

For CATION (1950) Department.

MS. SERIES.

G.O. NO. 2947. Rem.

Dated 2. 11. 1950.

(18)

[Despatch Abstract.]

Adult Education - Radio Talk by Director
of Public Instruction. Printing and distribution
of Copies to Schools. Approved.

Back Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

Further Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

EDUCATION DEPARTMENT.



FROM THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS-6.
TO The Secretary to Government,
Education Department.

R.C.No.251-SE3/50 dated 26-7-1950.

Sir, Sub: ADULT EDUCATION - Radio talk by Director - Printing
of manuscript copies in regional languages - Permis-
sion - Requested.

In enclosing herewith a copy of the English manuscript text
of the Radio talk given by me during the last Adult Education week
I request that Government may be pleased to permit the printing of
the manuscript in English and in the four regional languages. It is
proposed to distribute them to all Training Schools, Secondary -
Schools, Elementary Schools and Inspecting officers. Translation of
the talk in the 4 languages have already been got done by me.

English.	..	2,100
Tamil.	..	16,500
Telugu.	..	17,700
Malayalam	..	4,000
Kannada.	..	1,500
		<u>41,800</u>

Yours faithfully,

Ram. 27/7.
for Director of Public Instruction.

Ram. 27/7.

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The Adult Education Week which was inaugurated yesterday is of special significance to all of us at this moment. It is only a few days ago that the Sovereign Democratic Republic of India was solemnly established and it is particularly appropriate that the Adult Education week should be celebrated so soon after the event. The connection between the two should be stressed though it might perhaps be obvious to many of you.

The India of the future is to be a democracy, based on the four cardinal principles of justice, liberty, equality and fraternity and in the Constitution that we have given to ourselves our far-sighted leaders have sought to establish a structure of Government as would, in their opinion, preserve these great principles. [If democracy is a Govt. by the people, it is of its essence that every adult should, irrespective of caste, creed or means enjoy equal political rights in the Government of the country. Universal adult franchise has thus been conceded under the new constitution, and quite rightly, as without it there cannot be even the form of democracy.

But then, the mere possession of a vote is not sufficient to guarantee to us and to our children the liberty and the freedom which years of ceaseless toil and self-sacrifice have secured for us in 1947. A democratic form of government does not by itself give us democracy unless the spirit of democracy prevails therein. It is within the experience of many of us how an autocracy can, if there is not sufficient vigilance on the part of the people, make a mockery of democracy while preserving its outward semblance.

If this is not to happen here and if the hard-won freedom is to be preserved in full measure and if the general purpose of our State as laid down in our constitution is to be fulfilled, the education of the masses in their new responsibilities is the most urgent problem of our Republic. The constitution

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constitution has given us the form and body of democracy, but it is for the people to furnish its substance and soul.

Democracy depends for its very life on a high standard of education. An uneducated and illiterate people is a grave danger to any democracy and it is much more so to us, beset as we are with so many difficulties, internal and external. If the people are not to be exploited in the exercise of their vote by unscrupulous individuals or groups it is the duty of all of us to co-operate in this great movement which seeks to educate the Adult. Lest I should be guilty of over-emphasizing the importance of education from the political point of view, may I add that without an educated people there can be little progress in any sphere of corporate activity?

Having thus made it quite clear to you why the education of the adult is of the most vital and urgent importance to all of us, if we are to preserve our democracy, I may explain briefly what it is that is sought to be achieved by this movement. The education of the adult does not, of course, mean that it is confined to the imparting of mere literacy. Literacy that is the ability to read and write is not in itself an end. Quite so, but then you will admit that it is by far the most important means through which education can be imparted. Talks, film-shows, exhibitions etc. play quite an important part in the education of the adult but by themselves all these methods have only a limited value and even permanence. However, stimulating or entertaining a talk or a show can be there is this defect that the adult recipient, if I may so use the word, has no control over the time or place or even over the pace of the absorption of the matter. Whatever is devised for a mass appeal inevitably suffers from these limitations.

On the other hand, reading has none of these handicaps. An adult can read a book where he likes, when he likes and

Fourthly, for audio-visual education, i.e., for education through sound and silent films which have been specially selected for their adult appeal.

