

ADULT EDUCATION IN INDIA
AND AMERICA

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CHAPTER I

INTRODUCTION

On the attainment of Independence on 15th August, 1947, India was faced with many problems. Many of these problems are common to nearly all underdeveloped countries. But some of them were mainly significant to India such as poverty, illiteracy, food shortage, industry, unemployment and huge growing population. The most crushing of India's problems were mass poverty and adult illiteracy.

From a historical perspective, ever since the dawn of social and political awakening in India the leaders like Rabinder Nath Tagore, Mahtma Gandhi, Raja Ram Mohan Rai, and many other reformers and politicians have insisted on social and educational status. But the attitude of the Imperial Central and Provincial governments was not favorable towards adult literacy. It was not possible to start a literacy campaign on a large scale. There were some campaigns which were conducted between 1920 and 1930, but there was not much success because the government did not support them.

A few years later, between 1935 and 1940, many literacy campaigns were started by the Indian Nationalist government and private organizations. There was a remarkable co-operation between industry and government regarding abolition of illiteracy. One example of this co-operation was the campaign

of the Tata Iron and Steel Company in Jamshedpur which was a part of the great Bihar Literacy drive. Besides this, the educational and religious institutions also played a significant role in eliminating this problem. But these early campaigns had many difficulties such as lack of interest among illiterate adults, lack of planning in courses and irregularity of attendance. The great set-back to these campaigns occurred when World War II broke out which caused the Congress to quit office and as a result this literacy effort died down.

World War II also brought to India a new consciousness of power and rapid expansion of industrial life. India obtained its freedom after a long political struggle in 1947. Soon after its Independence, the problem of adult education assumed greater importance because, first, an independent democratic country is considered to need an active and alert electorate. There is no use of a mere extension of franchise unless the people understand its meaning and its requirement. Second, it is obvious that continued illiteracy of a large section of the people not only slows down the rate of a country's progress but also produces an unbalanced social structure.

The government of free India realized this need for education. Thus the Central Ministry of Education has taken a much more active interest in literacy. Two other organiza-

tions are taking an active interest in literacy. One is the Planning Commission of the Community Development Projects. The other is the Indian Agricultural Research which is presenting knowledge about agriculture by simple, attractive and illustrative methods.

The Indian government has a huge plan to reach villagers, to teach them, to employ more scientific agriculture, and to follow the laws of hygiene and sanitation more scientifically. Now the narrower concept of adult education has been changed to a broader concept of 'Social Education', with its emphasis not only on literacy but also on better and good living. Within the last ten years, India made tremendous improvement in this field and experimental work in social (adult) education is going on in almost every State.

Statement of the Problem

The purpose of this study is to explore the definite goals and areas for study by the adults in America and to suggest some of the methods and approaches by which adult education in India may be improved. The problem thus resolved itself in answering three questions regarding Adult Education.

1. What is the status of Adult (Social) Education in India?
2. What is the status of Adult Education in America?

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3. What can India gain from American Adult Education programs?

Procedure

To answer the questions raised about adult education, the following procedures were used:

First, in order to understand the problem of adult education in India, the literature on this field has been studied. In writing on such a subject in connection with India, it is difficult to get information when very little has been found in the Montana State College Library. Much of the literature has been obtained from the Publication of Ministry of Education, Government of India.

Second, an effort has been made to find out what has been and is being done in this field in America. Literature available at Montana State College was surveyed. Some material was obtained from other libraries on inter-library loan.

Definitions

Adult Education Before Independence:

Adult education before 1947 was confined to removing illiteracy. It had nothing to do with the cultural advancement of those to whom it was imparted. It aimed at teaching the 'Three R's' only.

Social Education After Independence:

Social Education is a new name for the Adult Education after 1947. It aims at the education of the 'whole man' and is a correlated program of physical, moral, aesthetic, civic, political and practical education.

CHAPTER II

STATUS OF ADULT EDUCATION IN INDIA

A large part of the Indian population is illiterate. Literacy has become one of the most important aspects of adult (social) education because a newly democratic country needs literates who can keep step with the advancement of the modern scientific world.

India needs for the success of its new plans and schemes not only intelligent planning and guidance from experts, but also intelligent fellowship from the entire nation. She needs an enlightened adult peasantry, undertaking rural reforms so that the newborn free country may not suffer from shortages of food and other necessities of life. She also requires efficient, skilled men and women. Therefore, for the creation of an intelligent citizenry, the country needs new education not only for the younger generation, but also for the adult population. The new education program must meet the people's everyday problems and enrich their everyday living. Education should be of the kind that can contribute to their growth materially, spiritually and socially. The chief purpose of adult education should not be to impart only reading and writing skills but to improve the whole personality of the adult. Adult education tends to give the understanding and skills that promote effective democratic living

to those who have the responsibility of solving the problems of a democratic country.

In order to understand the problems of adult (social) education in India, and to suggest their solutions and schemes of progress, it is necessary to have a brief description of adult education before Independence and after Independence (1947). The new concept of social education will also be discussed in its important aspects in detail in 'Adult Education After Independence'.

Adult Education Before Independence

Adult education before Independence in 1947 was confined to removing illiteracy. It did not aim at anything more than the ability to read and write some languages. The main purpose of adult education was to teach the 'Three R's' because the problem of illiteracy was very serious in the first decade of the century.

Deshpande¹ quoted the late G. K. Gokhale in his article, 'Fundamental and Adult Education' as: 'The primary purpose of mass education is to banish illiteracy from the land. The quality of education is a matter of importance that comes only after illiteracy has been banished.'

¹ Deshpande, A. R., UNESCO, 'Fundamental and Adult Education,' Vol. X, No. 1, 1958, p. 16.

India has had the largest percentage of illiteracy among the nations of the world. According to the All India Report of Social Education for 1947-51,² the census of 1941 showed that out of the total population of 312.8 million, only 14.6 percent were literate. Literacy among women was only 6 percent while among men it was 22.2 percent.

This shows that the chief aim of pre-Independence adult education was to encourage literacy among the people. Many literacy campaigns for raising the literacy level of the people had been launched in various sections of the country between 1922 and 1940. These campaigns were conducted by the government, industries and private organizations.

The most impressive governmental campaign conducted was in Bihar province. There were a few semi-governmental campaigns. The most important semi-governmental campaigns were conducted in urban communities in Bombay and Poona in 1939. Some other private organizations and Christian missionaries were also aided to some extent by the government. The most significant Christian missionary campaign was conducted by Dr. Frank Laubach. Laubach³ suggested in his famous work,

²Ministry of Education, Government of India, Publications, All India Report of Social Education for 1947-51, (Publication No. 142), Delhi, 1954, p. 1.

³Laubach, F. C. and Laubach, R. C., Toward World Literacy, Syracuse University Press, 1960, p. 96.

Toward World Literacy: 'Each one teach one.' This method was appreciated by Indian leaders and educationalists.

