



Contemplations on Extension in Higher Education

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Dr. Wasudeo Gade
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MESSAGE

I am happy that Department of Adult, Continuing Education and Extension, University of Pune is publishing a book - 'Contemplations on Extension in Higher Education'. The book has covered various dimensions of Adult and Continuing Education. It explains the valuable thoughts of eminent personalities in nut-shell. Further, it gives useful information about the role of Universities and Colleges in the field of Adult and Continuing Education. It also explains in depth, about concepts of extension and social responsibility.

I extend my best wishes for this endeavour.

Dr. W. N. Gade

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Words of Dedication

Extension in higher education implies involvement of youth in the development of people. It brings the youth closer to society. Several youth are involved in this voyage.

Present book is dedicated to all of them...!

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Foreword

Adult and Continuing Education: a new approach

It is a great pleasure to write foreword for the book entitled 'Contemplations on extension in higher education' edited by Dr. Satish Satish Shirsath at the behest of Adult and Continuing Education, University of Pune. It contains articles by eminent scholars and thinkers on various aspects of extension in general and adult education in particular. The choice of articles is based around the theme and would help reader to contemplate various aspects at the juncture when higher education in India is getting transformed. The publication would bring appreciation to the efforts made by Dr. Dhananjay Lokhande and his colleagues. Writing foreword has given me an unique opportunity to express my views on perspectives and prospects for Adult and Continuing Education in India.

Higher education in India has long history of more than three thousand years. Universities like Takshashila , Nalanda and research centers at Ujjain have greatly contributed towards higher education and research. However the reach of education was very limited and was restricted to chosen few. After seventh century the tradition of education almost stopped and existed in sporadic form. It took other Eight to Ten centuries to revive the process of education. In 1825 a report on higher education was prepared and submitted to the Government of UK. Still it took nearly 40 years to establish three Universities. In 1857, Madras (Chennai), Kolkata and Bombay (Mumbai) universities were established. Since then, several commissions were established to review higher education in India and which helped in establishing several colleges and universities. At the time of independence in 1947, there were twenty

Universities and above five hundred colleges imparting education to Indian population.

After independence, India adopted development policy based on science and technology. Emphasis was given on basic and higher education, as a result University Grants Commission was formally established in 1954 and the act was operational in the year 1956. The first commission under the chairmanship of Dr. Sarvapalli Radhakrishnan reviewed the situation in India in great details and made recommendations which facilitated the growth of higher education in India. That was followed by the commission under the Chairmanship of Dr. D.S. Kothari, which brought a new and fresh look to higher education in India. In recent past, the University Grants Commission has adopted the policy based on access, equity, inclusion and quality to make higher education more meaningful. Though expansion in higher education in last 60 years is increasing, the quality of higher education has not been satisfactory. In the initial stage the gross enrolment ratio was very less i.e. below ten percent. As a result, large chunk of population remained devoid of higher education. Another problem was of skilled man power. Large percentage of adult population needed training for skill development to bring them in the main stream. The responsibility of adult education was entrusted to the universities by establishing departments of Adult and Continuing education. However, in 1980 University Grants Commission took a decision to establish a formal structure in the form of department of adult and continuing education to train adults through different training programs along with the literacy program. Some vocational courses were being organized for the adult population. However the existence of this department in the university system remained on the periphery and was not recognized as an integral part of university education. The

designation as deemed to be teacher also added a discriminatory factor.

University Grants Commission has added extension as a third component along with teaching and research as a part of academic assessment of the teachers. However the word extension has many connotations and is interpreted in a variety of ways. The lectures given at colleges, schools and at other public places on topics related to core subjects is an extension work. This is done under the auspices of associations of different subjects such as physics, chemistry, social science etc. writing books, making films, giving talks on radio and other public places. The work carried out under department of Students Welfare and National Service Scheme is also considered an extension work. On this background the programs conducted by the adult and continuing education need to be substantially different in contents, form and implementation. They need to be well structured, rich in contents, field oriented and based on well defined principles and sound footing. We will explore this possibility in the light of changing paradigm of higher education.

Changing paradigm of higher education:

The present form of teaching and learning encourages rote learning. It is because the process is bound by the availability of time and pressure of examination. The classroom atmosphere is not conducive for learning and is devoid of rich resources. The student undergoes superficial learning and does not develop skills or the ability to apply the knowledge to solve practical problems. The learning is not participative and teacher cannot play the role of facilitator or innovator. As a result the graduates with marks and degree are not able to get proper employment and sustain in the changing environment. In changing atmosphere, teacher can adopt method of conceptual Learning which allows student to understand

concepts instead of gathering information. It recognizes the role of prior knowledge in learning. For conceptual learning well sequenced learning experiences are essential and teacher can fulfill this requirement while framing the syllabus. Conceptual learning helps gradually refining and transforming prior knowledge to accommodate new subject knowledge.

Conceptual learning needs environment which require rich resources, warm classroom culture and appropriate workload. Teacher has to play a role of resource generator. Teacher can innovate new methods of teaching and learning and would enjoy all freedom to do so in an autonomous environment. Ability to use knowledge for solving practical problems is the purpose of conceptual understanding .Subject contents are mostly theoretical and lack the training for applying the knowledge to solve day to day problems. The graduates coming out of this system lack understanding of the societal needs as well as ability to develop and inter personal relations.

In order to implement conceptual learning a new system of teaching and evaluation based on credit is being implemented . Credit system, has advantages over the conventional system based on course structure .In credit system the syllabus is in the modular form and student has a freedom to choose desired modules in order to acquire required credits. For example if student needs 25 credits in a year, student has a choice to choose 70 % of these credits from the core subject, the remaining 30 % credits can be chosen from the same discipline or other discipline. In addition to, that student can choose extra credits for acquiring additional skills.Credit system provides choices for the students to choose a particular module in a given framework. The syllabi in modular form is helpful in implementation of programme designed for conceptual learning.

Role of a teacher :

Tremendous growth in the number of colleges, Universities and the student enrolment has satisfied the need of access to higher education to a large extent. The Gross Enrolment Ratio has gone up from 8 % to 14 % in recent past. Though it is far less than the most developed countries such as Japan and US, it has brought forward the problem of educational governance. Especially in state universities where about eighty percent students enroll for higher education, the number of affiliated colleges have increased beyond manageable limit .Some of the state universities have more than eight hundred affiliated colleges. As a result, the state universities find it difficult to cater the academic and administration needs of the colleges and students.

In the present scenario, academic governance is carried out with the help of statutory bodies such as board of studies, faculty and academic council .A few representatives of the teachers enjoy the opportunity to participate in deciding the educational policy matters. As academic exercise is done for the students enrolled in large number of colleges and recognized institutes, it takes out the rigor, flexibility in operation as well as effectiveness in implementation. Lack of infrastructure, financial support and expertise hinder the introduction of courses at the cutting edge of development. Introduction of new courses takes long time and the time they are adopted, in all possibility, become obsolete. The evaluation process is carried out through central assessment programme, which is hardly carried out with required rigor and sincerity.

As the problem of educational governance has assumed a significant dimension, various kinds of solutions started emerging to

tackle the situation. Division of universities was one of them. However, process of division of a university is time consuming and also involves social and political issues. Another solution suggested is ICT based management. But this too has many connotations, including resistance to change and non availability of the band width. The next in succession is the autonomy to the colleges and institutes. The solution holds a great promise in terms of decentralization and also in terms of independent growth. Autonomy would provide freedom to the college to develop and undertake new teaching programs consistent with the present need. New and innovative teaching learning processes can be developed and implemented. Interestingly, teacher assumes a central role and can be an integral part of educational governance.

In the present system, teachers have a passive role in the governance, both academic and administrative. A teacher is hardly involved in framing of syllabi. He has to teach the syllabus provided to him and abide himself by the inherent constraints of the contents. He is not allowed to experiment by adding new examples nor is permitted to extend the scope, if required. The evaluation process is bureaucratic and teacher may not be involved in it. Teacher's role as a passive observer would not allow him/her to bring out any change in the present system. As a result teacher is not enthused to undertake any initiative. On the contrarily autonomy will bring the teacher at the center stage. Teacher will be an agent for the change in educational system. Teacher will be involved in framing the curriculum and develop the syllabi. Teacher can think of introduction of a new module based on his / her own expertise and also take responsibility for implementation. Autonomy will provide opportunities for the teacher to assume many roles such as facilitator, innovator, academic administrator, model developer,

resource generator, researcher etc. Interestingly, though this role was suggested for the teachers in an autonomous institution, in changing paradigm this role is equally essential for any teacher.

Towards Holistic education :

Holistic education caters for personality development , attitude, values, social sensitivity ,skill development, interdisciplinary approach along with in depth subject knowledge.

In the present system, students get marks and degree but the same are not sufficient to get a job. These graduates, lack communication and coordination skills, attitude, motivation and personality. Though these youth have potential to become employable but they have not been provided adequate vocational bias which would create the confidence to enter in the areas which are unconventional and unexplored. They seek only white collar jobs which are not available in a required number. As a result, they settle for the jobs which are below their ranks. In order to overcome these lacunae many programmes are being launched by the Central Government. One of such programme is to provide vocational training for 50 million youth. The idea of community colleges is also being discussed. However, the large number of students graduating are enrolled in the State Universities. Conventional State Universities implement the curricula which are theory based and lack practical experience and very little attention is given towards development of communication skills and personality development. The present educational system also fails to cultivate right kind of attitude and motivation amongst the students.

The need to implement programmes related to vocational education have been aptly dealt in a scheme proposed by Ministry of Human Resource Development, Government of India named

“Rashtriya Uchchattam Shiksha Abhiyan”. In this scheme, the following points have been given due emphasis.

- It is said that the major bottlenecks impeding movement of larger number of students to vocational education is because of low or nonexistent linkages with industries. Also mind set of Indian parents and students is focused on pursuing degree qualifications and higher education, which often fall short of requirements of employment.
- There is also lack of qualified vocational teachers.
- There is a special need to meet the demands of disadvantaged groups including women.

As seen earlier, choice based credit system provides an opportunity to the student to choose the necessary credits to satisfy the above needs. However any one department, school or institution will not be able to cater all the needs of the student. Hence sharing and mobilization of the teaching learning resources is very much essential. This sharing can be intra or inter institutional. As the holistic education will need modules related to the skill development and social sensitivity, adult and continuing education can play a vital role in satisfying this need. It can develop modules of two to three credits which can be offered by the students of various disciplines such as science, arts, social science, management, education and engineering and technology. The modules developed by the adult education will be different in content and character as it would contain a large component of field studies and direct exposure to the social problems.

As it can be seen the department which offers the core subject will not be in position to offer the credits which do not fall under the preview of that subject. The credit that would essentially

help student to work with the problems faced by the society and would include the field work. Adult and continuing education department will have a distinct advantage to offer such credits. These courses will directly expose the students to the real life situation, provided the adult and continuing education department formally develop such credit courses and offer them effectively. The mandate given to the adult and continuing education is different than the conventional departments. The individuals working in these departments have the first hand experience of working in the field. Also they are well aware about the societal needs and are experienced in developing interpersonal relations. The type of modules to be developed should contain components exposing students to the experiences which will help them to correlate the knowledge gained to offer solutions for real life problems. In US school and colleges, there are compulsory modules where students work with NGOs to involve in charity work. These courses have become an integral part of the education. Effective implementation of such modules will help the adult and continuing education program to come in to the main frame of education. It would also help the present educational system to become holistic. This is the golden opportunity for the adult and continuing education and should be availed to the fullest extent.

Lastly I thank Dr. Satish Shirsath, editor of the book and Dr. Dhananjay Lokhande and his colleagues for giving me opportunity to express my views. I am sure, this publication will stand out among the publication on this topic.

Dr. Pandit Vidyasagar,
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Introduction

Extension Education in Higher Education System

Extension Education :

The dictionary meaning of Extension is stretching, enlargement or protraction . It means to reach out or to spread out. But in the context of education, it means extending knowledge and thereby the benefits arising from gaining it to the wider community. Extension Education is social oriented education. Extension is one programme and is the process to develop as their own. Extension promotes to improve the people's standard of living. Through it individual development, family development, community development can be achieved.

Extension education, according to Dr. Ensminger, the well-known American Agricultural Extension Expert is, "an education extended to those who need or desire it". It is need based and flexible, short term or long term. Extension education is a two way process between the expert/s and the people, an individual or individuals in groups, having problems (which need to be overcome through an educational process of discovery). It could cover issues involving values/ethics, rights (such as human rights, women's rights, children's rights), empowerment, conservation and improvement of environment, poverty alleviation, child development, observance of small family norms and population education, income generation or improvement in productivity, provision of reading facilities through (mobile) libraries, obtaining/imparting knowledge and skills for application, attitude necessary to face life and its challenges, and creating an ambience for a 'Learning Society'.

Extension work and outreach activities mean not just extension of cognitive knowledge. They denote promotion or learning avenues in the adjoining local community, which will be mutually inter-linked with field programmes of all disciplines of studies and action for change. Through extension, relevant knowledge, skills and values are transmitted to the person(s) or a community.

Objectives of Extension Education :

As far as India is concerned, community development programme is involved in extension education. It comprises following,

- Constant and continuous development of the society.
- Development may be physical, economic and social and will be on individual and cooperative base.
- To use new technology for improving the income
- To develop rural development and responsible citizen.
- To change the people's attitudes towards high standard of living.

Through extension education, people can get scientific and authentic information. They can get training and guidance to solve their problems.

Universities & Social Change :

University Grants Commission (UGC) in its Policy Statement in 1977 has clearly mentioned that, 'If the University

system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume Extension as the third important responsibility and give it the same status as Research and Teaching. This is a new and extremely significant area, which should be developed on the basis of high priority. As can be easily imagined, the extension programmes of the University system will fall into two broad categories, namely ...

i. **Extension Services to Schools and Colleges:**

The University should work with the college, which in turn, should work with the secondary and elementary schools in their neighborhood and help them to improve standards by in-service education to teachers, sharing of facilities, provision of enrichment programme for students and discovery and cultivation of talent.

The development of a proper Research and Development programme for the education system is also a special responsibility of the Universities.

ii. **Extension Services to the Community:**

The University system also has a great responsibility to the society as a whole. All Universities and Colleges should develop close relationship of mutual services and support with their local communities. All students and teachers must be involved in such programmes as an integral part of their education. It should be the obligation to the teaching community to give extension lectures to interpret recent trends in their fields, to the community, to create scientific awareness to participate in adult education and workers' education programme etc. Universities can also help in the preparation of developmental projects for the community around them including the rural community. Such involvement will also help in bringing greater relevance into the courses at the under-

graduate and the post-graduate levels and into the research programmes.

Due to this UGC policy, 'Extension' (which denotes service to the community) became a recognised function of Universities.

The IXth plan guidelines of University Grants Commission, Chapter IV, deals with 'The University and Social Change.' In this Chapter It has been mentioned that the University has a crucial role to play in promoting Social Change. It must make an impact on the community, it is useful to gain public support. Universities have to find solutions to the Nation's problems. It is necessary for them to address themselves to the issues whether these be social such as women, health or welfare, or scientific and technological, such as transfer of technology and appropriate technology for the community.

In the UGC IXth Plan Guideline, three very important approaches are envisaged;

- i. Continuing education programmes should be targeted for those who have had the benefit of University education but need to return, either for updating knowledge or skills or acquiring new skills. These courses could be short-term or offered as a certificate/diploma. They could be for those already in services or for the unemployed to improve their employability. This is going to be a major activity of the Universities necessitated by the changes taking place in our economy.
- ii. Extension education should be programmes of training of a short-term nature, aimed at various groups who would not be normally entrants in the University system. These courses could be skill based, e.g., skills for income generation, entrepreneurship

development, or based on social issues such as para-legal training, or for grass root level workers / activist, and family life education.

iii. Community outreach activities would include the responsibility to reach out to society, whether it is specific disadvantaged groups e.g. bonded labour, child workers, streetchildren; or organisations for the disadvantaged such as primary health center or municipal / Zilla Parishad schools; or a geographical community such as urban slums or a village.

In the IXth Plan, the concept of Adult, Continuing Education and Extension is being redefined. The universities can be entrusted with a new role in the twenty first century for promoting social change and development to impact on the Nation's problems even if in their own neighbourhood.

Universities today have an obligation and responsibility to contribute to the overall development of the Nation by improving the quality of life of its people. The Universities and colleges have been primarily functioning as center for the transmission of knowledge and generation of new knowledge.

There are several major developmental issues for which Universities need teaching, research and more importantly developing a methodology for focusing upon the following issues with a view to determine their impact on social change and overall development –

- i. Adult illiteracy, high dropout from schools and non-enrollment in primary schools.
- ii. Bonded labour, child labour and street children.
- iii. Health, poor nutrition, sanitation, potable water and problems of environment i.e. deforestation, pollution, etc.
- iv. Gender equality.

- v. Family life education, population education, drugs, AIDS, addiction.
- vi. Human Rights education and activism to achieve it.
- vii. Communal harmony and development of cohesive society in diversity.
- viii. Increasing income and skills for employment and self-employment.
- ix. Transfer of technology and application of appropriate technology.

In the chapter IV, UGC IXth plan guideline it is further mentioned that Education for the masses should be a factor of social change and technological progress, while continuing to transmit a cultural heritage. It must be closely linked to the preparation for an employment market where competition is ever more ruthless. Training with more diversified and specialized skills obsolete, before they can be fully mastered.

The objective of restructuring a curriculum has to be viewed as curriculum for change, instead of changing curriculum. It is important for Universities in India to capture the vision of continuing education as an essential aspect of higher education and outreach work should become involved in the broader struggles within society. There is a need to take science to people, remove superstitions, work on issues of environment, participate in developing communal harmony and take up a host of local issues.

With the follow up of this, In Xth plan, Profile of Higher Education in India, University Grants Commission has advocated the promotion and strengthening of outreach activities. University Grants Commission contemplates that the Colleges and Universities would continue to play a dominating role in social change, through outreach activities. The University and Colleges need to be used as

focal points of activities to spread and sustain the torch of life-long learning. In the thrust direction of this plan University Grants Commission has mentioned that outreach activities like Value Education, Positive Health, Life skills, mind and consciousness studies need to be supported from the profile of this plan. It is apparent that the principle of passing of the benefit of conventional education to the society will contribute during this plan period. The society is a very important bridge for bringing higher education to a level of utility. The society also looks for life-long learning.

Besides UGC policies and IX th and Xth five year plan profiles, in Maharashtra state, the University Act of 1994, is important which states the role of Universities in social change and extension.

The University Grants Commission has stressed the Area based Community Approach from the very beginning. University Grants Commission has stated that, “Community education as a programme as well as approach is intended to help sustain the linkage with all sectors of the community, consisting of all age-groups. It is important to adopt an integrated approach of treating the community as a composite social structure in which all its segments complement each other. It aims, firstly, to extend knowledge and other institutional resources to the community and secondly, to gain insights from contacts between knowledge and socio-cultural realities with a view to reflecting these in the entire curricular system of higher education including teaching and research. It is a two-way process between the experts and the people, an intellectual intervention in the community having problems which need to be over come through an educational process. It is that education which helps students to face life and its challenges and creates an ambience for a learning society.”

The UGC's approach during the XIth plan was to be not only to continue the ongoing programmes initiated during the earlier five year plans but also to consolidate them and expand them to cover new universities and select colleges. UGC reformulated this programme as lifelong learning programme. There is a specific focus mentioned in XIth plan guideline for lifelong learning. UGC mentioned main programme and activities in its XIth plan guideline as

1. Teaching, Training and Research
2. Lifelong Learning Programmes
3. Extension (including counseling of students and non-students youth, career guidance, and placement assistance)
4. Publication (including e-content development)
5. Population Education

Universities have powerful potential as a change agent for students, teachers and community. University provides opportunities for personality development in healthy environment.

In the XIth Plan Guidelines on Lifelong Learning and Extension, University Grant Commission clearly mentioned that 'the Government of India put forward the idea of expanding the scope of the Continuing Education Program by developing it as Lifelong Education and Awareness Program (LEAP). This may be partly influenced by the global discourse on Lifelong Learning and partly due to the socio economic changes taking place within and outside the country'.

As far as Higher Education is concerned Lifelong Learning Programme should be developed as a Discipline. Programme like M.A. in lifelong learning should execute for emerging demands of Society. LLL directs attention to skills, knowledge, information as

well as personal competences. With the teaching programme, there is a need to develop Lifelong Learning Centers (LLC) at University, college and community level. Through these centers, activities like teaching, research and extension should be run. Participation of students, Teachers and Community people is essential for strengthening lifelong learning centers. Work experience projects should be allotted to the students and teachers. Senior Citizens should visit lifelong learning centres and share their experiences for motivation. College teachers are from different disciplines; they do not know the basic concepts of lifelong learning, professional social work, and extension education. So it is essential that it should be included in the orientation and refresher courses under Mental, Moral and Social Sciences faculty. Interaction with NGOs will be helpful for sustaining LLC. Weightage should be given to college teachers at the time of assessment of their work. The LLL centers would be common place for communication of Community people, Universities and Colleges. College students would visit and work at LLL centers once in a week by rotation.

While writing this ‘ introduction’ for this book which is edited by Dr.Satish Shirsath I hereby congratulate him for bringing out such an innovative publication. I have seen him and worked with him at various levels namely field level outreach activities to organization of several extension activities at university level. His commitment towards cause, methods deployed while execution, reviewing the activities...all these things are instrumental in constructing certain strategies and modules of extension. Besides field outreach he is involved in management,publication and research regarding extension.He always thinks of experimenting and accepting innovative ideas in adult education and in various

extension programmes. The present book is a compilation and editing of precious thoughts of eminent persons in extension.

This book consists of following precious thoughts,

The UGC policy(in 1977) has firmly urged for inclusion of an important responsibility in higher education i.e. extension. This policy is given initially in this book, as it is a base for extension in higher education. Dr. Madhuri Shah (then chairperson of UGC), was instrumental in introducing and promoting extension component in higher education. She carried out this work, not only on conceptual ground but from every platform she advocated this concept. The prestigious and precious ‘Dr. Zakir Husain Memorial lecture’ which she delivered, manifests her thoughts. While reviewing the history of extension in higher education in India, this lecture can not be ignored. The Indian Adult Education Association has performed a commendable role in promoting extension in higher education in India. A National Conference which was held at Bhopal was resourceful in that direction. Dr. M.S.Mehta(then President of IAEA) had delivered a key note address and Dr.V.K.R.V.Rao delivered a valedictory address in that conference. Along with these two knowledgeable lectures, we have an educative and informative lecture by Dr. Saiyadain. Various aspects regarding university and extension are thoroughly discussed in them. The University of Pune is always at the forefront in executing several society oriented activities. Infact, social commitment principle lies in the foundation of University of Pune. The Department of Adult, Continuing Education & Extension(once, Centre of Continuing and Adult Education) had organized a brainstorming Regional Seminar regarding linking of extension education with curriculum. Veteran educationist Dr.Chitra Naik had presented a paper in it. It deals with university extension. The report of the said seminar consists of a summary of Dr.Jalaluddin’s lecture. Both these thoughts adorn this

present book. Dr.Sugan Bhatia (Presiden, Indian University Association of Continuing Education) as well as Dr.V.Mohankumar(Director,Indian Adult Education association) have presented their lectures in the seminars organized by the Department of Adult, Continuing Education & Extension,University of Pune.Both these valuable lectutres also beautify the present book. This book has got a thoughtful foreword by Dr.Pandit Vidyasagar(Vice-Chancellor of SRTM university) in which, he has opined how the ‘Extension’ wing can be helpful in present challenges before education.

I again congratulate Dr.Satish Shirsath for producing a valuable book regarding ‘Extension in higher education’.

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Editorial

Education aims at bringing out desired change in persons. It promotes,

- Understanding self-i.e. inherent strength and limitations, capabilities and potential.
- Understanding the environment and culture around and getting adapted , changing or modifying; and
- Marching towards development.

Education can be described as a process in which certain information, skills, values are imparted to individual/s as well as certain habits and attitudes are inculcated among them.¹

Here, the education and higher education in particular is discussed specially. The responsibility of imparting and overall organizing higher education lies with universities and colleges.

The report entitled 'Education and National Development' has been prepared by the Education Commission (1964-66).It was headed by Dr.D.S.Kothari.It has stated with emphasis that, "...it is necessary to relate education to the life, needs and aspirations of the people and thereby to make it a powerful instrument of social, economic and cultural transformation for realizing our national goals...". Accordingly, the commission has specified following aims of Higher Education;

- To seek and cultivate new knowledge.
- To provide the right kind of leadership in all walks of life.
- To provide society with competent men and women trained in agriculture, arts, medicine, science and technology.
- To strive to promote equality and social justice; and

- To foster in the teachers and students, and through them in society in general, the attitudes and values needed for developing the 'good life' in individuals and society.²

The University Grants Commission(UGC) in the year 1977, declared 'Extension' as an important responsibility of Higher Education (besides its conventional dimensions- teaching and research).

Teaching-

Teaching is considered as an important component for instructing the learners. In higher education, it is expected that the learners should be provided with several learning situations and experiences. It includes lectures, television lessons, laboratory experiments, discussion groups, seminars and many other methods/strategies. In teaching, lecture method is seen on large scale since olden days. Teaching is exercised mostly in formal setting.

Research-

In general, research means 'the search for knowledge through objective and systematic method of finding solution to a problem'.³

Alike teaching, research is also an important component in higher education. However, many a times it lies in a foggy situation. Fear, inferiority complex, negligence, ignorance about its content & methods, non-availability of expected resources are some common features for such adverse conditions.