The present adult literacy schools are different from the old night schools. They are to-day designed to be community centres rather than schools, to provide not only enlightenment but recreation to adults and to become the focal points of all social and reconstructive activities in the area. Normally they should work as community centres striving to build on interests already present, before spending time in creating new interests. All useful knowledge necessary for a proper understanding of current events has been included in the syllabus. Talks on current event, on civics, hygiene, agriculture, co-operation - in fact on all matters which are of interest to the adult have been included. Every one of you can find some subject in which you are interested and can interest the adult. The rest can at least lend a helping hand in teaching reading.

450 such centres are already spread over the four linguistic areas of the Province. 500 more are being attached to professional and arts colleges and Secondary Schools, Training Schools and Higher Elementary Schools. Through these students should find plenty of opportunity to do this great national service. It is hoped to run short training courses for student volunteers in which they can learn something of the technique that is required for teaching adults.

Many more such Social Education Centres will be opened soon and all educated citizens can easily find a centre close at hand for such voluntary national service. If you are a student and can find no opportunity to do this work while at college or school, you can at least do this when you go to your village in the vacation. If you are not a student you

you

K.V.S.

through sound and efficient films which have been especially selected for their adult appeal.

The present adult literacy schools are different from the old night schools. They are co-day designed to be community centres rather than schools, to provide not only enlightenment but recreation to adult and to become the focal points of all social and reconstructive activities in the area. Normally they should work as community centres striving to build on interests already present, before spending time in creating new interests. All useful knowledge necessary for a proper understanding of current events has been included in the syllabus. Talks on current events, on civics, hygiene, agriculture, co-operation - in fact on all matters which are of interest to the adult have been included. Every one of you can find some subject in which you are interested and can interest the adult. The fact that he has a helping hand in teaching reading.

450 such centres are already spread over the four linguistic areas of the Province. 500 more are being attached to professional and arts colleges and secondary schools. Within schools and higher elementary schools, through these students should find plenty of opportunity to do this great national service. It is hoped to run short training courses for student volunteers in which they can learn something of the technique that is required for teaching adults. Many more such Social Education Centres will be opened soon and all educated citizens can easily find a course close at hand for such voluntary national service. If you are a student and can find an opportunity to do this work while at college or school, you can at least do this when you go to your village in the vacation. If you are not a student you

You can help in the school in the village or town where you are resident. Whatever leisure you enjoy can help to make another a literate. If each literate teaches another and starts thereby Each-one-teach-one chains illiteracy can be liquidated in a few years. It is the beginning alone that is difficult but when once this is accomplished the movement will gather such a momentum and ever-widening scope that success is assured.

I may also mention here that teachers working in all grades of educational institutions can do part-time work in their schools and obtain a small grant of Rs. 8/- in addition to a contingent allowance of Rs. 40/- per mensem together with a bonus of a rupee for each adult who is made literate.

It would, however, be helpful to efficiency if such voluntary effort is made under the guidance of one trained in adult education methods. The staff for these centres is being trained in Government Training Schools for Adult School teachers and private agencies will also be encouraged to open similar training centres. Workers are trained at these centres for six weeks in the latest techniques of teaching adults and in employing life-centric methods of imparting knowledge to adults suited to their actual circumstances. They are taught how to make lessons interesting, easy and rapid and to deal with adults in the way adults like to be dealt with. They are trained in quick-literacy methods by which adults can pick up reading ordinarily in 40 to 60 days. The training centres are often adult literacy settlements making an entire area literate through successive batches of trainees. These trained teachers will be available to give you guidance in your work.

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Higher education to those who are already literate in rural areas is provided for in Rural Colleges. The Rural College gives evening courses on such topics as Language and Literature, History and Culture and Economics Political Science. Adults may attend lectures on one or more of these subjects. The fee charged is nominal and Government examinations would be held at the end of the course and certificates awarded. The essential feature of the scheme is to train leaders who can help to create an informed and enlightened public opinion in the rural areas. Such Rural Colleges are now working at Pentapadu, Arcot, Badagara and Perianaickenpalayam. Three for women will be opened this month and it is hoped that many more will soon be established.

In regard to audio-visual education, five film vans will shortly be put into the field and it is hoped to add to the number.