Laubach⁴ also discusses some of the important literacy campaigns which were conducted by private organizations. One significant campaign which was started by the Tata Iron and Steel Company in Jamshedpur was a part of the Bihar literacy drive. The company initiated its campaign on July 4, 1938.

Thus, adult education prospered in India during 1935-39 but all these attempts failed when World War II broke out in 1939, and India, like other countries, was faced with many different important problems. Under the leadership of Gandhi and many other nationalist leaders, the people continued to fight for independence. It was finally won on August 15, 1947.

Adult Education After Independence

A new era started after Independence was won. Adult education no longer is confined to literacy but it includes education in citizenship, health, agriculture and handicrafts. The old concept of adult education has been changed and extended. It has come to include the satisfaction of the various needs of the adults in the way of a better understanding, culture and efficiency.

⁴Ibid., p. 95.

In 1948, a new name was given to 'Adult Education'. It was given the name of 'Social Education', a broader concept of adult education. The credit for this new concept of social education goes to Maulana Abul Kalam Azad, who was the Minister of Education at that time. This has been supported by the All India Report of Social Education in India, 1947-51,⁵ as:

The address of Maulana Abul Kalam Azad at the fifteenth meeting of the Central Advisory Board of Education held at Allahabad has a historical significance, since it not only gave a new name to the work, that is to say, social education, instead of adult education, but emphasized the new orientation of the adult education movement in the country. To mark the change in the scope of adult education Maulana Abul Kalam Azad said it would in the future be called Social Education.

The social education has a new force, spirit and motive behind it. The aims and objectives of social education are quite different from pre-Independence adult education. Kempfer⁶ pointed out that the heart of social education is 'community uplift through community action.' Social education takes the problem approach to the improvement of village life. The Indian villagers are on the march today and are anxious to learn scientific knowledge.

⁵Ministry of Education, Government of India, op. cit., pp. 5-6.

⁶Kempfer, H., 'Community Development and Social Education in India', Adult Leadership, Vol. IX, No. 3, September, 1960, p. 78.

During the First Five-Year Plan, the great emphasis was given to social education. In 1952, the plan of 'Community Projects' brought fresh enthusiasm among social educationalists. The Community Projects provided concrete shape for this concept. Now social education is one of the main aspects of Community Development Projects.

The Role of Social Education

The concept of Social (adult) education has been widened to such an extent that the movement has integrated with the national effort for a higher standard of living. It has some special place in the lives of the people. It aims at the education of the 'whole man', and is a correlated program of physical, mental, aesthetic, civic and practical education. Singh⁷ has given the following five-fold functions of social education in his book, Social Education in India:

(1) Social education aims at strengthening social harmony and social solidarity among the people. Social harmony and social solidarity are themselves things of value, but they are also geared to the achievement of larger national ends. The social harmony aimed at by social education is thus a part of the dynamic social movement in India.

(2) One of the essential functions of social education is to awaken in the people an appreciation of the significance of the country's Five-Year Plans and to enthuse them for participation in it. This reflects the faith

⁷ Singh, S., Social Education in India, Ministry of Education, Government of India, (Publication No. 253), Delhi, 1956, p. 2.

of the Indian people in democratic values, for in a democracy economic advancement must arise out of an educational effort. Social education will thus also ensure that peoples' cooperation in the Five-Year Plans will come from them not as individuals but as communities.

(3) Since India has resolved to recover her pace in technology in response to the demands of modern times, it is the business of social education to serve as a smooth and effective channel between centers of research and the homes and hamlets in which the common people live. It aims to bring down to the people the benefits of new knowledge that is being continually created in laboratories and also the knowledge that is already there, but is not available to them.

(4) The declared aim of all development plans in India is to raise the level of Indian humanity. This is achieved not only by the men and women of India achieving greater technological skill, but also by enlarging their minds. It is an important and traditional function of social education to bring this knowledge to the people; especially the knowledge which concerns them deeply, e.g., knowledge of the basic essentials of a healthy life, civic education, etc. As a large part of Indian population is illiterate, literacy has become one of the most important programmes of social education and is an index of its progress.

(5) Men everywhere function in groups and a distinctive group is the cluster of men around a leader. The quality of a group is therefore largely a product of its leadership and if the Indian people have to justify their aspirations, this can be done only by improving the quality of leadership in the villages and towns of India. This is a responsibility which social education alone can shoulder.⁸

The above mentioned five-fold role of social education by Singh defines the objectives and goals of the programs.

It is clear that social education aims at the improvement of the individual within his environment. It also includes

⁸Ibid., p. 3.

social understanding and the ability to work jointly with other people both nationally and internationally so that the human being may promote peaceful solutions to problems of the human race. Literacy, though very important, is just a part of this program. It is not the be-all and the end-all of social education.

These aims and objectives are now being achieved to some extent through literacy classes, community centers, youth clubs, libraries and other organizations. All these organizations are contributing directly to the educational activities of adults. Literacy classes have contributed a lot towards the problem of liquidating illiteracy. According to India 1961,⁹ literacy among the people was 23.7 percent whereas in 1951 the literacy was 16.6 percent. The social education movement has made tremendous progress in the field of literacy.

Areas of Educational Program

It would be worthwhile to learn the areas of program in the whole scheme of social education in India. Osgood gives eight areas of education in his book entitled, Adult Education in Orissa.¹⁰

⁹ Government of India Publication, India 1961, Ministry of Information and Broadcasting, Government of India, Old Secretariat, Delhi-6, May, 1961, p. 559.

¹⁰ Osgood, W. C., An Adult Education Program for Orissa, India, Oregon State College, Corvallis, Oregon, College Press, 1950, p. 80.

The study of agriculture must take the first place in the list of areas for study because approximately 80 percent of the Indian population live in villages. Any program which aims at raising the standards of the people in the country must therefore start at the village level. The social education includes this area first. It teaches the rural adult modern methods of cultivation, irrigation, upgrading livestock, poultry, and other farm animals. Similar views have been expressed by Dr. Wilson in a foreward in Applied Anthropology as:¹¹

In any listing of essential human needs food comes first...The peace of the world is, can be and will be jeopardized by hungry dissatisfied people.

Thus, the field of agriculture in social education is very significant for Indian rural adults.

The second area of social education is the Home Improvement Education program. The emphasis is given to female education in Community Development Projects and Extension Work. Krishnabhai supported this view in an article entitled, 'Rural Women and Development Work' which was published in Kurukshetra¹² as:

¹¹Wilson, M.L., Forward; Applied Anthropology, Vol. III, June, 1943, p. 1.

¹²Krishanabhai, N., 'Rural Women and Development Work,' Kurukshetra, Vol. III, No. 1, October, 1954, p. 41.