In higher education it is expected that, the students and the teachers are exposed to higher level in concerned subjects. They should think regarding the subject/s independently and in-depth. They can search for some new/innovative aspects from the

discipline/research which consists of scholarship, attitude of invention, skill of organization and presentation.

Extension-

As mentioned above, along with teaching and research, extension is considered as one important dimension of higher education. In All India Conference of Adult Education(which was held at Bhopal in 1965), it was stated that, “for a closer understanding of the new tasks of our universities we may examine their responsibilities for the education of adults in the context of a four-fold scheme of education- academic education, occupational education, education for social responsibility and liberal education...men and women in the universities, both teachers and students, should realize their personal obligation to the community which gives them their position, which is in some ways a privileged one, and they must return the obligation by giving a part of their time to the amelioration of the lot of the less privileged sections of the community”.⁴

Dr.Mohan Sinha Mehta has pointed out how Extension has been incorporated in several universities in world by different titles, methods, strategies and programmes. Former Vice-Chancellor of University of Pune and Former Chairman of UGC, Dr.Arun Nigvekar says that, the roots of our universities lie in the society, we (university) are indebted to the society. By means of several community oriented programmes, we can reach to the people and carry out the responsibility of returning the debt partially.

The UGC, in several guidelines and through guiding letters has made clear following aspects;

- The universities have an obligation to get involved in community development.

- Large sections of our population are denied of the legitimate socio-economic opportunities. It creates inequality. Through extension programmes, we can reduce the inequality.
- We cannot achieve our national goals (such as democracy, socialism and secularism) by restricting the knowledge only to few persons (who can afford the higher education).
- The need to spread awareness and education can be fulfilled through extension programmes.
- The universities and colleges should fulfill the learning needs of the people in community.
- These programmes are important for integration and communal harmony too.

Several academicians, experts from UGC and other educational institutes, government policy documents, representatives of people and rulers have opined to parallel of this concept.

In higher education system, several experiments regarding extension were being deployed at many places. Nevertheless, it got a philosophical foundation when the UGC declared 'Extension' as the important dimension of higher education. If it is an important dimension of higher education, every person involved in higher education can, and should participate in it. Hence, there is a need to develop an accessible structure of extension. From that view point, this endeavor (of editing of thoughts) is taken in hand. Here are some precious thoughts regarding extension. These have emerged from bottom of heart of concerned great persons who promoted this concept in different styles.

What is ‘Extension’?

In broad sense, extension can be described as crossing the conventional boundaries in higher education and disseminating educational resources. Generally, non-formal channels/methods are deployed in it and the convenience of target person/s is considered rather than that of the organizing agency.

Some characteristics and nature of ‘Extension’-

Non-formal, simple, relevant to human life, flexible, need-based, meaningful, target oriented.

Some distinct features of ‘Extension’-

- It brings about participation of teachers & students from higher education in community development activities on large scale and thus increases rapport between community and higher education.
- It becomes instrumental in enrichment of quality of institutes imparting higher education. It can strengthen higher education with realization of social truths.
- It promotes for personality development of persons involved.

Formal education channel and system has several limitations and lacunae/rigidity which restricts many persons to participate in educational system. Non-formal education in general and particularly ‘Extension’ can find out solutions to overcome it. No doubt Departments/Centers of Adult, Continuing Education & Extension (henceforth, known as units of Adult Education) are causative for emergence and development of ‘Extension’; however it should be thought beyond the Adult Education Units too.

At many places, the meaning of ‘Extension’ is limited to execution of the programmes/activities directed, promoted and sponsored by the Adult Education units only. It has some problems/limitations,

- 1) Many times it is expected in it to execute only UGC/ university/government guided programmes. Every institute may not participate in those programmes.
- 2) In those activities, only some persons from some institutes can participate; whereas, 'Extension' is a motto of entire higher education (and obviously every person from higher education). Many individuals are deprived of it.
- 3) Many a times such programmes have limitations of time. They have specific grants. These limitations (regarding time and grants) put obstacles in way of every individual in view of participating in 'Extension'.

The units, their activities such as period of inception of such units vary at various places. The revolutionary UGC policy(1977) which is considered fundamental, advocates mass education for community(along with class education in closed rooms) in higher education students.

Today, meaning and working of 'Extension' is found differently at different places as follows;

1. Implementation of some schemes/programmes.
 2. Outreach activities.
 3. Academization of Extension.
 4. Dissemination of resources.
 5. Collaborative programmes.
 6. Supportive activities (for higher education).
-
1. Implementation of some schemes/programmes-
After announcing 'Extension' as the important dimension of higher education by UGC, the process of establishing the units of Adult Education got accelerated in various universities. These units

got increased in numbers as well as horizontally. Some programmes/schemes especially the ones introduced and assisted by government,UGC and other agencies are being implemented by these units(programmes like Adult Education, Population Education clubs, PlanningForum etc.). The nature and structure of such units as well as their pattern of working differ from place to place.

2. Field Outreach Activities-

Various field outreach activities are conducted through higher education institutes for sensitization, awareness building, education & orientation regarding some development aspects.e.g. Extension lectures, conducting coaching classes, arranging medical check-up camps.

3. Academization of Extension-

The UGC regarded 'Extension' as an academic activity and not just field level outreach activity. Initial focus was-implementation of community orientated, education-awareness orientated programmes. Slowly it was understood that, this type of 'youth involvement in community oriented work' should be a part of higher education academics; and hence,academic dimension of 'Extension' should be put strongly.From that point of view, the UGC urged for discipline development regarding 'Extension'. Such type of endeavors are carried out by the units of Adult Education. Extension related programmes for foundation courses, special academic programmes, and degree-diploma-certificate courses are some examples. Research programmes are conducted at some universities on different levels.

4. Dissemination of Resources-

Resources are available on large scale. Such dissemination of resources is also carried out somewhere, considering needs

of individuals and communities. Need based continuing education courses are the examples of such type of 'Extension' work.

5. Collaborative programmes-

In the fields of development & education, several government level and non-government level organizations and different institutes have some programmes. Collaboration is carried out at some places.

6. Supporting/strengthening higher education-

This important aspect was emphasized in UGC guidelines from time to time. Besides 'Adult Extension Education (for those not eligible for university based course)' and 'Community Outreach Activities (by reaching out to the needs of society)', one more approach has been suggested in UGC guidelines(1997) i.e. Adult Continuing Education (for university groups).It is a fact that all educational requirements cannot be fulfilled through formal education system. They can be fulfilled through non formal education, where the role of 'Extension' is important.Non-formality is one feature of 'Extension programme'.⁵

Some considerations regarding 'Extension'-

Research focuses on scientific and in-depth search in different fields while teaching (in higher education) implies imparting specific aspects to specific students. It is followed by evaluation, and marks/grades are awarded to those students. Uniformity in it,(such as admission specification, time-table of class, examination etc.)is felt necessary some times. However, suffocation, stagnation, importance given to parroting rather than personality development & other such aspects cannot be underestimated. There is a need to change this stagnation; as it is a wastage of time e.g. how the

students from science faculty can learn transactions in banks? Is it improper for them to know regarding national integration, social harmony, methods to fight with extremists? Shouldn't they learn life enriching stories or poetries? Even the students from engineering are denied from health education/ psychology. Similar problem is faced by the students from commerce faculty. It is said that, the youth enrolment in higher education is not more than 20%. However, the number of those (enrolled) students is large. The number of the students who opt conventional faculties (such as Arts, Commerce, Science) is big and wards from ordinary families do opt for such conventional paths. Considering this fact, the students from Arts faculty should be taught interesting things in science; they should be imparted computer training. Teaching methods in it may differ. Perhaps it will not reflect in their mark-statement. Nevertheless, it can shape the personality of such students. It can be considered as 'Extension'. One other example can be quoted as follows; Suppose, the syllabus for F.Y.B.A. comprises of 'Critic and Analysis of Stories'. The syllabus is prepared by the concerned Board of studies. It is taught through classes (in colleges & universities). After examination, marks/grades are awarded to successful students. This is considered as teaching. If the same subject is to be taught to science students, there is a need to change the teaching methodology. It can be evaluated too. However, it differs from conventional examination system. That is 'Extension'. We can take 'Extension' beyond the circumference of higher education institutions. 'Circulation and transition of knowledge to laymen' - is one of the mottos of 'Extension'. There are many misconceptions and ambiguities regarding its status & standard in higher education, meaning and scope. Extension is an important dimension; however, it will get strengthened not only by murmuring, but (1) It should be given importance in evaluation of

higher education (2) Every person in higher education can be benefitted from Extension. The first point inclines towards 'administration'. The later point (which deals with everyone benefitting from extension), is open for discussion. This discussion can rectify the ambiguities regarding 'Extension'; as well as it can enhance its scope. All the institutes from higher education (such as colleges, academic departments in universities, educational institutes) carry on teaching; despite of variegations in methods and strategies of teaching at different places, whereas teaching is considered as basic work of education. Not much progress is seen in 'research'. Following are some reasons for it; ignorance, inferiority complex, shortage of resources, not realizing its importance etc. Nevertheless, research is carried out in higher education institutes. The extent varies. Comparatively, the situation is very dark regarding 'Extension'. The meaning, scope and programmes accordingly, about 'Extension' are not clear.

The present collection of precious thoughts of experts and academicians regarding 'Extension' can help in reducing the ambiguities. It can be helpful in increasing participation in greater extent in 'Extension'. It will also be helpful for discipline development .

Some notes regarding the inclusive contents in this book-

Extension component has been an integral part of higher education. Roots of 'Extension' lie in philanthropic work; however sensed the need of involvement of youth power from higher education in the process of development of people (especially after independence) is instrumental in imbibing 'Extension' in higher education. Along with participation of higher education in education and development of people, the higher education also is getting enriched due to realization of social realities & its reflection in

education. Several other benefits which come in conjunction with it such as personality development of involved youth are also seen. Some experiences from abroad are also guiding. The endeavor of introduction of 'Extension' started from the 60's in India. Several socially committed and visionary individuals and organizations emphasized this concept on various platforms. No doubt these efforts provided support on academic and organizational levels. It also laid down the foundation of 'Extension' in higher education. In this era when the globalization has been exploding, the need of 'Extension' has been getting immense importance. There is a need to make everyone see the treasure. This is the important cause for emergence of present book.

This book consists of the UGC policy(1977) which strongly emphasizes the involvement of youth in adult education & community work. The concept – 'extension' has been declared as one of the important responsibilities of higher education.(This policy expects from the youth in higher education, enlightenment and the education of large number of poor persons and illiterate adults). Further the policy states that, the main objective of this programme should be to educate and mobilize the masses and to involve them meaningfully in national development. The UGC feels that such involvement of youth (students and teachers) will also help in bringing greater relevance to the education itself. The policy envisages following two broad categories for extension programmes;

- 1) Extension services to schools and colleges.
- 2) Extension services to the community.

This historical UGC policy is the backbone of extension in higher education.

Dr. Madhuriben Shah had tried very hard to motivate persons in higher education in socially useful & community oriented work. She had delivered a prestigious Dr. Zakir Husain memorial lecture at Patna in the national conference (All India Adult Education Conference) in 1981. In that lecture, she had reviewed different fields and specified how lagging in education leads to overall backwardness. Her following words are self-explanatory, "...Democracy is of little benefit to the people if they are to remain uneducated and the number of illiterates remains high..." She opines that in such case, higher education cannot remain isolated (in her words-ivory towers). She feels that the universities are the creation of society and hence they must serve the community of which they are a part. She has suggested several aspects wherein the higher education can contribute significantly. She appeals to everyone from higher education to participate in this voyage. Following are some aspects discussed by her- literacy, development, functions of universities, adult education, continuing education, UGC, National Adult Education Programme (NAEP), women, extension, curriculum, etc. This lecture has been instrumental in establishing, developing and flourishing the Adult, Continuing Education & Extension wing from higher education in India. We have to be grateful to Madhuriben for the same.

Indian Adult Education Association (IAEA) has played vital role in promoting the extension component in Indian universities. Former president of IAEA, Dr. Mohan Sinha Mehta is considered as one of a pioneers of university extension. His untiring work in this field & expertise in mass education as well as in adult education in India and abroad has been seen on different platforms. The national conference regarding the role of Indian universities in adult

education, which was held at Bhopal was historic in the sense that several academicians, experts, high level government officials, persons from universities and other education fields had participated in it and discussed thoroughly . This conference and outcomes of it are supportive to university extension in India. Dr. M.S. Mehta delivered key note address in that conference. In his comprehensive address, he unfolded two concepts i.e. university and adult education. He has pointed out the relationship between these two terms.

-Discussing the concept of university , he mentions the objectives and function of it too. Stating the nature of Indian universities which was designed on London pattern, Dr. Mehta argues for involvement of universities in adult education.

-Considering the grave problem of mass illiteracy in India, adult education is looked upon here as a programme for spreading literacy. Nevertheless, Dr.Mehta feels that adult education has wider scope and much deeper significance in the context of human civilization . He says that if we accept that the university concept in modern thinking, we should accept the important function of university of service to society along with other functions i.e teaching and research.

Dr. Mehta specifies the university extension movement at different countries in different time . At one place, he says the idea of taking the university to the people is English, whereas that of bringing the community to the university is American. Dr. Mehta says that, the term ‘university extension’ has an English origin and it travelled across the Atlantic in 1887.

Some other elements justify the reason why the university should involve in adult education.

- Learning is a lifelong process.
- The university should render service to the community.
- Knowledge should be taken to the adult public.

A powerful reason to support adult education , according to Dr. Mehta is , “apart from the well understood psychological truth that certain a subject of study can not be fully understood in childhood or even in adolescence...”

Dr. Mehta specifies a roadmap for working in adult education. He thinks that the basic ideas and experiences of other countries in the field of university extension & adult education can be a torch light for us. The work of education and people’s education-adult education especially should be given prime importance. He looks towards universities hopefully regarding development of people. He says, “ no other organized institute can support our development plans as effectively as the universities can, through their education programmes”.

Dr. Mehta finally says the major role of education is to assist in the growth of a civilization of mature persons.

Dr. V.K.R.V. Rao delivered a valedictory address in the conference. He is a strong believer in social commitment. He feels ashamed of backwardness in educational aspects and puts his thoughts in that direction as, “ I do not see how those of us who belong to the university educated class can feel so proud of ourselves or of our universities when we are surrounded by this vast

area of illiteracy and ignorance.”Further he adds , “ universities and their members have for the imparting of knowledge not only to their own students but also to the vast world outside...” When he became the Vice Chancellor of University of Delhi, he coined a slogan that universities must not only impart knowledge to those who come to its doors, but also take knowledge to those outside who could not come seeking to its door. He thinks that , especially in context of our developing economy and our desire for the establishment of a democratic and socialist contry, our universities have a more positive and much larger role to play in the field of adult education than contemplated so far. He has classified the role of universities in adult education in following heads;

- 1) Adult literacy and education for neo- literates.
- 2) Education for adults having had education at various levels and desirous of proceeding further without having to attend full time course of instruction or join as full-time students.
- 3) Adult education for those who do not want to acquire degrees or certificates or equivalent formal certificates or equivalent formal qualifications but are anxious to acquire knowledge in various fields such as science,social studies, and the humanities; and
- 4) Research, training, and publications.

He assured for assistance from his side for promotion and expansion of adult education in India.

Dr.Chitra Naik is known as a veteran educationist. She had worked as the Director of Education in Maharashtra state. She was instrumental in developing a renowned ‘Indian Institute of Education’.Through it, and State Resource Centre, Maharashtra, she had carried out several innovative programmes regarding non-

formal education and mass education. She had provided all types of support to the Department of Adult, Continuing Education & Extension in University of Pune . Her contribution for adult education is well appreciated everywhere. The Department of Adult, Continuing Education & Extension(Centre of Continuing and Adult Education at that time),University of Pune, had organized a regional seminar regarding linking of extension with the curriculum.It was a thought-provoking seminar, wherein academicians as well as adult education practitioners participated and contributed. Dr. Chitra Naik had presented a paper in it entitled ‘ The Concept of University Extension’. She stated the nature of traditional universities as, “in the traditional university the highest kind of university –level culture lay in the attempts of the faculty to build up a world of ideas and words, of contemplation , of pure scholarship.” Stating the shift in the objectives of universities she says , “...they would not simply be the conservers of past knowledge but producers of such knowledge as would take the human civilization a step further in its evolution”. Stating the expectations from universities, she has quoted opinions of academicians, reports of different committees and commissions from India and abroad. She says, “it is not enough for a university to train the intellect of its students. It is equally necessary that it provides for them opportunities to mingle with the people and relate the cognitive domain of higher education with that of the circumstances and concerns of society so that along with the intellect, the sentiments and values of the students relate themselves creatively to the human condition.” She expects that extension programme must be indivisible part of academic responsibility. She justifies this opinion from social realities. She explores extension services in different times,in different countries. She clarifies the role of extension in democracy. At one place, she strongly opines “If democracy is

viewed as a means of eliminating privilege, then the university which has traditionally been a privileged institution must shed it first by moving freely among the people, noting intelligently all that prevents them from living in dignity and decency, and attack inequality and injustice through an active application of knowledge.” In that paper she has discussed different models of university extension at different places of the world, and finally stressed its importance in India. Dr.Naik expects that the university extension can be, and should be useful to strengthen the Indian democracy. It can be beneficial for the higher education too. She says, “ In India, which is a democracy of the poor and the oppressed, it is this concept of extension as practice of morality that the university needs to adopt with courage and foresight,even for its own survival and probable growth”.

In his paper- ‘University and social responsibility’, Dr. K.G. Saiyidain says that, one of the important functions of the university is to organize extension services . For that he cites examples of universities in other countries & feels that India is far behind in it. He has suggested some programmes in that direction. He feels the necessity that the universities should promote human values. He also expects from the universities to strive to develop the dispassionate as well as compassionate mind so that the challenge of the age could be met. Dr.Saiyadain expects from the universities that, “It is necessary that universities promote human values such as humanism,tolerance, search for truth and sensitiveness to the deprivation from which the majority of mankind suffers”.

Dr. Jalaluddin in his lecture, emphasises that extension cannot be divorced from teaching & research. Theory and its application should go together. He feels that extension can be useful

for breaking up the isolation of universities from society. Lastly, he urges for application of a system approach in education.

Dr.Sugan Bhatia is a senior expert in the field of Adult, Continuing Education & Extension in Indian universities. Besides the responsibility of Adult, Continuing Education & Extension, he has contributed a lot in developing different programmes of Extension indifferent settings. His efforts of motivating and sensitizing different persons for Adult, Continuing Education & Extension are certainly appreciable. His work, experiences, study of Adult, Continuing Education in different parts of India, led to the development of some strategies of 'Extension'. He travels to places wherever possible for propagating and popularizing Extension. In a workshop organized by the Department of Adult, Continuing Education & Extension, University of Pune(on September 28, 2013), he had put forth prestigious thoughts regarding extension as well as modalities of working. In that informative paper, Dr.Bhatia has discussed many important aspects such as, functions of extension i.e. adult education, continuing education, population education, education of people, different methods and strategies of extension, conceptual meanings of some relevant terms, how extension can help the university system, research in extension etc. Lastly he urges for sufficient documentation of all types of extension work carried out by universities. Documentation can be not just a mere record, but also a torch lit for others and for future.

The Department Adult, Continuing Education & Extension, University of Pune had organized a workshop in which directors as well as faculty members from various Departments of Adult, Continuing Education & Extension in Maharashtra, college teachers from extension, government officials, and university officers had

participated. Dr. V. Mohankumar had delivered a keynote address in it. This address described the Extension concept. Dr. Mohankumar put five important themes regarding extension namely field Outreach Activities in extension, Research in Extension, New Dimensions of extension, Innovative Methods in extension and Inculcation of Modern Technology in extension. He feels that the fundamental objective of extension is destination of Man. Dr. Mohankumar had clarified various methods and strategies, wherein the universities and colleges can work. He also stated for their coordination with Indian Adult Education Association. He feels that, spread and diffusion of literacy is generally associated with essential trades of today's civilization such as – modernization, urbanization, industrialization, communication and commerce. Discussing long history of education in India, he regrets the strict social structure prevailing in those days provided an opportunity for education only to privileged few which resulted in a large section of society being deprived of education. He has discussed the concept and historical sketch of 'Extension'. He gave suggestions for more work in adult, continuing education and extension. He appeals to work with collaborative approach.

An article by Dr. Pandit Vidyasagar (entitled- 'Adult and Continuing Education: a new approach') has adorned the present book. It is a 'foreword' to this book. Besides being a learned academician, he is a renowned worker and thinker of '*Lok Vidnyan* (science for masses)' movement. While working with several sections of society, as well as extension activities, he could develop theories and strategies of working with people. From different platforms of adult education & extension, he presented his thoughts as how this wing can be more useful in the present scenario, different forms and strategies regarding extension, how to inculcate

extension and society oriented activities in higher education and make the both(higher education and extension- society oriented activities) meaningful and effective. Such valuable thoughts and ideas ,have been imbibed in his ‘ foreword’. In his article, he has reviwed the educational history of Indian society; and dignosed the causes for present educational draw-backs. He thinks that, the present changes are also responsible for the overall deterioration in social scenario. Disscussing various measures and recommendations, he puts an innovative idea of ‘ holistic education’; and emphasizes , “ As the holistic education will need modules related to the skill development and social sensitivity, adult and continuing education can play a vital role in satisfying this need”.

Dr.Dhananjay Lokhande has talked about a review of the extension policy of UGC. After describing this concept, he has sketched the changes in UGC guidelines. He has also expressed his thoughts regarding how extension can be useful in bringing social change and overall development. He has stressed upon an innovative concept of Lifelong Centre.

Acknowledgements:

I thank wholeheartedly Dr. W.N.Gade, Honorable Vice-Chancellor of University of Pune for the support and encouragement to conduct outreach as well as research based activities and document them. We, at the department level could multiply extension and academic activities with his guidance. He has given a message for this book. I am deeply thankful to Dr. Pandit Vidyasagar, Honorable Vice-Chancellor of SRTM University, Nanded for elevating the height of this book by writing a ‘FOREWORD’ to it. We, all the persons from the department of

Adult, Continuing Education & Extension in University of Pune find him very resourceful, helpful and inspiring. He is associated with this department from a very long time(when the department was not having statutory position; scattered socially useful, educational schemes/programmes i.e. continuing education, adult education programmes were run).His motivational communication and sensitization is equally precious along with the learned thoughts in seminar/s given by him. He held several positions such as professor of physics, University Registrar & B.C.U.D. Director. In spite of hectic time schedule, he put conceptual as well as methodical thoughts all the times. Besides, the role he played as the chair-person of the Sub-Committee of the Board of Adult, Continuing Education & Extension, University of Pune was very much beneficial for our department. In every formal and informal meetings, he presented his thoughts for development of the department and this domain. His present article(FOREWORD) consists of many of similar thoughts. As I mentioned earlier, his thoughts(in the form of article) can not only elevate the level of this book but it can also provide directions to planners and policy-makers. I am profoundly grateful to those organizations/institutions whose help at some places/matters was much valuable- The UGC policy(1977) is at the foundation of extension (in higher education). It has been included. My university(University of Pune) is always at the forefront in initiating society oriented activities. I must propose gratitude to Dr. V.B. Gaikwad(B.C.U.D. Director), Dr. Narendra Kadu(Registrar), C.A. Vidya Gargote(Finance & Accounts Officer) and other authority persons and friends. The role played by 'Indian Adult Education Association(IAEA)' in supporting university extension, is huge. So far the present book is concerned, various articles/lectures are received by IAEA(IAEA Newsletter and Book/Report of the National Conference which was held at Bhopal on July 5-

8,1965).The Indian University Association for Continuing Education(IUACE) is an apex level organization at national level which is instrumental in promoting extension at university level.Two papers are obtained from a Regional Seminar Report of IUACE in collaboration with the University of Pune(centre for Continuing Education) which took place in 1980.

I hereby express my immense gratitude to all the eminent persons (who have contributed lot for promotion of extension in higher education) whose articles/papers/lectures are included in present book. The thoughts which they have presented on specific occasions, had definitely put voluminous impact and impression.It is intended that, those presious thoughts should be made available in the form of a bouquet.I wish to mention these eminent personalities- Dr. Madhuriben Shah, Dr. Mohan Sinha Mehta, Dr. Chitra Naik, Dr. V. K. R.V. Rao, Dr. Jalaluddin, Dr. Saiyidain, Dr. Sughan Bhatia, Dr. V. Mohankumar. I must thank following dignitaries who have helped in several steps regarding this book-- Dr. Ashok Thorat, Dr. P. A. Reddy, Dr. S. K. Kejariwal.

I am a member from the family of 'Department of Adult, Continuing Education & Extension, University of Pune'. Nevertheless, I can not deviate from expressing gratitude towards my department; and all the members(both teaching and administrative staff). Their staunch support as well as time to time boost for conducting extension activities have promoted me to undertake such a huge task.The Director and Head of this Department Dr.Dhananjay Lokhande deserves my deep gratitude for encouraging me to work on this project.He is directing the extension wing effectively and enthusiastically. His experiences from

studenthood(Adult education instructor & supervisor,fieldworker and planner at several NGOs) led him to plan and execute many community oriented outreach and discipline development related activities. He has written an introduction for present book(which has been emerged from his work and study). I am thankful to Shri. Dattatray Kute,Pune University Press Manager and his colleagues for printing this book neatly as well as attractively.

