



# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. I, No. 1

April 1979

Limited Circulation

## ABOUT THIS NEWSLETTER

ADULT Education has become a matter of national concern during recent years. It has now been recognised that low educational level among the adult section of the population is one of the most serious obstacles to the success of development programmes. Therefore provision of educational services for adults has been accepted as an integral part of the overall educational system in our country.

The Indian Adult Education Association acts as a clearing house and co-ordinating agency in adult education. To feed its affiliated agencies with latest information on adult education in India and in other developing countries, it has been decided to bring out a monthly Newsletter. This will inter alia cover reports from field institutions on the implementation of National Adult Education Programme (NAEP) in the country.

The Association has pleasure in placing in the hands of adult educators of this country the first issue of the Newsletter. It will welcome suggestions for its improvement. It is hoped that member organisation and other adult education agencies in India will keep the Association informed about their programmes and activities so that the Newsletter could effectively serve the purpose for which it has been started.

CHANGE IN TELEPHONE NUMBER OF IAEA

The telephone number of the Association  
has been changed recently from 272524  
to 261796.

FOLLOW-UP BOOKS IN HINDI FOR RURAL ADULTS

The Indian Adult Education Association organised a three-day national workshop of renowned Hindi writers in New Delhi from August 4-6, 1978 to induce the creative writers in Hindi to think of rural adults in their writings. Thirty five writers, publishers and adult education experts from different parts of the country attended it. As a result of this workshop the Association has recently brought out 10 books in Hindi for the neo-literates.

1. Radhika Doot Aayee - Kamla Ratnam
2. Aag Aur Pani - Dr. Prabhakar Machve
3. Barte Kadam Va Shahar Ka Patra  
GaonKe Naam - Vinla Lal and Yogender Nath Sharma 'Arun'
4. Samaj Ka Abhishap - Braham Parkash Gupta
5. Bitiya Ka Geet - Shiv Govind Tripathi
6. Mere Khet Me Gaay Kisne Hanki - Jogendra Sexana
7. Nayee Zindagi - Dr. Ganesh Khare
8. Jeevan Ke Shiksha - Naryan Lal Parmar
9. Kalyanjee Badal Gaye - A.A. Anant
10. Ake Raat Ki Baat - Indu Jain.

The Association is organising another writers' workshop in Indore, M.P. from May 6-9, 1979. 20 Writers and adult education experts from Hindi speaking States of this country are expected to join this workshop. The Association hopes to produce five books as a result of this workshop.

\*\*

CONVERGENCE NOW AVAILIABLE IN INDIAN CURRENCY

The subscription for quarterly magazine of the International Council for Adult Education. "convergence" can now be paid in Indian Currency to the Director, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi-110 002. The subscription is Rs. 50/- by Sea-mail and Rs. 60/- by Airmail.

NATIONAL SEMINAR ON INTEGRATION  
OF  
POPULATION EDUCATION IN NAEP

A five day national seminar on integration of Population Education with N.A.E.P. was organised by the Directorate of Adult Education, Ministry of Education and Social Welfare, Government of India in collaboration with Family Planning Association of India and UNESCO in Bombay in early March this year. About 50 experts both in the field of adult education and population education from all over India participated in the Seminar.

The Seminar was inaugurated by Smt. Renuka Devi Borkar, Minister of State for Education, Government of India. In her address she mentioned the great need for integration of population education with adult education.

The Seminar participants had the opportunity to listen to Shri Anil Bordia, Jt. Secretary, Ministry of Education, Government of India, Dr. A.K. Jalaluddin, Director, Directorate of Adult Education, Dr. K. Srinivasan, Director International Institute of Population Studies and Dr. Madhuri Shah, Vice-Chancellor S.N.D.T. Women's University, Bombay.

Each speaker laid great stress on the problem of illiteracy and population explosion which is facing the country. They appealed to the participants to come out with practical and concrete suggestions for effective integration of Population Education and National Adult Education Programme. ...4

Some of the important recommendations that were evolved in the workshop were as follows:-

1. Population Education must be linked to health and family welfare services available in the community.
2. Population education should aim at establishing new social awareness.

