

# INDIAN INSTITUTE OF EDUCATION, PUNE ANNUAL REPORT : 1977-78

## **Brief History ( 1948-1976 )**

The Institute was established in Bombay in 1948 for conducting research in education, training research workers and promoting the publication of research studies as well as thought-provoking writings on problems of education in India. It devoted itself primarily to the study of policy-making and planning in education, with elementary education as its main focus. Recognised as a post-graduate institution by the University of Bombay, it offered the M. Ed. and Ph. D. programmes. It published a quarterly journal called the *Indian Journal of Educational Research* and the reports of several important researches, especially in the field of educational history. Its activities flourished under the guidance and support of such well-known educationists as R. V. Parulekar, J. P. Naik, V. V. Kamat, K. G. Saiyidain, T. K. N. Menon, G. S. Khair, A. R. Dawood, Sulabha Panandikar, Madhuri Shah, and others.

The staff of the Institute often served as advisers and consultants to the Government of Bombay on matters of educational reorganisation. Around 1960, however, beset with shortages of personnel and finances, the Institute had to curtail its programmes severely and from 1968, its activities came almost to a standstill, except for some programmes which were kept going by Professor J. P. Naik in his personal capacity.

## **Revival of the Institute ( 1975-76 )**

The question of the future of the Institute became a matter of concern to its founders and wellwishers. A series of discussions were therefore held with Mr. N. P. Samant, Chairman of the Institute, and other interested persons. There was an overwhelming demand that the Institute should be revived and developed in keeping with the educational challenges which face the country. A team of well-known educationists in Bombay and Pune offered to assist the development of the Institute. These included Professor J. P. Naik, Professor A. R. Kamat, Professor M. S. Gore, Professor D. A. Dabholkar, Professor A. B. Shah, Professor M. P. Rege, and Dr. Chitra Naik. Assistance was also offered by several leading educationists in other parts of the country. Financial support was promised on behalf

of the Government of India, several State Governments, national as well as international agencies and a large number of interested individuals and institutions. Offers of collaboration and co-operation were also received from several institutions functioning at the international, national and State levels. It was, therefore, decided that the Institute should be revived with effect from August 1976, when Dr. Chitra Naik had agreed to join as Director. It was further decided that the headquarters of the Institute should be shifted to Pune but that there should be a centre of the Institute at Bombay also.

This attempt to revive the Institute received enthusiastic support from all concerned and the Institute made great progress during 1976-77, as recapitulated in the last annual report. During the year under review (1977-78), its progress was even greater as a perusal of this report will show. We now feel confident that by the end of the next year (1978-79), the Institute will begin to function as a viable research and teaching organization of considerable promise.

### **Objectives of the Institute**

The Institute believes that education, if properly planned and organised, can serve as an effective stimulus for evolving an egalitarian social order based on the principles of social justice, freedom and dignity of the individual. From this standpoint, it plans to build up an integrated programme of research and experimentation, training, extension and publications. It would rather concentrate on developing non-formal education than intervene in the formal system. Yet it may assist measures for reforming the formal system to render it more responsive to the needs of the under-privileged sections of society. While searching for alternative strategies outside the formal system, the Institute will attempt to identify and use non-professional teaching resources, devise non-traditional techniques and materials and emphasise learning more than teaching.

### **Organization and Development**

The organization of the Institute took a clearer and larger form during the year. It was decided that the Institute should engage itself in teaching, research and extension (including experiments and innovations) and that it should strive to function at the international, national, State and local levels. On this basis, the Institute prepared a development plan to cover the next five years (1978-79 to 1982-83) which has been published separately.

It will be noticed that the organization and development plans of the Institute as now drawn up are somewhat different from those given in the brochure issued in 1975-76 when a decision to revive the Institute was taken or even from those given in the last annual report (1976-77). This

is inevitable. A certain flexibility in development plans is desirable and it will be necessary to review and modify the plans and programmes of the Institute from year to year in view of the experience gained and the resources available in terms of men and money.

### **Developments in the Institute (1977-78)**

The main achievements of the Institute during the year under review have been briefly summarized below.