Several other individuals and organizations have rendered help directly and indirectly in this voyage. I thank them wholeheartedly because without such help from all sides, it would not be possible to carry out such a huge task.

Finally, let me mention frankly that, whatever success this publication receives is of all the abovementioned persons/organizations. Short-comings are mine.

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POLICY STATEMENT OF UGC

Adult Education

The education of adults has received very low priority so far. But in view of the fact that it yields early dividends, it should be accorded the highest priority in the years ahead and even among adults, the education of the large numbers of poor and illiterate persons should receive the utmost attention. The main objectives of this programme should be to educate and mobilize the masses and to involve them meaningfully in national development. It should also strive to make all adults 'particularly in the age group 21-35' functionally literate, and lay the greatest emphasis on the non-formal education of youth (age-group 15-21). A massive programme of motivating adults and enthusing and training voluntary workers and institutions will have to be developed for the purpose.

Extension

If the university system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority. As can be easily imagined, the extension programme of the university system will fall into two broad categories, namely:-

1. Extension services to Schools and Colleges

The university should work with the colleges which, in turn, should work with the secondary and elementary schools in their neighbourhood and help them to improve standards by in-service education of teachers, sharing of facilities, provision of enrichment programme for students and

discovery and cultivation of talent.

The development of a proper Research and Development (R&D) programme for the education system is also a special responsibility of the universities.

2. Extension services to the Community

The university system also has a great responsibility to the society as a whole. All universities and colleges should develop close relationships of mutual services and support with their local communities, and all students and teachers must be involved in such programmes as an integral part of their education. The National Service Scheme (N.S.S.) programme should be expanded and improved, ultimately to cover all student programmes! Should be to implement a spirit of cooperation and social commitment inter-related to moral development. It should be the obligation of the teaching community to give extension lectures to interpret recent trends in their fields to the community, to create scientific awareness, to participate in adult education and workers' education programme etc. Universities can also help in the preparation of developmental projects for the community around them, including the rural community. Such involvement will also help in bringing greater relevance into the courses at the undergraduate and the postgraduate level and into the research programmes.

Source — University system and extension As the Third Dimension (Report of the review committee appointed by UGC) New Delhi-110002, 1987



ZAKIR HUSAIN MEMORIAL LECTURE

Role of Universities and Colleges in Adult and Continuing Education

Dr. (Mrs.) Madhuri R. Shah

I am grateful to the authorities of the Indian Adult Education Association for inviting me to deliver the *Zakir Husain Memorial lecture* this year. It is a great privilege, of which I shall always feel proud, especially because of my long association with the cause of adult and continuing education, so dear to Zakir Sahib. I am not sure, however, that I deserve this honour; and I should be pardoned if what I say is not worthy of the great philosopher and educationist after whom these lectures are named.

Dr. Zakir Husain (1897-1969), the third President of the Indian Republic, was an eminent educationist, a distinguished statesman and a great scholar. He was one of the few adult education leaders of the country, who took adult education classes and actually taught the adults. Dr Zakir Husain was the Vice-President of the Indian Adult Education Association, which came into existence in 1939 at Bhagalpur in Bihar, from 1949 to 1960, and was also its life member.

Zakir Sahib's experience in education was put into good use by Gandhiji, who appointed him as the Chairman of the Committee to design the syllabus for basic education. Zakir Sahib, while presiding over the Silver Jubilee Conference of the Indian Adult Education Association in 1964, urged the universities to enter into the field of adult education. I have, therefore, chosen to speak on "Role of Universities and

Colleges in Adult and Continuing Education”.

LITERACY AND DEVELOPMENT

India with its population of over 65 crores is the largest democracy in the world. To make this experiment a success, an all-round development is of fundamental importance. Politicians, economists, sociologists, industrialists and educationists seem to agree that the development of a country depends primarily on the quality and effectiveness of its men and women. Democracy is of little benefit to the people if they are to remain uneducated and the number of illiterates remains high. Democracy cannot flourish properly unless the people are able to understand and take part in the institutions that democracy has forged for them.

Economists have repeatedly stressed the importance of giving due consideration to the human factor in development. The wealth of a country is dependent upon it more than its natural resources and material capital; it is determined in significant degree by the knowledge, skills and motivation of its people. The investment in man and his development is fully as important as material investment in dams, roads, harbours, irrigation systems, factories or communications. No nation can make any notable economic or social advancement without literacy being spread to a major part of its population. Recent studies on the relationship of economic growth with literacy have proved this. Illiteracy, as a mass phenomenon, blocks economic and social programmes, affects economic productivity, population control, national integration and improvement in health and sanitation adversely.

One-fourth of the population of the illiterates of the world

in the age group of 15 to 35 is in our country. India in 1973 occupied the second position in Asia as far as the percentage of illiterates at the 15+age group was concerned. More than half of the entire illiterate population of the world in all age groups is with us.

During the last 150 years, India has created a huge system of formal education, which has about 7,00,000 educational institutions, 100 million students, more than 3.5 million teachers and an expenditure of about Rs. 25,000 million, which is next only to that on defence. But this huge system hardly benefits the people at large, about 60% of whom are still illiterate and have received none of the benefits of this vast educational system. The Constitution of India demanded that universal elementary education be provided to all the children by 1960, but we failed to do so. Of every 100 children, only 25 complete elementary education. We have one-seventh of the potential talent of the world; and yet our achievements in many spheres are negligible for the reason that a vast reservoir of our talent remained unidentified and uncultivated.

The national literacy rate in 1971 was 29.3%. Of the 360 districts in 1971, only 83 districts had literacy rate of 40% and above, 210 districts had literacy rate in the range of 20% to 40% and 67 districts were having a literacy rate below 20%. Districts below 20% of literacy rate are largely concentrated in the states of Rajasthan, Utter Pradesh, Madhya Pradesh, Jammu & Kashmir, Bihar, Andhra Pradesh and the Union Territory of Arunachal Pradesh.

The lack of education is particularly great among women. For a variety of reasons, women have been denied equal

educational opportunities with men. In most developing countries, there are still more school places for boys than for girls. Owing to age-old prejudice against the education of females, illiteracy among women is 50% higher than among men.

In spite of all efforts, the number of illiterates is increasing year after year because of failure to provide universal elementary education in the age group of 6 to 14, abnormal increase in population, half-hearted approach in the implementation of the adult education programme, and a large drop-out rate. A very large segment of our population is illiterate and their number is growing everyday. What is more alarming is that a great many of the illiterates are from the weaker sections of the society, Scheduled Castes/Scheduled Tribes and, above all, women. It is, therefore, necessary and urgent to provide literacy to this major segment of society to enable it to play a constructive role in the development of the country.

FUNCTIONS OF UNIVERSITY

The widely accepted function of a university is communication of existing knowledge and extension of the frontiers of knowledge by research and creative activity. The progress in the functions of university is a “sweet-sour” process in the same manner as advances in science or technology carry the mark. If the university succeeds in achieving its basic obligations—communication and extension of knowledge—it creates in the wake of its success two problems; a large number demanding access to the privileges of such education; and a tremendous increase in disciplines creating a stress in the educational activities of the university.

Under the impact of the first, university became 'Massiversity' and with the second, it became 'Multiversity'. Such a dichotomous created a dilemma for universities and the challenge was met by the new structural type of a university, the 'Open University' and with the curricular process for inter-disciplinary approach.

With the exponential growth of knowledge, specifically in social, physical and biological sciences, synchronising with increase in the rate of obsolescence of the prevalent knowledge, it has become necessary for the institutions of higher education to ring out the old and to ring in the new in their curricular offerings.

Due to the acceptance of democracy as our way of life, educational opportunities are no longer limited to a few urban elite but have to be planned for larger groups of persons of different strata of society and for different regions of the country. In order to reduce inequalities existing in our society, our universities will have to reorganise their structure, content and strategies. Universities can no longer remain ivory towers. They have to reach out to the community and hence new models and varying alternatives have to be evolved with stress on flexibility, diversification newer techniques and widening of horizons.

In earlier times, higher education and good jobs went hand in hand. Now this correlation between the two has been shaken. Graduates are seeking jobs, which are not offered in the market. The educated youth wants quick returns. Thus, the utilitarian theory is dominating the system, which earlier emphasised acquisition of knowledge and liberation of the mind, as the demand for education depends on returns from

education. Universities will have to quickly provide diversifications for social relevance to avoid frustration and identify crisis in higher education.

Under this conflicting impact, the university had to don an evolutionary character. The university has continuously to satisfy the needs of social environment in which it is placed and yet it must not throw away its innate character as a catalyst of social change. This tight rope progress requires adjustment to the society's needs while being an active agent of social change.

The main issues arising out of this new situation require examination of the needs of modern society, whether our education system is capable of meeting these needs and in the light of this analysis plan our future strategy.

The world of scholarship is fast changing; the quantum of knowledge has increased beyond imagination; new life styles are battling with established values; investment in formal education has outrun returns; the pattern of education leads to migration to urban areas; the traditional concept of higher education is no longer responsive to the present needs of society; the range of opportunities has changed. As a consequence of the above factors, the thrust of higher education has shifted from a traditional liberal stance to a practical education for productivity and the world of work.

Universities can no longer remain isolated from the larger society. If we admit that education will be a primary need of each individual, the educational system, and more so universities will have to broaden their educational functions to the dimensions of society as a whole.

Universities are the creation of the society and must serve the community of which they are part. Educational system cannot now afford to remain a closed circuit. The function of the university, according to modern thinking, is to help the social, economic, educational and cultural growth of the community, which it serves. That the universities should be closely involved in the life of the society is imperative both for the society and for the universities themselves. The aim of the university education should be not only to produce mere specialists, rather cultivated men and women needed for the development of the country. Gandhiji used to say that “the aim of university education should be to turn out true servants of the people who will live and die for the country.”

The traditional role of the universities has been to serve the society by training its youth in the field of higher education, transmitting knowledge and culture, preparing people for the profession and undertaking research. The Universities are also being called upon to help apply their knowledge and do research in solving the urgent problems of the society. This function is called extension. Dr. Zakir Husain, while delivering the convocation address of the Bombay University in 1967, said, “the traditional universities had three main functions –teaching, research and the training of leadership in a few select fields. Modern universities will have to continue and expand these functions to cover all walks of life and to add two others : service to community and adult education. This is especially important in developing countries. I visualise the establishment of strong extension departments in universities to look after such programmes of community contact and social or national service. When they

do come into existence, the extension departments should also develop programmes of adult education. Intensive drives have to be organised for liquidating mass illiteracy and teachers and students in higher education can play a valuable role in them”

ADULT AND CONTINUING EDUCATION

Education is a subject of wide and ever-growing dimensions. Continuing education is the outcome of the new dimensions of education. The non-formal nature of continuing education makes it easier to absorb the new dimensions and new perspectives of education than it is feasible in formal education, which has generally proved to be segregative and fragmentive rather than harmonising and integrative. Continuing education should, therefore, attempt to evolve a new process of learning which is radically different from formal education . Continuing education is a process of achieving integration of knowledge with life or as a process of rectifying the imbalances created by formal education in individual as well as community life. Formal education has contributed in widening social disparities. Society needs a process of education which will help in bridging the disparities. Continuing education is a life-centred process of facilitating the emergence of self-reliant communities.

Quite a number of terms have been considered synonymous with continuing education. Adult education, recurrent education, further education, life-long education, extension education are terms associated with continuing education, which in a nature, is a non-formal education. It may be perhaps worth while to accept the definition of the International Commission on Development of Education

framed to give the different aspects of adult education and hallmark of different connotation under which continuing education is recognised which reads as under: “There are many possible definitions of adult education. For a large number of adults, in the world today, it is a substitute for the basic education they missed. For the many individuals who received only a very incomplete education, it is the complement to elementary or professional education. For those whom it helps respond to new demands, which their environment makes on them, it is the prolongation of education. It offers further education to those who have already received high level training and it is a means of individual development of everybody. One or other of these aspects may be more important in one country than in other but they all have their validity.”

Education cannot be considered in a vacuum. It is a sub-system of the society and is closely related to its cultural, economic and political aspects. A major weakness of the existing system is the lack of relevance of most of what we teach. This irrelevance of education progressively alienates the intellectual community from the people and the basic problems of the society. Universities now realise that education is an instrument to enable the people to effectively participate in the development process with a view to establishing a just and equitable social order. With this objective as the focus of efforts, education by its very nature has to be a continuous lifelong and goal-directed process. Universities can no longer remain isolated from the larger society. If we admit that education is the primary need of each individual, the educational system and more so universities

will have to broaden their educational functions to meet the new challenges. Continuing education is an important and a dynamic model to meet this changed need.

Having discussed all the facets of continuing education and highlighted the functions of the modern university in a society, let us now consider the various facets of continuing education in relation to the functions of the university and decide whether all of them are essential, and if so, what should be their priorities as a major academic activity of the university. It is necessary, therefore, to delineate the scope of the functions by which the continuing education has been defined under the definition referred to in the beginning.

The first function relates to adult education as a substitute for making adults literate. Such a group, which needs education most is largely neglected. Thus the major task under continuing education is to plan programmes for them through a problem-oriented rather than a subjected-oriented approach, and then give them an opportunity to enrich the knowledge gained on a continuous basis.

The complement aspect of continuing education is specifically relevant to solve the problem of the dropouts. The problem of dropouts is a terrifying issue, second to that of illiteracy. Dropouts are not illiterates, but in the employment market, they do not have a much higher status than illiterates. Moreover, they have missed the regular time span of formal education.

The dropout from an educational stream necessarily is not the outcome of incompetency for academic studies, but may be due to other economic and social stresses that bring about

interruption in the normal tenure for the completion of studies. It is necessary when such persons nurse a high degree of motivation for completing their university studies, opportunities and facilities must be made available to achieve their objectives. Such adult education programmes through providing a second chance have proved to be useful complement to education and may soon become an important alternative to the formal system.

The third aspect of prolongation of education is propagated through evening classes, workers' universities and similar institutions by extending the education acquired by adults in their youth. This strategy meets two main purposes of extending the horizons of learning and thus satisfying the thirst for knowledge and culture and offering a chance of professional advancement and training for a new job. In a fast- changing professional scene under the impact of sociological changes and technical development, previously acquired skills may become obsolete and hence this aspect helps individuals to adjust to demands made on them in this changing scene. This function also provides supplementary education.

Further education, referred to as the fourth factor, implies furthering of education through inservice training courses and updating of professional knowledge and skills, generally in the same discipline with a deeper specialised approach. Educational institutions are becoming more and more conscious of this need, which has led to extension departments and centres of advanced studies within the

institutions.

Continuing education and further education have an overlap connotation, and both taken together, one may designate as post-experience generally vocational education, which is broadly relevant to the individual in the development of his working life. It is a course that is pursued without disrupting the even tenor of professional pursuit. It is so designed as to bring about an acquisition of new skills relevant to employment, appreciation of new technologies and processes and thus changing the role of a craftsman into the profession of a technician.

The last aspect, individual development, is the most crucial factor. The supreme aim of education is to develop one's personality. The task in this respect for adult is much more difficult compared to the stage of childhood and adolescence in view of the constraints of the society. The Tokyo Conference, organised by UNESCO on adult Education in 1972, described the objective of adult education in the context of this aspect as an instrument of conscientization, which means 'both an awareness of reality, with all its social, political and economic constraints and contradictions as well as the starting point of a struggle against oppressive reality'.

Gandhiji said that "by education, I mean, an all round drawing out of the best in child and man-body, mind and spirit; literacy is not the end of education nor even the beginning; it is only one of the means whereby men and women can be educated. Literacy in itself is no education." The following issues become basic to Gandhiji's thought on adult education.

- Education is a life-long process and spans an individual's entire life and should not, therefore, be limited in time and space.
- Adult education is not separate from the education of children, but is integral to it, and part of a continuum; adult education is central to pre-basic education.
- It is related to the needs of an individual. It should be learner-oriented rather than teacher-oriented.
- Education has to help the adult to live life more fully and effectively; education is for life.
- Education should result in a generation of people's awareness and own inner strength.
- Education should help the adult to be self-reliant and tackle his own problems himself.
- Therefore, it should utilise all life situation-be meaningful and relevant.
- It should enable the individual to grow, and develop his potentialities to the maximum, to enrich not only himself, but his society.
- Literacy, though important, is not the end or ultimate objective of adult education. The general knowledge, awareness and ability to help oneself is more important.
- The education imparted should be based on self-help, on local and indigenous resources, rather than depend on resources from outside.
- Manual work or craft or rather development of a vocational skill should be basic to this educational training. It should enable the individual adult to perform his work more efficiently and to improve his

economic condition.

- It should heighten an individual's consciousness and sensitivity to situations.

NATIONAL ADULT EDUCATION PROGRAMME

The tradition of adult education in India is very old. After independence, adult education was included as a regular component of the educational system within the framework of the Ministry of the Education. The Central Government sponsored various schemes for the spread of adult education. The latest and most noteworthy attempt in the field was the launching of the massive programme of NAEP on 2nd October, 1978, the birth anniversary of Mahatma Gandhi. Prior to the launching of the programme, a draft policy statement on adult education was circulated, which stated, "Exclusion of a vast majority of the people from the process of education is a most disturbing aspect of educational and social planning. While determined efforts must be made to universalise elementary education up to the age of 14 years, educational facilities must be extended to adult population to remedy their educational deprivation and to enable them to develop their potentiality."

Further, it was stated: "The present thinking on adult education is based on the assumption (a) that illiteracy is a serious impediment to an individual's growth and country's socio-economic progress; (b) that education is not co-terminus with schooling but takes place in most work and life situations; (c) that learning, working and living are inseparable and each acquires a meaning only when correlated with the others; (d) that the means by which people are involved in the process of development are at least as

important as the ends; and (e) that the illiterate and the poor can rise to their own liberation through literacy dialogue and action.

“Adult education should emphasise imparting of literacy skills to persons belonging to economically and socially deprived sections of society. But while literacy is important, the policy statement also made it clear that “Adult education while emphasising acquisition of literacy skills, should also be:

- Relevant to the environment and learners’ need.
- Flexible regarding duration, time, location, instructional arrangement, etc.
- Diversified in regard to curriculum, teaching and learning materials and methods; and
- Systematic in all aspects of organisation,”

The National Adult Education Programme is intended to make available educational opportunities to 100 million young adults during the next five years. Never before in our history, as an independent nation, has there been such a clear recognition of the crucial connection between education of the adults and the country’s development and a willingness to back this up with the commitment of resources. By any standard, the NAEP is a huge task unprecedented anywhere in the world. The programme received full support from different sections of society. Adult education, as conceived in the NAEP, constitutes an integral part of human resource development, which is so vital for any development programme. The NAEP has been visualised as an important strategy for achieving goals of redistributive justice and in

taking the benefits of development to the down-trodden people by making them literate and by creating social awareness among them. The NAEP emphasises employable skills, family and health welfare, political consciousness and civic participation in addition to literacy. The three dimensions of the NAEP are awareness, functionality and literacy; the NAEP differs in this respect from the past literacy drives in the country.

UNIVERSITY AND NAEP

The universities have been considered specially suited, structured and staffed to provide the needed professional and technical guidance required for the implementation of the programme. The areas of cooperation are developing need-based curriculum and teaching, learning materials; organising training programmes for personnel at different levels; preparing evaluation tools and carrying out evaluative studies leading to follow-up measures: conducting initial surveys for identifying learners and community needs; providing assistance in preparing popular literature for masses; and carrying out applied researches. The universities and colleges could participate in the adult education programmes through their students body, teachers and the departments or centres of adult or continuing or non-formal or extension education.

Students should be involved in organising surveys in nearby villages/slums to identify learners and resources and the needs and problems of the community; to work as instructors or communicators in the adult education centres; to create an awareness among the people and the need for actively participating in the adult education programme; to arrange seminars, symposia, exhibitions, meetings at different

places so as to cultivate awareness among the public on adult education programmes and to work as promoters in the running of adult education classes. Gandhiji once said about the students that: “The students should devote the whole of their vacations to village service. During the long vacations the students will stay in the villages and offer to conduct classes for adults and to teach the rules of sanitation to the villagers and attend to the ordinary cases of illness. They will also introduce the spinning wheel among them and teach them the use of every spare minute. In order that this may be done students and teachers will have to revise their of the uses of vacation. It is obviously the best preparation for dedication to exclusive village service after finishing the studies.”

Teachers could train or orient adult education functionaries at different levels, such as, instructors, supervisors and project officers, prepare need-based curriculum, teaching and learning materials and methodologies suitable to adults; deliver extension lectures, popular talks in the colleges and nearby villages; take up applied research projects, evaluate the programmes and suggest follow-up measures; involve themselves in the preparation of books for neoliterates and also technical books useful to functionaries and the key personnel and to collaborate with students, give them leadership and guidance in adopting villages/slums for adult education work. About the teacher, Gandhiji’s views are : “I can think of only two ways open to him : first, he should settle down in a village, mix with the people there and serve them. To the extent that he serves the people, he will also be educating them. The other is that simple books useful for educating the people

should be prepared and brought out at a low cost, and a campaign should be started for spreading them among the people. Those who are interested in the work should be encouraged to read out these books to groups of illiterate people and gradually this should become an established practice.”

The centres of continuing or non-formal education or departments of education could play a leadership role in planning, training of adult education functionaries, production of teaching-learning material, and monitoring and evaluation of the programme, etc.

UGC AND NAEP

The University Grants Commission has been assisting the universities and colleges to participate in the adult education and extension programmes. In the guidelines, it has been stressed that universities must realise 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 the same status as teaching and research. It is important to establish an organic link between adult education, extension and university curricula as without such interaction on a continuing basis, the universities will remain isolated from the society and their programmes out of tune with the reality around them.

At present, 68 universities and over 700 colleges are participating in the programme of adult education and extension and are engaged in organising adult education centers all over the country. The universities and colleges were requested to take special care to organise programmes of

adult education for scheduled castes/tribes, women and people from the backward areas of the country.

The implementation of the adult education programme by the universities and colleges over the last two to three years has revealed that the educational system is still rigid, formal essentially centralised. Adult education is still to be integrated into the educational system and in the national development plans. Students and teachers of the institutions of higher education can impart to the NAEP a dynamic and critical vitality. The involvement in this programme would bring the institutions of higher learning closer to the community and would give to the students and teachers a challenging opportunity for giving practical shape to their idealism. Adult education and community service should be a part of the curriculum, giving both teachers and students academic credit. Home science colleges and departments of home science should be fully utilised for conducting adult education programmes for women.

CONTINUING EDUCATION AND UNIVERSITIES

The main objectives of continuing education is to give greater relevance to education. The centres of continuing education in universities should act as catalytic agents trying out grounds for new experiments with need-based courses and innovative approaches. The centres should have a machinery for development of courses on an on-going basis, to inject freshness into the general academic scenario at the universities. Every university institution, in order to develop and grow and not suffer from obsolescence and irrelevance must, take up continuing education and extension work.

A centre of adult and continuing education in university should be a non-vocation academic department, functioning as an inter-departmental unit. Continuing education does not require a faculty of its own in the traditional sense nor a structured board of studies. The academic staff in a centre may be in the nature of a core group. Additional staff support could be sought from within the university/college and from other specialised agencies outside the university system.

The programmes of adult and continuing education will use non-traditional approaches and innovative methods, which will be participatory in form and work centred in content depending upon maximising the available physical and human resources in educational institutions and the community. Methods adopted should be non-formal in nature and involve the use of work experience, field visits, extension lectures, techniques of distance education and use of mass media, etc.

The groups for which the programmes are to be organised could be identified on the basis of the surveys. However, priority needs to be given to the programmes for the weaker sections of society, which may, inter-alia, include women, in particular, women of rural and slum areas, scheduled castes and scheduled tribes, drop-outs, unemployed and out-of-school youth, handicapped, workers in the unorganised sectors, workers in the organised sectors, teachers teaching primary, secondary and handicapped children and university students from under-privileged rural groups and from slums.

Extension activity is an important dimension of higher education. It should gradually permeate within each subject discipline in the form of change in curriculum, teaching methods and evaluation strategies. Linking continuing

education with curricula may be easier if every major department of study decides to set apart at least 15% to 20% of its curricula time for continuing education and recognises it as an integral part of curricula on the same lines as laboratory work is considered integral to science courses. The programmes of adult and continuing education will benefit both the community and the higher education system. These will promote a meaningful and sustained rapport between the university and community.

The university/college involved in adult and continuing education programme should first identify a sizable community. A community may be area-based or ethnic. It may be a group of villages or group of working class colonies. The vital thing is to create an inter-locked and inter-linked arrangement of conducting formal and non-formal education together with continuous mutual inter-action. The community should be viewed in totality and not in sectoral terms. Adoption of a community with geographical contiguity will be more advantageous. Neighbourhood community will facilitate closer inter-action between formal education process and continuing education. This will provide continuous feedback to formal education and will make the formal education more dynamic.

In India, continuing education facilities are provided by our universities through their correspondence courses; through courses organised for the professional upgrading of managers, technicians, skilled workers, agriculturists, engineers, doctors and paramedicals by the professional institutions; through community programmes organised for urban workers and illiterates or for the rural areas-farmers, women, youth and

artisans ; and through seminars, conferences, symposia and public lectures and discussions, etc.

Several universities are participating in the programmes of continuing education with the assistance from the University Grants Commission, which, at present, will be available up to March 31,1985. The UGC will promote research in adult, continuing and extension education through universities and colleges as a part of its regular research programmes. The universities have been requested to bring within the purview of the programme, schemes relating to the education of the people in the rural, tribal and backward areas as also the weaker sections of the society. The scope of programmes of continuing education is also to be expanded to include such areas as population education, nutrition education, science for the masses and environmental protection, etc.

