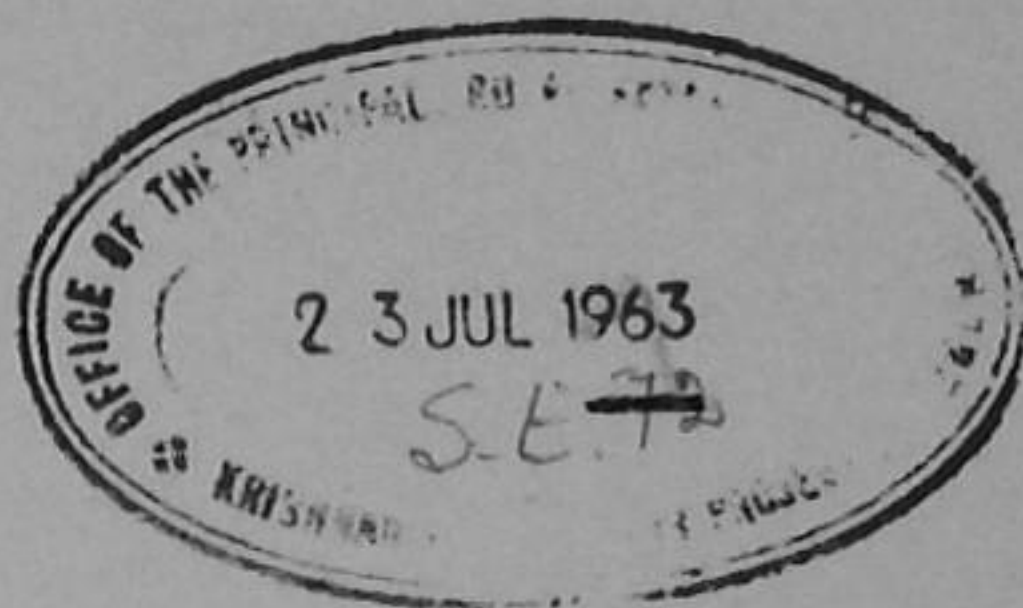


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Methods and Techniques of Workers' Education



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Indian Adult Education Association
17-B Indraprastha Marg
New Delhi

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Methods and Techniques
of
Workers' Education

152



*Report of the Workshop on Workers' Education
held in New Delhi
April 11-17, 1960*



Indian Adult Education Association
17-B, Indraprastha Marg
New Delhi

Published by
Indian Adult Education Association,
17-B Indraprastha Marg,
New Delhi.

Series No. 49

June, 1960

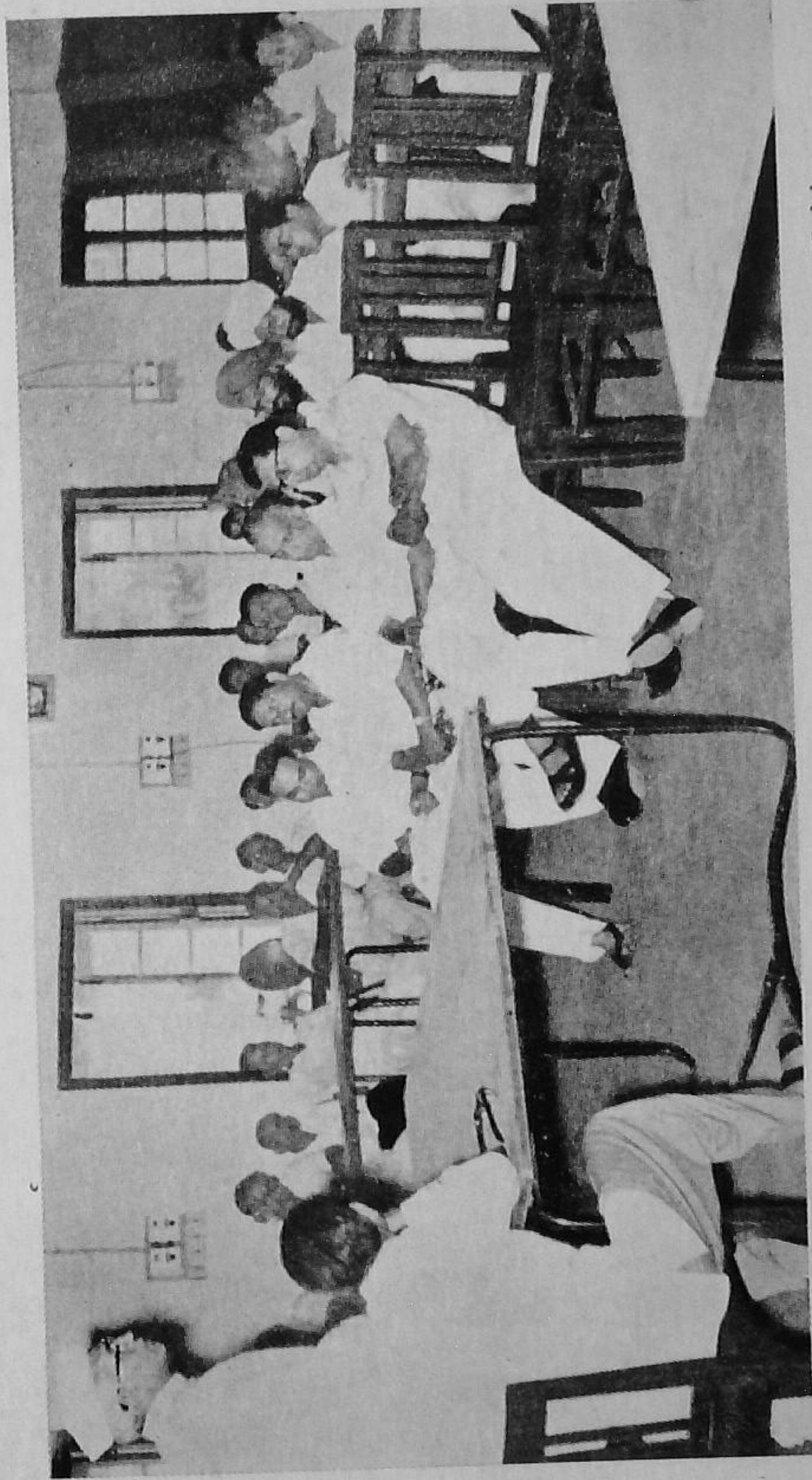
Price Rs. 3.00

Printed at :
Naya Hindustan Press,
Chandni Chowk, Delhi.

S.E. 72
R.F.T.E.

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Dr. K. L. Shrimali, Union Education Minister, delivering the valedictory address at the conclusion of the Workshop.

INTRODUCTION

The Workshop on Methods and Techniques of Workers' Education was inaugurated on April 11 by Dr. Mohan Sinha Mehta, Vice-Chancellor, Rajasthan University and President of the Indian Adult Education Association. Shri B. D. Bhatt, Director of Education, Delhi State, presided over the inaugural function. In his inaugural address, Dr. Mehta emphasised the role of Workers' Education and outlined the task before the Workshop.

Participants

Fifty-three delegates from nine States of India attended the Workshop. The breakdown of the delegates according to States is as follows :

Andhra Pradesh	...	1
Bihar	...	2
Bombay	...	5
Delhi	...	27
Kerala	...	1
Madhya Pradesh	...	1
Rajasthan	...	1
Uttar Pradesh	...	2
West Bengal	...	13

The breakdown of participants according to Institutions and agencies is as follows :

Central Board of Workers' Education	...	10
Schools of Social Work	...	2
National Fundamental Education Centre	...	3
ICFTU Asian Trade Union College	...	1
Social Education Departments and other Semi-official Social Education Agencies	...	10
Non-official agencies in the field of Adult Education	...	16
Trade Unions	...	6
Others	...	5

Method of Work

The method of work in the Workshop consisted of general sessions for introductory speeches, group meetings for detailed consideration of the various issues listed in the Working Paper and again general sessions for discussing reports from groups and winding up of the discussions. On each topic covered by the Working Papers, which were carefully prepared and circulated in advance to the participants, an expert on the topic was requested to make an introductory speech. After each introductory speech, the Workshop split into two groups and in each group, discussions were carried on with the help of a resource leader. Dr. S.D. Punekar and Shri V.S. Mathur acted as resource leaders. Each Group elected its own Chairman and its recorder, who were often changed from session to session. The following participants acted as Group Chairmen and Recorders :

Sarvashri L.D. Chaturvedi, G.K. Gaokar, C.V. Pavaskar, Niranjana Bharatya, P.R.V. Panikker, Narendra Singh, B. Chakravarty, Biswanath Mukherjee and Shrimati Indumati Udar.

The expert introducing the subject presided over the winding up session for that topic, where the group reports were presented and discussed after which the expert made his concluding remarks. The following persons introduced the topics mentioned against their names :

<i>Names of Lecturers</i>	<i>Subjects Introduced</i>
1. Dr. S.D. Punekar	Aims and Purposes of Workers' Education
2. Shri David Burgess	Scope and Content of Workers' Education
3. Shri V.S. Mathur	Methods and Techniques for Workers' Education
4. Shri N.S. Mankiker	Audio-Visual Aids in Workers' Education
5. Shri B.N. Datar	Tools in Workers' Education

The introductory general sessions were presided over by distinguished persons and educationists. The following presided over the various sessions of the Workshop :

1. Shri V.K.R. Menon, ICS (Retd.), Director of the Indian Branch of ILO.
2. Shri P.M. Menon, ICS, Secretary, Ministry of Labour, Govt. of India and Chairman of the Central Board of Workers' Education.
3. Shri K.G. Saiyidain, Secretary, Ministry of Education, Govt. of India.
4. Choudhury Brahm Perakash, M.P.
5. Shri N.S. Mankiker, Chief Adviser, Factories, Govt. of India.
6. Shri Sohan Singh, Assistant Educational Adviser, Govt. of India.
7. Shri Kashi Nath Pande, M.P., and Vice-Chairman, Central Board of Workers' Education.
8. Shri Rohit Dave, M.P.

In addition to the general sessions and group meetings, the workshop had a demonstration session on Methods and Techniques arranged by Shrimati Kempfer, a talk by Shri A.R. Deshpande on "The Concept of Workers' Education in Social Education" and a visit to the National Fundamental Education Centre to see a demonstration of various audio-visual tools.

The Workshop concluded on April 17, 1960. The Union Education Minister, Dr. K.L. Shrimali, gave an inspiring valedictory address. Shri B.D. Bhatt, Director of Education, Delhi, presided over the closing function. Shri A.R. Deshpande, Vice-President of the Indian Adult Education Association, welcomed the Education Minister and requested him to address the participants.

Earlier, the General Secretary of the Association, Shri S.C. Dutta, read the report of the Workshop and presented its important recommendations.

In his valedictory address, Dr. K.L. Shrimali said the function of Social Education was to restore the sense of community living among the industrial workers. This was necessary, because bereft of the cultural norms and moral standards which bound him in the village community, the worker in an industrial city found himself stranded when he migrated to the city in search of industrial employment. The Education Minister said that trade union was only one of the useful associations of the workers and added that social education was the real answer to the several sociological and psychological problems the workers faced.

Most of the delegates lived together during the seven days and not only undertook a collective study of this vital problem but also gave a demonstration of community living.

As would be evident, the Workshop was a cooperative venture. Although organised by the Indian Adult Education Association, the Workshop owes its success to Shri V.S. Mathur, Director, ICFTU Asian Trade Union College and former General Secretary of the Association. He and Dr. Puneekar deserve our thanks for acting as resource leaders. The Association is grateful to the Director of Education, Delhi, the Director of NFEC and the authorities of the Bharat Scouts and Guides for their cooperation in making this pioneering venture a success. Experts, of course, were the pivot round which the Workshop worked and achieved results. The Association cannot adequately thank them, nor can it express gratitude to the distinguished persons who presided over the plenary sessions. The Education Minister, Dr. K.L. Shrimali, placed us under deep debt of gratitude by his inspiring valedictory address. His association with the Workshop provided a fitting finale to this new effort of the Association, in the field of Workers' Education.

Lastly, thanks are due to Shri Neki Ram Gupta, the Secretary-General of the Seminar, who by acting as informal host contributed greatly to the success of the Workshop.

REPORT

The main conclusions of the Workshop on the three main topics, namely, (a) aims and purposes of Workers' Education, (b) its scope and content, and (c) methods, techniques and tools for workers' education are summarised below.

AIMS AND PURPOSES

The Workshop was of the view that methods and techniques were means to achieve certain specified educational objectives. The suitability of the means was obviously influenced and determined by the aims to be achieved. Two other factors, which affected the selection of methods and techniques, were the content to be conveyed and the characteristics of the group of people for whom education was meant. The Workshop, therefore, considered it proper to preface its discussion on methods and techniques by a consideration of the above three factors.

The Working Paper had posed before the Workshop four main questions with regard to aims and purpose of workers' education. The first question presented two alternative aims and purposes of workers' education : one was the accumulation of knowledge and information and the other, promotion of better understanding of the environment in which the worker lived and the development of his capacities, potentialities and personality. After some discussions, in the groups and the general session, the Workshop came to the conclusion that though the accumulation of knowledge and information was important, the main aim of education ought to be to promote better understanding of the environment, to help the worker grapple with the problems which the environment posed and to provide him with the opportunity to develop his faculties and capacities to their possible maximum and to help him unfold his personality.

The Workshop realised that there could be immediate as well as ultimate objectives in education. As an immediate

objective, we could emphasise education as the “means to useful action arising from observed needs.” In this sense, education could be a powerful instrument of social change and would have the objective of producing individuals as effective members of the societies to which they belonged. The Workshop, particularly, had in view the role which Workers’ Education must play in the economic development of the country. It was, however, realised that there might be dangers in stating values merely in terms of the cultural pattern of the society at a particular time and that there should be emphasis on the ultimate objectives of education as well. It was stated that education should have as its ultimate objective, the development of the intellect, character and appreciation of the individual to the highest degree possible. The values to be promoted should be derived deductively in terms of the good, the true and the beautiful for all men in all places and for all times. Keeping in view this wider meaning of education, the Workshop addressed itself to the discussion of techniques and methods.

The second question posed by the Working Paper was whether Workers’ Education could be defined as adult education for workers. The Workshop while discussing this question, considered the meaning of various terms like adult education, workers’ education, fundamental education and social education. On this question, the workshop got some guidance from the conclusions of the Seminar on Workers’ Education held at Habra, (Calcutta), in December 1957, where these terms had been considered in detail. The Workshop agreed with the conclusions of the Seminar that :

“The term adult education, simply stated meant the education of adults. Here the scope and content of education were as wide as life itself, the prefix ‘adult’ only indicating the age group for which education was meant. Fundamental education was a term recently coined by the Unesco to emphasise needs in minimum education for under-developed communities. According to the Unesco, this term had its equivalent in other countries as well,

such as "Social Education" in India, "Community Education" in the Philippines and "Mass Education" in parts of Africa. The term "Social Education" was adopted in India to give a wider scope to the educational activities carried on at that time for adults which were indeed a little more than teaching of the three R's. It emphasised the citizenship aspect in education. It thus appeared to the Seminar that both Fundamental Education and Social Education covered quite a lot of common ground and were wider than Adult Education so far as the coverage of persons was concerned in that the beneficiaries of their programme may belong to any age group. However, under both, the scope of educational activities was not as wide as it was under adult education.

"The Seminar felt that the distinction between Adult education and Workers' education was not merely in the scope of coverage of persons but also to some extent in the contents of education. In Workers' Education greater emphasis was laid on the immediate social purpose viz. to help equip the workers to understand and find solutions of their problems of environment as well as employment."

