) *Mass Methods* : The nature of India's communication problems are varied and many. Let us touch briefly on a few of its important aspects for continuing education. A recent study sponsored by the Ford Foundation (37) grouped these into eight areas. An awareness of these problems permit a more rational approach to using the mass media in helping to solve them :

1. *Agriculture* : In order to increase the competence of agriculture workers as well as to inform the local farmer, new ideas and information need to be disseminated. Too little of such information is finding its way to the village level.

2. *Family Planning* : Information of this kind, of such a highly personal nature, lacks film and other media material to support the direct flow of information and to affect persuasion.

3. *Adult Literacy* : An illiterate population greatly reduces the ability of people to obtain and interpret information.

4. *Education* : The increasing number of persons entering the educational system poses an obstacle to communication. Various ways must be explored in making greater use of present resources and in experimenting with new media methods.

5. *Health & Welfare* : The problem here is one of creating a favourable climate of opinion and making the best use of materials.

6. *Industrial and Urban Development* : New skills are required to be learned as industrial development increases and such methods as film, radio, programmed instruction and correspondence study can be valuable aids.

7. *National Integration and Defence* : While diverse patterns of language and culture seem at times to undermine national unity, effective communication can strengthen national bonds.

8. *External Information* : International understanding calls for ethical reporting and healthy relations between countries. The problem is basically one of educating others and in turn becoming educated.

Radio, television, film, newspapers and periodicals are examples of mass media that can be used in teaching. However, a critical interpretation of the information produced and the wise use of it calls for careful selection and an informed public. The producer of such media, say a film-maker, is often primarily interested in his subject and his medium; it is left to the educator to make imaginative use of these methods in order to permit optimum learning.

Radio, a neglected aid in education, can be used by itself or in association with discussion groups or correspondence study. Radio can also be used as a teaching tool in schools and universities.

Evaluating the Method

Increasing recognition is given to the need for evaluating educational activities. Evaluation which is carried on by the learner

as well as by the educator, may be of special importance in adult education since such activities do not as a rule prescribe formal examinations. There is a need to measure effectiveness of methods as well as of learning. Finally, the evaluation of educational aims, teaching procedures and methods, and evidence of achievement is a continuous process.

Summary

Each method in itself involves a number of steps which need to be carefully planned if the method is to be successful. Continuing education often employs inexperienced leadership and learning situations are often confronted with the problem of dealing with conflicting or ambiguous purposes. The proper use of methods can help to solve this difficulty.

A North American author observes that university faculty notoriously encourage passivity in their students. Any well chosen method that can be used to activate students would be an improvement. The students must explore the meaning of the experience, clarify their opinions and examine the adequacy of the conclusions.

Success in learning is determined in large part by effective communication. The educator is required to prepare and select his material carefully and be able to anticipate the reaction of the class. Class preparation requires that purposes be made clear, that old experiences be related to new ones, and that the material be related to the problem at hand. All of this is related to the proper utilization of the method. One way to bring this about is to effectively coordinate the learning-teaching activity. Both the student and the teacher would benefit if they were more conversant with the use and control of various methods. There is little doubt that the ultimate aim, that of education, is greatly enhanced by having such knowledge.

C. LIBRARIES

John Dewey once remarked that "Schools are only one-half of one's education; the cornerstone of the second part is the public library." The observations on libraries in this Chapter are firmly based on the premise that adequate learning is possible only through a readily available library.

1. The importance of libraries in continuing education

In professional and general adult education, the role that a network of libraries can play is indeed vital. An efficient modern library provides education at the lowest possible cost for those who are unable to attend established educational institutions. It is also the most universal and accessible of services for self-education. A free multi-purpose public library system, reaching out to all the members of society should, therefore, be given a high priority in educational planning.

One unfortunate situation is that, once a student has acquired a diploma or degree, the doors of the library he was privileged to use are closed to him. It is indispensable that in a country where resources are very limited, careful planning is necessary in order to make maximum use of, as well as extend library facilities. Many more borrowers need to be accommodated by libraries; to give an example, the university library should freely allow all its ex-student and ex-teachers as well as other interested adults to benefit from its resources.

The Union Ministry of Education has taken a preliminary step in organizing a network of libraries by circulating a Model Public Library Bill for enactment by all the States in India. Unfortunately this move has made little progress. To date only three or four states in the South have enacted library legislation. No progress has been registered in the North or in the State of Rajasthan.

The difficulty does not seem to arise because the need for good libraries is not recognised. The opposite would seem to be true. In outlining some guidelines for the Fourth Plan, the Planning Commission states that "As far as possible, each district should have a good library which would cater to the needs of adults, children, women, students etc. This library should have an effective circulating system covering blocks and villages.(38) Such a library in each block would be the core as well as a coordinating centre for a network of local libraries throughout each block. The aims of such a library network would be:

- (a) To disseminate authentic news and information;
- (b) To provide motivation for learning reading and writing, and to promote literacy;

- (c) To preserve and enhance the cultural heritage;
- (d) To increase vocational competence and raise the technological level in village occupations;
- (e) To resolve conflict and promote integration within the village population;
- (f) To aid village institutions and organizations with effective programmes in fields of development;
- (g) To develop aesthetic values;
- (h) To help people spend their leisure time profitably. (39)

The results of the survey by the University of Rajasthan reveals that persons representing many educational and occupational groups repeatedly urged that library facilities be made available to them, and that this would be one of the really important contributions the University could make in helping them with their continuing education. This need should now be met; and the main responsibility rests with the State.

The real success of the entire adult education movement is directly dependent on a properly organised and efficiently operated modern library system. Everything should be done to see that the library movement is built on a sound and sure foundation. In this way alone can the movement advance.