I would now like to invite your attention to some of the basic issues relating to adult and continuing education, development and the role of institutions of higher learning in this regard with a view to formulate programmes and operational strategies in the years ahead so as to enable the universities and colleges to participate effectively in the process of national development.

LITERACY

The most disturbing aspect of the situation is that while the percentage of illiterates has declined, the absolute numbers have actually increased. These dimensions of illiteracy have created serious imbalances in the development

programmes. The benefits of development have tended to go to a small minority of the population and the illiterate groups have largely remained deprived; inequalities have in consequence widened. The widespread prevalence of illiteracy in rural areas have been a severe drag on national programmes of rural development. Studies have shown that the areas of deprivation and poverty and the areas of illiteracy overlap. Furthermore, illiteracy blunts the motivation and the efforts through which the poverty cycle could be broken. Illiteracy is not just an absence of literacy; it is a psychological and social force with its own momentum, which has the effect of deepening deprivation and poverty. The dropout rate is so high that it is a deception to hope that those who enter schools will have it with endeavouring capability to read and write. There is also a challenge of population growth. Illiteracy continues to be a major problem and a drag on national development- economic, social and cultural.

Literacy is the acquiring of the three R's- Reading, Writing and Arithmetic. Development is a growing economic process, on the basis of a equitable social structure of men formed into societies or nations. The commonality of both literacy and development is man. In the concept of development, GNP has been dethroned and replaced by people meeting their demands for equality and removal of poverty and unemployment. Adult education should not be considered as a separate programme or external input. They are part and parcel of development process and should, therefore, be built in as an integral component of the various development programmes. Linking adult education with

development programmes would, on the one hand, help in enhancing the material standard of living of the adults and, on the other hand, by maximising the outcome of social and economic inputs would promote an optimum development of the society.

Gandhiji said that “mass illiteracy is India’s sin and shame and must be liquidated. Of course, literacy campaign must not begin and end with mere knowledge of the alphabets. It must go hand in hand with the spread of useful knowledge”. According to Gandhiji, literacy meant functional literacy.

The problem of illiteracy in our country has reached legendary proportions. If the university and college faculty, numbering 1,00,000 and the students population, (at the secondary and collegiate levels) numbering 5,00,00,000 could meet this challenge, this country’s fate could be changed and literacy could be implemented successfully. It becomes necessary to establish specific linkages between expansion of non-formal education and improvement of the formal system. The literacy programmes should be part and parcel of the total educational programmes of the country. The Education Commission (1964-66) has urged that by 1986 illiteracy should be nearly, if not totally, eradicated as a step vital to industrialisation and development of agriculture. The universities can and ought to make a significant contribution towards the attainment of this major national goal.

WOMEN

The bulk of the clientele for literacy are women, not noly among the very poor sections of the society and scheduled

castes and scheduled tribes, but also among the slightly better off rural population. Women's literacy or education has a special importance. It is needless to point out that if we can make every woman literate, there can be no illiteracy in the future generation. A literate mother's child cannot remain illiterate. Hence, women education deals with a fundamental basis of the society. The social and religious traditions have kept women illiterate, backward and timid. There is a marked difference between the literacy rate of men and women with female literacy lagging far behind. Gradual reduction of illiteracy rate does not automatically mean reeducation of female illiteracy. Any policy for literacy action must deliberately and consciously aim at dealing with the problem of combating illiteracy among women. The universities and colleges should play an important role in providing literacy to women.

Women has to play diverse role in the different stages of her life. As a young girl, she is a helpmate to her mother for domestic chores. As a young wife, her role changes, not only for streamlining her household duties but in the modern society, to be also a duplicate earner. To this role is then added that of the mother, which she must play and fulfil not only with a limited outlook of her family but with a broader vision of society and nation. In the old age, in which a woman resists to admit, chronologically she has to maintain and secure for herself the love, affection and respect both in the family circle and in the social environment in which she moves. The civilisation today has added to these traditional roles of women all the varied of and diverse roles that men play in social and national life. With such multifarious roles to

play, women must secure for themselves the maximum facility that a structure of continuing education can offer through all the different modes, like the open university, with the age eligibility and without a formal academic requirement, distance education for homebound studies and other educational offerings given under continuing education that may make their leisure rewarding and may even them the opportunities of self-employment. Because of need to improve their earnings, health, nutrition, child care, family management and status, home science institutions should participate effectively for conducting adult education activities for women,

The Addis Ababa Conference Report speaks of the urgent need “for the increased use of educated ‘women power’ in the working life of the community...the need to develop a new conception of the role of women in the life of the community- to improve their contribution as home-makers, to expand their opportunities of employment, to encourage a greater participation in leadership by women in community affairs and public life... The further education of women is a crucial aspect of adult education in the developing countries.”

EXTENSION, CURRICULUM AND RELEVANCE

Teaching, research and extension are the three basic objectives of university education and they should be pursued with equal importance. Extension should be linked with curriculum and for this purpose the Board of Studies and other relevant academic bodies be activated; universities may bring in amendments in their statutes to facilitate extension.

Extension work by the students and teachers should also be given due recognition by the universities and colleges while determining their overall merit.

The concept of curriculum relevance draws support from the fundamental commitment of a society to plan and utilise education as an instrument for national development through a process of altering existing social relationships. The idea of such a curriculum development strategy is based on the belief that the existing physical, manpower and technocratic resources in universities and colleges could be firmly utilised for providing additional educational experiences for the student population and new educational experiences for those in the community who have not had access to such resources for one reason or the other. The educational system must begin to critically reconsider the relevance of its regular (degree-based) teaching courses, teaching techniques, evaluation procedures and the dimensions of student welfare. The community-orientation in higher education must reflect a movement of inward change; in the absence of such a change, most efforts would again tend to acquire a marginal status. A time has come when the universities and colleges must relax some of their formal rigidities and begin to view the provision of integrated educational experiences for their students, teachers and members of the community.

The community college system has attracted the attention of many educators as a thoughtful approach to solve some of the educational problems. The community college system serves many purposes. These may be characterise as : occupation education, transfer education, general education, guidance and counselling and community services. The main

programme is designed to meet the needs at the middle level of business, industry, government health services, etc. The occupational curriculum contains a significant amount of instruction aimed at enhancing the social, economic, civil and personal competencies of those enrolled. Education is linked to both employment and life, making education socially useful and productive. The aim is to serve the requirements of development –national , regional and local. Such institutions may not create employment directly but they do provide marketable skills to their graduates.

It may not be wrong to say that the community/ college education is the extension of Gandhiji's idea of basic education made applicable at the post-secondary level. In 1937, he said; "I would revolutionise college life and relate to the national necessities."

Educational planners may consider the possibilities of initiating a programme of community colleges in the country.

UNIVERSITY AND CONTINUING EDUCATION

The concept of continuing education gains support from the belief that education is not terminal in nature and that it works as an effective instrument to bring about a just and equitable social order through a meaningful intervention at various critical stages in the life of the people. In the framework of formal system, education had often been viewed as terminal in nature. One observed minimum flexibility in learning situations and curricular options. The manner in which the formal system of education expanded in most countries of the world generated certain inequalities to access to its facilities; these inequalities sprang from social,

economic and cultural factors and tended to strengthen the same in a vicious cycle. Our efforts in continuing education at the moment are too small to make a significant impact. It is also caught up in some conceptual and operational ambiguities. Operationally, the service function and the educational function of continuing education does not seem to demonstrate proper understanding. This lack of understanding has often ended to decrease the educational intensity of continuing education programmes. The universities should seriously examine this problem.

Many universities are participating in the programmes of adult and continuing education. There is an urgent need to promote wider and better understanding of continuing education. This need is being increasingly felt in view of the steady rise in the implementation of such programmes. The academic community should promote a dialogue among themselves on the concept, theoretical framework, organisational characteristics and implementational framework. The planning of continuing education programmes poses a big challenge. Educators need to get away from their discrete point subject –based view of education to a problem-oriented focus. The discrete point knowledge would have to be woven around and tailored to the dictates of a particular learning problem. Universities have prepared certain models of this type which should further engage the attention of the academic community. Operative models suiting to the needs of the various critical groups is another area of concern.

Research in continuing education in this country is at its minimal or almost non-existent. Universities should identify

ways by which a strong research infrastructure can be created in various universities/colleges. There is an urgent need to consolidate and strengthen programmes of adult and continuing education in the universities. Universities should also play a leadership role in the implementation of the adult and continuing education activities through colleges and other agencies.

Continuing education programmes should be related to the important national priorities, such as, education for out-of-school youth, population education, environmental protection, energy conservation, science consciousness in the masses, health education and the need to upgrade earlier stages of school education through school adoption programme, special programmes for women and educational programmes for the tribal population, etc.

CONCLUSION

Let me conclude by stating that universities and colleges by their commitment to community education programmes have chosen to grapple with the dynamics of development of the weaker sections of society. The dynamics of this participation in the developmental process offers universities and colleges an opportunity to intellectually mainstream themselves with the people. Rubbing shoulders with the common man should help us to shed the traditionally voiced accusation of universities being ivory towers. Their closeness to the genius of the average Indian would help in the growth of an indigenous intellect. Universities and colleges must give to themselves this new development ethos in order to be more meaningful in the framework of a developing society.

(This was a prestigious Dr. Zakir Husain Memorial Lecture delivered by Dr. Madhuri R. Shah, then chairperson, UGC on October 28, 1981. This lecture was delivered in ‘National Adult Education Conference’ organised by Indian Adult Education Association, New Delhi . Venue of the lecture-Patna.)

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**A Conference On ‘The Role of the Indian Universities
in**

Adult Education’.
(KEY NOTE ADDRESS)

Mohan Sinha Mehta

1. I cordinally welcome you all to this Conference. Scores of Conference Commissions and Conventions take place every year in this country and with many purposes and programmes. This gathering, as you will see from its title, is the first of its kind and has a new and unique object. It is too early to say whether it will justify itself. Its results will depend upon the zest and wisdom which inspire your discussions during the next four days. Let us resolve that we shall address ourselves to this task in all sincerity and in a spirit of dedicated comradeship. Here is perhaps a challenge to the University ideal of India.

2. The theme of our Conference embodies two concepts, one, the University and the other, Adult Education. Both these concepts occupy a prominent place in human affairs and command a respectable relevance to the well-being and progress of mankind. The purpose of the Conference is to study the relationship between the two. And it has to be done with a sense of purpose and perspective.

3. It will be impertinent for me to pose the question, “What is a university?” in this company of university leaders of India. Even though our universities are passing through an era of serious change, even upheaval-with regard to their scope, functions, authority and influence-it is unnecessary for

the present purpose to put it through a medical check-up. The university is a complex institution with a history of about a thousand years in the West. The ancient universities of India-such as Nalanda, Kanchi, Takshila-flourished much earlier as great seats of learning. Our universities of today are not their direct descendants. They were designed on the London pattern. A modern university as a community of scholars engaged in the discovery, conservation and dissemination of knowledge, that is, teaching and research, has universal importance and wields tremendous influence in society.

4. The other component of our Conference theme-Adult Education-also has world-wide significance and enjoys world-wide prestige. All the same, it would perhaps be useful to enquire into its origin and growth. The term 'Adult Education' was first coined in early nineteenth century England. Definitions of Adult Education are as multitudinous as the autumn leaves. Yet none satisfies many persons engaged in it," (Robert Blakely). The myriad differences of activity and emphasis in adult education do not, of themselves, imply differences of underlying theory. "Philosophical theories therefore have little conscious effect upon the hundreds of thousands of learning activities now being pursued by millions of people", (John Powell).

5. Adult Education is carried on by established educational institutions (including universities), formal and informal, by statutory organisations, voluntary agencies and local governments. The purpose is to respond to the need of men and women and to their desire to know. And as people learn, they want to learn more. It is a part of human nature.

6. The phrase “Adult Education” is sometimes deplored today as being vague, meagre or redundant. Its detractors should, however, remember that this concept embodies, in the opinion of John Powell. The core of the vital optimism which has built up the western civilization. According to Lyman Bryson, Adult Education covers all the activities with an educational purpose on the part of people engaged in the ordinary business of life. Purposeful effort towards self development carried on by an individual in all three aspects of his life-his work, personal life and as a citizen-is an essential ingredient of adult education. It represents the deliberate and organised endeavour by which men and women seek to grow in knowledge after the period of formal schooling is over. Adult Education has now assumed the power and dimensions of a movement. It extends itself into vocational training, liberal education, scientific knowledge, personal adjustment and intellectual appreciation of new trends and changes in society. It will not be wrong to say that a philosophy has grown around Adult Education as it has developed in some countries.

7. It may appear odd that I should take so much time of the Conference on the scope and meaning of Adult Education. In my defence, there is two-fold explanation. In the first place, it is essential to emphasise the comprehensive sweep of Adult Education. It is as wide as life itself-affecting the all round development and well-being of the mature individual and the progress and prosperity of the human community-national and international.

8. Secondly, it is necessary to remove a serious misunderstanding which prevails in this country, even among

the elite and the educated sections. Adult Education is generally related in their minds to adult literacy, and is taken to be even co-terminus with it. This is most unfortunate. Much harm and confusion have resulted from this misunderstanding. For a great country like ours, mass illiteracy is a serious and an urgent problem. Abundant resources and serious effort have to be applied to liquidate illiteracy as early as possible. And luckily the enlightened leadership and national planners are fully alive to the gravity of the situation. However, Adult Education has a wider scope and a much deeper significance in the context of human institutions and human civilization. It should not be confused with adult illiteracy. This point deserves emphasis.

9. After this somewhat superficial ramification in the extensive and notoriously undefinable region of adult education, let us return to our more familiar home-land- the University-and view the former from the high ramparts of the latter. "To modern man", says Professor Cyril Houle, a great authority on University Adult Education, "the free university is the citadel of civilization. There, if anywhere, the deepest secular values are guarded, the dispassionate search for rational truth; the preservation of the hard-won knowledge and insights inherited from the past; and the transmission of this information, these beliefs, and this method of free inquiry to all who care or who can be led to care. When this citadel is attacked, society is in danger. When it is conquered, freedom has disappeared". I cannot resist the temptation of drawing further upon the inspiring wisdom of Cyril Houle. "The companies of scholars within the universities are aware that

they have somehow failed to do their part in preventing or curing the most serious ills of contemporary society. With a sense of humility and hope, some of these scholars have in recent years considered with care the mission imposed upon them by the realities of their times and have projected new courses of action for themselves. Their boldest decision has been to have directly entered into the main current of social life to help mature and responsible men and women find better answers to their private and public problems through the unending process of education.”

10. The University, as a “community of scholars” is today an embattled concept. The Ivory Tower is losing tenants. All through the centuries this community of scholars has recognised two functions-teaching and research. Today most leading universities in the West have accepted a new and third function, of service to society-of applying knowledge to the problems of life and sharing it with the larger community.

11. It should, however, be remembered that this conclusion was not reached without the idea passing through the fiery ordeal of controversy. In the last century leading university men were opposed to this “totally unworthy function for a University”. Abraham Flexner did not like the university to be turned into a “Service Station”. Another learned University Professor (Thorstein Veblen) dismissed extension teaching as the “edification of the unlearned”.

12. In the middle of the last century a Royal Commission on Universities of Britain rejected as premature the proposals of a Cambridge Don that universities should extend higher education outside their walls to remedy grave educational deficiencies in the adult community. History reveals that the

university had been in the past a “closed community” a “citadel of learning” at war with the community around it. The University Extension movement constituted a challenge to this old concept. In effect it desired that the pursuit of truth and the dissemination of knowledge should be conducted in an ever widening circle of involvement, with the “open” community of scholars at the centre. How did this great and indeed most significant change come about? This educational revolution has had a complex and somewhat varied origin.

13. Before tracing the growth of University Adult Education movement it may be mentioned that it has been known by different names, in different countries and also at different times, such as, University Extension, Extra-Mural studies, Continuing Education. The University Extension is a part of the much larger movement known as Adult Education. This generic term covers them all.

14. In England the earliest movement for University Extension was vaguely thought of in 1840's. The concept of the university extending its services to people outside its campus, spread to many towns in the country. It is interesting that the recognition of this need is said to have helped in the establishment of Ruskin College, Oxford, the Working Men's College in London and Owens College, Manchester. The University of Cambridge was the first to set up an extra-mural organisation in 1873 under the name of a Syndicate of local lectures. The ground for this had been prepared by James Stuart, an Assistant Tutor and later Professor of Mechanics. He conceived the idea of establishing a sort of “peripatetic University”. Those lectures, he had hoped, would be attended by working men.

15. Another significant, though indirect, influence strengthened the University Adult Education movement in Britain. Its moral and intellectual fibre also strengthened the cause. The social and economic conditions produced by the Industrial Revolution, further accentuated by the process of urbanisation, deeply stirred the conscience of some university leaders of Oxford and Cambridge. They felt it essential to do something about it. Joined by other upper class persons and churchmen of vision and idealism, they established the first "Settlement" in East London in 1884 and named it after Arnold Toynbee who had died a year earlier. Toynbee Hall is rightly known as : the mother of Settlements". Later Oxford and Cambridge Universities established their own separate Settlements in the East End of London. It became a powerful social reform movement-and soon spread over Europe and America. Their number in the U.S.A. alone rose to about 700. Though primarily and originally the Settlements were conceived as a social bridge over the widening gulf separating the depressed industrial proletariat and the priveleged elite, they also became active centres of Adult Education. Some settlements even arranged studies for working men leading to external university degrees.

16. Another institution occupies a place of honour and distiction as a powerful and indeed a successful ally of the universities in the field of Adult Education in England and Wales. I refer to the Workers Educational Association. (W.E.A. established 1903 has become a legend). Albert Mansfield, a socialist and a churchman of zest and burning idealism was its father, founder and first Secretary. Assisted by Balliol men, he succeeded in bringing this working class

organisation in touch with University Extension work. During the next thirty years the Universities and W.E.A. combined to carry the gospel of adult education to large number of people in England and Wales. Joint Committees for Tutorial classes were set up at Oxford and other Universities and University Colleges in the country. Later a Central Joint Advisory Committee on Tutorial classes was formed which continued to function actively.

17. After the first World War, the movement of University Adult Education became stronger. The Report of the Adult Education Committee of the Ministry of Reconstruction is of monumental importance. One of its recommendations was that “there should be established at each university a department of extramural adult education with an academic head”. The proposal was acted upon by most of the universities in Britain (including Scotland). In the rest this step was taken only after the Second World War. The University Adult Education movement has had a remarkable development, both qualitatively and quantitatively. The work of the W.E.A. is reaching almost a saturation point. While the co-operation between the two continues, the University Extension (or extra-mural) Department is spreading its net wider and wider. And at many places, the W.E.A. activities are shrinking. Instruction in approximately 7000 courses of different kinds is provided by the various universities in the United Kingdom. This fine record is an object lesson for us.

18. The United States has an active and highly developed University Adult Education movement which is rich in volume and variety. It has struck deep roots in the soil of that great country. The idea that learning is life-long is being

widely accepted. The founders of the movement were like “Crusaders for adult education.”

19. In a general way, adult education started taking place in North America, the day the settler landed in Jamestown in 1607. Thus the seeds of institutional adult education were, as it were, laid at that time. A unique adult education institution was the Junto started by Benjamin Franklin and eleven other cronies in 1727. It has survived in modern times in its original name.

It was a Discussion Club which met on Friday evenings for self-education. According to Grattan, Franklin has the claim to be a Patron-Saint of Adult Education. “The forces unleashed by independence, west-ward expansion, the industrial revolution and the European enlightenment conspired to produce a compulsion for knowledge never before noted in the annals of history...the common man was mastering his new role of citizen-ruler, the world of knowledge was being illuminated by the dawn of the age of science”(Malcolm Knowles).

20. The idea of taking the university to the people is English, whereas that of bringing the community to the university is American. The term “University Extension” has an English origin and it travelled across the Atlantic in 1887. A professor of John Hopkins University advocated it for the first time in America. Anticipating the idea of University extension by three quarters of a century, Prof. Silliman of Yale University delivered a course of popular lectures in Natural Sciences in 1830 in new Haven. But it was more the leisure time activity of an intellectual than the institution of

the University's Extension Service for the community. But there is evidence to indicate that this idea was in the air. Dr. William Channing wrote in 1835 to Josiah Quincy, President of Harvard, that "the education of the people seems to be more and more the object to which the college should be directed. This institution has always existed and exists now for the people. Perhaps the most important inquiry for the friends of the college is, how can it become a popular institution, an object of public interest, without narrowing at all its present course of instruction. Its well-being requires that the community should look to it as their friend and benefactor".

21. Numerous organisations-such as, mercantile, historical and philosophical societies, Library Associations, Mechanics Institutes, the American Lyceum and several others-carried on adult education work in their own separate form, mostly through the medium of public lecture. The most well-known and indeed effective informal development was the Chautauqua movement. From a Summer Camp meeting in 1874, it developed into a folk university chautauqua has been called "one of the brightest new stars to light the Adult Education skies".

22. We must also pay homage to what has been described as "one of the principal jewels on the crown" of American public education, namely, the Land Grant College Act. 1862. It was the basis of the most extensive and effective Adult Education Programme ever created anywhere. Under this law, signed by President Lincoln, 30,000 acres of public land was granted to each State to endow a college of Agricultural and Mechanical Arts. These colleges, in due course, developed

into big and powerful universities of U.S.A.

23. The University Adult Education in the United States, Canada (and even Australia) owes a great deal to the development of the movement in England and Wales. American and Canadian academicians returned home after a visit to England, much impressed with what they saw in its University Extension and the services of the W.E.A. This gave a powerful impetus and a sense of purpose to this movement in North America.

24. Between 1888 and 1892, the Universities of Wisconsin, Minnesota, California and Pennsylvania State College had begun to undertake extension work. Many societies were formed (including public library system) which took up popular lecture work. The earliest and possibly the most effective was the American Society for the Extension of University teaching, established in 1890 in Philadelphia. In 1892, the University of Chicago is said to have established the first formal Extension Department. The President (William Harper) named as its Director, Prof. Richard Moulton who had been trained in the British system.

25. Then came a period of lull which saw a decline of Extension work until 1906 when it was revived. In that year the State University of Wisconsin reorganised its extension Division on a new basis. There also came a shift in emphasis from pure academic subjects to practical problems (agricultural, industrial, moral, social and political) of the State. The first Morrill Act (of Land Grant Colleges) of 1862 laid the foundation of far-reaching and progressive legislation for supporting adult education in the States. The Smith-Lever Act of 1914 furthered this purpose followed by the Smith-

Hugh act of 1917. Many other federal laws were passed with the same object. Under the leadership of Frederick Kappel, President of Carnegie Corporation, an effort was successfully made in 1926 of bringing about national integration of Adult Education activities in the U.S.

26. The United States can be said to have a leading position in University Adult Education. Millions of men and women of mature age are taking advantage of academic service provided by the university and this is achieved through thousands of courses of different types and standards. This is a monumental record in the history of community education.

27. In Canada, Adult Education began with the establishment of Mechanics Institute adopted from Britain. It represented the effort on the part of political and educational leaders to provide community service by means of popular lectures, by University Professors on subjects of general interest. Public libraries were also established within the Mechanics Institute Movement. In 1892 Principal Grant of Queen's University called a meeting for discussing plans for the extension of University Services to the people of Quebec and Ontario. With the gradual disappearance of the Mechanics Institute, the Universities explored other ways of serving the community from which they drew their support. Again their model was the British universities. Public lectures, summer schools, evening classes, library services, farm forums, tourist schools and in the Queen's University a system of Correspondence Course leading to a University Degree, came into action. Although it was a slow process, the awakening in the Canadian University to the value and need of extramural

service, was remarkable. The contribution of St. Francis Xavier under the dynamic leadership of Dr. Coady is worthy of notice. The universities relied upon public support for their maintenance and growth; some universities emphasised agricultural extension; others aimed at improving the economic condition of the people they served. Evening classes and correspondence courses formed a major part of the extension service of large universities (like Toronto and McGill).

28. Not very long ago extension work was regarded by many Canadian universities as unnecessary and not a proper function of an institution of higher learning. This is no longer the case. The closer the relation between the university and the community the stronger and more secure is its position. The sacrifice of time, money and energies made by the Canadian universities and Colleges stems from a real desire to place the thought and learning of their Professors at the service of society. This view is now fully supported by almost all the universities in that country. Extension work is active and considered a legitimate department in 25 universities of Canada.

29. The universities of Australia and New Zealand also adopted the concept of liberal education through University Extension work. Although Australian Universities started it in the late 80's and continued upto about 1914, it remained weak and haphazard, depending mostly on the personal enthusiasm of individual university teachers. The movement became really effective in Australia at a later stage-between 1914 and 1945 when the British pattern of University Extension and tutorial work entered Australian Universities. The tutorial

class movement also lingered on but lacked sufficient vitality mainly owing to paucity of funds. There was no lack of conviction or enthusiasm but somehow or the other the financial obstacle remained insuperable. They faced an acute dilemma which turned into a deadlock, "more money would not be granted because, it was argued. There had been no growth: no growth could take place until there was more money" (Wilson).