(1) **The R. V. Parulekar Memorial Lectures** : Professor Raj Kirshna, Member, Planning Commission, was invited to deliver the R. V. Parulekar Memorial Lectures for 1977. Unfortunately, he could not deliver them during the year, owing to heavy pressures of work. These will therefore be delivered in 1978-79.

(2) **Acharya S. J. Bhagwat Seminar** : The Acharya S. J. Bhagwat seminar was organized this year on 7 and 8 January 1978 on the theme 'Philosophy of Education in the Indian Context.'

(3) **Lectures** : Two special lectures were organized during the year : (a) Professor Rajni Kothari, Chairman, ICSSR delivered a lecture on 'Education and Politics'; and (b) Professor M. S. Gore, Director, Tata Institute of Social Sciences, Bombay, delivered the second lecture on 'Some Issues in Education'.

(4) **Recognition by the University of Poona** : The University of Poona accorded recognition to the Institute as a post-graduate institution for inter-disciplinary research in education.

(5) **Doctoral Students** : During the year under review, Dr. Chitra Naik continued to be a recognized post-graduate teacher of the Poona University. She had one doctoral student working under her- Shri. D. K. Jape who is working on problems of primary education in selected tribal areas of Maharashtra.

(6) **Research Projects** : The research projects undertaken last year viz., 1. Educational Innovations (Dr. Chitra Naik), 2. Comparative Study of Education in Socialist Countries (Dr. Chitra Naik), 3. Education in India, 1966-76 (Prof. J. P. Naik), and 4. Educational Statistics in India, 1882-1976 (Prof. J. P. Naik) were continued. The proposed research project on Educational Finance in Maharashtra could not be pursued as Prof. G. D. Pethe left the Institute. A new project on 'Women and Divorce : Socio-Educational Implications' was sanctioned by the ICSSR and is being directed by Dr. Vasudha Dhagamvar. Three new research projects in the fields of higher and secondary education were also initiated during the year: 1. 'Educational Thought in Modern India: Raja Rammohan Roy to Mahatma Gandhi' (Prof. A. B. Shah), 2. 'Diagnostic Indications of the S S C Examination' (Dr. A. V. Gadgil) and 3. 'implementation of the 10+2 pattern in Maharashtra' (Prof. S. B. Gogate).



(7) **Consultancy** : Consultancy services continued to be provided during the year by Prof. J. P. Naik, Dr. Chitra Naik and Prof. A. B. Shah.

(8) **Journal** : As proposed last year, the Marathi Journal of the Institute, *Shikshan ani Samaj*, started publication during the year. The annual subscription is Rs. 12/-. The journal has received a good response and reviews, and fills a long-felt need.

(9) **Visits Abroad** : Dr. Chitra Naik led a delegation to the USSR and studied the problems of (a) political socialization through education, and (b) adult education. She also participated in and chaired the Regional meeting of Literacy Experts held by the UNESCO Regional Office, Bangkok.

(10) **National Assignments** : Dr. Chitra Naik also worked as a member of the Committee on School Education (Ishwarbhai Patel Committee) and the Working Group on Adult Education appointed by the Ministry of Education, Government of India.

(11) **Contacts with Other Organizations** : The Institute has been able to establish contacts with local research organisations, all the universities in the State and some outside as well. Contacts are being built up with international organizations like the International Institute for Educational Planning, Paris; the International Institute for Adult Literacy Methods, Tehran; University of Wisconsin, USA; the Non-formal Education Centre of Michigan State University; the International Bureau of Education, Geneva; and the Asian Regional office of UNESCO, Bangkok.

(12) **Visitors** : A large number of important visitors came to the Institute during the year under review. Among these, mention may be made of Dr. Ivan Illich; Professor. S. C. Dube, Vice-Chancellor, Jammu University; Shri Anil Bordia, Joint Secretary, Ministry of Education, New Delhi; Professor G. P. Mullins, Professor of Education, University of Adelaide, Australia; and Mrs. Elenor Barber of the Ford Foundation.

(13) **Library** : Considerable additions were made to the library during the year under review. The British High Commission has promised books and journals of the value of about £2,100 for developing the comparative education section of the library; and, with the same purpose, the New Zealand High Commission has promised to donate a selection of books on education in New Zealand.