The third day of the South Indian Adult Education week, i.e., to-morrow is set apart for the collection and distribution of books. The provision of books and reading matter is badly needed to prevent relapses to illiteracy and to sustain the interest in the printed word that has been created. The available books gathered through book-dumps this day have to be sorted and distributed to suit the individual capacities for reading and comprehension. But there are vast numbers of adults who had spent only two or three years in an elementary school and who cannot obviously read most of the existing books. Books have, therefore, to be written for their special benefit- books in which the matter has a mature appeal but written in a language that is simple and easy. Books should be short and in bold types. Simple words should be used in short sentences. Frequency of difficult words exceeding one in twenty would render reading painful. Helpful diagrams

are necessary. Humorous expressions would add to their readability and a background of folk lore to popularity. Besides, there is to-day a great need for pleasant-way factual booklets of the type of the Basic Science Series prepared in America, giving accurate information on a wide range of topics. It is a common mistake to imagine that merely because an adult is illiterate he has not the understanding to grasp the significance of current questions of political or social interest. He is perhaps richer in experience and wisdom than many of us. We should never belittle his understanding by trying to interest him in juvenile story books. The cause of adult education has suffered in the past on this account.

We want a large number of such easy reading books. Mexico in her historic drive against illiteracy employed ten million such books. May I appeal to all those that can write for adults to resolve to-morrow to write atleast one book each on these lines?

The library is a necessary adjunct to any programme of adult education. But it should cease to be a mere collection of books, much less should it be a mere agency to distribute books. The usual demand for and the supply of "some good book to read" in villages is not the way to work a library. The librarian ought not to be a mere book-keeper. The money spent on sending round ill-assorted book-boxes is wasteful. "The right book with the right reader" should be the aim of the village librarian. To this end he should study the needs and interests of the community he serves. He should get to know as many of the readers and the books as possible and introduce the reader to the books that interest him. The village librarian should also strive to be a clearing-house of information on how to get further information on particular subjects and possibly arrange for it. He may be ~~unaided~~ assisted in this important task by competent local honorary librarians. The

village

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village librarian can also inspire local literates to help illiterates to read.

The South Indian Adult Education Association deserves to be congratulated for having conceived the idea of holding an Adult Education Week, the first of its kind in our Province. The Week is spread over five days and an interesting and useful programme of activity has been planned for the whole Province. Yesterday was the inauguration day. To-day is the Flag Day. To-morrow is the Library Day for book dumps and distribution. Monday is the fourth day devoted to the starting and the visiting of adult literacy centres. Tuesday the last day of the Adult Education Week is set apart for the mobilisation of literates to teach illiterates by the Each-one-teach-one way. On this day I hope that all the literates in the Province will respond to the appeal.

You are a literate listener. You are willing to do such social service when free. But you want to know how you can do it. The simple thing to do is to go to an adult literacy centre and watch the trained worker there teach adults; and then you yourself can begin to teach. You may also lead discussion groups on chosen topics. If you are not inclined to teach reading or to talk but are willing to enrich the Physical or recreational side of the local community life you are equally welcome to do so. The greater the contact between you and the illiterate adult the better it would be for both; in fact you will be the richer for the experience. In whatever form and in whatever measure you wish to render assistance you are always welcome.

with the Director of Public Instruction, Madras, to be able to do so.

The South Indian Adult Education Association

to be inaugurated for having conceived the idea of holding an Adult Education Week, the first of its kind in our Province.

The Week is spread over five days and an interesting and useful programme of activities has been planned for the whole Province. Your reply was the inauguration day. To-day is

the first day. To-morrow is the library day for book drives and distribution. Monday is the fourth day devoted to the

starting and the visiting of adult literacy centres. Tuesday the last day of the Adult Education Week is set apart for the

motivation of literates to teach illiterates by the shop-one-teacher-way. On this day I hope that all the literates in

the Province will respond to the appeal.

You are a literate friend. You are willing to do

much more than when I first met you. But you want to know how you

can do it. The simple thing to do is to go to the

literacy centre and watch the trained workers there doing their

and then you yourself can begin to teach. You may also lead

discussion groups in chosen topics. If you are not inclined

to lead, handle or to talk but are willing to assist the

physical or recreational side of the local community life you

are equally welcome to do so. The greater the contact

between you and the illiterate adult the better it would be

for both. In fact you will be the better for the experience.