2. The expansion of library facilities

The Institute of Continuing Education, in cooperation with the University and other libraries, can play an important role in extending library facilities in the following ways:

- (a) Placing a diversified stock of books in all libraries in order to cater to many interests in the community;
- (b) Revision of present rules which restrict the conscientious reader from using library facilities;
- (c) Increase cooperation between libraries of all kinds, public and professional, through inter-library loans, book mobiles, local distributors and direct postal service;
- (d) Arouse public consciousness by making use of the mass media, and through book demonstrations at various educational activities;

- (e) Parallel the development of correspondence and programmed study with suitable reference material;
- (f) Training courses for librarians, teachers and administrators in cooperation with Departments of Library Science and Education.
- (g) Seeking expert advise as to how library resources may be expanded;
- (h) Translating and publishing materials to suit the individual's language and reading level.

3. Adult Education Library

The increasing number of persons becoming involved with planning, teaching and administering *programmes for adults* creates a need to train specialists in this field. At present little such reference material is available in India to aid teachers and students. Training of such personnel will draw upon the university and departmental library resources in sociology, education, philosophy, public administration, economics, political science and psychology. However, a library must also be developed containing material related to the academic field of adult education—the psychology and needs of adults, the philosophy and history of adult education, planning, financing and administering programmes, methods, etc. A beginning was made when the University of Rajasthan acquired from Canada a sizeable collection of books, research papers, periodicals and other material on continuing education in North America and the United Kingdom. A set of available literature in Indian adult education, including writings and translation in Hindi is now being purchased. The library will require substantial materials from other developing and developed countries in this expanding field of knowledge.

D. AUDIO-VISUAL AIDS AND PROGRAMMED INSTRUCTION

Audio-visual aids are supplementary devices allowing the learner's senses to come into particular play. Audio-visual aids are not a substitutive device and, therefore, are not meant to be mere entertainment. Aids assist the learning process by captivating interest brought about because : audio-visual aids are novel; sensory aids allow some freedom from the formal restrictions of the traditional recitation; they are relatively easy to understand and master because they are concrete; many aids provide the learner with opportunities

to handle and manipulate devices; they satisfy curiosity but they also make an appeal because they do not satisfy completely.(40) Most important, these combined benefits aid in motivating people to want to learn and to continue to learn.

As referred to in Chapter 11, one of the many services of an Institute of Continuing Education is to provide a fully equipped audio-visual "operations room". This facility would include visual material such as charts, flat pictures, graphs, maps, models and posters; a library of motion pictures, positive transparencies, filmstrips, disc recordings and tape recordings; equipment such as movie projectors, phonographs, record players, display boards and public address systems; and demonstration and previewing rooms. Reference materials should also be available on topics such as dramatics, puppet shows, as well as material on how to organize educational tours, visits, and radio broadcasts. The University as a whole should work closely with All India Radio in planning educational programmes for adults.

All of these aids, if properly selected and applied, can greatly assist the teaching-learning process. Training in the use of these aids is most essential. A greater adaptation to the specific teaching situation may be achieved by producing one's own material whenever possible, for example, material for a flannel board or the production of filmstrips. Assistance should be sought from the audio-visual centres in Ajmer and Delhi.

Improvement in the use of aids is assured by continually evaluating the adequacy of the methods and the response from the learner. The use of aids can be made more effective if the university administration and teaching staff intelligently cooperate to use what material is available. Additional working principles for using audio-visual materials would be these : (a) aids are to be carefully selected by someone who has competency in this area; (b) aids should be economically financed; (c) the teacher must realise the specific function of the various aids and know how to use them; (d) the aid used should be appropriate to the age, intelligence and experience of the learner; (e) aids should be actually utilised and not merely displayed; (f) the learner must obtain first-hand experience with the aids since participation is basic to successful learning; (g) teacher as well as

pupil preparation is essential; (h) a balanced programme of audio-visual instruction should be developed, always remembering that a surfeit of audio-visual aids used may actually defeat the objectives for learning.

More financial support is needed for audio-visual materials and facilities. Audio-visual centres, such as the one in Ajmer, are urgently needed in many parts of the State. Each centre must be seen not only as a distributing but also as a teaching centre. The University should begin by offering a course for its own staff on audio-visual methods and equipment. Instruction in the use of audio-visual aids is not, of course, restricted to the teachers of schools and colleges; anyone who is involved with education, be it a B. D. O., a Panchayati Raj Training School, or a social worker in family planning, can greatly improve the effectiveness of teaching through such aids.

Programmed instruction is a method based on the fact that information or a skill can be successfully learned if the information is presented in short and concise parts; after making his response, the student is immediately told whether his response is correct or not. The language laboratory is a good example of programmed instruction and has demonstrated that it can appreciably accelerate learning.

There are many benefits for using programmed instruction as a method in teaching adults. Since many adults find it difficult to assume the role of a student, there is the advantage of privacy. Furthermore, the student is not dependent on the progress of others since he can proceed at his chosen speed. The student may begin anytime and anywhere he pleases, a point of particular importance to the self-motivated student. Such a method is sometimes viewed as being better than correspondence instruction since it avoids the loss of time in having to submit written assignments. Since there is no travelling time involved and since the final cost to the student is low, the method is more economical than many others. From the point of view of the institution, the load on faculty and clerical staff is reduced.

Programmed instruction may be modified and adapted to a variety of situations. It is applicable to group learning and is especially usable in non-credit programmes.

CHAPTER 14

FACILITIES

The practice of adults meeting in a residential setting is a custom in India that goes back many centuries. The traditional ashram has come down to Gandhi's day and to the present. Another well known example is the University which the Tagores established amid the arboreal setting at Shantiniketan. These institutions were designed to create an environment for residential study and meditation best suited for adults. State and Central Governments have long recognised the same need and have provided a number of residential training centres for various purposes and personnel.