Any women's training programme, therefore, undertaking extension activity among rural families, should include the following cardinal features of Home Improvement techniques:

- a. Home Improvement Education including Home Economics;
- b. Health Education including child care, maternity, ante and post natal care, family planning, etc.;
- c. Occupational Education including the stimulation of remunerative hobbies and utility craft;
- d. Education in auxiliary farm practices towards complementing improved farm methods introduced by the men village level workers. The farm woman through the efforts of the woman SEO (Social Education Organizer) could be induced to cultivate an intelligent interest in such efforts;
- e. Education in Home Extension techniques and demonstration methods;
- f. Education in the techniques of the stimulation of group activities amongst rural women, like the setting up of farm women's and home maker's clubs, nursery schools, creche, etc.;
- g. Education in imparting in-service training to village women voluntarily associating themselves with development programmes, so as to bring out potential leadership and to absorb them as extension workers themselves.¹³

Thus the introduction of Home Improvement Education is a significant aspect of social education. It is perhaps a comparatively new idea, requiring much pioneering work before certain standards are arrived at.

The third area of the program is the health and maintenance of life. The majority of the people in India are quite ignorant of the laws of sanitation, causes of disease, and have an inadequate knowledge of the principles of diet

¹³ Ibid., p. 2.

and nutrition. This ignorance as stated by Osgood¹⁴ causes¹⁶ a tragic loss of life and lowers the vitality of the people in the country. There is a great need of understanding in this area by the people.

The fourth area is the study of vocations, crafts, and occupational opportunity. It is not possible to absorb all youth in agriculture. There should be some other vocations and crafts which must be made available for the people.

The fifth area in which education needs to be carried on is that of community organization, group work and cooperative effort. Cooperation and new forms of community organization are contributing greatly to the growth of democratic controls and sentiments.

The sixth area is given to recreation and the enrichment of leisure time. Recreation should be happy and worthwhile according to location and social environment. Leisure time should be utilized wisely.

The seventh area of study may be called training for literacy. This area is the pre-requisite to all the learning discussed above. It is an indispensable factor of social education. The achievement of total literacy is essential if India is to make its due contribution to the modern world

¹⁴Osgood, op. cit., p. 82.

movement of enriching the life of men everywhere.

Finally, no program of social education would be complete without the provision of leadership education. Indian village life is not as rich in local informal organization, clubs, etc., in which leadership experience can be given and capacities developed as that of some other countries. The adult educational program would provide a greatly increased number of clubs and associations of various types within which such abilities might be exercised.

These eight areas of educational need: Agriculture, Home Improvement Education, Health Education, Vocational Education, Cooperative Education for Recreation and Enrichment, Literacy, and Leadership Education, are very important aspects of social education in India. India needs education for adults in terms of their growth and development in the modern world. It must, therefore, cover every phase of necessary life experience. But it has been impracticable to make a curriculum or course of study for each field. Among all these areas, the area of literacy has attained much importance in the last decade. Before the advent of Community Projects there were about 40,000 classes in India imparting literacy to nearly 400,000 people annually. According to Singh, the Community Projects have added to these figures considerably, up to December, 1955, the Community Projects had run 75,000

literacy classes with an enrollment of over 600,000. This is
a very significant contribution towards the problem of elimi-
nating illiteracy.¹⁵

Methods and Materials

The methods of teaching adults are not the same as those of teaching children. There is a great need of maintaining interest and encouragement among older people. Adults are not quite as flexible and adaptable as children. They do not change their habits of thinking and working unless they find some benefit. They are more critical due to their vast experience. Every individual adult has different experiences. The average mature person will dislike the regimentation of the old-fashioned classroom.

All methods in social education are more or less informal. They are more practical than theoretical. More participation of the adults is encouraged in social education activities. The social education methods need the cooperation of teachers and the learners because the emphasis of social education is through organized communities. According to Kempfer¹⁶ in his article 'Community Development and Social Education', the Education Organizer is now the backbone of

¹⁵ Singh, S., op. cit., p. 4.

¹⁶ Kempfer, op. cit., p. 95.

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social education personnel of the country. He is responsible for developing more than two dozen specific activities. Among them are literacy instruction, library services, community center activities, education in health and sanitation, wholesome cultural and recreational activities, community organizations, leadership training, and radio listening groups. Changed attitudes and new social outlooks are to be important by-products of the development of these activities.¹⁷

In order to develop these activities, lectures, discussion groups, forums and radio broadcasting are adaptations of the teacher's verbal appeal to the adults' minds. Laboratories and studios put the learner in direct contact with real materials.

Materials: Three types of material which are being widely used in social education are the radio, visual aids and printed material.

The Radio. Riberio¹⁸ states that the two important things in the villagers' everyday life are work and recreation. The first is work. This he has in an abundance from which he cannot escape. The second is recreation, which he needs and cannot obtain. It is possible in a radio program to take care of both these dissatisfactions and bring the villagers

¹⁷ Ibid., p. 95.

¹⁸ Riberio, L. R., Mass Adult Education for Rural India, Harvard University, Graduate School of Education, Library, 1946, p. 182.

within the reach of a fuller life.

All India radio stations function mainly as social educational institutions. The growth of community listening was very slow in the beginning due to many reasons. These are: lack of electricity in a majority of the villages, non-availability of suitable personnel, the limited number of radio stations, and the low power of transmitters. Within the last few years, all India radio stations have made tremendous progress. The Education Department has set up Community sets in many schools and social centers. Many different programs for women, children, farmers, villagers and industrial workers are broadcast from 22 centers in the country. Kumar¹⁹ mentions an interesting development; this is the organization of Farm Forum Programmes. These Forum programs are primarily discussion groups of agriculturalists based upon the Canadian Radio Farm Forum Programmes.

Visual Aids. The greatest importance has been given to the visual aids in social education. Visual material is of primary usefulness to our country where there is still a high percentage of illiteracy. Osgood reported Butterfield in his work, Adult Education in Orissa,²⁰ as:

¹⁹Kumar, N., 'The Use of Radio in Education in India', Chapter VIII, The Year Book of Education, 1960.

²⁰Osgood, op. cit., p. 98.

Visual education plays a larger part in Western life than we are conscious of but in mass education it is the tool of first importance, extremely useful in continuing education for literates almost indispensable, in the case of illiterates. The motion picture, the exhibit, the agricultural fair, the demonstration, these devices are good anywhere in education.

Books are important in education but pictures and graphic representations of facts may be a more direct road to understanding than the unfamiliar printed word. Of course, the printed word is still the most commonly useful instrument in the adult classes. Great progress has been made since Independence. Some states have good audio-visual departments to support their programs of visual education.

According to Singh²¹ the National Institute of Audio-Visual Education was established in 1959. The institution works as a training, production and research center. It also gives information in relation to audio-visual education.

Exhibitions and demonstrations are now reported in increasing numbers in social education. The demonstration is also a very good technique for teaching the rural adult. It is less expensive and a worthwhile technique for the illiterate people.

Literature. It was realized that literature would be

²¹Singh, op. cit., p. 10

the most extensive and most convenient device for awakening the social and national consciousness of the people. The lack of suitable social education literature has been felt by many social educationalists. The central government in cooperation with the state government has taken a few steps in increasing the volume and quality of social education literature. Many state governments and semi-governmental social education institutions have brought out good literature for adults. The Ministry of Education has its own programs to develop good printed material for adults.