The Working paper posed two other questions : one was about the relationship between organisational and educational activities of a trade union and the other related to the possibility of achieving fully the aims and objectives of a trade union without devoting sufficient attention to the education of the membership. The Workshop was of the view that many of the problems of organisation in a trade union, such as, low membership, apathy of those already in the Union towards its activities (reflected in low attendance at union meetings and irregular payment of Union subscriptions, etc.) were ultimately traceable to the lack of consciousness among the workers, and even among the union members, about the need and value of a Union and the obligations and responsibilities that its membership bestows. When Trade Union leaders complained that they were over-burdened and that there were not many

persons coming up from the rank and file to share their burden and responsibility, the main cause again appeared to be lack of sufficient attention paid to the development and training of new leadership. This obviously was the function of education. The Workshop was, therefore, of the view that the organisational and educational activities of a union could not be considered in separate water-tight compartments and that sound and democratic organisations could not be built up or maintained without paying sufficient attention to the education of the membership. Education indeed should be the core of all organisational activities.

Since the aim of trade unions was to enable the workers to enjoy a happy and decent life, mere wage increase was hardly likely to achieve this objective. Some participants pointed out that an increase in wages may sometimes only result in more expenditure on drinking, gambling and other vices, without any appreciable improvement in the standard of living of the workers. It was, therefore, essential that workers should be made to understand what decent living consisted of and be enabled to appreciate higher values in life.

SCOPE AND CONTENT

The Workshop felt that the boundaries of scope and content were indicated by its conclusions about its aims and objectives. If Workers' Education had to lay greater emphasis on the problems of workers as a group, a statement of such problems, or in other words, a catalogue of their needs and requirements would constitute a rough syllabus for the purpose. The Workshop took into consideration the needs and requirements of workers under the following heads :

1. Worker as a member of the urban community and head of the family ;
2. Worker as an employee in an industrial undertaking ;
3. Worker as a member of a trade union ;
4. Worker as an official at a branch level ;
5. Worker as an official at the national level ;

Worker as a Member of Urban Community

The above classification facilitated discussion on the contents of workers' education. The workshop, while considering the problems under No. 1, viz. : worker as a member of the Urban Community and head of his family, realised that quite a large bulk of industrial employees in India came from villages. The life in the city posed a number of problems for such workers, like physical and moral hazards of living in slums and the problem of living with persons of varied and diverse culture, habits and traditions. The problems of health and hygiene were also different in a city from those in a village. The Workshop felt that it was essential that the worker as the head of his family should know where to turn to in case he or any member of his family, needed medical attention or educational facilities. He must learn to appreciate and understand the culture of others in the neighbourhood and know how to adjust to them and live in peace with his neighbours. Some members of the Workshop also stressed the importance of family planning in any syllabus for workers' education. It was also stressed that the importance of profitably utilising the leisure time should also be brought home to the worker, and that the value of healthy and clean recreation should be stressed so that he was saved from many unhealthy and immoral temptations of city life. It was felt that the worker should also learn how to properly plan his budget so that all his earnings were fully utilised for ensuring the highest possible standard of living within his income. Some of the delegates even mentioned that the value of thrift should be brought home so that the worker was able to make some provision for himself, for his old age or for his family in the event of his premature death. As a citizen the worker should also be made conscious of his civic and political rights as well as obligations so that he was able to take sufficient interest in civic affairs and make his legitimate contribution. To meet the above needs, the Workshop suggested, *inter alia*, the following subjects to be included in the syllabus :

1. Literacy and general, liberal education ;

2. Urban Social Education with emphasis on family and child welfare ; home discipline, family planning, etc.
3. Industrial sociology and industrial psychology with a view to enabling the worker to adjust to his new environments ;
4. Social Education with emphasis on civics and citizenship to prepare workers for intelligent and enlightened participation in the new democracy.

Worker as an Employee in an Industrial Undertaking

It was realised that for a worker, coming from a village to work in an industrial establishment, was quite a big change in the working environment. While in villages, people were used to work under comparative freedom, the discipline of a factory was often much more rigid. The worker, had to understand the rules, regulations and standing orders of the establishment as well as his own rights under the existing legislation. He had further to acquire new skills or perfect his old skills to do his job in the factory satisfactorily. He had also to have some understanding of the organisational structure of the factory and the working of the bi-partite bodies which might have been established, like the Works Committee, etc. Taking all the above needs in view, the Workshop suggested the following, among others, as the subjects which the syllabus might cover :

1. Rules, regulations and standing orders of the establishment ;
2. Legislation affecting workers ;
3. Collective agreement or agreements covering the employees in the establishment ;
4. Economics of the industry including that of the establishment ;
5. Organisation of the plant, functioning of bipartite bodies and grievance procedure ;

6. Vocational education with emphasis on orientation training and in-service training ;
7. Aims and objectives and functions of trade unions and their needs ;
8. Labour economics.

It was emphasised that worker's education should help to create confidence among the workers that as citizens of a free country, they had social and political rights equal to anybody else in the country, however, highly placed he might be, and that all were equal before law. This would, it was felt, help in removing any inferiority complex which feudal background might have created. In villages, people were in the habit of considering feudal lords as all-powerful against whom the ordinary people were supposed to have no rights. When a worker comes from this background to the city, he is apt to see the employer as the image of the old landlord. The Workshop felt that it was not possible to make him appreciate the need and value of forming trade unions and other democratic organisations unless he was enabled to overcome his feudal and fatalistic attitudes.

Worker as a Member of a Trade Union

While considering the needs and requirements of a worker as a member of a trade union, the view was that the syllabus for him should cover all the subjects mentioned under (1) and (2) and in addition should lay greater emphasis on his rights and responsibilities as a member of his trade union and bring out the need and importance of his active participation in the work of his union.

With regard to the need and requirement of a worker as an official at the branch level, the Workshop felt that in addition to the topics covered under (1), (2) and (3), the syllabus should also include the following subjects:

- (1) Problems of organisation and administration of trade unions such as enrolment of membership,

arranging and conducting of meetings, holdings of union elections, collection of union dues, maintenance of office records and accounts, etc.

- (2) Collective bargaining, grievance handling and industrial relations.

The Workshop realised that structure of trade unions in India was not uniform and that quite a large number of trade unions were organisations of employees of a particular establishment rather than national industrial unions of the type found in many Western countries. It was, therefore, possible that many such unions might be required to undertake collective bargaining, although they were in fact, enterprise unions, which in the West, would be more concerned with grievance procedure and negotiations within an overall agreement arrived at the level of the industry.

With regard to the responsibilities of a worker as a member of the national leadership, the Workshop felt that it was difficult to lay down any precise syllabus. However, it was emphasised that nearly all the topics covered under the previous four heads had to be covered and that greater emphasis had to be laid on the following :

1. Collective bargaining and industrial relations ;
2. Industrial and labour legislation ;
3. Labour and industrial economics and the problems of economic development ;
4. Industrial sociology and psychology ;
5. Accountancy, auditing and reading of company balance-sheets ;
6. Labour statistics ;
7. Productivity and allied technical knowledge about rationalisation, scientific management, job evaluation, time and motion studies, etc.

8. Training in industrial understanding through knowledge about problems of workers as well as trade union movements in other industrial countries
9. Information about U.N. and their specialised agencies like the I.L.O.

The Workshop was conscious that the above could by no means be considered an exhaustive list of subjects for inclusion in the syllabus for meeting the needs under each of the heads mentioned in the Working Paper. However, it was possible that even the above might appear to some to be rather ambitious. It was felt necessary that those in the field of workers' education should have a sufficiently clear idea of the area to be covered and that the actual selection of subjects, as well as the depth to which one could go should be determined by every teacher in accordance with the needs and requirements of the group concerned as well as by their ability of comprehension, absorption, and understanding.

METHODS, TECHNIQUES AND TOOLS

The Workshop was of the view that the selection of proper methods and techniques of workers' education was determined, among others, by the following factors :

1. The aims and objectives to be achieved ;
2. The contents of education to be conveyed ;
3. The group of persons for whom education was meant;
4. The resources available to the agency undertaking workers' education.

The Workshop had earlier a discussion on the aims and purposes of education and had come to the conclusion that there should be immediate as well as ultimate objectives in education. It was mentioned that if the purpose of education was similar to that of pouring of information and knowledge in an empty vessel, lectures appeared to be a very useful method of education. On the other hand, if the objective was to develop

the capacities and potentialities of the individual and to help him unfold his personality, then methods which permitted greater degree of participation and which allowed more opportunities for self-expression would appear to be more appropriate.

The contents of education also influenced the selection of methods. If the contents were like the history of a country or of a trade union movement, lectures would appear to be quite an effective method for the purpose. On the other hand, if the subject of education dealt with problems like that of organisation and administration of trade unions, in which participants were likely to have some practical experience, group discussions and seminars were likely to prove more useful and effective. In teaching collective bargaining, we may also usefully employ role playing in addition to seminars and group discussions. It was also pointed out that where the purpose of teaching was inculcation of attitudes and appreciation, dramas might prove more effective.

The other important factor, in addition to the above two, was the nature and peculiarities of a group of people for whom education was to be provided. The Workshop noted that all beneficiaries of workers' education were adults, with certain rigidity of character, quite different from rather pliable children; that all workers, as the very name indicated, had to work somewhere for a living; that they had their family responsibilities and obligations as well as competing interests; though most of them had feelings of inadequacy, which indeed could create the right psychological condition for learning, yet in many cases they imagined the gap between where they were and where they wished to be, as insurmountable; many workers were much too shy to admit this feeling of inadequacy due to reasons of having some idea about their status and prestige as adult persons. It was also pointed out that an adult group often was much more varied in respect of educational levels, backgrounds and experience, than a school or university class. Workers often had rather poor "verbal faculty" which, of course, should not be confused with low intelligence, as they

did possess strong and sturdy commonsense. Often they did not know the techniques of study and did not have the habit of attending classes or reading books, etc.

Among many adults, there was the feeling that learning was difficult and that they were too old to learn. The Workshop noted that modern psychological research had completely exploded the myth that adults lose the ability to learn as they leave the twenties. It was aware that extensive studies by means of intelligence tests had shown "that mental ability grows rapidly during adolescence, reaches a peak during the late teens or early twenties, and then gradually declines at the rate of about one per cent each year after forty years of age." More recent experiments involving actual learning situations revealed, however, that it was "not the *capacity* to learn that declines, but the *rate* of learning. In other words, older adults have just as much capacity for learning as they had when they were younger. They merely learn a little more slowly. And there is good reason to believe that even this slowing-up process is due in large part to lack of practice. Those adults who engage in learning activities throughout life seem to lose very little of their intellectual efficiency." There is on the other hand evidence that experience of participants coupled with their interest enables workers and other adult groups to understand and assimilate at a much quicker pace. The Workshop noted the experience of Danish Folk High Schools, where it was observed that : "The same amount of information which it takes the half-grown youth dozing on the school benches, three to five years to learn, can be acquired by adults who are keen on learning and who have done practical work, in the space of three to five months."

The Workshop tried to derive certain principles of teaching and criteria of selections of methods keeping in view the above peculiarities. Some of the broad principles and criteria arrived at by the Workshop were :

- (a) That since by its very nature, workers' education was voluntary, any programme in this field must take

note of the interests of the workers and their problems ;

- (b) That methods should be such as to ensure maximum involvement and participation of the beneficiary in the educational process ;
- (c) That as groups for workers' education were composed of individuals with varied backgrounds, educational levels and experience, as well as with different speed for learning, the method should fully take note of the above factors ;
- (d) That the method should be as simple as possible to operate ; and
- (e) That the method should not require costly tools for its operation.

In discussions in the Workshop great emphasis was laid on providing opportunities for participation to the beneficiaries. It was felt that this would not only help to find out the interest of the group in the specific problems to be covered but would as well help to gauge, at least to some extent, the degree of absorption of the education provided. Since a workers' group, obviously consisted of persons at different levels of education, with varied backgrounds and with different capacities and pace of learning, such a method was likely to be more satisfactory. It was also mentioned that active participation itself created enjoyment in the process which helped to retain the interest of the participants. Further, the opportunities for self-expression provided by such a method were likely to help greatly the development of the personality of the individual.

After stating the above criteria, the Workshop set about to consider some of the important methods of education in some detail within the limited time available. While commenting on methods, the Workshop kept in mind the following points :

- (a) How far each method confirmed to the criteria of suitability arrived at earlier. Or in other words, what were its advantages and disadvantages ?
- (b) For what contents of education the method could be most advantageously used ?
- (c) What would be the technique of using the method most effectively ?
- (d) What tools or aids were needed for effectively using the method ?
- (e) What other methods could be combined with it to make it more effective ?

Some of the important observations made by participants on the various methods are summarised below :

Lecture

Lecture is one of the oldest and perhaps, one of the most widely used methods of education. The advantage of lecture is that they are easy to arrange, can reach large number of people and enable a systematic presentation of the subject. One of the main disadvantages of this method, however, is that it involves only a "one-way traffic". The most one can hope from a lecture is that the audience would be attentively listening. It is, however, not possible to accurately find out how far this is the case, though perhaps, an experienced lecturer is, to some extent, able to gauge when he has lost the attention of an appreciable part of his audience. Psychologists tell us that normally a group of people are not able to concentrate their attention on the contents of a lecture at a stretch for more than ten minutes. After this, their minds start wandering. If the chain of argument of the lecture is broken, the lecture becomes still less comprehensive, and therefore, boring. Some have pointed out that a majority of those attending a lecture cannot retain more than one third out of it. There is then the further difficulty in adapting the materials to the varied educational level and background of the participants. Obviously, the

capacity of assimilation of information and knowledge given through the lecture is affected by the levels of education and experience, as well as feelings and beliefs of the participants. In a varied group, it is difficult to take care of all the different levels.

The Workshop, however, felt that lectures could be powerful instruments for arousing enthusiasm and that the occasional inspirational type of lectures had their value.

Lectures in their pure form are seldom used and the tendency these days is to combine them with various other methods of education such as discussions, questions and answers, bull and buzz sessions, films and film-strips, etc. Sometimes, lectures could also be usefully employed after a subject had been discussed in group meeting and general session of a seminar, for the purpose of recapitulation of the points already covered in the discussions or for a lucid and systematic presentation of the subject.

Seminar and Discussions

There was some confusion about the meaning of the term 'Seminar'. While some of the participants were thinking of this method in the way it was used in the ancient seats of learning, others thought more of group discussions under the seminars. Historically, seminars provided opportunities for a group of top people in a particular subject to come together and to discuss the statements made by those selected to present their papers. They were called seminaries and only those who had the privilege of very high degree of education could ever dream of participation in such seminars. However, recently the word has acquired a different meaning. The Workshop, therefore, considered meaning of the term as understood in the country and kept in mind the practice followed by the Indian Adult Education Association in conducting its several seminars.

The Seminar, as the word is commonly understood, means that the organisers select a particular subject of interest to the participants, that the working papers on the subject are

carefully prepared bringing out the different issues under the subject, that the participants are divided into small manageable groups, where they discuss either identical working papers or different parts of the same working paper. In both cases, however, after the working paper has been discussed in the groups, a report is made on behalf of each group to the general session of the seminar, where another opportunity for the discussion of questions covered by the working paper is allowed. At the end of the discussion in the general session there is the inevitable summing up by the Director of the seminar or by any other person presiding over the general sessions.