In western countries, residential education is increasing in importance. In the United Kingdom and in parts of Europe, many a stately manor, often surrounded by attractive gardens, has been converted into a hall for continuing education. In North America, new centres for this purpose are being built; among the most imaginative and well-equipped are those benefitting from the financial assistance of the W. K. Kellogg Foundation. The latter are all located on university campuses. In Canada the outstanding example is the Banff School, superbly located amid the towering Rocky mountains.

While the advantages of residential education have long been accepted, it is still surprising to the visitor of how few places in urban India provide even a barely equipped centre for this type of education. A representative of adult education recently toured four sizeable cities of India in search of a suitable residential meeting place for fifty adults and came home finding only two such places.

Universities in India provide hostel facilities for a limited number of their regular students. It is encouraging to find that these facilities are now gradually being used for adults during students' vacation time. Again these are available mainly during the torrid months of May and June instead of operating the year

round. In most cases, universities have no residential accommodation for extension classes throughout most of the year.

Before describing the requisities of a well equipped centre of this kind, let us review some of the advantages of residential education when compared with the usual day or evening classes for adults :—

- (1) Participants live together throughout the course; they learn from each other, often as much in informal ways as during the regular programme schedule.
- (2) The time-table at such a centre offers time for relaxation, cultural pursuits, and meditation. In the usual day class, participants have little time to spend with the visiting experts; in a residential setting, however, the expert is “a willing captive” of his class throughout the day and participants get to know him as a person as well as an available resource specialist.
- (3) The residential centre shelters adults from the distractions of their every-day commitments in the house, the community or the office.
- (4) The experience gained in new surroundings, which a centre provides, is always stimulating to the participant. He gets to know better his country and its people, and particularly persons in the same occupation as his own.
- (5) A good centre provides an environment and facilities that are most important for adult education, for example, conference and seminar rooms, lounges, a library, audio-visual aids, recreational and cultural activities, etc. These are provided and utilized specifically to increase adult learning; they are all too frequently lacking in present conference meeting places.
- (6) If the centre is located at the University or College there is an added advantage of meeting in the intellectual environment provided by faculties and the library, and by readily available government and other urban resources. The community as well can provide extra-curricular functions to enrich the experience for adult students.

The basic facilities in a comprehensive centre of continuing education should include the following :

- (1) As has already been mentioned, the centre can be located either in a rural or urban setting; each has its advantages. For a university, the ideal provision is for a campus and an off-campus centre. However, we submit that in making a choice of these two buildings, the campus centre should take priority but that after providing for this centre the university should utilize existing centres for off-campus courses and conferences.
- (2) The meetings rooms which might accommodate several conferences simultaneously should include the following:— a large conference room preferably with a sloping floor, smaller seminar rooms holding from 15 to 40 persons (if the budget permits, one of the larger rooms should be supplied with translation equipment), an adequate reception and registration lobby as well as several conference lounges for informal and social use, a room for showing films, outdoor arrangements for formal and informal meetings, a reading room in a modest library in collaboration with the main University Library.
- (3) Some rooms in the centre should be properly equipped for research.
- (4) A well equipped audio-visual section as described in Chapter 13 is a necessity. These resources should be an example to participants of the importance of such aids and their practical use in their communities.
- (5) The centre will provide offices for the entire staff of University Extension.
- (6) Printing and photographic services would be conveniently attached to the audio-visual section.
- (7) A residence would be attached to the Conference and Extension wing. It would provide for single, double and triple rooms and dining facilities. A snack bar would be located near the meeting rooms.

The facilities for residential education on the campus are only a few of many others that need to be utilised both in the immediate locality and in other parts of the State. At the University of Rajasthan, advantage should be taken of buildings specially suited for additional meeting places (Gandhi Bhawan, Library, class-rooms when available) and hostel and recreational facilities. University Extension needs to arrange for classroom facilities in downtown colleges and other buildings. It should also plan to hold certain programmes in homes of participants. Other universities and colleges in the State may wish to adopt some of the foregoing suggestions on accommodation for programmes in their localities;

The financial arrangements for residential education are discussed in the chapter which follows.

CHAPTER 15

FINANCING CONTINUING EDUCATION

Financing continuing education should be based on the firm understanding that the University embarks on this enterprise in earnest. The main budget sources are similar in some ways to financing the regular University programme, that is, fees and grants from Governments.

One general observation from universities in some Western countries on financing Extension might also apply to India: namely, that the percentage of financial support from the University budget decreases directly in proportion to the volume of the Extension budget; that is, as enrolments and number of courses increase, there should be a decrease in the capita administrative cost.

A major cost in the budget is staff. Organizing an extension programme demands a great deal of administrative time and effort and requires an administrative staff of the order found in other offices of university administration. Every extension course is a unit in itself that requires initiating, planning and conducting. This calls for the staff to spend a great deal of time both with faculty and with clientele in the local community and often in other parts of the state. To this extent financing university extension differs from that of the regular courses of study.

Another factor that should guide the financing of continuing education is that based on "ability to pay"; for instance, a business executive is better able to pay a reasonable fee for a course than say a volunteer in social service. A pitfall of financing Extension is to offer programmes on the sole basis of popularity, with little discrimination as to their educational priority. This course is chosen by some in order to insure a balanced budget or even to show "profit". Such a policy we submit degrades the Extension enterprise at a University. In fact, while the Extension administrator must be a highly competent budget planner, he must at all times relate his fiscal policy to community needs.