In order to provide this literature conveniently to the adults, the government of India sponsored a scheme for the establishment of district and central state libraries. The library is the best way to make the modern knowledge on all aspects of life available to the people.

Organizations

Singh, in his work, Social Education in India, discussed the following organizations:²²

Social education work is being done by: (a) voluntary organizations, which sometimes receive aid from the government; (b) semi-governmental organizations, like the Bombay City Social Education Committee and the Mysore State Adult Education Council; (c) the State Governments; and (d) the Government of India.

²²Ibid., p. 12.

These above mentioned organizations are important for the program of social education. Voluntary organizations for the most part run literacy classes. Very rarely do they take up work in civic and health education. The state governments have done most of the work in social education. It is done in the Community Projects and National Extension Service. In the government of India, various Ministries have their own programs for their employees. Some of them, like the railways, have their literacy programs. The most important work is done in the army. Illiteracy has been completely wiped out in the army.

The Ministry of Education is responsible for the co-ordination of social education work throughout the country. It gives grants to voluntary organizations. It also provides grants to the state governments for their social education programs.

Deshpande²³ mentioned:

Since social education including literacy is a part of the education programme of India, the main funds for it come from the one source, i.e., the taxes imposed by the central government and the state governments. It has however recently been possible to raise also voluntary contributions from the people for such items of social education programmes as buildings and equipment for community, community listening radio sets, playgrounds

²³Deshpande, A. R., op. cit., p. 20.

and children's parks. But the public, whether rural or urban, has not yet been sufficiently persuaded to come forward with contributions for literacy.

Thus, the governments still have the main responsibility for social education. But in some states, voluntary organizations are making valuable contributions to social education work.

The Future of Social Education

The social education movement has made tremendous progress within the last few years. It has given reality to some of the impulses that make for social progress. If it continues to develop, it will someday be one of the most effective of such institutions because it aims to improve the human materials with which progress can be built.

Up to now the picture of social education in India seems to be encouraging. But the future is much more difficult to predict. Much of it will depend upon the continued life of our democratic social and political structure of the country. Besides this, at the present time there are many difficulties which handicap social education work in the country. The common difficulties are: the lethargy and the poverty of the rural people. In many areas, communications are bad and are rendered worse in the rainy season. In some places, excessive heat is as great a handicap as rain. The teachers are not fully trained. The classes also suffer due to irregular or

insufficient supply of necessary materials.

The above mentioned difficulties are real and great. But it does not mean that India should neglect social education in the future. Social education is the only way by which all the resources and social groups may be put to work for the betterment of life.

CHAPTER III

THE STATUS OF ADULT EDUCATION IN AMERICA

The modern era of adult education began in the United States with the advent of World War II. A number of changes which occurred made adult education a significant factor in social progress. The high rate of change took place on all sides, such as changes in technological processes, in communication, in social organization, in patterns of living, and in new knowledge and skill. Thus, in the modern world education is not merely the function of childhood but it is a life long process. Besides this, there are other changes taking place because of the rising proportion of older people, shortened work week, modern inexpensive literature, more leisure time, and others. All these forces are driving toward the self-betterment of the individual, which is the main aim of American adult education.

The purpose of this chapter is to give the reader a general and brief over-view of adult education as it exists in the United States today. The definition of adult education will be undertaken first.

Definition of Adult Education

It is difficult to define the term 'Adult Education' because it includes numerous activities and its latent student body is the entire adult population. According to

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Bryson²⁴, 'adult education includes all the activities with an educational purpose that are carried on by people engaged in the ordinary business of life'.

The article, 'What is Adult Education' written by Hellenbeck and others, in Adult Education, gives many definitions of adult education. Some of them are quoted below:²⁵

Paul H. Sheats:

I would propose that we build into the definition of adult education in the United States coverage of those organized and planned activities in which man engages for the purpose of learning something. In this view there are at least three elements - purpose, planned study, and organization.

Carl E. Minch:

I conceive adult education to be a continuing educational experience which should contribute to the growth of people as long as they live. It is an experience not basically different from elementary, secondary, or any other level or kind of education. Whatever differences may exist appear to be determined largely by circumstances of age, compulsion, motivation, interest, maturity, experience, and availability of time. They are differences, not in principles of learning, nor even methodology, but rather in application and degree.

Stanley Swarder:

²⁴Bryson, L., Adult Education, American Book Company, New York, 1936, p. 3.

²⁵Hellenbeck and others, 'What is Adult Education?', a Symposium, Adult Education, Vol. V, No. 3, Spring, 1955, pp. 131-145.

The purpose of adult education is to develop the potentialities that lie within ourselves to the end that we may solve the problems that we face as adults...The emphasis of adult education must be on learning and problem-solving rather than on mere information, recreation or social activities. Adult education endeavors to meet the present and continuing needs of individuals.²⁶

Regent's Inquiry in the State of New York stated as:²⁷

For this study, adult education is defined as any purposeful effort toward self-development carried on by an individual without direct legal compulsion and without such effort becoming his major field of activity. It may be concerned with any or all of the three aspects of his life: his work life, his personal life, and his life as a citizen.

From the above the conclusion can be drawn that the definition of adult education varies with the personal experience of the individual. The common element among these definitions is the continuous growth of the individual in a changing world so that he may meet his personal needs, problems, or desires more effectively to participate as an intelligent functioning member of the society. Adult education makes an individual aware of his civic and economic responsibilities to others, to the community, to the nation, and to the world.

Thus, adult education aims to extend opportunities for improved living for the people. Adults of any age can participate in adult educational activities and programs. In

²⁶Ibid., p. 135.

²⁷Reeves and others, Adult Education, Publications of Regent's Inquiry in the State of New York, 1938, p. 2.

adulthood, the desire for learning arises not from a general urge or the obligation to fulfill the expected role, but from an immediate necessity or an observing interest. There is no law and force behind these adults. But they take part voluntarily in adult educational activities.

Functions and Place of Adult Education in American Society

In the modern world adult education is playing a very significant role. Adult education is essential to a properly functioning society. A few characteristics of the modern world which determine the functions of adult education are given by Hellenbeck in the Handbook of Adult Education in the United States. They are:²⁸ (1) rapidity of change; (2) dominance of technology; (3) intensity of specialization; (4) complexity of human relationship; (5) vastness of opportunity.

On the basis of these principal characteristics of American culture, the functions of adult education can be grouped into five categories. Hellenbeck brought out the following fundamental functions for adult education to be performed in American Society:²⁹

²⁸Malcom, S. Knowles, Editor, Handbook of Adult Education in the United States, Adult Education Association of the U.S.A., Chicago, 1960, p. 30.

²⁹Ibid., p. 36.

- (1) Expand communication skills
- (2) Develop flexibility
- (3) Improve human relations
- (4) Facilitate participation
- (5) Expedite personal growth

Bryson³⁰ grouped functions of adult education into five types in his book entitled Adult Education. These five types are as follows:

(1) Remedial: - Remedial adult training is more or less formal study undertaken to give a person of adult years whatever he needs to bring his educational equipment up to the minimum that is necessary for life in an American Community. It includes the ability to read and to write, and for immigrants it includes also a knowledge of spoken English and of American citizenship. Training in home-making and child care on an elementary basis, in all the simple rules of health and civilized behavior, are also remedial since grown citizens are presumed to have a working minimum.