The Workshop felt that such a method of education was eminently suitable for workers' education as it offered enough opportunities for the participation of the beneficiaries of the programme. Since there were under this method, at least three occasions for discussion on the same topics, first in the groups, second time in the general session and third time during the 'summing up', it was felt that the absorption by participants was likely to be high. Division of the seminar into small groups not only gave greater opportunities for participation, but enabled some of the shy participants to open up more easily. In small groups, it was also possible to pay greater individual attention to the participants, taking note of their varied backgrounds and levels of education, the seminar gave each participant the opportunity for self-expression and thus for the unfoldment of his personality. Further, participation also made the whole process of education an extremely interesting one. It was found that a group of people could attend seminars for a considerably more period of time without feeling tired and bored than they could attend lectures.

The Workshop realised that, particularly for topics like 'problems of organisation and administration of trade union', in which the participants could usefully pool their individual experiences to find solutions of the various problems raised by the working paper, the seminar method was by far, the most useful and effective.

One criticism of seminar method mentioned in the Workshop was that they did not permit for the systematic presentation and understanding of a subject. Some pointed out that since the whole subject was split into various parts, and the discussion took place on the different parts, the participants might not get an idea of the whole subject in a piece, as they could have got after attending a lecture. Though the summing up of discussions on each part of the working paper was supposed to take care of this, it was felt that special lectures could prove very useful after the subject had been discussed in group meetings and seminar sessions. In this way, the lecture method could be combined, to some extent, with the Seminar method.

The Workshop then considered the techniques for arranging seminars and the tools that were needed for the purpose. Great stress was laid on the careful preparation of the working papers for the seminar. It was felt that if the issues were not clearly brought out in the working paper, the discussions in the groups as well as in general sessions would obviously be affected. Since, much of the work of the seminar was carried on in the groups the success depended on the way the group worked. Some delegates suggested that it would, therefore, be useful to have a few meetings of those who would be acting either as recourse leaders or group leaders, a few days before the seminar started. A short seminar of group leaders and resource leaders, preceding the seminar itself, would, it was felt contribute greatly to the success of the seminar. On many topics, it was possible that the experience of the participants themselves might not be very adequate. The circulation to the participants of notes giving some background information on the issues covered by the working paper, it was felt, may prove quite valuable as in that case the discussion was likely to be more informed and fruitful.

Writing of group reports in seminars often presented difficulties. First, in most seminars there was hardly sufficient time available to the recorder to carefully draft the report. Since, opportunities for acting as recorders have to

be given to as many participants as possible, not all the recorders may have sufficient equipment or practice in writing. It was, therefore, mentioned that if immediately after a point was discussed in the group a note embodying the views of the group on the question was recorded, with the help of those in the group having better facility for writing, it would save the recorder from writing a report later after the group meetings. Another advantage in this was that the conclusions recorded would also be read and approved in the group as it went on with its discussions and there was hardly likely to be any controversy about it later.

Study Circles

Study circles may consist of either someone in a group having greater experience and knowledge on a subject presenting a paper for the consideration of the whole group or it might mean the studying by the whole group, passages from an important book or pamphlet of interest and importance to the participants as a whole. In both senses, it is a method of cooperative self-education. Each participant benefits greatly by the specialised knowledge of the other and the group as a whole learns much more than what is possible by individual efforts. This method could be used only for a small group of people, but the advantage is that it would enable them to go deeper into the subject. The Workshop, however, felt that unless people had sufficient educational background and continuing interest of a high degree the study circles might not succeed.

The Workshop was aware that in some countries, special books and pamphlets were devised to enable a group of people to pursue their education, by themselves without the help of any teacher. In some other countries, agencies existed which would, if requested, make available an expert on subjects of interest to the participants of a study circle. The Workshop felt that such services could greatly facilitate the working of the study circles which were in fact, means of organised self-education for a group of people.

Forums, Panel Discussions and Debates

These methods, the Workshop felt, were variations of the

lecture and discussion methods. In a forum instead of one lecturer, several persons are invited to make statements on a particular subject and present their respective points of view on the same subject. After these statements, opportunity is given to the audience to participate in the discussion. Panel discussion, sometimes take the form of discussion of a particular topic of interest to the audience by a group of people often considered to be experts on the subject. Under both, the audience is able to hear expert opinions and understand the different points of view.

Debates, also, have their value in workers' education. They enable the participants to have some practice in systematic presentation of a subject, and a point of view. These opportunities of self-expression help to create confidence among the participants in themselves and also help to develop their personality. It was, however, pointed out that for a fitful and fleeting pleasure of a debate sometimes people advanced all sorts of arguments in favour of a point of view, and what was worse they sometimes persuaded themselves to believe in them. It was mentioned that sometimes people speaking from different sides in a debate might develop some sort of natural tendency to oppose each other, which might create some difficulties in cooperative work. The Workshop felt that these difficulties and points should be kept in mind, while using debate as a method of education. It was pointed out that in order to encourage sufficient number of persons to take part in a debate some positive encouragement from the side of the organisers might be necessary, particularly because most people were shy and diffident to participate. This encouragement might take, for example, the form of help and guidance in the collection of material for preparing their respective speeches, which indeed might develop in them some reading habits and skill in hunting and searching for the required information.

Dramas, Skits and Role Playing

These three distinct but kindred methods of education were discussed together. The advantages of the above methods are: that they help to present a situation for analysis, enable

practical understanding of a situation, make a direct appeal to emotions and thus stimulate the participants and the audience. These methods prove of great value where attitudes and appreciation are sought to be inculcated. They provide information, education and recreation at the same time. They can also be used for the benefit of large groups of people. To those "acting" in a drama or role playing, it provides excellent opportunities for self-expression, helps the development of the personality of the individual and gives him some confidence in himself.

The defects of traditional types of dramas have been that they require rather expensive equipments and tools like curtains, stage settings, etc. The remembering by heart of the various 'parts' also becomes extremely difficult for workers, many of whom may be illiterate or partly literate. It was observed that in some parts of India, the techniques of drama and role-playing were both combined and dramas were staged by ordinary workers without having the necessity to cram their respective 'parts'. This technique was commonly known as 'creative dramatics'. Under this, the participants of a drama group would meet and try to evolve a theme to be staged. After the theme was settled, a discussion would then take place on the role which each participant would play, no 'parts' would be written and each participant would be expected to speak extempore and improvise his speech. The final staging of such a drama usually precedes one or two rehearsals. Since the subject selected for the drama usually is related to the social or economic problem of the workers themselves, often no costumes or dresses were needed and comparatively inexpensive equipments would be necessary. The Workshop greatly valued such techniques and recommended them for the consideration of educational workers.

Audio-Visual Methods

The Workshop was conscious of the value of audio-visual methods in education. It was felt that these methods helped better to stimulate interest, to provide information and to focus attention on a particular issue.

The Workshop noted that 85 per cent of learning began through the visual and auditory sense organs in order to appeal to the mind. That individuals learnt by engaging themselves in a variety of activities like reading books, doing things by themselves, listening to explanations, asking questions, watching demonstrations, etc. That learning would occur through participation in these activities only if the activity held the attention of the individual. That attention was secured by making the students ready to learn by making learning pleasant and enjoyable, thus aiding the students to assimilate the things being taught. For all the above reasons the best medium of compelling attention was audio-visual. The Workshop, however, was also conscious that audio-visuals were no substitutes for the personality and warmth of an enthusiastic and capable teacher. Therefore, the Workshop felt that the personalised methods of audio-visual were likely to be more effective than the impersonalised ones.

With regard to retention of what was learnt, the Workshop noted that laboratory experiments indicated :

- (a) that combined use of aural and visual presentation elicited better retention of simple and brief material than the use of either method alone;
- (b) that an aural presentation of whatever sort elicited better retention of simple and brief material than did the visual presentation;
- (c) that there were conflicting findings with regard to the relative effectiveness of visual and an aural presentation in eliciting retention of lengthy or complex material. Some researches indicated that the reading skill of the audience concerned might be a major factor. It was possible that for the highly educated or for those with high reading skill, print might be more effective, while radio might be more effective for those of lesser reading skill.
- (d) that face-to-face discourse was a more effective and

persuasive agent than the transmitted voice, which in turn was more effective than print.

- (e) that the material presented in motion pictures or film-strips could be recalled in some detail has been demonstrated in a number of studies, but these studies dealt with ordinary entertainment films. These studies claimed 90 per cent recall six days after exposure and no further loss over six months. With regard to imparting of factual information some army studies indicated that films were highly effective in imparting such information but did not reveal high degree of long retention. They indicated an approximate 50 per cent loss between first and nine weeks.
- (f) that motion pictures, when compared to film-strips as purveyors of factual information, failed to show any superiority.

After some general discussion on the value of audio-visual methods the Workshop considered a few methods belonging to the above category in some detail. Though mention was made of films, film-strips, radio and television in discussions but since the participants had more experience of methods like wall-newspapers and exhibitions, these were discussed in greater detail. Further it was not possible to discuss all the important methods during the time available and a selection had necessarily to be made. Moreover, it was also suggested that any remarks about films and film-strips should be reserved for the time when the various tools for workers' education would be discussed.

Exhibitions

While discussing this method the Workshop had two types of exhibitions in view. One was the exhibition of the arts and crafts of the workers themselves and the other was the exhibition of charts on specific subjects on which information or education was sought to be conveyed. While the first type was quite useful in giving encouragement to the creative faculties of the workers, it was found that the second type could be used more effectively in workers' education. Exhibition was a visual

method of education with all its advantages. It helped to create interest and enthusiasm and enabled valuable information to be conveyed in an interesting and attractive manner. Some participants felt that exhibitions were rather costly to prepare in case professional artists were to be engaged for the purpose. Though this might be the case, the Workshop noted that there were many ways of producing exhibitions in an inexpensive way. Some stated their experience in preparing exhibitions without the help of professional artists, by utilising pictorial materials available in old issues of illustrated magazines and periodicals. A careful arrangement of such illustrated materials with suitable captions and explanations could help produce an exhibition without much cost. It was also mentioned that many among the participants, often possessed sufficient artistic ability to draw, which could be fully utilised for this purpose.

As regards the techniques of arranging the exhibitions, it was mentioned that all efforts should be made to make it as attractive as possible. It was also stated that the value of an exhibition greatly increased if provision was also made for explanations and commentaries. For doing this, a group of workers would have to be properly trained for the purpose. This would, not only help them to understand better the subject of the exhibition, but also develop in them much self-confidence. Some participants in the Workshop felt that it was necessary to limit the number of visitors inside the exhibition hall, if commentaries and explanations were to be properly given. However this raised the problem as to whether it was possible to make visitors wait outside the hall without their losing interest in the exhibition altogether and leaving the place without seeing it. In some centres in India, exhibitions were also accompanied by singing, playing of gramophone records, speeches and mushairas, which were heard only outside the hall for entertainment and education of the waiting visitors. If this was done, some felt, the visitors would be more easily persuaded to stay on and wait for their turn for entering the hall. Moreover such programmes it was stated, helped to attract good crowds to see the exhibition as well as, did quite a bit of effective publicity for the exhibition in the area.

Wall Newspapers

Quite a large number of participants had experience of using wall newspapers and considered them very valuable means of education. Though considerable thought and skill was necessary in the preparation of wall-newspapers, the actual cost of materials used was almost negligible and within the means of most educational agencies and trade unions. The wall newspapers took note of the great interest of the common people in the news of the day, and were thus able to attract and hold their attention. Much valuable information could be conveyed in an interesting manner through the wall newspaper as well as through the commentary made on it. The person responsible for giving the commentary, the Workshop felt, must carefully prepare himself for the task, gathering all the relevant background information on the news items covered by the wall newspaper. He should also give some thought as to how he could effectively use the various news items for enabling a fuller understanding of the bigger issues and questions involved.

Some remarks were also made about the techniques of preparing a wall newspaper and the selection of news for inclusion. It was stated that it would be preferable not to crowd the wall newspaper by giving too much news ; on the other hand, news of importance should necessarily be covered. Some suggested that the total space available in the wall newspaper might be divided into three or four compartments reserving each compartment for a specific category of news such, as international news, national news, news of the city and news of the locality. The value of having at least some space for local news was stressed, as that often proved to be of particular interest to the readers and helped to create and sustain their interest in the wall newspaper.

While the Workshop discussed the various methods of education separately it was aware that none of the methods could be used in their pure form and in isolation from others. To achieve the objectives of workers' education more adequately and to help the development of the integrated growth and personality of a worker it was felt that it would be desirable

to combine a number of methods. For example, seminars and discussions might take a worker to a certain stage, but after that, lectures might prove to be of great value. Similarly, exhibitions by themselves may not enable a visitor to go deeply into a subject, and though they might help to create interest, further education of the individual might be helped by participation in seminars, group discussions and by listening to lectures. Since all individuals were in some ways unique and no two educational situations were identical, it was felt that there should be maximum amount of flexibility in choosing methods and techniques in workers' education.

Tools

There was some discussion in the Workshop about the meaning of the three terms : methods, techniques and tools. The dictionary defines method as a way of reaching a given end by series of acts which tend to secure it. It was therefore a system or mode of accomplishing an end. Technique has been defined as the mechanical performance or practice of any art. The stress in technique was on the practical details. Tools were technical aids or devices which might help in putting into practice more effectively a particular method or technique. The word 'tool' often caused some confusion, mainly because what might be considered to be a tool, and therefore expected to play a subordinate role in the learning process, sometimes started playing the major role. In that situation it no longer remained a tool but became a separate method on its own right. Keeping the above remarks in mind, the Workshop set about to consider as to what tools would be most useful in workers' education. Though some discussion about tools took place in the earlier sessions of the Workshop, while discussing the various methods and techniques, it was felt that a separate discussion on tools would be desirable and necessary.

While considering the question of tools the Workshop was also aware of two important factors, among others, which might be kept in mind. One obvious factor was the paucity of available resources for workers' education in India, and the second was the continuing changes taking place in the educational level of the workers. It was mentioned, for example,

that though at the moment over fifty percent of the workers were illiterate, the position was bound to change in the coming years, when literacy percentage would be much higher. The tools which could prove effective for an illiterate group might not be equally suitable for a literate one. Keeping the above factors in mind, the Workshop set about to make a list of tools needed for workers' education programmes in India. The Workshop was conscious that it was not possible for it to make any exhaustive list of tools but that it could only indicate some of the important ones. Some of the tools mentioned during discussions in the Workshop were :

- (1) Literature, such as pamphlets, posters, newspapers, magazines, flash-cards, maps, flip-charts, etc.
- (2) Audio-visual aids, such as blackboards, flannel graphs or khaddargraphs, charts, cartoons, diagrams, films, film-strips, magic lanterns, gramophones, radios, peeps, puppets, musical instruments, etc.
- (3) Craft equipment, such as sewing machines, embroidery machines, rope making machines, carpentry tools, etc.
- (4) Sports and games equipments such as volley ball, football, hockey, carrom board, etc.

The Workshop had some discussion on a few tools out of the above list. Some of the main points raised during the discussions on the various tools are summarised below :

Literature

The Workshop was conscious that over fifty per cent workers in India were illiterate, and further that it was possible to convey much education and information through means other than the printed word, yet it considered literature as an important tool. Books have been accused of being one way system of communication. However, it was felt that they had an advantage in being 'durable'. They could be used and re-used whenever necessary. Lectures were, as opposed to books, rather ephemeral. It was also remarked that though books were "the repository of wisdom of past ages" they

could also store much foolishness. This was necessary to remember in countries like India where there was so much reverence for the printed word. One of the tasks of workers' education should also be to convert this blind reverence into some sort of critical reverence.