What then should be the general structure of fees ? No hard and fast rule can be laid down but the following may serve as guide-lines :—

- (a) For any course in the professions and for occupational groups and industry, the fees should cover the cost of the course, i. e. instructional costs, arrangements, publicity etc.
- (b) Non-vocational courses in the general programme should be paid for in large part out of student fees; the balance should be charged against a University grant for this purpose.
- (c) Programmes for groups engaged officially and unofficially in government service should be self-supporting.
- (d) Degree and diploma courses should be financed on a similar basis to those of regular university courses.
- (e) Programmes in leadership for voluntary agencies cannot be financed out of necessarily modest fees; they require subsidization.
- (f) Special projects should be primarily self supporting with funds supplied by their sponsor or by outside contributors including international agencies.

As regards the basic cost of administrative staff of the Department of Extension, this should be borne out of the University budget. The staff may increase with the years but it should begin on a modest scale and, as the University sees fit, have scope to expand. Certain special staff (advisors, project directors, programme consultants) that may be attached to such programmes or projects could well be financed from outside grants derived from the community or from foreign aid agencies, including the specialized agencies of the United Nations. In a developing country, such funds are essential in launching new courses and activities. The donors we have suggested are often genuinely interested in venturesome programmes of immediate and long-term value to national development.

An important item is the structure of fees for the teaching staff. This should be based on an amount related to the teaching

salary scale and to revenues of extension. There should preferably be a standard rate for all types of programmes.*

How should residential facilities be costed ? The capital expenditure for constructing a residential centre will have to be derived from government or outside sources. Once the centre is operating, its administrative costs should be partly covered from fees; the maintenance should be a charge against the University budget as is the case with other campus residences. In affluent societies, residential centres often derive their total budget out of fees from adult students; however, in a developing country, high fees would prevent many participants from making use of such a facility.

The foregoing suggestions point to the need to keep financial arrangements flexible. This is the accepted practice in practically every Department of Extension in the developed countries. The reasons are obvious ; the Department must allow for unpredictable enrolment, venturesome projects that have never been tried out before, a re-allotment of revenues for individual courses from those that show a credit balance to others which need financial assistance.

*Several suggestions in this chapter were adapted from proposals made by Dr. John Lowe, University of Edinburgh, in his address to the Leverhulme Conference on Extra-Mural Studies, Hong Kong, 1964.

CHAPTER 16

PHASING

As outlined in the Introduction to this Report, the University of Rajasthan established the Department of Adult Education in 1962 with a view to gradually extending its activities to the community and thus to meeting the general as well as some of its specific educational needs. "With the limited financial and personnel resources presently at the disposal of the Department, together with the difficulties that a new programme in its initial phase has usually to face, the pace of progress has naturally been rather slow. Adequate staff, sufficiently large accommodation and minimum provision of equipment are necessary for the growth of the Department and the expansion of its activities to the desired extent."*

The University's draft of the Fourth Five Year Plan proposes that the Department would require a separate building and an adequate grant for equipment, library books and furniture. It would also be necessary to provide for a recurring grant to meet the expenditure on the salaries of the staff and on other activities. It is estimated that in the Fourth Plan the Department of Adult Education would require a grant of Rs. 11,75,000.*

It is for the purpose of helping to meet these ends that the three year Colombo agreement came into effect in the fall of 1964.

The proposals that follow have, to a large extent, been influenced by the frequency of expressed needs for services and faculties as revealed by the Survey, for example, a need for teacher education, correspondence study programmes, suitable equipment, and specialized programmes.

Finally, the phasing takes into consideration the four programming semesters presently adhered to by the Department : (i) July to September, (ii) October to December, (iii) January to March and (iv) April to June.

*University of Rajasthan. Draft of Fourth Five Year Plan 1966-71. Jaipur University Office, November 1964.

PHASE I—1965-1966

A. University Extension

1. *General Programmes*

- (a) Special assistance will be given by the University of Rajasthan to colleges and other educational institutions in the State in their endeavour to develop their extension activities.
- (b) The University will work closely with various government departments in an attempt to employ resources to the fullest extent. Careful planning should be encouraged by the Department of Education, with the help of the University, to utilize the government schools as local continuing education centres.
- (c) The summer of 1966 should see the launching of an extensive, well coordinated summer school programme.

2. *Special Programmes*

Programmes should be carried out with at least three special groups such as teachers (especially science teachers), municipal leaders and librarians.

Special courses for women should also be developed

3. *Correspondence Study and Evening College Programmes*

A specially appointed University Committee should study and make recommendations on the feasibility of having the University conduct correspondence and/or evening college programmes.

The University has already proposed that an evening college be started in the Fourth Plan with facilities for teaching up to degree level in Arts, Science and Commerce.

4. *The Centre for Continuing Education*

By April, 1966, building plans should be completed and finances arranged.

5. *Equipment*

Every attempt should be made to build up the stock of audio-visual equipment and books. This will be done mainly with funds from the University of Rajasthan and the University of British

Columbia. A critical path method of planning for equipment might be used in order that the completion of the centre coincides with the attainment of complete and up-to-date equipment.

6. *Staff*

- (a) The staff will consist of—
 - (i) the regular senior staff of the Department;
 - (ii) one academic staff member newly appointed;
 - (iii) one programme coordinator newly appointed;
 - (iv) Colombo advisers;
 - (v) special project advisers.
- (b) Non-resident staff includes those who are sent abroad for academic studies or for study tours. At least two such persons should be sent abroad each year beginning in January, 1966.

B. Teaching and Research

1. *Special courses in adult education*

- (a) A plan for a masters programme in adult education should be submitted.
- (b) Preliminary enquiries should be carried out and a plan drafted for a diploma course in Extension Education. Such a course might be paralled the following year by a correspondence study programme.
- (c) Short term training courses should be offered to college extension directors.

2. *Projects*

These should be an integral and continuous function of both the Institute and the Department. Projects might take the form of research on methods, evaluation of programmes such as literacy, and studies on needs of adults.