(14) **Centre for Educational Studies, Bombay** : Negotiations were initiated to get a site for this Centre on the campus of the Bombay University at Kalina.

(15) **Staff** : Professor A. B. Shah became a full-time member of the staff with effect from 1 April 1978. Professor G. D. Pethe left on 31 March 1978. Efforts continued to be made to obtain additional competent staff for the Institute.

## State Resources Centre for Non-Formal Education

The State Resources Centre (SRC) for Non-formal Education which had been established in March 1977 developed during the year under review as the most significant and the largest programme of the Institute. The functions of the SRC, the funds for which are provided by the Ministry of Education, Government of India ( 75 per cent ) and the Maharashtra Government ( 15 per cent ) are:

- a) Organization of workshops/seminars/conferences and publication of books/pamphlets for proper appreciation of the concept and significance of Non-formal and Adult Education;
- b) Training of key personnel and assisting the training of field functionaries;
- c) Development of curricular programmes and methodology of teaching-learning/evaluation for NFE and AE;
- d) Preparation of instructional/learning materials;
- e) Evaluation of Non-formal/Adult Education programmes and technical guidance; and
- f) Other appropriate activities related to NFE/AE.

The State Resources Centre functions in close collaboration with the various Departments of the Institute, and, in particular, with the Department of Non-formal Education. This department undertakes programmes of action-research as well as basic research, guides post-graduate students of education, brings out publications, and promotes the experiments and innovations conducted by other agencies. The Department also offers consultancy to organisations and individuals working in the field of Non-formal Education.

The main activities of the SRC during the year under review are briefly enumerated below.

(1) **Creating Informed Public Opinion :** With a view to creating an informed public opinion on the subject, the SRC organized one State-level seminar and four regional conferences on NFE/AE. A special conference of voluntary organizations engaged in adult education and rural development was held to discuss the preparation of NFE/AE projects. Lectures were delivered at three conferences of teacher educators and two lectures were delivered to organizations of active women social workers. A series of three lectures was given to the students of the SNTD University (Pune campus) in collaboration with the Continuing Education Department of that university. Two special talks on NFE/NAEP were broadcast by the Director, SRC from the Poona station of All India Radio.

(2) **International Seminars :** The Director, SRC participated in two international seminars on training adult education functionaries organized by the Ministry of Education in collaboration with UNESCO. The first of



these was organized at Udaipur and the second was hosted by the Indian Institute of Education and held at Pune. The Director, SRC also assisted in finalizing the Handbook on Training prepared in these seminars, which has since been published by the Ministry of Education, New Delhi.

(3) **Work at the National Level :** The Director, SRC was a member of the Working Group on Adult Education set up at the national level by the Ministry of Education. Professor J. P. Naik was appointed a member of the National Board of Adult Education. The Director, SRC and coordinator also participated in several local, regional and national meetings and conferences on NFE/AE.

(4) **Preparation of Teaching/Learning Materials :** The SRC set up a number of Working Groups and Editorial/Drafting Committees for the preparation of teaching-learning materials for NFE/AE. These involved leading literateurs, journalists, medical and legal experts, officials and non-officials interested in promoting vocational skills, and experienced adult education workers. The materials for a primer for rural men and another for rural women were prepared with the help of these Working Groups and Committees. They are proposed to be published early next year. Other materials under preparation include (a) a handbook for writers, (b) a handbook for teachers and supervisors for the preparation of audio-visual aids for NFE/AE, (c) a handbook for workers in the field of adult education for women, and (d) a handbook on evaluation of adult education programmes. The work of preparing primers for urban men and women as well as for tribal men and women has also been taken up. Work was also initiated on the design and preparation of wall-charts and other audio-visual aids for adult education classes.

(5) **Publications :** The SRC has begun to bring out a Marathi newsletter, called *Samvadini*, to keep officials and non-officials informed about NFE/NAEP, particularly the latter. Articles on NFE/AE are published in the Marathi quarterly journal of the Institute, *Shikshan ani Samaj*. A special issue (January-March) on NAEP was prepared by the SRC. The Marathi version of the Education Ministry's pamphlet on the NAEP was sent to the press. The book *Perspectives on Non-formal Education* was translated into Marathi. The Marathi translation of the *Handbook on Training* prepared in the two International Seminars on Training organized by the Ministry was begun. All these books are expected to be published early next year.