The Workshop felt that literature was needed broadly for two categories of persons : (i) the workers, and (ii) teachers in workers' education.

The workers themselves could again be divided and subdivided into various groups according to their levels of education and experience. The requirements of each sub-group for literature would be slightly different from that of the other. The feeling in the Workshop was that suitable literature for workers, on different levels of education and experience, was not easily available in Indian languages nor any sufficient effort was being made to produce such literature. It was realised that if the production of literature was left to the ordinary commercial agencies, there was not much likelihood of it receiving proper attention from such quarters, due to the high percentage of illiteracy and consequently with less prospects of mass sales. It was felt that a conscious policy of promoting production of literature for workers had to be followed and that the state as well as the voluntary agencies had to play their proper role in this field. There was not much discussion in the Workshop on the types of books which ought to be written for the workers. Few suggestions were, however, made viz. that the books should be in simple and clear language and easy style ; that the text should contain frequency of headings and make as much use as possible of examples from the common experiences of the group of workers for whose use they were meant ; that such literature should contain as many illustrations as possible to make it attractive ; and that it should be printed in reasonably bold and clear print and, if possible, in attractive inks. The Workshop noted that the Indian Adult Education Association had arranged a National Seminar on Production of Literature for Neo-literates in 1952. It was suggested that the recommendations of the Seminar

should be taken fully into account while planning production of literature for workers.

Some members of the Workshop made some critical remarks about the literature which had already been produced in the country and also referred in this connection to the experience of other countries. The Workshop therefore felt that, it was desirable that all material meant for the workers should first be scientifically tested and evaluated, before it was produced on a large scale.

Since the publication of new literature for workers was bound to take some time, the Workshop felt that it was necessary to find out what literature was actually available for the purpose in the various Indian languages. It was suggested that if such an investigation was also accompanied by a rough evaluation of the available literature it would prove to be of great practical value. The Workshop recommended that the Indian Adult Education Association should undertake this investigation and evaluation as soon as practicable, and further that it should give urgent attention to taking appropriate steps for setting up of a clearing house of information and experience for the purpose.

The Workshop noted that even those workers who were literate had hardly any reading habits. This was quite a serious obstacle in the way of their using whatever literature was available. To arouse the interest of the workers in reading, not only the literature had to be attractive, but the workers had to be first involved in various educational programmes designed to arouse their curiosity and interest in the books made available. It was also suggested that some training in the techniques of reading may also prove useful so that they might learn "how to dip and where to skip". It was, however, realised that such a technique was more necessary for a scholarly group. Since the workers would be concerned, in the early stages with rather simple material, it might not be so very necessary to give immediate attention to the technique of reading.

The other group of people for whom literature was

needed were teachers in the field of workers' education. Often teachers were asked to undertake this work without the necessary literary tools and equipments. They in many cases, in addition to taking the classes, were also obliged to hunt the necessary material and undertake some sort of research. This was time-consuming and teachers often could not spare sufficient time for it. Further, often they did not also possess the necessary equipment or adequate library facilities for the task. All this naturally had some effect on the quality of teaching. The Workshop therefore felt that if special pamphlets were written, similar to those produced in the West for helping group discussion leaders, on some of the subjects mentioned in the syllabus, they would prove to be of great help to the teachers. The Workshop, however, realised that even writing of such pamphlets might take time, and since the schemes of workers' education in the country were making rapid progress, there was the urgent need of producing some literature immediately to meet the need. In the earlier discussions in the Workshop great emphasis was laid on seminars as a method of teaching. The Workshop felt that if on the various topics covered by the syllabus working papers could be prepared bringing out the main issues, to help discussion on the subjects, and if some notes could be prepared covering the main issues raised, such material would prove to be of immense value to teachers in the field of workers' education. It was noted that some attempts had already been made in this direction by a few agencies in India. These institutions had prepared working papers on different subjects as well as prepared notes by suitably arranging extracts from various books and periodicals on the different questions raised in the working papers. Such material had proved of great value to these agencies in their teaching work. The Workshop felt that it would be of great value if the literature produced by the various agencies could be listed and evaluated and arrangements could be made to make it available to any other agency which might be interested in it. It was suggested that the Indian Adult Education Association as the central co-ordinating body should arrange from time to time exhibitions of such literature and also enable field workers to assemble from time to time to meet in a Workshop

to study such material and learn from the experience of each other in this field.

Audio-Visual Aids

The value of audio-visual methods in workers' education had already been brought out during the discussions on methods. Here the Workshop was mainly concerned with the tools or devices which might help in using the various methods. The Workshop noted the tendency among educational workers of immediately thinking of films, film-strips, radio and even of television whenever a mention of audio-visual aids was made. It was stated that not only these tools were costly and beyond the means of most agencies in India, but it was the experience of many agencies in India, as well as in the West that simpler visual aids like charts, graphs, diagrams, etc. often worked better. The Workshop was of the opinion that the blackboard still remained one of the most serviceable and valuable ally of any tutor and that full use should be made of it. The Workshop also noted the advantages of certain other kinds of boards, like the magnetic blackboard and the flannel board, which were new innovations. These devices could help a teacher to save a lot of time of the class, as the diagram need not necessarily be drawn while he was teaching but they could be prepared carefully earlier and stuck on the magnetic or flannel board whenever required during the class session. The Workshop also heard reports that in many places Khaddar had been substituted for flannel and had worked quite well. The name "Khaddargraph" had been devised for such aids. It was also mentioned that even if no boards were available it was possible to improvise a "khaddargraph" by putting an ordinary cot in a slanting position and by spreading khaddar cloth over it. Some participants stated that such devices had proved useful in rural areas where necessary facilities were not easily available.

The Workshop considered diagrams, charts and pictures of great value. These would help a lecturer in explaining the subject in a more clear, interesting and vivid manner. A series of charts with suitable commentaries would also prove to be

extremely educative and interesting. Since the method of exhibition had already been discussed by the Workshop in its previous sessions, it was not found necessary to make many comments at this stage. With regard to the preparation of charts for lectures and for exhibitions, it was suggested that if agencies in the field could be enabled to exchange from time to time, any such material prepared by them, with other agencies, this might not only help to meet, to some extent, the need for various kinds of charts but would also give some encouragement to the agencies producing them. It was also mentioned that perhaps borrowing charts from one agency and using it at another place might also help in the evaluation of the charts by the different agencies. Before a series of charts was published, if the comments and criticisms of the agencies which had the opportunity of using them was made available, it might greatly help in suitably revising the charts and making them still more serviceable and effective. It was emphasised that since the printing of charts was costly and unless the charts had been thoroughly checked and tested and evaluated, there was the likelihood of considerable wastage, it would be preferable to make, in the first instance, only a dozen or couple of dozen copies through the silk screen process so that the series might be circulated to different agencies for testing and for evaluation. The Workshop also had the opportunity of observing a silk screen process in operation and felt that since there was a possibility of making inexpensive silk screen presses, agencies in the field should be encouraged to secure them and make full use of them in their work. Some felt that more information and training in the use of silk screen press would prove valuable to all workers in the field of workers' education.

The Workshop considered films, film-strips and magic lanterns as valuable visual aids. Through these aids people were entertained as well as educated ; at the same time, people learnt faster and remembered longer. The Workshop also noted that though films could be very entertaining, films-strips also had great advantage in that they as well as their projection equipment was much less costly; they could be stopped at any

point to permit discussion and were more simple to operate. The Workshop, however, felt that magic lantern was still preferable mainly because its equipment was cheaper than the film-strips and the facilities for producing slides in India were better than for the production of film-strips.

There was some discussion also about the value of using recordings as tools in education. It was felt that though tape-recorders were valuable, they were rather costly. There were very few educational gramophone records available. The Workshop felt that it would certainly be of value if more such records were prepared and made available; but the Workshop was also, at the same time, aware that preparation of records involved quite a bit of investment and, at least, in the beginning there might not be sufficient market for them, with the result that commercial agencies might not be tempted to produce them.

The radio listening groups formed by the All India Radio were also mentioned in the discussions. It was felt that radio can be an important tool. The equipment of the person appointed to initiate discussion in the group after the radio talk was over, was stressed. It was also suggested that some sort of relationship should be maintained between such workers and persons responsible for making programmes so that the reactions of the listening groups could be taken fully into account in programme planning. The full value of radio and television, it was felt, was yet to be exploited.

As examples of simple visual tools, peeps and puppets were mentioned. These tools could be made without much cost and their running expenses were also very low. The feeling however was that their full potentiality had not yet been exploited. It was suggested that puppets might be tried in workers' education.

The Workshop did not have sufficient time to discuss craft and sports equipments as tools in workers' education. While the value of healthy recreation was obvious to the participants, they also felt that for women workers, or for the

wives of workers, some simple training in sewing, embroidery, knitting, cooking and interior decoration would prove of great value.

The Workshop did not have time to discuss all the important tools in workers' education, nor could it go into sufficient details in respect of the tools which were discussed. The Workshop realised that it was impossible to make an exhaustive list of such tools. A teacher in workers' education had to use his own ingenuity to devise new tools and to use old ones in a new way, within the available resources, to meet the needs of the varied educational situations. The stress in the Workshop therefore was on experimentation and on the provision of opportunities to field workers to compare each others experience and to learn from each other.

ROLE OF THE TEACHER

While considering methods, techniques as well as tools in workers' education, the feeling in the Workshop was that however suitable these might in themselves be, unless they were operated by a person fully equipped for the task they might lead to poor results. On the other hand, some maintained that however poor the methods and tools might be, the effectiveness of teaching was to a great extent determined by the skill and ability of the teacher. It was realised that both the statements had some elements of truth. The Workshop therefore set about to indicate the equipment and qualification which a teacher in workers' education should possess. This led the Workshop to consider broadly the main purposes of teaching. In the words of a well known writer the main purposes of teaching was to effect changes in human behaviour. These changes sought to be effected were of five types :

- (1) Changes in things known, or *knowledge*;
- (2) Changes in things done, or *skills*;
- (3) Changes in things felt, or *attitudes* ;
- (4) Changes in things valued, or *appreciation* ;
- (5) Changes in things comprehended, or *understanding*.

The equipment which a teacher should have could easily be deduced from the above purposes of teaching. He should, of course, possess the knowledge and understanding of the subject which he wished to convey, or the necessary skill which he wished to impart. But apart from these he must have the right attitudes and appreciations which he seeks to impart in teaching. Some members of the Workshop laid a good deal of emphasis on this point and maintained that though knowledge, and skill to convey the knowledge were great assets, yet for inculcating appreciation and attitudes, character was of paramount importance. One did not convey or communicate merely by word of mouth but by his whole personality.

Since the main aim of education was to help develop faculties and potentialities of the individual, the Workshop felt that the teacher should have genuine sympathy and understanding of the group of people with whom he worked ; he should have good deal of patience to be able to encourage the beneficiaries to participate in the learning process and that he should not have any superiority complex. The teacher must understand that education was a two way process and that both the teacher as well as the participant learnt from each other. To the extent the teacher had the ability to learn from his students he improved his skill and understanding and equipped himself better for the task. Some remarked that in workers' education the leader should really consider himself to be a functional leader in a co-operative educational effort.

Appendix

AIMS & PURPOSE OF WORKERS' EDUCATION AND ITS NEED IN INDIA

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Before we explain the aims and purpose of workers' education, it may be desirable to find out the aims and purpose of education itself. After independence, our education system had to be modified, both in quality and quantity, to the needs of a resurgent, developing nation. We had to replace the static approach to the educational process, marked by the pursuit of traditional school subjects and activities by a dynamic role whereby the student can be adjusted to the changing economic, social, political and technological developments in free India. Earlier, the main aim of education was to equip the student with knowledge and information on certain selected subjects, which may not be strictly relevant to his surroundings ; with the result that the scholar was often unaware of important practical issues and he found himself unable to adjust to his environment. After all, education, if it is to be effective, should be an adjustment process and hence should have a dynamic approach. In this process, there may be conflict between the two roles of education—the static role, traditionally assigned to education and the new dynamic role given to education by the exigencies of economic and social development of the nation.

The new role of education has been explained by various authorities. The first Five Year Plan, for example, begins its chapter on "Education" with the following words : "Education is of basic importance in the planned development of a nation. The educational machinery will have to be geared for the specific tasks which the nation sets itself through the Plan so as to make available in the various fields personnel of suitable quality at the required rate. The educational system has also an intimate bearing on the attainment of the general objectives of the Plan inasmuch as it largely determines the quality of

the manpower and the social climate of the community. In a democratic set up, the role of education becomes crucial, since it can function effectively only if there is an intelligent participation of the masses in the affairs of the country. The success of planning in a democracy depends also on the growth of the spirit of co-operation and the sense of disciplined citizenship among the people and on the degree to which it becomes possible to evoke public enthusiasm and build up local leadership. It is essential for the successful implementation of the Plan that the educational programme helps to train the people to place responsibilities before rights and to keep the self-regarding outlook and the force of the acquisitive instinct within legitimate bounds. The educational system should also satisfy cultural needs, which is essential for the healthy growth of a nation. The system should stimulate the growth of the creative faculties, increase the capacity for enjoyment and develop a spirit of critical appreciation of arts, literature and other creative activities. The fulfilment of the objectives mentioned above, will lead to the development of an integrated personality in the individual, which should be the first and foremost aim of any system of education." (*Report*, p. 525)

The same line of thought is continued in the Second Plan, which says, "The system of education has a determining influence on the rate at which the economic progress is achieved and the benefits which can be derived from it. Economic development naturally makes growing demands on human resources and in a democratic set-up it calls for values and attitudes in the building up of which the quality of education is an important element. The socialist pattern of society assumes widespread participation of the people in all activities and constructive leadership at various levels." (*Report*, p. 500). The UNESCO says the same things in a general way, when it states, "Education is to-day the crux of the problem : the training of technicians to play an efficient part in society ; the education of every individual, without any form of discrimination, to fit him to develop his potentialities to the full and to play his part as a free man ; and lastly the education of man in general so that he may learn to control his own discoveries and may at last

attain to wisdom. The object of education should thus be to form men and women in every civilization, capable, by allegiance to their values and knowing how to define them anew, of preserving their humanity in their daily stress of life from the constant dangers created by the growth of new factors in the conditions of society". (From the Basic Document, submitted to the International Round Table Discussion on "the Concept of Man and the Philosophy of Education in East and West", New Delhi, December 1951). In a collection of essays (*Education, Culture and The Social Order*), Shri K.G. Saiyidain brings out clearly some of the important educational and cultural problems that arise from the maladjustment between the traditional ways of thinking and living that still dominate our life and the demands of the new situation created by the attainment of freedom and the impact of world forces. Shri Saiyidain pleads that education should be for a better social order, for the release of the creative impulse, for better cultural understanding, for elimination of prejudice and for the new democracy, not only political, but economic and social.

To sum up, the aim and purpose of education is not only to develop the individuality and personality of the student, but also to equip him with skills and knowledge necessary to play an effective role as a responsible and capable citizen.

In light of the above, we can now define the role of workers' education. Here also, we have the conflict between the traditional role assigned to workers' education and the new role necessitated by developmental planning. To make the worker a better individual, a programme of general education (literacy, and education in schools, colleges and Universities) is necessary. However, to fulfil his role as "the principal instrument in the fulfilment of the targets of the plan and in the achievement of the economic progress", a special programme may include not only literacy, but also vocational education, trade union education, labour education and social education. Illiteracy and ignorance constitute a serious impediment to the effective participation of individuals in a democracy and hence they are to be eradicated.