In whatever form you wish to assist, you will be doing

and I am sure you are always welcome.

From

The Director of Public Instruction,
Madras.

To

The Secretary to Government,
Education Department.

Re. 251.S.E.3/50 dated 24.8.'50

Sir,

Sub: Adult Education - Radio talk by Director - Printing
of manuscript copies in regional languages - Permission
Requested -
Ref: My letter Re. 251/S.E.3/50 dated 26.7.'50

I invite your kind attention to the reference cited above and
request the favour of early orders in the matter.

Yours faithfully,

A. S. Sankaranarayanan
28.8.50
for Director of Public Instruction

GRD. 25.8.
26/8

EDUCATION DEPARTMENT



Edn. Depr.

~~This may lie over till 20-9-50~~

~~28/8~~
~~30/8~~

Letter/Ref. No. 21600 C/50 ²¹ ⁽¹²⁾ EDN. DEPT. (C).
Edn., dated 28-8-50.

To

21/8
29/8

The Station Director,
All India Radio,
Madras.

Sir,

Sub: Radio talk by the D.P.I. - Publication.

The D.P.I. has addressed the Govt. for permission
for printing and publishing the talk given by him at All India
Radio on Adult Education. ^{during the last Adult Edu. week.} I am to enquire whether you have any
objection to the permission asked for by the D.P.I. being given.

Yours faithfully,

28/8
29/8

27/8/50

II

Memo. No. 21600 C/50 - 3 Edn. dated 28-8-50.
Radio Talk by the D.P.I. - Publication
Ref D.P.I.'s letter No. 251-S.E.3/50 d 26.7.

21/8
29/8
✓ copy to the D.P.I.

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It has been suggested that on account of the unsatisfactory paper position the 'talk' need not be printed ^{and} ~~as~~ that it may be published in the 'Public Information'. The D.P.S. is requested to state whether this will not be sufficient.

The D.P.S. may also consider whether the 'talk' may be published in the 'New Echo'.

[Signature]
27/8/50

[Signature]
29/8
✓ To the D.P.S.

Government of India
All India Radio : Madras 8

(13)

Dated 31 Aug. '50

No.P.3(1)

The Secretary to Government,
Education Department,
Government of Madras,
Fort St. George,
Madras-9.



Sir, *[Handwritten note: see ed. from 11/8]*

Sub: Permission for Publication.

Ref: Your No.21600.C/50-2, Education,
dated 28.8.50.

...

The Director of Public Instruction has our permission to publish the script of his broadcast talk on 'Adult Education' under suitable acknowledgement to All India Radio. He may kindly send a copy of the publication containing the script for the records of this office.

Yours faithfully,

[Signature: K.P. Govindarajan]
for STATION DIRECTOR 31/8

[Signature]
31/8

EDUCATION DEPARTMENT.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS.

To

The Secretary to Government,
Education Department,
Fort St. George,
MADRAS.

Rc.No. 251/S.E.-3/50 dt. 8/9/50.

Sir,

Sub:-Adult Education - Radio talk by the Director
of Public Instruction-Printing of Manuscript
copies in regional languages - Printing of -
Requested.

Ref:-Government Memo No. 21600C/50-3 Education
dt. 28/8/50.

The Radio talk of the Director dwells on several points
of the Adult Education effort which, it is felt, should reach
every type of educational institution including Elementary
schools and through them the masses. Unless a copy of the
text is provided to each of the educational institutions it is
feared that the aim of making the message reach the masses may
not be successful. This arrangement would also pave the way
for the successful introduction of the Social Education
Expansion scheme. It is also suggested in the present
unsatisfactory paper position that the printing and supplying
of small booklets embodying the text of talk alone would
be cheaper instead of supplying whole copies of 'Madras
Information' to all institutions.

I request Government may be pleased to pass necessary
orders.

Yours faithfully,

For Director of Public Instruction.

V.K.9/9/50.

All India Radio : Madras
Government of India

Dated 31 Aug. 1950

The Secretary to Government,
Education Department,
Government of Madras,
Fort St. George.

Edn. Depy

This may lie over till

30-9-50. for the ref. of the 509

Ref: Your No. 200.C/50-2, Education,
dated 28.8.50. Memo on 12.9.50.