(2) Occupational: - Occupational training may be: (a) for advancement on the job; (b) for advancement to another job of a different sort; (c) for industrial rehabilitation of the victim of machine unemployment; (d) for guidance in choosing or adjusting to an occupation.

(3) Relational: - Relational education includes 'parent education' and also the studies of emotions, attitudes, and psychological habits which are designed to help us to better understand ourselves and our relations with other persons.

(4) Liberal: - 'Liberal education' is the best term available to describe activities which are undertaken chiefly for their own sake, for the pleasure that is in

³⁰Bryson, op. cit., p. 30.

them. Although all adult studies should be liberal and 'liberating', the first two types listed above are instrumental, and to a lesser extent the third also. They are expected to produce results beyond the satisfaction of achievement. In the pursuit of art, or philosophy, or science, one could find, no doubt, the motive of self-advancement, but these activities are not so directly applicable to one's daily life or to one's daily human relations. And the recreational element, the sheer enjoyment of pleasant effort, although it also is, or should be, present in every form of educational activity, is stronger perhaps in this field than elsewhere.

(5) Political: - Political education includes all those studies, practices, and experiences which men deliberately undertake to make themselves better members of the common wealth. This includes not only the study of 'politics' as a subject, but also all forms of training for political action.³¹

The above-mentioned functions of adult education given by Hellenbeck and Bryson are basically the same. In all of them there is the purpose of increasing the ability of understanding the American culture and heritage. The other important purpose is to increase constantly the adult's power of self-development and self-direction.

Thus, adult education has a unique place in American society. The job of the adult education movement in America is to achieve democratic goals and methods. Adult education, like all other education, is founded upon the belief in the individual as the ultimate seat of responsibility, integrity, and worth.

³¹
Ibid., p. 31.

Program Areas in Adult Education

There has been a great development of adult education programs within the past few decades in the United States. The present goal of American adult education programs is to increase the range of offerings in order to provide something that will be of interest and of use to nearly everyone. An adequate adult education program has certain characteristics. Some of them are given by Deming in his article, 'Characteristics of an Adequate Adult Education Program', published in Adult Education, as:

(1) It grows out of the demands, interests, and needs of all adults of all ages and socio-economic levels.

(2) It helps adults to become better adjusted with-in themselves, and to become aware of their broader obligations and relationships to the larger world.

(3) It assists individuals and groups in (a) adapting to a changing world, and (b) gaining greater control over cultural and social forces.

(4) It is flexible and maximally accessible to the population with reference to geographical location, time (term-length, session length, time of day, season) psychological setting, and cost.

(5) It is cooperatively planned and coordinated by a group involving community-wide participations.

(6) It utilizes adequate methods, approaches, techniques, and facilities.

(7) It has a congenial atmosphere in which each person feels welcome and at ease.³²

³²Deming, C. Robert, 'Characteristics of an Adequate Adult Education Program', Adult Education, Vol. 1, No. 1, October, 1950, p. 25-26.

These characteristics are useful in operating adequate adult education programs in the community. Adult education is concerned with the following major areas:

- (1) Academic Education for Adults
- (2) Education for the Aging
- (3) Community Development
- (4) Fundamental and Literacy Education for Native and Foreign-born Adults.
- (5) Home and Family Life Education
- (6) Public Affairs Education
- (7) Adult Education for Creative and Recreative Leisure.
- (8) Adult Vocational Education
- (9) Health Education of the Public
- (10) Education in Industrial Relations for Adults

A brief and general description of these areas is given below:

I. Academic Education for Adults: Siegle³³ states:

Adult education shall be defined as that kind of education which involves attainment of credit in a number of courses, is systematic and cumulative, and which leads to a certificate or degree.

It means that academic education for adults is quite

³³Siegle, E. P., 'Academic Education for Adults', Handbook of Adult Education in the United States, op. cit., p. 393.

similar to other forms of academic education such as elementary, secondary, and higher education. The receiving of a degree or certificate is a symbol of completion of the study program.

There is an increasing trend toward extending certificate and degree programs for adults. The present trend indicates that there is an increasing search by both academicians and adult students for systematic programs in liberal education. Television and Home-study are the best methods for teaching adults in this program. Many universities offer some television credit programs, which are developed into systematic sequences, requiring examinations and discussions on campus or some correspondence study.

2. Education for the Aging: Another important area of adult education is education for the aging. The main aim of this program is to meet the needs and problems of the aging. This program should be designed to achieve several objectives.

Wilma Donahue pointed out the following objectives of education for the aging in her article, 'Preparation for Living in the Later Years', in Adult Education:³⁴

(1) To provide information about the aging process and to help in the development of a philosophy with regard to growing old.

³⁴Donahue, Wilma, 'Preparation for Living in Later Years', Adult Education, Vol. 1, No. 2, December, 1950, p. 45.

(2) To furnish information regarding the special problems which arise as a result of aging.

(3) To provide training in techniques for attaining a maximum level of personal adjustment.

(4) To provide training and retraining in skills and knowledge which will permit continued employment and creative socially significant activity.

These objectives can be achieved in many different ways. The important ways are conferences, institutes, workshops, forums, discussion groups, and regular college courses. Considerable information and informal instruction about aging is available by films, radios, newspapers and television. Education has already recognized the need to extend its concepts of adult education to include the aging population.

3. Community Development Education: Adult education has as one of its major goals the planned coordination of community group efforts. Community development is essentially a direct method of teaching the adult. It makes the learner understand his learning and its application directly without the interference of intervening factors. The adults will be more interested in community development education than any other area of adult education.

4. Fundamental and Literacy Education for Native and Foreign-Born Adults: One of the most significant and largest areas of adult education provides fundamental literacy education for native and foreign-born adults. The essence of fundamental education is to acquire the ability to see and the desire

to meet the most urgent individual and community problems, and learning to use and improve the resources available in raising the standard of living. The essence of literacy education is to acquire the ability to read and write, and to understand the basic principles of community life.

The main objectives of fundamental and literacy education are given by Cass in the Handbook of Adult Education in the United States as follows:³⁵

(1) To provide instruction in the basic fundamental skills and subject matter of elementary education.

(2) To increase ability and skill in participation in community life and government.

(3) To provide experience which will enable the adult to become an interested, alert, socially contributing member of his community.

(4) To instill a desire for citizenship and active participation in community life.

(5) To create awareness of the duties and the responsibilities of citizens and non-citizens in the community, state, and nation.

