

On to Eternity

(Volume IV)

Record of Presidential Addresses and Resolutions
of All India Adult Education Conferences
held from 1974 to 2014

compiled by

Dr. V. Mohankumar
Neha Gupta



भारतीय प्रौढ शिक्षा संघ
Indian Adult Education Association

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Contents

Foreword

Page No.

Presidential Addresses

Dr. M.S. Mehta, 1974	2
Shri D. Devaraj Urs, 1976	4
Dr. Malcolm S. Adiseshiah, 1977	7
Shri C. Aranganayagam, 1978	8
Dr. Malcolm S. Adiseshiah, 1979	9
Shri V. S. Mathur, 1981	11
Shri V.S. Mathur, 1982	23
Shri V.S. Mathur, 1983	24
Barrister M.G. Mane, 1984	32
Barrister M.G. Mane, 1985	35
Barrister M.G. Mane, 1986	36
Prof. B.S. Garg, 1987	37
Prof. B.S. Garg, 1988	38
Prof. B.S. Garg, 1990	40
Prof. B.S. Garg, 1991	41
Prof. B.S. Garg, 1994	46
Prof. B.S. Garg, 1996	51
Prof B.S. Garg, 1997	54
Prof. B.S. Garg, 1998	60
Prof. B.S. Garg, 2000	64
Prof. B.S. Garg, 2001	65
Dr. G. Pankajam, 2002	69
Shri KC Choudhary, 2003	70
Shri KC Choudhary, 2006	72
Shri KC Choudhary, 2007	74
Shri KC Choudhary, 2008	76
Shri KC Choudhary, 2009	78
Prof. B.S Garg, 2012	80
Prof. B.S. Garg, 2014	86

Resolutions

Adult Education in the Scenario of Rural Development	94
Non-Formal Education	96
Curriculum for Non-formal Education	98
Non-Formal Education for Integrated Rural Development	100
National Adult Education Programme- Outcome of the Preparatory Phase	104
Adult Education Development: NAEP	104
Towards a Dynamic Adult Education Programme	105
Role of Adult Education in Promoting the Functioning of Rural Institutions and Organizations	108
Authentic Development and the Role of Adult Education	111
Relevance of Folk High Schools for India	115
Non-Formal Education for Women	117
Mass movement for Adult Education	118
Promotion of Science and Technology through Adult Education	119
Role of Audio-Visual Communication in the Promotion of Adult Education	121
National Literacy Mission	121
Fifty years of Indian Adult Education Association	121
International Literacy year as Strategy for the Coming Decade	
Approach to Total Literacy	123
Total Literacy in the Context of 'Education for All' by the Year 2000	123
Strategies for Post Literacy in the Next Decade	123
Adult Education: Challenges for the 21st Century	123
Adult Education in the Perspective of Learning throughout Life	123
Agenda for the New Millennium	124
1991-2001- Decade of Literacy: Role of States and Civil Society	126
Utilization of Open Distance Learning Approach in Adult Education: Past Experiences and Future Possibilities	129
Evaluation in Adult Education: Past Experiences and Future Strategies	131
International Literacy Decade	131
Adult Education in India: State Scenario	131
Women Education and Development	131
An Approach to the XIth Five Year Plan in the context of Adult Education and Lifelong Learning	132
Lifelong Learning: Opportunities and Challenges	132
Youth and Lifelong Learning	132
Community Learning and Development	133
Lifelong Learning in Higher Education	133

Foreword

The Indian Adult Education Association was established on December 2, 1939 and registered under Societies Registration Act XXI of 1860 on May 15, 1947 (Registration No. 308 dated May 15, 1947). Right from the beginning the Association organizes All India Adult Education Conference with specific theme which is of importance for that time. Till 2014 60 such conferences have been organized. It is a practice that at the end of the conference, specific recommendations are given along with declaration which is of importance equally for the policy makers and implementers. As part of documentation these recommendations and declarations have been collected together and published periodically. Such a document has been titled "On To Eternity". This document also includes the Presidential addresses. The first such volume covers the period from 1938 to 1958 which was followed by the second volume covering the period 1959 to 1964 and the third volume was for the period 1966 to 1973.

As part of Platinum Jubilee celebration of Indian Adult Education Association serving in the field of adult education for 75 years the Volume IV is brought out covering the period 1974 to 2014. I appreciate all the efforts taken by Dr. V. Mohankumar, Director and Smt. Neha Gupta, Junior Librarian-cum-Documentation Assistant to put all the relevant information together in this volume. I also know well that while preparing this document the compilers would have faced the problem of missing links due to non-availability of information in the old records/documents. This is common in documentation which can be ignored.

I am sure like the other volumes; this volume will also be a good reference material for the future generation.

April 29, 2015

K.C. Choudhary
President
Indian Adult Education Association
New Delhi

Presidential Addresses

Dr. M.S. Mehta
27th All India Adult Education Conference
3-6 November, 1974, Lucknow, UP

(The full text of the Presidential Address for the 27th conference is not available. The highlight of his address was as below)

Dr. M.S. Mehta said that the education of the mind and the hand could alone bring change in economic, social and political programmes of the country.

**28th All India Adult Education Conference
25-27 October 1975, Jabalpur, MP**

No record found in IAEA.

Shri D. Devaraj Urs
29th All India Adult Education Conference
15-18 October 1976. Mysore, Karnataka

As all of you are aware, India has a rich heritage of non-formal education. Vedas and Upanishads were learnt by heart. There were pandits who had learnt all the four Vedas by heart and taught their students who came to them. The teacher and the taught lived together. The students did serve their teachers faithfully and obediently for more than a decade and learnt all they wanted. But only a few could make use of the available facility.

Sadhus and Sanyasis devoted the whole of their lives preaching the masses about good and bad sides of life. Making out livelihood was not a problem to them: The society looked after them. But now the pattern is different. Now to the maximum extent education has become the responsibility of the State. I need not remind you that Purandara Dasa, Kanaka Dasa, Basavanna, Kabir and many other saints dedicated their whole life for education and enlightenment of the masses. Harikathas, Bhajans, Yakshagana were the media of mass education. Kolkata and other various types of arts gave the rural folk both pleasure and exercise for body and soul. They had a dual role to play. They were an effective media of recreation in the rural areas. The remnants of these folk arts are being still continued. Kannada Sahithya Parishad and Karnataka State Adult Education Council are doing their best in Karnataka for the revival of folk arts and folk literature.

Education in ancient India was mostly dharmic in nature. There was a class of society which dedicated its entire life for education. Some of them were the store-houses of knowledge. These pandits could be considered as institutions spreading education.

The mass education was spiritual in nature. Our epics were the great text books of the laymen of the country and they provided model situations of life which could be read and followed. Can we find an Indian ignorant of Ramayana or Mahabharata? Noble life Rama, saintly brother Lakshmana and the devoted life of Seetha are always models for any ideal family. The teachings of Krishna have set maxims which are known for philosophical values all over the world and are current forever. Was there any paid teacher to impart the values of these epics to the people? It is very easy to realize that all of this was non-formal education and voluntary. It is our earnest desire to introduce non-formal

education to make India richer and I am sure this august assembly will consider ways and means of making the people more informed and better equipped to meet the demands of the present day world through non-formal education.

I am happy to refer to the attempts made in this state in this direction in addition to patronizing the Adult Education Council. The Government has instituted a Department of Literary and Cultural development which has made available cheaper editions of Bharata and other classics at a lower rate.

The institution of voluntary adult (non-formal) education which existed lost its value. The industrial revolution was responsible for the emergence of adult literacy classes in England in the eighteenth century and this idea was spread in India. Government servants to learn the English language which improved their prospects, started night classes on their own initiative and subscribed among themselves to pay the teachers. This was a sort of functional literacy which is being implemented today.

The struggle for freedom under the guidance of Mahatma Gandhiji had a political consideration in educating the masses. Teaching of literacy had a political consideration. It may astonish to hear that the Britishers kept watch on the night classes and libraries initiated in Bengal. In the same way, even in a country like Indonesia which was under a foreign rule, the leaders wanted to spread political consciousness through the literacy classes. But the Dutch rulers did not allow the leaders to take up the scheme of literacy. This speaks of the high potential of adult literacy.

The political freedom we have won through bloodless revolution under the guidance and inspiration of the Mahatma will have no meaning unless economic freedom is won for the people. After independence, the Governments have accepted education as their responsibility. Adult Education which is one of the component part of education is being given due place in my State. My Government has allotted 27.5 lakhs to Karnataka State Adult Education Council, Mysore. In addition, the Belgaum Regional Social Education Committee handed over by the erstwhile Bombay Government, is given its right place. I learn that the Karnataka State Adult Education Council has moved the Government of Karnataka to have one administrative body for serving the cause of adult education in the State. I consider the proposal as wholesome and constructive. In addition to these voluntary agencies, the functional literacy programme for farmers in high-yielding varieties, a Government of India programme, exists in 8 districts of Karnataka. Besides, non-formal education

for the age-group 15-25 is being implemented by both the Centre and my Government in Shimoga and Raichur districts.

The message of literacy and adult education is being carried on to the masses under several nomenclatures like adult education, social education and non-formal education. The common man is not worried about these several nomenclatures. He wants enlightenment. The Government is very particular to see that the citizens actively participate in the affairs of Government. No Government, particularly democratic like ours, can work without the active participation of the people. People can only participate if they are literate and enlightened. Democracy and illiteracy cannot go together.

Dr. V.K.R.V. Rao, ex-Minister for Education and Social Welfare, Government of India and Member, Planning Commission, in accordance with the suggestions laid down in Kothari Commission's report, established a Board for Adult Education and suggested that every State should have one such Board. I feel that the present Karnataka State Adult Education Council can fill up that place in this, State. Leaving Karnataka, probably Haryana is the one State which has set up a Board for Adult Education. I learn that the Punjab Government has enjoined the eradication of illiteracy programme to the Government officials. Maharashtra has already set an example by its programme of Grama Sikshana Mohim. All these are good signs and they indicate the importance and responsibility of the Governments, voluntary organisations and universities.

As we all realise, the ultimate motive is to get the best out of the youth of the age group 15-25 in making the country happier, richer and prosperous.

Dr. Malcolm S. Adiseshiah
30th All India Adult Education Conference
8-10 October, 1977, Dabok, Udaipur, Rajasthan

(The full text of the Presidential Address for the 30th conference is not available. The highlight of his address was as below)

Dr. Malcolm S. Adiseshiah observed that non-formal education methods should be diverse and varied and its implementation should be concern of various agencies and not of the Ministry of Education alone. He said that non-formal education should aim at developing a society based on justice and equality and should also help in skill formation

Shri C. Aranganayagam
31st All India Adult Education Conference
05-07 November, 1978, Coimbatore, Tamil Nadu

(The full text of the Presidential Address for the 31st conference is not available. The highlight of his address was as below)

Shri C. Aranganayagam said that Adult Education programme would not succeed if dedicated and devoted volunteers were not available. He said that adult education was not merely teaching of 3R's and ultimate objective should be to promote functional literacy. He said that for intelligent participation in the various development programmes and to be vigilant it was necessary that illiterate adults were provided Adult Education.

Dr. Malcolm S. Adiseshiah
32nd All India Adult Education Conference
07-09 October, 1979, Amritsar, Punjab

(The full text of the Presidential Address for the 32nd conference is not available. The highlight of his address was as below)

Dr. Malcolm S. Adiseshiah said that the necessity of forming an effective State-level Adult Education Association in Punjab to promote adult education in the State. He said that NAEP was a part of world-wide movement as many countries in the world were shifting from pilot to national programmes. He said that adult education should become a part of everyday life of the common man.

**33rd All India Adult Education Conference
02-04 November, 1980, Ahmedabad, Gujarat**

No record found in IAEA.

Shri V. S. Mathur
34th All India Adult Education Conference
20-23 October, 1981, Patna, Bihar

I am sure that beneath the apparent normalcy of everyday life, all of you present here can feel the turbulence of a deep crisis that grips all facets of life around us- social, cultural, economic and political. The crisis, indeed, is global and rooted in mankind's failure to solve the riddle of increasing destitution in the midst of un-precedented plenty and of abysmal ignorance alongside an explosion of knowledge and information. In the world of today, power is not necessarily aligned with morality, nor techniques with ethics and progress with social justice. While everyone of us cannot but be deeply concerned over the dire prospects of mounting human misery and increasing potentiality for human annihilation, it will perhaps be more fruitful if instead of merely talking about seeking the final solution to this world-wide crisis, we put our minds and energies to plans of action in the field of our own immediate interest, which may contribute, howsoever modestly, to that solution

The theme that we have set for our deliberations here is the "Role of Adult Education in Promoting and Effective Functioning of Rural Institutions and Organisations." In order to find that role, it is perhaps necessary to keep in mind the existing realities of the rural situation, the scope of adult education and the functions that rural institutions and organizations should be desired to perform. I hope it will not be considered out of place, if I briefly dwell on them.

After over three decades of developmental planning, India, even though now the tenth largest industrial nation of the world, is still largely an agricultural country, nearly 70 per cent of the population continues to subsist on agriculture and other rural pursuits. And this has continued to be so for over 70 years, despite our otherwise admirable industrial development record. The substantial portion of its rural population is landless, the pace of implementation of land reforms has been hopelessly slow, rural unemployment and disparities in income are increasing, and the exodus and push towards the cities continue unabated, contributing to the growth of city slums, which are seriously endangering the prospects of urban development.

In the villages, increasing unemployment is continually depressing, living

standards in many cases going down to sub-human levels. On top of this, the wide economic and social disparities are giving rise to tensions, which may reach flash point at any moment. In this situation, economic development itself is becoming a vehicle for further inequality, as most of its rewards are being cornered by the few, who constitute the rural elites, for in conditions of gross economic inequality, those who have more, benefit more from development and those who have less, benefit less. The biggest obstacle in the way of making a dent in this woeful state of affairs is the apathy and ignorance of the people and the resulting absence of their participation in development. To remove of apathy and ignorance must be the aim of all voluntary organizations and it is here that adult education has not merely a role to play but a duty to perform.

If, therefore, the task is to dispel the mists of ignorance and to generate the ethos of popular participation in development in the Indian Indian countryside, adult education cannot hope to perform it except by growing out of the narrow ruts of tradition and assume a wider definition and connotation for itself. Its role cannot be limited to imparting of instruction in the Three Rs or even some other types of formal education but it must be able to answer the people's thirst for information and advice and to enkindle in them a desire to know more about everything that affects their lives or can make it economically better and culturally richer.

AIM OF EDUCATION

The aim of education, simply stated, is to help the individual to develop into a harmonious integrated being and to equip a person to discharge effectively his or her responsibilities in life. It involves the simultaneous development of the individual's intellect, power of appreciation, character and physical well-being to his or her highest potentiality. The development of intellect alone may not be an unmixed blessing, if not tempered with the development of appreciation, namely the capacity to arrive at right values and to discriminate between good and evil. Similarly, the development of both may well prove to be sterile in the absence of character, that is, the determination and will to live up to one's convictions and in the absence of physical well-being that is the capacity to endeavour according to one's aims. Together with these, the role of emotion in development of personality must also not be under estimated in any scheme of proper education.

A harmonious development of personality can further take place only in a social context. Living in a society demands constant understanding, adjustment and cooperation with others. While at times conflict may become unavoidable

and desirable to fight injustice and evil, the greatest progress, as the history of human civilisation amply reveals, has been achieved through cooperation. The role of education should, therefore, be to consciously foster and promote it. But achievement of co-operation needs, in addition to education, an instrument, or mechanism for its effective realisation – an institution or an organisation.

All educationists will agree that if the aim of education is the development of personality of the individual, the individual's personality develops best when it is offered opportunities for self-expression. This may indeed take various forms—reading, writing, painting, speaking, participation in dramatics, games or other physical or cultural activities. Indeed, it is now common ground that even in educational methods and techniques, those that offer the greatest possibilities of participation in the educational process are most effective and are most rewarding. And participation is yet another name for self-expression. Further, it may be agreed that self-expression, which takes the form of service to others, has the most beneficial effect on personality. This not only matures and mellows an individual but, indeed, brings out the best in him in terms of what are called human qualities of love, compassion and fellow-feeling which are not only the foundation of all religions but indeed of society itself. Thus, for achieving our educational purpose, we need to systematically and carefully tie up all these strands.

ADULT EDUCATION

This applies equally to adult education. In addition, adult education must not be viewed as a poor substitute for formal schooling but rather as a necessary part of continuing life-long education. In as much as adult education aims at the system development of one's mind and expertise at work and is given at a time when one has become fully responsible for his own behaviour and economic well-being, its value may even be more. It is necessary in the immediate context of its role in Indian rural reconstruction to see it as a national instrument of promoting and regulating a social change and economic development. The question of the formal content and methods and techniques of adult education are too important to be treated summarily and will have to be determined after much careful consideration and critical examination by experts in the field.

RURAL ORGANISATIONS

Let me now turn to the question of organisations in rural areas. As you all

know, community development agencies and Panchayati Raj institutions have existed for a considerable period of time. They have in many cases rendered useful service. However, the comments of an eminent scholar in the field of rural development need to be kept in mind. I quote:

“The findings relating to our development experience reveal that the Panchayati Raj or community development programmes showed a lack of mass participation and involvement. In fact, the beneficiaries of these programmes were either the village elites or the higher sections of the Hindu caste, thus the disadvantaged groups were neglected and outpassed throughout. In other words, the benefits meant for the disadvantaged groups were cornered by the elites of the society. Thus, the Panchayati Raj and community development programmes could not fulfill the objective of providing immediate benefits to the masses. Rather, the development programmes, instead of being the hope of the rural masses, became the vantage operations of the elites.’

This succinctly pinpoints not only the cause of the poor performance of official organisations but also the single biggest odd that organisations in the rural areas will have to content with. Oftentimes, the domination of official institutions by the rural elites is used as an argument to alienate the masses from these institutions and to question the utility of their very existence. This is a dangerous trend, which needs to be combated. The government’s role in reconstruction of our rural areas is primary and cannot be dispensed with. The effort on the part of all those interested in rural organizations should be to ensure the proper functioning of official organisations rather than to discredit them. There is, no doubt, that the atmosphere of general apathy and lack of interest of the ordinary rural people greatly contribute to the situation. If the growth of a component and youth leadership among the village masses can be achieved, it is bound to have an impact on the functioning of such official rural institutions for then the rural poor would be able to have organised participation and an effective voice in the working of the official institutions and plans.

It is quite clear that rural organisations in India, generally speaking, have to achieve four objectives:

- To bring about a more equitable distribution of assets by creating effective pressure for land reforms so that economic development does not become the instrument for further increasing the existing inequalities ;
- To open up other opportunities for employment, in small-scale and cottage

enterprises, by ensuring full utilisation of local resources as well as official plan resources ;

- To undertake massive campaign of education both for removing the inertia and frustration of the people and for developing attitude conducive to peaceful social change ; and
- To train a youthful leadership, ready and demanding to participate in economic and social developmental efforts.

It is not difficult to visualize the type of organisations needed to achieve this four-fold purpose. Without attempting to prescribe a single proto type for rural organisations, since that is impossible, I would like to stress on two characteristics, which are indispensable. The first is voluntariness and the second exclusiveness from the rural elites.

Voluntariness is necessary, for above everything else; the rural organization should be able to command loyalty and a sense of belongingness to the people it wishes to serve. It cannot afford to create an impression that it is in any way an arm of administration. It is necessary that the organization should be effectively controlled by the people themselves by a well-assured process of democratic functioning, for this it is necessary that the leadership of the organisation must come, by and large, from the rural masses and also that the people pay contribution, however small, for the maintenance and functioning of the organisation. Contributions will be a necessary safeguard to ensure both the keen interest of the poor and their effective participation in and control of the organisation. While the state should provide legislative protection and other assistance and encouragement such as the involvement of organisations in the implementation of agrarian reforms and other rural development programmes, which will signify their recognition, there should never be an attempt to interfere in the internal functioning or to make the organizations dependent or subservient to the administration. If this happens, they will lose all values, both for successful implementation of plan programmes as well as protectors of the interests of the poor. Indeed, in that case they would be a poor substitute for the extension services of the State. While these organisations have to take interest in economic, social and political questions affecting the rural poor, they should scrupulously keep aloof from party politics. This is necessary to help retain unity in their ranks lest an association too close with political parties may bring about rift in the organisation on party political lines as has unfortunately taken place in the case

of industrial trade union movement.

The exclusion of the village elites from the organisation is necessary for obvious reasons. Experience shows that the community approach, which brings in the whole community-the rich as well as the poor-in the same organisation results in effect in the domination of the rich over the poor. It is only when the organisation consists of only the rural poor that it can have credibility among the masses and can stand when needed as their champion against the exploiters.

If a thorough-going economic, social and cultural transformation and the restructuring of the rural society, which indeed is the call of the hour, has to be achieved, the importance and urgency of developing such an organisation cannot be minimised. For it alone can make the marriage between the people's needs and the available resources possible; it alone can enable full utilization of labour of the rural poor and it alone can bring in the desired institutional change and the effective participation of the people in economic development to ensure both its successful implementation and equitable distribution of the gains of growth. But to achieve the above, it must be emphasized again that such an organisation must become an effective and reliable instrument of the rural poor themselves and should, on the one hand, be able to assert its will and serve interest, and on the other, work as its operative arm in production and for meeting its various servicing needs of the people.

ORGANISATION OF THE RURAL POOR

The four-fold objectives of the type of organisation of the rural poor that has been envisaged here will need adequate resources of education at every step. None of its objectives can be realised until its membership has received and continues to receive motivation through education to make it succeed. Even in the case of its function as a rallying point for the poor's struggle for justice and equality, education will have a crucial role. It must not be forgotten that the growth of consciousness among the rural poor cannot but have its inevitable effect upon the prevailing economic, social and cultural scene in the countryside. Conflict will develop and sometimes between sections of the poor themselves. The natural instinct all over the ages has been to resist change and not unoften this has led to head on collisions. The organisation of the rural poor can neither be a silent spectator when such eventualities do befall, nor can it wait for the event to occur before it is seized of it. It must anticipate and from the very beginning start to engender an awareness of the coming changes and

inculcates a spirit of acceptance and adjustment towards them. How else, except through continuous education, can it prepare the people to keep the process of social change peaceful and non-violent?

It is against this backdrop that the Conference has to find what the adult education movement can do to promote rural organisations and institutions and to ensure their effective functioning. We may here recall the resolution adopted by our 1974 Conference held in Lucknow, which emphasized the need for strong, representative, self-reliant, autonomous, democratic organisations of the rural poor as watch-dogs of their interests. The resolution *inter alia* stated:

“The main thrust of adult education in the service of the rural poor should be to inspire an attitude of radical change and help mobilise organised action. Programmes of adult education should stimulate and generate such action. Plans for education and action should, therefore, be within the same synoptic field as two closely interrelated activities. Education should lead to action and participation, which in their turn, would result in promoting further education. Only then will education and action acquire a dynamic character, fulfilling their historical roles in the crucial stage of the country’s economic and social development in conditions of freedom and democracy.”

Evidently, it cannot be the task of the adult education movement to undertake the creation of organisations of the rural poor. But considering the large component of adult education requirements in the total effort for rural organisation, the adult education movement should be ready and prepared to undertake programmes, which will generate the necessary awareness and consciousness among the rural people to go for such organisations and later help the organisations themselves in their educational needs. In fact, it is to serve our own aim to see that opportunities for adult education are available as widely as possible; that we must seek the instrumentality of rural organisations to reach those who are really needy. It has been a common experience that direct programmes of education mostly benefit those who are already educationally privileged. The coordination with the organisations of the rural poor will at least open up access to some education for those who have had none.

Apart from the creation of a new environment in the countryside, the crucial need of the rural areas is the creation and development of a new trained leadership to service the rural organisations and institutions. While massive efforts are necessary for raising the general educational levels and enlightenment in the countryside, these alone cannot ensure the growth of a

new leadership from the poorest and weakest sections of rural society. For this special efforts are necessary. Needless to say that the new leadership is most likely to come up from amongst the rural youth and it is to this section that such special programmes of adult education must be addressed. , We must, therefore, first of all consider the possibility of programmes which will train enough young people to man the rural organisations and institutions. Our movement can also help in other ways, particularly by making available to the rural organisations technical educational equipments, teachers and pedagogical advice as to the content and form and method of imparting adult education needed by them.

RURAL SCHOOLS

I may here be permitted to remind you of a suggestion made by the Adult Education Conference at Lucknow that rural schools should increasingly become community centres for the village, catering to the needs of the whole community i.e. children, youth, adults and women. I think that in the context of the present discussion, this suggestion deserves serious consideration. The idea of community schools is by no means new and by now has been the subject of much study. Several countries have adopted the idea in actual practice with very satisfactory results. It has been found that the community schools are specially suited to rural areas. The idea of the community schools envisages an interaction between the community and the school and considers the latter to be the focal centre in the community affairs. The community school is open in the evenings and during holidays and vacations, and encourages adults to make use of the school facilities whenever they can. There is no disruption of normal school activities during school hours but outside those hours the school is used for various purposes of social and cultural activities by the community. The community school is most suitable for adult education because it is economical, making additional use of existing resources; it brings together all groups with minimum stress and creates a bond between adults and the schools. In a community school, the transition from youth to adult activities becomes easier and more natural. The potentialities of the community school as a growth centre for rural education need to be explored. I am quite sure that if our existing schools, poor specimens as they are today, are gradually transformed into community schools, we will reap richer dividends from any investments that we make for their improvement.

I may further add that one of the functions of the community-school-cum-centre should also be the propagation of the various schemes of the government for self-employment and for rural development. This will create interest of the population in the school with its obvious advantages. The school may get the benefit of larger State resources if it is aided by the different departments, seeking to use the schools the focal point of their development plans. The school can draw upon the resources meant not only for primary education but also for adult education, health education, agricultural extension, etc. This together with increased direct assistance from the State will enable the school to provide facilities, and the quality of its educational services will improve.

The need of general and civic education for our rural youth cannot be over emphasized. It is needed not merely for the purpose of creating consciousness and awareness among them but also to instill a sense of confidence in their own ability to solve the problems that confront them, to draw advantage from their better understanding of rural needs and requirements. Making them aware of government plans and programmes while ensuring better implementation of government schemes would also give them some hope that their problems after are not insurmountable and through their own imitative and cooperation with others they could effectively take advantage of government plans to relive hardship and misery in the countryside. It must be realized that the future of our country greatly depends on how soon we are able to achieve a high degree of efficiency in our rural economy and this efficiency can only be founded on a sound and broadbased educational system. While the time is short, the need is desperately urgent and therefore my plea for developing effective institutions and programmes for both adults and youths in the countryside.