30. Two views emerged in this connection. One, that the role of the university should be active in adult education since it is of crucial importance. This view was strongly supported by Dr. Duncan in 1954 in a report prepared for the Universities Commission. The other school of thought favoured the creation of statutory Boards or Councils of Adult Education. If they were properly financed, they would be in a better position to organise and provide adult education at different levels. Such bodies would be "more sensitive and flexible administrators" than either universities, government departments or voluntary agencies. This second view prevailed in Victoria and resulted in the establishment of a Council of Adult Education in 1945 and a similar Board was set up in Tasmania in 1947. The universities were represented on the new bodies but their own direct operations in Extension Work and Tutorial Classes were suspended. Fortunately, the Government grants towards adult education were substantially increased. The programmes also became more comprehensive and popular than they were in the pre-war days.

31. In Western Australia, the Universities Board of Adult Education under the direction of Professor Alexander

developed an extensive range of activities in the post-war period-in the arts, theatre, music and film, in addition to library studies which were new to Australian University Adult Education. The developments in New South Wales took a different turn. A joint Educational Advisory Committee including university representative was set up to look after adult education. It acted as an advisory committee to the Minister of Education. Different constituent members looked after specific aspects of adult education. Under this committee, the evening college system was rapidly expanded. At a later stage technical education was also included in its scope of work. This manner of development of adult education work in the States of Australia reflects in part a conflict between different concepts of adult education as they had taken shape in Britain, Canada and the United States in the inter-war period.

32. In three Australian States, the universities ceased in the late 40's to play any major role in adult education programme. At present six universities in Australia have departments of Adult Education or some variant of this title, with full time teaching staff. Melbourne University has a vigorous extension committee. In all but one, these Departments are concerned with the main aspect of University Adult Education work, particularly, vocational and library studies. There is an agreed opinion among the six Australian universities that they should *(a)* provide courses in the Arts, Social and Physical Science subjects at the university level to adults-lay and Professional, *(b)* undertake research and experiment in methods, programmes and needs of the adult community, *(c)* undertake advisory service and assistance to

other agencies in adult education, (d) undertake teaching and research into adult education as a field of knowledge and (e) train Adult Education teachers. The diversity of the courses, although it has not reached the standard of the English and American universities, is a fine record of educational achievement.

33. Radio and Television are widely used for extension work. Seven universities of Australia provided in 1962, 800 courses in different fields ranging from 5 to 10 weeks to three-year periods with an enrolment of nearly 25,000 and about 120 residential and non-residential schools and seminars with an enrolment of over 9,000. More than half of the courses and half the enrolment were the work of one university. It appears that over 60,000 persone benefited from Radio and Television Courses. It clearly shows that the demand from different sections of the people-professions, business and industry, even rural areas,-is steadily on the increase. The University of New South Wales has specialised in Radio Courses in different disciplines. The high standard with which it was started in 1961 raises exciting hopes for the future.

34. I have briefly traced the development of University Adult Education in four countries,-United Kingdom, United States, Canada and Australia. That is ample for our present purpose. The correspondence courses in Japan and the achievements of the universities in other countries such as Austria, Germany and Italy could be studied with profit. As it is, serious doubts trouble my mind as to whether it was right for me to try your patience to such an extent by reference to so many dates, figures, events and quotations. Personally it

struck me as a fascinating story-the way in which faculty leaders in those countries perceived the intellectual appetite of grown up men and women and how the universities went all out to satisfy this hunger. It is really a thrilling chapter of social history. This is my defence and apology.

35. A great deal of literature is available on the subject. The growth of university adult education reveals both unity of purpose in basic thought, as also infinite diversity in its programme and techniques. This is as it should be. There is no contradiction in it. The basic philosophy of university adult education has an essential unity and universality about it all the world over, and yet different countries and their universities rightly and naturally followed independent lines of action. To their ideas, finance and resources in academic talent and enthusiasm were related their methods and achievement. Indeed this variety should be regarded a source of strength rather than weakness of the movement. Only in this way could university adult education programme strike roots in the soil and flourish for the communities in which they functioned.

36. The basic concept consists of three broad elements, namely that

- (a) Learning is a life-long process.
- (b) The University should render service to the community, and that
- (c) Knowledge should be taken to the adult public.

37. This fundamental philosophy has made a universal appeal and has been widely accepted as a creed, as it were. It draws support and nourishment from all sources-from

religious, political, moral, and social ideology. In actual programme operation, adult education or extension work of the universities is carried on in accordance with each country's cultural and historical background and, of course, on the basis of the felt needs of the people. Wholesale import of ideas and patterns would simply not do. The universities would respond to the needs and the local conditions of their people. They will also settle priorities accordingly. Well thought out lines of action should be devised in this respect to justify the necessity and the usefulness of the programme before the society and public authorities. Various sessions of this Conference would be devoted to the discussions of the main aspects of University Adult Education.

38. Apart from the well understood psychological truth that certain subjects of study cannot be fully understood in childhood or even in adolescence, there are other powerful reasons to support adult education work. They are:-

(i) The store of knowledge in our world is increasing so rapidly and the social, economic and political change is going on to such a great extent that education received in school or college can no longer be considered enough for a citizen, if he is to function properly.

(ii) The specialisation in various fields is increasing at an enormous rate with the result that the intellectual appreciation and emotional sympathies are becoming narrower and narrower everyday. Just when tolerance, understanding and co-operation are needed in a large measure in the interest of world peace and political and economic progress, both in the national and international spheres, fragmentation in the field

of knowledge goes on separating us into smaller groups. This is another urgent aspect of a very serious situation.

(iii) Mass media of communication keep on pouring opinions, slogans and information in an un-predictable measure. This is inevitable in these times of extra-ordinary scientific and technological progress. Some of them are indeed most valuable, but, as everybody knows, they also have in them great potentiality for evil. This danger can be counteracted only by the dissemination of truth with an objective approach and a high sense of moral and social responsibility.

(iv) As a result of minute division of labour in modern industry, scientific advance and automation, the human being is left with more and more leisure. This factor is likely to have greater force in the future than has been the case in the past. Its importance and urgency call for a constructive and thoughtful approach so that leisure time activities are socially valuable and individually elevating and do not become anti-social and frustrating.

39. This brief analysis of the social condition makes the cause of Adult Education and its value many times greater than what it was a century or even 40 years ago. It may be added that some of the more important elements contained in the phrase 'adult education' and a major portion of the responsibility in that context can be taken up and properly carried out by universities alone. This is too obvious to need any argument. The service of University Adult Education has several facets and aspects. The universities which desire to

undertake this service of the community along right lines and wish it to yield rich results for the society cannot afford any longer to remain ignorant about this public duty.

40. If one were to try and draw an outline of a map of the vast territory of adult education, without filling in details, such a sketchy plan would contain these broad features :-

(i) Public lectures (by specialists) on a variety of subjects-social, scientific, literary, etc.-for the lay public.

(ii) Framing of courses for special groups, each one of which should have a separate identifiable characteristic.

(iii) Provide further education-either through refresher classes, summer schools or regular credit courses or otherwise-to professional groups. The courses may be of short or longer duration. The subjects could serve a variety of groups such as lawyers, medical people, engineers, teachers, scientists, administrators, politicians, business executives, social workers, psychologists, agricultural scientists etc.

(iv) Centres for providing the joy and benefit of liberal thought and education to the citizen.

(v) Providing the means for and organising seminars, study circles and other activities to help the citizens to function effectively and successfully in their civic life, and also as members of national and world communities.

(vi) To devise a syllabus for regular studies in the subject of adult education.

(vii) To conduct research into every aspect of adult education.

(viii) To investigate the educational needs of adults in

society, according to their personal or sectional conditions.

(ix) To train people for work in the field of adult education in different capacities.

(x) And finally, to stimulate cultural and intellectual life of the community.

41. Every item of the programme has importance of its own. The temptation of discussing each one of them fully and separately has to be resisted. Indeed a proper examination of each one of them may need a separate four day conference.

42. It will be seen that this scheme of Adult Education covers extensive area of human and educational requirements. The courses of study to be run by the University Adult Education Departments can indeed be numerous. Each university will fix its own priorities. These programmes, it has to be emphasised, are meant to improve the proficiency, skill and knowledge of both the layman and the specialist. It must be remembered that without a systematic effort along these lines education even at the Post-graduate level becomes, in terms of the challenge and progress of our times, inadequate and even, as Sir Eric Ashby harshly puts it, obsolescent.

43. As a university develops, its Adult Education Department will be confronted with a host of problems. They will need the attention of the university in the light of its own resources, conditions and priorities. In this sketchy study of the subject, it may perhaps be useful to enumerate the more obvious among them. These are :-

(a) General organisation of the Department of Adult Education: Should it be put under an academic head or an administrator?

(b) The relation of the Department with other (traditional) teaching Departments.

(c) The extent of the responsibility for lectures, teaching and research to be placed on the Department and on the Faculty.

(d) How should the Faculty (principals and teachers) of the affiliated colleges be involved in the work of the Department?

(e) Finance-its source and allocation.

(f) The stage at which the Department should be treated like another department in the university.

N.B. :- When it becomes another academic department, should the administrative part be separated or kept together ?

(g) The methods and techniques to be employed in different parts of the programme. Need for orientation of workers.

(h)The recruitment of staff-administrative and teaching.

(i) Maintenance of proper standards-suitable for universities.

(j) Public relations part of the Department.

(k) Relations with other adult education agencies-voluntary. local government and state government.

44. Space does not allow detailed examination of all these matters concerning University Adult Education work. They will call for careful thought as the Department grows.

45. However, a word about the financial aspect is perhaps necessary. The needs of the Adult Education Department will

have to be assessed with vision and foresight. Resources would have to be found for it, if it is to yield satisfactory results. This is so obvious. Since this activity is new to the country, the point needs to be stressed. This useful university activity should not suffer neglect from any quarter,-State Government, the Union Ministry of Education, the U.G.C. and the public. Ample funds are provided in the United States to the universities for this purpose from the State exchequer, apart from what additional resources are placed at their disposal by the Federal Government, the local governments and other philanthropic trusts. In the United Kingdom the University Grants Committee throughout the period of its existence of more than 40 years has approved the expenditure incurred on adult education by the universities. The Ministry of Education in that country rightly approves this arrangement. As is well known, the Committee's grants are administered on a quinquennial basis, so that the Departments are not exposed to a state of uncertainty year after year. Their programmes are submitted to the Committee every five years. In Canada also substantial parts of the expenditure on adult education departments of the universities are met by the State Treasuries.

46. In 1948, the English University Grants Committee expressed the view that adult education in a university be accepted "not as a service rendered for the convenience of external bodies but as a necessary and integral part of its normal activities" (to quote Sir Walter Moberly). Sir Eric Ashby, another distinguished educationist, holds that "Universities have a responsibility to a much wider public", and goes on to say "Many universities set a high value on

extra-mural work for its own sake, not merely as a duty which scholars owe to their fellow citizens, but also as a means of keeping universities close to social and economic problems and to the people whose taxes finance them”.

47. It is evident that the basic ideas and experience of other countries in the field of University Extension or Adult Education bear a torch light for us. As compared to what has been achieved by the universities of, comparatively speaking, young countries, what have we done! Our own record in this field has the beauty of a clean slate, displays faultless inactivity, enjoys complete freedom from thought and possesses the virtue of philosophical indifference and complete detachment towards what has gone on elsewhere. A small number of Indian universities do undertake extension work in the form of popular lectures. That is valuable work. Even in this, our performance has been quantitatively rather meagre and superficial. The measure of agricultural extension work in some parts of the country has been very useful and commendable. As for the concept of University Adult Education in its comprehensive sense, it has, as it were, by-passed our country. And curiously enough even now, there is so little desire to make up for lost time. Our political and economic situation on the one hand and the phenomenal growth of scientific knowledge and change in world conditions on the other, combine to stress the need for this action. This Conference, first of its kind, should take stock of this situation and seize the problem in all its depth, variety and complexity. While ours is the first gathering in this country for such a purpose, in other countries national organisations have existed for a long time to deal with this subject. They

hold periodical conferences to review its progress, exchange ideas and experiences and forge lines for further development. The Universities Council for Adult Education of United Kingdom has 28 universities as members. Canada and Australia have their own similar organisations. The National Universities Extension Association of the United States held its first Conference in 1915, FIFTY years ago. Their reports are a very useful literature on this theme. It is suicidal for us to be dragging our feet.

48. It has been seen that the case for a thorough-going scheme of Adult Education is clear and strong for any society today. But three broad features in the contemporary Indian scene infuse an element of urgency into its special situation, and add force to it. The Indian university has been, since its birth about 110 years ago, an exotic plant in our country. It has not yet fully acclimatized itself in the land of its activity. Far too long, the Indian mind has been nurtured in the University Halls and Colleges on tinned and dehydrated food manufactured in the western universities. In the past this was inevitable and also beyond control. It is true that basic knowledge, particularly in the field of physical and biological sciences and largely even in the social sciences is universal and need not necessarily have a national or regional flavour for being assimilated. But then the universities of a civilized community are the best centres of its culture, heritage and tradition. The air we breathe in our universities, the language we speak, the ideals we pursue and the thoughts which guide us in our work of teaching, learning and research should be related to our background, our way of life, our classics and code of ethics. We should readily learn and receive new and

true knowledge from everybody and everywhere; at the same time, we should not neglect or disregard our own treasures. This has been a real danger. Only by sound and a wide-spread system of University Adult Education this need can be met.

49. Secondly, India has accepted parliamentary system of democracy with adult suffrage. No important country in the world has such varying levels of social, economic, educational and political development in its society as our country. The words of the Constitution, however elaborately and carefully drafted, are not, by themselves, able to defend its contents, if the people are morally weak and socially and politically backward. There is a grave element of uncertainty about our future. The present standards of our conduct, patriotism and responsibility will not be adequate to protect our rights, to defend our liberties, to stabilise our constitution. Sound schemes of Adult education conceived and carried out by University Faculties are an urgently needed remedy.

50. The country's policy of planned development in the economic and industrial spheres is the third call on the universities to play their part in supporting our country's action. No other organised institution can support our development plans as effectively as the universities can through their adult education programmes.

51. Even in the West adult education has occasionally been treated as step-child of the university. This is deplorable enough. But in India the position is much worse. It is not even recognised by many responsible persons as a legitimate function of the university. This factor is like a big boulder in the way of our advancement. As Livingstone remarks

somewhere, “the problem of education is the problem of Adult Education.” The distance between the gown and the town is, let us understand, artificial and therefore unfortunate. The major role of education is to assist in the growth of a civilization of mature persons.

52. May I close with the wise words of a distinguished Canadian Psychiatrist who rose to be the Director-General of W.H.O. They seem to be apt for this occasion:-

“So far in the history of the world there have never been enough mature people in the right place at right time”.

And they are so badly needed here, as everywhere.



**A conference on ‘The Role of the Indian Universities
in Adult Education’**

(VALEDICTORY ADDRESS)

V.K.R.V. Rao

1. I am grateful to my respected friend and senior colleague, Dr. Mohan sinha Mehta, for having invited me to this Conference of Indian Universities on their role in adult education. From my early days as a young college lecturer in Bombay in 1930, I have been a profound believer in the obligation that universities and their members have for the imparting of knowledge not only to their own students but also to the vast world outside, which seeks for knowledge and is unable to obtain it on its own. That was why I organised in Bombay a small group of college and university lecturers who gave short courses of ten lectures each in different disciplines for adult citizens who registered themselves for these courses and paid a token registration fee of one rupee each. Then, when I became Vice-Chancellor of the University of Delhi in 1957, I coined the slogan that universities must not only impart knowledge to those who come to its doors but also take knowledge to those outside who could not come seeking to its doors. That was why I organised in 1958 a whole programme of sets of lectures in different disciplines to be delivered by college and university lecturers in different parts of the city. This extra-mural work was supported by the then Chairman of the University Grants Commission, Dr. C. D. Deshmukh, and it continues to form one of the many constructive activities of the University of Delhi.

2. Today my thinking on the subject has advanced further.

I now believe that our universities have a more positive and much larger role to play in the field of adult education than contemplated so far, especially in the context of our developing economy and our desire for the establishment of a democratic and socialist society. And I believe that in the discharge of this role, it is not only the teachers but also the students who have a part to play. Before I proceed to outline my ideas on this expanded role of universities in adult education, I would be useful to give a brief review of the current situation regarding the state of knowledge among the adult population of our country.

3. The 1961 Census figures, and this is after ten years of planning, reveal a rather dismal picture for a country that regards itself as having a high place among the civilised, even if not economically better off, nations of the world. The overall literacy percentage was only 24, the corresponding figure for the female population being less than 13. The position was much worse for the rural population, their overall literacy percentage being 19, and that for their female population being 8.6. Even among the urban population, overall literacy was only 47%. and female literacy 34.4%.

4. When the literacy figures are analysed from the point of view of the educational qualifications they represent, it is found that the picture is even more unsatisfactory. Of the 105.4 million literates in the country, no less than 66.4 millions or 63% can just read and write and have not passed even the primary level examination. 30.9 millions have passed the primary or junior basic examinations, of whom 12.8 millions are urbanites, and the remaining 18.1 millions belong to rural areas. 8.1 millions have passed the matriculation or

higher examinations, of whom 5.6 millions are urbanites and 2.5 millions residents in rural areas.

5. I do not see how those of us who belong to the university educated class can feel so proud of ourselves or of our universities when we are surrounded by this vast area of illiteracy and ignorance. I agree that this is a problem that only the State can tackle in a massive way; and that in turn depends upon the priorities that our planners attach to adult literacy and education and even more upon the extent to which these priorities are accepted and implemented by our State Governments. The Planning Commission have sought to give an important place to adult literacy and adult education in the Fourth Plan and I am hopeful not only of its acceptance by the State Governments but also of its implementation. The Planning Commission thinking on the subject, however, is based upon the eliciting of public cooperation on a vast scale and a massive harnessing of voluntary workers, especially in regard to the liquidation of illiteracy. The educated have a responsibility towards those who are not; and this responsibility does not simply mean the former giving guidance to the latter but much more to enable the latter to give themselves their own guidance. In other words, the educated have to educate the uneducated; and the literate have to make illiterate the literate. Unless this fundamental social responsibility is recognised, accepted, and given effect to, I see no hope of either the liquidation of illiteracy in India or of the universal education of the adults in the things that matter for economic or political or social or cultural development. As those who occupy the highest rung of the educational structure, our universities have a crucial role to play in this

process. Hence my whole-hearted and hopeful welcome to this attempt by our universities to examine their role in adult education.

6. I would like to classify the university's role in adult education under the following four heads :

(1) Adult literacy and education for neo-literates;

(2) Education for the adults having had education at various levels and desirous of proceeding further without having to attend full time courses of instruction or join as full-time students;

(3) Adult education for those who do not want to acquire university degrees or certificates or equivalent formal qualifications but are anxious to acquire knowledge in various fields such as science, technology, social studies, and the humanities; and

(4) Research, training, and publications.

7. In the current context of our adult illiteracy, I attach the highest importance to the first category. If there is one field more than another for which we require a crash programme and a nation-wide mass campaign, it is that of the liquidation of adult illiteracy. We must see that within the Fourth Plan period, all persons, both males and females, rural and urban, between the ages of 15 and 40 acquire both literacy and the facilities for the utilisation of this literacy. For this purpose, we require a vast army of voluntary workers who must first be given a little preparatory training. These workers can be drawn from the 8 million, now nearer 10 million educated people we already have whose academic qualifications are matriculation and above, the 1.3 million students who are now

studying in our 1800 colleges and 62 universities, and also some among the vast number of students who are now studying in the 22,000 high schools in the country. The students can use their summer vacations and impart literacy to the adults in towns or villages, as the case may be, depending upon where they spend their vacations. The educated adults can spend some of their evenings at a stretch for the same purpose. Practically every village and certainly all towns in India have atleast a few students or educated adults who can be drawn into this vast corps of literacy workers. The whole campaign has to be organised on a village or mohalla or chawl or factory or office basis and sometimes even on the basis of individual households where it is not possible to get out the adults for acquiring literacy.

8. A great deal of detailed and painstaking staff work will be required as also books, teaching equipment, and funds for sundry expenses. It would be in the fitness of things if colleges and universities were to take a lead in this matter, establish adult literacy sections served by staff and students on a voluntary basis; and undertake a pilot campaign during the ensuing summer vacation to discover in detail the needs, problems and difficulties in the way of the spread of literacy on this basis. With the experience gained and a careful evaluation of the same, it would be possible to work out the details of a national campaign which can then be put through during the remaining four years of the Fourth Plan period. The programme will of course have to be accompanied by the production of a vast number of books and other literature in Indian languages having functional utility and specially designed for neoliterates along with a nation-wide network of

village, town, and mobile libraries for bringing the books within reach of the literates, both old and new, and thus enabling them to utilise their literacy for purposes of their all round social, economic, and cultural development. I am glad to state that the Planning Commission is making a substantial provision for both these purposes in the Fourth Plan; all that is required is the vast army of voluntary literacy workers who will both be willing and able to make use of these facilities in the proposed national campaign for the liquidation of adult illiteracy.

9. The second category I have mentioned, namely, non-formal education for the adult with some education who desires to improve his educational qualification, falls directly within the sphere of universities and their colleges. The academic technology to be used for this purpose consists of part-time courses, sandwich courses, and correspondence courses. Of these, we already have experience of part-time colleges and we hope that more of these will be established during the Fourth Plan period. It is a pity, however, that we have so few of evening and night high schools in the country. If more of these could be established, then, together with evening colleges and polytechnics, it should be possible to cater for the educational requirements of employed or otherwise occupied adults in all the places where such evening colleges and high schools exist or can be brought into existence. Here is a field, especially in terms of post-matric education, where the universities could take the lead. If an educational survey is conducted in different parts of the country to ascertain the felt needs for such non-formal education, the kind of education required and the localities most convenient

to those who need this education. Then it should be possible to draw up a phased programme for this purpose. The only caution I would like to introduce is the imperative need for seeing that the quality of instruction offered in these non-formal educational institutions is in no way inferior to that which is available in the fulltime day colleges and university departments. I wonder why it should not also be possible for many of us who may be engaged in non-teaching occupations but have the necessary academic qualifications and, even more, the requisite emotional interest, to do some part-time teaching in these institutions. Even as I am saying this, the thought passes my mind that perhaps a pilot project could be started in New Delhi for an evening workers' college specially intended for Central Government employees and employed school teachers, provided enough autonomy and freedom for academic experimentation is given to such an institution by the university authorities. If such freedom is not possible because of university regulations, which also have their place in the university world, then it may even be worthwhile starting such an institution purely as an educational experiment and without the supporting umbrella of a university, at least for such time as is necessary to make it acceptable for recognition by employing authorities, if not also by the university. Apart from this possibly crazy idea of mine, I would commend to my colleagues in this conference the need for their taking a lead in respect of part-time colleges and institutions as part of their role in adult education.

10. For those who are not able to take up such part-time courses either because of distance or non-availability, correspondence courses constitute the obvious solution.

Though correspondence courses have been in existence for over fifty years in many of the developed countries and the Soviet Union has made it one of the major features of its educational system, they are comparatively new in India. To the Delhi University must go the credit of having successfully pioneered this educational technique. Now both the Education Ministry and the Planning Commission have given it a big place in their educational programmes for the Fourth Plan period. Correspondence courses combined with good and easily accessible libraries and a well designed personal contact programmes provide a satisfactory solution not only to the problem of non-formal but degree-oriented adult education, but also to that of making education available to the many young men and women who do not get admission to institution of formal education. The successful implementation of the programme, however, depends largely upon the interest that universities take in it and the work they do for giving it content and direction. While the correspondence courses have to be designed and operated by the universities or other specialised institutions of higher education, I believe that the personal contact programme should largely be operated by colleges and other similar institutions because of the numbers involved and the greater ease with which they can solve the problem of distance and accommodation for the vast numbers of non-metropolitan entrants to these courses. I am very glad that this conference has devoted one whole session to this subject; and I trust that their deliberations will smoothen the way for the undertaking of this programme on a large scale during the Fourth Plan period.

11. The third category to which I have referred is adult education for those who seek knowledge but are not interested in acquiring any degree or diploma. Such seekers of knowledge are to be found not only in the metropolitan towns but also in the district and taluka towns, block headquarters, and even in the rural areas. Courses of lectures follow-up programmes in libraries, radio talks audio-visual aids, all these have their place in this programme of adult education. Universities and colleges have a major role to play in this matter, and indeed a beginning in this direction has already been made by several universities in India. What is required is expansion and systematisation and a much more extensive coverage in territorial terms than has been the case so far.

12. The fourth and last category in the role of universities in adult education to which I would refer is research, training, and publications. A great deal of research and evaluation work is necessary in regard to teaching and follow-up methods in adult literacy and adult education. Training has also to be imparted to those who are to function as teachers in this field. Equally important is the need for publications which would both interest and benefit the adult, especially the neo-literates and the educated adults who seek extension of their knowledge. The universities are the institutions most fitted to tackle this complicated but vital problem of research, training and publication. What they need for the purpose are strong university departments of pedagogy, strong departments of extra-mural studies, strong departments of part-time colleges and correspondence courses, and above all, an understanding and dedicated recognition of the responsibility of universities and their members towards

satisfying the educational needs of those who are unable to go in for formal education. I have no doubt about the ability of our universities to rise to this social and moral challenge nor about the significant role they are going to play in adult education in India.