(6) To foster the belief that the citizenship is not to be held lightly by virtue of birth; that it is a priceless possession containing a dual heritage of privilege and responsibility.³⁸

The above-mentioned objectives of fundamental and literacy education are to be achieved by native and foreign-born adults. No doubt, there are some differences in content and

³⁵Cass, W. Angelica, 'Fundamental and Literacy Education for Native and Foreign-born Adults', op. cit., p. 656.

curriculum for native and foreign-born adults. For foreign-born adults the fundamental and literacy education places more emphasis upon learning to speak, read and write the new language than for native-born adults. But for the native-born adults, the curriculum includes those areas basic to achieving competence in community living and fulfilling their responsibility in the fast-moving world.

5. Home and Family Life Education for Adults: General acceptance of home and family life education is relatively recent. There is more and more participation by men and women in home and family life education than there has been in the past. A great number of parents are attending adult classes these days. This view has been supported by a statement from the 1950 digest of Annual Reports from the U. S. Office of Education, published in the article, 'Parent Education for Home and Family Life', in Adult Education. The statement reads as follows:³⁶

Largest increase both in new classes and in total enrollments was in the area of family relations and parent education. This increase was especially apparent in cities.

This statement shows a great expansion in the number

³⁶

Lyle, S. Mary, 'Parent Education for Home and Family Life', Adult Education, Vol. II, No. 6., September, 1952, pp. 197-201

of adults participating in education for home and family life. The objective of this program is to enable them to understand themselves and others so that they may work adequately as family members. This program is not considered strictly women's work but it is based largely on helping individuals to solve their own problems. Many organizations and institutions are imparting this kind of education to adults.

6. Public Affairs Education for Adults: The area of public affairs education is also very significant in recent times. This area is designed to develop understanding and knowledge of public issues and problems facing the country. It includes all matters with which citizens are concerned as voters or public officials, and all matters in which cooperative action is required to **care** for the welfare of the community as a whole. But it does not mean that this program ought to be of concern only to the organized public (voters and officials) but also to individuals and groups who can work together in non-political ways.

7. Education for Creative and Recreative Leisure: The primary contribution of adult education in the field of recreation is in the training of individuals for the recreational use of leisure time. The fruitful use of leisure time today on the part of the aging is a problem of increasing interest and concern in many areas of living. Adult education has

developed many new skills and recreational interests which will help the individual in his old age.

Kessel, consultant in recreation and outdoor education, pointed out the following few creative activities for adults:³⁷

(1) increase in the sale of art supplies; (2) increase in the number of individual's participating in oil and water color painting, sculpturing, plastics, wood working, music, dance and dramatic classes; (3) increase in the number of adult study camps in music, photography, folk dancing, nature, and arts and crafts; (4) increase in the number of craft groups and guilds and the support of these by state governments. This latter trend can be and is indicative of a high degree of creativity.

Besides these activities, there are many other outstanding activities undertaken by some communities, some industrial corporations, and some agencies to enable the older person to take part in other activities during his leisure time for the enjoyment of his retirement.

Its ultimate success will depend largely upon the active cooperation between all the agencies so that they can provide the best service to the public.

8. Vocational Education for Adults: Adult vocational education is very necessary in a modern world. The world is changing with rapid speed. The people like to improve their jobs

³⁷Kessel, J. Bertam, 'Education for Creative and Re-creative Leisure', Adult Education, Vol. II, No. 6, September, 1952, pp. 205-207.

and homes. They want to grow, to get greater satisfaction out of their lives and work.

The program of adult vocational education must be carefully planned and organized. Thayer³⁸ said in his statement:

Adult vocational education must be (1) highly functional, (2) flexible enough to meet the many and varied needs of adults, and (3) timed to meet the requirements of adults.

This type of vocational education can only be successful where there is a highly effective coordination in the programs being carried on. There must be close relations between the community and the agencies.

9. Health Education of the Public: Public health education is a part of adult education. It must not be confused with the school health program. School health education applies only to school age persons. But public health education is carried on outside of the school environment.

There is an eagerness among public health educators to find ways to coordinate health education with adult education. Many workers are involved, ranging from volunteers to professional people. The agencies and organizations connected with this field are officials of health and welfare departments. They are: (a) voluntary health groups such as those dealing

³⁸Thayer, H. C., 'Vocational Education for Adults', op. cit., p. 192.

with tuberculosis, cancer, mental health, heart diseases and safety;

(b) industry and labor in their concern for the health of the employed;

(c) medical care centers including rehabilitation centers;

(d) professional groups such as medical and dental societies;

(e) insurance companies;

(f) groups organized around special industrial interests such as dairy products.

Public health educators are thus adult educators. Many health educators contribute also to adult health education as they carry out their responsibilities.

10. Education in Industrial Relations for Adults: Industrial relations education includes all educational and training activities involving management and labor, employers and employees, whether such programs take place in the plant, the union hall, the school or the university.

This program may be divided into three groups: those sponsored by schools or universities, company-sponsored training programs and conferences, and workers education activities conducted by labor unions.

This form of education for adults is very important in an industrial country like the United States.

Besides the above-mentioned ten major program areas of adult education, adult education has many other areas of programs such as liberal education, economic education, science education, human relations and leadership training, agriculture extension education, etc. No doubt they are important areas but it is difficult to discuss all these areas here. Thus, the program areas of adult education are broader than ever before in the United States.

Methods

Methods and techniques in adult education are more or less informal. Methods are important in all forms of education but they differ in different kinds of education. The methods of teaching adults are not the same as those used in teaching young children. The adult learner has more experience and different kinds of experiences to contribute to the learning situation. The adult learner is ready to learn different things than the youthful learner because the adult faces different developmental tasks.

Now it is worthwhile to study some of the important methods of adult teaching which are commonly used in the United States. They are: (1) the speech or lecture method; (2) the discussion; (3) the forum; (4) the radio; (5) teaching by correspondence and home study; (6) laboratory and studio work; and, (7) self-directed study.

1. The Lecture: The use of the lecture method in adult classes is quite different from its use in children's classes. Because adult learners are more experienced than the school-going youth, the adults can understand the importance of a lecture. The lecture method is useful to the busy adult. He can get quite a bit of information from a good lecture in a short time.
2. The Discussion: The most significant trend in methods as applied to the field of adult education is the increasing use of discussion conferences. This method is more effective in adult education than the lecture method, because the teacher and the learner take an active part in the discussion. The discussion is an organized talk when two or more persons exchange experiences for the purpose of throwing light upon the subject and the situation which they want to solve.
3. The Forum: The forum method is in substance a lecture followed by a question-and-discussion period. It also uses buzz groups where the audience also participates after the lecture. This method is good for dealing with controversial questions in politics, economics, or public affairs. This method is useful to the adults because the adults are experienced. Both the speaker and the adults can exchange their ideas freely.
4. The Radio: Radio broadcasting is an important factor in

adult teaching. Most of the radio stations broadcast special adult education programs. Broadcasting is a stimulus to further thinking and reading. This method is very useful to the adult women who do not have time to attend classes. They can get recent information regarding world affairs.

5. Teaching by Correspondence or Home Study: This is one of the most important approaches to adult education. Today, more people enroll in home-study courses each year than enter formal adult classes. The fundamental methods of teaching adults can be applied to correspondence instruction, with recognition of the fact that the teacher and pupil are not actually confronting each other. The larger commercial schools and university-extension divisions have made good use of all the known devices for producing easily comprehended reading materials.