DANISH FOLK HIGH SCHOOLS

I would also like to draw you attention to the remarkable experience of the Scandinavian countries in the field of residential adult education. I refer to the Folk High Schools as they are called in Denmark. The institutions of Folk High Schools have commanded attention of educationists all over the world. In India it was almost 30 years back that the University Education Commission under the chairmanship of Dr. S. Radhakrishnan strongly recommended the Fold High Schools of Denmark for serious consideration of the educational authority of the country. It is a matter of regret and disappointment that not enough attention has been paid to this idea in the following years and that a movement, which has enabled the Danish people to rise "from ignorance and poverty to about the

highest general level of education and wellbeing of all the peoples of the earth', should not have had the the appeal that is its due. The Folk High School movement was started a century back in Denmark. Referring to the part that Folk High Schools had played in Denmark, the University Education Commission mentioned that a third of the rural people attended them while another third came under its direct influence. It noticed that more than 30 percent of the members of Danish Legislature and 80 percent of the cooperative leaders, in a country where cooperative play a dominant economic role, were education at the Folk High Schools.

There is a striking similarity between the conditions in our own country and those in Denmark at the time when Grundtvig held, "That prevailing higher education had given young people undefined impressions of a culture foreign to them and had taught them to neglect their own.' He observed that the prevailing higher education rested on a system of examination, which students were glad to take in the hope of "an assured livelihood in government service.' He saw little love of culture for its own sake. There had resulted a caste of the educated and the masses of the country were left in ignorance to slave for them. The aim of the Folk High Schools, he said, "Should not be examinations an assured livelihood, but for each individual the development and enlightenment, which bring their own reward.' The aim of the school should be to find "the common universal subjects to which the students want to develop their time because of their usefulness or because of the pleasure they give.' Grundtvig insisted that there should be no examinations of any kind in the Folk High schools, they were to teach things which are of common interest to the people.

In the ideas of Grundtvig, we may trace some influence of Rousseau but Grundtvig did not share Rousseau's fear of civilization. It has been suggested that perhaps Grundtvig learned more from Fichte's idea of a "school for youth' a school for the prospective leaders where "in full freedom, each individual opens into moral independence as well as- into a strong feeling of fellowship and responsibility for the society in which he lives.'

Youth, according to Grundtvig, was the proper time for enlightenment. The child, according to him, has, first of all, right to be a child and the education given to children must be adapted to their needs. Nor is adolescence the proper time for such "social responsibility education' for, according to Grundtvig, adolescent between fourteen and eighteen needs physical activity and familiarity with the work he may later have to do. But youth was the age of mental awakening when the great questions about life are asked. The soul of

the full-grown youth was far more filled with the questions than it was during the transitional years and it should be the task of the Folk High school not to put questions, nor to begin or end with examinations, but to help youth find an answer to these questions.

The fact that the Danish Folk High School movement has lost none of its vigour and enthusiasm over the past 100 years is an eloquent testimony to the strength and authenticity of the idea. With necessary variations, it has been picked up by many other countries with gratifying results. No institution can be just picked up from somewhere and grafted on another soil without modifications in the light of the prevailing economic and social situations and the peculiar genius of the people concerned. All I wish to stress is that the Folk High school idea is significant enough to be studied as an educational technique of great merit and suitability for adoption in the developing countries. If we study this movement, we can perhaps also get a better insight into how national and voluntary efforts can be meshed. I think this is a problem we in India need to solve as a matter of great priority. A good deal of literature about the Folk High Schools of Denmark is available and there has already been some experience of working of similar institutions in at least one of our progressive States, namely Karnataka. We can study these with profit and learn. If we think that the central idea is acceptable, we can work out the details of our type of Folk High Schools in our own way. There is a strong feeling in me that under the watchful eyes of strong voluntary rural organisations, the provision, through cooperative efforts of the State and the people, of Folk High Schools and rural community centres-cum-schools, each drawing from and sustaining the other, will go a long way in transforming the Indian rural scene.

I am quite conscious of the fact that I have introduced several ideas without weaving them into a distinct pattern for the conduct of education in the service of the uplift of our rural masses. I feel that no one person can do it by himself. All of you have valuable experience in the field which must go into the making of the final pattern. Rural organisations of the poor and their use as instruments for the dissemination of adult education, the institution of cooperatives, the community schools, the Folk High Schools and existing educational facilities at all levels in the country, each seems to hold considerable promise if they can be integrated into a compact scheme with each of them having a well-defined scope and function. How it can be done is the task before this Conference. I am quite sure that the contributions made by all of you here will add to this list and we will be able to entrust all materials and suggestions coming before the

Conference to an expert committee, which can put flesh and blood into the skeleton evolved by the common efforts of this conference.

CONCLUSION

In conclusion, I would only say that unlike other efforts, educational efforts, however awry they may get, never end in failure. There is always some result, even if not to our whole satisfaction. We learn through trial and error and there is no need to hesitate in taking initiatives although there is need to be cautious. All of us here are servants in a noble cause. Even if the final answers elude our grasp, we have the satisfaction of trying and endeavouring for the release of, though latent but tremendous, potentialities of our rural youth to make development truly national. Only thus we will achieve our national goals and only thus shall we arrive at our destiny.

Shri V.S. Mathur
35th All India Adult Education Conference
22-24 December, 1982, Mhow, MP

(The full text of the Presidential Address for the 35th conference is not available. The highlight of his address was as below)

Shri V. S. Mathur said that the absolute number of illiterates had increased and 42 million more illiterates had been added to the number of illiterates during the last 10 years. He said that development was measured earlier by the growth in GNP rate. But that had never been a true indicator of development. The goal of development these days should be the development of man, he said. Shri Mathur said that 80% of the expenditure on education was benefiting the upper class and the poor people were not being helped by the present system of education. He said that literacy is a means to an end, and its ultimate aim should be to provide opportunities to continue one's education.

Shri Mathur said that productive work should be linked with adult education, as emphasized by Gandhiji. He said that literacy of the whole personality should be the objective.

Shri V.S. Mathur
36th All India Adult Education Conference
15-18 December, 1983, Mysore, Karnataka

Why has adult education movement decided to consider the 'Relevance of Folk High Schools to India'? This indeed may be the question in the minds of many of us assembled here. We are perhaps in the midst of a veritable crisis of many dimensions-economic, social, cultural and educational- and in some ways indeed of huge Proportions. This, in a way, is putting our basic faith in democracy, secularism, humanism and social justice to severe test. In such a situation what is the urgency or even desirability of discussing the relevance of a form of educational institution or organisation foreign to our soil and which was developed in the peculiar situation prevailing in a distant land in the latter part of the 19th century? Is it not more pertinent for adult educators to discuss the significance of our cherished ideals, such as, democracy, secularism and social justice and to fully understand their implications for education or only to evaluate how far we have arrived, where we have faltered and in which direction we need to move for the attainment of our goals?

IMPRESSIVE ACHIEVEMENTS

Our country attained independence over 36 years back. We are therefore neither an infant nor a small country. Our constitution is among the most democratic and liberal in the world and has been framed by people of vision and imagination dedicated to the cherished ideals which we established for ourselves during our freedom struggle. The political leaders of our country, by and large, have been among the tallest in this period of world history, who have given their very best to the welfare and progress of the country. Our economic and social progress, measured in terms of industrial production and productivity, increase in the number of educational institutions, health facilities and the rest are truly impressive. Statistics are all too well-known. However, the stark reality also is that despite the above statistics and the truly genuine efforts on the part of our admirable political leadership the poverty and unemployment among our people seem to be growing. In fact, each completed Five Year Plan leaves a larger number unemployed and today over fifty per cent of our people are living below the poverty level. Even in the field of education, while the percentage of literacy has gone up, the total number of illiterates in our country has increased considerably.

RURAL SCENE

Gandhiji reminded us that India lives in villages. The vast rural population has benefited much less from economic social and educational efforts of the country than urban community. Indeed, the extreme poverty, lack of economic, educational and cultural opportunities are compelling promising and enterprising young people to withdraw from village life and escape to the cities. We have noticed from the world history that the greatness of a nation does not long survive the disintegration of its rural life. With the progress of industrialization cities naturally grow and thrive but they can do so only if they are constantly replenished from the rural population. The reserves of life and power for cities are provided by vigorous rural life. In the case of our country, the reality is that there is a continuous drain of talent and energy from the rural areas to the cities and there has been very little, if any, in the form of return to them, with the result that villages are continually becoming impoverished economically, socially, culturally and educationally. This must be put to a stop if we are to establish India of our dreams and India of the dreams of Gandhi, Nehru and Tagore.

ONSLAUGHT ON DEMOCRACY

I think I can say without any fear of contradiction that India is one of the contradiction that India is one of the few countries which have retained a democratic form of government while yet struggling to develop economically and socially after a dark period of colonial exploitation. I would further also say that in few developing countries of the world, if any, people enjoy as much freedom and liberty as we do in this great land of ours. While this is so, I should not be understood to mean that there are no faults or difficulties with us. It has been alleged that this liberty and democratic set up have been cleverly exploited by vested interest – “the demagogue without principles, the capitalist without a social conscience and the politician without vision.” The ordinary people are unable to exercise any real power to safeguard their interests, rights and privileges. Unequal distribution of wealth and opportunities has continued which is not only an economic and social but also cultural injustice. The deterioration in our national cultural and moral standards has reached such depths indeed that even some well-meaning persons have begun to think that the above may be the natural attributes of democracy itself. There are voices raised in favour of more discipline and some control and restrictions for more effective and quicker realization of our goals of economic and social development and more efficient functioning of our government and its institutions.

The onslaught on democracy is often both from extreme right and extreme left. Totalitarian regimes are often impatient of dissents and attribute them as causes of inefficiency and slow progress. The older generation amongst us would perhaps remember that the Fascist and Nazi education, if indeed we could describe it by such a noble word, were extremely narrow, intolerant and racial to the extreme as was indeed their regime. Fortunately, there is no danger of any one in our midst propagating that type of ideology or that type of approach to education. With all its faults and all its imperfections we believe in democracy for the simple reason that so far no better system has surfaced which could ensure greater respect for truth and freedom and faith in the human spirit.

Man thrives and develops best in conditions of freedom. The infinite latent potentialities and possibilities of man can be realized only if he is permitted opportunities for free and unhindered self-expression. So far there has been no better system which assures development of the human individual and the varied talent of the human being.

Those who decry democracy or its performance may consider if the remedy lies in less of democracy or more of democracy. It is not true that in conditions of gross economic and social inequalities, mere political opportunity in the shape of one man one vote has not always achieved its cherished ideals. Political democracy alone does not achieve its full promise in the midst of gross economic and social inequality.

ATOMIZED OR ORGANIZED DEMOCRACY

The individual in an atomized democratic set-up feels helpless, even impotent, to safeguard and promote his own interests, and indeed to be effective in putting forward his ideas and views. In order to achieve his objectives, he must cooperate and combine with others. The issue therefore is atomized democracy or organized democracy. One of the greatest tragedies of our times has been the lack of full appreciation of this crucial issue and our failure to base our experiment in political democracy without the full appreciation of the crucial role which organisations of the people like trade unions and organisations of the rural poor inevitably play in assuring the individuals to enjoy more fully the fruits of a democratic set-up in a free society. Our community approach though admirable in many ways, would become more meaningful in achieving its purpose only if organisations of the people are

allowed their proper scope and role in the functioning of the community institutions like Panchayats and even cooperatives. How this can be brought about perhaps a much wider question which may indeed require a veritable conference for its consideration-and that of political scientists rather than educationists! The question for our present consideration is whether our approach Adult Education and Democracy to education has promoted or hindered our progress towards real democracy?

ELITIST OR MASS EDUCATION

Educationists in our country are nearly unanimous in decrying the educational system we inherited from our colonial masters. Of course, our colonial masters developed a system to meet the special needs which they had in view. But all that had been developed need not necessarily be rejected. We should not throw away the baby with the bath water. Only our approach has obviously to be different. The issue really is whether there should be concentration on the elites-social, economic, intellectual- or much greater emphasis, than has been hitherto evident, on the education of the masses. While able and qualified men are needed to man our administration and economic and social institutions, there is also a need for "fine resources of culture, leadership and wisdom to be distributed throughout the population." The University Education Commission which had stalwarts like Dr. Radhakrishnan and Dr. Zakir Husain as its members, has reminded us "that the rank and file of men have often been deprived of their best elements and their potential leadership as a result of a typical attitude towards democracy which is not that it eliminates privilege, but that it gives everyone a quick chance to 'get ahead' of others in the competition to escape from the mass of men and join the more privileged classes." They have emphasised that "important as it is to keep open avenues of development for the especially gifted, society has even more fundamental need ...Our ideal for the gifted person among the common people, that he shall escape into an environment of culture and economic privilege, results in his leaving behind a yet more sodden mass of uninspired and unenlightened people. With this prevailing ideal, the very equality of opportunity of a political democracy accelerates the tendency towards a population composed of subject masses and ruling classes."

The Commission has further asserted that, "for a continuing democracy it is essential that our programme of liberal education shall not promote the escape from the common people of the culture which that education generates, but,

shall inspire able students to remain common people, in and of the people, acting as their servants and leaders and raising the whole social lump.'

LIBERAL AND VOCATIONAL EDUCATION

John Dewey in his characteristic way has commented on the familiar attitude among educators calling for liberal education for a small elite group and vocational education for the masses. He declared: "I cannot think of any ideas more completely reactionary and more fatal to the whole democratic outlook.'

The philosophy of Plato which laid emphasis on the rule by an intellectual elite was severely criticized by Nicolai Frederik Severin Grundtvig, the originator of the idea of Folk High Schools. Grundtvig wrote: "people in our day shout themselves hoarse about freedom and culture, and that is certainly what we need, but the proposals for attaining them usually have the same fundamental faults as Plato's Republic where guardians of freedom and culture themselves swallow them both up, so that the people for all their labour get only proud tyrants to obey and to support, and if that can comfort them, to admire and deify.

The University Education Commission has further asserted that "leadership which cannot express itself in the shoes of the common man is rather rural ship than leadership. Was not that Gandhiji's message?" It further poses the issue: "How to achieve intellectual discipline and culture which gives quality to leadership, and yet to maintain identity with the common people, is a problem which has seldom been solved.' The view of the University Education Commission was that the Danish experiment of Folk High Schools has contributed greatly to the solution of the above issue and therefore India could considerably profit from their experience.

The people's Folk High Schools also challenge another assumption of intellectual elites that a long period of study with conventional 'cultural' subject matter in High School and College is necessary to produce liberally educated men. The concept of Folk High Schools is based on the assumption that education is not identical with formal intellectual trainings and that men can become educated without being intellectuals, and that intellectuals are not necessarily education men. Grundtvig wrote: "Scholarship is one thing and education and fitness for life is another; they may well be united but not in the case of majority, they must not be hostile to each others. Scholarship will lead

scholars astray if it is not confronted by an education of the people which obliges it to take present-day life into consideration, just as education of the people will soon degenerate into a superficial polish if the scholarship does not keep it alive.' These are profound statements which deserve the earnest consideration of our Conference.

QUALITY OF THE PEOPLE

We find the echo of the above ideas in the writings and speeches of our foremost thinkers, writers and leaders. Since the days of Bharati essays during the 1880s Tagore strongly advocated the diffusion of education among the masses. The valiant efforts of Gokhale in that direction in 1910 are well known and it is also well known that many of our educationists and educated people were not only indifferent but positively hostile to Gokhale's Bill. Yet the sheer correctness of the above position is borne out by history. The main defect in the educational system of ancient Greece and Rome, we have been told, was that education had been confined to the upper classes and mass education had almost been ignored which, it is pointed out, was largely responsible for the decline of both the great civilizations. Universal education was one of the main planks in the programme of Martin Luther and his followers whose brand of Christianity is today the religion of the Danish people. The movement of Reformation was based on it and later during the 17th century the "Pansophic" movement of the Sense-Realist advocated universal organization and dissemination of knowledge of the sciences for the general improvement of mankind. In our times Nehru has observed: "In the ultimate analysis, a country's development or position is due to, and can be measured by, the quality of its people. Everything else is secondary; money and this and that is completely secondary, primarily it is the quality of the people."

Tagore has pleaded that "education should be broadbased on the masses; that the educational institutions should be living organism of the life of the community, and that no education can be complete unless the teachers and the students came to know the needs, and problems of the common people intimately and correctly and go out to serve them in order to bring joy and enlightenment in their life."

SOCIAL JUSTICE

One eminent educationist of our country not long ago stressed that "in our

present-day context, a passion for social justice and quickening of the social conscience' was most important so that "our young men and women will learn to demand for others-irrespective of caste, or creed or race or nation-the good things that they desire for themselves.' And a truly educated man is intensely sensitive to the sorrows and joys of his fellowmen. His sympathies are not circumscribed and his loyalty is not narrowed down by prejudice. Romain Rolland gave an eloquent expression to the sense of unity of the mankind when he declared:

"One is the more alive, the more one embraces life, the more one's own well-being enlarges to become the well-being of others. And the duty of those most alive is to nourish with their substance those less alive-to come to the aid of the weak and the suffering, the oppressed, the miserable. The sublime cry of Vivekananda - 'My God, the suffering people' - is fitting appeal to our energies. God struggles in the combat for individuals and for peoples who are defrauded of the light and of the vital air and who should regain them. He who loves God, - let him defend Him among the millions of those who are oppressed by injustice and social inequality.'

ISSUES

It is remarkable that in spite of wealth of ideas and visions of our foremost thinkers and educationist, and forthright statements of our political leaders, so little has so far been done to transform them into practice. The issues for the consideration of our Conference are: What should be the orientation of our educational policy? What should be its philosophy? What Institutional structures, organization, methods and techniques in the field of education are basic to the development of qualities of personality and character of an individual and most conducive and vital for the successful functioning of democracy?

The Folk High School movement of the Scandinavian countries has achieved impressive results for the education of the masses. The movement, it is said, has enabled the Danish people to rise "from ignorance and poverty to about the highest general level of education and well-being of all the people of the earth.' It has helped to establish a social order where few have too much and fewer too little. Speaking on the need for enlightenment, Grundtvig has warned us: "The sign of the times and events of the day show all too clearly that without such natural, gentle and salutary enlightenment, which has been shamelessly neglected everywhere, the hour will strike in all countries when the masses of

the people who have been treated unnaturally and debased to the life of cattle, will and must, sooner or later rise like wild beast and render as- under all that is human.' We can afford to ignore this warning at our own peril.

Only by developing educational institutions on the lines of Folk High Schools for promoting education of the masses as well as by encouraging and reviving our various indigenous forms of mass education will we be able to take the country out of the present morass. Only thus will we be able to advance towards our cherished goals and only thus will we achieve our destiny.

Barrister M.G. Mane
37th All India Adult Education Conference
16-19 October, 1984, Varanasi, Uttar Pradesh

It is estimated that about 850 million people in the world are illiterate. Out of these about 50 per cent are in India alone. But if we take illiteracy rate among women the situation becomes more alarming. Three out of four women are illiterate as compared to one out of two men in this country. Greater efforts are thus needed to spread adult education among women. Realising the enormity of the problem, IAEA decided that its 37th Annual Conference should address itself to the task of identifying all the factors related to education of women.

The Education Commission (1964) recommended that education should not be equated with the formal school system and there should be organized outside the formal system educational programmes based on multiple point entry, and part-time and own-channels of study. It recommended development of non-formal education on a large scale for out-of-school children and adults so that education may be universal and illiteracy may be liquidated. The universalization of elementary education in the country by 1990 cannot be achieved with illiterate mothers. It calls for large scale organisation of non-formal adult education programmes for women.

Education has an important contribution to make in reducing inequalities, not only in the educational status of women but also in all other aspects of development. The achievement equality of education for women depends not only on the provision of adequate educational or physical facilities, but also on many structural, cultural and social factors.

The National Board of Adult Education at its meeting in New Delhi in November 1993 also stressed the need for stepping up programmes of women's education as educated women form the greatest instrument for national development.

Our adult education programme has three components - literacy, social awareness and functionality. Literacy education besides developing among adults the ability to read and write should also help to pursue self study and to have access to resources of knowledge. Awareness should help to liberate the minds of adults from the bondage of harmful traditions, conservatism, prejudices and superstitions. Functionality should help adults to improve their vocational skill and the capacity to raise the quality of their life.

Educating a woman means educating not only an individual but a family, as a woman is not only an individual, but also a wife, a mother and a citizen.

It has been observed that women are more sensitive and receptive to new ideas but their main difficulty has been paucity of time for participating in non-formal education programmes as women both in rural and urban areas are involved in work for the whole day. To solve this problem, education should be taken to the places where women work.

Women find difficult to participate in adult education centres there is nobody to take care of their children at home. If provision is made to take care of children, their participation will increase.

It is distressing to note that 195 districts in the country have a literacy rate which is below the national average of 24.88 per cent for women. The literacy rate among women can be increased if women women organizations at the grass-roots level are established. Their own organizations will be in a better position to motivate them for adult education programme.

Some States have taken bold steps with regard to education of girls, particularly the States of Madhya Pradesh and Maharashtra. Madhya Pradesh has made education free for girls upto M.A. The State Government of Maharashtra has made education free for girls upto secondary level irrespective of their parents' income. It has also adopted one lakh girls under Savitribai Phule Adoption Scheme. The State has also decided to provide free education all the children whose parents' income does not exceed Rs. 10,000/- per annum. These measures, I am sure, will be helpful in increasing the literacy percentage in the country.

Among the various problems which women learners have to face are low health statuses both personal and that of the family, inadequate nutrition, social and cultural oppression, and ignorance of protective legislation. The non-formal adult education programme for women should take care of all these aspects in addition to literacy education.

Teaching material for adult education for women must be based on their needs and interests. It should be attractive and relevant to their lives. Timely supply of teaching-learning material is also essential for the success of an adult education programme for women.

Traditional and mass media have a great role in promoting adult education and should be properly harnessed at local level. Traditional media like

Kathavachan, Bhajans, Kathputhli, Garba, Nautanki Jatra should also be utilized. These will not only be helpful in motivating the adults but would also act as an effective means of social change. The modern media like T.V. and films if properly utilized can go a long way in the promotion and development of adult education in the country.

The need of the hour is to provide qualitatively better programmes in adult education, rather than aiming at numbers. Adequate thought should be given to the content, keeping in mind the regional variations. The government should also involve more and more voluntary organization in his work. Voluntary organizations have a sense of commitment and involvement and are more suited for conducting effective adult education programmes.

The Conference, it is hoped, would make recommendations to provide strength and new direction to the movement of Adult and Non-formal Education for Women.

Barrister M.G. Mane
38th All India Adult Education Conference
20-23 December, 1985, Thiruvananthapuram, Kerala

(The full text of the Presidential Address for the 38th conference is not available. The highlight of his address was as below)

In his presidential address emphasized the need for organising short duration literacy campaigns for attracting people in large numbers to the programme. He said women's education should receive priority as large numbers to the programme. He said women's education should receive priority as large scale illiteracy prevails among them. This would help in enrolling more children in schools and in checking the drop-out rate, he felt.

Barrister M.G. Mane
39th All India Adult Education Conference
25-28 October, 1986, Surat, Gujarat

(The full text of the Presidential Address for the 39th conference is not available. The highlight of his address was as below)

In his presidential address said that there was an urgent need to intensify Adult Education Programme to ensure people's participation in development and for reducing poverty, disease and starvation.

He said that in spite of various development programmes in the country, the gap between the educated and the illiterate, the haves and have not had widened. Ignorance of the people was the biggest obstacle in reducing these disparities and it was imperative that Adult Education Programme be taken up on a large scale.

He said that it was a fact that science was benefiting selected pockets of people while the majority of the population remained rooted in ignorance, and superstitions with suspicious attitude to new advances. No technology had reached rural areas where the women were still steeped in the drudgery of household work.

It was important to create forums where people could obtain basic scientific knowledge pertinent to their way of life. He called upon the voluntary organizations engaged in adult education to inform the people about the hazards of environmental deterioration. They should reach out particularly to the rural poor, he added.

Barrister Mane said that universities should be involved in preparing television programmes meaningful for the rural population, the print media and publishing houses could also help neo literates by bringing out simple books on science and technology in various languages.

Prof. B.S. Garg
40th All India Adult Education Conference
28-30 December, 1987, Rewari, Haryana

(The full text of the Presidential Address for the 40th conference is not available. The highlight of his address was as below)

Shri B.S. Garg said that all round development of an individual should be the aim of adult education.

He emphasized that voluntary organizations should be fully involved in the adult education programme as they were close to the people. Shri Garg emphasized that every literate in the country has a sacred duty to provide literacy education to the illiterates and deprived people of the country.

Prof. B.S. Garg
41st All India Adult Education Conference
28-31 October, 1988, Aurangabad, Maharashtra

(The full text of the Presidential Address for the 41st conference is not available. The highlight of his address was as below)

He said that the attitude of the people has to be changed if adult education has to produce results in the country. He said each-one-teach-one programme should be taken in right earnest and if the educated people take upon themselves the responsibility, the 8 crore people in the age-group 15-35 will become literate by 1995 as stipulated in the National Literacy Mission

**42nd All India Adult Education Conference
(Golden Jubilee Year) 22-25 May, 1989, New Delhi**

No record found in IAEA.

Prof. B.S. Garg
43rd All India Adult Education Conference
24-27 May, 1990, Bhopal, Madhya Pradesh

(The full text of the Presidential Address for the 43rd conference is not available. The highlight of his address was as below)

Prof. BS Garg said that for the success of the programme instructors should be adequately paid. He stressed that recognized voluntary organizations should not face any problem in receiving financial assistance in time from the Government.

Prof. B.S. Garg
44th All India Adult Education Conference
26-29 October, 1991, Kolkata, West Bengal

India's long tradition of adult education is as old as our civilization itself. From the earliest drive for adult education, which was launched in the two princely States of Mysore and Baroda in the beginning of this century, to the National Literacy Mission launched in 1988, is a long story of experimentation in various facets of adult education.

The National Literacy Mission was set up in pursuance of the directive of National Policy on Education (1986) as a part of action to make 80 million illiterate persons in the age group of 15-35 literate by 1995. The objectives of NLM are highly commendable as they indicate a time bound and target oriented approach. Functional literacy, according to NLM document implies (i) achieving self-reliance in literacy and numeracy, (ii) becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development (iii) acquiring skills to improve economic status and general well being and (iv) imbibing values of national integration, conservation of the environment, women's equality, and observance of small family norms. Functional literacy according to NLM is preparing man for a social, civic and economic role that goes beyond the 3R's.