3. There should be a training programme for integration of population education with N.A.E.P.
4. Co-ordination committee at national level should be established which consists of representatives of the Directorate of Adult Education, Ministry of Health, N.C.E.R.T., Universities, F.P.A.I. Central Board of Workers Education, voluntary agencies etc. This committee should ensure smooth linkage of Population Education with N.A.E.P.
5. It is essential to recruit women teachers and educated women to impart population education for women.
6. A working group comprising of representatives from the Directorate of Adult Education and the F.P. A.II. may be constituted immediately to examine existing materials to modify these where necessary and to take follow up action.
7. While evaluating N.A.E.P. special effort should be made to assess the level of population awareness achieved by the learner when assessing literacy and general awareness.

..

ROLE OF A.V.AIDS IN NAEP

The role of audio-visual aids in promoting National Adult Education Programme was the theme of a symposium organised by Nehru Yuvak Kendra, Jodhpur on 16th March, 1979 in co-operation with the Regional Field Publicity Unit, Jodhpur. The Adult Education Instructors, NSS Officers, Field Publicity Officer and the district family welfare officer participated in the symposium. The Publicity Units at district level have decided to extend all possible assistance to Nehru Yuvak Kendra in strengthening NAEP while arranging film shows, organising exhibitions, holding conferences, debates, symposium and discussions from time to time in the villages.

TRAINING PROGRAMME ON ADULT EDUCATION  
IN NAGPUR

"The Indian Institute of Youth Welfare, Nagpur has organised a twelve day Orientation Course for Instructors recruited by voluntary agencies, colleges and training centres for running Adult Education centres in Nagpur and rural areas around Nagpur.

Forty five young people including twenty five girls attended the course.

Shri A.R.Deshpande (Nehru Literacy Award Winner), Dr.Ram Kale of Nagpur University and Mr.Arvind Jagirdar were among the resource persons in the course

..

BAEA TRAINING COURSES

The Bikaner Adult Education Association organises Craft Training Courses to instil in women the dignity of labour and to improve their economic condition.

Shri Bhagirath Rai Bishnoi, Dy. Inspector General of Police, Bikaner range distributed the certificates to the successful candidates of the nylon socks knitting training course in Bikaner recently.

Speaking on the occasion, Shri B.L. Kothari, President of the Association said that these training programmes had gone a long way in making the women self reliant.

An exhibition of articles produced in various training programmes was also organised on the occasion.

ADULT EDUCATION FOR TRIBES

The Adult Education Centres for the tribes run by the Nehru Yuvak Kandra, Dungurpur, Rajasthan are not only provide literacy education but also giving information on the latest technology in farming and food production, cottage industries.

community development, nutrition, family planning and health services etc.

The Kendara also organises games and cultural programmes etc. in these centres.

..

STATE RESOURCE CENTRE FOR ADULT EDUCATION  
ANGUL, ORISSA

..

The State Resource Centre for Adult Education, Utkal Navajeevan Mandal, Angul, Orissa is bringing out a monthly bulletin entitled "Chetana" to keep the voluntary agencies and other in the State informed about the recent developments in education both in India and abroad.

It is also bringing out an Oriya translation/adaptation of Training of Adult Education Functionaries - A Handbook published by the Directorate of Adult Education, Govt. of India, New Delhi.

The SRC has also completed the Benchmark survey in two forms, namely the Village Information Schedule (VIS) and the Learners Information Schedule (LIS). The VIS is designed to survey the entire village where an Adult Education Centre is to function or is functioning. The areas covered under this schedule are: general information regarding the facilities, available resources in the village such as institutions regulating its social life, programmes and functionaries, the main economic social and cultural activities of the people and availability of service agencies/facilities. The LIS is designed to find out learners needs and interest with a view to develop teaching-learning materials based on their needs, socio-economic background, social awareness, attitudes and functional skills. The VIS has been completed in 21 villages and LIS in respect of 900 learners.

Further Information: Shri B.B. Mohanty, Director, SRC for Adult Education, Utkal Navajeevan Mandal, ANGUL-759. ORISSA. ....7

N.A.E.P. AND COLLEGES

The Government College, Sirohi, Rajasthan organised a Regional Seminar on National Adult Education Programme in Sirohi on Feb. 2 and 3, 1979. The major recommendations of the seminar were:-

1. If two or more Colleges in a City/Distt. run ten Adult Education Centres, they might be considered as one unit for the allotment of grant in the light of U.G.C. guidelines.
2. Students who have run satisfactorily an Adult Education Centre for the whole session might be given some weightage in admission and services.
3. Periodic Seminars/training programmes/workshops for persons engaged in NAEP should be organised to exchange experiences.