6. Laboratory and Studio Work: This method is used in practical work such as science, medicine, or art in which the adults undertake some educational experience which involves the use of their hands.

7. Self-directed Study: The ultimate goal of all adult education is independent study. But real independent study where the adult student does not need any guidance of a teacher can scarcely be directed by any 'method' except the one invented by the student out of his own experience.

Materials

Sheats and others stated in their work, Adult Education, the Community Approach, as follows:³⁹

Materials are the tools of the adult educator. They are the means of communication devised to bring information, points of view, or appeals to action to those who participate in adult-education activities but who are not generally in face-to-face situations with the producer of the material.

Materials are of great educational significance in adult teaching. Materials are as varied in content as the ideas with which educators work. They are of various types, some of which are described below:

Printed Materials: This is the most widely used instrument for reaching and informing adults. Hudson pointed out this view in his article, 'Adult Education and Mass Communication', published in Adult Education, which runs as follows:⁴⁰

Adult educators long have relied on books as their most useful and most reliable tool, and it is the access to books that traditionally has concerned the adult educators - newspapers, too, are old friends of adult educators. Their long experience together has been satisfactory at points, but more often than not marked by a reserved and suspicious manner on both sides. Nevertheless, the newspaper is a part of our

³⁹Sheats and Others, Adult Education, the Community Approach, the Dryden Press, New York, April, 1953, p. 349.

⁴⁰Hudson, B. Robert, 'Adult Education and Mass Communication', op. cit., pp. 101-104

cultural heritage, and the adult educator understands the educative role it plays and the practical uses he can make.

Thus, printed materials still have the top place in teaching adults, because they are relatively inexpensive and easy to obtain. They are used in all areas of adult education.

Audio-Visual Materials:

(a) Radio: It has already been mentioned that radio broadcasting is an important educational tool in adult education. It has achieved tremendous growth within a few years. Today, more cities have radio stations of their own than have their own daily newspaper. Most of the radio stations in the United States are privately owned.

(b) The Motion Picture: The film has three uses in adult education: (1) to communicate those aspects of the subject that require visualization; (2) as reference material; (3) as independent educational programs.

The most typical feature of the motion picture is that it reproduces the dynamic interrelationship of visual and auditory impressions that comprise the environment as it presents itself to the spectator. Films are most effective in literacy and fundamental education programs. They have been used extensively in adult education for many years.

(c) Television: Television is one of the latest and greatest mediums of mass communication. Educational authori-

ties believe that educational television can perform a greater service in the field of adult education than in the field of classroom education. Many good programs are presented for adults in many areas. Programs are generally built around a discussion of public affairs, national affairs, and world problems. Thus, television is quite an effective educational tool in all education but particularly in adult education.

Institutions and Agencies in Adult Education

The institutions and agencies operating in this field are innumerable but they may be grouped together into certain large categories distinguished in terms of basic ideas of the group.

The first category includes those institutions and agencies which are carrying on most of the work of adult education. These agencies educate both adults and young people. The main ones are the public schools and the institutions of higher learning.

The role of the public schools in adult education is very unique. Some functions of adult education have always been of major concern to public school systems, particularly remedial work, Americanization, and occupational training for younger adults. These concepts of the role of the public

school in adult education remain highly important because there are still a large number of illiterates in the United States. Many of the foreign-born individuals have not become citizens because they have not gone to school. Thus, the public schools have the job of educating the adults. Besides this function, the public schools are taking an active part in teaching adults to study new trades or to increase their skills in their present occupations. The public school is publicly supported by the same adult population which requires its service. Taxpayers are quite convinced that it should be a public responsibility. In many communities the heart of adult education is the local public school district.

The main objectives of the colleges and universities in adult education are:

(1) those relating to college education and vocational training; (2) those relating to life-long learning, continuing education for personal development, self-fulfillment, and public responsibility.⁴¹

According to Bryson, 'There are more than forty colleges, universities, teacher-training schools, and other agencies of higher learning doing extra-mural teaching either directly or by correspondence.'⁴²

⁴¹Liveright, A. A., op. cit., p. 210.

⁴²Bryson, L., op. cit., p. 166.

Most of the adults attending these institutions are primarily vocationally oriented. There are two important associations working in this field in the U. S. First, the National University Extension Association which was organized in 1915. Membership is restricted to colleges and universities in the U. S. which direct a variety of extension operations both on campus and away from it. Second, the Association of University Evening Colleges which was organized in 1939. It includes in its membership almost all urban colleges and universities in the U. S. which offer evening college programs for adults.

The second category includes the national public programs which are primarily concerned with the education of adults. They are: Agricultural Extension, and the Vocational Rehabilitation Agencies. The chief aims of these agencies are the general betterment of rural life and vocational training.

Agricultural Extension was developed under cooperative arrangements between the state land-grant college or university in each state and the U. S. Department of Agriculture. It is composed of three parts, namely, the federal, state, and county. The main purpose of the extension program is to help farm families and teach them how to make the most use of their life and experiences.

The training for advancement on the job is a specific aim of vocational education.

In evening schools, workers over sixteen years of age may take short, intensive vocational courses. Vocational rehabilitation programs of grants-in-aid are administered through the Office of Education and State Rehabilitation. The basic services of guidance, physical restoration, vocational training, and placement are provided through cooperative arrangements by local agencies, public schools and private schools.

The third category includes those institutions in which adult education is a coordinate function paralleling such other functions as recreation, community service and religious service.

Among the early institutions established in the United States for adult education was the public library. The library is a place for research, aesthetic appreciation, recreation and education. The libraries are a good source for all educational programs. They also have materials for audio-visual aids for adults. Thus, public libraries can be and in some cases are among the most effective agencies now existing for the continuing education of great masses of the people.

In this category other agencies and institutions are:

- (1) museums which present reality rather than theory. An attractive museum invites the adult. It does manage to make the learning process easy and pleasant for those who are willing to make efforts for it;
- (2) workers' education agencies.

This is an important branch of adult education. It aims to meet the specialized educational needs of the workers in the changing world; (3) churches of all denominations and young people's societies have also been working in general adult education progressively in the last few years. No doubt, their main aim is religious education for adults. But they are offering good service to the whole community.

The fourth category includes those institutions in which education is a subordinate function used to accomplish a primary end. In this category are religious institutions, industrial and commercial companies, governmental departments interested in defense, health, welfare, safety, hospitals, and associations whose aim is to improve or reform society. All these institutions and departments are carrying on some activities in adult education.

Thus, adult education in the U. S. is carried on by a variety of both private and public agencies. There are some national and international associations which are playing a significant part in adult education. The most important national association is The Adult Education Association of the U. S., organized on May 14, 1951. It is a non-profit corporation enjoying today the active support of many of the nation's prominent educators. Jensen mentioned some of the purposes of AEA in the Handbook of Adult Education, U. S.,

as follows:⁴³

(1) To help adult educators improve their competences, (2) to bring the agencies of adult education into closer working relationship and greater unity of purpose; (3) to extend and deepen the knowledge and practice of adult education; (4) to further the development of adult education resources; and (5) to increase public awareness and support of adult education.