The aims and purpose of workers' education should be to make the worker, not only a better individual, but also a better worker, a better trade unionist and a better citizen. This is necessitated by the needs of a developing economy. Economic growth primarily depends on increased production, which in its turn, depends upon active and willing co-operation of labour. The First Five Year Plan, therefore, made a special appeal to workers' organisations to treat the period of the execution of the plan as a period of national emergency. It laid down the various forms through which unions could co-operate in making the plan a success. These forms included : presentation of the plan to members for discussion and intimation of their views to the planning authority and the Government ; creation of enthusiasm among workers for the plan ; promotion of healthy emulation among workers for better production ; maintenance of industrial peace and avoidance of interruption of work ; outlining a wage policy based on requirements of economic development and consideration of social justice ; speeding up and improving production ; association of workers with the productive effort and consultation with them in respect of new machinery, methods of production and the way in which economies could be effected in the costs of production ; organisation of co-operative societies and other welfare and cultural activities ; and the development of collective bargaining at various levels. The Second Plan has further elaborated the principles of strong and healthy trade unionism, happy and constructive industrial relations, increased association of labour with management, discipline in industry, a rational wage policy and expansion of social security. To implement these principles effectively, workers need education and for that purpose the Central Government has drawn up a stipendiary scheme of workers' education for the training of workers in trade union philosophy and methods. Such training is considered essential for making workers self-reliant and also for ensuring their effective participation in joint councils of management. It is expected that the programme of workers' education would be considerably intensified in the Third Five Year Plan, in view of the vital role, which enlightened and responsible trade union movement can play in planned economic development. This

workshop therefore, is being conducted at an opportune time, when the Third Plan is on the anvil.

The Government sponsored scheme treats workers' education as synonymous to trade union education ; however as we have seen earlier, workers' education has wider ramifications in the forms of general education, vocational education and social education. At the same time it cannot be denied that trade unions, as representative organisations of workers, can cover the various forms and aspects of education, which would make the workers not only better unionists, but also better individuals and better citizens. It may be in the interest of trade unions themselves to make the workers literate, to train them in productive techniques, to make them familiar with trade union methods and philosophy, to educate them in industrial democracy and to teach them civics and citizenship.

Trade unionists in India have on the whole acknowledged the need for workers' education but have not done much work in the field. One of the reasons for this inactivity is their pre-occupation with the organisational needs of the unions. Here again is another conflict between the traditional role of trade unions and the new role they have to play in economic development. Trade union movement has grown as a natural and inevitable reaction to the modern industrial development. Modern industry, with its large scale and capitalist mode of production brought in certain unfair labour practices and exploitation of labour. Labour decided to meet this challenge through organised action. Trade unions thus came into existence and acted as resistance organizations. The traditional role of trade unions is to fight on behalf of their members for maintenance and improvement of their working lives, hence the importance of organisational needs.

A well-planned programme of workers' education, conducted by the trade unions themselves, would not only not harm the organisational aspects, but would strengthen the unions by establishing a firm foundation of educated membership. Organisation and administration of trade unions involve many technical matters, such as recruitment of members, fram-

ing of the constitution, registration, collection of dues, maintenance of accounts, correspondence and other office work, propaganda, preparation of research memoranda, fighting the cases in labour courts and bargaining with employers. An efficient trade unionist must be conversant with all these matters and also with allied economic and social problems, such as determination of wages, productivity techniques, grievance procedure, economics of employment and social security, labour legislation and labour welfare, wages and cost of living indices, labour statistics. etc. He must also be familiar with elements of industrial economics, industrial psychology, industrial sociology and current economics, political and social events. A programme of workers' education can enable the workers in industry to rise up to trade union leadership and to strengthen the trade union movement. Workers' education can thus solve the organisational needs of trade unions.

To sum up, the aim of workers' education should be not only to assist the worker to develop his individuality, but also to make him a better worker, a better trade unionist and a better citizen.

SCOPE AND CONTENT OF WORKERS' EDUCATION

David S. Burgess

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No one of us can be successful in helping to educate the industrial worker of India, unless we understand how, as India moves from a primitive rural economy to a highly developed industrial economy, the rapid social changes effect their individual lives. Even today, as you know better than I, most of the industrial workers of India are psychologically, socially, and economically attached to rural villages. Many of their relatives, sometimes even their wives and children, still live in the village. The worker, even though he may be employed in a Bombay textile mill or a Calcutta jute factory, for example, still regards himself as part of his joint family in a certain village, and part of a particular caste or sub-caste.

But in most cases he will never realize his dream, for the rudimentary facts of life are against him. Today, millions of farm labourers in India are being forced off the land and are moving into small towns and cities looking for employment. Large scale industries and small scale industries are developing in the cities and are providing some employment opportunities. And under such circumstances, more workers are beginning to realize that in the final sense they can never go back to the village, and that therefore, for better or worse they will probably be city dwellers for the rest of their earthly lives.

Many workers will not face this inevitability. They still dream of the simple rural life of yesterday. Acting like birds in passage in the city, they refuse to assume responsibility for bettering their housing or living conditions. They refuse to become active union members and they display little or no interest in civic affairs. But at the same time, there are an increasing number of workers who have accepted, though sometime reluctantly, the fact that they will be city dwellers for their lifetime. And it is with this group of workers that we are principally concerned. Somehow they must be taught to

become good workmen. They must learn that the machine, when properly used, is not the enemy but the friend of man; that increased productivity is essential for the eventual rise in the workers' standard of living; and that elemental social justice is virtually impossible in a developing industrial economy unless workers organize and run responsible unions which are both responsive to the needs of the workers and at the same time aware of the larger public interest.

Much of the workers' attitude towards your educational classes is determined in part by the type of employers they have. Both in America and India, there are, in my opinion, basically four types of employers. The first is the *exploiting paternalist*. He recruits and employs labourers chiefly in order to gain profit for himself. He rings the worker around with all types of restrictions and controls both on and off the job. The second type of employer is the *enlightened paternalist*. He knows that treating workers well and paying them reasonably constitute the first prerequisite for high production and good company profits. But, despite his good intentions, he may regard the worker as his inferior, and looks with suspicion upon any effort of the workers to organize and assert their independence. Thirdly, there is the *indifferent paternalist*. This employer is only concerned about how a worker acts on the job. Otherwise he shows no concern for the worker's housing, the education of his children, and other matters of importance. Finally, there is the *democratic employer*. He is concerned about the worker's greater welfare, but at the same time he recognizes the need, particularly in a large manufacturing firm, for the existence of a strong and responsible labour union which is run by the workers themselves. The number of employers in this category, I have found during my four and a half years in India, is growing. And the number will grow still further when unions in India become more independent and more responsible.

If the average workers life, as we have described above, is influenced by the type of employer who has hired him and by the insecurities of living in a vast city, how is it possible to make our programme of workers' education actually relevant to the

daily needs of labouring people in India ? Essentially, I think we can make our programme relevant if we bear in mind that in any developing industrial democracy workers need primarily three types of security : security in their own labour unions, security in their job, and security in their communities.

Regarding the first type of security, we are all aware of the fact that because of the peculiar history of the battle for national independence in India, the labour unions today are oriented to several competing political parties and are led in most cases by persons whom we would classify as "outsiders". Currently, workers' loyalties to any particular union tends to be rather thin. Often unions compete for the workers' allegiance by boasting about their small subscription requirements and at the same time promising the workers the moon if they would only sign up. Under these circumstances, a worker may join a labour union but he never regards it as *his* organization to which he has a definite and well defined responsibility.

This state of affairs cannot be changed until the average worker in India begins to realize that a labour union can never be strong and effective until he and his fellow labourer assume their responsibilities—or that, in other words, there can be no security in any labour union until it is run for and by the workers themselves. Workers have to be taught what a union is—what are its real and legitimate functions, and what it cannot do. They must learn about grievance procedures, standing orders, Indian labour laws, the duties of each office bearer, the problems of management, and the basic desirability of creating the right kind of unions.

Second, a worker must come to realize that within the structure of a functioning industrial democracy he can find security in his job. He must do a good days work—otherwise production targets cannot be met and the union cannot defend him. On the other hand, the grievance procedure, the existence of certain basic labour laws and the presence of a union can assure him reasonable security in his job. The union protects him against abuse from his superior or from unfair treatment by his employer.

The third type of security to which I refer is a workers' sense of security in the town or city where he lives. Most workers are relatively uninformed about the existence of social institutions—schools, hospitals, social welfare centers, family planning centers, etc.—in their town. Because of their orientation to village rather than city life, they have little concept of social responsibility—about the importance, for example, of voting at a municipal election, of keeping one's house clean, of sending children to school. In the long run, workers will come to realize that a city should be run by the people who live in it. But this can never happen until workers accept the city as their home and take part in community affairs.

In conclusion, I wish to counsel you against underestimating the importance of workers education in India. Because of the existence of the caste system, and long years of foreign rule, and the particular way that the British were forced to grant independence, the revolution against casteism, and oppression and injustice in India which was begun by Mahatma Gandhi has in reality only just begun. The revolution in social attitudes and customs among industrial workers in India is coming much faster than most of us can imagine. In your calling as educators of those who labour, you are helping to channel the forces of this revolution in the right direction.

TECHNIQUES AND METHODS OF WORKERS' EDUCATION

V. S. Mathur

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We have been discussing for the past few days two extremely important topics—the aims and purpose of worker's education and its scope and content. One may ask, and perhaps quite pertinently, why we started the Workshop with the discussion of these two topics when the main subject announced for our consideration was methods and techniques of workers' education? It was done, and I believe quite rightly, as it was thought that the suitability of methods would be greatly influenced, both by the aims of workers' education as well as by its content. Let us consider how each of the above would effect selection of methods.

The working paper has mentioned two alternatives with regard to the aims of education. Either it is the accumulation of knowledge and information—just like pouring knowledge and information into an "empty vessel," or it is providing opportunities for the development of the potentialities of the individual to their possible maximum and the unfoldment of his personality. If mere accumulation of knowledge is the aim of education then obviously one kind of methods would be most appropriate for the purpose, particularly those most convenient for conveying information and knowledge. However, if education has something to do with the development of potentialities and unfoldment of the individual's personality, then those methods which offer greater opportunities for self-expression and participation in the educational process, should be preferred. The aim of education, therefore, would obviously determine, to some extent, the suitability of methods.

While I am on the subject of aims and purpose of workers' education, may I also be permitted to make a brief comment on them? It is often said that workers' education is purposive in nature, that workers' education is not an end

in itself but "a means to useful action arising from observed needs". Some have put the same idea in different language when they say : "The ultimate objective of education is to produce individuals who are effective members of the societies to which they belong. Values are stated in terms of the cultural pattern of the societies in which education functions". The above statement, seems to suggest, that the ultimate objective of education continues to change in accordance with the changes in the society. Another statement often made about the purpose of education is that it is an instrument of social change. Though most would agree that education is a powerful instrument of social change and that it should help to equip individuals for their respective responsibilities in the society, many, I hope, would be reluctant to consider such statements in themselves as adequate enough. There are dangers inherent in statements like the above, particularly in times like ours when one cannot but be aware of the way totalitarians have exploited the name of education for carrying out their nefarious ends. Thorough and merciless indoctrination has been carried on in the name of education to achieve a rigid pattern of society with complete control of thought, speech and expression of the people under their rule. This obviously cannot be the aim and purpose of education. Therefore, I feel it is extremely important to stress that while there are immediate objective in education, such as the expression "instrument of social change" suggests, there are ultimate objectives as well, which must always be kept in mind. There are some who believe that the education of the individual human-being is an end in itself. A writer has defined the ultimate objective of education in the following words : "The ultimate objective of education is the development of the intellect, character, appreciation, and physical well-being of each individual to the highest degree possible. The values flowing from this philosophy are derived deductively in terms of the good, the true and the beautiful for all men in all places at all times." The above, I think, is a statement about the aims of education which is well worth our consideration. The need for a clear conception of the aims of true education was never greater than it is to-day. In times like ours, I believe, it is essential to remember, that

where true education is widely diffused, democracy flourishes, economic progress is the order of the day and human dignity becomes a reality and not merely a political slogan. A philosopher has even called civilization as a race between education and catastrophe.

We have yesterday completed discussion on the scope and content of workers' education. We believe that the nature of contents does determine the selection of methods which may be suitable for conveying it. Since I work in a Trade Union College, I may be permitted to mention a few examples from my own experience. We have found that for teaching a subject like the history of a trade union movement, one of the best methods is the lecture coupled with perhaps exhibitions of charts, films or film-strips. On the other hand if we have to teach problems of organisation and administration of trade unions, we have found discussion and the seminar method to be much effective. In teaching collective bargaining, in addition to the seminar and discussion methods, we have found role-playing to be also of great value. If we have to make a group of people realise the need and value of joining a union or to bring home to them the evil effects of drinking, gambling and other vices, perhaps drama can be a very powerful instrument. In this way what we wish to convey would certainly affect the means to convey it, or in other words the suitability of the method.

Another important factor, and perhaps one of the most important, is the nature and peculiarities of the group of people for whom education is to be arranged. How are the beneficiaries of a programme of workers' education different from those of other educational programmes like in schools and colleges? Perhaps one obvious thing about workers' education is that nearly all its beneficiaries would be adults. Secondly, most of the beneficiaries would be people doing full time jobs, with their family responsibilities and competing interests. How do the above characteristics influence the selection of methods? Let us consider their implications a little more in detail.

All programmes of education for adults have to take note of the fact that adults can seldom, if at all, be compelled like children to join a course or to take advantage of an educational activity. Participation in adult or workers' education therefore has to be voluntary. That means that only when workers consider a programme to be of some interest and importance to them they would join it. The only way to ensure their participation is, therefore, to assess carefully their interests and to take those interests fully into account in programme planning. Some of the other characteristics of adults are : they develop certain rigidity of character which distinguishes them from comparatively supple and easily pliable children : they are quite sensitive ; they carry with them a wide and varied experience of life ; they are at different educational levels and have varied backgrounds. The negative aspect of it is that they have a rather poor "verbal faculty", and little experience in the techniques of study. Though there may be considerable desire among them to learn, springing, as it may, from a feeling of inadequacy, yet often it is found that workers imagine that the distance between where they happen to be and where they would like to be is so wide as indeed to be almost insurmountable. Even when adults would really like to learn they seldom admit that they would like to do so, mainly perhaps due to a feeling that it might in some way affect their status as self-respecting adults. I have only given a few examples of some of the important characteristics of adults. A careful consideration of some of them may perhaps help us to formulate a few guiding principles or criteria for the selection of suitable methods and techniques for workers' education.

Before proceeding to examination of the above characteristics for the purpose of evolving the criteria, I would like to say a few words about the myth that adults lose the ability to learn as they grow in age. According to recent psychological researches, this myth has been definitely exploded. In a recent study by means of intelligence tests it has been proved that "mental ability grows rapidly during adolescence, reaches a peak during the late teens or early twenties, and then gradu-

ally declines at the rate of about one per cent each year after forty years of age". The study further notes : "Experiments involving actual learning situations reveal, however, that it is not the *capacity* to learn that declines, but the *rate* of learning". It would thus appear that adults have as much capacity for learning as young people. The only thing perhaps which is different in their case is that they learn at a slower speed. Some have pointed out that those adults who engage in learning activities throughout their life are able to retain almost all their intellectual efficiency, during all their life.