The Director of Public Instruction has our permission
to publish the script of his broadcast talk on 'Adult Education'
under suitable acknowledgement to All India Radio. He may
kindly send a copy of the publication containing the script
for the records of this office.

Yours faithfully,

For Station Director



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2/11

TO

To D.P.S.

The S. L. P.

The D. P. S.

W. H. from

A. on file

Public. in the
the necessary action in the
made in consultation with
the District Information &
Outreach

(15)

Edn. Dept.

Adult Education - Radio talk by D.P.S.
Printing and distribution of copies to
schools - approved.

From the D.P.S. No. 251 SE 3/50 dated 26-7-50

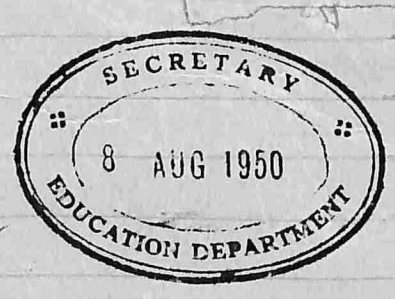
Order No. 2947 dated 2-11-50.

M.S.

The Govt. approve the
proposal of the D.P.S. that the text of the talk
given by him at the All India Radio
should be printed in English and in
four regional languages ^(as indicated in the margin)
and copies distributed to all elementary,
secondary and training schools and to the
inspecting officers of the Dept.

1/8. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 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Note: It is not known what the cost of printing will be. In the interest of Adult Education the expenditure may be sanctioned. It may not be much. Finance may be before circulation.



The paper situation is by no means satisfactory and we have issued a number of orders urging upon heads of depts the need for economy in the use of paper. It is for you to consider whether the proposal which will result in the use of a large quantity of paper should be sanctioned.

Let this be printed in our Public information. Will that not do. Ask the Director of Information. Further should ask the permission of HM (ETZ) 4/8/50 KM

S. In the interests of paper economy I don't think we should support this 5.8.50.

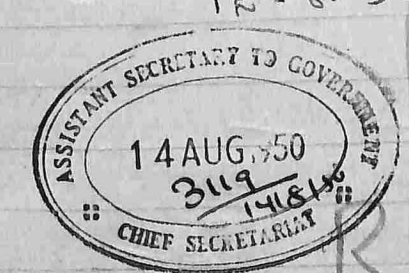
16 Edn. Depr.

The Journal Madras Information has limited circulation. The intention of the Director that the copies of his talk ~~should~~ should be supplied to all elementary, secondary and training schools numbering over 40,000. If the talk is published in the Madras information copies of the Journal may have to be supplied to all these schools. There may not be any saving in expenditure nor will it be possible to secure the economy in paper. In the circumstances it appears that the talk should be printed separately if it is intended that copies of the talk should be supplied to schools.

2. It is understood that the permission of the A.I.R. is not necessary. Public and P.W.D. (IHP) may be consulted before circulation.

9/8 9/8 11/8/50 Pub (Ser) Dept

V.O. 21600 C/50-1 Edn. 12-8-50.



The file has been sent to this Dept with reference to 'A' above. Permission of A.I.R. is necessary for printing the radio talk of the D.P.S. The file may be forwarded to P.W.D.

Public Service Dept. No. 3119/S-1 17.8.1950.

16.8.50 16.8.50 17.8.50 PH (40)

Mr. N. 17/8/50



please see Edn and Public (Ser) Depts' note above regarding printing and distribution of the Radio talks by the D.P.S. on Adult Education.

Public (Sec) are of opinion that the permission of the the A.I.R. should be sought for the purpose. This Dept may also agree with Pub (Sec) and the file returned to Edn Dept.

18/8/50

18/8

18/9/50

Edn. Pub (Sec)



Pl. Dep. No. 2392 A/50

18850

Edn. Dept

H.M. raised two issues: -

- (1) Whether the talk may not be printed in the Madras Information (2) whether the permission of the A.I.R. should be obtained.

(1) Above:

Please see the note above

on page 3 ante. It may not be desirable to publish the talk in the Magazine. For orders whether the D.P.I. should be consulted as ordered by H.M.