PHASE II—1966-68

A. University Extension

1. *General Programmes*

- (a) Numerous colleges in the State should be carrying on fairly extensive community programmes.

- (b) Many more programmes should be developed cooperatively with Government and voluntary organizations.
- (c) The University should now have a Director of Summer School. Summer programmes should become a permanent activity of the University.
- (d) A University Open House should also become an annual function whereby students and staff of the University play host to the community for two or three days. The administration of this programme need not necessarily be done by the Institute.
- (e) Related to (d), the University should organize an Alumni Association, possibly with its office in the Institute and later within the Centre for Continuing Education.
- (f) A State Association of Extension Workers should be formed and be affiliated to the Indian Association of Adult Education.

2. *Special Programmes*

Programmes for professional groups should continue to expand and become a highly specialized area of programming within the Institute.

3. *Correspondence Study and Evening College Programmes*

On the basis of the Special Committee's recommendations, these programmes should be initiated, making appropriate administrative provision within the Institute as seem necessary.

4. *The Centre for Continuing Education*

The Centre should be completed and occupied during Phase II.

5. *Equipment*

Adequate equipment and its effective use is a vital factor in successful programming. Audio-visual equipment, as well as a library, will be housed in the Centre.

6. *Staff*

- (a) Institute staff will be increased in keeping with extension and teaching needs especially since the

Colombo advisers will be leaving and Indian personnel will assume all positions in the Department and the Institute. Such specialized persons as an artist will be added to the staff, and a Publicity Officer.

- (b) Non-resident staff, except those completing their studies abroad, will become regular resident staff tutors and/or extension directors in various Rajasthan colleges and at the University.

B. Teaching and Research

1. A master of Arts programme in adult education should commence.

2. Instructional approaches should be varied to include, where possible, correspondence programmes to parallel such courses as the diploma course in Extension Education.

3. At least three non-credit short term training courses and one full term course should be conducted each year to train adult education leaders.

4. With the expansion of degree and non-degree teaching, research, projects, surveys, and evaluation studies will become increasingly important activities. Time and funds will have to be carefully budgetted for these purposes.

PHASE III—1968-71

A. University Extension

The Institute should have grown into an effective and competently staffed organization engaged in a comprehensive programme. Specialization of programmes-local, national and international should be more clearly defined as the University continues to assist other agencies to take up areas which they are best suited to do. One example of this would be the government schools serving as centres for continuing education.

By this time there should be an active National Association of University Extension.

Specialists will be jointly appointed by Extension and faculties in such fields as sociology, economics, and public administration.

Appointed to the Institute may be deputy directors of correspondence studies and the evening college.

B. Teaching and Research

The Department of Adult Education should have a well qualified academic staff which offers the M.A. and Ph. D. degrees, apart from non-degree, certificate and diploma training programmes.

The University of Rajasthan's Draft of the Fourth Five Year Plan estimates that the combined minimum staff of the Institute and the Department will include the following :

<i>Teaching Staff</i>	<i>Administrative staff</i>
1 Director (Professor)	1 Librarian
1 Dy. Director (Reader)	1 Technician
1 Asstt. Director (Lecturer)	1 Administrative Asstt.
3 Sr. Programme Organisers (Reader)	1 Operator
6 Jr. Programme Organisers (Lecturers)	6 Stenos
	10 Peons.

CHAPTER 17

RECOMMENDATIONS

Objectives

1. In a developing nation, the extension of higher education to adults holds primary importance for the country's development both in insuring satisfactory growth in manpower resources and in achieving the goals of political and social democracy; we, therefore, urge the State and the Central governments to accept a firm and increasing commitment for continuing higher education and to plan for its phased development.

2. A modern university is required to be aware of, and involved in those individual and community needs which higher education can serve; we recommend that the university continue discussions with the faculties and the administration as to the ways in which it can best play its part, having due regard to the institution's long-term plan for development and that of higher education in Rajasthan.

Relations within the University and with Institutions of Higher Education

3. We recommend that the present Department conducting Extension activities should be more appropriately called "The Institute of Continuing Education", as (a) an Institute better describes its inter-departmental character and function, and (b) the term Continuing Education embraces all aspects of higher adult education.

4. The Director should hold the qualifications and rank of Department Head; he should be responsible directly to the Vice-Chancellor; and he should serve as the Head or a senior teacher in the Department of Adult Education within the Faculty of Social Sciences.

5. The general policies of the Institute must be laid down by the University's governing bodies; the Director should have a

voice in formulating such policies by being a member of the Senate, the Academic Council and the University Committee on Continuing Education.

6. The programme of Extension should be planned and operated within the means of University and faculty resources and remain flexible and experimental in its approach.

7. We urge that a clear understanding be worked out by the Director and the University Committee with reference to such Extension programmes as the faculties may propose to conduct on their own.

8. In the development of Continuing Education in other Universities, colleges and institutes of Rajasthan, we recommend that the Director of College Education, in cooperation with the Institute of Continuing Education, invite those institutions supervised by the Directorate and other recognized schools to take advantage of the experience of the University and other senior institutions in Extension in developing Continuing Education in their respective communities.

Cooperation with Government and other Agencies

9. We strongly encourage cooperation between the University and the Government at the State and local levels in order to make the best use of all educational resources since this collaboration offers the best use of resources for educational programmes.

10. Governmental and non-governmental agencies should look to the University as a consulting agent in the areas of programming, evaluation and research to the extent of available University resources.

Programme and Research

11. Correspondence study programmes have yet to be established in Rajasthan. We recommend that the University should give serious study to this development. An Academic Committee might be immediately appointed to study and report on the possibilities of setting up a correspondence programme at the University in such fields as Commerce, Education and possibly Arts.