13. I would like to conclude with a reference to the organisational implications of the role we are seeking to give to our universities in adult education. Without a specific organisation charged with the responsibility for this programme in each university, and indeed in every college, and accountable for success or failure in its implementation. There can be massive programme of adult education. A comprehensive and adequately staffed department of adult education, including different sections for literacy and neoliterates, non-formal but degree-oriented adult education, education for educated adults seeking knowledge but not formal degrees or diplomas, research, training and publication, needs to be established in every university; and it may even be necessary to place at its head a Director who will have the status of a Pro-Vice-Chancellor. I have no doubt that such a programme will receive the sympathetic and concrete aid of the University Grants Commission and its distinguished Chairman, Prof. D. S. Kothari, who, I know, shares with me this conviction of the special responsibility that universities have for the promotion of adult education. For my part, as Member-in-charge of Education in the Planning Commission, I am prepared to go all out to do whatever I can to assist and strengthen this programme. It is now upto you, to play your part in seeing that your universities do play a major role in the promotion and expansion of adult education in India.

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THE CONCEPT OF UNIVERSITY EXTENSION

Dr. Chitra Naik

1. *The culture of universities:*

The concept of university extension cannot be separated from the overall concept of the goals of the university itself. The roles and functions which the faculty and students are expected to perform originate in the goals which determine the self image of the university. Traditionally, the university has been regarded as the repository of high knowledge, seeker of truth, guardian of the eternal human values and creator of the leadership which should justly govern the society entrusted to its care. The idealized university of the past has been portrayed as a community of resident teachers and students steadily engaged in scholarly pursuits, away from the din and bustle of the world of ordinary people outside. Its main concern was the contemplation of ideas and putting them into words. The toiling humanity outside, being concerned not so much with ideas as the reality of survival, was looked down upon by the scholars as a mass of creatures of a lower cultural order. In the traditional university the highest kind of university-level culture lay in the attempts of the faculty to build up a world of ideas and words, of contemplation, of pure scholarship. In this world the intellectually endowed converse with one another through academic debates and treatises couched in such terms as would make them unintelligible to the common man. Knowledge, sought for the sake of knowledge, becomes the preserve of the preserve of the academicians. It is their source

of power and, therefore, is not to be shared with those outside the time-honoured scope of the university.

In the past twenty years, however, these conservative goals of the university have undergone much critical examination. The concept of an intellectual community of resident students and teachers has crumbled with the increasing admission of non-resident students and infusion of nonresident faculty. In the affiliating university system, the traditional picture of the university as a cloistered community of scholars had already been erased for over a century. But the separateness of the intellectual's world from that of the common man has survived, more in a traditional society like India than in the western societies from which the present model of our universities was derived. In the countries which modernized rapidly under the impact of industrialization, the universities began to perceive fresh goals and recognized the need for adjusting their roles and functions accordingly. The realization that isolationist universities would not possess the vitality even to conduct a valid quest for knowledge, was dawning upon the intellectual community itself. Contact with the non-scholastic world was no longer regarded as outside the purview of university concerns. It began to be recognized that if the universities could acquire a greater social and political sensitivity, their purpose of creating competent scholarship and leadership may achieve better fulfilment. With attitudes and functions relevant to the temper of the times the universities could not only help society but ensure their own survival and growth. They would not simply be the conservers of past knowledge but producers of such knowledge as would take the human civilization a step further

in its evolution. That universities must treat the pursuit of knowledge as the central point in their programme has always been a non-controversial matter and should remain so. Yet, the standpoint from which the universities relate themselves to the challenges of social change, whether inevitable or orderly, is material to the true quality of the knowledge that they seek to develop. James Conant emphasized this social-relatedness of the university when he said,

” The essential motivating force behind a university’s work in all times and places when universities have flourished, has been the connection between the scholar’s activities and the burning questions of the day.”

It is this dynamism that needs to constitute the culture of the university. As participant in social change, as service-institutions for the society from which they draw their students, faculty and funds, the universities must voluntarily offer their stock of knowledge to the world outside. And this stock must be replenished, from time to time, with fresh knowledge. In his Godkin Lectures, (1963) Clark Kerr pointed out :

“ The university as a producer, wholesaler and retailer of knowledge cannot escape service. Knowledge today is for everybody’s sake.”

2. *The role of our universities :*

When we won our independence, we were greatly concerned about the education of our people who would be citizens of a newly-founded democracy, and the role that the universities would play in this endeavour. The University Education Commission, chaired by Dr. Radhakrishnan,

hopefully presented the idea of a rural university to set a model to the traditional universities in the proposed effort for the people's education. Elaborating its proposals, it quoted Bishop Grundtvig, the founder of the Danish People's Colleges,

“Scholarship is one thing, and education and fitness for life is another ; they may well be united, but not in the case of the majority; they must not be hostile to each other. Scholarship will lead 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 scholarship does not keep it alive.” (P.561)

The Commission further pointed out,

“ The philosophy of rule by an intellectual elite, which characterised Plato, was the object of criticism by Bishop Grundtvig, originator of the Danish People's College. He 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 the guardians of freedom and culture themselves swallow them both up, so that the people for all their labour get only proud tyrants to obey, to support, and if that can comfort them, to admit and deify.” (P.561)

The responsibility of the university towards society is, therefore, as great as that towards knowledge. It is not enough for a university to train the intellect of its students. It is equally necessary that it provides for them opportunities to

mingle with the people and relate the cognitive domain of higher education with that of the circumstances and concerns of society so that along with the intellect, the sentiments and values of the students relate themselves creatively to the human condition. This radical departure from the isolationist stance of the past would inject into the body politic of the universities a new life and enliven both teaching and research. Such a change in the philosophy of higher education naturally calls for a change in the structures and processes of university organization and instructional arrangements. Although the class-room will always remain the central point for learning activities and the library will remain the place to explore and reflect upon encoded wisdom, the search for that 'relatedness' of knowledge which makes both teaching- learning and research meaningful, the faculty and the students would necessarily have to turn to the reality of the world outside the walls of the university. If and when extension rightfully enters the programmes of our universities their new culture of 'relatedness' would become manifest.

3. *The concept and scope of extension :*

In order to be a part of its culture, the extension programmes of a university have necessarily to be an indivisible part of its academic responsibilities. Admittedly, the primary task of the university is to preserve, develop and disseminate knowledge. But since knowledge is a means of improving the human condition, connecting it with the existential problems of society is not a denial but rather an affirmation of knowledge being the core of a university's educational tasks. As regards the shaping of the students into seekers of truth, it is the duty of the university to ensure that

all reflection and conceptualization arise from experimentation and concrete experience. Truth exists not as an island by itself. It uncovers itself and makes its presence felt only in relation to a given human problem. The students will not perceive truth through past knowledge alone. Their insights have to be given scope to so shape themselves as to discover the interrelationship of knowledge with the contemporary human situation. Though class-room instruction is the pivotal point of learning, systematic training in the application of knowledge to the realities of life and so gaining further knowledge, is essential in a complete educational process. From this viewpoint, extension would mean the creation of opportunities for students to validate the knowledge gained while simultaneously developing their competence for analysing and finding solutions to the problems of real life.

Whichever way one defines 'extension', one meaning stands out loud and clear. It is primarily 'a stretching out' of the university's knowledge-oriented effort. Already, the word 'outreach' has begun to replace the word 'extension' in many universities of the West in order to distinguish its 'learning' aspect from the 'communication' aspect of the extension services of agricultural information and techniques to farming families. The term 'Outreach' also helps to broaden the earlier meaning of extension. In its initial stages, extension meant admission of non-attending students to certain university courses and certain types of continuing education for those who desired to add to their already acquired knowledge and skills or to learn something different from their earlier education and training.

For a while, it became synonymous with adult education. For the 'less informed' adults well-meaning universities of general education undertook schemes of extra-mural education designed to make the general adult populace better informed about life and letters. The 'Outreach' programmes, however, visualize the participation of the entire faculty and student-body in a process of mutual communication between the university and the society outside.

4. Extension services in the 60's :

In the 60's, university extension was visualized, (particularly in the U.S.A. where it was practised more widely than elsewhere) in a rather restricted fashion. It was seen to have four primary functions and three secondary functions (Shannon and Schoefeld, 1965). The primary functions were :

(1) Transmission of university courses to non-resident or non-attending students who seek academic credits (degrees). Briefly, this amounts to external degree courses.

(2) Carrying remedial or additional instruction to those who require it either for educational or occupational advancement.

(3) Establishing consultative relationships with schools, training institutions, professional associations, interest-groups, public organization and so on.

(4) Supporting agencies within and outside the universities for enhancement and application of knowledge relating to public needs and problems.

The secondary functions were the following :

(1) Undertaking projects of informal education and action

in order to study public needs and problems, so as to gain insights which could help improve the teaching-learning process and research.

(2) Preparing programmes to take knowledge to the people with a view to improving society and education.

(3) Taking exploratory action to identify areas of serious applied research.

The sum and substance of these primary and secondary intentions of extension is that it is a process of (a) interchange of intelligence and experience between the university and the target-group for extension, (b) motivating people outside the university to learn techniques and receive information which would help improve their work and levels of living (c) setting up a mutually 'knowledge-enhancing' relationship between the university and the target-groups, (d) evolving a strategy for investing knowledge into the process of development, (e) bringing out the potential of the students and of those with whom they choose to work, (f) building up in the students values, attitudes and interests conducive to self-directed learning and decision-making, and (g) developing in the students, along with their cognitive capacities, an ethical preception of their role in society.

In this process, the faculty play the role of guides and aids of students as well as society and do not consider themselves to be the law-givers and inflexible rulers of the world of knowledge. In this process the university thus becomes human and a purveyor of living knowledge.

5. *Extension services in the 70's* :

The scope of extension has, therefore, been gradually

increasing to cover more than adult education. It is going beyond correspondence courses, summer institutes and workshops for college teachers and school-teachers. It is turning more towards taking knowledge and information where there are no other resources or only inadequate resources which can under-take to meet a real need. For instance, the college-school complex which helps secondary and primary schools to improve their services is one such programme. The professional institutions which offer courses in agriculture, medicine, engineering, business management, law and education have large potentialities for organizing development-oriented extension-services. Carefully designed and continuous programmes of extension can open out many opportunities for improving the curricula and teaching-learning process in these courses. The extension-services would also tap very rich sources for identifying genuine problems for research. In the general education courses also, students of social and natural sciences as well as languages would be able to discover innumerable opportunities of working with people and undertaking study-service projects. Science education of the rural people for solving many of their day-to-day problems of living and overcoming the strangle hold of superstition could be an important thrust of university extension. Social sciences could probe into the cultural, social, economic, political and psychological dimensions of development. Language departments could help resolve many a problem of learning faced by the poor rural and urban population, particularly the illiterate adults and primary school pupils. The feed-back from such extension services would help build up meaningful curricula for higher education and

prevent the danger of their becoming obsolete. Involvement of students in exploring real-life situations for applying their knowledge would encourage individualized learning along with group-responsibility. Various techniques of communication could be tried in study-service projects and further developed for improving the process of teaching-learning. Extension organized in a manner relevant to the milieu of the university would thus provide a systematic bridge between higher education and the outside world. In relating their special discipline to human needs, aspirations and process of development, the students and teachers would discover the appropriate uses of knowledge. Extension thus implies the actualization of the curricula in higher education. In its wake, an overhaul of the prevalent system of instruction, grading and examinations would be inevitable.

6. Extension as 'study-service' :

The term 'study-service' has appeared on the higher education scene quite recently. It encompasses developmental activities with a view to promoting integrated rural development through the efforts of university students. The 'study service' project organized by the Tribhuvan University, Nepal, is an outstanding example of this approach to extension. It provides for 1200 student-participants at the Master's Degree level and is obligatory between the second and third semesters. The objectives of the study-service project are :

- (i) To achieve more practical education.
- (ii) To help students understand the developmental needs of the country.

(iii) To involve them in rural development.

(iv) To have a direct impact on university curricula as feed-back from the participants.

The duration of the Master's Degree has been raised to three years instead of two and there is a proposal to shift the study-service programme to the bachelor's degree level as well. The areas of study-service are : education, agriculture, health, construction, and social services. A monthly subsistence allowance of Rs. 300/- to Rs. 450/- is given to the students who have to work for a stretch of ten months in remote rural areas. A clothing allowance of Rs 500/- and life-insurance during the study-service period are added to the allowance. The economics of the scheme reveals that the returns to the nation in terms of improvement in health, agriculture, education and development in general are 25% higher than the total investment in the study-service. Apart from this benefit, the work of the university has become more realistic and active in terms of teaching and research, thus getting a higher cost-benefit to society from the investment in higher education.

7. Extension as moral education through 'service-learning' :

The authors of the term 'service-learning' are not known but the term has gained currency in the United States. It stands for a variety of experimental education programmes and involvement of faculty and students in voluntary service to deprived groups. Service to others is a major criterion for organizing the programmes.

The basic principles of service-learning are derived from

the approaches which developmental and humanistic psychologists adopt towards personality development. They see learning as favourable interaction with environment. It is something more than the acquisition of knowledge and skills. The development of personality requires a refinement of both thought and logic along with the refinement of the basic emotional and aesthetic attributes of the human being. Extension services or 'service-learning', therefore, imply "manageable encounters with novel responsibility" (Richard Graham, 1973). Psychologists such as Rogers and Maslow believe in the urge of man to fulfil himself in relation to his surroundings. Personality development consists in fulfilment of a hierarchy of human needs which Maslow states as air, food, shelter, water, sex, at the lowest level, and such values as self-sufficiency, beauty, meaningfulness, etc. in an ascending order till a well developed personality becomes, "altruistic, dedicated, self-transcending and social". An individual reaches the state of 'human-ness' when pleasure is derived from commitment to goals beyond the lower order of needs. Voluntary service and the process of service-learning in the impressionable period of adolescence and youth would, in the words of Maslow, lead to "a new philosophy of life, a new conception of man, not only for the person himself within his own psyche, but also for the same person as a social being, a member of society."

In several American universities different faculties voluntarily device programmes for their students, Service-learning is 'experience education' and to promote this style of instruction and learning, interested American scholars have established an Association of Voluntary Action Scholars and also a Society for Field Experience Education. Instruments

have been developed for giving college-level credits for experiential learning. While knowledge is necessarily tested, the impact of learning in personal growth is also measured with the help of psychological inventories. A distinction is made between the intellectual and ethical development acquired through experience learning. Thus, in this sphere of extension, it is not simply the cognitive aspect of higher education that derives benefit but moral education also is achieved through the social and personal sensitivity that a student acquires through service-learning.

8. Extension in a democracy:

The concept of university extension has thus travelled a long way from its initial Oxford dictionary definition “admission of non-residents to some form of university teaching and examination” to a movement in the field of higher education, designed to improve the standard of living of the community with the active participation of collegiate faculties and students who, in their turn, derive both cognitive and ethical benefit from this process. Extension, therefore, is essentially a two-way educational process based on a continual interchange of the ‘giver’ and ‘receiver’ roles between the university and its surrounding world.

9. The political dimensions of extension :

Whichever the political system a university is governed by, it cannot escape its responsibility either towards the field of knowledge or towards the society of which it is a part. It is not doubt a repository of knowledge but its role as a producer of knowledge related to the ongoing concerns of mankind is equally important for enabling it to become a living institution. And if it happens to be functioning within a

democracy, this responsibility is all the greater because democracy enables it to enjoy full freedom both to gather knowledge and use it in the service of the people. In this very connection the Radhakrishnan Commission had pointed out that while democracy requires well qualified men and women in positions of importance and authority, government by and for the people requires also that the fine resources of culture, leadership and wisdom shall be maintained with good distribution throughout the population. The rank and file of men have often been deprived of their best elements and their potential leadership as a result of the intellectual's wrong attitude towards democracy. Democracy really means the elimination of privilege. But it is wrongly interpreted as an equal chance for everyone to "get ahead" of others in the competition to escape from the mass of men and join the more privileged classes (P.560). This interpretation is not in conformity with the concept of democracy. Fundamentally, it is an unethical interpretation.

If democracy is viewed as a means of eliminating privilege, then the university which has traditionally been a privileged institution must shed it first by moving freely among the people, noting intelligently all that prevents them from living in dignity and decency, and attack inequality and injustice through an active application of knowledge. The eternal human values must be activated by the university in the interest of the people, of the rank and file. In India, which is a democracy of the poor and the oppressed, it is this concept of extension as practice of morality that the university needs to adopt with courage and foresight, even for its own

survival and probable growth.



UNIVERSITIES AND SOCIAL RESPONSIBILITY

K. G. Saiyidain

1. The Universities in general have not exercised their minds on the issues which are important from the social point of view. There is generally an attitude of indifference and self-centredness both among students and teachers towards social responsibilities and needs of the community they serve, and if this persists, universities will fail to play any useful or creative role in national life.

2. The universities as they are functioning today have not been able to cultivate in their alumni sensitiveness to the total human condition. An education which is only concerned with making the individual better fitted to earn his livelihood and improve his material conditions without giving him a social conscience, is intellectually sterile and morally reprehensive.

3. The majority of the universities are serenely indifferent to the state of things around them and do not even realise that it is a part of their social obligation to identify and seek remedies to the diseased spots in society. To cite an example, many universities have not done anything to improve their unhealthy and unhygienic surroundings and to make the economic condition of the people better. Universities with Departments of Agriculture have not effectively contributed in improving agricultural output. Ignorance and illiteracy have thrived within the walls of the universities and the colleges and not much effort has been made by any university or college to eradicate illiteracy even from its campus.

4. One of the most important functions of the university is

to organise Extension Services, to conduct continuation classes, to offer part-time education of varying kinds and to conduct correspondence courses for adult members of the community. While universities in other countries have made far-reaching advance in this direction, nothing has been done by the Indian universities. It is, therefore, necessary that the universities assume leadership in the training of better, more integrated and more sensitive individuals inspired by the concept of a more just and rational social order.

5. Some of the measures which have to be adopted for this purpose are :

(a) Every university should have an extension department for instructional work.

(b) Students in the various departments should be closely involved in various activities organised for the good of the community.

(c) Social Service Camps should be organised regularly to enable them to come into educative contact with the people and their problems. They may adopt a neighbouring mohalla or village to help in literacy programmes and other social activities based on the local needs. In fact the student should realise that he has to give back in the form of service the debt he owes to society.

(d) A university should regard itself as an agency to which community problems can be referred to for solution.

6. In the world of today, dominated by the mass media which tend to produce uniformity, universities should encourage individuality, variety and dissent within a climate

of tolerance. It should give society not what it wants but what it needs, with proper evaluation and encouragement of traditional values.

7. A university can play its role adequately if it has faith in the power of the mind and helps others to share that faith. It must encourage free and disinterested thinking which challenges vested interests and established ways. It must work hard to preserve autonomy if it is to function effectively in the swiftly developing society of today. It must take the burden of social responsibility and act as the conscience of society.

8. A university stands for certain basic values which it can give up at no price, which it must fight to preserve and promote. It is necessary that universities promote human values such as humanism, tolerance, search for truth and sensitiveness to the deprivation from which the majority of mankind suffers. The universities should strive to develop the dispassionate as well as compassionate mind so that the challenge of the age could be met.

Discussions

9. It was felt that the higher values need to be reemphasized and brought into proper focus. The universities should give serious thought to these higher values and explore ways and means of inculcating them in the minds of the students.

10. While there was a general appreciation of the suggestions made in the paper, it was felt by some that there are practical difficulties in translating these ideas into action. It was, however, suggested that a beginning be made in a

small way. One of the methods to be adopted was to set up a small unit in each university which will primarily be engaged in the study of these values and devising ways and means of imbuing them among the students and the teachers.



A Summary from Dr. A. K. Jalaluddin's speech

We should discuss the fundamentals of linkages. Extension cannot be divorced from teaching learning and research. If theory and application go together knowledge will have the power to change. Knowledge and reality are intimately related, for Knowledge is an abstraction from reality. Extension, therefore, is a component part of application.

The need for extension today is for breaking up the isolation of Universities from the society. Though there may not be direct application of knowledge, there is still indirect application. In higher education we borrow ideas and practices from the western countries and transplant them in our country without thinking whether they are relevant to conditions that exist in our country and thus we create a contradictory situation. Something is wrong with identifying the needs, problems etc. of the university of the curriculum and related matters. It is because everything is not alright in education and the society inspite of the fact that we sent a satellite into space. The psychology of privileged class is to perpetuate the existing system so that the children of the privileged class enjoy the same privileges. A radical change in the educational and structural structure is needed. The idea of extension is accepted, however, thinking that it is an extraneous component. There is always a struggle between the non-formal approach and the rigid, formal, traditional approach. The need is to promote a non-formal approach. This should be

accepted as a practical strategy. No meaningful research can be done without it. The parents, administrators and others still believe that knowledge imparted in the university is important though no direct application of it is attempted.

The structure of the curriculum from primary to university education should not be on a basis. As we have not changed our outlook toward life and education, our courses are highly theoretical not-life-based. That is why the graduates and post-graduates are regarded as less trainable and the raw hands. It amounts to rejection of university products by users.

Two areas or aspects of the curriculum are important. The first is the area of knowledge and the second is the area of generalized skills, mental skills, management skills or self-evaluation skills. Ideas in structures and their application should go hand in hand.

In the U.S.A. and Europe they are concentrating on mental skills and so content becomes secondary. They emphasize that there should be no dichotomy between knowledge and action. So the topics of research emerge from the intimate contact of the society and the environment. Teaching-learning or Research thus becomes relevant and action oriented.

A systems approach should be applied to education. The food system or the energy system and the like may be analysed. All the sub-systems can be linked up to the different sciences and hence the need for the participation of all departments. This integrated approach will bring about a desirable change.



FUNCTIONS AND THEMES OF EXTENSION IN UNIVERSITIES/COLLEGES

Sugan Bhatia

“Extension” was introduced in Indian Universities as a result of acceptance by the **University Grants Commission** in 1977 of a “**Policy Frame on Development of Higher Education**” wherein it introduced a Third Mission for the institutions of higher education in India, apart from its two traditional Missions – Teaching and Research.

Two Functions of Extension

The **Policy Frame** advocated that the Third Mission – **Extension** - would work towards achieving two critical functions – **Education of the People**, and, **Reforms within the system of higher education by utilizing insights obtained from Education of the People**. The “**Policy Frame**” advocated the following:

“... If the university system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as teaching and research”.

It decided that Universities and Colleges would henceforth ‘extend’ their academic and technocratic resources to the communities, especially the poor and socially disadvantaged sections among them, forming part of their geographic jurisdiction.

The contribution by the universities and colleges to social

development and social change involved, on their part, stepping outside, to the community, and becoming engaged in a “participatory understanding of the vast range of the societal problems”.

The rationale behind the decision to ‘extend’ the institutional resources to the communities lay in the realization that democratic ways of life had not touched the wider society; inequity and injustice experienced by the backward and disadvantaged sections of society persisted. Such inequity and injustice multiplied in magnitude in terms of **denial of access to literacy and education, access to opportunities to negotiate their place in the social, economic and cultural domains of life, and access to a legitimate share in the planned development resources.**

Education of the People

The first of these two functions – **Education of the People** - found the Universities and Colleges and the Government/s on the same page as the latter were also concerned about lack of literacy, adult education and participation by the people in the democratic processes. The Government/s (both at the Centre and in the States) were hoping that people at the grassroots level would simultaneously rely, apart from the oral culture, on written culture in a function-specific manner; and, participate in the democratic processes right from their own immediate locales to the mainstream of national efforts. The processes of governance would thus acquire legitimacy at the level of the people, rather than remaining cut off from the concerns of and ownership by the people in whatever they were doing.

“Education of the People” thus assumed the form of training to live in a democratic milieu, value the processes and benefits of democracy, and strengthen the democratic fabric of the Indian society. This was necessary since events of the last twenty-seven years of Independent India had created conditions whereby a large section of the Indian people had been left behind, rendered resource-minus. Quest for rapid industrialization and urbanization triggered loss of interest in the initial adherence to community consciousness and fostered a high degree of individualism among the resource-plus citizens. The resource-minus citizens were left behind to stay in their traditional habitats in tribal, rural and urban slum locales. They were branded as risk-averse people not courageous enough to chart out new and challenging paths of life.

The **University Grants Commission** thus worked towards bringing about the needed transformation in the system by encouraging Universities and Colleges to go out to the community, meet the poorest of the poor people in organized groups at a learning centre, and encourage them to make demands on the planned development system in order to lessen the burden of social and economic injustice that they had been facing for long. Universities and Colleges were “promoting the philosophy of extension whereby teaching, research, service of the community and the building of character become an integrated activity”.

“Extension” assumed action-orientation insofar it enabled people to do things based on knowledge gained, converted in action for a social good. People learnt by doing things again and again bringing in the modality of practice reinforcing the

new and desired behaviours. This action-orientation of Extension was operationalized in the form of the following programmes:

Themes of Extension under the two Functions

(i) **Adult Education Programme:** Universities and Colleges operationalized the first function of Extension - "education of the people" - by participating in the **Literacy and Adult Education programme in 1979**, since it was the first and contemporaneous major national effort towards education of the people. A large majority of adult illiterates also happened to be from among the poor and the socially disadvantaged.

Literacy and Adult Education skills triggered organized behaviour among these segments of the poor and the socially disadvantaged; organized behaviour was facilitated by their coming together at the Adult Education Centres and formation of organized entities like Mahila Mandals, Farmers' Associations, Self-Help Groups, and other Users' Groups. The poor rapidly assumed an **organized entity** as against the earlier status of mere individuals, devoid of any bargaining power in the society. The segments of poor so organized demanded **early childhood education and elementary education for their children** since as parents they recognized its value through their discussions in the Adult Education Centres. They demanded **Continuing Education Courses** aimed at learning of **skills in social negotiation** required to deal with the local development authorities and those relating to their role as active citizens. They demanded **Legal Literacy** since they recognized that Laws could be effectively utilized to back up their demand for equity and justice in the

development process.