(2) above

Public say that the permission of the A.I.R. is necessary.

A draft memo is submitted.

The file may be circulated to H.M. with reference to (1) above.

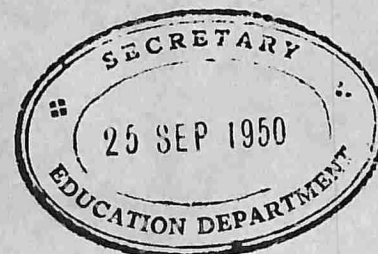
The D.P.I. should be consulted as ordered by H.M. 27/8/50

Please consult A.I.R. first - consultation may be done after reply is recd. 27/8/50

from the Station Div. All India Radio of 21.8.50 123 of 15/9/50 8.9.50 15/9/50

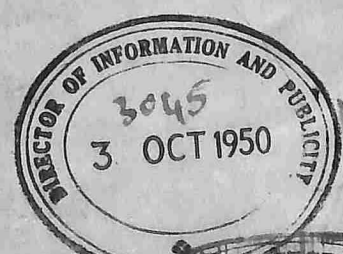
file - to permit the D.P.I. to publish the talk given by him at the All India Radio on 'Adult Education'. H.M. has raised two issues indicated at A above.

19/9



1/10/50

U.O. 21600/50 - 4Edu. 30-9-50



U.O. 3045 A(910)50/ 13.10.50

The Station Director has accorded permission to the D.P.I. to publish his talk. As regards the publication of the talk in the Madras Information the Director's reply is on p. 25 c.f. The Director considers that it will be cheaper to publish the talk separately than to incorporate it in the Madras Information. Please see also the note at 'C' on p.3 ANTE.

2. The file may be submitted to H.M. for orders with reference to his minutes on p.2 ANTE.

S.S.

18/9/50

18/9

All right may (dm) (EK) be published separately (to await return) and also printed in Public Information.

24/9

No draft order already for it has been amplified for order as to issue P.W.D. may see before issue

30/9/50

P.W.D. (I & P)

P.W.D.

Submitted that the article 'placepath to democracy' is the same as the D.P.I.'s broadcast suitably edited and published in the 'M.D.' March 1950 issue on p. 21-22. Hence para 2 in the draft order may be deleted. The file may be returned to Edn Dept with these remarks.

13/10/50 Edn

17
28/10

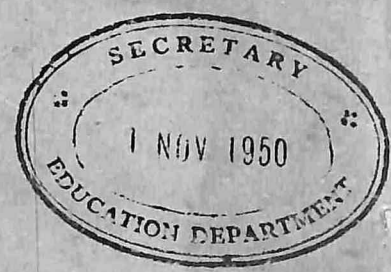
the draft on page 1 and
with reference to the orders of H.M. on page 5 and

In view of the merits of the P.W. (Id P), it is for
orders whether ~~para 2 of the draft~~ ^{it} may be yes
omitted. km

8/10/50
16/10
18/10
24/10/50

Hm (SK)
km

27/10



17

as fast as he likes and as many as he cares to. He can pick and choose the material that interests him. It is only through reading that any new interest which has been aroused in the adult through other means can become a permanent interest. For these reasons, literacy is the most enduring means for education and should, therefore, receive our primary attention.

I shall now briefly outline to you the scheme of Adult Education for the Province which has been approved by Government. Its purpose is two-fold; to make as many adults as possible literate in as short a time as possible, while at the same time widening their knowledge and interests so as to make this a permanent acquisition, and to give a further education to those who are literate but whose education was very elementary and though incomplete. As the main objective is to make these adults useful and responsible citizens of this country, to make them better members of the society, it is better to call it Social Education. The task is so vast that Government alone cannot tackle it as finance is not half so important as the need for workers. Its successful accomplishment is thus possible only if every educated man and woman co-operates. Every one of you can help in this scheme according to the measure of your interest and the time at your disposal.

The Government of Madras have put through a scheme of Social Education which mainly provides:

Firstly, for Adult Literacy Schools for spreading Social Education among adults;

Secondly, for training of the staff for this Social Education Work;

Thirdly, for Rural Colleges in which higher education to adults who have already had some kind of education is provided in order to solve the problem of rural leadership; and

P.T.O.