Are we achieving the objectives of NLM under the present programme which has become more or less a pure literacy programme which has become more or less a pure literacy programme? Our experience shows that most illiterate adults are not interested in a mere literacy programme. In order to achieve the desired results literacy has to be linked with skill learning programmes. In the ideal situation literacy should come as a part of skill learning and may not be the starting point at all. This is easier said than done. A continuous and sustained effort has to be put in to make adult education a part of the integrated development plan for a particular area. Any scheme of adult education, if it is proved useful and purposeful and is acceptable to target groups, has to take note of the broad economic situation in the country. There is large-scale, under-employment in rural areas. These people are mostly living below the poverty line. Adult education should help the majority group of the working poor by arranging directly or with the help of other agencies, skill development and income-generating programmes.

EDUCATIONAL INSTITUTIONS

With the limited resources it is desirable that the existing educational institutions should be utilised for adult education. The village school should be given the responsibility to banish illiteracy in the village in which it is functioning. This has been tried in many developing countries and should be tried in our country too. There should be a separate adult education teacher to work for non-formal education of out-of-school children and for the education of adults. In other words, the school should provide facilities for the education of both children and adults under one roof and under single supervision.

The universities and colleges also have to play a significant role in this endeavour. But to secure tire participation of students' adult education should be made a part of the curriculum. The central Board of Secondary Education (CBSE) has taken the lead in not only including promotion of literacy as part of work experience in its curriculum but from October 2, 1991, has also started a Special Adult Literacy Drive (SALD) in which students will undertake actual literacy teaching as a part of the programme and will be awarded marks. It is obligatory for the schools to undertake illiteracy work through students' and award credit for undertaking the programme. This will enable the large student forces both at the school and college levels to meaningfully participate in the programme. With their active participation it would not be difficult to achieve the objectives of making 80 million people literate by 1995.

ADULT EDUCATION FOR WOMEN

Adult Education programme for women should not be confined to literacy education only. Women have to be empowered, so that they are not exploited. They should be prepared to exercise the various legal and constitutional rights of equality in work, decision-making and political life. Adult Education will have to lay emphasis on bringing women to a point where they could be equal to men in the male dominated society of ours.

Adult Education is a developmental programme. It is therefore, essential that the grass-roots beneficiaries should be associated with the planning and implementation of the programme. Awareness building in the present exploitative society is a task which adult educators must perform with a sense of mission, commitment and dedication because enlightened citizens' society of ours.

VOLUNTARY EFFORT

An active voluntary adult education movement has now developed in the country and this should be made full of. The Government being the main funding agency in India, it is but natural that the major financial support would come from the Government. The role of genuine voluntary agencies in this task should not be underestimated. Such organizations have more freedom in day to day working for innovations, and bold experiments. But, under NLM, the voluntary agencies are to provide education to about 10 percent of the illiterates. In reality even this is not being done. At various for their roles are over emphasized but in reality their role is minimal. The need is to have prior consultation with well established voluntary organizations while formulating the programme. Adequate public funds should be placed at the disposal of genuine voluntary agencies in order to enable them to share a sizeable part of the burden of adult education work. Government should promote the voluntary effort, but there should not be interference in the internal autonomy, subject to overall accountability (for proper use of public funds). Both large and small voluntary groups should be entrusted with the work. They should be provided adequate funds to carry out the programme effectively. The present grant-in-aid pattern of providing money on per learner basis may not attract many well established agencies to undertake this work. The money is too low to undertake any worthwhile activity. There is no provision to cover administrative cost without which the programme cannot be implemented properly.

The topic of the conference: Approaches to Total Literacy is very significant at the present juncture. The aim is to achieve total literacy, i.e., 80 to 85 percent literacy. But how to achieve this goal is debatable. The present emphasis is on enrolling volunteers under Total Literacy Campaign. Kerala has been declared total literate on 18 April 1991. Prior to that Ernakulam in Kerala was the first district to be declared total literate. Are we in a position to achieve the objectives of NLM under the Total Literacy campaign through volunteers? To me, it seems a difficult task. Even the first objective of achieving self-reliance in literacy and numeracy may not be fully achievable.

APPROACHES

In such circumstances, what should be the approaches for Total Literacy? Centre-based approach to me, basically is a sound approach through which the major objectives of NLM could be achieved. But instead of removing its deficiencies, we have moved to other approaches. The centres could not give

the desired results because of non-availability of committed, dedicated and competent people on a low honorarium of Rs. 100 p.m. Had we provided adequate honorarium, we would have succeeded. Lack of proper space and non-availability of finance for covering the awareness and functionality components were some of the other causes for not getting desired results through the centres.

The NLM document mentions about 56 evaluation studies which were undertaken during the National Adult Education programme. They mentioned about some plus and minus points of the programme. But not much effort was made to remove the shortcomings revealed in the evaluation reports. NLM was launched with the same structure and budget. When shortcomings are not removed, disillusionment is bound to be there. But that does not mean that there is something wrong with the basic concept.

The 'Each one Teach one' approach launched in 1985 through college students was a non-starter. It was started without proper planning and country-wide consensus on the subject. The kits were produced in large numbers and were distributed to universities and colleges. But not much use was made of the kits. The major reason was disinterest of teachers and students, because no academic credit or incentives were given to them.

To me, the objective of total literacy cannot be achieved through a single approach. Different approaches have to be adopted as the situation warrants. The institution implementing the programme should be given freedom to use the approach which is most suitable for the group and the area. The voluntary organisations and universities have to be given a bigger role not only in implementing the programme but also in training, material production and monitoring and evaluation. The role of Government should be minimal. Implementing it largely through bureaucrats may not give the desired results. It should be avoided as far as possible. But their active cooperation to the implementing agency is a must for its success.

To check relapse into illiteracy, the neo-literates have to be provided continuing education opportunities. We have with us earlier experience of lapse into illiteracy in the Gram Shikshan Mohim of Maharashtra which otherwise was a successful venture. The post-literacy and continuing education needs of neo-literates have to be worked out before the commencement of the programme. There should not be any time lag between one phase and the other. The entire Kerala was declared totally literate on April 18, 1991 but the second phase of post-literate has not started as yet. It is feared that many neo-literates

might have relapsed into illiteracy.

The Jana Shikshan Nilayams can meet the learning needs of neo-literates and other people of the community if there is JSN in every village or one in two adjoining villages and the Prerak is a full-time person to look after the multifarious activities of a JSN. We cannot achieve much with part-time Preraks on a very small honorarium.

The problem is not only to make people literate but also to provide them with sufficient opportunities to sustain their literacy.

To conclude, adult education work should not be the work of only few people but the whole nation. Adult Educators should think seriously on this issue at a time when the unity of the country is being threatened. In Rajasthan there was a provision whereby a person could become a Sarpanch of a village if he was educated and I feel that such measure should be introduced in the rest of the country. Similarly, it should be made compulsory for students to spend some time in villages before they are promoted to the next higher class.

If such steps are taken now, they would go a long way in giving a boost to the literacy Programme.

Prof. B.S. Garg
45th All India Adult Education Conference
12-15 June, 1994, Ajmer, Rajasthan

It is in the fitness of things that Ajmer which has achieved total literacy has been selected for the 45th All India Adult Education Conference. The State of Rajasthan has launched a comprehensive programme for Total Literacy. The State where literacy rate is quite low as compared to many other states in the country is on the move to achieve total literacy. Dungarpur has also achieved total literacy. Six other districts are on the threshold of achieving total literacy. With expansion and strengthening of elementary education programme and the total literacy programme being undertaken for adults, Rajasthan may achieve 'Education for All, by 2000. I hope that this conference will give a further boost to the programme of adult education in the State.

The Constitution of India gave due consideration to the need for a literate population and universal education for all children as a crucial input for national building. The Five Year Plans also gave emphasis on providing educational opportunities to the children and adults. This resulted in establishing a number of institutions for spread of education in India. The number multiplied many times but still the goal of providing basic education to all continues to be elusive.

Education is the second highest sector of expenditure after the defence. A little more than three percent of the Gross National Product (GNP) of the country is spent on education. But still India spends much less on education as compared to many developing countries. The recommendation of the Education Commission (1964-66) to increase it to the level of six per cent did not find favour with the planners. It is now proposed to increase it to six per cent in the Ninth Five Year Plan. The educational programme in the country will get a boost if it is really increased to six per cent.

The expenditure on elementary education in fact has come down considerably during the successive Five Year Plans. It was fifty six percent in the First Plan and declined in the successive Five Year Plans. In the budget of 1994-95, the budget for elementary education is 543 crore out of total budget of education of Rs. 2423 crores.

In spite of a specific provision in the Constitution to endeavour to provide free and compulsory education upto the age of 14 by 1960, progress in this

sector has been dismal. The country has reached a gross enrolment level of 93.4 per cent at the primary level. But the enrolment among girls is still very low. It was 75.5 percent according to the document Challenge of Education – a Policy Perspective issued by the Government of India. But the disturbing thing is that those who enroll, drop out very soon. Of 100 enrolled only 25 children reach class VIII. This all add to the mass of illiterates in the country. This not only erodes the gains from extended coverage but also leads to the waste of scarce resources. It is thus essential to revamp the entire system so as to ensure retention for at least for five years so that a child is able to acquire a minimum level of learning.

To achieve the objective of the total literacy in the context of education for all the adult education programme has to be streamlined. Literacy has not so far become the felt need of the illiterate masses. In spite of much publicized Kala Jathas, Nukad Natak, etc. there is not much demand for literacy. Unless the demand comes from within, the desired results in the adult education programme cannot be achieved. The reports from different quarters about the functioning of Total Literacy Campaigns (TLCs) are not very heartening and need improvement places. There is a need to create conditions for participation of illiterates in the educational process in a more meaningful way.

In the EFA, the education of women is to be given the central place. Their education and participation influence the poverty alleviation programmes and improvement in the wages of female workers. Seven districts of Rajasthan where large women's development programmes with a strong emphasis on education have reported a much large women's development programmes with a strong emphasis on education have reported a much higher level of women's participation in poverty alleviations programmes.

Creation of a thirst for knowledge and a mechanism to reach out to it, is an important point to be solved. If it is achieved then education will become an instrument of liberation.

To achieve total literacy by the year 2000, start has to be made right from the pre- school. The pre - school education component in the ICDS is to be strengthened. It should not by and large remain a health care and nutrition programme. To achieve this the family of the child including parents, grand parents should be involved in the implementation of early childhood care and educational activities. This will go a long way in supplementing the efforts made at the ICDS in education, health and nutrition programme.

Non- formal Education for children in the age group 9 - 14 will have an important place in the target of achieving education for all by the year 2000. While giving clear preference to systematic schooling, the need for education of children who could not attend school for one reason or the other has to be taken care of Particular attention has to be paid to girls whose enrolment in NFE has been quite low at present.

The NFE at present is not receiving the attention it deserves. The funds provided are far short the need. There is also lack of faith among functionaries and families who are supposed to benefit from it. The low honorarium given to instructors is not attracting competent and committed persons for the job. The proper training to the functionaries is also lacking. Agencies undertaking NFE programme should take responsibility of the specific area and should see that all children of the area get education through formal or through non - formal education.

In NFE, the instructor plays an important role. His/her honorarium is not only to be raised, the quality of training should also be improved and opportunities provided to him/her for continuing education. Avenues for promotion should also be made available to them.

The involvement of voluntary agencies should be enlarged and should be allowed to take up flexible programme oriented to needs and interest of the learners. The delay in remittance of grants to voluntary agencies has to be reduced so that the instructor/preraks interest continues. Care has also to be taken in the selection of voluntary agencies. Only those agencies which are committed to the cause should be involved. The monitoring system has to be made more effective so as to assess the efficacy of the programme with reference to achievement and retention of learners.

For imparting literacy to the illiterates in the 15-35 age- group, the emphasis should be given to Mass Literacy Campaign through volunteers intensified in a selected area. But along with this the centre based approach may also be adopted as and when needed. The centre based approach did not give the desired results because of certain deficiencies. The deficiencies like poor quality of training, lack of commitment among the functionaries and lack of capacity among instructors to impart literacy instruction were pointed out by some of the evaluation studies but not much effort was undertaken to overcome them. With the removal of these shortcomings, the centre-based approach can

still be used effectively. I think smaller projects with not more than 30 centres should be encouraged both at the Government and NGO sectors.

The volunteer-based approach can also give substantial results if students and teachers of schools and colleges are actively involved in it. But they have to be given some incentives particularly the students. Adequate incentives are a must for their meaningful participation in the programme.

The housewives and elderly persons are keen to work for literacy if properly motivated. Many of them were motivated through the TV slot, but they were neither provided material in time nor proper training was given to them to undertake the work effectively. There should not be a time gap between demand and supply. If a volunteers offers his/her services, the material should be provided immediately otherwise the motivation will vanish after sometime.

At present the main emphasis for achieving literacy education is through total literacy campaigns. It is in operation fully or partially in about 260 districts of the country. The results vary from state to state. What could be achieved in Ernakulam in Kerala which already had a high rate of literacy and overall environment favourable for acquisition and retention of literacy may be difficult to achieve in other places. The question is whether the campaigns launched in areas which are predominantly illiterate are successful? The reports from newspapers, seminars, conferences and from some other quarters do not speak much about the success of the campaigns in these areas. It is high time to undertake some evaluation studies through it reputed external agencies to find out the efficacy of the programme and the future of the campaign and their expansion should be based on findings of the study. The Committee set up by the Government of India should give its interim report at the earliest so that further expansion of the programme should be based on the suggestions made by the Committee.

CONTINUING EDUCATION

Education is a life-long process. Continuing education of the masses acquires a place of great importance to achieve the objective of total literacy in the Education for All.

Libraries are the best source of self education. A concerted effort has to be made to revive the system where it is not in existence and to strengthen it where it is in existence. Libraries and reading rooms in schools and colleges remain unutilised in the the evenings. They should be made available for use in the

evening by adults. The further expansion of Jan Shikshan Nilayams which has been slowed down at present has to be reconsidered. The whole scheme formulated about eight years ago has to be revised so that it can effectively meet the needs of new –literates and of the educated in the communities in which they are functioning. But still there are large hopes from JSNs and their expansion should not be curtailed.

As we approach the 21st century we have to ensure Education for All. The elementary education in formal schools has to be made more relevant and need based. The NFE programme has to be given the same status as that of the formal education and then competent persons will be available. More resources are to be provided for NFE to make it meaningful. The literacy in the age-group 15-40 has to be achieved at the earliest through various approaches. All these things should go simultaneously so it we move towards the goal of a learning society by the turn of the century.

Prof. B.S. Garg
46th All India Adult Education Conference
9-11 March, 1996, Vadodara, Gujarat

The importance of post literacy and continuing education programmes has now been universally organised. But at many a times these programmes are not undertaken systematically and with as much care as desired. By and large the post literacy programmes are organised after the literacy drives are over and at times after a long gap. The results into relapse into illiteracy and neo-literates are left to live in ignorance and cultural deprivation. The situation has to be changed. In fact the post-literacy and continuing education programmes should be undertaken before literacy campaigns are started. This will create favourable climate for learning and would create motivation even among the non-literates to learn and acquire literacy skills.

The post literacy and continuing education programmes should aim at reinforcement and stabilization of literacy skills; enhancement of the comprehension and understanding of the subjects taught as part of general education; opening new avenues for learning vocational and social skills necessary for social and economic betterment and reinforcement and acceleration of the process of conscientization and communitisation for securing rightful place in the socio-economic order and for sharing the benefits and opportunities made available by the advancement of science and technology.

The scheme of Jan Shikshan Nilayam (JSN) in the NLM was conceptual very sound. It was the first attempt to institutionalize adult education. But it had some basic deficiencies which proved to be bottlenecks in achieving the desired results. The multifarious activities of a JSN were difficult to be achieved by a part time prerak of Rs.200/- p.m. There was no proper place for the Nilayam. Had we provided permanent and sufficient space for the Nilayam and have appointed a full time prerak, the results would have been different?

The recent proposal of the Government of India to start Continuing Education Centres (CECs) in every village is welcome. It will solve some of the pitfalls of JSN. But many still remain unsolved. The Prerak again is a part time person with a poor honorarium. The budget both recurring and nonrecurring is again on a low side which will not be sufficient to carry out the multifarious activities of a CEC. It is a better to have a relook at the entire

scheme of CEC so that it does not meet the fate of JSNs. Before the scheme is implemented it is necessary to organise zonal seminars to discuss the scheme in which representative of Government, non-governmental organizations and universities should be invited. The scheme should be launched on the basis of the recommendations of the zonal seminars. The proper functioning of Continuing Education Centre will be an important step in achieving the cherished goal of a learning society.

The Ghosh Committee recommendation to add two rooms to any existing public building in a village - one for library and the other for continuing education is a very important suggestion and should be implemented without delay. The permanent and sufficient space for a CEC will definitely make it a functional centre.

In places where CECs are not started, it is essential to start a village library. The libraries play an effective role in checking relapse into illiteracy. There is an unrevocable relation between literacy and the library and for the good of both this relationship should not only be maintained but strengthened. But to keep the readers interest alive in the library it is essential that there should be constant flow of new books to the library.

The mobile library also plays a significant role in the post literacy and continuing education. It provides the right book to the right reader at the right time and right at the door step. But the books in the library should be of reader's need and interests. Areas not covered by CEC and rural library should be covered by a mobile library.

In the strategies for post literacy and continuing education, publication of a newsletter occupies an important place. It has the distinct advantage of stabilizing of reading and writing and providing current information to the neo-literates and to the other members of the family right at the door step. Some PL/CE districts have started publishing newsletters. But the need is to multiply the efforts so that neo-literates get useful information for betterment of their lives. But before starting a newsletter the persons connected with the work should be properly oriented in editing, publishing and distribution so that the right message reaches the people at the right time.

A number of strategies are needed for achieving the objectives of post literacy and continuing education. The visual media can also be used for the purpose. In any programme of post literacy and continuing education the community should be the focus. If that is done it will create the necessary

motivation among the non-literates also which is very much lacking. In addition to vocational courses, the training courses in health and family welfare, national integration, nutrition, human rights and environmental education would go a long way in the social and economic progress of the country.

The Panchayati Raj Institutions should be closely involved with post literacy and continuing education work. They can also fruitfully link literacy and post literacy programmes with development activities. The village panchayat should be entrusted the responsibility of starting a village library where it does not exist. Self learning opportunities will enable the people to participate effectively and meaningfully in the functioning of the Panchayati Raj Institutions.

The aim of the post literary programme should be to ensure the continuity both of the education and developmental processes initiated through the literary programme. Ultimately it should be the responsibility of the community to take over the programme so that continuity is ensured and post literacy and continuing education centres should become community centres in letter and spirit.

Prof B.S. Garg
47th All India Adult Education Conference
27-30 November, 1997, Haridwar, Uttarakhand

He said that it is my privilege to welcome all of you on this important event of 47th All India Adult Education Conference. This welcome is all the more important as during this year we are celebrating our 50th Anniversary of Indian Independence and are standing on the gateway of 21st century. This is the time when we should take stock of what we have gained and what still remains to be done. What strategies we adopted and where we succeeded and where we could not achieve the expected results? We have purposefully selected the theme of the Conference entitled "Adult Education: Challenges for the 21st Century" so that adult educators throughout the country could think, do brainstorming and contribute to the national objective of fully literate India and a 'Learning Society'. Many of you might have gone through the proposals of the working group of the Planning Commission on Adult Education for the Ninth Five Year Plan 1997 – adult education. Rapid changes are taking place demographically, sociologically, technologically and economically and new structure based on people's participation (specially the Panchayati Raj) are being built which need serious thought and consideration on the part of Adult Educators. Some of the thoughts on the important issues, I would like to share with you.

It has been fully recognized that literacy facilitates development specially in Social Sector, Health, Primary Education, Women's Development, Labour and Industry, Rural Development, Poverty Eradication and other critical areas of development. But at the same time grinding poverty is also an important factor in the success or failure of a literacy programme. Only by relating to the literacy programmes to the removal of poverty can adults be involved as their interest in literacy can be aroused by ensuring that literacy will enable them to lead a better life. Two important questions are raised in this regard – what do people want to do with their gains of literacy and social awareness? How can they be helped to help themselves as individuals and as groups? Satisfactory answers could be given to these questions only when adequate and meaningful opportunities are offered to them to use their gains in Literacy and Awareness. Adult educators have to initiate action in this area.

Moreover 73rd and 74th amendments to the Constitution has enabled the State Legislatures to endow the Panchayats with such powers and authority as

may be necessary to enable them to function as institutions of self-government. Adult and non-formal education has been specified as one of the matters in relation to which responsibilities can be entrusted upon Panchayat for implementation of the programmes and schemes. Panchayat Raj functionaries have major role to play for mobilisation of people and effective implementation of literacy programmes in the country' Orientation and training of Panchayat Raj functionaries are under planning and implementation phase. The task force the nation is quite challenging and we all need to contribute our mite.

Social awakening and women's empowerment is an important agenda before the nation. Sex ratio decline in our country is a cause of concern and this imbalance has to be checked. Our experiences on literacy have been quite encouraging in this area. The impact of literacy on women's lives has often been dramatic. Experiences of Pudukkottai in Tamil Nadu and of Nellore in Andhra Pradesh have shown how women have been empowered at individual and collective levels as a result of their participation. In the case of Pudukkottai, rural women who participated felt a new sense of freedom as they learnt how to bicycle and this acquired physical mobility. They also acquired a new sense of ownership as as many women workers in stone quarries acquired ownership rights through new constituted women's cooperatives. The implementation of 73rd and 74th constitutional amendments in Rajasthan have legitimized the status of Panchayat and urban local bodies and the over whelming participation of women in decision making process in these bodies has also empowered the women. Instances are not lacking when literacy programmes have activated, articulated and led the women to participate effectively. Women who attended the literacy classes have become in many cases village Sarpanch, Block Pradhan, Zilla Parishad Pramakuh and conversation with them reveal that credit goes to literacy. However these are very few instances where literacy has worked as a vehicle for empowerment in the wider struggle against inequality and injustice in society. Through adult education programme in the coming years it should become a movement of social awakening and empowerment which needs active involvement, commitment and full participation. This is an enormous task before the nation and adult educators.

It is heartening to note that success of literacy campaigns in our country has been greatly due to voluntary efforts and as many as 10 million volunteers are engaged in teaching-learning process of whom 62% are women and girls. But unfortunately there has been very limited role of voluntary agencies. There has been reluctance part of ZSS's to involve voluntary organisations and give

them a significant role. Partially this has been due to the traditional lack of confidence between the bureaucracy and the NGOs. Now under the present leadership, the working group report makes a genuine attempt by proposing a greater and larger role for voluntary agencies. The scheme of assistance to voluntary agencies is proposed to be modified and I quote from the report:-

“Major modifications proposed for the 9th Plan include the extended role of the VAs to undertake continuing education programmes for the large number;- of neo-literates emerging out of the TLC/PLC programmes and other targeted beneficiaries. Adequate emphasis will be given to cover primitive tribal groups and SC/ST women from the identified scheduled areas of launching the literacy related activities.

Special attention and incentives would be given to such voluntary agencies- which undertake a literacy programme in the schedule areas, financial assistance for DRU Projects, evaluation study projects and other innovative projects would be enhanced in terms of financial assistance.’

This is very encouraging development and we should accept this with greater sense of responsibility and fully complement the Government efforts. Rather I would say that Literacy, Post-Literacy and Continuing Education Programme during the next century should be a coordinated effort of all the development agencies, government structure, voluntary agencies, corporate sectors and above all a sense of commitment of all individuals.

I should also remind all that our Universities have been the temple of learning but the University Departments of Adult & Continuing Education in most cases have not been assigned the proper and dignified role which they deserve in literacy campaigns.

These departments in many cases also face uncertainties of continuation and I therefore plead with full determination that these departments should be further strengthened by Ministry of Human Resource Development and UGC and their expertise fully utilised in the academic pursuits as well as in implementation of the programme. At the same time I will advise the University Departments also not to sit in their own ivory towers, conducting their own researches and remaining aloof from the community but play a useful and practical role. Fortunately working group on Adult Education has recognised that most of the departments have not been able to contribute meaningfully in the literacy programme. In the 9th plan this lacuna is sought to be redressed and it is proposed to involve universities much more significantly in continuing

Education specially in providing resource support, evaluation, research and documentation on TL/PL and CE programme etc. I am happy with this positive development.

If we review the recent past we see that National Literacy Mission was established in 1988 and in 1989 unique experiment in Ernakulam District of Kerala gave us a new insight of campaign approach which was characterized by large scale mobilisation of persons through a multifaceted communication and motivation strategy. The Ernakulam experiment, with its new multi-pronged approach as a breath of fresh air and what began in a small, unassuming way in a few districts in Southern India has today spread into country wide campaign in 429 of India's 520 districts. Post-Literacy campaigns have been launched in 175 Districts and Continuing Education programmes in about 30 districts. When we see across our vast country, we see a hopeful sign and this is because of the flexibility of approach. The gains have been remarkable in most cases and two out of three learners are invariably women. Literacy promotion has been greatly successful among scheduled caste and scheduled tribe population.

I genuinely believe the efforts made under National Literacy Mission have been commendable at certain places. The campaigns, as reported, have yielded certain social spin-offs and have promoted the cause of women's equality; have led to higher enrolment and retention of children in primary schools; enhanced participation in family welfare programme; greater acceptance of the message of immunization and decline in infant mortality rate; promoted social, cultural and linguistic integration and communal harmony; increased awareness on social issues; helped to operationalise grassroots level structures like VECs; and have resulted in a cultural revival of folk traditions.

But there are grey areas and Hindi Heartland has been lagging behind and it was found that it was difficult to make headway as the rate of literacy especially among women was very low and there was absence of voluntary efforts in these states. I am very much concerned on this issue as bulk of illiterates are in the Hindi Heartland and we all will have to devote more energy and make efforts in this direction.

As I mentioned earlier we are on the door steps of 21st century and it was a moment of soul searching when we have to resolve to strive harder for achieving the goal of learning society. I think in this direction our effort has to be that the concept of literacy adopted at the national level needs fuller

implementation and it should not confine only to achieving self-reliance in literacy and numeracy alone but emphasis also has to be on “becoming aware of the cause of one’s deprivation and moving towards amelioration of conditions through organizations, and participation in the process of development, acquiring skills to improve the economic status and general well-being and imbibing the values of national integration, conservation of environment, women’s equality, observance of small family norm etc. In other words, Adult Education concept should be fully implemented and not limited to literacy achievement only. The concept of lifelong learning has to be institutionalized in the system of education specially for adults. The work force need to be updated in their knowledge and skills for meeting out the demands of industry. The spread of communication media is opening new avenues for adult education specially devising programmes through distance learning techniques. Demographic changes are taking place and life expectancy has almost reached to 62 years and the senior citizens need diverse and flexible approaches to adult learning for variety of interests and activities. Education for sustainability and sustainable development is an important agenda before the nation and adult educators have to play an important role. Population and Development Education in holistic manner is a priority area and we need to devise innovative and creative programmes. These are the tasks before all of us, and I am confident that fraternity of Adult Educators will be able to prove their capacities and capabilities in a coordinated manner.