The **National Adult Education Programme (NAEP)** comprised of three constituent elements – Literacy, Functionality, and Social Awareness. This Extension Education initiative by the Universities usually involved a survey of the tribal clusters, rural periphery areas, or urban slums largely with a view to identifying the adult illiterates; the process included the creation of a database on the adult learners and their families, their socio-economic background, and, the extent of access to education enjoyed by their families. The survey process of identifying adult illiterates gave the students an opportunity to acquaint themselves with the living conditions and the nature of learning environment that existed in the community where they were expected to work.

It was with the acceptance of Literacy and Adult Education as the first initiative under “Education of the People” that the Universities created the institutional sub-structure known as the “Cell/Centre/Department of Adult, Continuing Education & Extension”; the primary function was that of “Extension”. The addition of “Adult and Continuing Education” in the nomenclature of the sub-structure helped it to distinguish itself from the traditional Departments of Education that were engaged in training of teachers for the formal schools in the country.

The University-based Cell/Centre/Department of Adult, Continuing Education & Extension organized training programmes that acquainted the student-instructors with the

learning environment in the community, the reasons why many adults had remained illiterate, the learning materials that they could use, and the instructional methodologies they could follow in the process of facilitating teaching-learning.

This process of facilitation of acquisition of literacy skills by the adult learners in the communities entailed a great deal of reliance on the oral skills that the adult learners already possessed. The emphasis laid in such situations related to the use of communication skills whereby the student-instructors could seek the wisdom that the adult learners possessed in plenty.

In many such situations, the student-instructors recognized that their own teachers in the University or in the Colleges did not encourage them to share their own perceptions of life in the classroom interaction. The activities under the Extension Education process were thus giving rise to learning situations wherein the student-instructors were beginning to recognize the limitations of use of the Lecture Method in the classroom. They were, in a way, beginning to internalize the shortcomings of the instructional strategies of their own teachers.

The problem-solving techniques of encouraging oral interaction were encouraging the student-instructors to build up their store of folk culture of the tribe, village or the urban slum. The learning content thus drawn from the local contexts appeared to be generating tremendous interest among the learners. This could be directly seen in terms of gains in social awareness on the one hand and the resolve to effect social

change on the other.

University youth participation in the National Adult Education Programme also created opportunities among the adult learners of recognizing the commonality of their problems or constraints or handicaps in achieving some vertical mobility in their lives. The adult learners appeared to be shifting from the state of being alone to the status of being a group with shared characteristics. This change in status – from an individual to a collective identity – combined with the capability of putting their aspirations in writing – appeared to be bringing them closer to negotiating with the governance systems their right to be heard, their right to be given the resources planned for them, and, their place within the democratic governance systems.

The focus on the communication appeared to have been significantly influenced by **Friere's** concept of the “**Pedagogy of the Oppressed**”. The Adult Education Instructors at the **Adult Education Centres**, or the *Preraks* at the **Jana Shikshan Nilayams** placed greater emphasis on individual and collective articulation by the learners in the belief that a great deal of learning could be facilitated through internal churnings of the mind. Interaction among the learners guided by the Adult Education Instructors generated a great deal of interest among the Adult Learners.

However, it was being increasingly felt that such encouragements to the Adult Learners to join in the communication process at the settings like the Adult Education Centres and the Jana Shikshan Nilayams were not making much of headway largely on account of biases favouring the urban and middle class sections of the society. It

did not relate to the rural ethos.

Even the basic concepts like democracy, socialism, secularism, and development had not become part of the verbal or cognitive repertoire of the people in rural areas despite repeated attempts by political parties and media making a lot of periodic noise about it. The Adult Education Instructors, in their communication ventures with the rural people, probably failed to find the appropriate methodology “to decode or deabstract” such concepts to the level and form of understanding or internalization of the rural people. The concepts were thus bandied around like more in the form of urban orders of the list of desirables in a society.

The Adult Education Instructors were really required to understand the psyche of the Adult Learners; they needed to undergo some kind of re-orientation themselves to first understand the Adult Learners who had remained deprived of the benefits of knowledge available in the written culture. Only then could one expect the Adult Education Instructors to prepare the Adult Learners to develop critical consciousness of their existence, identify why they had been left behind in the race for development, be able to articulate their development needs and aspirations, and identify means to remedy their own condition.

Reddy (1983) viewed the significance of initiatives in education meant for the Adult Learners in the following words:

“--- the problem of development is the problem of education. Here, education means restoring to people their own consciousness, improving their levels of consciousness or

awareness, restoring to their legitimate role as the self-deciding subjects in the participation, forming groups on voluntary basis rather than on traditionally imposed criteria and learning to act to realize individual and group goals. Here is the role of the Adult Education movement to act as catalyst to initiate the process. New awareness is to be created, new consciousness is to be created making the people to understand themselves and their conditions in both telescopic and microscopic ways. In other words they have to see through the ages in historical perspective and see through critically every aspect of their existential situation. Adult Education has to follow this strategy.”

Agricultural Extension over the centuries has sustained communication between specialists having the advantage of access to knowledge, both documented and generated, and laypersons with a vested interest in that knowledge since it enables them to face challenges in life. Apart from knowledge, the communication process has also sought to impart skills that make the technologies and technological practices work for the benefit of the laypersons. The communication process are mediated by an Extension worker who has been variously called as the Village Level Worker, the Village Extension Worker, the Extension Agent, etc. The farmer himself/herself has performed that role of the Extension Worker based on the wisdom that he/she has acquired through experience.

Reddy (1983), in his work at the Osmania University, attempted to follow a 21-point process that the Adult Education programme could subscribe to as part of the process of encouraging such self-exploratory communication: the

programme expected the learning interactional initiatives to subscribe to the following steps:

1. Should reflect the existential situation,
2. Should be amenable for dialogue,
3. Should help build thought-language relationship,
4. Should lead to reflection,
5. Should be action-oriented,
6. Should combine theoretical and concrete situations,
7. Should be able to identify action object,
8. Should be amenable for extensive decodification,
9. Should be problem posing,
10. Should lead to denunciation of false consciousness,
11. Should lead to transcendental intentionality,
12. Should lead to harmonizing as subjects, not as objects of historical process,
13. Should be oriented to demythologizing the existential situations,
14. Should lead to avoidance of pessimism, opportunism, and naive activism,
15. Should be oriented to historical possibility,
16. Should be amenable for image sketching,
17. Should lead to critical reflection on the process of reading/writing itself,
18. Should be out of the vocabulary of the region,
19. Should be rich in phonemes,
20. Should be amenable for progression in phonetic difficulty,

and

21. Should lead to the perception of the mechanism of syllabic combination.

The last six points were specifically meant for the preparation of Primers for the literacy programme.

These were, by and large, isolated efforts that Universities could claim credit for; though the larger programme being State-directed in nature could not afford to take the risk of generating consciousness among the Adult Learners on its own with its serious limitation of both structural and functional nature. However, even if the above steps were not strictly adhered to in the development of the learning materials for the Adult Education programme; the oral interaction promoted at these Centres did give rise to a great deal of critical reflection among the adult learners. They began to see the role that vested interests played in cornering development resources meant for the mass of the people. They began to demand more Primary Schools for their children, largely in the belief that if they missed out on that opportunity they would not let their children suffer from the same disadvantage. They voiced dissatisfaction against the Public Health Care system as neither the Health Care personnel nor medicines were available in the desired measure.

The communication process initiated at the Adult Education Centres, in however imperfect manner, it had been so done by the Adult Education Instructors, had made people vocal about their surroundings, created resolve among them to register their disapproval through participation in Village Planning Committee meetings or through a higher percentage of participation in the electoral processes.

Agricultural Extension did hold significant lessons for the University Extension Education initiatives largely in terms of the growth of the communication process on the one hand and the need to create some kind of community-based structures on the other.

The Universities were involved in preparation of learning materials, motivational materials, comics, hand outs, story books, and other extension materials; the topics for such learning materials usually related to concerns in village homes, health concerns and the farm activities.

There appeared to be widespread recognition of the fact that the National Adult Education Programme may not have generated earth-shaking results in acquisition of literacy skills, it did however, enhance levels of social awareness to a point that the extent of their participation, as against the earlier exclusion, in the process of governance appeared to have gone up.

Adult learners in the Dindigul District in Tamil Nadu, for example, registered a much larger participation in the electoral process than what was the practice earlier. The polling percentage recorded a 20-percentage point rise in this District at the time of the General Elections.

Similarly, the adult female learners in Andhra Pradesh collectively recognized that the local Toddy shops outside the village had the effect of depriving them of the share of income of their male family members for the maintenance of the household needs. They realized that the Toddy shops were swallowing a large part of their husbands' weekly wages by encouraging them to be addicted to alcoholism. A story in the local Literacy Primer in the Telugu language had drawn their

attention to this possibility; the drowning of some of their drunken family members in the Village Lake or water body had converted this nightmarish possibility into a reality. This awareness gave rise to the Anti-Arrack movement in Andhra Pradesh that virtually rocked the stability of the elected government in the State.

The National Adult Education Programme triggered situations among the illiterate groups where women learners appeared to be more eager to seek literacy, functionality and awareness skills than men; it was probably the large gap in female literacy that spurred them to the learning effort. Women appeared to respond to the need of adopting the scheme of house-based or community-based toilets in a more enthusiastic manner; they would even be willing to provide the required labour for constructing a toilet as a matching contribution to the resources provided by the local governance processes in the form of a toilet seats, bricks and some cement. The male members in such situations wanted the local governance processes to build the toilets for their families.

The participating universities and colleges acquired considerable experience in formulating **Area Development Profiles**; they were able to identify development constraints which needed to be solved through educational interventions. Nearly 20 per cent of the student population had opportunities of working in the communities or areas in the neighbourhood under the National Adult Education Programme. The participating youth gained first-hand experience of diverse development programmes in the process of their implementation. They developed empathy for the poor and recognized that a more equitable and efficient management of

social development programmes was required. The University-based sub-structures for Extension supported manpower development processes through orientation and training programmes on the one hand and insightful analyses of field experiences on the other. Most universities had instituted these sub-structures with what was then called the “core staff”.

The local Municipal or Panchayat level governance processes had provision for resources meant for rehabilitation and resettlement of the poor in the context of such dislocations. However, such resources did not seem to flow to those who genuinely deserved them.

The student-instructors/volunteers or the community programme managers from the Cell/Centre/Department of Adult, Continuing Education & Extension including the teachers from other Departments of the university acquainted the affected people in the community with the methods of generating information concerning the local governance programmes for relief and rehabilitation, the kind of documentation support (e.g. ration card, names in the local area voters’ list, etc.) required for obtaining such relief and rehabilitation, and the extent of relief required. Women usually appeared to emerge as natural leaders among the dislocated groups in such situations.

The National Adult Education Programme had given rise to levels of awareness among both the adult learners and the student-instructors to a point that had become embarrassing to the unjust governance processes based on inequity, bias against the poor and the backward, and siphoning of public resources by the vested interests.

The participating Universities and Colleges undertook training of instructors and supervisors supporting teaching in these programmes, undertook actual teaching work with the groups of poor as demonstration for the instructors and supervisors, provided support to formulation of curriculum for such efforts, and produced relevant learning materials. Some Universities even undertook research into this entire process of education for the poor and the disadvantaged.

Higher Educational Institutions have thus worked with the Gadia Lohars in Delhi, prisoners in Ahmedabad, tribal and rural residents in several parts of the country.

The embarrassment of the governance processes grew to a point that the government of the day had to withdraw the modality of an Adult Education Centre and switch to an Each One, Teach One modality of literacy instruction, interacting with the learner in his/her individual capacity. It was strange that the Government of the day negated the growth of organized behaviour among the people, a factor so vital to participation in the planned development process. Letting the poor to acquire a group identity appeared to be triggering very frightening prospects for the governance systems that tend to thrive on, among others, the lack of awareness among the people.

(ii) Continuing Education Programmes:

These sub-structures in various Universities planned Continuing Education Programmes mainly for two groups of

learners: the **community-based learners** at the Adult Education Centres, and, the **University/College/Community based-learners** who were looking for competencies not traditionally provided as part of the Degree Courses.

Community-based learners at the Adult Education Centres

The student-instructors that went to the community realized that mere learning of literacy skills did not appear to motivate the adult learners. The adult learners wanted literacy skills in a manner that enabled them to make literacy a way of their lives; they wanted literacy skills linked with development constraints that stared at them in their daily lives. The Primers and Supplementary Readers that the government-sponsored State Resource Centres in Adult Education prepared appeared to be “sermonizing” in nature in regard to the values of good citizenship.

The universities stepped in and responded to the aspirations of the adult learners in tribal clusters, rural areas and urban slums by introducing **Continuing Education Programmes** in the form of Short-Term Courses for the Adult Learners alongside the literacy skills acquisition initiatives. One example of such Continuing Education courses was the most popular course in “Development Intermediation through Planned Communication with Government Officials” facilitating learning of social negotiation skills.

Such responsibilities towards the citizens in the communities of the poor and the socially disadvantaged have also grown in the area of training through Continuing

Education courses in the use of **Right to Information Act** for local development support, local interest in the **Public-Private Partnership in the provision of basic services**, and the introduction of **Direct Benefit Transfer of development resources** including cash subsidy and food resources.

The **parents in the community** were also supported to **participate in the School Management Committees** with a view to planning for resources for the local school. These efforts have now been recognized in the mandatory role of the parents in the School Management Committees under the **Right of Children to Free and Compulsory Education Act, 2009**. The responsibility of the Cells/Centres/Departments of Adult, Continuing Education & Extension has grown in the area of training parents to effectively utilize their role on the School Management Committees.

The repeated visits of the University youth to urban slums, areas on the rural periphery, and the tribal clusters acquainted them with the spate of disruptions that dislocated the lives of the poor through such phenomena as anti-encroachment drives by the local Municipal Authorities, fire in the neighbourhood, floods, storms, and caste- or communal riots.

The participating youth realized that the poor did not have any stable shelter system, access to clean drinking water, access to reliable sanitation systems, and access to some modicum of security in the neighbourhood for the female members of their families.

The governance processes evoked for them bitter memories of the high-handedness of the Police Force, the

Municipal Administration, and, the caste- and religious-overlords. Access to development information had not yet become a right of the citizen; the bureaucracy enjoyed oppressive power by virtue of exclusive control over development resources in the name of the poor.

University/College-based Short-Term Courses

There were local pressures within each university for introducing **Continuing Education Courses for the College Youth** looking for employable Skills that were in demand in the market. The undergraduate courses being taught in the universities needed this change since employable skills were not being taught as part of undergraduate education. The **University Grants Commission** had advocated the need to adopt its **Scheme of Restructuring of Undergraduate Courses** in the early 1980s. The University of Poona (now Pune) had been a pioneer in adopting and operationalizing this scheme.

Skill-based Courses were thus accepted by the institutions of higher education as **add-on courses**, rather than those integrated with the present degree-based courses.

Of the three different types of activities organized by the organizations (community-based, university-based for university groups, and, university-based for non- university groups), community based programmes appeared to have received greater attention. The following criteria were put to use while identifying or adopting the communities:

- Geographic proximity to the university campuses,

- Presence of affiliated colleges and their willingness to participate in the programmes formulated by the universities, and
- Interest among the local population to provide space and other resources for the location of the programmes.

The Adult Learners in the identified or adopted communities were keen to establish their association with the institutions insofar demand for certification of the learning initiatives completed was preferred from the University or College working in the area. The Adult Learners were keen to acquire such certification since it appeared to be carrying significant social value both in their peer groups and in dealing with the local governance systems.

The knowledge- or skills-transference through this linkage has been accorded a significant value both by the Adult Learners and by the community members. The most significant advantage of the University-Community Linkage could be seen in such terms as the following:

- Enhanced participation in the political process by members of the community as reflected in higher voting percentage in the Elections to the Local Bodies, State Assemblies, or the national Parliament;
- Articulation, representation and assertion in the matter of access to the entitled rights and privileges, resources from the planned development programmes, and, a growing desire to undertake social audit of the implementation process of the planned development programmes through mechanisms like Jan Sunwai, Lok Adalats, etc.
- Emergence of new leadership from among the women Adult Learners for enhanced access to learning

- opportunities at the level of the community;
- Enhanced mobility among the Adult Learners to institutions of learning, institutions of governance, and, institutions that promoted advocacy initiatives in support of the right of the poor to resources that could enhance their life with dignity; and
 - Better understanding of the market forces and the manner in which they could equip themselves to more profitable levels of negotiation with the market forces.

The institutions of higher education identified, as part of their role in Extension, areas of social development which required priority attention and for which resources were available locally. Among the resources, the large number of students and teachers were considered vital in the transfer of appropriate knowledge and skills to communities or areas around the institutions. These resources were expected to bring back to institutions of higher education locally relevant knowledge and skills as a result of their contact with the communities or areas leading to a restructuring of courses and other academic practices.

The Delhi University had introduced short-term courses in Public Interest Litigation, Science and Sports Journalism. Travel & Tourism, Sports Medicine, Modern Mathematics for Parents, etc.; the Faculty of Law in the same University adopted the course in Public Interest Litigation as part of the traditional LL.B. curriculum. A newly opened College of Physical Education embraced the subject of Sports Medicine as part of its undergraduate programme.

Similarly, the introduction of short-term courses enabled many young scholars to find opportunities for doctoral level

study or ready employment in research undertaken by all kinds of institutions.

Hatfield (1989) has argued that formulation and organization of Short-Term Courses in diverse service sectors were in many respects the **forerunners of knowledge-generation and documentation** in such diverse fields as Computer Sciences, Public Law, Gerontology, Labour Studies, and Social Work. These concepts and programmes emerged out of continuing educators' interaction with the communities and resulted in development of insights during the course of work and were later developed through a process of codification into regular Academic Disciplines.

A historical perspective on the growth of Continuing Education reveals that this modality of education and service has made its finest contributions from the creative and pragmatic margins, not from the central core. As it moves toward the core, as has emerged in the last decade there will remain that creative margin, which has been its strength from the beginning because of its historical introduction in the system of higher education.

(iii) Population Education Programme:

The Population Education activities were intended to generate awareness and motivate people on issues linking Population concerns and developmental issues like education, health, political processes, and, economic endeavours. These activities included organizing lectures, health awareness workshops, advocacy on delayed marriage, prohibition of child marriage, immunization, HIV/AIDS awareness, general health check-up, etc. in both colleges and communities

through **Population Education Clubs (PECs)**.

The **United Nations Fund for Population Activities (UNFPA)** provided resource support to the Population Education Programme located in these Cells/Centres/Departments of Adult, Continuing Education & Extension for ten years; such support facilitated the setting up of **Population Education Resource Centres** in the Extension sub-structure in the 12 universities in the first instance. The number of such Population Education Resource Centres was later increased to a much larger number by the University Grants Commission with the intention of locating one such facility in every State of the country.

(iv) Training Programmes for Manpower in Extension:

There were some pressures for introduction of **teaching courses in Extension or Adult and Continuing Education** in recognition of the market demand for managers of Extension and the consequent need to train such post-graduates for the employment opportunities that were being created through expansion of various Extension Activities in Universities on the one hand and in Government Departments on the other in the country. Thus courses in **Extension and in Adult Education emerged in several universities**.

The recourse to development of post-graduate courses in Extension was warranted by two compelling factors.

The first one related to the need for manpower development in University-based extension with the programme growing at a rapid pace; at the peak of its momentum, the programme had spread to more than 100

Universities. Both the Central Government and the State Governments required Extension personnel both in their own Departments and in the State Resource Centres that were set up by the Governments. The academic training /courses like Post- MA Diploma in Adult and Continuing Education were developed with an inbuilt focus and purpose of meeting the then personnel requirement and hence all available resources and knowledge documented were used to develop the same.

The **University Grants Commission** had, on its own initiative, supported the development of a **Post-MA Diploma Course in Adult and Continuing Education** in four Universities – the University of Delhi, the SNDT Women’ University, the Gujarat Vidyapeeth, and, the University of Kerala. The Universities of Madras, Sri Venkateswara, and the Rajasthan University were already offering **MA level courses in Adult and Continuing Education**.

This initial phase was followed by a large number of Universities offering MA level courses in Extension Education, in Adult and Continuing Education, in Rural Development and Extension, and in Rural Technology.

The second factor that led the Cells/Centres/Departments to offer post-graduate courses in Extension Education related to the denial of equality of status that their personnel suffered at the hands of the teachers (Professor, Reader and Lecturer) other Teaching Departments in the Universities. Extension Education personnel were often viewed as different, those who were performing at best a “low-grade and marginal activity” for universities, which are citadels of knowledge generation and dissemination. Introduction of MA-level Teaching Courses in the area of Extension Education in these

units gave the functionaries in these Departments the feeling that they were also engaged in activities similar to the other Teaching Departments.

But in the second leg the race to develop post-graduate level courses at several Universities was largely driven by the volume of knowledge codified/documented and available in the area by that time. This can be viewed in their diversity of the nomenclature of the courses, quality in their course content and the level of the training of the faculty. It promoted considerable activity in regard to documentation of multi-disciplinary knowledge as a support to the students enrolling for such as well as other non-evaluative courses. The introduction of Field Work Techniques as a required area of study invariably became critical to such a study.

The impact of such an activity appeared to be somewhat obvious insofar many of the Degree holders in this subject found ready employment both in Extension Departments and in other Departments both within the Government and in the NGOs.

Reforms in the System of Higher Education

The second function mandated under Extension, spelt out by the University Grants Commission in its Policy Frame on Development of Higher Education (1977), referred to reforms in the system of higher education, particularly its Curriculum. These reforms were to be ushered in largely as a result of new Extension activities found relevant to the Curriculum in the system of higher education.

The University of Delhi, Department of Adult, Continuing Education and Extension had, for example, in the early 1980's

introduced a Continuing Education course in Public Interest Litigation; a large number of students in this course, drawn largely from youth and other citizens in the community in Delhi, had enrolled for this course. The course continued for several years and thus had a large enrolment base. As part of the instructional activity in the course, practising judges, lawyers and social activists steered the instructional process and acquainted the students with the kind of causes that the courts were responding to. Several students filed Public Interest Litigation petitions on civic and environmental matters in the Delhi High Court; these were admitted and instructions issued to the civic authorities.

The course on Public Interest Litigation later was accepted by the Faculty of Law in the University of Delhi as part of its LL.B. Curriculum.

Another direction of curricular reform took the shape of restructuring of undergraduate courses. The **University Grants Commission** had been supporting this effort in the 1980's. The Pune University had responded to the UGC's call and had attempted a process of restructuring the undergraduate courses. Prof. Ram Takwale, the then Vice Chancellor of Pune University, provided leadership to the restructuring process. Most other Universities in the country responded to the Scheme of Restructuring of Undergraduate Courses in the first decade of the twenty-first century.

Bhansali (1980) had also argued in favour of a link between extension and university curricula in undergraduate courses; she had suggested that undergraduate courses should comprise of a **core component** (foundation courses), **ancillary** and **applied components**. The **Foundation**

Courses were meant to be based on core values that the country cherished and hoped to canvas through education; the **Ancillary courses** were the subject domains where the students had to grasp the details of the knowledge-stream specialization (e.g. Arts, Humanities, Commerce and Economics, Sciences, etc.). The **Applied Courses** were meant to empower the students to seek knowledge and skills within their knowledge-streams that had some relevance to the demands made by the employment market.

It was as part of the **Foundation Courses** that the students were exposed to such issues as the planned development process, responses to poverty through development programmes, history of Indian culture and civilization, scientific temper, familiarity with the local governance processes, and, orientation for participation in the national development programmes, including literacy and adult education programme, and, continuing education programmes for the community.

Must Extension Acquire Linkages with Curriculum?

Draper (1976) favoured the promotion of research with a view to introducing academic courses with a practical bias. The course content of the university study of adult learning and adult education needed to cater to the needs of the people engaged in a variety of professional adult education activities: general adult education, agricultural extension, health education, personnel management, and community development. He argued that “the case for introducing and developing the discipline of continuing education in our universities is so obviously strong”.

Draper (1987) also saw a link between Adult Education

and Social Sciences; he summed up his view in terms of the following words:

“Each person lives the social sciences. Also, each social scientist is involved, naturally, in adult education, meaning that in various ways and to various degrees, each is involved in facilitating their own or the learning of others: in helping themselves and others to develop and to grow. Adult Education touches everyone and therefore is integral to all possible futures. The purpose of both adult education and social science is to seek new frontiers and to help in humanizing individuals and society. The practice forms the basis for the discipline of adult education, which in turn gives more meaning and understanding to practice. To him adult education is a force, which is helping to change, the social sciences, and the nature of universities, government and other institutions.”

Jensen (1964) proposed that theoretical perspectives available from the Social Sciences should be systematically incorporated within adult education research. He identified two ways in which adult education could develop a unique body of knowledge. The first is the result of inference of principles emerging from problems encountered during its practice in the field, a kind of naturalistic enquiry. The second is the use of knowledge developed in other disciplines and borrowed and reformulated for adult education.

Other scholars argued for a theory unique to adult education, and a creative amalgamation of borrowed theory and emerging adult education theory or as a field of practice with no theory (**Courtney 1986**).

Kundu (1987) felt that Adult Education had established itself as an 'independent discipline' in the form of a multidisciplinary knowledge domain since it had the potential to draw from such areas of studies as crime, racism, poverty, drug abuse, growing population, and health care.

The **UGC guidelines (1997)** suggested the development of programmes, besides others, intended to develop the discipline of Andragogy through academic programmes/courses of the nature of: foundation courses, course integration with different disciplines, and project related to extension field out-reach in built into a discipline of studies in conventional departments, developing certificate/diploma courses for adult education personnel in different spheres, developing undergraduate and post-graduate level optional courses in adult and continuing education and offering M.Phil and Ph.D.