It has been suggested that all workers or adult education must by its very nature be voluntary. The main motive of students in workers' education is their interest and not the goals like that of success in examinations. Since the workers have great experience of life, this coupled with their interest, enables them to learn and assimilate at a much faster rate than children can do. This has been the experience of Danish Folk High Schools. From a very interesting comment made by Holger Begtrup, the principal of one such school, we learn : "The same amount of information which it takes the half-grown youth dozing on the school benches three to five years to learn, can be acquired by adults who are keen on learning and who have done practical work in the space of three to five months". It may, therefore, be safely concluded from the above that there is little physical or mental obstacle in the way of adults to learn. Rather it may be said that their interest and experience are definite assets for them learning and in assimilation.

Let us now have a look at some of the characteristics mentioned earlier and try to derive some principles or criteria for the selection of methods.

I mentioned that adults are always voluntary learners and that they cannot usually be compelled to join a class or school or to participate in an educational programme, as perhaps we can do to some extent, in the case of children. It is therefore essential in all workers' education to take proper note of the interests of the participants. Our concern,

therefore, should not be to complete a preconceived syllabus but to find out what the adult group would wish to learn. In all programme planning the interest of the adults must be kept prominently in view. Many programmes, in spite of excellent and able teachers and nice facilities have failed, mainly because of insufficient attention having been paid to this aspect. Some educationists indeed go to the extent of spending a couple of class sessions with the students to find out what they would wish to learn and what they would expect from the class. That has been very successfully done in the United States by a number of universities undertaking workshops for special groups of persons. Their experience has been that even titles of subjects for lectures have to be carefully selected. For example a lecture on theory of prices may attract less number of people than a lecture on "how to keep down the prices". The later caption would be more catching even though in fact both the lectures may cover almost the same ground.

The second principle appears to be that a method which provides the maximum opportunities for participation to the students in the learning process has to be preferred to other methods which are more formal and consist of more or less "one way communication". Participation is really another name for learning by doing. As has been well said : "When a person does something or says something in his own words, it is much more likely to become a part of him than if he simply watches someone else do it or hear someone else say". In a beautiful Chinese aphorism the same idea has been expressed thus : "If I hear it, I forget. If I see it, I remember. If I do it, I know".

Participation also helps the teacher to assess the interest of students as well as the extent of their absorption. Since adult class often consists of people of wide and varied experiences, the individual experience of the participants can be easily pooled and used for the education of the group as a whole. Such methods also help the teacher to take note of the different levels of education and varied backgrounds of

participants and enables teaching to be adjusted more to the needs of each individual composing the group. In fact, in all adult education there has to be, to a certain extent, individual teaching to take care of the varying paces of learning of each. The people with slower pace have to be reminded that in all adult education, as has been well said, "the students are not competing with others but only with themselves". Participation also provides opportunities for self-expression which in turn restores self-confidence, removes inferiority complex, and develops individuals' faculties, potentialities and personality. Finally active participation creates its own enjoyment in the process and helps to sustain the interest of the worker-students in the educational programme.

Another thing to remember in workers' education is that we must begin from where the people are and try to relate knowledge with the experience of the participants, using it for the understanding of the wider phenomenon. In all workers' education the participants should be enabled to have, as immediately as possible, a sense of accomplishment. When an adult becomes conscious that he has achieved something, he becomes satisfied that his efforts have borne fruits. The fact is likely to stimulate his avidity for learning in an ever increasing measure.

Finally, the method should be simple to operate. One writer commenting on the dialogue as a method of education stated that though as a method it was quite effective, one needed perhaps the abilities of a Socrates to be able to use the method. Very few of us, I believe, could claim the abilities of a Socrates and if we are to have such methods only which could be operated by persons of very high calibre, it would be well-nigh impossible to make much progress in our work for want of sufficient number of such qualified educators.

The resources at the disposal of those concerned with workers' education, are often far from adequate. This factor again has to be kept in view while selecting methods. We must remember that though resources are important and contribute greatly to the success of an educational programme, a

skilled educator should be able to use his own ingenuity to devise methods, techniques and tools to meet any situation within the given resources. I would further add that mere abundance of resources alone would not necessarily ensure the success of a programme and that resources are only one of the many other factors contributing to its success.

Methods are really intended to meet the needs of a certain educational situation. Every educational situation in some ways is unique and therefore perhaps the same method or methods may not prove equally effective in all situations. There is another thing which we may as well remember about methods. Although a particular method may appear to have great value, it may by itself be not sufficient for the integrated growth of the individual. An exhibition for example might arouse some interest and provide some information but a seminar may be needed for a more thorough understanding of a particular question or subject. Again, the seminar or group discussion by itself may not be sufficient and we may require some supervised study as well as lectures to supplement discussions in seminars for a systematic and thorough understanding of the subject. It will therefore be for the Workshop to consider how far each approved method could be used in its pure form, and in case it has to be combined with other methods, with what methods it should be combined and in what manner.

Methods are the ways of conveying contents of education. Techniques tell us how each method should be operated and put into practice and the tools are the teaching-aids which help in effectively using the methods and techniques. While considering each method the workshop will also have to consider how each should be operated so as to prove most effective and lead to most fruitful results and what teaching aids or tools would be necessary for the purpose. I am sure the observations of the workshop on some of the points indicated earlier would prove of great value to the workers' education movement in the country.

TEACHING METHODS AND TECHNIQUES

Helen Kempfer

Methods and techniques of teaching must be selected according to the nature of what is being taught :

- Information—knowledge
- Skills—swimming, leading discussion, etc.
- Habits—health, sanitation, punctuality, etc.
- Attitudes—feelings underlying behaviour, such as in connection with caste
- Application—transfer of information, skills, etc., into actual practice and according to purpose :

- * Transmission of the cultural heritage—a body of knowledge already available and organized
- * Lateral transmission of knowledge—transmission of newly developed knowledge that is scattered and available only through exchange of information among experienced persons
- * Problem solving—application of knowledge to new situations, real-life problems ; and the use of a disciplined educational process in solving real-life problems.

We can also classify methods and techniques according to the direction of communication :

- o One-way—toward the worker
- o Two-way—subject-focussed
- o Two-way—with focus on worker's needs and interests.

Traditional education has tended to use lecture and

question-and-answer, methods tending to be one-way, or two-way—subject-focussed. The lecture when well done and adjusted to the audience can be used for teaching bodies of knowledge that can be brought together and organized—the cultural heritage.

When we attempt the lateral transmission of newly-developed knowledge and problem solving, new methods have to be developed. The same is true when we attempt to change habits and attitudes and to get application of knowledge in real-life situations.

For these purposes, the most effective methods have been found to be those which :

- (1) are based on felt needs of people ;
- (2) involve the active participation of people ; and
- (3) result in voluntary decisions and commitment on the part of people.

In working with workers, one of the things we are trying to do is develop in them the ability to solve their own problems, through using their minds in a rational, disciplined way. The use of knowledge in a rational, disciplined way to solve problems has variously been called the problem solving process, the method of rational thinking, and the scientific method. The method has six steps :

- * Definition of the problem
- * Fact finding
- * Analysis and projection (Trying to anticipate results of various solutions)
- * Decision (Deciding among alternatives)
- * Action (Carrying out what we decided to do)
- * Evaluation (Seeing how it worked out, how we could do better).

In actual practice these steps may not be sharply defined and we may be working on several steps at the same time. Keeping the steps in mind and consciously going through the process helps avoid overlooking some of the steps. Our more natural tendency is to jump into action before getting the facts and weighing our decisions. By disciplining ourselves to a more rational approach, we avoid some of the consequences of un-thought-out action and lay the foundation for surer progress.

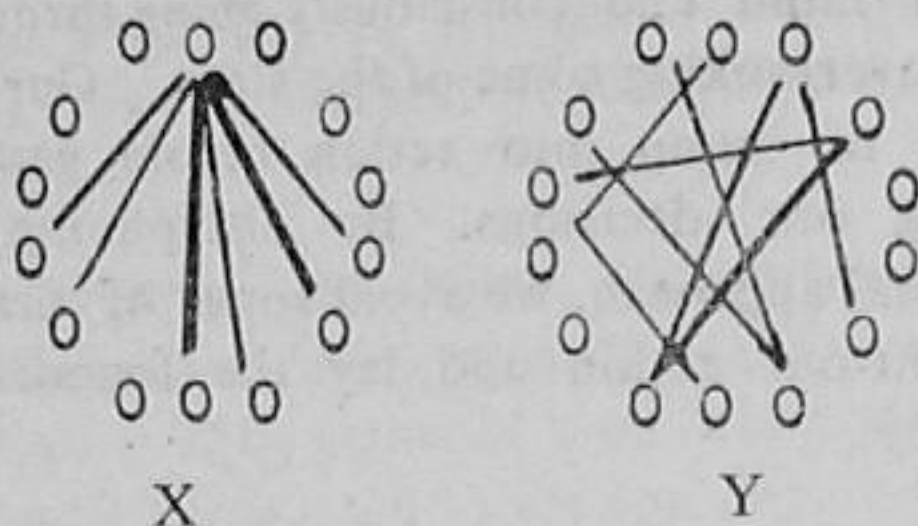
Effect of Direction of Communication

Communication may be one-way or two-way. It may be content-focussed or group-focussed. Lecture tends to be one-way, content-focussed, while discussion tends to be two-way, group-focussed. However, a good lecturer who knows his audience will be aware of their problems and needs and will give his lecture accordingly. He can make his communication somewhat two-way by questioning his audience individually before hand until he comes to know pretty well what is wanted; by reaching into his own store of knowledge he includes in his lecture what the group wants and needs—making his lecture very much group-focussed.

The difficulty with lectures is that one seldom can be sure how much the audience is grasping. The immediate give and take of discussion gives more assurance that the audience is understanding each point as the meeting goes along. This can be illustrated by the story about a man who addressed a group of villagers for an hour. He congratulated himself on how well he had put himself across : everyone had been most attentive. Finally he beamed at the audience and asked : "Are there any questions ?" At last in deep embarrassment one man spoke up : "I'm sorry, sir, but in this village no one understands any Hindi."

With discussion, it is more difficult to keep a meeting moving in orderly fashion and assure coverage of necessary content. Both discussion leader and group members need practice to develop the skills needed for smooth, purposeful, and meaningful discussion.

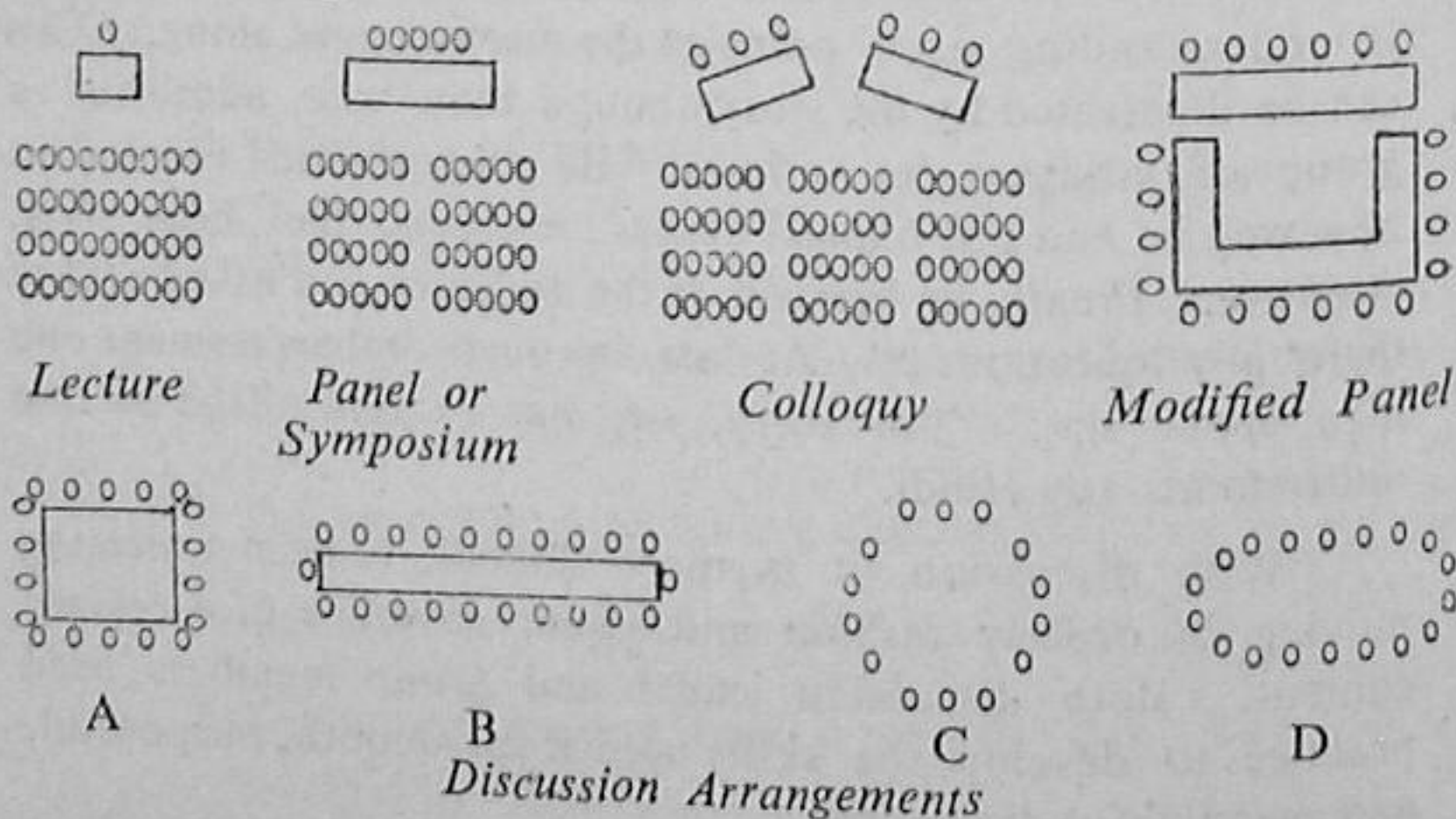
Direction of communication in a meeting can be diagrammed as follow :



Group X is very much leader-dominated ; discussion is probably very formal and more akin to question-and-answer than to genuine discussion. Group Y shows fairly even participation. We cannot tell from the communication pattern whether the group is actively making progress toward a goal ; that is another dimension. However, Y's broader participation gives an opportunity for more growth and development of group members (in self-expression, in leadership, in rational analysis of problems) and a greater likelihood that group thinking and decisions will carry over beyond this particular meeting.

Effect of Seating Arrangements

In a group meeting, seating arrangement and size of group make a big difference in what happens. We can diagram different arrangements like this :



The lecture, panel, symposium, colloquy, and the modified U seating arrangement put certain people into prominence and leave others in a subsidiary position. The arrangement in and of itself puts a difference between the speakers and the audience, creates a "we" and "they" feeling. If we want to increase the workers' feelings of equality and self-respect, if we want to encourage them to start sharing responsibility for their own lives and problems, we must choose a seating arrangement that will encourage these feelings.

People have a need for physical movement and activity. In methods where the audience does not actively participate, breaks and shifts of pace are necessary to assure reasonable attention. The requirement of sitting still for a considerable period tends to build up tensions, which can be put to use. Discussion groups or "buzz groups" following a lecture are likely to find people participating strongly—releasing the tensions of "being still" so long during the lecture. One can expect less active participation following a tea break or other free time, during which accumulated tensions have been released, and the thread of attention broken.