Indicators lead towards optimistic approach and after reviewing the overall scenario I am also optimistic that India will be fully literate in near future and our dream of learning society will be fulfilled and we will enter in 21st century with a successful and strong scheme launched by NLM called “Continuing Education Scheme’.

I feel happy that working group on Adult Education has gone to the extent of recommending cent percent financial assistance for the entire Ninth and Tenth Plan period so that states don’t have difficulty in accepting the scheme. But we feel that the state and community involvement and participation is absolutely essential for the success of the programme.

This scheme seems to be a noble scheme and if implemented in real spirit, it may bring remarkable improvements at individual and community level and we will be marching towards achieving the dream of life-long learning. The key of adult learning as discussed in July 1997 in International Conference on Adult Education at Hamburg will be “Learning for all’ and Life-long Learning

in 21st Century as committed by us at the international forum. Our commitment is strong, our vision is clear and hopes are bright and with this spirit I welcome you all again on the eve of the 47th All India Adult Education Conference. On behalf of the Association, I assure the adult education community, our full cooperation in all endeavours of national importance specially to literacy movement, universities, state governments, VAs and other concerned with this great nation building activity.

Prof. B.S. Garg
48th All India Adult Education Conference
19-21 December, 1998, Bangalore, Karnataka

The concept of learning throughout life has been emphasized by thinkers, philosophers and scholars since ancient times. The acquisition of knowledge from cradle to the grave is an age-old concept expressed in different ways by scholars. Learning throughout life has also been stressed by various International Conferences, Commissions and Committees set up from time to time by UNESCO.

The Faure Commission report titled "Learning to be: The world of Education Today and Tomorrow: (1972) stressed the need for lifelong learning in the following words: "We propose lifelong learning education as the master concept for educational policies in the years to come for both developed and developing countries."

But in practice, learning throughout life has not been achieved because life has been divided in different stages, the period of childhood and youth is assumed to be the time for learning and the rest of life is meant for main pursuits of action when the skills and attitude learnt in the first phase are to be applied.

Education in India over the years has been developed as a remedial action object being to fill up the gaps that might have been left in the preparatory stage of life.

The terminal concept of education is not adequate in the present social, economic and technological context. Today education does not give the stimulus that can last throughout one's life. Much of the information and knowledge gathered in terminal education gets dated. Replenishment of the earlier knowledge and seeking new information and knowledge is the need of the hour. A person will become completely obsolete if he/she does not keep himself/herself abreast in the era of information technology. There are people who gain from scientific and technological revolutions and get new and lucrative jobs. These who do not move with this revolution suffer from unemployment, underemployment, compulsory early retirement and social marginalization. Therefore, it is important to provide opportunities for further education and training to those who have affected or likely to be affected by the technological revolution. The Delor Commission Report (1996) states: "The continuing education is in large measure a response to an economic demand. It

enables firms to acquire the greater skills needed to maintain employment and gain a competitive edge. At the same time it provides people with opportunities for updating their knowledge and improving their earning power.'

Another factor which calls for learning throughout life is increase in life expectancy. Life expectancy has increased. The average expectation of life has gone from 23 years in the Thirties to over 60 in the Nineties. The ageing person today not only requires more wage-earning opportunities in order to keep going, but also seeks opportunities to function more actively as a citizen and for creative expression as an individual. The adult educators should provide soil for cross fertilization of theory and experience. The Fifth International Conference on Adult Education held in Hamburg (Germany) in 1997 has stressed the need for education by promoting a new vision of older adults as autonomous, responsible persons and a productive force in society.

The breakdown of tradition at a faster pace calls for opportunities for education to check the disharmony happening between older and younger generations. The older people do not try to improve their traditional outlook about the new generation and the younger people live in their own environment and do not adjust to the values of their elders. The result is lack of communication between the two generations. In addition stretching from childhood to the end of one's life, the dynamism of changing values and worthwhileness of traditions could both be incorporated. Lifelong learning will provide opportunities to understand each other better.

With increase in longevity, old couples have to live by themselves over much longer periods than they did as young couples. They have to learn to adjust themselves to each other because as young couples their children provide common interest. Old people thus need education which would help them to live properly in each other's company.

For achieving the objective of learning throughout life, some changes in formal education are also needed. Education in schools and colleges has to be made sufficiently attractive so that the young people may feel like returning to it when they grow old. It should create an aptitude and sustain the desire for learning. If creativity is properly cultivated at schools and colleges, then the urge for self-learning would not cease. This would necessitate a major change in the method of teaching and overhauling of teachers' attitudes in teacher training programmes.

Educational institutions will have to continue contacts with their alumni all

throughout their life to advise them where necessary and to act as a point of reference for problems and information.

Work experience should form a part of formal education. It is more meaningful when it is related to work. This would bridge the artificial gulf between men of thought and men of action. Along with mass literacy, functional literacy, the skill development programmes are matters of great urgency. They will help in improving living standards and achieving prosperity. The skill development has been much emphasized in adult education, but has not been adequately covered so far. The need is to incorporate it meaningfully. Those already employed also require updating of professional capabilities. They require on-the-job training and orientation courses.

The mass literacy programme launched in the country has achieved good results at certain places. But its continuity has not been ensured. The follow-up programmes at many places have not started immediately after the literacy programme. In Kerala, it took two years to start the post-literacy programme. It has resulted relapse into illiteracy. No system of adult education will succeed and leave permanent results unless continuity is ensured.

The Continuing Education Centres (CECs) being established in India will provide opportunities not only to neo-literates to continue their education but will also provide opportunities to the community as a whole to involve itself in the learning process. But to achieve this, the CECs will need to be provided proper physical facilities and should not be starved of funds as happened with the Jan Shikshan Nilayams.

Liquidation of illiteracy should not be the responsibility of the Education Department alone. Departments of Agriculture, industrial organizations and others have to involve themselves in the eradication of illiteracy programme. For the education of adult men and women, different techniques not confining to the centre/class room approach have to be employed.

Informal education has a great role in making learning lifelong. Film, television and radio should not only make their programmes entertaining but also informative and educative. If the media take the responsibility seriously, the masses will get an opportunity to continue learning throughout life.

Adult education should be taken as a tool of human development and self reliance. To achieve this, public institutions, private companies, voluntary

organization, professional associations, and media, etc. have to share their experience and resources and can thus give new dimensions to achieve the objective of learning throughout life.

I conclude with the Hamburg Conference declaration, which says: “we are determined to ensure that life-long learning will become a more significant reality in the early twenty-first century. To that end, we commit ourselves to promote the culture of learning through the “one hour a day for learning’ movement and the development of the United Nations Week of Adult Learning.’

Prof. B.S. Garg
49th All India Adult Education Conference
11-13 March, 2000, Lucknow, Uttar Pradesh

(The full text of the Presidential Address for the 49th conference is not available. The highlight of his address was as below)

Prof. Garg said the 'Education is Fundamental Right' of every citizen. The education is axis of allround development of human being. Poverty, illiteracy, terrorism, social inequalities, socio-economic problems are the challenges of 21st century which we have to meet. The Adult Education has a vital role to play. The Programme should be conducted on mass level with social emphasis on rural and slum areas, women, economically backward sections of the society. The National Literacy Mission, Universities, SRCs, SVPs and a large number of NGOs are working in this area with great zeal and the progress made so far is significant. We will achieve total literacy through Post-Literacy Programmes and Continuing Education.

Prof. B.S. Garg
50th All India Adult Education Conference
19-22 December, 2001, Shegaon, Maharashtra

It gives me immense pleasure to welcome you all to the 50th All India Adult Education Conference on '1991-2001'- A Decade of Literacy: Role of State and Civil Society being organized by Indian Adult Education Association. As you know, progress of literacy in India during the last decade (1991-2001) has surpassed all earlier efforts in this direction. Literacy rate in India in the beginning of the present century was just 5.3 per cent. In a period of 50 years from 1901 to 1951, the literacy rate of the country could hardly improve by 11.4 percentage points, when it reached 16.7 per cent for total Population including children of age group 0-4 (18.33 per cent for population aged 5 years & above) in 1951. Average decadal growth of literacy during the five decades (1901-51) was only 2.3 percentage points per decade. What was lacking was a 'will' on the part of the British Rulers of the country to provide education to the masses of the country. Educational facilities were limited only to certain sections of the society. Our national leaders realized the importance of mass education and the Constitution of the independent India provided, "The State shall endeavour to provide within a period of ten years from the Commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years". The community Development Programme of the First and Second Five Year plans of 1951-56 and 1956-61 provided for Social Education including Literacy, for Adult Population of the country. The literacy rate during the decade 1951-61 improved by about 10 percentage points from 18.33 in 1951 to 28.30 in 1961. But the progress of literacy rate in the country could not be maintained even at this level during the next three decades. Literacy rate rose to 52.21 per cent by giving an average decadal growth rate of only 8.5 percentage points during the four decades from 1951-91. The literacy rate has progressed by 13.17 percentage points during the decade 1991 -2001. It has risen from 52.21 in 1991 to 65.38 in 2001. The rise in literacy rate during the decade 1991-2001 is about 1.6 times the decadal average of the last four decades. This achievement of the last decade has been appreciated at all levels. Unesco has awarded 'Noma Prize' to the National Literacy Mission of India. The census Report of India has designated the period 1991-2001 as the 'Decade of Literacy'. Indian Adult Education Association is happy to know about this level of appreciation in the

literacy scenario in the country during the last decade. The Nehru Literacy Award which is given by the Association every year for best literacy efforts in the country was awarded to National Literacy Mission. Pace of literacy during the last decade has increased tremendously due to various factors. Credit for this achievement firstly goes to the state. The civil society and the community at large have also contributed immensely in this achievement.

2. Eradication of illiteracy has been one of the major national concerns of the State policy. National Policy on Education - 1986 laid down that 'The Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalisation of elementary education, adult literacy'. National Literacy Mission was set up in May 1988 with a view to adopting mission approach in combating the problem of illiteracy. The Mission imparted a sense of urgency and seriousness to adult literacy programme. On the basis of a successful experiment in the State of Kerala, an area specific, time bound and result oriented literacy campaign approach was adopted by NLM in different parts of the country. The NLM realized, that literacy was not the concern of one Ministry or department or agency but it was the concern of the entire nation and all sections of the society. Total Literacy Campaigns for different districts of the country were envisaged on the 'Ernakulam model' of the Kerala State. An organizational structure for a district literacy committee (Zilla Saksharata Samiti) was evolved. It comprised of (I) A support system provided by district administration (ii) full time functionaries and area coordinators and (iii) participatory people's committees at district, block and village levels. The campaign approach sought the support of both the Govt. and non Govt. organizations. Community support was considered very essential for the success of a literacy campaign. Creation of a favourable environment for launching the literacy campaign in a district was considered as a prerequisite for mobilizing community support for TLC. For creating a favourable environment both among the educational sections of the society and among the non-literates, support of all types of media, viz. electronic, print, folk and traditional was utilized. TV, radio films, newspapers and other means of modern media were engaged in taking the literacy message upto the remotest corner of the country. Kala Jathas became a popular local medium for covering the target groups of each literacy campaign. Folk dances, dramas, music and puppetry also played a vital role in communicating the messages and motivating the learners to join literacy programmes. Different sections of the civil society viz. the educational institutions, the teachers, the students, the lawyers, the doctors, employers and employees of

different organizations, Panchayats and other local Governments were participating in the literacy campaign in one form or the other. Some of them were involved in motivating the learners, while others were engaged as literacy functionaries in teaching, supervision, administration, monitoring and evaluation of literacy activities.

3. The initial Target of NLM was to make 80 million non-literate persons in the age group of 15-35 years functionally literate and to cover 345 districts of the country by 1995. The target was revised to 100 million persons to be made literate by the end of the 8th Five Year Plan (1992-97). Total number of non literates in the age group 15-35 in 1991 was 121 million comprising of 44 million male and 77 million female. NLM laid emphasis on the coverage of female and weaker sections of the society. Initially the educationally advanced States having higher literacy rates responded. Proposals for literacy campaigns came from Kerala, Tamil Nadu, Gujarat, Maharashtra, Karnataka, Pondicherry, West Bengal etc. Response from the low literacy states of the Hindi belt was not encouraging. NLM laid special emphasis on the c-coverage of districts with low female literacy rates. As a result of sustained efforts at all levels, by the year 2001 the literacy campaigns reached 559 out of 588 districts of the country. NLM has reported that 84 million persons have been made literate as a result of the adult literacy programmes launched by NLM. A large proportion of the Total Literacy Campaigns have graduated to Post literacy (292 districts) and Continuing Education stage (95 districts). This follow up of the TLC campaigns is essential to retain the literacy skills of the neo-literates. The literacy campaigns have also encouraged higher enrolment of children in schools particularly in the low literacy States. 2001 census has revealed that the low literacy States of Rajasthan and Chhatisgarh have gained by over 20 percentage points in their literacy rates during the decade 1991-2001. Rajasthan which was having a literacy rate of only 38.55 per cent in 1991 improved its literacy rate by 22.48 percentage points and reached at the level of 61.03 per cent literacy in 2001. Chhatisgarh also gained by 22.27 percentage points from 42.91 in 1991 to 65.18 in 2001. Literacy rate of Madhya Pradesh improved by 19 percentage points and that of Uttar Pradesh by 16 percentage points. This shows that except Bihar, the other low literacy states of the Hindi belt made substantial efforts to raise their literacy rates during the literacy decade of 1991-2000 as compared to the national average of 13.17 percentage points.

4. The Civil Society has been raising the issues of disparity in providing educational facilities to women and the weaker sections of the society. Several

NGOs raised these issues. Women organizations raised the issue of women empowerment. Several studies indicated that lack of education of the girl child and women was one of the important factors responsible for inhibiting the social and economic progress of women. Response of the women in joining the literacy campaigns was tremendous. About two third of the literacy learners were women. Enrolment of girls has also increased in schools. They now form about 45 per cent of the total enrolment in primary schools. During the decade 1991-2001, female literacy rate has increased by 14.87 percentage points from 39.29 percent in 1991 to 54.16 per cent in 2001 as compared to an increase of 11.72 percentage points in case of male literacy from 64.13 in 1991 to 75.85 in 2001. Increase in female literacy in case of Rajasthan and Chhatisgarh was by about 24 percentage points and it was about 20 percentage points in Madhya Pradesh and over 18 percentage points in case of Uttar Pradesh. State and the civil society have joined hands in reducing the disparity in the literacy rates of the male and female sex during the decade 1991-2001. Evaluation studies of the literacy campaigns have shown that these campaigns have contributed in raising the level of awareness regarding education of their children among the parents. Public Report on Basic Education in India by the Probe Team observes, 'we find that even in the PROBE states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh (where parental apathy is likely to be most spread) most parents attach importance to their children's education. The Literacy Voyage - a report on the external evaluations of Rajasthan - indicates, "It may be inferred that TLC in Rajasthan had a significant impact in upgrading the Human Development Index (HDI) after 1991.

5. India is now marching ahead towards the goal of attaining a sustainable thresh hold level of 75 per cent literacy. NLM has set a target of achieving 'this goal by the year 2005. Community rnobilization and participation have been a striking feature of the last decade. The NLM provided the guidelines, the leadership and contributed funds to a large extent, the State Governments also shared their responsibility in organizing and funding the literacy campaigns in their own area. It was the civil society specially the NGOs, universities, Panchayati Raj institutions, the teachers, students and the community who provided the needed support and strength to the literacy campaigns. During the course of this workshop, we will conduct a critical review of the role of the State, NGOs and universities in raising the level of literacy in India during the last decade and would also consider future programme of action to achieve the goal of attaining the thresh hold level of literacy.

Dr. G. Pankajam
51st All India Adult Education Conference
27-29 December, 2002, Gandhigram, Tamil Nadu

(The full text of the Presidential Address for the 51st conference is not available. The highlight of his address was as below)

He pointed out that just reading and writing does not account for literacy and that is why the university is very keen on developing human resources.

Shri K.C. Choudhary
52nd All India Adult Education Conference
31 October-02 November, 2003, Gurgaon, Haryana

(The full text of the Presidential Address for the 52nd conference is not available. The highlight of his address was as below)

IAEA is a National level agency which has been providing vital support to literacy and adult education programmes in the country since 1939. It has been organizing annual Conferences on important issues of Adult and Life Long Education

**53rd All India Adult Education Conference
23-26 September, 2004, Varanasi, Uttar Pradesh**

No record found in IAEA.

Shri K.C. Choudhary
54th All India Adult Education Conference
16-18 February, 2006, Bhubaneswar, Orissa

(The full text of the Presidential Address for the 54th conference is not available. The highlight of his address was as below)

Shri Choudhary said that JSSs and NGOs should come forward on their own initiative and play a leading role in the implementation of quality of life improvement programmes. He felt that voluntary effort was very much needed. He also informed the delegates particularly those from university system that UGC was also going to provide more funds for adult education. He hoped that Govt. will pay attention to the recommendations of this conference.

Shri K.C. Choudhary
55th All India Adult Education Conference
21-23 February, 2007, Abu Road, Rajasthan

No record found in IAEA.

Shri K.C. Choudhary
56th All India Adult Education Conference
04-07 December, 2007, Shegaon, Maharashtra

Respected Madhukar Rao Ji, Chairman, Rashtra Bhasha Prachar Samiti, Wardha & Ex. Speaker, Maharashtra Legislative Assembly; Shri Bhau Sahib S.S. Patil, Vyavasthapak, Shri Gajanan Maharaj Sansthan's College of Engineering; Shri Rameshwar Neekhra, Chairman, MP State Bar Council, Shri Kailash Chandra Pant, Secretary, Madhya Pradesh Rashtra Bhasha Prachar Samiti, Bhopal and Chairman, MP Branch, IAEA Shri W.G. Wakde, Principal, Shri Gajanan Maharaj Sansthan's College of Engineering, all the office bearers of IAEA.

I have the great privilege to welcome you all for the 56th All India Adult Education Conference in Shegaon. We have purposely chosen this place not only because of the good physical facilities available but also it is a religious place with rural atmosphere. As you all aware that the theme of this conference is 'Adult and Lifelong Learning Opportunities in XI Five Year Plan'.

I look back to the road that we crossed over the years and feel proud for the achievements made by the Indian Adult Education Association. Not like many other organizations in the country, we organize such conferences not for record sake but for action. If you see the themes of the conferences held so far you would understand the importance of the topics chosen for the development of Adult Education field in particular and the society in general. This year also the theme chosen is pertinent to the field as we are standing at the doors of the XI Five Year Plan.

I wish to tell you about the very purpose of establishing IAEA in the year 1939. If you see the history of India, at that point of time, the entire country was under foreign rule and lakhs of people fighting for freedom under the able leadership of our beloved leaders. Many leading personalities thought that it was not only important to get independence for the country but also to wipeout many social evils like illiteracy, lack of proper education to children, poor health facilities, poor sanitation facilities, ignorance, lack of industrial development, lack of scientific knowledge about agricultural operations, etc. Hence, they thought that unless these are solved or faced with vigour, the independent country couldn't progress at all. Hence, like-minded people joined together to work for the progress of the nation by working in selected fields of

social sectors. IAEA is one such organization established at the national level for the betterment of education in general and literacy in particular.

Today the literacy percentage of the country is 64.84 percent. Even today a large number of the areas - rural, remote hill regions have decimal literacy rate which needs to be attended to immediately. According to 2001 census, about 150 districts have literacy rate of women below 30 percent, which is not good for a developing country like India.

Hence, there is an urgent need to plan and implement need-based programmes to enable the neo-literates to further their education and illiterates receive their basic literacy skills. Many may think that it is the responsibility of the Government. A massive programme like this cannot be tackled only by the Government machinery but needs the support of one and all in the society. Special responsibilities are on the hands of educated like us.

This conference will give an opportunity to discuss all aspects about the lifelong education in the plan period and your contribution is utmost important.

I thank once again and welcome you all for assembling here for a yeoman cause. Jai Hind.

Shri K.C. Choudhary
57th All India Adult Education Conference
19-21 December, 2008, Kolhapur, Maharashtra

Respected Prof. M.M. Salunkhe, Vice Chancellor, Shivaji University, respected Shri Bhaskar Chatterjee, Principal Adviser, Planning Commission, Govt. of India, Dr. Madan Singh, General Secretary, IAEA, Dr. V. Mohankumar, Director, IAEA, Prof. Bhalbha Vibhute, Director & Head, Department of Adult and Continuing Education and Extension Work, Shivaji University, all the delegates and friends.

I have great pleasure to welcome you all in the 57th All India Adult Education Conference. Indian Adult Education Association was established on December 2, 1939 and today it is 69 years old. All these years were eventful years and the Association has lived for the basic objectives for which it was established. On this occasion I wish to pay my respects to all those veterans who established this organization. Till date we, the office bearers carry forward the management of this organization in the path already shown by our predecessors.

It is expected that IAEA conducts the Annual Conference every year. But in the last 69 years, we could organize 57 Conferences including the present one as for reasons beyond the control of the management, a few Conferences could not be conducted in some years.

As you have seen from the theme of the Conference (Lifelong Learning – Opportunities and Challenges), we have taken the appropriate area for discussion as continuing education is going to be a major programme in the area of adult education. I wish all the delegates to share their desired opinion on the chosen topic so that fruitful discussions are held and conclusions derived.

I am very happy to welcome Prof. M.M. Salunkhe, Vice Chancellor, Shivaji University who has kindly accepted to deliver the inaugural address in this Conference. Sir, I am especially thankful to you for your immediate approval to hold this Conference in the University premises and provide all the facilities for the success of the same.

Shri Bhaskar Chatterjee, Principal Adviser, Planning Commission, Govt. of India is here as the Chief Guest. Sir, I am privileged to welcome you not only as one of the senior most civil servant of the Govt. but also as an adult educator

and a manager. No one in the field of adult education can ever forget your contribution to the programmes of National Literacy Mission as your unstinted efforts took the programmes to the citadel and contributed a lot for the increase of the literacy rate in this country. Sir, you are now occupying the prime position in Planning Commission and you are in a position to give directions to the Department of Education to give fillip to the programmes. I am sure you will again have an eventful tenure in Indian Planning Commission also.

I welcome Dr. Bhalbha Vibhute who is a good personal friend of mine and also a well-wisher of IAEA. During the last Annual Conference at Shegaon he expressed his desire to host the Conference in Shivaji University. However, we in IAEA initially hesitated to have the Conference again in a place in Maharashtra and infact were in search of a suitable place in some other states. But the persuasive efforts of Dr. Vibhute made us to confirm the venue in Kolhapur itself and today we are here. I am really thankful to him.

I welcome Dr. Madan Singh, General Secretary, IAEA. He is a man of action and a visionary. He is a source of strength to me. As an academican he is fond of writing and hence, a number of books have been published by him.

I welcome Dr. V. Mohankumar, Director, IAEA who has got a lot of experience both in the Govt. sector and voluntary sector. He had devoted almost 24 years monitoring Jan Shikshan Sansthans in the country. His rich experience is now being used by Indian Adult Education Association.

Dear delegates, I welcome you all. You have rich and varied experience as you are from different institutions – Govt., Non-Govt., Voluntary Agencies, Universities, Autonomous Bodies etc. Your active participation and sharing of experience will be the milestone for success.

Shri K.C. Choudhary
58th All India Adult Education Conference
11-13 December 2009, Kanyakumari, Tamil Nadu

Dear Rev. Dr. Gnana Robinson, Founder President, Peace Trust Kanyakumari, Prof. S.Y. Shah, Vice President, IAEA, Shri Chaturbhuj Patidar, Chairman, Shri Ambika Patidar Samaj Dharmik and Parmarthik Trust, Rangwassa, Madhya Pradesh, Dr. Madan Singh, General Secretary, IAEA, Dr. L. Raja, Vice President, IAEA, delegates, invited guests, press and friends.

I have great pleasure in welcoming you all to the 58th All India Adult Education Conference at Kanyakumari. I am happy to inform you that Indian Adult Education Association has completed 70 years and established a name in the hearts of the adult educationists. The Association could achieve success because of your patronage and support. The institution has many more years to stand for the cause of the deprived sections of the society for which I solicit your continued support. At this moment I salute to all those veterans who have joined together to establish this organisation and also all those who served in the organisation on various capacities as office bearers, members of the council, executive committee and staff.

I must say that we are all lucky to be in Kanyakumari today, a place well known for pilgrimage and tourism. The great saint Swami Vivekananda spent time in meditation on the rock in the midst of the rough sea for the welfare of the great masses. His vision, teaching and advice cross the boundaries of countries, religion, communities, groups and even individuals. His teachings always inspire and relevant to all human beings. I am sure you have already visited or visiting the Vivekananda rock.

This place is equally famous for 133 feet Tiruvalluvar statue. Tiruvalluvar, a saint, poet and social reformer. He gave Thirukural to this world.

Above all, Kanyakumari, the presiding deity of this place is in a temple which is located on sea shore.

Organising a conference of this magnitude alone by one organisation is difficult. I am happy that Gandhigram Rural University and Peace Trust Kanyakumari have come forward to share their might which we appreciate very much. I sincerely thank Rev. Dr. Gnana Robinson.

Today we are missing Dr. S.M. Ramasamy, Vice Chancellor, Gandhigram

Rural University who has fallen sick with high fever. I convey my sincere regards to him through Dr. L. Raja who will be reading his inaugural address in a short while from now.

Prof. S.Y. Shah is an academician and practitioner. He has kindly accepted to introduce the theme of the conference. Prof. I welcome you from the bottom of my heart.

Shri Chaturbhuji Patidar is a veteran social worker dedicated to the cause of women education and literacy. He started his organisation in 1960s in a humble way and today it has grown into a big organisation. Shri Patidar we appreciate your dedicated service and welcome you to this conference.

Friends, once again I welcome you all and request you to make this conference a success with your active participation. Thank you, Jai Hind.