12. Existing University facilities should be used to the maximum extent. We therefore urge that Summer School activities on the campus be expanded in many more fields enabling a greatly increased number of adults, particularly teachers, to take advantage of university study; and that a fully qualified Director of Summer School be appointed immediately to plan for the 1966 summer session. The Institute of Continuing Education should supervise all non-credit programmes.

13. We recommend that within the departmental resources, the Department of Adult Education explore the possibilities of developing a M.A. Programme in Adult Education; such a course would prepare professionals in this field and it would, at the same time, make a contribution to this gradually developing discipline in India.

14. In view of the need for qualified and well trained personnel in the State, programmes in many more areas need to be developed. The majority of these will be non-credit courses and lectures but we recommend that the University should also programme in specialized areas as well, for example, medicine and para-medical groups, industry, engineering, social work, economics and public administration, etc.

15. We recommend that the Institute of Continuing Education should immediately explore the offering of certificate or diploma programmes in leadership training.

16. We urge all departments to examine ways of offering certificate and diploma courses, in addition to their present involvement in extension programmes.

17. Many full-time employed persons could benefit from evening programmes carrying credit. We recommend that University faculties discuss the possibility of an Evening College at the University, particularly for programmes in Education and Arts.

18. Evaluation studies, depth surveys and long-term research must be a continuing activity of the Department of Adult Education and the Institute of Continuing Education. Among the many areas that urgently require research are the identification of educational needs, adult motivation, and teaching methods.

Resources

19. A residential Centre for Continuing Education is required at an early date and plans for it should now be formulated. We recommend that in operating the centre the administration and special services of the Institute should be utilised.

20. The present policy governing the use of the University Library restricts many educated persons from using these facilities. The University should examine this situation and explore ways of serving such individuals.

21. A fully equipped audio-visual "operations room" should be established.

22. The absence of a Faculty of Education at the University is a serious barrier to meeting the needs of teachers and in training educational leaders. We recommend that the highest priority be given to establishing a Faculty of Education at the University.

Administration

23. The administration of continuing education, in contrast to the academic departments which are mainly administered centrally is a major responsibility of the Institute which will, therefore require a highly competent director and staff for this purpose and one that cooperates efficiently with the university administration. We recommend that hopelessly inefficient staff be dismissed and that only properly qualified administrative staff be engaged by the Institute if an increasing range of new and established programmes are to be organized and administered in a business-like manner.

24. In view of the obvious need to stream-line administrative operations in most institutions, we would commend any improved practices which the Institute might try out and adopt, and suggest that innovations by this and other departments be a subject for regular discussion with the University administration.

25. As regards financing, we recommend that the Institute staff be convened regularly for discussion of current and proposed budgets, that a generally accepted Extension policy of flexibility be observed by the Institute, that its expenditures conform strictly to budget appropriations from the University and other sources, and

that the Director and programme staff display keen resourcefulness in attracting outside grants-in-aid for selected projects and special courses.

26. The staff of the Institute should be selected on the basis set forth in the Report. In view of the important place of counseling in continuing education, in both credit and non-credit courses we recommend that the Department appoint to the staff persons expert in counseling.

27. We recommend that members of the Institute staff be required to continue their education, both at home and abroad, particularly through arrangements under the Colombo Plan. In the case of lower ranks, only literate persons should be employed and illiterates should be required to join classes and activities enabling them to become literate as soon as possible.

CHAPTER 18

CONCLUSION

It should be evident from the Report that there is a growing awareness on the part of universities and colleges, leaders in government and the educated sector of the community that higher education should launch a comprehensive programme of 'Continuing Education'.

This Report reflects the opinions of only a limited sample of individuals and groups and agencies compared with a much larger number interviewed. We have made only brief mention of discussions with officials of the Rajasthan Government and certain central education bodies such as the Education Commission. At this top level there is endorsement and often unqualified enthusiasm to initiating university extension.

At the recent National Conference on University Adult Education, held in Bhopal, Professor V. K. R. V. Rao of the Planning Commission reflected the conviction of many others when he stated that "Our universities have a more positive and major role to play in the field of Adult Education than contemplated so far". He emphasized that both the Planning Commission and the University Grants Commission recognised the special responsibility that Universities have in the promotion of adult education, and added: "For my part, as Member-in-charge of Education in the Planning Commission, I am prepared to go all out to do whatever I can to assist and strengthen this programme". (41)

Many questions need answering before a working plan in adult education in each university will take form. This Report, as we explained at the outset, is by way of a guide for a course of action. Discussions will continue in this University and we hope in other universities and colleges to give form and substance to the role and activities of university adult education. It now remains for the universities to display the will and the leadership which will result in achieving their goals in continuing education.

PART IV

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PART V

APPENDICES

APPENDIX A

(See chart in back cover pocket)

APPENDIX B

SUMMARY OF INTERVIEWS IN VILLAGES

Interviewee	Research Centre*				Total
	Jodhpur	Udaipur	Kota	Jaipur	
(a) Villagers	135	239	250	120	744
(b) Leaders	8	16	9	14	47
(c) Village Level Worker	3	3	4	4	14
(d) Headmasters	4	4	6	3	17
(e) Teachers	1	15	22	5	43
Teachers of other villages in the immediate vicinity.	5	1	1	1	8
	156	278	292	147	873

*Four villages were surveyed in each of the research centres.