The **Rajasthan University** at Jaipur had introduced the first ever Post-graduate Programme in Adult Education in 1962. Since then some more Universities sought to introduce the knowledge area both at undergraduate and post-graduate levels. The **University of Madras** introduced MA level courses in Adult and Continuing Education; others introduced post-graduate courses in Extension Education, or in Rural Development.

Such courses did well to produce manpower that found employment with the government departments, NGOs and Universities participating in the Adult Education Programme. However, it has been felt over a period of nearly fifty years that these courses needed to respond to larger domains including Communication Sciences, Management Sciences,

and Technology contributing to the development process.

The process of modifying/restructuring the content and instructional strategies of these courses is being increasingly recognized by the Universities, which in turn are now beginning to interact with various development Ministries that are propagating livelihood generation through Technology Applications, Marketing of goods and services generated by the poorer and disadvantaged sections of society for the purpose. The **Ministry of Food Processing Industries** has, for example, supported the popularization of value-adding technologies for generating more income from agricultural surplus in the rural economy. Similarly, the **Department of Science & Technology** is keen to popularize technologies that help extract value out of waste materials.

Bhatia (1980) had, however, feared that the idea of institutionalizing Extension either in terms of the curriculum or in the examination system was likely to routinize the extension of knowledge that liberates the mind. Extension Education carried the youth in search of the roots of inequalities that people faced as a result of the socio-economic and cultural factors and directly experienced the process of liberation that got facilitated as a result of the planned interaction between them and the community. The dominant shared purpose of adult education has always been ameliorative. It has been intended to enhance individuals' life opportunities: to widen their horizon; to empower them; to alter the nature of society of which they are or become an active part. It is not generally seen as an end in itself. Any attempt at institutionalization of Extension Education could do damage to the movement by diluting the 'commitment and

vitality' of those who had vowed to work for the community.

Bhatia (2007) urged these Departments to rethink their primary role of Extension of Knowledge and Skills to the community and relate the entire process to the objectives identified for the planned development process. He stated the following in this regard:

“This would, however, imply a serious reconsideration of the focus or the mandate that the Departments of Adult, Continuing Education & Extension decide for themselves. Should the focus continue to be on Knowledge Dissemination of the well-codified and documented knowledge in the field of Adult and Continuing Education, or, in the larger field of Extension?”

He noted that many Universities had opted for teaching courses; this focus on Teaching Programmes at the Post-graduate Diploma or MA or Ph.D. levels gave the staff a notional equality with the teachers. This choice was made despite the recognition of the paucity of well-codified and documented knowledge from within the national context. However, having made the choice in favour of introduction of Teaching Programmes, the University-based Departments of Extension appeared to have accepted the responsibility of generating knowledge leading to a theory of Extension largely from the dynamic lives of the Adult Learners located in tribal clusters, rural and urban areas.

Bhatia (2007) called for “an assessment of how much of such knowledge generation within the national context has taken place in the last 30 years of growth of the Departments

of Adult, Continuing Education & Extension in our universities”.

Friensen (1965) quotes **Gale Jensen** also favoured a sharp focus on the problems of the community; he argued for such a stand in the following words:

“Adult Education should be looked upon as a practical discipline concerned with factual and discipline elements and with normative elements: it should be looked on as an act, a practice and engineering”.

He opined that Adult Education was an emerging profession and is inter-disciplinary, an essential borrower from other fields of study because it was practical and like Applied Sciences. Adult Educators first think of a system of ideas in terms of their usefulness for dealing with problems of practice and only secondly of its empirical and logical validity. The social scientist on the other hand tends to state his objective in the reverse order and at times is not concerned with whether their theories or empirical findings have any implication for the form in which knowledge must be organized if it is to be useful to the adult educator.

King & Brownell state the following:

“The disciplines of knowledge are not clearly described as areas of study or of knowledge. The body of intellectual discourses in a field has one or more characteristic ways of knowing – or warranting knowledge – or may share modes of enquiry with other disciplines. Adult extension education follows both the routes.”

Nelson (1972) noted that there were two areas of strength in adult extension education:

(1) an increasing intellectual acceptance of the concept of 'lifelong education' among leaders in the field of education, and

(2) an already large and increasing and a potentially much larger – public involvement in continuing education.

Nicholas (1976) saw University Continuing Education as a field, not a discipline. He felt that a hurried assumption of such a title (claiming it to be an Academic Discipline) was both false (in this case) and likely to be harmful to the development of a most important and interesting field. He observed the following:

“Rapid change in society, exponential change in technology, especially communications, moral and spiritual change, change in beliefs and feelings, political change, a change in conceptions of management, which together with their educational implications all come together to create a field of enquiry for the investigations of which we need many of our existing disciplines.”

The World Conference (1997) in Hamburg also pointed towards the importance of reviewing the requirements of Adult Education as a ‘field of professional activity’ in order to ensure that it will be capable of playing the new roles and bearing the new burdens that it is being asked to assume in an age marked by an explosion of knowledge and dramatic changes in the way individuals live and work.

Research in Extension Education

Duke (1992) felt that universities like Oxford and Cambridge had preferred “Extramural Lectures”, as opposed to taking an interest in Adult Education as a field of research

and teaching in its own right. These Universities had resolved the debate concerning the structure of such programmes in the form of a Board of Extramural Lectures.

Long (1992) felt that a history of weak research, confusion about the role of theory and methodological disputes often put the Adult Education Research community in a state of disarray. The policy makers preferred Policy-level research, whereas the Adult Educators found more utility and value in sensitizing themselves to the ranges of abilities, experiences, goals, levels, etc. that characterized adult learning.

Research begins with a goal, with a research question, and from this follows an appropriate methodology. Unfortunately examples can be given which illustrate the reverse of this sequence. Inappropriate attempts have been made to quantify human experience. Both qualitative as well as quantitative methodologies have their equal place in Extension Education research. All good research demands rigour.

Adult education research has been diverse but debatable. This is because the manpower available with these University Departments had a distinct discipline and training and the job involved planning, organizing and evaluating the programme. This led to the borrowings of research ideas, themes and methods from the other related fields of History, Philosophy, Sociology, Psychology, Economics and Political Science. The Extension Education Project Officers had their academic training in some of these knowledge areas; however, having joined the Extension Education assignments, they were keen to carve out a new CE/AE identity, publishing infrequently in journals of their initial academic specialization. Conversely,

it is unusual for a researcher located in such a field and department to turn attention to CE as an area of enquiry and undertake research there. For better or for worse, Extension Education (that has so far included Adult Education, Continuing Education, etc.) is a largely separate field of research and scholarship with its own values, paradigms, network and outlets and their status in the academic hierarchy.

Did the diverse backgrounds of the staff in Extension Education Departments stand in the way of the growth of a separate knowledge domain? **Bordia (1995)** commented on the issue in the following words:

“ Absence of a tradition of adult education research, a sense of urgency in the launching of campaigns, pressure to ‘show results’ and unwillingness of government and research institutions to learn systematically from past experiences have made research irrelevant to the practice of adult education. Universities and research institutions are always willing to play to the tune of people in authority and rarely have their own agenda of research in adult education. Surprisingly, scholars in western countries have also not evinced interest in adult education in South Asia, thereby, denying to this region one of the prime motivations to develop research activity.”

The **UGC Review Committee** constituted in 1987 had, however, highlighted the role that universities could perform in the area of **applied research** so as to improve upon the machinery and policy planning of adult education programme. It recognized that any extension initiative on the part of the Universities and Colleges should be based on research. Extension efforts should work towards facilitating learning in the community through a process of transfer of

knowledge generated and knowledge documented by the institutions of higher education.

Research activities in the Universities in the field of Extension Education can be categorized in the following three groups:

- Supervising case studies/ project reports of the students enrolled in their Degree/Diploma courses,
- Offering Ph.D. programmes for the enrolled students in the process supporting the teaching process for the Research Methodology courses, and
- Undertaking project-based research initiatives with the support of various Development Sector Ministries, and other bodies.

Classifying research in Extension Education is inseparable from the way in which its practice in the field is organized. The field includes the acts of planning, administration, material production, training and teaching, and evaluation. Each of these areas of specialization has a philosophical and psychological basis, characteristic to the field of Extension Education. Each area has an expanding research base.

Summing Up

The above historical account of the growth of Extension Education through such programme areas as Literacy and Adult Education, Continuing Education, Population Education, Knowledge-domain Courses, and Research activities suggests that the process of experimentation is still on. The critical question to explore now lies in the nature of impact that the Extension Education Programme has so far

been able to make in the institutions of higher education in terms of facilitating social change in three geographies – tribal areas, rural areas and urban areas including urban slums.

The next question that remains to be analysed is as to whether the three decades of Extension Education initiatives and practices beginning from the eradication of illiteracy to the short term human resource development programme, for people in the community as well as others, organized by the extension services providers have generated sufficient documentation to provide for independent assessment for development of insights into the real life situation and programme intervention or a set of best practice(s) that can be transferred to the large number of Extension Education Departments in the Universities in India as an outcome of knowledge driven extension programmes.



A WORKSHOP ON, STRENGTHENING EXTENSION: FEEDBACK AND FUTURE STRATEGIES

(Key Note Address)

Dr. V. Mohankumar

At the outset I would like to congratulate the Department of Adult, Continuing Education and Extension for organizing the State level Workshop with appropriate title “Strengthening Extension: Feedback and Future Strategies”. This is an appropriate time to have such a workshop as XII five year plan is in the formative stage and the introspection like this will give an opportunity to the departments to know strengths, weaknesses and gaps in the programmes already undertaken and plan for future strategies to innovate and strengthen activities for the next five years. I also find all the five themes selected namely Field Outreach Activities in Extension, Research in Extension, New Dimensions of Extension, Innovative Methods in Extension and Inculcation of Modern Technology in Extension are equally important. Each one has the potential of improving the extension activities.

Before I talk about extension I would like to give a brief about education, particularly university education.

Literacy and education are reasonably good indicators of development in a society. Spread and diffusion of literacy is generally associated with essential trades of today’s civilization such as – modernization, urbanization, industrialization, communication and commerce. It forms an important input in the overall development of individuals

enabling them to comprehend their social, political and cultural environment better and respond to it appropriately. Higher levels of education and literacy lead to a greater awareness and also contributes in improvement of economic conditions. It acts as a catalyst for social upliftment enhancing the results on investments made in almost every aspect of development effort, be it population control, health, hygiene, environmental degradation control, empowerment of women and weaker sections of the society. Improved levels of literacy also are pre-requisites of acquiring various skills.

Eventhough, there are a few who have risen in their life without formal education; the exceptions cannot be generalized for all. Education is not merely literacy but also includes awareness and functionality. Different philosophers and educationists have defined education differently. Froebel defined education ‘as the unfoldment of what is already enfolded in the germ. It is the process by which the child makes internal external’. For Swami Vivekananda, ‘education is the manifestation of the divine perfection already existing in man.’ According to Mahatma Gandhi, ‘education is an all round drawing out of the best in the child and man-body, mind and spirit.’ However, for the purpose of educational statistics, education, according to Unesco, ‘is understood to involve, organized and sustained communication designed to bring about learning’. Unesco also defined literacy. It states that, ‘Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and

participate fully in community and wider society'. Hence, literacy as an instrument of human development and empowerment.

India has a long history with regard to education. The Indian education system originally was an inclusive one. It was not just reading text books and writing examinations but acquiring knowledge. Knowledge also not in one area but in multiple areas. The students used to stay with the teachers (Gurukul) and learnt all the lessons for acquiring the knowledge. Repetitive method was used with the result even the hardest words/sentences had been simplified to remember. Universities are centres of higher learning. They are citadel of knowledge and seats of advancement. India had the distinction of having the best higher educational centres (Nalanda and Taxshila), which attracted a number of scholars from all over the world. So did some famous universities of Islamic learning in the mediaeval period. What is called the scientific advancement today was already there in use in our country. Unfortunately, many were not explained properly or kept as a closed secret [not even revealed to the family members] and hence, they did not come under the framework of science. Strict social structure prevailed in those days provided an opportunity for education only to a privileged few, with the result a large section of the society could not get education. This situation was aggravated when the population increased enormously. The centres of learning/higher learning, which were famous then have now become a part of history. But unfortunately these traditions did not survive and the modern universities have been established. These universities concentrate more on academic excellence and

research with the result the students of universities think and feel that their status is much higher than others and have very little or no linkage or concern for the community and society in which they are a part.

Modern university education of today is the gift of British Empire. Initially there were only a few universities located in big cities which are today called metropolitan/mega cities. But expansion of the system of higher education during the last 60 years has been phenomenal and the attention paid to extend it to spread over the entire country is well recognized. As on date there are 42 Central universities, 124 Deemed universities and 292 State universities. While the number of universities has gone up by many folds and the student strength mounted to a very high figure, the problems relating to education also have multiplied. The system of higher education, designed to study and solve certain problems in society, has itself got bogged down by these problems. The issues it ought to have analyzed and answered such as corruption, casteism, red-tapism, academic incompetence themselves plague the present higher education. Production of an army of educated, unemployed graduates and generation of professionals who do not find themselves useful to the society and hence, constantly plan to leave the land at the earliest possible opportunities are only two of many such predicaments facing the higher education. A system of education, which was accepted to produce value oriented professionals, is facing a crisis of character and values. The complaints regarding poor competence and poorer human concerns among the educated class are mounting at an alarming rate. The system of education needs changes at the

grassroots level.

Now let us know something about Extension

The word 'Extension' is derived from the Latin roots. 'Ex' meaning 'out' and 'tensio' meaning 'stretching'. Extension is that type of education which is stretched out to people in the rural areas, far and near, beyond the limits of the four walls of the classroom. Extension is education and its purpose is to change the attitude and practices of the people with whom the work is done. It is the education of the people as to what more to want as well as how to work out ways of satisfying them. Extension is the development of the individual, village leaders and their society in their day-to-day living. It is a two way process, where the problems of the client system (farmers, homemakers, etc.) are brought by change agents (Extension workers) for finding solution in the laboratories and the results are taken in an acceptable form from the change agents to the client system. The extension worker by working with village people finds a solution for their needs and wants, by helping people to help themselves. The two important principles 'learning by doing' and 'seeing is believing' are always kept in view. Hence, the process of extension is one of working with people, not for them; of helping people become self-reliant, not dependent on others, of making people the central actors in the drama, not stage hands or spectators.

What is the need for Extension?

The need for extension arises out of the fact that the conditions of the rural people in general have got to be improved. There is a gap between what is and what are to be.

This has to be narrowed down by the application of science and technology and there by bringing about changes in their behaviour. The researchers neither have the time nor are they equipped for the job of bringing about change in the people. At the same time it is not possible for the villagers to visit the research stations and obtain first hand information. Hence, there is need for an agency to bridge the gulf between the people and the research stations, to interpret the results of research to the people and also convey people's problems to the research stations. This agency is called extension and the personnel managing this agency are called extension workers.

Extension education is a participatory process. The fundamental objective of extension is destination of Man. The general objectives of extension are to assist people to discover and analyze their problems, their felt and unmet needs, to develop leadership among people and help them organize groups to disseminate information based on research and to keep research workers informed of the people's problems from time to time.

Is Extension a new concept?

One can confidently say a big 'No'.

The concept of Extension initially came in the field of agriculture. When the Indian economy was put on fast track mode through Five Year Plans, increasing agriculture production got priority for which a lot of efforts have been taken to conduct research to increase the production of food grains to achieve self-sufficiency. When the research results were positive, the scientists found it difficult to transfer the research outcomes from Lab to Land. Hence, the need for

Extension workers was felt to transfer the knowledge in an understandable language of the agriculturists. Agriculture Extension officers/Extension workers became active in the field and the result is well known to everyone. Subsequently, Extension has become a part of other fields like veterinary, dairy, fishery, forestry, sericulture, home science and rural development to educate and motivate people to assist them in their vocation. Again Extension played a major role in popularizing family planning, health and nutrition education. Today the application of extension principles and methods are not confined to the rural areas only. It is very well applied with the urban people and urban situation. There is considerable scope for systematically applying the principles and methods of extension, wherever there is a need for creating awareness amongst people and developing the human resources.

How Extension has become an integral part of Education.
?

As already stated earlier, there found to be disconnect between the university students and community. Social responsibility has been relegated to the back as students were more interested in achieving academic excellence rather than repaying their respects to the community which contributed to their personal progress in life. Hence, as a policy, the government wanted the student community to participate in educating the society through Extension. This resulted in the creation of different programmes like National Service Scheme. When the massive adult education programmes were to be taken-up in 1970s, a need was also felt to create the Departments of Adult, Continuing Education and Extension

so that students community actively participate in educating the unlettered/less literate people. Universities and Colleges raised to the occasion and participated actively in National Adult Education Programme (1978), Removal of Adult literacy under 20 Point Programme (Point No. 16) of the Govt. of India (1982), Continuing Education Programme (1982), Population Education Programme (1984) Population Education Resource Centres (1985) and Area Development Approach to Extension (1988). Keeping in view of the international concept and the importance of Lifelong Learning, the Departments of Adult, Continuing Education and Extension have been appropriately renamed as Departments of Lifelong Learning and Extension by the University Grants Commission in the XI Five Year Plan. While the departments continue to do a lot of work, there are opportunities for improving the programmes. Today you are all here to plan for the future and I am sure you will do the best which will bring name, fame and prestige to your departments.

I also have a few suggestions with regard to the programmes to be undertaken, the list of which cannot be long. I will appreciate if you could give serious thought to it. They are:

- In case, any department is still called Department of Adult, Continuing Education and Extension, this is an appropriate time to change the nomenclature as the Department of lifelong Learning and Extension.
- Can adopt a village or slum area or resettlement colony for organizing integrated programmes for inclusive growth. This means covering all segments

which include men, women, children, old age people, handicapped people, destitute, etc.

- Can adopt an area for conducting literacy classes. It may be appropriate that one or few Lok Shiksha Kendras (Adult Education Centres) are got allotted for the department by the concerned Panchayat Lok Shiksha Samiti so that they become the centres of excellence.
- Can actively participate to mobilize people for the examination conducted by National Institute of Open Schooling for Basic Literacy twice in a year.
- Can organize useful programmes for the community in adopted areas which can be projected as 'Islands of Success'.
- Can give certificates to the persons engaged in professional work in small towns, villages for their prior learning. For this the department may have to prepare modules to assess the knowledge and workmanship and eduate the same with appropriate grades.
- Can organize short term courses for less literate/non-literate people and issue certificates based on the proficiency gained. The courses should be related to the day-to-day lives of the common man.
- Can organize training for the village youths/slum youths, preferably girls to improve their quality of life. It can be on Saturdays and Sundays or holidays and can benamed as 'Happy Home Course'
- Can organize vocational training programmes, both

for boys and girls to enable them to acquire skills to pursue wage employment or selfemployment. Vocations can be based on the employment opportunities in the open market.

- Can organize Computer Appreciation Training Programmes to youths and elderly people to make them feel operate a technically advanced instrument. This can give a moral boosting to the common man.
- Can undertake Action Research, Particularly under Saakshar Bharat to bring in quality imporvement in the programme.

To conclude, I am of the opinion that your departments are closer to education,

Particularly adult education and hence, your role and programmes should be properly integrated to the on-going adult education programmes in the field. Today Saakshar Bharat is the flagship programme of the Govt, of India and there is a necessity that Departments of Lifelong Learning and Extension play an important role in the same. Working in the field as islands is not going to benefit the community or society and the real strength is working together so that the knowledge is pooled together for common cause. Very recently a Committee has been constituted by the Ministry of Human Resource Development, Department of School Education and Literacy under the Chairmanship of Prof. Furqan Qamar, Vice Chancellor, Central University of Himachal Pradesh in which I am also a member to recommend a Vision and Action Plan of collaboration between Universities and National Literacy Mission

Authority. The recommendations of the committee will give a broad framework for collaboration which will be of great use to your departments.

I once again thank the organizers for giving me an opportunity to deliver the Keynote Address today. I wish and pray all of you to achieve the desired goal both in your personal life and professional carrier. I am sure you are getting IAEA Newsletter regularly. In case, if you are not getting, may be because of postal delay, you may inform us through e-mail: director_iaea@gmail.com so that we send you the same again by post. Please do not forget to mention complete postal address with pin code. You may also visit our website: iaea-india.org

There are two other constituent organizations of Indian Adult Education Association. They are International Institute of Adult and Lifelong Education and Reading Association of India. Their websites are: iiale.org and readingindia.org

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About the contributors

- **Dr.Pandit Vidyasagar** – Vice Chancellor of Swami Ramanand Teeirth Marathwada University,Nanded.Renowned scientist and academician as well as thinker & activist in ‘ science for masses’ movement.He held a position of a Chairman of the subcommittee for the board of Adult, Continuing Education & Extension, University of Pune.He values extension & adult education, non-formal education in academics besides their cause of social usefulness. It has reflected in the ‘ foreword ’.
- **Dr.Dhananjay Lokhande**- Director & Head, Department of Adult, Continuing Education and Extension, University of Pune. His analysis of extension in higher education as well as commitment towards extension activities has been depicted in the ‘Introduction’.
- **Dr.Satish Shirsath**- Associate Professor, Department of Adult, Continuing Education& Extension,University of Pune.Besides compilation, he has put his thoughts regarding place of extension in personality development of students & teachers from higher education, carrying out social commitment as well as enrichment of higher education. Editorial consists of these things.

- **Dr. Madhuri R. Shah**- Former -Chairperson of UGC & recognized as one of the pioneers of Extension.

She delivered a prestigious 'Dr.Zakir Husain Memorial Lecture' at Patna in 1981. It stresses the role of higher education in Extension.

- The Indian Adult Education association is a nationwide organization engaged in Adult Education. It had organized a national conference at Bhopal (July 5-8, 1965). The theme of the conference was regarding the role of Indian university in Adult Education.Following three valuable lectures/papers from the said conference are included in this volume;

(a)**Dr.Mohan Sinha Mehta**-(Then President of Indian Adult Education Association)delivered the key note address. In the comprehensive lecture, he has specified the role of Indian universities in Adult Education. In this lecture, he quoted examples from several universities outside India. He has discussed the Indian scenario, problems and developed a strong theory in which the social commitment & responsibility of higher education institutions is aptly discussed.

(b)**Dr. V. K. R. V. Rao**-(Former Vice chancellor of Delhi University) delivered a valedictory address. It is full with social commitment in which he emphasizes that, universities must impart knowledge to those who are outside university system.

(c)**Dr .K. G. Saiyidain**-(Then Member, Education Commission, New Delhi) presented a paper on ‘universities and social responsibility’. In this paper, he discussed the role of universities regarding social responsibility.

--**Dr. Chitra Naik**-The Centre of Continuing & Adult Education, University of Pune (Poona that time), had organized a regional seminar (August30, 31 & September 01,1980).The theme of it was-‘Linking Extension Education with Curriculum’. Veteran educationist,Dr. Chitra Naik had presented a paper in the conference, which is included in the book.

-**Dr.A.K. Jalaluddin**-(Former Professor,NCERT) delivered a speech in the same conference in which he has discussed fundamentals of linkages, importance of Extension. He opines that, integrated approach can bring about a desirable change.

-**Dr. Sughan Bhatia**- Senior personality in ‘Extension’ from Indian universities. He has carried out several responsibilities. At present, he is a President of the ‘Indian University

Association for Continuing Education’. He had presented his thoughts in a workshop organized by the Department of Adult, Continuing Education & Extension, University of Pune(September 28,2013).The title of the workshop was ‘ Review of Extension’.Dr.Bhatia’s thoughts are in the form of a paper.

-Dr.V. Mohankumar- Studious personality in Adult Education. In several capacities he has worked and shared his thoughts. He has delivered a key note address in a state level workshop organized by the Department of Adult, Continuing Education & Extension, University of Pune(July 24,2012).The topic of the workshop was ‘Strengthening Extension: Feedback & Strategies’.



From The Director's Desk

The U.G.C. Policy (in 1977) is given initially as it is the base for extension in higher education. The message of Hon'ble Vice-Chancellor of University of Pune, Dr. W.N.Gade is inspiring. His continuous support is motivational. The thoughts of Dr. M.S. Mehta, Dr. V.K.R.V.Rao, Dr. Saiyidain, Dr. Chitra Naik, Dr. Jalaluddin, Dr. S.C.Bhatia and Dr. V. Mohankumar are precious. This book has got a thoughtful forward by Hon'ble Dr. Pandit Vidyasagar, Vice-Chancellor of S.R.T.M. University, Nanded, in which he has opined how the extension wing can be helpful in facing present challenges before education.



Dr. Dhananjay Lokhande
Professor - Director & Head,
Department of Adult, Continuing
Education & Extension

About the Book

In broad sense, extension can be described as crossing the conventional boundaries in higher education and disseminating educational resources. Generally, non-formal channels / methods are deployed in it and the convenience of target person/s is considered rather than that of the organizing agency.



The present collection of precious thoughts of experts and academicians regarding 'Extension' can help in reducing the ambiguities. It can be helpful in increasing participation in greater extent in 'Extension'. It will also be helpful for discipline development. This discussion can help in enhancing the scope of Extension.

Dr. Satish Shirsath
Associate Professor and Editor
Department of Adult, Continuing
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"A University stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search for truth. It stands for the onward march of the human race towards even higher objectives. If the universities discharge their duty adequately, then it is well with the nation and the people."

- Jawaharlal Nehru