Prof. B.S. Garg
59th All India Adult Education Conference
16-18 December 2012, Tirupati, Andhra Pradesh

सीखना या कुछ नवीन जानकारी अर्जित करना मानव का मूल स्वभाव है। हजारों वर्ष पूर्व लिपि का भी अविष्कार नहीं हुआ था, भारत और मिस्र सहित विश्व की सभी प्राचीन संस्कृतियों में शिक्षण की मौखिक परम्परा प्रचलित थी। ऐसा माना जाता है कि 3000 ई.पू. के आसपास तब लिपि का अविष्कार हुआ तथा विश्व की कई प्राचीन संस्कृतियों में लिखने की परम्परा विकसित हुई। अनेक साक्ष्यों से प्राचीन भारत में प्रचलित शिक्षा प्रणाली की जानकारी प्राप्त होती है जिनसे यह ज्ञात होता है कि गुरुकुल और बौद्ध मठ तब युवाओं को ज्ञान प्रदान करने के प्रमुख माध्यम थे। यह स्पष्ट करना उचित होगा कि गुरुकुलों में केवल द्विज अर्थात् सवर्ण ही प्रवेश प्राप्त कर सकते थे जबकि बौद्ध मठ समस्त जातियों के लिए खुले हुए थे। वास्तव में शिक्षा की मूलभूत आवश्यकताओं की पूर्ति तब बौद्ध मठों के द्वारा की जा रही थी। बौद्ध मठों में व्यावसायिक शिक्षा भी प्रदान की जाती थी। इसके अतिरिक्त प्रत्येक जाति के अपने संगठन थे जो जाति विशेष के युवकों को अनौपचारिक माध्यमों से शिक्षा प्रदान करने का कार्य करते थे। ऐसे संगठनों के द्वारा युवक पारिवारिक और जातिगत व्यवसायों में पारंगत हो जाते थे। गुरुकुलों और बौद्ध मठों के अतिरिक्त मुस्लिम मदरसे भी अपने समुदाय की आवश्यकताओं के अनुरूप शिक्षण कार्य में संलग्न थे। इस तथ्य से हम सभी परिचित हैं कि भारत में 18 वीं शताब्दी में अंग्रेजों का आधिपत्य स्थापित हुआ और उन्होंने भारत में स्कूलों के माध्यम से प्रदान की जाने वाली आधुनिक शिक्षा पद्धति को प्रारम्भ किया। आज भी भारत में यही पद्धति सर्वव्यापक है। यह पद्धति मूलतः यूरोपीय है और इसका काल निर्धारण 1770 ईस्वी के आसपास किया जा सकता है।

स्वतंत्र भारत में भी भारत सरकार द्वारा इस पद्धति में बहुत अधिक परिवर्तन नहीं किया गया। फलस्वरूप आधुनिक भारत में शिक्षा के प्रसार की यह एक प्रमुख पद्धति अथवा संस्था बनी रही। लेकिन इसी दौरान भारत सरकार द्वारा अनुभव किया गया कि इस आधुनिक औपचारिक शिक्षा पद्धति से भारत के बहुसंख्यक वंचित वर्ग को शिक्षित करने के उद्देश्य को प्राप्त नहीं किया जा सकता है। इसीलिए भारत सरकार ने द्वितीय पंचवर्षीय योजना के अंतर्गत एक नवीन समन्वित ग्रामीण विकास योजना को प्रारम्भ किया। जिसके अंतर्गत विभिन्न सामुदायिक केन्द्र विभाग और पांच जनता कॉलेज प्रारम्भ किए गये। इस योजना का उद्देश्य ग्रामीण विकास को प्रौढ़ एवं सामुदायिक शिक्षा के साथ समन्वित करना था। इसे जीवन पर्यन्त शिक्षा का महत्वपूर्ण अंग बनाने

के लिए अनेक प्रावधान भी निर्धारित किए गये थे। इस तरह से भारत सरकार ने शिक्षा के अनौपचारिक प्रकार के आधारभूत दर्शन को विकसित किया था जिसका मूल उद्देश्य सामुदायिक शिक्षण के माध्यम से ग्रामीण विकास को सुनिश्चित करना था।

सामुदायिक शिक्षण प्रौढ़ एवं जीवन पर्यन्त शिक्षा की एक अंगीभूत इकाई है। शिक्षा के किसी भी प्रकार में चाहे वह औपचारिक शिक्षा हो अथवा अनौपचारिक, 'क्यों' प्रश्न अत्यंत उपादेय है। सामुदायिक शिक्षा प्रायोजन की समस्त सफलता 'क्यों' पर ही निर्भर करती है। क्योंकि 'क्यों' प्रश्न के द्वारा ही यह ज्ञात होता है कि किसी भी समुदाय के लिए किस प्रकार के कार्यक्रम उपयोगी अथवा अनुपयोगी होंगे। इसके अलावा 'क्यों' के द्वारा ही कार्यक्रम को क्रियान्वित करने वाले अभिकरण को प्रायोजन के निर्माण, पाठ्यक्रम निर्धारण, अध्यापन अथवा शिक्षण, बजट निरूपण एवं मूल्यांकन आदि के निर्धारण में सहायता प्राप्त होती है। सामुदायिक शिक्षण की प्रकृति मूलतः अत्यंत गूढ़ है क्योंकि इसके लिए उस समुदाय के सामाजिक, सांस्कृतिक, आर्थिक और राजनीतिक ताने-बाने को समझना अत्यंत आवश्यक होता है जिसके लिए सामुदायिक शिक्षण योजना का क्रियान्वयन किया जाता है। इस हेतु कार्यक्रम क्रियान्वित करने वाले अभिकरण के लिए यह जानना अत्यंत आवश्यक हो जाता है कि लाभार्थी कौन है और लाभार्थियों का व्यक्तिगत और सामूहिक रूप से क्या मनोविज्ञान है। (अजय कुमार, फिलोसोफिकल बैकग्राउण्ड ऑफ एडल्ट एंड लाइफ लॉग लर्निंग, पृ. 36. ओर्श/एजुकेशन/एलेडीन/पेलेडीन/पीडीएफ/कोर्स/युनिट 03 पीडीएफ) अभी कुछ समय पूर्व न्यूयार्क टाइम्स में एक रिपोर्ट प्रकाशित हुआ है जिसके अनुसार वैज्ञानिक अपनी खोजों के पश्चात् इस निष्कर्ष पर पहुंचे हैं कि व्यक्तिगत अनुशासन की तुलना में सामुदायिक आचार-विचार एवं व्यवहार भी दीर्घ जीवन के लिए अधिक महत्वपूर्ण एवं आवश्यक है।

सामुदायिक शिक्षण एवं विकास एक नवीन तकनीकी शब्दावली है। पूर्व में यह सामुदायिक शिक्षा अथवा समुदाय आधारित शिक्षा के नाम से जाना जाता था। सामान्य शब्दों में कोई भी योजना अथवा कार्यक्रम जो किसी संगठन द्वारा शिक्षा एवं सामाजिक विकास के लिए व्यक्तियों अथवा सामाजिक समूहों के उत्थान के लिए औपचारिक अथवा अनौपचारिक प्रविधियों द्वारा संचालित किया जाता है उसे सामुदायिक शिक्षण एवं विकास की संज्ञा दी जा सकती है। सामुदायिक शिक्षण कार्यक्रम का मौलिक उद्देश्य समुदाय अथवा व्यक्तियों के समूहों के जीवन में गुणात्मक परिवर्तन लाना तथा उनमें लोकतांत्रिक विधियों से यह चेतना उत्पन्न करना है जिससे वे अपनी सुसुप्त योग्यताओं और क्षमताओं को पहचान सकें।

सामुदायिक शिक्षा का दार्शनिक आधार विस्कॉनसिन में डा.जार्ज क्लेमिस्की एवं डा.एरिक स्मिथ

ने विकसित किया था। इसीलिए सामान्यतः इसे विस्कॉनसिन प्रतिदर्श के नाम से भी जाना जाता है। इसके पमुख बिन्दु अद्योलिखित हैं:

1. नागरिकों की सहभागिता
2. आवश्यकताओं का निर्धारण एवं क्रियान्वयन
3. सार्वजनिक शिक्षा के माध्यमों का अधिकाधिक उपयोग
4. आन्तर अभिकरण सहयोग एवं सहकार
5. नेतृत्व क्षमता एवं उत्तरदायित्व की भावना का विकास

वर्तमान में अधिकांश यूरोपीय राष्ट्रों में उदाहरण के लिए स्कॉटलैण्ड में सामुदायिक शिक्षण एवं विकास को शासन द्वारा विशेष महत्व प्रदान किया जा रहा है। स्कॉटलैण्ड जैसे विकसित राष्ट्र में सामुदायिक शिक्षण एवं विकास की तीन राष्ट्रीय प्राथमिकताएं निर्धारित की गयी हैं:

1. शिक्षण के द्वारा प्रौढ़ों के लिए उपलब्धि मूलक कार्यक्रम
2. शिक्षण के द्वारा युवाओं के लिए प्रकृति उपलब्धि मूलक कार्यक्रम
3. सामुदायिक क्षमता का निर्माण करने हेतु उपलब्धि मूलक कार्यक्रम

इसके अतिरिक्त स्कॉटिश शासन द्वारा सामुदायिक शिक्षण एवं विकास के लिए अद्योलिखित सिद्धांत भी निर्धारित किये गये हैं तथा इसके लिए निम्न विकास मूलक गतिविधियों के किये जाने का प्रावधान भी किया गया है:

1. **सशक्तीकरण**— व्यक्तियों एवं समुदाय में ऐसी योग्यता विकसित करना जिससे वे उन विषयों को प्रभावित कर सकें जो समुदाय को सशक्त करने के लिए आवश्यक है;
2. **सहभागिता**— व्यक्तियों को समुदाय के हितों से सम्बन्धित निर्णय लिये जाने की प्रक्रिया में भाग लेने हेतु प्रेरित करना;
3. समावष्टि, समानता के अवसर प्रदान करना और भेदभाव के विरुद्ध समुदाय में उचित भावना का विकास करना ताकि समुदाय के उन लोगों को लाभ प्राप्त हो सके जो समुदाय से अतिरिक्त प्रेरणा एवं सहयोग प्राप्त करने के हकदार हैं एवं हाशिये पर हैं;
4. स्वनिर्णय लेने की क्षमता का विकास करना ताकि समुदाय के सदस्य अपने निर्णय स्वयं ले सकें;
5. सहयोग — समुदाय में इस भावना ओर प्रवृत्ति को विकसित करना जिससे समुदाय ऐसे संगठनों/अभिकरणों का सहयोग समुदाय के विकास में ले सके जो सामुदायिक शिक्षण से सम्बन्ध है।

भारत में भी नेशनल पॉलिसी ऑन एजुकेशन इन इन्डिया—1986 (1992 में परिवर्द्धित) में भी जीवन

पर्यन्त शिक्षा को शिक्षा प्रक्रिया का संरक्षित उद्देश्य स्वीकार किया गया है जिसके अर्न्तगत जीवन पर्यन्त शिक्षा को सम्पूर्ण साक्षरता, युवाओं, गृहणियों, कृषक एवं औद्योगिक कामगारों के लिए रोजगार व शिक्षा के समुचित अवसरों को प्रदान करने की व्यवस्था तथा पेशेवर व्यक्तियों को उनकी रुचि के अनुसार उनके इच्छित स्थान पर शिक्षा प्रदान करने का माध्यम माना गया है।

विश्वविद्यालय अनुदान आयोग के दिशानिर्देशों में भी जीवन पर्यन्त शिक्षा के सन्दर्भ में यह उल्लेखित किया गया है, 'यद्यपि देश में बहुत संख्या में अनेक गैर-सरकारी संगठन, सरकारी संस्थान तथा विश्वविद्यालय प्रौढ़ एवं निरन्तर शिक्षा के कार्यक्रम में गत तीन दशकों से सक्रिय हैं, जिसका मुख्य कारण देश में 300.14 मिलियन निरक्षरों तथा 110 मिलियन नवसाक्षरों का होना है (नेशनल लिटरेसी मिशन-लिटरेसी फैक्ट्स एट ए ग्लान्स 2007)। भारत सरकार ने निरन्तर शिक्षा प्रायोजना के क्षेत्र का विस्तार करते हुए इसे जीवन पर्यन्त शिक्षा एवं जागरुकता योजना की तरह विस्तार प्रदान किया है। जीवन पर्यन्त शिक्षा एवं जागरुकता योजना की अवधारणा आंशिक रूप से वैश्विक परिवर्तनों और देश के बाहर व अन्दर परिवर्तित होते हुए सामाजिक-आर्थिक परिवर्तनों का परिणाम है। भारत सरकार की यह मान्यता है कि राष्ट्र की प्रगति नवीन तकनीक को सीखने और उसको व्यवहार में लाने से ही होगी और यह उस समय तक नहीं होगा जब तक इस तकनीक की पहुँच कामगारों तक नहीं पहुँचेगी। जैसा की हम जानते हैं भारत में 92.4 प्रतिशत श्रमिक असंगठित क्षेत्रों में कार्यरत हैं (नेशनल सैम्पल सर्वे 61 वां 2बी-5, 2004-5) तथा उन्हें अपनी कुशलता को वैश्विक अर्थव्यवस्था एवं तकनीकी समय की मांग के अनुरूप बनाने की आवश्यकता होगी। इस असंगठित श्रमिक वर्ग को नवीनतम तकनीकी कौशल में निपुण बनाने के लिए शिक्षण एवं प्रशिक्षण के नये-नये अवसरों की निरन्तर आवश्यकता होगी तथा इस हेतु भारत के विश्वविद्यालयों को महत्वपूर्ण भूमिका का निर्वाह करना होगा। विश्वविद्यालय अनुदान आयोग के दिशानिर्देशों में यह भी कहा गया है कि विश्वविद्यालयों को औपचारिक एवं अनौपचारिक शिक्षा को एकीकृत करना होगा तथा उन्हें अपने द्वार प्रौढ़ों के लिए खोलने होंगे। इतना ही नहीं उन्हें जीवन पर्यन्त शिक्षा के माध्यम से ऐसा वातावरण प्रदान करना होगा जहाँ प्रौढ़ बिना किसी हिचकिचाहट के आकर ज्ञान प्राप्त कर सकें।

विश्वविद्यालय अनुदान आयोग के दिशानिर्देशों में यह भी स्पष्ट किया गया है कि प्रत्येक विश्वविद्यालय का एक विशिष्ट चरित्र और नैतिक मान्यता होती है जो स्थानीय आवश्यकताओं के अनुरूप विकसित होती है। इस तरह से जीवन पर्यन्त शिक्षा के विभाग अनेक वर्षों तक कार्य करते हुए किन्हीं विशिष्ट क्षेत्रों में विशेषज्ञता अर्जित करके उसका लाभ स्थानीय समुदाय तक पहुँचा

सकते हैं। इसलिए 11 वीं पंचवर्षीय योजना के अंतर्गत आयोग ने अनेक विश्वविद्यालयों को जीवन पर्यन्त शिक्षा के अंतर्गत नवीन विभागों की स्थापना करके विश्वविद्यालय के संकाय और स्थानीय आवश्यकताओं के अनुसार विशिष्ट कार्यक्रमों को विकसित करने के लिए अनुदान उपलब्ध कराया गया।

जैसा कि हम सभी जानते हैं कि सन् 1978 में भारत सरकार द्वारा सम्पूर्ण देश में प्रौढ़ शिक्षा योजना को प्रारम्भ किया गया था। यहाँ मैं यह कहना चाहूँगा कि जनार्दन राय नागर राजस्थान विद्यापीठ विश्वविद्यालय ने अपने स्थापना वर्ष 1937 से ही प्रौढ़ों एवं वंचितों के कल्याण के लिए अनेक कार्यक्रम प्रारम्भ कर दिये थे। इस प्रकार से अपने स्थापना से ही विद्यापीठ का उद्देश्य समाज के उस वर्ग को जो महात्मा गांधी के रचनात्मक कार्यक्रमों के अनुसार हाशिये पर है के जीवन स्तर में सुधार करना था। इस हेतु विद्यापीठ ने स्वतंत्रता से पूर्व प्रौढ़शालाओं, प्रौढ़विद्यालयों तथा जनपदों (नगरीय सूचना केन्द्र) की स्थापना की थी।

मेरे विचार से भारत जैसे विशाल राष्ट्र का, जिसकी एक अत्यन्त प्राचीन और समृद्ध परम्परा रही है, वंचित वर्ग पढ़ने व लिखने की दृष्टि से निरक्षर तो हो सकता है लेकिन उसे बहुत बड़ी मात्रा में जीवन यापन की उन स्वस्थ परम्पराओं का ज्ञान है जो उसने भारतीय अनौपचारिक परम्परागत शिक्षा प्रणाली से अर्जित की है। भारतीय गांवों व कस्बों में, मंदिर, मस्जिद, गिरिजाघर, पंडित, मौलवी और पादरी अनौपचारिक रूप से व्यावहारिक शिक्षा प्रदान करने के माध्यम रहे हैं। इस प्रकार यह कहा जा सकता है कि हमारे पूर्वज आधुनिक अर्थों में निरक्षर थे लेकिन वे दिन-प्रतिदिन के व्यावहारिक जीवन की कठिनाइयों के निराकरण के तरीकों को भी जानते थे।

मैं कदापि भी अशिक्षा की वकालत नहीं कर रहा हूँ, लेकिन मेरी यह दृढ़ मान्यता है कि हमारे समाज में ज्ञान की मौखिक परम्परा जो धार्मिक कहानियों, लोककथाओं और गीतों में संरक्षित है, अत्यन्त समृद्ध रही है। इसलिए विश्व की प्राचीनतम पुस्तक वेदों को श्रुति कहा गया है, इस प्रकार से भारत की पुरानी पीढ़ियों ने आधुनिक साक्षरता के तीन 'आर' के स्थान पर तीन 'एच' अर्थात् मस्तिष्क (हेड), हृदय (हार्ट) और हाथ (हैंड) पर बल दिया था अर्थात् सुनो, गुनो और फिर क्रियान्वित करो। इस प्रकार से हमारे पूर्वजों ने ज्ञान की परम्परा को हजारों वर्षों तक सुरक्षित रखा और श्रम के प्रति आदर का भाव रखते हुए विचार और क्रियान्वन में एक समन्वय भी बनाये रखा।

अब मैं, पुनः सामुदायिक शिक्षण व विकास के मुख्य मुद्दे पर आना चाहूँगा। विश्वविद्यालय अनुदान आयोग ने अपने दिशानिर्देशों में स्पष्ट किया है कि विश्वविद्यालयों को जीवन पर्यन्त शिक्षा विभाग के माध्यम से प्रौढ़ों से मित्रवत होना होगा ताकि वे विश्वविद्यालयों में नवीन कौशल अर्जित

कर सकें। आयोग का यह निर्देश वस्तुतः सराहनीय है, लेकिन राजस्थान विद्यापीठ के लिए यह कतई नवीन नहीं है क्योंकि विद्यापीठ ने 1987 में इसी विशिष्ट कार्य के कारण डीम्ड-टु-बी युनिवर्सिटी का स्तर प्राप्त किया है। राजस्थान विद्यापीठ के उद्देश्यों में यह समाहित किया गया है कि विद्यापीठ समाज के सभी वर्ग के लोगों को बिना किसी भेदभाव के शिक्षा के समस्त अवसर एक ही स्थान पर प्रदान करेगा, इसलिए विद्यापीठ में विश्वविद्यालय के बैनर तले पूर्वप्राथमिक से पोस्ट डाक्टरल उपाधि अर्जित करने की समस्त सुविधायें उपलब्ध हैं। विद्यापीठ की एक संगठित इकाई जनशिक्षण एवं विस्तार कार्यक्रम निदेशालय है, जिसके अंतर्गत 10 सामुदायिक केन्द्र, एक प्रशिक्षण विभाग, ग्रामीण प्रौद्योगिकी विभाग, महिला अध्ययन विभाग तथा संचार केन्द्र संचालित किया जा रहा है, ये सभी सामुदायिक शिक्षण के कार्य में संलग्न हैं। इसके अतिरिक्त राजस्थान विद्यापीठ के समस्त संघटक महाविद्यालय/संस्थान जनशिक्षण एवं विस्तार कार्यक्रम निदेशालय से सम्बद्ध हैं। प्रत्येक महाविद्यालय/संस्थान में एक स्थाई प्रकोष्ठ है जो सामुदायिक शिक्षण एवं विकास के कार्यों को सम्बद्ध करता है। जिसका संचालन जनशिक्षण एवं विस्तार कार्यक्रम निदेशालय के निर्देशन में किया जाता है।

वॉल्ट (2004) ने कहा था - 'रोजगार यापन व ज्ञान दोनों को एक साथ प्राप्त करना स्वस्थ समुदाय बनाता है'। लगभग इसी तरह विद्यापीठ अपने उद्देश्यों को पूर्ण करने का प्रयत्न कर रहा है। विद्यापीठ ऋषि ऋण के दर्शन में विश्वास करता है और इस ऋण की पूर्ति हेतु विद्यापीठ द्वारा सबको शिक्षा के समान अवसर प्रदान किये जाने का भरपूर प्रयत्न किया जा रहा है। और इस तरह से विद्यापीठ अपने प्रगति के मार्ग को प्रशस्त कर रहा है। हमारा विश्वास तमसो मा ज्योर्तिगमय (वृहदराण्यक उपनिषद्) के दर्शन में है।

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60th All India Adult Education Conference
10-12 January, 2014, Udaipur, Rajasthan

भूमिका : उच्च शिक्षा में जीवनपर्यन्त शिक्षण – एक नवीन संदर्भ

सन् 1986 की भारत की राष्ट्रीय शिक्षा नीति, जो 1992 में पुनर्संशोधित हुई, में यह विचार किया गया कि जीवनपर्यन्त शिक्षण शिक्षा व्यवस्था का एक महत्वपूर्ण लक्ष्य है जिसमें सार्वभौमिक साक्षरता तथा युवाओं, गृहिणियों, कृषकों एवं औद्योगिक कामगारों और पेशवरों के लिए उनकी रूचि एवं सुविधाजनक स्थान पर शिक्षा को विस्तार प्रदान किए जाने की कल्पना पहले से समाहित है।

इसी प्रकार से विश्वविद्यालय अनुदान आयोग की जीवनपर्यन्त शिक्षण एवं विस्तार कार्यक्रम के दिशा-निर्देशों में भी इस तथ्य पर बल प्रदान किया गया है। विश्वविद्यालय अनुदान आयोग के दिशा-निर्देश कहते हैं कि "देश में अनेक अशासकीय संगठन, शासकीय संगठन एवं विश्वविद्यालय गत तीन दशकों से प्रौढ़ एवं निरन्तर शिक्षा की अनेक योजनाओं में संलग्न हैं जिसका प्रमुख कारण भारत में निरक्षरों और नव साक्षरों की बड़ी आबादी है। एनएलएम लिटरेसी फैक्ट्स – एट ए ग्लांस 2007 के अनुसार तब देश में निरक्षरों की संख्या 300.14 मिलियन तथा नव साक्षरों की संख्या 110 मिलियन आंकी गयी थी।

जहां तक भारतीय संदर्भ में जीवनपर्यन्त शिक्षण की अवधारणा का प्रश्न है तो वह पश्चिमी जगत से नितांत भिन्न है। भारतीय समाज में शिक्षा के औपचारिक एवं अनौपचारिक दोनों ही स्वरूप विद्यमान रहे हैं। एक लम्बे अरसे तक गुरुकुल भारतीय समाज के उच्च वर्ग के लिए शिक्षा के प्रमुख केन्द्र थे। इसके अतिरिक्त मंदिर भी समाज में औपचारिक शिक्षण की व्यवस्था करते थे जिसका प्रमुख दायित्व मंदिर के पुरोहित पर होता था। मंदिर का पुरोहित मात्र पुरोहित न होकर समाज का मित्र, विचारक एवं दिशा-निर्देशक भी होता था। साथ ही, विभिन्न अवसरों पर विभिन्न वर्गों के लिए धार्मिक प्रवचनों का आयोजन कर आमजन को शिक्षित करना भी उसका नैतिक कर्तव्य होता था। वैदिक व्यवस्था के अतिरिक्त बौद्ध मठ भी औपचारिक एवं अनौपचारिक शिक्षा प्रदान करने के सक्रिय केन्द्र थे। बौद्ध मठों के द्वार समाज के सभी वर्गों के लिए खुले होते थे। इसके पश्चात् जब भारत में इस्लाम और ईसाई धर्म का प्रवेश हुआ तो मदरसों, चर्चों, मस्जिदों और ईसाई मठों ने अपने-अपने धर्मावलम्बियों की आवश्यकताओं के अनुरूप उन्हें शिक्षित करने में महत्वपूर्ण भूमिका का निर्वाह किया।

जीवनपर्यन्त शिक्षण : उच्च शिक्षा संस्थानों की भूमिका

11वीं पंचवर्षीय योजना के निर्माण के समय (2007-2012) भारत सरकार ने निरन्तर शिक्षा के क्षेत्र का विस्तार करते हुए एक नवीन विचार प्रतिपादित कर निरन्तर शिक्षा को जीवनपर्यन्त शिक्षण और ज्ञान के विस्तार का स्वरूप प्रदान किया। यह विचार आंशिक रूप से वैश्विक विचारों के आदान-प्रदान और देश तथा देश के बाहर हो रहे सामाजिक-आर्थिक परिवर्तनों का प्रतिफल था। इस समय तक भारत सरकार को यह आभास हो गया था कि नवीन तकनीकी कौशल के ज्ञान के अभाव में राष्ट्र की आर्थिक प्रगति में वृद्धि नहीं की जा सकती है। अतः सामान्य कामगारों तथा ऐसे श्रमजीवी समूहों, जो कि रोजगार में हैं या रोजगार की कतार में हैं, के तकनीकी कौशल में वृद्धि का उपाय किया जाना अपरिहार्य है। इसका तात्पर्य देश के 92.4 प्रतिशत कामगार जो असंगठित क्षेत्रों में कार्यरत हैं (नेशनल सैम्पल सर्वे, 61वां राउण्ड, 2004-05), के तकनीकी कौशल में बढ़ोतरी के लिए नियमित सुधारात्मक उपाय किया जाना था ताकि वे वैश्विक प्रतिस्पर्धात्मक अर्थव्यवस्था में अपना अस्तित्व बनाए रख सकें। इसके लिए राष्ट्रीय स्तर पर शिक्षण एवं प्रशिक्षण की सुविधाएं तथा अवसर उपलब्ध कराए जाने की नितान्त आवश्यकता प्रतिपादित होती है। भारत के विश्वविद्यालयों को भी इस प्रक्रिया में महत्वपूर्ण भूमिका का निर्वाह करना होगा। विश्वविद्यालय अनुदान आयोग के दिशा-निर्देशों में भी इस तथ्य पर बल दिया गया है कि जीवनपर्यन्त शिक्षण के उद्देश्य को पूर्ण करने के लिए विश्वविद्यालयों को सभी औपचारिक तथा अनौपचारिक शिक्षा के माध्यमों को संघटित कर अपने द्वार प्रौढ़ अभ्यर्थियों के लिए खोलने होंगे। इतना ही नहीं, विश्वविद्यालयों को अपने परिसर का वातावरण भी प्रौढ़ अभ्यर्थियों के लिए मित्रवत् बनाना होगा पर, यह अत्यन्त दुर्भाग्यपूर्ण है कि विश्वविद्यालय अनुदान आयोग द्वारा जीवनपर्यन्त शिक्षण योजना मई, 2013 से स्थगित कर दी गई है। चाहे जो भी हो, विश्वविद्यालय किसी भी अवस्था में समाज के प्रति अपनी भूमिका के निर्वाह से विमुख नहीं हो सकते हैं। जनार्दनराय नागर राजस्थान विद्यापीठ (डीन्ड) विश्वविद्यालय, गांधीग्राम रूरल इंस्टीट्यूट गांधीग्राम, तमिलनाडु तथा गुजरात विद्यापीठ अहमदाबाद, गुजरात जैसे अनेक विश्वविद्यालय हैं जिनमें स्थायी प्रकृति के प्रौढ़ एवं निरन्तर शिक्षा के विभाग हैं और वे सफलतापूर्वक अपने समीपवर्ती समाज के विकास हेतु विभिन्न प्रकार के कार्यक्रम संचालित कर रहे हैं।