..

EUROPEAN BUREAU CELEBRATES ITS 25TH ANNIVERSARY

To commemorate its 25th Anniversary, the European Bureau of Adult Education held a conference in October 1978 on "The Development of Local Education Networks". It was also the occasion to honour the long-time voluntary services of Bob Schouten to the Bureau since it started.

Mr. Schouten has written a book on the Bureau's activities, The European Bureau of Adult Education 1953-1978, which is available from the Bureau, Postbus 376, 3800 AJ Amersfoort, The Netherlands.

IMPLICATIONS FOR ADULT, NON-FORMAL EDUCATION IN UN 1979 CONFERENCES

Two major United Nations 1979 World Conferences -- on Rural Development and on Science and Technology -- have direct implications for adult and non-formal education.

The World Conference on Agrarian Reform and Rural Development takes place 12-20 July at the Rome headquarters of

Food and Agriculture Organisation. The aim is to plan a more concerted and international effort to overcome rural backwardness through a transformation of economic, social and environmental conditions. A special emphasis is on helping developing countries to take action on injustices in land tenure and distribution.

The UN Conference on Science and Technology,

held on 20-31 August in Vienna, emphasizes how technology can be transferred to developing countries without damaging the social structure, and how science and technology could best be applied to improving the well-being and quality of life for all people.

A major objective is to define the conditions under which technology can help to attain the economic and social development that is fundamental to the aspirations of the New International Economic Order.

For information: UNSTD Secretariat, Room DC-1148,  
United Nations, New York, NY.10017, USA.

ASPBAA REGIONAL CONFERENCE

The South Asia Region of ASPBAE will hold a Conference in Sri Lanka in 1980 with the assistance of the Government and the National Commission for Unesco. The theme will be "Non-formal Education and Income Generation". A national association of adult/non-formal education is expected to be formed by the time of the conference. For information: W.M.J.Wijetunga, Vidyodaya Campus, University of Sri Lanka, Nugegoda, Sri Lanka.

MHAIKI JOINS UNESCO

Mr. Paul J. Mhaiki, Vice President of the International Council for Adult Education has been appointed in January, 1979 as Director of UNESCO's Division of Literacy, Adult Education and Rural Development in Paris. Most recently, Mr. Mhaiki was the Tanzanian Ambassador to France and to Unesco. ..9

BOOKS / REPORTS

An analysis of Tanzania's "Man is Health" campaign, by Budd L. Hall, ICAE Director of Research, and titled Mtu ni Afya: Tanzania's Health Campaign, has been published by the Clearinghouse on Development Communication, Academy for Development. The 74-page book can be obtained free of charge from the Clearinghouse, 1414 22nd Street, NW, Washington DC 20037, USA.

\*\*\*

Ideas and Action, is a bimonthly bulletin of FAO's Action for Development Programme, edited by Vicky Bawtree, and is available free from FAO, 00100 Rome, Italy.

...

GUEST ROOM FACILITY AT IAEA HEADQUARTERS

THE INDIAN ADULT EDUCATION ASSOCIATION HAS CONVERTED TWO ROOMS AT ITS HEADQUARTERS IN NEW DELHI AS GUEST ROOMS TO ACCOMMODATE UP TO FOUR GUESTS AT A TIME. IT WILL ONLY BE A LODGING FACILITY AND THE GUESTS WILL HAVE TO MAKE THEIR OWN BOARDING ARRANGEMENTS.

THE ASSOCIATION WILL BE MAKING A NOMINAL CHARGE OF RS.7.00 PER DAY PER HEAD TO COVER THE EXPENSES OF ELECTRICITY, WATER, AND MAINTENANCE ETC.

SINCE THE ACCOMMODATION IS LIMITED, IT WILL BE GIVEN TO MEMBERS ON "FIRST COME FIRST SERVED" BASIS.



# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. I No. 2

May 1979

Limited Circulation

## SUMAN INAUGURATES WRITERS WORKSHOP

Dr. Shiv Mangal Singh 'Suman', former Vice-Chancellor of Vikram University and a renowned Hindi poet said in Indore (M.P.) on May 6, 1979 that the National Adult Education Programme (NAEP) launched in the country on October 2, 1978 was the most imaginative programme ever launched in this country and for the first time a national responsibility had been considered.