APPENDIX C

COURSES SUGGESTED BY THE DEPARTMENTS OF THE UNIVERSITY OF RAJASTHAN*

- AGRICULTURE :** University cooperation with agricultural colleges in research and with courses in professional adult education.
- COMMERCE :** Junior Diploma Course*, Banking, Business Management*, Cost Accounting*, Salesmanship, English Shorthand, Hindi Shorthand, English Typing, Hindi Typing, M.B.A. Degree Programme, Freight Traffic Management.
- EDUCATION :*** A variety of courses suggested in the fields of pre-school, school and adult education and training for administration and non-officials.
- ENGINEERING :*** Technical courses to upgrade graduates of polytechnics, Engineering to qualify Diploma students for Bachelor Degree, Designing Engineering, Courses for adults in Automobile Care, Use of Household Appliances etc.
- HUMANITIES :**
- Archeology :* Archeological Sites of Rajasthan, Museum Directors' Training*.
- English :* English Literature (class and radio), Composition for government and other employees, Journalism, Creative Writing, Tour with dramatic productions and Exhibitions to outside communities.
- Fine Arts :* Art of Primitive Cultures, Art in Indian Cultures Through the Ages, Rajasthan Folk Lore and

*The teaching staff listed each course to be offered in one or several of the following: *evening classes, short courses, certificate, diploma, summer school, correspondence study.* Any of the last four categories are also indicated above by an asterisk.

Handicrafts, Drama, Dance, Music of the World's People, Workshops in Painting, Ceramics, Sculpture and Crafts, Interior Design, Photography, Film appreciation.

French & German : Continuing present programme of adult classes*, Programmes on European Culture.

Hindi : Hindi for adults, Dramatics, Creative Writing, Linguistics, Literature, Journalism,* Refresher Courses for teachers.*

History & Indian Culture : Universal Renaissance, Indian History Courses for teachers in High Schools and Colleges*.

Languages (Regional) : Tamil, Bengali, Marathi etc.

Library Science : For College Librarians*, for High School Librarians* and School Officials, for Private Librarians*.

Philosophy : Critical Approach to Traditional Values in Culture, Changing Values in Indian society, Use of Language, Philosophy and Economic Development, The National Will to Work, the World's Great Religions. How to Reason, Public and Private Morality, You and Your Community.

Sanskrit : For adults and for teachers*, Great Epics and Indian Classics.

LAW : Constitutional Law in Practice (for lawyers), Criminal Law (for lawyers), The Role of the Legal Profession and Mercantile Law (for business), Insurance Law (for insurance agents), Labour Law (for workers), World Peace through World Law, Legal Aspects in the Construction Industry.

LIBRARY : Humanities courses, Pleasures of Reading and Listening, Weekly Film Show for children and

adults, Recorded programmes for adults, Radio discussion groups, Book and Picture Exhibitions, Mobile library service for Jaipur, Refresher Courses for librarians*.

MEDICINE :* Statewide continuing education for general practitioners, doctors in dispensaries and specialists, Training courses for technicians, Medical Social Work, Public Lecture courses (also in cooperation with the Ministry of Health).

NATURAL SCIENCES :

Botany : For teachers*, Illustrated Public Lectures.
Chemistry : For college and secondary teachers*, The Chemistry of Life.

Mathematics : For High School and College teachers,* Astronomy and Space Dynamics, Numerical Analysis and General Mathematics (for industry), Cooperative courses with economics, physics, statistics, sociology and commerce.

Physics : For high school and college teachers*, solid State Physics, Exhibitions.

Zoology : Public Classes and demonstrations at the new museum, Refresher Courses for college teachers*, Fisheries for Industry.

SOCIAL SCIENCES :

Economic & Public Administration : Public Administration*, Cooperatives for Officials*, Labour Welfare for Officials and Labour*, Economic Statistics for private and public sectors*, National Affairs, Manpower and Employment, Student forums, Teachers' Courses.*

Para-Psychology : General Courses for public.

Political Science : Aspects of Panchayati Raj, State and Central Government for Senior Officials and Non-

Officials*, National Affairs, India Today(aspects of development), World Communism, China Today, India and Her neighbours, The United Nations at Work in India.

Sociology : Issues in urban, rural and educational sociology*, Social Welfare*, Non-violence.

Statistics : For government officials,* Advanced Statistics for university staff and research workers*, Use of Statistics for general public.

OTHER COURSES :

Professional Adult Education : Diploma & M.A. Programmes.

Correspondence Education :*

Evening Colleges : Arts, Commerce & Social Sciences.

Pilot Projects : in Rural literacy, Cooperatives, Panchayati Raj, Voluntary Leadership, etc.

Special Series of Lectures :

Women's Programmes : *Home Science* : Interior Decoration, Consumer Buying, Household Management, Family budgetting, Textiles.

Health : Hygiene and Cleanliness, Athletics, First Aid and Home Nursing, Pre-natal care, Food Nutrition and Diet, Food Preservation.

Family : Family care, Child Care, Values in Family Living, Adolescence, Parent-school Relationships.

*Part-time Jobs** Teaching, Journalism, Social work, Stenography, Business.

General Education : National Affairs, Hindi, English and Regional Languages.

Fine Arts : Music, Dancing, Painting.

Other : Voting Rights, Need for Voluntary Service, Women's Responsibility in Society.

APPENDIX D

INSTITUTIONS OF HIGHER EDUCATION IN RAJASTHAN 1964-65.