जीवनपर्यन्त शिक्षण एक अत्यन्त व्यापक पारिभाषिक शब्द है जो स्वेच्छा और अन्तःप्रेरणा से व्यक्तिगत अथवा व्यावसायिक स्तर पर ज्ञान प्राप्त करने की निरन्तर प्रक्रिया है। शिक्षा की यह पद्धति प्रतिस्पर्धा और रोजगार के अवसरों में वृद्धि करने में भी सहायता करती है। साथ ही यह

पद्धति इस तथ्य को भी बढ़ावा देती है कि सीखने की प्रवृत्ति को बाल्यकाल, प्रौढ़ावस्था अथवा कक्षा-कक्ष तक सीमित नहीं किया जा सकता है। इसके अनुसार सीखने की प्रक्रिया जीवनपर्यन्त चलती रहती है और इसे किसी भी स्थान पर प्रारम्भ किया जा सकता है। यहां तक कि जब हम किसी से वार्तालाप कर रहे होते हैं अथवा नवीन स्थलों पर पर्यटन के लिए गए होते हैं तो उस समय भी हम स्वयं को नवीन ज्ञान और विचारों से परिपूर्ण कर रहे होते हैं। इस प्रकार से जीवनपर्यन्त शिक्षा के लिए व्यक्ति में केवल सीखने की इच्छा का होना अनिवार्य है। यहां उच्च शिक्षण संस्थानों की भूमिका अत्यन्त महत्वपूर्ण हो जाती है। इस हेतु विश्वविद्यालय प्रौढ़ों के लिए प्रौढ़ शिक्षण केन्द्रों के रूप में ऐसे अवसर उपलब्ध करा सकते हैं जो उनके समीपवर्ती क्षेत्र में अवस्थित हों और जहां पहुंच वे अपनी आवश्यकतानुरूप सुविधाएं प्राप्त कर सकें।

भारत में कई उच्च शिक्षण संस्थानों ने ऐसे प्रावधानों की व्यवस्था की है जहां समाज के सभी लोग अपने इच्छित समय में ज्ञान प्राप्त करने की जिज्ञासा को पूर्ण कर सकते हैं ऐसा इसलिए कि जीवनपर्यन्त शिक्षण को समय, स्थान, पाठ्यक्रम और परीक्षा जैसे औपचारिक शिक्षा माध्यमों की सीमाओं में बांधा नहीं जा सकता है। यदि विश्वविद्यालय और उच्च शिक्षा के अन्य संस्थान वास्तविक रूप से समाज के सभी वर्गों को शिक्षा के समान अवसर प्रदान करने की इच्छा रखते हैं तो उन्हें भी अपने द्वार सभी के लिए और सभी आवश्यकताओं के अनुरूप खुले रखने होंगे। साथ ही विश्वविद्यालयों को अपने प्रसार अथवा विस्तार शिक्षा के विभागों को भी सुदृढ़ करना होगा क्योंकि प्रसार शिक्षा को अध्यापन और शोध के समकक्ष माना गया है। इसके अलावा अपने समीपवर्ती क्षेत्र में अवस्थित समाज की आवश्यकताओं को चिह्नित कर विश्वविद्यालय दूरस्थ शिक्षा कार्यक्रमों के द्वारा नवीन शिक्षण कार्यक्रम भी लागू कर सकते हैं।

आवश्यकतामूलक ये कार्यक्रम औपचारिक शिक्षा के नियमों से स्वतंत्र होने चाहिए तथा इनकी पठन-पाठन सामग्री के चयन का अधिकार भी समुदाय के पास सुरक्षित होना चाहिए। इतना ही नहीं, इनके संचालन के लिए आवश्यक शिक्षण विधि व मूल्यांकन पद्धति के निर्धारण का अधिकार भी समुदाय के सदस्यों के पास ही होना चाहिए। विश्वविद्यालयों के समीपस्थ स्थानों पर सामुदायिक संगठन और केन्द्र निर्मित कर इस प्रकार की शिक्षण व्यवस्था को अधिक प्रभावी रूप से संचालित किया जा सकता है। उदाहरण के लिए जनार्दनराय नागर राजस्थान विद्यापीठ द्वारा विभिन्न गांवों में जन शिक्षण एवं विस्तार कार्यक्रम निदेशालय के अन्तर्गत सामुदायिक केन्द्र स्थापित किए गए हैं, जहां ग्रामवासी अपनी आवश्यकताओं के अनुरूप, संगठन, भजन मंडली, रात्रिकालीन कक्षाओं एवं अन्य माध्यमों से अपनी आवश्यकताओं के अनुरूप ज्ञान प्राप्त करते हैं।

जीवनपर्यन्त शिक्षण : खुले विद्यालय एवं विश्वविद्यालयों की भूमिका

भारत में, दूरस्थ शिक्षा कार्यक्रम अनेक विश्वविद्यालयों एवं विशेष रूप से खुला विश्वविद्यालयों द्वारा संचालित किए जा रहे हैं। ऐसे विश्वविद्यालय समाज के उस वर्ग की जो अपनी क्षमताओं और रोजगार के अवसरों में वृद्धि करना चाहता है, के तकनीकी शिक्षण संबंधित जरूरतों को प्रभावी ढंग से पूरा करने के लिए दूरस्थ शिक्षा के तहत लघु अवधि के पाठ्यक्रम संचालित कर सकते हैं। ऐसे कार्यक्रमों की रचना करते समय मुख्य ध्यान इस बात पर होनी चाहिए कि संबंधित पाठ्यक्रम समाज की आवश्यकताओं के अनुरूप हों। इन पाठ्यक्रमों की रचना करते समय दूरस्थ शिक्षा के नियामकों को यह तथ्य केन्द्र में रखना होगा कि पाठ्यक्रमों की प्रकृति लचीली होनी चाहिए। इसके अलावा दूरस्थ शिक्षा प्रदान करने वाली संस्थाएं विभिन्न औद्योगिक समूहों से सम्पर्क कर उनकी आवश्यकताओं के अनुरूप भी पाठ्यक्रम निर्मित कर सकती हैं। मेरे विचार में ऐसी योजनाओं को सार्वजनिक और निजी दोनों प्रकार के औद्योगिक संस्थानों के प्रशासक सहर्ष स्वीकार करेंगे, क्योंकि अपने कामगारों के कौशल में वृद्धि और अंततः इससे अपने उद्योग के उत्पादन और परिलाभ में वृद्धि की इच्छा सभी प्रतिष्ठान रखते हैं।

वर्तमान में, अनेक स्वशासी शिक्षण समूह भी अस्तित्व में आ गये हैं। ये प्रथमतः अपने समूह सदस्यों की क्षमताओं का मूल्यांकन करते हैं और तदुपरांत समाज के विभिन्न वर्गों को अपने शिक्षण कार्यक्रमों से जोड़ते हैं। इनकी एक विशेषता यह होती है कि इनमें ना तो प्रवेश लेने के लिए निर्धारित योग्यता की आवश्यकता होती है और ना ही प्रतिभागियों को किसी प्रकार का प्रमाण पत्र प्रदान किया जाता है। कुछ शैक्षिक कर्मियों ने इसको 'यूनिवर्सिटी ऑफ थर्ड एज' नाम दिया है।

जहां तक भारतीय उपमहाद्वीप का प्रश्न है, यहां बांग्लादेश खुला विश्वविद्यालय एक ऐसा महत्वपूर्ण उदाहरण है जो सामान्य पुरुषों एवं स्त्रियों को सफलतापूर्वक व्यावसायिक प्रशिक्षण प्रदान कर रहा है। वर्ष 2010-11 के पंजीयन क्रमांक के अनुसार बांग्लादेश खुला विश्वविद्यालय 6 विद्यालयों के माध्यम से 23 औपचारिक और 19 अनौपचारिक कार्यक्रमों द्वारा 3,78,382 छात्र/छात्राओं को शिक्षा उपलब्ध करा रहा है। बांग्लादेश खुला विश्वविद्यालय के अधिकांश पाठ्यक्रम व्यावसायिक अभिवृद्धि से सम्बद्ध हैं और इनमें प्रवेश लेने वाले अभ्यर्थी भी कामगार हैं तथा वे अपनी सुविधा के अनुरूप समय में यहां अध्ययन हेतु जाते हैं। यूरोप में स्वीडन एक ऐसा देश है जहां पर समुदाय के निमित्त सभी वर्गों को अपनी आवश्यकताओं के अनुरूप शिक्षा प्राप्त करने के अवसर उपलब्ध हैं। स्वीडन में एक शताब्दी पूर्व 'स्टडी सर्कल' का विचार विकसित हुआ

था जो आज भी प्रौढ़ शिक्षा की सभी आवश्यकताओं की पूर्ति सफलतापूर्वक कर रहा है। स्वीडन का यह उदाहरण और विचार आज यूरोप के अन्य देशों में भी प्रसार पा चुका है, उदाहरण के लिए फिनलैंड में 'स्टडी सर्कल' शिक्षा प्राप्त करने का सर्वोत्तम लोकतंत्रीय स्वरूप प्रदान करता है। 'स्टडी सर्कल' के सदस्य ही इसके विषय-वस्तु, क्षेत्र तथा शिक्षण विधि का निर्धारण करते हैं।

यूरोप में प्रचलित फॉक हाई स्कूलों ने आम जनता को शिक्षित करने में महत्वपूर्ण भूमिका का निर्वाह किया है। मेरे विचार से फॉक हाई स्कूल जीवनपर्यन्त शिक्षण का सर्वोत्तम उदाहरण है। एन. एफ. एस. गुन्डविग फॉक हाई स्कूल के संस्थापक थे और प्रथम फॉक हाईस्कूल सन् 1844 में डेनमार्क में स्थापित हुआ था। इसका उद्देश्य समाज के कृषक वर्ग तथा अन्य सामाजिक सोपानों के सदस्यों को व्यक्तित्व विकास के माध्यम से उच्च शिक्षा प्रदान करना था। इस तरह से फॉक हाई स्कूल शिक्षा एवं संस्कृति के रूढ़िवादी विचारों के विरुद्ध था।

संभवतः इससे ही प्रेरणा लेकर भारत सरकार द्वारा द्वितीय पंचवर्षीय योजना में समन्वित ग्रामीण विकास योजना प्रारम्भ की गयी जिसके अन्तर्गत पांच जनता कॉलेज तथा विभिन्न सामुदायिक केन्द्र प्रारम्भ किए गए। ये जनता कॉलेज फॉक हाई स्कूल की तर्ज पर ही प्रारम्भ किए गए थे। इस योजना का उद्देश्य ग्रामीण विकास कार्यक्रमों को प्रौढ़ एवं सामुदायिक शिक्षा से युग्मित करना था। राजस्थान विद्यापीठ ने भी भारत सरकार की अनुशंसा पर इस योजना को स्वीकार कर इसके अन्तर्गत अनेक गतिविधियों को संचालित किया।

जीवनपर्यन्त शिक्षण में शोध एवं मूल्यांकन :

जीवनपर्यन्त शिक्षण औपचारिक एवं अनौपचारिक शिक्षा पद्धतियों से नितान्त भिन्न है। यह सीखने की वह प्रक्रिया है जो जीवनपर्यन्त निरन्तर चलती रहती है। इसके तहत समाज के विभिन्न वर्ग अपनी आवश्यकताओं के अनुरूप अपने बेहतर भविष्य के लिए स्वयं को शिक्षित करते रहते हैं। इसलिए, समुदाय को ही इसके मूल्यांकन का आधार निर्धारित करना चाहिए। यह एक नवीन उदित हो रहा आयाम है। अतः इसकी शिक्षण प्रविधि और मूल्यांकन पद्धति का निर्धारण किए जाने के लिए अत्यधिक कार्य करने की आवश्यकता है। मेरे विचार से सामाजिक विज्ञान और शिक्षा के उपकरणों को आवश्यक परिवर्धनों के साथ जीवनपर्यन्त शिक्षण के शोध हेतु प्रयुक्त किया जा सकता है। जहां तक इसके मूल्यांकन का प्रश्न है तो उसका निर्धारण शिक्षा प्राप्त कर रहे वर्ग द्वारा ही किया जाना चाहिए। इसके मूल्यांकन में जीवनपर्यन्त शिक्षण प्रायोजनाओं का संचालन कर रहे अभिकरणों की भूमिका केवल प्रबोधक की हो सकती है।

व्यावसायिक कौशल विकास प्रशिक्षण प्रदान करने वाली संस्थाओं का जीवनपर्यन्त शिक्षण में योगदान :

जीवनपर्यन्त शिक्षण में उन संस्थाओं का जो कि व्यावसायिक कौशल के विकास में संलग्न हैं, का महत्वपूर्ण योगदान है। ऐसा इसलिए कि लाभप्रद रोजगार के अभाव में देश के ग्राम, कस्बे, यहां तक कि नगरों में निवास करने वाले विभिन्न वर्ग अभी तक सम्मानित जीवन जीने के हकदार नहीं बन सकें हैं, और इस योग्य बनने के लिए उन्हें तकनीकी कौशल अभिवृद्धि हेतु प्रशिक्षण की नितान्त आवश्यकता है। अतः विश्वविद्यालयों के विस्तार शिक्षा विभागों तथा अशासकीय संगठनों का यह उत्तरदायित्व हो जाता है कि वे विभिन्न सामुदायिक वर्गों की आवश्यकताओं को चिन्हित करें तथा इन सामुदायिक वर्गों और विभिन्न अभिकरणों, जो व्यवसायिक कौशल के प्रशिक्षण का कार्य कर रहे हैं जैसे केन्द्रीय श्रमिक शिक्षा बोर्ड तथा विभिन्न उद्योगों के श्रमिक विभागों के मध्य तादात्म्य स्थापित करें। यहां मैं राजस्थान विद्यापीठ का उदाहरण प्रस्तुत करना चाहूंगा जिसके स्वयं के विभिन्न गांवों में सामुदायिक केन्द्र हैं जो स्थानीय ग्रामीण समुदाय की आवश्यकताओं के अनुरूप उनके कौशल विकास का कार्य कर रहे हैं। सामुदायिक केन्द्रों के अतिरिक्त विद्यापीठ में प्रत्येक संकाय के अधीन एक सामुदायिक शिक्षण प्रकोष्ठ है। प्रत्येक प्रकोष्ठ समीपवर्ती क्षेत्र का सर्वेक्षण कर अपने विभाग की प्रवृत्ति के अनुरूप विभिन्न सामुदायिक वर्गों को कौशल एवं ज्ञान में वृद्धि के अवसर उपलब्ध कराता है।

जीवनपर्यन्त शिक्षण में अशासकीय संगठनों की भूमिका

अशासकीय संगठनों का जीवनपर्यन्त शिक्षण आंदोलन के प्रसार में ध्रुवीय भूमिका है। वर्तमान में, अधिकांश अशासकीय संगठन शासकीय नीतियों के अन्तर्गत विभिन्न अभिकरणों की योजनाओं के क्रियान्वयन का कार्य कर रहे हैं। योजनाओं के क्रियान्वयन की दृष्टि से ये सभी अशासकीय संगठन अपने आप में महत्वपूर्ण संस्थाएं हैं जो अत्यन्त ही प्रमुख भूमिका का निर्वहन करते हैं। कई संगठन ऐसे भी हैं जो सामुदायिक वर्गों के लिए उनके लक्ष्य के अनुरूप निर्धारित कार्यक्रम संचालित करते हैं। यदि हम यह चाहते हैं कि जीवनपर्यन्त शिक्षण को अधिक प्रभावी बनाया जाए तो हमें उन अशासकीय संगठनों को विकसित होने के लिए अनुकूल वातावरण उपलब्ध कराना होगा जो लक्ष्य निर्धारित कार्य करते हैं।

ऐसे लक्ष्य आधारित अशासकीय संगठन विभिन्न सामुदायिक वर्गों की आवश्यकताओं के अनुरूप जीवनपर्यन्त शिक्षण योजनाएं निर्मित कर उन्हें समुदाय विशेष की सुविधानुसार संपादित करेंगे। इस

प्रकार से ये अशासकीय संगठन जीवनपर्यन्त शिक्षण आंदोलन के प्रसार में महत्वपूर्ण भूमिका का निर्वाह करेंगे जो वास्तव में विभिन्न सामुदायिक वर्गों की आवश्यकताओं के अनुकूल होगा।

अन्ततः यह कहा जा सकता है कि आर्थिक नीतियों और सूचना विज्ञान में हो रहे नित-नवीन अनुसंधानों एवं इनके कारण दिन-प्रतिदिन हर क्षण ज्ञान के आलोकित नए आयामों के इस दौर में जीवनपर्यन्त शिक्षण समय की आवश्यकता है। इसलिए जीवनपर्यन्त शिक्षण योजनाओं की संरचना इस प्रकार की होनी चाहिए जो नवीनतम ज्ञान से कदमताल मिलाकर चल सकें। इसके लिए आवश्यक है कि देश के उच्च शिक्षण संस्थान अपने सुविधा क्षेत्र (कम्फर्ट जोन) का त्याग करें, क्योंकि सभी उच्च शिक्षण संस्थान समाज के प्रति उत्तरदायी हैं और वे इसकी उपेक्षा नहीं कर सकते हैं।

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RESOLUTIONS

At the end of each conference the participants commonly agreed for follow-up actions in the form of resolutions and declarations which formed as an integral part of conference activities.

The resolutions/recommendations passed have been collected from the available records and given in the following pages from the 27th All India Adult Education Conference held at Lucknow, Uttar Pradesh in the year 1974 to 60th All India Adult Education Conference held at Udaipur, Rajasthan in the year 2014.

1974

This Twenty Seventh Adult Education Conference held in Lucknow from November 3 to 6, 1974 regretfully notes that a very large majority of the people of India specially those living and working in the countryside, continue to lead a life of object poverty bordering on destitution. Their income is low, their employment irregular, their mode of work often onerous and conditions of living dismal. This calls for drastic changes in the whole approach to the problem of rural poverty. There is urgent need, on the one hand of initiating and undertaking a wide range of economic and social activities for meeting the varied needs and requirements of the poor people in the rural areas and on the other hand the imperative necessity of changing the out-moded economic development and social justice.

2. In the field of agriculture which is, and for quite some time likely to continue to be, the major occupation of the rural poor, there is need for establishing a more just and equitable system of land relations as well as suitable supporting institutions. The experience of two decades of planning, legislation and development has clearly shown that, however well intentioned they might be, their benefits hardly reach the rural poor for whom they were primarily intended. In the process, the rich become richer, and the poor still poorer. There is, therefore, a strong need for developing representative self reliant democratic organizations of the rural poor as effective watch dogs of their interests. The poorer sections of the rural people should be enabled to create a powerful instrument by which, on the one hand they can assert their will and promote their interests and on the other, strengthen their operative functions of production and related activities.
3. The Conference is emphatically of the view, that the main thrust of adult education in the service of the rural poor should be to inspire an attitude of radical change and help mobilize organized action. Programmes of adult education should stimulate and generate such action. Plans for education and action should therefore, be within the same synoptic field as two closely inter-related activities. Education should lead to action and participation which in their turn would result in promoting further education. Only then will education and action acquire a dynamic character fulfilling their historical roles in the crucial stage of the country's economic and social development in conditions of freedom and democracy.
4. In order that Adult people's education becomes a vital and effective

instrument in the service of the rural poor, it is essential to re-define its priorities and functions, and on that basis to effect a re-structuring of the total educational and development services particularly for rural India. The rural school must be rescued from its present deplorable condition both with regards to its personnel and its social and instructional programmes. It should be helped increasingly to become the centre of education working for the service of the whole community. Its functions should cover total education formal, vocational, non-formal and informal for the children, the youth as also for adults of all sections of the community with particular emphasis on the education of women. The school should become the agency through which all the services of the state in the fields of agriculture, industry, health and social well-being should be provided and coordinated and to which all sections of the people should turn in times of need for help and advice. Working in close co-operation with organizations of the rural people, the two together, could strive effectively to ensure that the provision of the services accords fully with the needs and also that they reach those people for whom they are primarily created.

The concept outlined above will call for drastic re-structuring of the state services and apparatus. And yet it is not likely to call for any greater additional resources, since it is possible that the pooling together of all the available resources and their effective utilization might meet the purpose. However, the initiation and the process of education and development here proposed need not wait till full structural changes as indicated are achieved. Pragmatic approach and well considered efforts can be started soon. They are bound to have their own dynamics in bringing about the necessary changes and orientation of ideas and attitude in accelerating the process and leading to building up of a structure suited to the needs of the rural poor.

The Conference therefore calls upon the Indian Adult Education Association and its Institutional Members, to initiate, support and cooperate in programmes of education for the rural poor.

- II. This conference notes with satisfaction that the educational strategy in the Fifth Five Year Plan is built on the assumption that formal and non-formal education should be correlated and integrated, since in a country like India with enormous educational needs, formal education through full-time and institutionalized education only, cannot by itself be sufficient for the achievement of major educational objectives. It is also based on the assumption that non-formal ways of imparting education will be developed

for all categories of learners and at all levels of education: for children, youth and adults and from elementary to higher education. The conference supports the proposal that emphasis in the fifth plan will be laid on the following programme: 1. Non Formal education for non-school going children in the age group 6-14.

2. Non-formal education for youth in the age group 15-25.
3. Functional literacy linked with development schemes. The conference also welcomes the acceptance by the Government of recommendation made by the Task Force on Adult Education that 2% of the budget of all development schemes should be earmarked for education and training of the beneficiaries and people otherwise affected.

The conference appeals to the institutional and individual members of the Indian Adult Education Association not only to extend cooperation to the government but also be involved themselves in the implementation of these programmes.

- III. This conference is happy to learn that the Department of Social Welfare and the Central Social Welfare Board is launching a scheme of Non-formal education for adult women during the Fifth Plan period. As this is a new venture, it is necessary that voluntary organizations with experience in similar programmes should be involved in the implementation of this scheme. As the programmes of such organizations are being coordinated by the State Social Welfare Board, this conference, representing a large number of voluntary organizations, recommends that for successful implementation, the scheme may be entrusted to the voluntary sector through the Central Social Welfare Board.

1975

Within the broad ambit of adult education, non-formal education represents sharpening of focus as well as the adoption of a new strategy. It does not seek to replace the formal system of education nor provide an alternative to it. But it certainly can and should play a remedial role in respect of those who have either not had access to the formal system or have had to drop out of it for reasons they could not help.

2. By virtue of its very nature, non-formal education emphasizes flexibility,

diversity of approach and operations and the needs of the individual and his environment. To look upon it as a second rate pattern of education is to misjudge its true nature. Instead it should be looked upon as a new type of education which compliments and, in its own way, strengthens the formal channels of education. Even more than that, it has the capacity to vitalize the formal system of education in so far as the latter with the passage of time tends to become uncreative, impersonal and not always relevant to the current changing situations.

3. In specific terms, the non formal approach can be utilized with particular force in respect of the following ongoing programmes.
 - a. Education of those between 6 and 14.
 - b. Education of those between 15 and 25 with special emphasis on increased productivity through functional literacy in rural as well as urban areas.
 - c. Improvement of skills and productivity of urban workers.
 - d. Education as well more intensive and fruitful participation of women.
 - e. Continuing education at all levels and through all possible agencies including universities.
 - f. Programmes of civic education.
4. While the union Government has re-designated the Directorate of Non-Formal (Adult) Education, a number of other steps are required to be taken by the Government so as to enlarge its area of work and commitment. In this behalf, the following proposals are made:
 - a) The Board of Adult Education established a few years ago may be re-designated, reconstituted, re-activised and given new powers and responsibilities so as to promote and execute programmes in the field of non-formal education.
 - b) In order to concretize the perspectives to eradicate poverty and attain self reliance now being finalized in the Fifth Plan, it is imperative to place more emphasis on programmes of non-formal education.
 - e) Towards this end, budgetary allocation both at the - central and State levels requires to be move rationally allocated as between the formal and non-formal education system and the total quantum increased as necessary. To start with, 10 percent of each state education allocation should be

- earmarked for non-formal education.
- d) Since the involvement of voluntary agencies programmes the pattern of assistance to them may be re-examined, made more efficient and their financial base strengthened.
 - e) More universities should be persuaded as well as programmes of continuing education. They have expertise as well as the resources which deserve to be utilized better.
5. The national leadership and Government of India are requested to mount, with the cooperation and involvement of (a) universities, (b) schools, (c) voluntary bodies, and (d) other agencies such as organized farms and factories a massive campaign on a national basis for eradicating illiteracy and providing education in the country.

1976

A happy combination of circumstances has now placed India economically and politically in a comparatively strong and favourable position. There is also now awareness that until recently the so-called developmental programmes have resulted in making the rich richer and the poor poorer. There is now a commitment on the part of the Government to evolve a comprehensive development strategy based on social justice, economic self-reliance and qualitative, growth. Development, here, is not equated with mere economic growth but is meant to 'meeting basic needs, the progressive reduction and final elimination of malnutrition, preventable ill – health, homelessness, illiteracy, unemployment and poverty!

