

Memorial Resolution
Harbans Singh Bhola
1932–2021

Harbans Singh Bhola, professor emeritus of education policy studies at the School of Education, passed away peacefully in his Tucson home on April 9, 2021. He was born May 5, 1932 in Punjab, India.

Harbans attended Punjab University and earned a B.A. (Honors) in physics and mathematics (1951) and M.A. degrees in English literature (1953) and history (1957). After working for several years for the Union Ministry of Education in India, he came to the United States to complete his Ed.S. at Indiana University in audiovisual education (1964) and his Ph.D. at The Ohio State University in educational communications (1965).

In 1970, Harbans joined the Indiana University faculty as an associate professor in instructional systems technology and comparative education. He earned promotion to professor at IU in 1976. Over an IU career spanning more than 30 years, he contributed to the study, development, and improvement of education policy, organizations, and practices worldwide. As a scholar, teacher, consultant, advocate, and administrator who cared deeply about the education of all the world's people, especially the disadvantaged, he and his work have touched the lives of countless colleagues, students, and ordinary citizens from the United States to Africa and from Europe to India, the land of his birth. He was widely recognized as an expert on a host of subjects, with his scholarship in the field of adult literacy being the most widely recognized.

In the 1980s, Harbans helped develop the requirements and courses for a doctoral minor in education policy studies. When a Ph.D. major in policy studies was approved in the early 1990s, he devoted his time to teaching in that program and in comparative education in the Department of Educational Leadership and Policy Studies. Both programs continue today, reflecting the enduring nature of his remarkable contributions to the institution.

As an instructor at IU, he developed and taught courses at the graduate level in the master's program in comparative and international education, in the doctoral program in instructional systems technology, in the doctoral program in education policy studies, and at both the master's and doctoral levels in educational inquiry. His courses on education and change in societies, program evaluation and his seminar in education policy studies served students throughout the School of Education and the entire university. He was also a longtime faculty member in the African Studies and India Studies programs at IU, where he participated in research grants, workshops, dissertation committees, and instructional programs.

A prolific scholar, Harbans published over three hundred works, including eleven books, eight monographs, ten policy reports, over eighty articles in scholarly journals, and twenty-four chapters in edited books. His articles appeared in a broad range of journals, from the *Comparative Education Review*, the *African Studies Review*, and *Studies in Educational Evaluation*, to *Curriculum Inquiry*, *Studies in Philosophy and Education*, and the *Policy Studies Review*. Much of his work was sponsored by and has shaped the policies and programs of influential international organizations, including the German Foundation for International Development (DSE); the United

Nations Educational, Scientific, and Cultural Organization (UNESCO); the United Nations International Children's Emergency Fund (UNICEF); the World Bank; and the United States Agency for International Development (USAID).

Reflecting the global nature of scholarship, many of Harbans's most important books and research articles have been made available to a wide international audience through their publication in Arabic, Chinese, French, Japanese, Persian, Russian, and Spanish. His work has been recognized internationally as making important contributions to his fields of expertise. For example, in 1997, he received the Policy Studies Organization's Aaron Wildavsky Book Award for his publication of one of the best policy studies books since 1975. In 2000, his article "A Policy Analysis of Adult Education in India" was one of only twenty papers selected for inclusion in UNESCO's Adult Education in India from 1,500 publications worldwide from the last half of the twentieth century. In 2000, he was cited in *The State of Adult and Continuing Education in Africa* as one of the three educators who has most influenced the theory and practice of adult education and adult literacy in Africa.

During his career, Harbans held consultancies sponsored by over a dozen such agencies and governments, among them DSE, UNESCO, UNICEF, the World Bank, and USAID. The list of countries in which he has consulted reads like the index of an atlas of Asia, Africa, and South America—Afghanistan, China, India, Iran, and Turkey; Botswana, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Namibia, South Africa, Tanzania, Uganda, Zambia, and Zimbabwe; and Bolivia, Colombia, and Ecuador. The topics on which he consulted comprise the most pressing international issues of education theory, policy, and practice—education policy development and analysis; education and development planning; education media planning; organizational communications; nonformal education; adult literacy; evaluation, the design of training, and program and curriculum development in out-of-school settings.

We request that this memorial tribute to Harbans Singh Bhola be presented to the members of the Bloomington Faculty Council, that it be preserved in its minutes and archive, and that after its presentation copies be sent to member of the family.

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