1. University of Rajasthan (Jaipur)

Government College, Ajmer
Dayanand College, Ajmer
Savitri Girls College, Ajmer
Sophia Girls College, Ajmer
Government College (T.T.), Ajmer
Raj Rishi College, Alwar
Regional College of Education, Ajmer
Shri Jia Lal Institute of Education (Dayanand College), Ajmer
Dungar College, Bikaner
M.S.College for Women, Bikaner
B.J.S.R. Jain College, Bikaner
Government T.T. College, Bikaner
Sardar Patel Medical College, Bikaner
Shri Jain College, Bikaner
S.D. Government College, Beawar
Government College, Bundi
Government College, Banswara
Government College, Bhilwara
M.S.J. College, Bharatpur
Banasthali Vidyapeeth, Banasthali
Banasthali Vidyapeeth College of Education, Banasthali
Lohia College, Churu
Chirawa College, Chirawa
Government College, Chittorgarh
Bangur College, Didwana
Government College, Dausa
Government College, Dungarpur
Government College, Dholpur
S.P.U. College, Falna
Seth G.R. Chamaria College, Fatehpur
S.S.G. Pareek College, Jaipur
S.S. Jain Subodh College, Jaipur
S.M.S. Medical College, Jaipur
Seth Motilal College, Jhunjhunu
Government College, Jhalawar
Bharat Sewak Samaj Evening College, Jaipur
College of Nursing, Jaipur
Malaviya Regional Engg. College, Jaipur

Government College, Kota
Janki Devi Bajaj Girls College, Kota
Government College, Kishangarh
Government College, Karauli
S.R.S. Govt. Degree College, Kaladera
Government College, Kotputli
Sharda Sadan College, Mukundgarh
Seth G.D. Podar College, Nawalgarh
Seth Mathuradas Binani Govt. College, Nathdwara
Government College, Pali
Seth R.N. Ruia College, Ramgarh
Government College, Sirohi
Shri Kalyan College, Sikar
Government College, Sriganganagar
Seth G.L.B.S.D. Government College, Sriganganagar
Chaudhari B.R.G. Government Girls College, Sriganganagar
S.G.N. Khalsa College, Sriganganagar
Seth Budhmal Dugar College, Sardarshahr
Basic T.T. College, Gandhi Vidya Mandir, Sardarshahr
G.V. College of Agriculture, Sangaria, Distt. Sriganganagar
Government College, Tonk
R.N.T. Medical College, Udaipur

University Colleges : (Jaipur)

Maharani's College,
Maharaja's College,
Commerce College,
Rajasthan College,

2. Jodhpur University.

Rajmahal Girls College
Jaswant College
M.B.M. Engineering College

3. Udaipur University.

Maharana Bhupal College
Udaipur School of Social Work Pratapnagar
Rajasthan Mahila Vidyalaya
Shramjeevi College
Bhopal Nobles College
Vidya Bhawan G.S. Teachers's College
Rajasthan College of Agriculture
Meera Girls College

4. Pilani

Birla College of Science and Commerce and Pharmacy
Birla Arts College
Birla Engineering College

5. Jobner

S.K.N. Govt. College of Agriculture

APPENDIX E

*SCHEDULE OF INTERVIEWS IN RAJASTHANIAN AND DELHI, JANUARY TO APRIL, 1965

JODHPUR

Collector, Community Development and other government officials, Mahesh Teachers College, Panchayat Samiti Training Centre, Gram Sewak Training Centre, Sangeet Natak Akademi, University of Jodhpur and Colleges, Sardar High School, Choppapaparni School, Education officials, Public Library, Labor Welfare officer, Polytechnic, Superintendent of Railways, Bar association, Hospital and Health officials, Members of Press, Library, Museum, Villages (Dantiwara, Thabukra, Chawandan, Popawas).

UDAIPUR

Collector, Community Development and other government officials, Rural Institute, University of Udaipur and Colleges (including Agriculture College), B.D.O., Orientation Centre, Vidyapeeth and services, Sahitya Akademi, Education officer, Hospital and Health officials, Teachers, Extension Library, Municipal officer, Forest Ranger station, Business, Members of the Press, Rotary Club, Tribal Orientation Study Centre; Institute of Education, Villages (Madar, Lakarwas, Amberi, Kanpur).

KOTA

Collector, Community Development and other government officials, Government college, Cooperative College, Gram Sevak Training Centre, Health officials, Teachers, Girls College, Education officials, Delhi Cloth Mills, Chambal River Project (including Atomic Power Project), Vidyapeeth, Superintendent of Railways, Sophia School, Villages (Keshorai Patan, Morpa, Gandifalli, Kherajapura).

*Interviews ranged from individuals and seminars in urban areas to intensive interviews in 16 villages and a sample of 525 residents in Jaipur (See Part II)

BHARATPUR

Collector, Community Development officials, Government College, Forestry, Municipal Council Chairman, Principal Medical & Health Officer, Wagon Factory.

ALWAR

Collector, Government College.

PALI

Director of Package Programme.

AJMER

Collector, Government College, Dayanand College, Government Teachers College, Regional Teachers College, Audio-visual Centre.

JAIPUR

The Chief Minister, Collector and District officials, Minister of Development, the Commissioner, Community Development officers. Government officials in Agriculture, Health, Education, Census, Statistics and Employment, Officers Training Centre, Rotary Club, All India Radio Centre, Colleges, Voluntary agencies, small industries, Museums and Fine Arts groups, International agencies, Villages (Shopur, Ajayrajpura, Tankarda, Rajpura). Jaipur special survey of 199 men and 326 women.

DELHI

President Radhakrishnan and Prime Minister Shastri kindly consented to grant an interview to Dr. and Mrs. Friesen. Shri S. K. Dey, Smt. Lakshmi Menon, The High Commissioner for Canada Roland Michener and staff members William Montgomery and Gaston Periard, Shri Tarlok Singh, Members of the Education Commission, Shri J. C. Mathur, Shri B. N. Malhan, Shri M. C. Nanavatty, Shri Deshpande, Shri Frank Moraes, Dr. T. A. Koshy and Dr. H. P. Saksena, Shri G. K. Athalye, Ford Foundation (Dr. Douglas Ensminger and several officials), British Council, U.S.A.I.D., Indian Adult Education Association, India International Centre, Shri Patwant Singh and Architects, Shri K.C.S odhia, Institute of Applied Manpower Research (Dr. S. P. Agarwal), Miss Grace Morley, University of Delhi (Correspondence Division) Mr. Leonard Barry (United Nations). Indian Co-operation Union.

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