Non-formal Education can play its significant role in this new approach to development; but to do that, non-formal education will have to be planned and prepared accordingly. The label 'Non-formal' by itself does not generate any dynamism. It is the content that is put into it and the form that is given to it which determines whether it is going to be progressive, regressive or neutral.

It is in this context the Annual Conference of the Indian Adult Education Association which is now meeting, is of special significance, The participants here met in three groups, to evolve guidelines for curriculum construction for women, the children in the age-group 15-14 and the youth adults of age-group 15-25.

All the groups agreed that the curriculum for their respective target groups should be flexible, diversified, need-based and should link up knowing with doing. They should be related to the local environment and deal with problems which have been identified through a survey of the area. The curriculum should have a multimedia approach and awareness, understanding, knowledge, skill and action must be integrated in the preparation of the content.

If the above guidelines in the preparation of curriculum are followed, they will not only help transmit relevant knowledge and techniques into the vein and arteries of the society, but will help learners to become self-reliant and take part in changes which will benefit the deprived and poor sections of the society.

In view of this important and determining role which non-formal education programmes can assume in the developmental strategy of the country, the Conference recommends:-

- (a) Non-formal education should be considered as essential component in the integrated rural development programme which is expected to gain momentum in the coming-years. It is not only a question of a large yield of crops. It will not be enough to provide better seeds, fertilizers and irrigation; but simultaneous steps will be necessary with the help of non-formal education, for expansion and improvement of rural crafts together with sanitation, housing and control of epidemics and recreation. All these amenities conventionally regarded as non-productive welfare measures, have now assumed a directly productive significance.

In this context, it also recommends setting up of rural polytechnics and improves vocational and agricultural training and help in the formation of relevant skills and attitudes to the young people in the rural milieu. The training in these polytechnics should be related to the actual needs of the community and make use of appropriate technology with local resources and instructors.

- (b) That institutions which have developed special expertise in the preparation of varied learning/teaching materials should be given further help and encouragement so that the curriculum content of non-formal education can be made more flexible, need based and interesting. Research facilities for the preparation of innovative improved curriculum should also be extended to competent agencies.
- (c) Re-affirming the recommendation of the 28th Annual Conference that 10% of the State education budgets should be allocated to non-formal education

in each State, attention is drawn to the 33% increase in plan outlay envisaged for each of the last two years of the Fifth Plan, so that non-formal education can and should share the increased financial provision.

- (d) That the National Board of Adult Education should be revived, reconstituted and reactivated to ensure that non-formal education is given increasingly more importance and its objectives are integrated with national plans, faithfully fully implemented and irreversibly moved forward.

1977

The 30th All India Adult Education Conference held at Dabok (Udaipur) in Rajasthan on October 8 to 10, 1977 considered the role of Non-formal Education in integrated Rural Development, the problems and implications of this role and the aspects of implement that should receive priority.

The rural scene, in India today, for integrated Rural Development, is in some respects more complex and distressing than it was in the early years of independence when the Community Development Programme was launched with high expectations and widely shared optimism. True, a network of development administration and personnel going down to the village level covers the length and breadth of the country something which this country had never before known on this scale. True also that the physical infrastructure of roads communications, schools-buildings, community centres, irrigation and electric power has been gradually extending so that several villages have begun to share the blessings as well as distortions of urban life. Overall production of cereals, particularly wheat, has shown a marked increase and the impact and potential of scientific research on agricultural technology has stirred the country side.

And yet, serious anomalies and inconsistencies-darken the profile of rural life, economic, social and political. Per capita and per unit production and income have progressed at a distressingly low pace so that the high figures of overall production constitute an ironical comment on the non-participation of the bulk of man-power in the development process and in the enjoyment of its fruits. Poverty is on the increase, unemployment and under employment has assumed menacing proportions and despite sizeable expansion of credit facilities by government and the public sector, the incubus of rural indebtedness persists relentlessly. Social modernization has not weakened the evil force of

the caste system which has shown a dreadful capacity for adapting itself to the changing needs of the privileged few. Even primary facilities like housing and drinking water are, in some areas, still uncertain for the rural poor. The power structure in villages is mostly in the hands of the better-off, enterprising and rich. Inequitable distribution of assets is no doubt at the root of the continuance and enormity of the contrasts of Living standards and aspirations. But what makes the situation seem grievously hopeless is the fact that remedial measures from above are not supported by pressure from below because the disadvantaged sections of rural society lack their organization at the grass root level.

In this background education has to be a liberating force for the rural poor. It has to inculcate among the rural poor the awareness of the need for having their own grass-root organizations that can exercise pressure from below upon the operators and decision-makers of the Integrated Rural development programmed thus preventing it from falling into a routine.

Moreover non-formal adult education including literacy, has better chance of becoming a vital factor in Integrated Rural Development, if Mahatma Gandhi's philosophy and technique of integrating the learning process with income-yielding work is adapted to the requirements of rural adults.

Likewise employment generating activities based on low-cost technology and modified indigenous practices, mainly, using local resources, should be the starting point for relevant and local-specific adult education for landless laborers, and peasants.

In agriculture, the 'synergetic' and 'systems approach' implies deft, timely and thoughtful use of various operations and inputs in order to achieve the maximum results. Obviously the main requisites for this purpose are knowledge, skills and literacy.

Access to knowledge, learning of technical skills and acquisition of literacy can cumulatively equip small and marginal farmers, tenants and share-croppers with the self-confidence and sense of equality without which participation by them in Integrated Rural Development would be illusory. Literacy is not merely liberation of the mind. It is not a consumption orientated luxury. It is an investment towards the ideal of increased per capita production and income.

To this role of literacy and non-formal education this Conference would like to invite the attention of scientists, experts, administrators and policy-makers.

Let there be an unequivocal acceptance by them of the policy no programme of special development in rural areas, whether infrastructural such as irrigation, or new crop varieties, or special area development would be complete without an integrated component of knowledge, skills and literacy for the beneficiaries and participants.

On the foundations of equal economic opportunity and income raising activities will be built the edifice of the equality of life of better health and family life of aesthetic appreciation. The three principles of building the pressure from below, integration of learning with action and indigenous and low-cost methodology apply also to the aspects of adult education aimed at improving the quality of life in rural areas.

In this context this conference has had the opportunity to discuss the Policy Statement on Adult Education issued recently by the government of India. The release of this Statement by Government heralds a new wave of thinking and may open the long awaited new chapter in the policy and programme of adult education in India.

This country has had extensive and continuous experience of organizational and institutional arrangements. An off repeated emphasis has been on coordination which has as often been reduced in practice, to a pious wish. Between Non-formal Education and Integrated Rural Development the relationship should be of more than coordination, it should be one of the integration. Let education get into the core of the major operations of the programme rather than remain an external aid to them.

Certain things follow from this commitment:

First, all planning should begin at both the top and bottom ends with the provision for a 'matching' exercise. Local resources should be surveyed and utilized. Local problem identification by participants should be the basis of development priorities and education.

Secondly, multi-disciplinary expertise should be used to design courses and prepare educational material at the district or project-level through mobile teams visiting local areas and consulting jointly, field workers and beneficiaries.

Thirdly, teachers and guide should be drawn from a variety of sources, and experts in technical skills should be also encouraged to become literacy guides.

Fourthly, grass root groups should be continuing machinery both for

continuing self-learning and for future development needs.

Fifthly, non government and voluntary bodies and educational institutions should play a definitive role.

On the point, of the role of non government and voluntary bodies and educational institutions, this conference wishes to make a special appeal to government and to the public. It is a sad reflection upon the post independence era that the relationship of non government voluntary organizations with governments has been reduced largely to that of seekers and recipients of financial assistance with reluctant givers and suspicious monitors. It is not a relationship between partners in a progress. Integrated Rural Development offers an opportunity for the growth of equal partnership, because in it, voluntary bodies can and should be fully responsible for generating action at the lowest level of groups of families, a level beyond the scope and capacity of government personnel. It follows that wherever such grass-roots level action is taken up by voluntary bodies, the distribution of functions and resources for that part of the work should be on hundred percent bases rather than on fractional basis. Let Governments provide, build and maintain the "delivery mechanism" down to the block or Project Level. Below that, let voluntary and educational institution take over the task of organizing the disadvantaged and poor learners, into an active and vigorous, bottom-level "receiving" mechanism.

The focus in Integrated Rural Development has to be on the rural family. But in the past, the family has seldom been approached as an integrated unit in which adult women are, or should be, fellow-decision-makers on a footing of equality. The conference calls upon adult educators to take the initiative in helping rural women to gain the self-confidence and the acquire the skill to be active partners in the family's progress towards a better integrated life, rather than remain passive followers of their husbands.

In fact the unmistakable refrain of this conference has been that the principal responsibility Non-Formal Adult Education is to help the beneficiaries of integrated rural development to become "subjects" of development rather than "objects". Too long have adult educators been appearing as do-gooders from the elitist ethos. Let us, voluntary and government personnel generate the spark of subjective action by the depressed and the disadvantaged segment of rural society. It is not going to be simple and quick. If focus is put on developing a multitude of dialogues with groups at the grass root levels and if the dialogues are pragmatic and

purposeful and not inhibited by rigid, centralized directions, then that will be Non-Formal Education as force for integration. To that task let us dedicate ourselves with sincerely, devotion and humility.

1978

No Record

1979

We, the four hundred eighteen delegates from twenty-three States and Union Territories of India, assembled in the Thirty Second Annual Conference of the Indian Adult Education Association, held in Amritsar from October 7-9, 1979 Declares.

That development is for man, of man, all of man, whole of man is concerned with what happens to the last man. Development cannot, therefore, be adequately measured only in terms of GNP growth, but by how far the basic needs of the people for food, shelter, clothing, drinking water, health and education are being met; not in terms of per capita consumption of steel and power, but in terms of employment generation; not in terms of industrialization or agricultural green revolution, but by how far the unequal distribution of incomes and property in society - which is the basic cause of poverty and its consequences of malnutrition, ill-health and illiteracy - are reduced. Thus in the concept of development meeting the basic needs of the people, removal of poverty, unemployment and exploitation and more equitable distribution of wealth form the core.

Similarly, the concept of formal system of education must be replaced by a restructured educational system in which the people will have a key-place. The centrality of education, particularly of adult education to development demands integration of adult education into the overall national educational system, which, in turn, must be integrated with the national development plans. Thus conceived, the National Adult Education Programme (NAEP) becomes part and parcel of the minimum needs programme of the people and, therefore, a national commitment. This commitment, the Conference hereby declares, is a mandate for all times, regardless of political changes, and should be honoured by all governments. Adult Education should be fostered as a movement to bring

about the desired social changes and equality through integrated economic and social development.

For the success of the NAEP, cooperation and involvement of representative people's organizations, such as trade unions and cooperative, is essential. These alone will help transform the NAEP into a really people's movement for enlightenment and progress. Furthermore, such involvement will help reach the benefits of the NAEP to the poorest strata of society. Generating awareness is one of the main planks of NAEP. It should lead the people to develop their own autonomous, independent, self-reliant and democratically-functioning organizations which should, on the one hand, give expression to their needs, aspirations and will and, on the other become their effective instrument for ensuring distributive justice, enriching the quality of life and inculcating basic human value which are so essential for democratic progress and decency in public and private life.

The Conference declares that while there is need for much more generous and continued support by the State for the NAEP at the field-level, there is need also for greater coordination and integration of the efforts of three various agencies of the government as well as voluntary and representative organizations involved in the education of adults. Instead of creating parallel or new structures, there should be an attempt to transform the existing ones for more effective implementation of the NAEP. For example, the primary schools should become real people's centres, catering to the needs of the entire community, including children, youth, women and adults. The various agencies of the State and voluntary and representative organizations engaged in adult education should coordinate their efforts and make the school the focal point for their activities. This will help in more effective work for achieving the desired objectives and also enable the limited resources to go much further.

1980

We, the 334 delegates from 22 States and Union Territories of India, participating in the 33rd Annual Conference of Indian Adult Education Association held at Ahmadabad from 2nd November to 4th November, 1980, resolve as under:

That the need of the hour is to have a Dynamic Adult Education Programme, which may enable the community as a whole to go through a process of social

change and increased self-confidence for effectively participating in national development.

- (1) With this end in view, the Conference reiterates its earlier resolve at the last annual conference at Amritsar that:
 - (a) Development is for man, all of man, whole of man and is concerned with what happens to the last man;
 - (b) The centrality of education, particularly of adult education to development demands, integration of adult education into the overall national educational system, which, in turn, must be integrated with the national development plans;
 - (c) The adult education programmes must become a part and parcel of the Minimum Needs programme of the people and therefore a national commitment;
 - (d) This commitment is a mandate for all times, regardless of political changes and should be honoured by all Governments; and
 - (e) Adult education should be fostered as a movement to bring about the desired social changes and equality through economic and social development.
 2. The programmes of adult education should meet the specific needs of the learners, be flexible, continuing and aimed at ensuring the larger participation of the weaker sections of the society in the progress of development and decision-making. Foremost attention should be given to the programme for women, educational institutions and organizations for women should play an important role.
 3. Educational institutions, (schools, colleges, universities), voluntary organizations, trade unions, co-operatives, women's organizations and organizations of the rural poor be involved in a big way to participate in the movement of adult education.
 4. Co-operation, co-ordination and integration of the efforts of agencies involved are most vital for the successful implementation of the programme. All Government departments concerned with development must participate effectively and meaningfully in this programme to achieve the desired goals. The Central, State, and local Governments should ensure participating of development departments in this venture.
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5. More and more educational institutions of all categories should be involved in the programme (the school system/collegiate and university system and Professional colleges of all categories).
6. Adult education, community services and extension services should form, part of curriculum, giving both students and teachers academic credit; university system should assume extension as an, important responsibility and give it the same status, as teaching and research. The programmed of continuing education in universities be strengthened and directed towards the needs of the weaker sections of the society; population education, health education, nutrition education, and environment education should constitute important programmers of the universities and colleges, within the overall framework of adult education and extension.
7. The conference urges the Central Government to provide a higher allocation of funds to the University Grants Commission to enable them to implement the extension programmed in a big way through universities and colleges in order to bridge the gap between the universities, colleges and the community.
8. The Conference expresses its grave concern on the restrictions imposed by the Central Government on account of non-release of funds for programmers organized by the voluntary organizations. These restrictions have hampered and given a serious set-back to the activities, of the voluntary organizations, which have a major role to play in the adult movement. The Conference urges the Central Government to remove these restrictions forthwith so as to enable the voluntary organization to participate in the adult education activities including post-literacy and follow-up programmers. The Central Government should take immediate steps for the release of funds to the voluntary organizations.
9. The Conference requests the Central Government to take an immediate decision on the recommendations of the Kothari Review Committee on the programmers and to make available the report and decisions of the Central Government without any further delay.
10. The Conference calls upon the IAEA to set up a group to review the adult education activities in the light of the recommendations made by the Kothari Review Committee.

The Conference assures the Central and State Governments that all possible

steps will be taken to make the programmes effective and meaningful so as to achieve the desired goals. With this end in view, the Conference solicits the support, both financial and otherwise, of the Central and State Governments with a view to making the adult education programme as a mass movement and an instrument of socio-economic change. In this connection, the Conference places on record its appreciation of the generous role played by State Governments of Kerala, Karnataka, Tamil Nadu, Bihar, Haryana and Jammu & Kashmir by providing adequate funds in their State budgets for strengthening the adult education activities in their States.

The Conference requests the other States to help and contribute in the same way and calls upon its members to work more closely and increasingly with State Governments, Municipal Corporations, Municipalities and Panchayati Raj institutions in the country.

1981

The 34th All India Adult Education Conference held at Patna from 20-23 October 1981, in which 403 delegates from 23 States and Union Territories of India participated, adopted the following Statement besides endorsing the reports of the four groups constituted by the Conference.

Adult education, which is an important input for development development—social, economic, educational and cultural—, should be fostered as a movement, independent of the political parties as a national programme to bring about the desired social change to bring about the desired social change and equality through economic and social development. With this end in view, efforts should be made to involve all sections of the people, educational institutions, voluntary organizations, trade unions, cooperatives, women's organization, organizations of the poor and Government Departments in a big way for an intensive and coordinated adult education movement and for this, fullest use be made of the existing resources, both human and material.

Widespread prevalence of illiteracy in rural areas is a sever drag on progress of rural development. The Central, State and Local Governments should ensure the active participation of their development departments in adult education and promote effective linkage with the various programmes of rural development.

Women's education is a fundamental and an an urgent need of the society.

The Conference urges upon all agencies the need to deal seriously with the problem of combating illiteracy among women. Highest priority should be given to organize adult education programmes for women in areas having literacy level below 20%, and in this task educational institutions and women's organizations be actively involved.

Adult education programmes should be related to the important national priorities, such as population education, environmental protection, energy conservation, creating science consciousness among the masses, health education, and special programmes for women, tribals and the other weaker sections of society.

It is imperative to prevent the neo-literates from relapsing into illiteracy through appropriate post-literacy and follow-up programmes. Post-literacy and follow-up programmes have been one of the weakest links of adult education programmes so far. Highest priority should, therefore, be given to the post-literacy and follow-up activities, including library services, in the years ahead. This also calls for the formulation of an integrated programme of adult education, including the post-literacy and follow up phase. The Conference urges upon the concerned funding agencies to provide adequate financial assistance for effective follow-up activities.

The universities and colleges must realize the need for carrying knowledge and skills to the people in all walks of life and accept service to the community as one of their important responsibilities and give Extension, including adult education, the same status as teaching and research and integrate it into their curricula. In this context, the Conference emphasizes the necessity of strengthening the role of universities/colleges in the programmes of adult and continuing education.

The mass media of communication have not adequately discharged their social responsibility toward the education of the people. The Conference urges the various media units of the Government of India and the State Governments, the press and the organizers of the traditional media to provide the necessary communication support to the adult education programmes in the areas of information, motivation and creation of a conducive environment for its all-round successes.

The Indian National Satellite (INSAT), which is being launched in 1982, should play a very effective role in promoting adult education programmes. The Government of India should provide adequate time and channels for

such programmes and the universities and the voluntary organizations should prepare suitable software material to feed the INSAT in the areas of adult education.

The Conference notes that the voluntary organizations, by and large, could not make headway in organizing adult education programmes during the last year and – a – half, mainly due to non-release of funds by the Government of India. The Conference urges upon the Government to resume the release of grants to the voluntary organizations so as to enable them to participate effectively in the programmes of adult education.

The creation of grass-root leadership is vital to the success of intensive adult education movement. This can be achieved through setting up of rural institutions like community centres or folk schools, and by enlarging the scope of the existing school, and by enlarging the scope of the existing school system, particularly in rural areas, so that the school system, particularly in rural areas, so that the schools could function as community centres. The experiment has been successfully conducted, though on a limited scale, in some States like Karnataka. The Conference urges upon the Central and the State Governments and voluntary agencies to promote the setting up of such institutions on a larger scale. Community centres or Folk High Schools as growth centres for rural education should be one of our prime objectives in the years ahead.

Experience has shown that adult education functionaries, especially the grass-root level workers need to be strengthened to enable them to discharge their functions effectively. This calls for some intensive training programmes and better monetary compensation.

More and more children should be persuaded to join the schools and all efforts be made to reduce the dropout rate. The school system should be strengthened considerably towards this goal. Specific linkages should be established between the formal system of education and the non-formal one; and fullest use be made of the resources of the formal system of education for effective non-formal education programmes as well at various levels. The formal system of education be made less rigid and more flexible and the concept of open education system be promoted.

As an immediate task, pockets of illiteracy having literacy level between 20% and 24% be identified, and a massive programme of adult education be organized by actively involving all the agencies and utilizing fully all the

available resources for a break-through in the adult education programme during 1980s.

1982

Over 250 adult educators and practitioners in the field coming from 16 States and Union Territories of India assembled at the 35th All India Adult Education Conference held in Mhow from December 19 to 22, 1982, emphatically declare that the sole purpose of development is development of man and not merely of things. While growth may necessary and even desirable, we reject the idea of growth first and justice in the distribution of benefits later. While satisfaction of basic needs is essential there are other goals and values which must at all time be adhered to. Only in conditions of freedom and liberty human personality has the chance to flower and develop. Therefore, like the freedom of expression, the right to give and receive ideas is fundamental. Development should mean achieving a society motivated and guided not by mere consumerism but by genuine human values. Development is not achieved through charity, relief work or welfare programmes but through conscientization, liberation and action. However, development should not be purely an individual phenomenon but should be a communitarian process, where the individual is respected and where the value of cooperative effort is appreciated. Development should mean distributive social justice. It will, therefore, be an all round process touching social, economic, political, cultural and spiritual aspects of a person and a community. Development would also inevitably generate a new social structure and healthy changes in society.

Development becomes authentic only if it ensures balanced, all round development of all sections of society giving priority to the poor and backward sections so that they are not deprived of social justice. Authentic development is achieved when social change is generated and new social structure is created by people's organizations which fight oppressive forces that keep them down.

DEVELOPMENT PROCESS

Goals of authentic development can be achieved by:

- i) creating awareness about the realities regarding problems and also about the potentialities which can be explored by individual and collective efforts for solving the problems;

- ii) providing relevant knowledge and skills required for economic growth and for improving the quality of life;
- iii) developing people's capabilities to critically analyze social reality, to identify causes of their poverty, to bring to the surface dormant discontents and to give expression to the feeling of exploitation and deprivation;
- iv) helping people to discover their cultural identity, build up relations of solidarity with others in the community, and develop their own organizations for securing liberation from oppressive situations and disheartening circumstances;
- v) bringing about attitudinal changes conducive to development through social change;
- vi) motivating People for Planning and implementing individual and collective action Programmes; and
- vii) creating an environment conducive to people's participation in planning for development and in the implementation of the plan.

ROLE OF ADULT EDUCATION

The developing countries attempting the task of industrialization and modernization are doing so, often in societies steeped in traditions and inertia of medievalism. In advanced countries the adaptation to the latest technology and scientific advance has required the people to adjust themselves to the conditions which have been leisurely spread over centuries. However, in developing countries the exposure to modernity has been more sudden. It is, therefore, not at all surprising that people in developing countries have often been unable either to comprehend its requirement or its promise. Adult education, therefore, has the task of engineering a social transformation which should be equal to the Western evolutionary process spanning over centuries.

While the importance of educated working class for increased efficiency and productivity in industries is obvious it must also be appreciated that the need for educated rural masses is even greater. In the case of technological changes, in industry, illiterate and unskilled labour, who form the base, are progressively replaced by machines. But they have hardly any responsibility for decision-making. In the case of agriculture the decision making has to be exercised by a much larger number of owners of small units, particularly small and marginal farmers. For, the experience of the Green Revolution has demonstrated that if

economic and social needs are to be achieved, the highest productivity per unit of land could only be possible by intensive cultivation of small but economic units. The decision-making function will, therefore, have to be much more dispersed and the success of any endeavour in the field of rural development will greatly depend on the education and initiative of small and marginal farmers or small artisans or self-employed workers.

The experience of development in the Western countries has also brought to light the role -of human resources in development. It has been established that the investment which paid the highest dividends in the West was in human beings rather than in "sticks, stones and metals". Agencies in the family of the United Nations have accepted the role of human resources. The World Bank has now declared that the qualities of a nation's people have an important influence on its prosperity and growth. Human beings are the sources of ideas, decisions, actions and innovations. Technological, scientific and professional skills are essential factors for entrepreneurial and administrative abilities. But these are not like adding more fertilizers or better machinery. Equally fundamental are the skills, knowledge and the attitude of the masses. Small farmers and artisans make a tremendous contribution to development. Researchers have established that in most countries more educated people tend to earn more to a degree and that makes spending on education in developing countries, certainly the most attractive investment.

There is every evidence that education does contribute to a nation's growth. While this is so it is disturbing to note that which is mainly financed from taxation is benefiting mostly the richer sections in developing countries. Even private schools and colleges, which are the preserve of the children from rich families, are financed, according to some estimates, upto 70%, through public subsidies or tax evasion. This is a situation which must be of concern to all people of conscience, and demands urgent and immediate action.

Therefore, it is suggested that adult educators must undertake the following plan of action in order to achieve the goals of authentic development:

PLAN OF ACTION

- (1) The Adult Education Programme as recommended by the Kothari Review Committee should be run for 3 years and a number of courses of short duration be prepared in literacy and general education, functional development, and awareness. The adult education functionaries should be

helped to select suitable courses according to the needs and environment of the learners. This can be done by organizing Resource or Feeding Centres at district level.

- (2) Efforts should be made to help the learners achieve the standard of literacy as equivalent to V standard of the formal school system through selected courses organized during the span of three years. It will help them to pursue their education further.
- (3) Voluntary agencies, village panchayats, cooperative, trade unions, other types of people's organizations should be encouraged to take up the responsibility of running Adult Education Programmes and the role of the Government machinery should be confined to helping them with
- (4) Arrangements should be made to organize short-term bridge courses for adults which might enable them to join the formal system of education at any given point. This may provide recurrent education to the adults whose education had been interrupted earlier for a variety of reasons and who want to resume their education on full-time basis.
- (5) Special efforts must be made to set up community schools to meet the needs of the vast number of poor people. The community schools should organize programmes for initiating interaction between the community and the school and develop the school as the focal centre in the community affairs. These should remain open in the evenings and during holidays and adults in the community should be encouraged to make use of the school facilities whenever they can. Such programmes will also help school students and teachers to be aware of the realities of community life.
- (6) A short-term campaign for reducing illiteracy be conducted during summer vacation or on other holidays with the help of students and teachers, educated youth and housewives, ex-servicemen and Government servants. The campaign should follow effective publicity and mass contact programme to create a climate for collective efforts to reduce illiteracy from the local communities.
- (7) Efforts should also be made to organize diversified programmes for continuing education which provide education to the adults whether full-time, vocational or non-vocational, residential or non-residential. There is a need to organize these educational programmes at different levels and for people having different educational standards.

- (8) Efforts should be made to organize adult education programme on a permanent basis having comprehensive programme so that educational opportunities may be provided for all and conditions may be created to progressively develop a learning society.
- (9) The poor should be helped to form their own organizations, so that they can ensure that the benefits of development reach them, ensuring growth with social justice.