In Discussion Arrangement A, the table may introduce a somewhat more formal atmosphere than in C or D where there are no tables. In A, the people on the corners may find more difficulty in hearing and may be more left out. In B, the extremely long narrow table will make hearing difficult and will make it hard to keep the group working as a single unit—it will tend to break into sub-groups for easier hearing.

Effect of Size of Group

The larger the group, the less any member can speak without unduly dominating discussion. Yet enough people are needed to stimulate thinking and perform the necessary roles.

In groups of three, two members are likely to side together against the third. Groups of four are likely to divide two and two. Groups of five are likely to be more harmonious—there are three people to harmonize between the two at

extremes on any position. Beyond about fifteen, participation by individuals begins to be cut down rather severely.

SOME TECHNIQUES

Problem Census

The problem census is a means of arriving at the problems of group members. In asking for problems, frame your question carefully. Do not ask : "What are your problems ?" Ask a more specific question, such as : "What problems are you having in organizing Workers' Education ?" An even more specific question may be desirable depending on the situation, composition of the group, etc. The question gives direction to all that follows, and all its implications need to be carefully considered.

The problem census is only applicable where people are having problems. If the group has had no experience in Workers' Education, a question about problems in organizing Workers' Education can elicit only artificial replies. In some circumstances these may help the group anticipate problems and be prepared. But for genuine interest and realistic discussion, the group should discuss problems they are actually facing.

Someone should act as recorder during the problem census, so that problems may be written down, preferably on a blackboard or on newsprint where everyone can see. If someone else does it, try to find someone who can write both *quickly* and *legibly*. It is frustrating for a group to be held up by a slow writer, and not to be able to use the notes for reference afterwards.

Circular Response

To give each person protected time for talking, we can go around the circle and let each person express himself. Explain beforehand that anyone who isn't ready to speak may "Pass" when his turn comes. This saves people from embarrassment if they have nothing to say.

Circular response may be resorted to when one or two people are unduly dominating a group, where one wishes to encourage more timid members, or where the group wants to hear everybody's opinion.

This technique may be used for eliciting problems, comments, opinions, or experiences.

Agenda Building

Once group problems or major concerns have been elicited and are before the group on a blackboard or newsprint, the next step is finding which problems are common to the most group members and which are most serious. One can ask: "How many of you think this is your most serious problem? Raise your hands." Point to the problem and read it aloud. Then mark down the number of people who raised their hands. The list may end up looking like this:

- 5 Poor attendance
- 6 Not enough materials
- 11 Lack of interest
- 4 No facilities
- 2 Changing shifts
- 3 Different languages

Since eleven people felt lack of interest to be their most serious problem, this will probably come first in discussion. Related topics may be combined with it for consideration.

The group as a whole may allocate time to the different problems, or subgroups may form, one on "Problem of materials" one on "Problem of Interest" etc.

Conducting a problem census and building an agenda from it can be done in fifteen to thirty minutes at the beginning of a meeting. If people must come from long distances at considerable expense, however, it is better to conduct the problem census in advance, by mail, and mail out a tentative agenda well in advance of the meeting. Building an agenda by mail usually involves two mailings: the first, an open sollicita-

tion of problems; the second, sending out a list of the problems submitted from the field, for prospective conferees to rank according to seriousness.

Building the agenda by mail in advance permits the conference planning committee to call in experts to help on some of the problems, and it lets the conferees bring together data which may be useful to report at the conference. Such advance planning permits the conference to be built on actual problems of conferees, but prevents its becoming simply an "exchange of ignorance." The participation in helping to plan the conference from the start also helps to build attendance at the conference.

Brainstorming

Brainstorming is one technique for working on problems. Carefully delimit the subject, then instruct your audience :

"Now we are going to try brainstorming. There are just two rules. Nobody may judge any idea, either his own or anybody else's. You can't say, 'Oh, that wouldn't work' and you can't laugh or put a questioning expression on your face. Don't judge! Keep bringing out your own ideas so fast you haven't time to judge.

"The other rule is: The wilder the better. We need some wild ideas to help jolt us out of our ruts. Your wild idea may be just the right stimulus for a lot of other ideas. Don't judge. Whatever idea comes into your head, say it—the wilder the better."

Choose two people to act as recorders, send them to the blackboard with instructions to alternate writing ideas. They'll have trouble keeping up.

Give a time limit, short enough to put the group under time pressure. Four minutes is a good time. The pressure of a short time limit is stimulating to groups. It helps the flow of ideas.

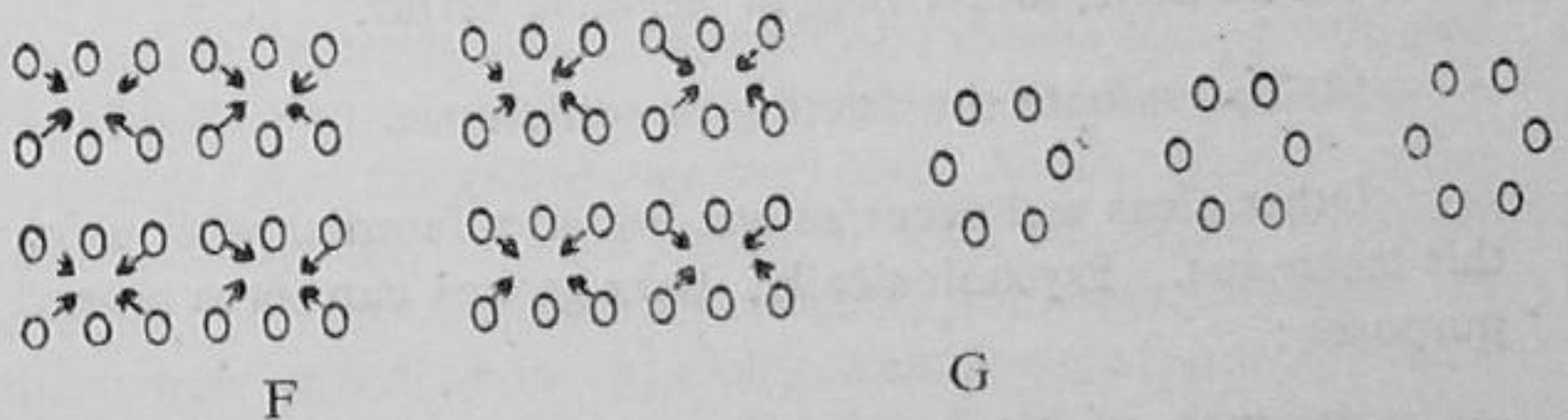
The more ideas come out, the more good ideas and workable ideas are likely to be found among them. After the list of

ideas is obtained, they should be evaluated, either by the group as a whole, by committees, or by individuals for use back home. The ideas can become the basis for further work at the conference, or may be duplicated for members to take home, evaluate, and try out at leisure. Since an idea that would work in one place will not work in another, groups need to be careful about making blanket endorsements of ideas.

It is helpful to ask if anyone has already tried any of the ideas and how they worked. In this way the brainstorm session can help the group get down to a practical exchange of ideas rapidly.

Buzz Groups

The buzz group is a technique for getting increased participation. The group divides into subgroups of six members each to "buzz" for six minutes. All stay in the same room. The pattern may look like one of these :



Pattern F develops when chairs are movable, and people can shift chairs into small circles. Pattern G shows how members of a large audience in fixed chairs can form buzz groups, with three people turning in their seats and "buzzing" with three people behind them.

Have each group choose a person to keep notes and report back for that group. The buzz groups may all be given the same topic to work on, or each group may work on a different topic. Topics should be quite specific so that discussion can be kept focussed.

At the end of five minutes, warn the groups that only one minute remains. Then the reporter for each group can report

back to the general session the findings or problems or ideas of his group.

Buzz groups can be used for several purposes :

(1) To elicit questions after a lecture. Questions get an initial screening by the groups, unimportant questions get screened out or may be answered by buzz group members. Everybody has a chance to participate, yet the questions are kept to a manageable number.

(2) To bring out problems of group members.

(3) To evaluate ideas from brainstorm session. One way is to divide the list of brainstorm ideas so that each buzz group gets eight or ten and have them pick out the three best ideas. This is one way to handle groups that tend to be unduly critical and negative in their thinking. By limiting them to selecting the three best, they are induced to think in positive terms of what can be done, rather than in negative terms.

(4) To evaluate the meeting or conference.

Other ideas will occur as one becomes familiar with using this technique. Psychologically, buzz groups can serve several purposes :

(1) To get people better acquainted at large group meetings.

(2) As mixers. (For this, have the people count off : 1-2-3-4-5, 1-2-3-4-5, etc. Put all the 1's in one group, all the 2's in another group, etc. This breaks up groups of friends who tend to sit together, and thus tends to break up cliques and increase cohesiveness in the group as a whole.)

(3) To get participation by everyone. In a group of six, almost everyone will take part, and in so doing will be drawn closer into the work of the larger group.

(4) To help develop leadership and self-expression. All group members get a chance to express themselves in public. People who have never held office can get practice reporting

back for the group. It involves no long-range responsibilities or serious consequences, and is not so frightening to inexperienced speakers as many situations might be. It may even stimulate group members to join literacy classes, so *they* can take notes.

(5) To give anonymity to ideas. A person may hesitate to speak his mind before a group in a question-and-answer session. If he is reporting for a group of six, however, he can be much more frank. Conference evaluation, for example, is often very superficial because people don't want to say what they really think. By evaluating through buzz groups, critical remarks can be phrased carefully with the help of the whole group. The evaluation can be much more frank than individual evaluations would be, and thus much more likely to be useful in improving future conferences.

Discussion Methods Versus the Syllabus

Can you use discussion methods when you have a syllabus? Yes, you can. In most cases the syllabus is meant to give the leader a starting point, something tangible to help him and give him support. But the people who made the syllabus were concerned that the group members gain actual understanding and development. With a lecture it may be easier to cover content. Groups may want lectures for some purposes. In discussion we find how woefully inexperienced our audience may be, and how hard it may be for them to express themselves, take leadership, assume responsibility, or grasp what we are trying to tell them. (And being impatient with them would only add to their lack of confidence.)

It requires patience on our part while a group thrashes out what its problems are and finally comes to the realization that that is what we were talking about all the time. But when you reach your subject from this approach, you've taken the biggest step in solving your problems of interest and participation. Group members may not tackle subject matter in quite the same way the syllabus does, but that's all right.

Definition of the problem is often the hardest part of the problem solving process. You may talk to people for a

month about what you think the problem is. At the end of the month, someone may say: "What our problem really is..." and go on to say just what you have been saying. But he will say it as if he never heard it before. And the rest of the group will get a light in their eyes, and say, "Say, that's it!" just as if you hadn't told them so every day for the past month. Don't despair—you finally got through. That's the way people are. Genuine insight is much deeper than just hearing. That's why it is often necessary to sneak up on the syllabus from the rear. If your supervisor is one of the better-trained people he will understand. Almost certainly the people who prepared the syllabus *meant* for you to make whatever adjustments were necessary to fit your group.

The syllabus is only a means to an end. The important thing is helping people develop: to express themselves, to accept responsibility, to show initiative, to gain confidence, to use their reasoning to solve their problems, to use knowledge rather than to see it as something apart from daily living.

WORKING PAPER

Introductory Remarks

Methods and techniques are in fact means to achieve a certain educational objective. The suitability or otherwise of the methods, would, therefore, obviously be determined by the aims to be achieved. Some of the other factors often taken into consideration while selecting methods are the contents of education to be conveyed and the group of people to whom it is to be conveyed. It is, therefore, appropriate perhaps to preface a detailed discussion on Methods and Techniques by a prior consideration of at least the first two factors, viz. the aims to be achieved and the contents to be conveyed. The third factor, viz. the peculiarities of the group to whom education is to be conveyed, would be taken note of while considering some of the important methods and techniques in detail. The Workshop, therefore, will have for its consideration three main items as follows :

1. The Aim and Purpose of Workers' Education and its Need
2. The Scope and Content of Workers' Education.
3. The Methods, Technique and Tools in Workers' Education.

Aim and Purpose of Workers' Education

What is the aim and purpose of Workers Education ? Let us begin by enquiring what is the aim and purpose of education itself ? Should the aim of education be the traditional accumulation of knowledge and information on certain selected subjects ? Should the aim of education be to widen the understanding of the individual of his environment, to develop his critical faculties and to help him to arrive at appropriate values ? Should education have something to do with providing opportunities for the development of the capacities of the individual

and for the unfoldment of his personality ? Or should education regard its beneficiary as something like an empty vessel into whom required information and knowledge is to be poured ? After arriving at some conclusions about the aim of education the Workshop may consider the aims and objectives of Workers' Education. Is Workers' Education merely adult education for workers or is it in any way different ?

Trade unionists though acknowledging the need for workers' education often point out that due to paucity of resources they are not able to carry on much work in this field. Whatever resources the union has, they point out, have first to be used for solving the organisational problems of a union. The precedence of organisational needs over educational needs appears to be so well-established indeed that never in their minds any question arises about it. The Workshop, however, may like to consider what after all are the organisational needs of a union. Can educational work in any way help solve some of the difficult and persistent organisational problems ? What indeed should be the proper relationship between the organisational and educational activities of a trade union ? Is it possible to achieve fully the aims and objectives of a union without devoting sufficient attention to educational work ? To sum up, the questions for the Workshop are :

- (i) What is the aim and purpose of Workers' Education ? Is accumulation of knowledge and information the aim or is it the better understanding of the environment in which the worker lives and provision of opportunities for the development of the potentialities of the individual and of the unfoldment of his personalities are the aim ?
- (ii) Can Workers' Education be defined as adult education for workers ?
- (iii) What broadly are the organisational problems which a union often faces and how far and to what extent Workers' Education can help in their solution ? What should be the relationship between organisational and educational activities of a union ?

- (iv) Is it possible to achieve fully the aims of a union without devoting considerable attention to the education of its membership ?

Scope and Content

The scope and content of Workers' Education is indicated by its aims and purpose. If Workers' Education has to lay greater emphasis on the problems of workers as a group a mere catalogue of such problems should give sufficient idea about the problems which Workers' Education must cover. What then are the problems of workers apart from those of other groups of citizens ? Perhaps for this purpose it may be best to consider various facets of the life of a worker. Let us begin first with the problems which a worker faces as a citizen of an urban community. Life in the village and the city appear to be quite different. While the village community is homogeneous and the manners and customs and traditions of the people are well-known to him, in a city he finds himself rather in a strange world with people of different cultures and traditions all living together in a small area. Problems of health and hygiene are also different in the city from those in the villages. As a citizen of an industrial community and as head of his family the worker must know where to turn to in case he or any member of his family needs medical attention, how to ensure educational facilities for the children, how to live in peace and harmony with the neighbours coming from different backgrounds and having different traditions and cultures.

The above is just an illustration of some of the problems the worker faces as a citizen. We may then turn to his life as an employee in an industrial undertaking. The work in an industrial undertaking presents problems of its own. The workers coming from rural surroundings are not in the habit of following the rigid time-schedule and disciplines of a factory. The worker must not only learn the technique and skill of doing the job better but he must also understand the rules and regulations of the Company and a code of behaviour inside the works. Then, for illustration, we may also take another phase.

of the life of a worker viz., that as a member of a union. Here his obligations and responsibilities would vary according to the level of union hierarchy to which he belongs. His rights and responsibilities as an ordinary member are different from those of an official of a Branch. If he gets elected to the National Executive or becomes a member of the national leadership, his responsibilities and duties obviously would become still different.