(6) **Experimental Projects :** An Experimental project for children, women and youth in NFE was undertaken in a slum in Pune and it made considerable progress. In the light of this valuable experience, preparation were made to start experimental projects in rural and tribal areas. All these will be started next year when funds are provided for them by the Ministry of Education.

(7) **Consultancy :** Detailed information and consultancy for organizing Adult Education Centres/promotional activities has been given to

Voluntary agencies. Some organizations from the border areas of Andhra and Karnataka where there is a large Marathi-speaking population had requested guidance and materials. These have been provided.

(8) **Staff**: For most of the year, the staff of the SRC consisted of only the Director and Coordinator. In February 1978, an artist was added. Plans for a considerable strengthening of the staff to meet the growing activities and responsibilities have been made in the budget estimates for 1978-79. ]

### **The UNICEF Experimental Project**

Another major activity of the Institute during the year was to launch the preparatory stage of a project on universalization of elementary education for which UNICEF has agreed to give a grant-in-aid of \$ 12,000 (which includes a vehicle) for the preparatory stage and \$ 20,000 a year for five years for the project itself. The preparatory stage was to begin in September 1977 and is to be finished by December 1978. The project is expected to begin in January 1979.

The preparatory stage had two parts. The first related to the organization of an experimental pilot project in a slum in Pune city. Here a survey of about 1,100 households was carried out and a detailed study was made of about 500 children who did not attend schools. This has enabled the Institute to identify the causes of truancy, non-attendance or drop-out and to formulate tentative plans for universalizing elementary education. Some pilot projects for the production of teaching and learning materials and for conducting classes of non-formal education have also been organized.

The second part of the project related to the development of a programme for rural areas. Here a detailed scheme has been prepared in collaboration with the Pune Zilla Parishad. The plan visualises an attempt to introduce universal elementary education in ten selected areas, each having a population of about 30,000.

It is proposed to complete the preparatory stage by December 1978 and to launch the project on a full scale from January 1979.

### **Administration and Finance**

Professor D. A. Dabholkar, who was Vice-Chairman of the Board of Trustees, resigned his Vice-Chairmanship as well as membership of the Board. Professor A. R. Kamat was elected Vice-Chairman in his place; but the vacancy as a member of the Board of Trustees remained unfilled.

The finances of the Institute improved considerably during the year. This was due to larger collections as well as increased grants-in-aid.

(1) The State Governments of Gujarat, Andhra Pradesh, Uttar Pradesh and West Bengal sanctioned ad hoc non-recurring grants of Rs. 25,000

each. This brings the total number of States which have sanctioned such grants to eight.

(2) The ICSSR increased the annual grant to the Institute to Rs. 200,000 (Rs. 50,000 recurring and Rs. 150,000 non-recurring) during 1977-78. It has further increased the grant to Rs. 250,000 during 1978-79 (Rs. 75,000 recurring and Rs. 1,75,000 non-recurring). An application has been made to the State Government to match the grant given by the ICSSR.

(3) The Ministry of Education increased its grant for SRC to Rs. 112,500 in 1977-78 and still further to Rs. 176,325 in 1978-79. The Maharashtra Government started paying its share of fifteen per cent with effect from 1977-78.

(4) Approval of the Government of India was received for the UNICEF grant of \$12,000 for the preparatory stage and \$20,000 per year for five years for the project on universal elementary education project.

(5) Approval of the Government of India was also received for the Ford Foundation Grant of \$150,000 for the following purposes :

\$ 50,000 for contract staff

\$ 50,000 for library, materials and equipment

\$ 50,000 for publications.

(6) The ICSSR has also assisted the Institute to create an endowment fund of Rs. 100,000 for its Marathi Journal.

The Institute desires to place on record its gratitude to all agencies and individuals who have given it financial and other support.

A consolidated statement on income and expenditure as well as a consolidated balance sheet was prepared for the Institute as a whole for 1977-78. This, along with the report of the auditors, is appended to this report. This practice will be continued in subsequent years also.