1983

We about 250 delegates from 19 States and Union Territories attending the 36th All India Adult Education Conference held in Mysore from December 15 to 18, 1983, emphatically declare that equitable distribution of fine resources in culture, leadership and wisdom is necessary for the success of democracy and that this cannot be achieved either by universal primary education or by raising school age in the scheme of compulsory education. The expansion of formal education at higher level, essential for the maintenance of the modern industrial and technological society, is also inapt for preparing the common folk for participation in the democratic functioning of political, social and economic institutions. Most of our people cannot afford to spend longer period getting formal education. Their schooling is terminated at an early stage and they are left untouched by liberal education which is helping only a few to rise above the rank and file and join the privileged minority. It is the national duty of all those connected with the Adult Education Movement in the country to explore new approaches, methods and techniques for providing suitable educational facilities to the common folk who fail to get any benefit from the existing system of education. Such educational facilities have to be developed according to the people's needs and environment and in accordance with their capacities and convenience.

We, the delegates of the Conference deem it a privilege to refer to the report of the University Education Commission (1950) which found the philosophy methods of folk education as expounded by Grundtvig and practiced by Danish folk high schools suitable to Indian conditions and recommended that similar institutions for residential adult education should be established in India. The Conference also recalls that following their recommendation a number of residential institutions were established in India for rural adult education. Many such institutions are functioning in some of the States even now. In the

Karnataka State they have been given the name of Vidyapeeths. In Rajasthan they are known as Janta Colleges or Vidyapeeths. In Gujarat they are called Lok Shalas and in Bihar Jagriti Viharas. There are also organized a number of short residential courses for rural adults by agricultural universities, community polytechnics and other organizations.

The Conference urges the voluntary organizations and the Central and State Governments to join hands in initiating a movement throughout the country for organizing short residential courses for adults to create social awareness among the common folk and to help them become responsible members of a democratic society. The programme of residential adult education should be so organized that it may provide an opportunity for fellowship and community living, raise the speed of educational process and help individuals to develop themselves in harmony with the demands of collective life. Living together in an educational atmosphere may awaken the spirit of social regeneration amongst the people and prepare them for social, economic and political democracy. The programme of people's education organized in residential institutions should aim at improving the quality of life of the weaker sections and upgrading their social and vocational skills. The institutions for residential adult education should also be utilized for organizing short residential courses for Pradhans and members of the Panchayat, Co-operative societies and local bodies. Efforts should be made to have at least one institution in each district.

The people's education provided in residential institutions for adults has to be based entirely on non-formal approach and methods. There should not be any rigid rules and procedures regarding admission, examinations, curriculum, award of certificates, etc., so that young adults may feel free to learn at their own speed and according to their individual needs and capacities" Non-formal methods of people's education must be supplemented by such devices as 'learn while you earn' or 'problem solving'. No single model can be adopted for providing residential adult education. This may be organized by institutions established for the purpose or by other institutions or organizations as an item of their extension programme or as a part of their scheme of continuing education. The residential courses for adult education may also be arranged by a mobile team of teachers who could camp in different areas for a short duration. These courses may be organized according to the needs and interests of the learners for longer or shorter duration.

Residential programmes for people's education must be organized by voluntary action assisted and supported by the Government departments and

agencies. Their administration should not be based on a policy of check and balances as under a centralized system. It should be based rather on trust and understanding as in the local institutions. Its finances should include contributions from the participants and, or sponsors and supporters and/or income from land produce or small business etc., in addition to the Government grants.

1984

The 37th All India Adult Education Conference held at BHU, Varanasi, from Oct. 16 to 19, 1984 deliberated on 'Non-formal Adult Education for Women' as the main theme, under four sub themes :

1. Education of Rural Women and Their Participation in Development Programmes.
2. Health and Nutrition Education for Women.
3. Literacy and Social Awareness.
4. Income-generating programmes for Women

The three hundred and fifty delegates from 19 States and Union Territories assembled at Varanasi for the Conference declare that the rates of illiteracy among women, specially in the rural and tribal areas, and more particularly, among those belonging to families of agricultural landless labourers, traditional artisans, marginal and small cultivators, fishermen, etc., continue to be alarmingly high. The rates of illiteracy among women brought out by the census of 1981 have further highlighted the need to pay greater attention to this problem. Therefore, urgent measures have to be taken to eradicate illiteracy among women with commitment and conviction. The formal system of education alone, cannot cope with the task of spreading universal literacy among the masses. The Conference therefore urges the Central and State Governments, Universities, and Voluntary Organizations to launch appropriate educational programmes, for illiterate women and girls.

The Conference further declares that income generating activities should invariably be included in adult education programmes for women. For successful implementation of these activities, women's organizations at grass-roots level should be established. These organizations will also help the women to participate in decision making and improve their self esteem and self-respect.

The governmental and nongovernmental agencies should cooperate in helping women to form their own organizations and co-operatives.

The Conference urges upon Indian Adult Education Association which has been playing a leadership role in the field of adult education for the last 45 years to extend its activities and devote special attention to adult and non-formal education of women.

1985

We the 375 delegates from 21 States and Union Territories of India participating in the 38th All India Adult Education Conference held at Trivandrum from 20th to 23rd December 1985 to discuss the theme Mass Movement for Adult Education declare that Mass Literacy campaigns should be launched in the country in addition to selective programmes being implemented now to achieve cent per cent literacy in the age group 15-35 by 1990. Anyone and everyone in the community who has the time, inclination and capacity for participating in the programme should be involved.

Adult education will become a mass movement if it becomes a part of rational endeavour involving all sections and agencies including trade unions, co-operatives, students and youth, housewives and ex-servicemen, workers and peasants, governmental and non-governmental organizations, and voluntary agencies at the grass-root level.

Students in universities, colleges and schools be involved in a big way in the mass movement of adult education. The functional literacy programmes should be made a compulsory activity under the National Service Scheme, Nehru Yuvak Kendras and other youth programmes.

To make education a people's programme more and more voluntary organizations should be encouraged to participate in it. The conference urges upon the Government to place adequate funds at their disposal so that they could share a sizeable part of the burden of adult education work.

To widen and deepen the commitment of political and social leadership in adult education programme the conference urges the formation of forums of parliamentarians and local leaders at various levels.

Women, Scheduled Caste and Scheduled tribes constitute the hardcore of the challenge of illiteracy because of high percentage of illiteracy among them.

Their education, should receive priority in the mass movement for adult education.

The Conference notes that there is still not adequate demand for adult education programme and for generating this demand it calls upon the mass media to play a great role in creating favourable climate for a mass movement of adult education. The benefits of acquiring functional literacy and the handicaps arising out of literacy should be demonstrated through, mass media.

The conference welcomes the formation of National Volunteer Corps for Literacy by the Indian Adult Education Association (IAEA) and urges upon the voluntary organizations and education institutions to extend support to it by starting short term campaigns for eradication illiteracy with the help of volunteers. The conference requests the Government of India and the State Governments to provide for the necessary massive literacy programme through IAEA and all other state level, district-level and grass root level agencies participating in this mass movement.

1986

The 39th All - India Adult Education Conference, organized by the Indian Adult Education Association, in collaboration with the Department of Continuing Education and Extension South Gujarat University, Surat, and held at Surat during 25-28 October, 1986.

Realizing the fact that Science and Technology constitute a powerful factor of socio-economic development and progress;

Recognizing the important and vital role of Adult Education can and should play in the promotion of Science and Technology;

Keeping in view the mandate flowing from the historic Scientific Policy Resolution (1958) of the Government of India;

Reiterating the emphasis the Planning Commission had laid on the rapid development of Science and Technology and their application for social change and development;

Recognizing the catalytic role played by the Department of Science and Technology, Government of India, National Council of Science and Technology Communication, Council of Scientific and Industrial Research, Department of

Forests and Environment and Indian Council of Agricultural Research and other agencies of the Government;

Appreciating the significant contribution made by voluntary agencies, both big and small, in the area of science popularization;

Considering the issues raised in the Working Paper, views expressed during various sessions and recommendations made by the four Working Groups;

Hereby declares its commitment, both implicit and explicit, reflected in the faith, enthusiasm, devotion and dedication of the Indian Adult Education Association, and its institutional and individual members, to the theme of the Conference; reaffirms that the promotion of Science and Technology cannot be accelerated in the absence of a scientific temper in our people; and resolves that the Association and all its members, both institutional and individual, will whole heartedly work towards the realization of the goal of development of science literacy at various levels of society; popularization of science; creation of scientific temper and transfer of technology to rural areas for the removal of drudgery, especially among women.

RESOLUTIONS

The Conference also resolves that;

The Ministry of Human Resource Development of the Government of India, and the State Education Departments should broaden the contents of the awareness component of the National Programme of Adult Education, so as to include Science Literacy, Science and Technology Popularization, and Creation of Scientific Temper.

The Ministry of Information and Broadcasting and the State Information Departments should do all that is possible to popularize Science and Technology through the mass media, and to conceptualize and sponsor appropriate programmes for the creation of scientific temper.

The National Council of Educational Research and Training and the State Councils should accelerate the organization of science clubs in schools, both in urban and rural areas.

The National Council of Science Museums and the Nehru Centre, Bombay, should take their programmes and activities to villages.

The Indian Council of Agricultural Research should establish more Krishi

Vigyan Kendras, in rural areas and involve more and more adult learners in the agricultural demonstration programmes.

All the primary Health Centres and District Industries Centres in the country should have, for each centre, a permanent Exhibition and Information wing to promote educational programmes among the people.

There should be a Vigyan Mandir (Science Centre), attached to the Jana Sikshan Nilayam, conceptualized in the Action Programme of the New Education Policy.

The efforts of organizations like the Kerala Sastra Sahitya Parishad, should be encouraged by one and all, and more and more such organizations are to be promoted.

The Conference once again emphasizes that: "Science" as Jawaharlal Nehru put it, "ultimately, is a way of training the mind and the whole life functioning according to the ways and methods of science", and appeals to each one in the country to train his own mind so that he is led from untruth to truth.

1987

No record

1988

No record

1989

The Declaration of the conference sums up the decisions taken on this occasion.

Looking back on the fifty years of its work and performance, the Association feels gratified at the pioneering role that it has been able to play. There is an enormous deal yet to be done; this must be acknowledged. At the same time it is something to have promoted and developed the adult education movement in the country. This was the role that the Association to itself and fifty years of useful endeavour are a pointer to what has been accomplished and what yet remains to be done.

2. As defined on the occasion of its silver Jubilee Celebrations in 1964, the ultimate objective of the Association remains to establish a learning society. Its two principal targets are the adults who have yet to be made literate and the continuing education of those who have already become literate though it is essential to expand, extend and update their knowledge and skills.
3. In order to achieve this objective, it is important to integrate programmes of adult education with the educational system in the country. This in turn has to ensure that the educational system is a part of the development plan of the country. The 1985-86 exercise of preparing a New Policy on Education (NPE) was a step in the direction. Some progress has been made but it is far from adequate in relation to the magnitude of the problem. In particular the NPE has yet to be integrated with the planning process of the country. The 8th plan now under preparation is being looked forward to with great hopes and expectations. If this plan is able to genuinely implement the NPE, adult education would have made some progress.
4. As it is, a National Literacy Mission (NLM) has been launched and is making some progress. It suffers from two basic infirmities, however. One as already stated, it has yet to be integrated with the process of planning and, secondly, it is not exactly clear if all political parties are committed to it. The NLM has to go forward regardless of any political changes that may take place from time to time and as a movement to bring about the social and economic changes which have been talked about for four decades but not yet implemented.
5. What is called for is a reaffirmation of the commitment to adult education and, furthermore, to develop it into a people's movement. It is to be noted with regret that, so far, the mass media, and particularly the electronic media, have not yet played the role in this task that they can and they should.
6. While the establishment of Jan Shikshan Nilayams under the auspices of the NLM is welcome, two crucial steps need to be taken. One is to make the Nilayams community education centres and the second is to make the Preraks full-time agents of adult education and development. While doing so, full safeguards would have to be taken to ensure that the movement remains a people's movement and does not degenerate into a bureaucratic outfit.
7. The Golden Jubilee celebrated this year should be an occasion to do some introspection and at the same time chalk out a programme of action for the

next decade or so. In order to do so, a think tank or some equivalent body should be established and a draft worked out. This in turn may be circulated to the institutional members of the Association and also other academic associations. When this Association meets at its annual meeting, it should be in possession of a well formulated plan of action so that the same can be considered and adopted on that occasion.

8. It should not be necessary to reiterate what has been stated ever so often by the Association. All programmes of literacy and continuing education have to help the deprived sections of the population to liberate themselves from the plight in which they find themselves and move towards a situation where objectives like the promotion of scientific temper, national integration, equality for women, observance of small family norms conservation of environment and international understanding are emphasized.

1990

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1991

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1994

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1997

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1998

The 48th All India Adult Education Conference, held at Bangalore on 21-33 December 1998, under the joint auspices of the Indian Adult Education Association and the Bangalore University, on Adult Education in the Perspective of Learning throughout Life;

Realizing that the idea of lifelong education is the keystone of the learning society;

Recognizing the two fundamental concepts of lifelong education and learning society remaining in the core of the topic of the Conference;

Appreciating the concepts and ideas contained in the Working Paper, which did set the trends of the Conference;

Learning from the wisdom contained in the inaugural address and the presidential address;

Considering the findings in the Reports of the four Groups constituted for the purpose;

Endorsing the comments and suggestion offered by member organizations, individual members, Zilla Saksharata Samiti functionaries, University Departments of Adult, Continuing and Extension Education, and other distinguished delegates representing the voluntary organizations;

Echoing the voices generated in the five thematic Workshops;

Declares that:

1. Tremendous changes are taking place due to the new economic policy in India. This is influencing the rural and urban communities socially economically and culturally. The economic theory propounded by Nobel Laureate Amartya Sen and the late M. Huq places the emphasis on human development. To interpret these changes there are significant challenges for lifelong learning.
2. Terminal concept of education is not adequate in the present social, economic and technological context. It recommends that learning opportunities should be provided to all in the emerging era of information technology.
3. Adult education should promote a new vision of older adults recognizing them as responsible persons and a productive force in society.

4. For achieving the objectives of lifelong learning some changes in the formal education system must be made. It should create an aptitude and sustain the desire for learning. Such an aptitude will go long way in promoting self-learning among adults.
5. Lifelong learning will get a boost if Continuing Education centres, being established in the country, are provided proper physical facilities and the persons appointed for the jobs should be adequately trained and remunerated.
6. The Continuing Education centres should develop their curricular based on the issues that emerge from the lives of the adult learners. Issues such as exploitation and oppression, income and wage, land and water, rights and duties, understanding economic forces, gender discrimination etc. should be considered.
7. To follow the curricula based on the issues, the adult educator has to prepare himself/herself analyzing the issues with the people in organizing them around the issue.
8. Development should be focused on village based Industries such as agro-industries, cottage industries and Continuing Education Centres should play an important role not only in skill development but in management of such industries by the village people themselves.
9. The methods and techniques of lifelong learning should be in phase with the present day modern information and technological development such as mass media, distance education, Internet and E-mail. The folk forms of communication and the rural libraries should be extensively used for the purpose.
10. The most important factor for organizing lifelong learning is community participation, which should not only be limited in identifying, implementing, as well as monitoring and evaluation of the continuing education programme.
11. There is a tremendous impact of information technology on the present day society. Information technology which is already here could be beneficial as well as equally harmful depending upon how and by whom it is used. It should be used for lifelong learning to create scientific temper, skill development, life skill learning, ecology and environment.

2000

The Forty-Ninth All India Adult Education Conference organized by Adult Education Association in collaboration with the Literacy House, Lucknow, held from March 11 through 13, 2000, participated by 280 delegates from 19 States of India, meeting at the beginning of the Twenty-first Century and the beginning of the Third Millennium declares that:

1. The right to education and the right to learn through out life is the fundamental right of the people.
2. Whatever their age people must be provided with adequate opportunities to develop their potentialities and capacities to their full extent and be enabled to become possible best;
3. True education should not only help develop intellect, but more importantly, appreciation as well as character to refine tastes and to dignify behaviour and enable people to lead an increasingly prosperous, healthy, more culturally advanced, full-filling and happy life;
4. Education, awareness and consciousness among people are essential for achieving human centered development and building a participatory society;
5. Full guarantee for freedom, liberty, democracy, human rights and right to information are essential for transparency and accountability and to promote development with social justice as well as for the full blossoming of human personality;
6. The need of the hour is for people to come to their own and five development of people's power-an imperative of all healthy and equitable development for the promotion of which education must play its crucial role;
7. Enlightened state intervention from above and creative initiative and mass mobilization from below, in which education has a key role to play, can lead to most welcome and exciting results correcting to a great extent the well known distortions in our society, economy, policy and development. The adult education movement, under the leadership of the Indian Adult Education Association pledges to play its rightful role in the process;
8. The Adult Education Movement takes note of the emergency of globalization which is leading to a world of shrinking space and disappearing borders. The phenomena is of great promise as well as some perils. While its potentialities for investments and technology for growth

and human advancement are immense and are establishing new patterns of international economic co-operation, subsuming and re-articulating national economies leading to a new global economy, the dangers of exclusion and marginalization of countries and peoples within countries causes concern;

9. Globalization and expansion of markets may promote greater efficiency but are no guaranty of greater equity and social justice. When markets go too far in dominating social and political outcomes, opportunities and rewards spread unequally and inequality, concentrating power and wealth in select group of nations and corporations and marginalizing others. Inequality has been rising within many countries and inequality between countries has also increased.
10. The developments in the arena of information communication technologies which have fuelled and sustained globalization are also transforming technologies for education and learning. More affordable communication-networks enable greater exchange of scientific and technical information as well as sharing of knowledge about all aspects of business and everyday life. The possibilities of continuous and lifelong learning are growing with the increased availability of information and communication technologies. But this potential can only be exploited if the formal education process in the developing countries allows people to acquire the skills that are necessary to use the new technologies creatively and productively. Lifelong learning strategies require that the foundations of learning be strengthened and that there must be greater flexibility between education, training and work;
11. In spite of the great potential of information communication technologies it is essential to caution about the possible negative impact of greater access to the world's stock of information as a result of connection to global networks. Inequalities in both access to networks and in the distribution of relevant competencies that exist to-day, create a risk that the benefits of application of information technologies may be divisive. Indeed the misdistribution of information technologies may re-inforce already existing systems of inequalities. This highlights the need for greater attention to organizational and infrastructural aspects in education in developing countries.
12. People around the world seem just to have burst into conversation due to the high development of communication technologies and expansion of global media works. Communications with all their benefits in respect of

flow of ideas and knowledge, is opening up people's lives to new culture and creativity. But the new culture carried by expanding global markets is often disquieting. The information and communication based learning tools are culture bound and produced mainly by and for the industrialized countries. People in the developing countries must be helped to equip themselves to develop the capacity and ability to analyze and evaluate information from cyber space so as not to confuse it with worthwhile knowledge. The danger otherwise would be, as has been well said that "we might end up in a world where instead of soul we have membership in the crowd and instead of wisdom merely data and digits."

13. In the industrial countries there are indications of concern that increasing application of information and communication technologies are leading to emergence of communities of 'intimate strangers' who never meet in the traditional confines of the school or work place. The importance of school as an institution for socialization and communication must never be underestimated or overlooked as it is impossible to acquire in isolation or purely through the information and communication technologies the much needed communication skills;
14. The challenge of globalization or of phenomenal development in the field of information and communication technologies which are opening up new horizons and vistas cannot be met either by stopping the expansion of markets or refusing to benefit from the breath taking developments in science and technology. There is now a growing realization that globalization is too important to be left as unmanaged as it is to-day. The need is for establishing rules and strengthening institutions for stronger governance – local, regional and global. The emergence of new and less formal structures for governance should be welcomed and supported. The institutions of civil society, it is widely accepted, can play a crucial role for building a participatory society and promoting human centered development reflecting people's needs and aspirations and building pressure for transparency and accountability. The historical role of the Adult Education Movement in the Twenty-first Century and the Third Millennium is to help promote this process only thus we shall be able to achieve our cherished ideals and goals and only thus we will arrive at our destiny.

2001

The Conference – in its plenary sessions, concurrent workshops and group sessions – deliberated on the entire spectrum of literacy and adult education in India, keeping in view the contemporary developments in other developing societies.

In the light of manifold achievements of adult education, the Conference upheld the role of State and the Civil Society in motivating/mobilizing the community to promote literacy in the wider context of Education For All.

The Conference resolved to mobilize all available human and material resources to promote Adult Education in India to raise the quality of life.

Recognizing increasing common awareness in areas of health, nutrition, small family norm, and creation of scientific temper, the Conference stressed laying greater emphasis on these areas through Adult Education Programmes in coming years.

In the changing global scenario, the Conference reiterated the need and importance of greater co-operation among adult educators across the world, to facilitate greater international understanding peace and harmony.

2002

We 202 delegates from 17 states and UTs of the country participating in the 51st All India Adult Education Conference organized by the Indian Adult Education Association (IAEA), New Delhi in collaboration with Gandhigram Rural Institute (GRI), Tamil Nadu at Gandhigram from December 27-29, 2002 to discuss on the theme “Utilization of Open Distance Learning Approach in Adult Education: Past Experiences and Future Possibilities.”

Declare our conviction and belief that achievements in the field of information and communication technologies, already realized as well as developments that are fast taking place in the field, are not only rapidly transforming industrial societies into information societies but have great potential as well for bringing about highly significant changes in economic, social, cultural and educational fields leading to profound changes in the way we live and work, informs of governance, creativity and cooperation in sharing knowledge and ideas – indeed in nearly every field of human activity.

We echo the profound statement of Unesco International Commission on Education for the Twenty First Century that, ‘these technologies are in the

process of accomplishing nothing short of revolution before our eyes, one that is affecting activities that connected with production and work just as much as those with education and training.”

“Life-long Learning for all” and “Learning without Frontiers” – our cherished goals for long-have come within realms of possibility through these technologies, enabling society to reach out more effectively for social groups whose educational needs are not being met satisfactorily by conventional educational means. Further these technologies have opened up the possibilities of immensely enriching the conventional and traditional practices in the field of education. Due to developments of these technologies constraints of time, place and distance are being eliminated. In short, from pre-school to higher education learning will never be the same.

Express Great Concern at growing gaps between the developed and developing countries in their access to as well as ability to monitor and use opportunities offered by rapid developments in technology. This we believe is a great challenge both for education as well as for democracy demanding urgent and satisfactory response from the world community.

Homogenization, Loss of Culture and Language are dangers posed for people of developing countries by the fact that information and communication technologies have so far emerged, and are still emerging, mainly from developed industrial countries. We call for effective measures to halt the above trends. Full respect for and recognition of value of all peoples’ language and culture are basic and fundamental for international cooperation and harmony in the world. This race between technology and civilization must be imaginatively resolved to promote peace, harmony and international understanding so vital for the future of human kind.

International Co-operation is most essential for satisfactory solution of problems in the field of education in the Twenty-First Century — both for meeting the challenges Posed by developments in technology as well as for harnessing the innovation and expertise needed for meshing and merging these with traditional methods and techniques in the field of education. We express our profound conviction that no country, even most advanced and with plentiful resources, will be able on their own to effectively and satisfactorily deal with all Problems in this new era of information and communication technology. We therefore call on the international community to work out and establish a regime of meaningful just, fair and equitable cooperation among nations- vital

not only for our existence — but for Peace, survival of our civilization and indeed for the future of humanity as a whole. We call upon Government of India to impress on the international community the gravity and seriousness of the concerns expressed above and the value of our proposals and call for urgent attention and early action;

- a) To adopt measures, on a priority basis, for the creation of the necessary infra- structure and for availability of basic facilities like electricity, telephones, televisions etc. in all areas of the country with particular attention to the long neglected rural sector so as to create the necessary conditions for adoption of information and communication technologies for education, culture, health, people's welfare as well as for job creation and economic developments
- b) To take measures and adopt policies for production and availability of hardware as well as software for use of information technologies including Open Distance Learning (ODL) at affordable prices and in sufficient quantity for meeting. The growing requirements and needs in different fields of national endeavour.

2003

No record

2004

No record

2006

No record

2007 (ABU ROAD, RAJASTHAN)

No record

2007 (SHEGAON, MAHARASHTRA)

Being in the sacred land of Shri Sant Gajanan Maharaj over four days, visiting the temple and the Anand Sagar with an assembly of 185 delegates coming from the length and breadth of India, being inspired by the Nehru Literacy Awardee and Tagore Literacy Awardees, deliberating the theme of the Fifty-Sixth All India Adult Education Conference on Adult and Lifelong Learning Opportunities in Eleventh Five Year Plan in the plenary sessions and different special interest groups, the conference recommends that there has to be a synergy between the concepts and programmes at all levels for the development of adult and lifelong education.

The delegates declare that the Shegaon conference has been a trend-setting event to accelerate the efforts of one and all in the country for the promotion of adult and lifelong education for years.

2008

- Arriving at Kolhapur, a historical city reverberating with the memory of heroic deeds of Chhatrapati Shivaji Maharaj;
- Knowing 227 delegates coming from all over India;
- Enjoying the refreshing climate of Kolhapur;
- Interacting with the delegates in small and special interest groups;
- Drawing inspiration from the distinguished speakers in Plenaries, Special Session, Inaugural and Valedictory Sessions;
- Getting doubly inspired by a special address delivered by Shri Bhaskar Chatterjee, Principal Adviser, Planning Commission, Govt. of India;
- The 57th All India Adult Education Conference on Lifelong Learning : Opportunities and Challenges, hereby solemnly declares that, come what may, we have to make Lifelong Learning a Lifelong Mission for one and all – educated and uneducated.

2009

The declaration was:

- Seeing Kanyakumari which evokes memories of Swami Vivekananda, who jumped to the rock called Vivekananda Rock;

- Knowing Thiruvallavur, who composed Thirukkural, to spread the teachings of Jainism - peace and service to humanity;
- Appreciating the efforts of delegates in their deliberations in groups and plenary sessions; and
- Declares that the teachings of Swami Vivekananda and Thiruvallavur are in complete resonance with all that the conference has come up during these three days.

2012

We, the delegates of the 59th All India Adult Education Conference held at Tirupati, Andhra Pradesh from December 16-18, 2012 solemnly affirm to dedicate ourselves for the promotion of Community Learning and Development through programmes and activities.

We also affirm that sincere efforts will be taken by us as individuals, part of the organizations in which we serve, members of the community and members of the larger society to uplift the masses through community learning – literacy, awareness and functionality, to enable them to progress in the path of development. In this process human values will be given priority.

2014

We, the delegates of the Sixtieth All India Adult Education Conference held at Udaipur, Rajasthan from January 10-12, 2014 resolved to re-dedicate ourselves for the promotion and development of Lifelong Learning through all our programmes and activities.

We as individuals and representing organizations will serve the common people through community development activities and training programmes to enable them to pursue further education and skill development so that they have both horizontal and vertical mobility in their life which inturn will benefit not only the individuals, their families but also the community as a whole.

Indian Adult Education Association

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