require decoders. A separate phone line can make spoken interaction possible. A frame store can be used to provide random access capability for images which have been prepared and stored in advance.

A Knowledge Network steering committee and project team will coordinate and evaluate the trials. Results of the evaluation will be used by participating institutions, and eventually the Open Learning Authority of British Columbia, for two purposes. One is to determine the appropriate applications of each narrow band technology; the other is to ascertain the degree of commitment to these technologies that is held by post-secondary educational institutions in the province. Data concerning cost of use, degree of user satisfaction, fulfillment of instructional objectives, perceived advantages and limitations of the technology with respect to the particular application, and suggestions for further applications will be collected from institutional coordinators, instructors, and participants.

The Audio-Plus Teleconferencing Project has run from October 1986 to April 1987. Initially, instructors were trained on their selected audio-plus technology and meetings brought instructors and institutional coordinators together to share information on the progress of each application. During the February implementation period, Knowledge Network staff were sent to test locations to train site coordinators and students on the use of the technology before each trial session. A video produced by the Knowledge Network will document the entire project. The evaluation should be complete by Spring 1987 and results should be available by Summer 1987. Copies of the video tape and the evaluation results will be available upon request.

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Distance Education for the Rural Masses:
Recommendations of a National Seminar
Held in Gujarat State, India, 1986

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Introduction

In January 1986, a National Seminar on "Distance Education for the Rural Masses" was held at Gujarat Vidyapith, an educational institute in Gujarat State, India, which was founded in 1920 by Mahatma Gandhi and recognized as a university by the Indian Government in 1963. The seminar's director was Professor Ramlal Parikh, Vice-Chancellor and Professor of History and Peace Education at Gujarat Vidyapith, and its inaugurator was Professor Ram Reddy, Vice-Chancellor of Indira Gandhi National Open University, New Delhi.

Recommendations: Subgroup 1

Subgroup 1: An Open Learning System was chaired by Professor Gunvant Shah (of Gujarat University). A summary of the recommendations of this subgroup follows.

1. An open learning system should not be equated with an open university, though it might begin there. An open learning system goes beyond the formal infrastructures of universities. Although TV has its own place in any open learning system, it is not the only possible medium of transmitting learning to the common people. However, the Madras experiment of using TV for adult literacy should be studied in-depth.

2. An open university should use all possible media, including the non-electronic media, to send out messages to people on a massive scale. A message, for example, should be selected every week for the whole nation and all possible channels should be used. The message should be such that it appeals to all the people. These weekly messages, on agreed priority areas, should be carefully prepared to be projected through TV, radio, newspapers, posters, wall papers, and other forms of communication.

3. In order to be an effective agency of mass education, an open university should give thought to prioritization of the following areas of immediate concern:
   i. Population education;
   ii. Literacy & post-literacy programmes;
   iii. Health education;
   iv. Development of agro-industrial skills; and
   v. Socio-cultural awareness for good citizenship.
4. The centralized mechanics of the open university can come up with common visual materials with universal appeal by simultaneously dubbing these in regional languages.

5. An open university system can develop a library of audio and video cassettes and also act as a clearing house for the following agencies:
   i. Door Darshan (TV);
   ii. Akash Vani (radio);
   iii. NGOs;
   iv. State Resource Centres for Adult Education;
   v. Universities; and
   vi. Other educational institutions.

6. All possible effort should be made to enhance the complementarity between the existing university infrastructure and an open university system. The procedures of admission should be flexible enough to enable a large number of students to move between the two systems.

7. Distance education should reach out to the most remote corners of our society where the disadvantaged millions work in unorganized sectors. These include landless labourers, marginal farmers, hawkers, daily wage earners such as Coolies, bonded labourers, scavengers, maid servants, rag pickers, street vendors, field workers, child labourers, tribal population (men and women), and village artisans.

8. An open learning system should not be confined to open universities only. There are many other ways in which open learning can be encouraged through conventional universities. Traditional modes of communication such as puppet-shows, street corner dramas, Janashas, Bhavais, Kata Kirtans, folk dances, folk songs, folk fairs, and so forth, should be integrated into the open learning systems.

9. Every state must have an open university, to cater to the regional cultural moorings of the people. All open learning systems in the country should be coordinated.