Some illustrations of the various types of problems a worker is called upon to face under different situations have been mentioned. They are just illustrative and not exhaustive. In the light of discussions on the situations like those mentioned above how would the Workshop like to define the Scope and Content of Workers' Education? For the facility of discussion some of the situations mentioned above are summarised below :

- (i) Worker as a member of an industrial community and head of his family.
- (ii) Worker as an employee in an industrial undertaking.
- (iii) Worker as a member of a trade union.
- (iv) Worker as an official at a Branch level.
- (v) Worker as an official at the National level.

Methods, Techniques and Tools

The three important factors among others which are often supposed to influence selection of methods and techniques of workers' education are : (a) a concept of its aim and purpose, (b) the scope and content to be conveyed and (c) the characteristics of the group of people for whom the methods are to be used. A discussion on the first two has no doubt helped to clarify our ideas on the first two factors. It is, therefore, desirable now to consider how in actual practice these two factors would affect the selection of methods.

With regard to the third factor, i.e. the characteristics of the group for which education is meant, the Workshop may

like to go into a little more detail and consider how and in what way the beneficiaries of a programme of workers' education are likely to be different from those benefitting from education provided in the ordinary schools and colleges of a country. What characteristics would distinguish one group from the other and in what way these characteristics are likely to affect the selection of methods.

However good and appropriate a method of workers' education may be, its effectiveness would be determined by the way it is used and put into practice. Then certain aids or tools are often helpful in putting a method into practice. The Workshop may for this purpose take up each of the important methods of education and consider the techniques of properly using it and the tools or aids that may be required for the purpose.

To sum up the questions before the Workshop are :

- (i) What should be the criteria of suitability of a method for Workers' Education ?
- (ii) In educational work often some of the following methods are used :
 - (a) Lectures; (b) Seminars; (c) Study Circles;
 - (d) Debates; (e) Dramas; (f) Wall-newspapers;
 - (g) Radio (h) Films and filmstrips (i) Exhibitions, etc.

The Workshop should examine among others each of the above methods with a view to find out :

- (a) How far each method conforms to the criteria of suitability arrived at under Question No. (i) ?
- (b) What should be the techniques of using them and what *tools* and *aids* would be needed in working each of the above mentioned methods ?
- (c) What mental, psychological and other equipment a teacher would need to work each of the approved methods ?

INAUGURAL SPEECH

Dr. Mohan Sinha Mehta on the 11th April, 1960

Friends,

I am very happy to be in your midst this morning when you have come together for the study of the methods and technique to be employed in Workers' Education. On behalf of the Indian Adult Education Association, I extend to you a very cordial welcome and sincerely greet you on this occasion.

It is a matter of real regret for us that we could not organise this activity in our own building. Unfortunately it is still lying in a widowed state of distress—without a roof over its head and with its limbs feeble and looking diseased. We still hope that some day the building erected as a memorial to a selfless and distinguished worker in the field of Adult Education, the friend and champion of the underdog, the late Shafiq-ur-Rehman Kidwai, would become fit for such purposes. It is our aspiration to see the headquarters of this only national organisation engaged in the cause of Social Education equipped for schemes and efforts to promote the welfare and cultural advancement of the urban labourer. In such activities our Association would seek and find the fulfilment of its main purpose and objective.

The project for which you have agreed to sit and work together for this week is given the title of a "Workshop". We do not wish to take the credit, nor do we deserve the blame, if any, for having pinned this phrase to our banner. This expression is finding increasing favour and publicity under American leadership. We accept it with pleasure and appreciation. It has the obvious force and merit of emphasising a new concept of "Group Work", even though the expression may strike many of us as somewhat sharp and unconventional.

In ventilating, if I may, the views and aspirations of the Indian Adult Education Association, I do wish to reiterate today our faith in the need and value of Workers' Education, and of seeing it develop on sound lines. We confess that its

methods and technique leave considerable room for study and improvement. We would like to render much greater service in this field than we have hitherto been able to do. The limitation of resources has been our main obstacle. Subject to this handicap our Association has given a good account of itself in publishing literature, organising seminars and training workers. While we are proud of this record, we do not feel satisfied with it, when we view the extensive blank spaces on the canvas of Social Education in this great country.

We have to look at the general problem of Workers' Education in the present political and industrial perspective of our country. In both these aspects Indian national life is passing through an important historic phase. In the first place, our country has adopted a completely Democratic Constitution for itself. This fact has conferred on every adult, male and female, in this country the status of a fully enfranchised citizen. He shares in the political sovereignty of this country and is entitled to take part in constituting the Government of the nation and its federal units. Thus, every adult person whether he lives in the city, town, a village or in the remotest mountain or forest regions, whatever be his vocation, status or educational equipment, is entitled to exercise the franchise of a free and a completely democratic country. This means that in the vast majority of cases political rights have preceded political consciousness, not to speak of political education, for the proper exercise of political rights.

Then there is the other aspect of the matter. Since independence big development schemes have been framed under the Five Year Plans. India is becoming a major industrial country. A growing number of people is migrating from rural to urban areas and large industrial township are rising up. Our industrial labour has fortunately the advantage of the membership of properly organised Trade Unions. To that extent they enjoy the benefits and opportunities open to the workers of a modern society. But so far as their cultural development and educational opportunities go, our workers lag far behind their contemporaries of the more advanced modern societies. This backwardness poses a serious problem.

We all know that mass education in the sense of universal schooling of children was started a long time ago in the other civilized countries particularly of Europe and America. We are now trying to catch up in the race, but it will take some decades for us to do so. Our workers are left at a considerable disadvantage. The schemes of Workers' Education in the West had, for that reason, a much sounder and earlier start. The story of WEA (Workers Educational Association) in England and Wales is an object lesson for us in more than one sense. In the first place, it is a model of what far-sighted leadership in the field of voluntary organisations can achieve in attacking a major social problem. Between the social reformers of the last century and the universities, the educational advancement of the workers had been served so well that an ordinary worker by and large received ample opportunity for liberal education. Leaders like Canon Barnett, the Founder and first Warden of Toynbee Hall in East London, and the Educational Settlements provided this opportunity. People could and often did take University Degrees by attending the extra-mural courses organised by these voluntary agencies. In the small region of England and Wales alone there were in 1955 as many as 21 districts in which the WEA was functioning effectively in the service of Workers. Besides the Universities and the WEA, there were also other voluntary agencies at work. One would imagine that the cause of Workers Education in England and Wales has almost reached a saturation point. In fact, the new trends in Adult Education in that country are posing fresh problems and giving rise to new controversies which really pass above our heads when we look at our own position in that respect.

Let us look at another example of a somewhat different type. The famous Danish Minister Grundtvig, started Folk High Schools for the rural people of Denmark. The idea caught on and the Folk High Schools Movement quickly spread all over the country in the middle of the last century. Eventually another idealist of Copenhagen, named Borup, translated the concept of the Folkschule (People's College) for the benefit of the urban worker and I remember seeing his college

thriving in the industrial part of Copenhagen. Even that about thirty five years ago. It provided the same opportunities of cultural education for the urban workers as were contemplated by Grundtvig for the rural folk. The Settlements in the United States led by Hull House in Chicago rendered the same service. They were not primarily educational centres but they served the cause of Workers Education in an effective way.

As we realise well that Adult Education for workers and grown-up people is not just education "out of school", that is, the provision of schooling which was missed by them at the school age. That would be a very narrow, even a wrong approach. The whole philosophy of Adult Education should be viewed in a liberal spirit and should be approached untrammelled by the conventional school syllabus. We should aim at "Education for Maturity" as indicated by John Powell in the title of his fine book. The central purpose behind Workers' Education should be to "strengthen the socially useful factors in his own personality." We have to steer clear, therefore, of the rigidity of the conventional school system. Our endeavour is to seek the purpose of Workers' Education in terms of his corporate life,—in his family, in his industry and in the political community. In other words, we have to aim at those values which would help the worker to find the fullest expression of his faculties and to help him to reach his highest development all round. It might be said that such would be the aim and purpose of all schemes of Adult Education. This contention is acceptable subject to the special conditions in which an industrial worker lives and moves in the urban industrial economy. With this concept will compete the other idea of treating an individual human being as a vessel into which information and knowledge is to be poured. This latter trend is being noticed in certain sections of Western Society. According to the conception of that great educationist, Edmond Holmes, real Education is "self-education" and would consist in the drawing out of the inner powers and faculties of the individual.

The whole subject calls for a great deal of study and research. Our Universities in India have unfortunately made

very little contribution to the study and programme of Adult Education as compared to what has been and is being done in the West. This has been a special handicap for us. Therefore, the leaders of Workers' Education and Adult Education Organisations have to redouble their efforts to make up for this significant loss.

We naturally expect the Trade Unions to devote a considerable portion of their energy and resources to the organisation of educational facilities for their members. They are, it is true, handicapped for lack of financial resources and also perhaps for want of educational leadership. But perhaps it is also due to a disregard of educational values on the part of Trade Union leadership which gives higher priorities to organisational problems and building up what might be called class-strength in the natural effort to safeguard the economic welfare of their members. To many of us, such an outlook might appear to be narrow, and mistaken, even short-sighted. I can speak with little knowledge of this subject. How far moral power, right values and enduring strength can be built up without giving adequate importance to the educational side is itself an excellent subject for objective study in your Workshop. It may be assumed that the aim and special purpose of Workers' Education should be to build up their moral and material well-being in relation to their environment. This would be readily accepted by all people. Everybody would agree that the personality of the worker, whatever his status in his industry, should be developed to the maximum. He should have the opportunity of going as high up the ladder of his industry as he can reach.

But the problem becomes more difficult when we begin to consider how we can realise this aim, in other words, we should turn to the question of methods and techniques. Just as the purpose of Workers' Education is a philosophy by itself, in the same way, the methods also call for special and separate treatment. Some general principles may be laid down, but their application will necessarily vary from place to place, from industry to industry and from one class of worker to

another. When a sufficiently large number of workers is trained for conducting Workers' Education, the technique required for different groups could also be developed. This workshop, it is hoped, will examine this question of the training for various types of workers placed in different situations and surroundings. When we are able to go into such specialisation for our educational workers we would arrive at a stage when the needs and problems of different groups of workers working in different industries and in different surroundings would naturally receive greater and more detailed attention. Then the need of the workers for discharging their duties and responsibilities as office-bearers of their Unions, even as the members of their National Executive or the Executive of a Federation could be tackled.

I can imagine that all persons who would prepare themselves for the education of workers or members of Trade Unions would use all the tools and apparatus which would be of direct or indirect help in the development of the mind and personality of the industrial worker ; such as, discussion groups, study circles, dramatics, Radio, films, exhibitions and lectures, besides the tutorial classes proper. The duties of the teachers would be far more comprehensive than, at any rate different from, the functions of an ordinary school master. The former will require far greater powers of adaptability, the use of imaginative faculties and mental resourcefulness.

I feel confident that as thoughtful and specialised leaders in the field of Adult Education, you will give to all these problems your careful consideration.

To you who are specialists in this field, I am really not qualified to offer any useful ideas. You are drawn from different walks of life, Educational, Administrative, Labour Welfare, Social Education and Trade Unions, etc. I have come to speak to you today at your first meeting mainly because I have great faith in the efficacy of Adult Education for general social and political progress. This is my only claim for standing up here to address you. And I speak to you in all humility. I notice that some very learned and experienced friends

who can speak with authority on many subjects connected with the programme of this Workshop, have agreed to help us in this project. It would have been fortunate for me and indeed I would have greatly benefited if I could stay with you throughout the period of the discussions but other engagements do not allow me to do so. This is a matter of disappointment to me and I hope you will forgive my absence.

May I now request you to proceed with your business, and in doing so, let me wish you a full measure of success in your deliberations. I am hoping that we would be able to publish the summary of the discussions in the form of a pamphlet which could be useful to the large number of workers in the field of Social Education who would not be able to participate in this Workshop.

Workers' Education has made great progress in other countries. Liberal education is no longer the privilege of the fortunate few. In fact, it has been possible for ordinary men and women to rise from humble situations without the advantage of wealth, birth, or University training to some of the highest positions in society. They have become authors, professors, judges, even Cabinet Ministers. Let us also in this country strive to open up similar avenues of success and self-expression for the peasant, the labourer and the artisan. That would give real meaning and content to our Democratic Constitution, and make our society spiritually rich.

I do sincerely thank you again for having responded to this call which has great social value and significance, and for having heard me with such patient consideration.

LIST OF DELEGATES

Name

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BIHAR

2. Prasad, Anand (Mrs).
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3. Singh, Narendra,
M. Com. Teacher-Administrator, Workers'
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BOMBAY

4. Gaokar, G.K., M.A.,
D.P. Ed. Asstt : Social Education Officer,
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5. Pavaskar, C.V., M.A.,
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6. Punekar, S.D., (Dr.)
M.A., Ph. D. Head of the Department of
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7. Udar, Indumati Gopal
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who can speak with authority on many subjects connected with the programme of this Workshop, have agreed to help us in this project. It would have been fortunate for me and indeed I would have greatly benefited if I could stay with you throughout the period of the discussions but other engagements do not allow me to do so. This is a matter of disappointment to me and I hope you will forgive my absence.

May I now request you to proceed with your business, and in doing so, let me wish you a full measure of success in your deliberations. I am hoping that we would be able to publish the summary of the discussions in the form of a pamphlet which could be useful to the large number of workers in the field of Social Education who would not be able to participate in this Workshop.

Workers' Education has made great progress in other countries. Liberal education is no longer the privilege of the fortunate few. In fact, it has been possible for ordinary men and women to rise from humble situations without the advantage of wealth, birth, or University training to some of the highest positions in society. They have become authors, professors, judges, even Cabinet Ministers. Let us also in this country strive to open up similar avenues of success and self-expression for the peasant, the labourer and the artisan. That would give real meaning and content to our Democratic Constitution, and make our society spiritually rich.

I do sincerely thank you again for having responded to this call which has great social value and significance, and for having heard me with such patient consideration.

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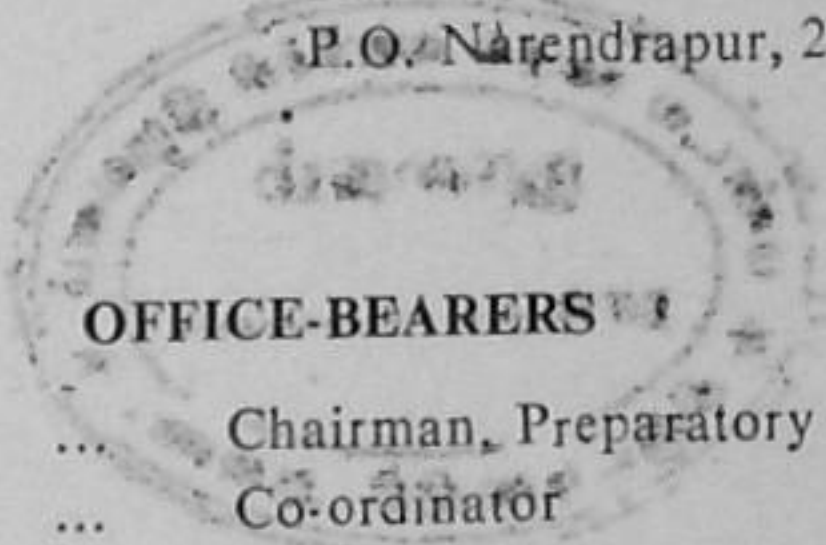
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