There are two other large national organizations, namely, The Council of National Organizations, and The National Association of Public School Adult Educators. They are the constitutional organs of the Adult Education Association but they have developed their own programs and policies.

A few important international organizations are: The United Nations, a vast educational institution which tries to teach mankind to live together and to improve his standard of living. According to Rogers,⁴⁴ this organization works as an educational institution in three major ways: (1) it educates the public, (2) it educates statesmen, (3) it educates the recipients of the social and economic services of the organizations.

Other important international organizations are: (1)

⁴³Jensen, Glenns, op. cit., p. 189.

⁴⁴Rogers, C. W., 'International Organizations in Adult Education', Adult Education, Vol. II, No. 7, January, 1963, p. 275.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO); (2) The International Labor Organization (ILO); (3) Food and Agricultural Organization (FAO); (4) The World Health Organization (WHO).

All of these organizations and agencies do some adult education work. UNESCO is more concerned with adult education than any other organization.

Future of Adult Education

The fate and future of adult education in the U. S. depends upon the fate and future of the country. If the country develops politically, economically and socially, the adult education movement will also develop. It will become one of the most effective institutions in the scientific world. Because the attainment of scientific attitudes and methods is vital in all areas of living, it is an important part of democracy. Adult education is deeply rooted in the democratic values of the American people.

There are some present-day obstacles to the achievement of a national movement of adult education. They are: the inadequacy of present efforts, lack of agreed-upon definitions and ethical commitments, lack of trained personnel, absence of coordinated community planning, and failure to evaluate results. These are the serious problems to the development of an adequate program. These problems will be solved slowly.

The day may come when adult education will be comfortably institutionalized, well-financed, and well-organized so that it will meet the needs of all the adults in the country. Thus the over-all objective should, at any rate, be to provide the opportunities for a continuing education which would be helpful to every adult.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The purpose of this study is to compare the status of adult (social) education in India with the status of adult education in America, and to suggest some approaches for improving adult education in India.

Summary

After examining the status of adult education both in India and America, the writer concluded that the basic underlying principles of adult education in both countries are somewhat similar.

The basic principles of adult (social) education that are similar to both the countries are given below:

1. The fundamental aim of adult education in India and America is the all-around development of the individual. Both countries emphasize developing the potentialities that lie within adults to the end that they may solve the problems of life with which they are continually faced.

2. The similar functions of adult (social) education in India and America are the following:

One important function in both the countries is the remedial function. It not only includes the ability to read and write but it also includes the knowledge of the basic

elements of health and hygiene, home improvement, and sense of citizenship with an adequate consciousness of rights and duties. The training for all the occupations is another function in both the countries. It includes on the job training for advancement, which benefits people with new knowledge.

The other function is to provide situations within which the people can actually participate and learn the principles of democratic behavior.

The improvement of human relations is a significant function of adult education. Adult education develops a sense of responsibility and knowledge of how to proceed in making personal adjustments to home life and family life.

Adult education provides the means for encouraging the cultural development and an appreciation of the arts.

All these functions mentioned above are important in making every adult of both countries an effective and efficient citizen of his own nation.

3. Both India and America have the following major areas in adult education programs:

- (1) Agriculture education
- (2) Home and family life education
- (3) Health education
- (4) Academic preparation
- (5) Education for leisure time
- (6) Fundamental and literacy education

- (7) Public affairs education
- (8) Community development
- (9) Vocational and occupational planning
- (10) Developing leadership

4. Both the countries use lectures, discussion groups, forums, radio broadcasting, and actual laboratory and studio experiences. Three trends can be noted in both countries: First, much more attention is being paid to the methods of teaching adults. Second, participation by the adult learner is becoming important. Third, the media of mass communications are increasingly being used as tools, either by themselves or with other methods.

The materials commonly used for teaching adults are: Printed materials and audio-visual aids such as, films, radio, charts, maps, and globes.

The aims, the functions, the program areas, and the methods mentioned above are theoretically quite similar in Indian adult (social) education and American adult education, however there are several distinct differences.

The major differences are:

One of the important differences lies in the agencies and organizations that carry out the adult programs. In India they are carried on by the central and state governments. The controlling organization is the Ministry of Education which is responsible for the coordination of all educational work throughout the country. The Ministry provides grants to

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voluntary organizations, semi-governmental organizations, and state governments for their adult (social) education work.

On the other hand, adult education in America is carried on by well-established non-governmental educational institutions, from elementary schools through universities. It is also carried on by other informal educational institutions such as public libraries, museums, theaters, and others. Other organizations such as corporations, unions, and governmental agencies are also imparting adult education. Adult education is also carried on by voluntary organizations such as churches, community committees, clubs, councils, state, national and international associations, federations, and leagues.

Besides this difference in agencies responsible for adult education, there are some practical differences in adult education in the two countries:

First, American adult education programs are well-developed and well organized, whereas India's new concept of social (adult) education was not started until 1948. At the present time it is not as well organized or fully developed.

Second, the emphasis of American adult education programs is on vocational and occupational education because America is highly industrialized. On the contrary, the Indian adult (social) education places greater emphasis on its literacy and agriculture programs because the majority of the Indian population live in villages and are illiterate.

Third, adult (social) education in India is confined mostly to Community Development Projects where the adult education in America is applicable to people in all walks of life.

On the basis of the above discussion of similarities and differences, it is possible to draw the conclusion that, first, adult (social) education in India is based on the same basic principles as the adult education in America. Due to India's new concept of adult (social) education the program areas are not as widespread or as well organized as those found in America. Second, Indian adult (social) educational organizations and agencies do not try hard enough to make it a success whereas American adult educational organizations and institutions are making strenuous efforts to develop a comprehensive program.

Recommendations

As a result of this study the following recommendations are made for the improvement of the adult educational program in India:

1. The most important recommendation is that the government should finance the program more vigorously. The government should develop more suitable techniques of teaching adults, and carry out research on selected problems of adult (social) education, such as printed literature for adults, the problems of home improvement and health, the problems of teaching

illiterates, and other areas. More grants should be provided to the voluntary and semi-governmental organizations so that they may offer broader areas of adult education.

2. Indian adult (social) education should place greater emphasis on vocational, industrial and technical training.

One of the major goals of adult (social) education should be the development of the whole man, as India has an obligation to train adults in all fields and all occupations.

3. Adult (social) education should not only concern itself with community development, but it should consider the education of the aging in both the rural and urban areas.

4. Another important area which needs development is the program on health and home improvement. Adult (social) education will not effect the lives of the people until it has awakened their deeper feelings and has given them a desire to improve themselves. The health program will need more attention so that the adults may understand the laws of health and may fight against filth, disease, and superstition.

5. India should adopt some of the teaching aids from America such as television, teaching machines, film strips, and slide projectors, which are helpful aids.

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