10. The national open university should constitute task forces to prepare course banks for the need-based programmes.

Recommendations: Subgroup 2

This subgroup, chaired by Dr. Jay Gopal of the University of Madras, discussed the role of the existing conventional universities in educating the rural masses through distance education. Its recommendations follow.

1. The issue of utilizing the resources of the traditional universities in educating the Rural Masses through distance education should be fully explored. In this regard the three components of “Rural Masses,” “Conventional Universities” and “Distance Education” should be considered as points of triangulation.

2. The University Grants Committee of the Government of India (UGC) should insist that all universities open on-going Adult/Continuing Education and Extension Centres by the end of 7th Five Year Plan.

3. The universities should encourage various departments of education and colleges to get involved in the education of rural masses.

4. The universities should encourage the students of various faculties to get involved in the conduct of bench-mark surveys, rural area planning, and development of distance learning material, training of functionaries, and so forth.

5. Extension education should be given equal importance to that given to teaching and research and the “extension culture” should be developed in each university. Some extension work should be made compulsory for all students and teachers. The UGC should further stress the importance of extension work.

6. The Ministry of Human Resource Development should adopt policy measures so that extension activity becomes mandatory for attaining degrees.

7. In order to motivate students and teachers to shoulder their responsibilities, some incentives may be evolved.

8. Every university having a Department of Adult and Continuing Education must get involved in some distance education supporting activities through the open university or open learning system.

9. University departments could play a vital role in developing varied curricular frames for different target groups located in rural areas.

10. All EMRCS and AVECS should be involved in at least one form of Education intended for the rural masses through the distance education approach.

11. Establishment of rural educational complexes should be encouraged. The conventional universities should act through the rural universities.

12. The existing universities should adopt the following target groups for developing appropriate packages of (hardware and software) video technology:
   i. Tribal women;
   ii. Landless agricultural labourers;
   iii. Marginal farmers; and
   iv. Rural artisans, etc.

13. The existing universities should develop distance education programmes for educating the following workers of unorganized sectors on a priority basis:
Le savoir à domicile: Pédagogie et problématique de la formation à distance

France Henri et Anthony Kaye
Québec: Presses de l'Université du Québec, 1985, 369 pages

Le savoir à domicile est un livre au sujet de la formation à distance et particulièrement de l'aide qu'elle peut apporter dans la formation des adultes ainsi que des problèmes multiples et variés associés à la formation à distance. Le livre est composé de trois parties: la première propose un apérix général de la formation à distance y compris sa définition et son environnement politique et organisationnel; la deuxième traite des aspects pédagogique et andrologique de la formation à distance; et la troisième traite de la technologie de l'information et des média de communication dans l'enseignement à distance. Ce livre contient une profusion de renseignements précieux non seulement au sujet de la formation à distance mais encore sur tout le domaine de la formation des adultes et de l'éducation permanente. Chaque partie du livre pourrait être utilisée individuellement comme manuel d'enseignement: la combinaison des trois parties s'avère une ressource de grande valeur pour ceux qui travaillent dans le domaine de la formation à distance.

La première partie du manuel traite de la définition de la formation à distance et inclut le paradigme de Henri et de Kaye sur la formation à distance, ses politiques, son organisation, et sa structure. Cette section fournit une excellente base et un encadrement pour le reste du manuel en plus de parler des questions les plus controversées associées à l'enseignement à distance. Le chapitre sur les politiques de la formation à distance démontre un grand courage car les spécialistes du domaine se rendent compte du rôle primordial joué par celles-ci dans des aspects aussi élémentaires que le développement des cours et leur mise en application; néanmoins, c'est un sujet que la plupart préfère ignorer. Les auteurs sont dignes d'éloges pour avoir traité des controverses suscitées par le rôle assumé par les politiques dans tout le domaine de la formation à distance. Ils concluent que la formation à distance révolutionnaire, en fait, la façon dont les gens perçoivent l'enseignement. On peut peut-être se demander s'il s'agit là d'une révolution ou d'une évolution, mais les auteurs font remarquer l'impact majeur de la formation à distance sur le monde de l'enseignement depuis les dernières années, et il y a de fortes indications que la formation à distance prend de plus en plus d'envergure sur le plan international. Le chapitre trois, qui traite de la formation à distance en tant qu'organisation, offre une analyse fonctionnelle des divers éléments impliqués dans l'organisation et le fonctionnement de la formation à distance. L'emploi