Dr. Suman was delivering the inaugural address of the four-day Writers' Workshop organised by the Indian Adult Education Association with financial assistance from the Ministry of Education, Government of India.

Dr. Suman suggested that a writer should be above caste, creed or colour. He should look at man as a supreme creation of God but not as a Hindu, Muslim, Sikh or a Christian, high or low or rich or poor. If his writing was influenced by any such consideration it could not have any lasting or universal appeal, he feared.

The writer should also listen to the dictates of his heart. No external considerations should influence his writings. Whatever one writes should come from within, he said.

Dr. Suman said that writings should be such as to sustain interest. Once a book was opened, it should be closed only on completion. This should be the aim of all writings. This is all the more true in the case of literature for neo-literates and adult learners.

Concluding, Dr. Suman said that the writing should act as a healer. It should bring solace and comfort to a troubled heart, otherwise who would care to read anything which does not heal the wounds caused by the fret and care of this miserable world.

Shri J.D. Sharma, Director, Indian Adult Education Association speaking on the occasion, apprised the gathering of the relentless efforts on the part of the Association, all through these four decades, for the popularisation and promotion of adult education movement in the country. He enumerated in detail the wide ranging activities of the Association vis-a-vis the NAEP and explained the aims and objectives of the Writers' Workshop.

During the four-day deliberations, three main subject areas viz. Developmental Schemes and Facilities, Women's Welfare and General Readings were thoroughly discussed both in plenary sessions and in groups. The three groups came out with detailed outlines for the preparation of easy, simple and need-based literature in Hindi for neo-literates.

The valedictory address of the workshop was given by Dr. Devendra Sharma, Vice-Chancellor, Indore University and was presided over by Shri Om Prakash Raval, former Minister of Education in the State of Madhya Pradesh.

The Workshop was attended by about 25 writers and resource persons from the Hindi speaking regions of the country.

The Association will bring out five to seven booklets for neo-literates as a result of the Workshop.

\*\*\*\*\*

#### STUDY VISITS FOR FIELD WORKERS

The Indian Adult Education Association has undertaken a pilot project for providing on-the-spot training to the field workers actively involved in the implementation of the National Adult Education Programme by arranging their visits from one area to another area within the country, so that they could learn better methods and techniques in the field of adult education. The purpose of such study visits is to provide an opportunity to field workers to discuss adult education programmes with other organisations and to see for themselves the field projects in operation. Such visits will be made in small teams of two to four persons each and will be for a period of 10 to 15 days.

The member organisations of the Association have been requested to send names of key-level personnel from among the field workers for such study visits.

Further information: Director, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi - 110002.

\*\*\*\*\*

#### MANUAL FOR ADULT EDUCATION FUNCTIONARIES

The Indian Adult Education Association in collaboration with the Directorate of Adult Education proposes to bring out a Manual on Adult Education for voluntary instructors and adult education functionaries. The manual would be a booklet of 100 to 125 pages which will provide basic information on various aspects of adult education.

The Association is organising a workshop of about 10 resource persons in New Delhi in June this year to draw up a synopsis for this manual.

\*\*\*\*\*

DIRECTOR VISITS ORISSA AND WEST BENGAL

The Director of IAEA, Shri J.D. Sharma, visited Orissa and West Bengal from March 28, 1979 to April 4, 1979.

During his Orissa visit, he met a number of adult education functionaries and workers at various levels belonging both to Government and Voluntary Organisations.

The Education Secretary and DPI, Orissa welcomed the assistance of IAEA for training of adult education functionaries and for production of literature for neo-literates. It was also suggested that IAEA should produce literature on "General Awareness" on all India basis and some film strips in adult education.

Shri R.N. Mohanty, Hony. Adviser, Khadi and Village Industries Commission, suggested that voluntary organisations working for NAFEP should take the help of Khadi and Village Industries Commission to improve the earning capacity of poor families so as to provide sufficient motivation for the illiterate adults to participate in the NAFEP.

During his visit to Calcutta on April 3-4, Shri Sharma met the workers of State Resource Centre, Bengal Social Service League, Saroj Nalini Dutt Memorial Association and other local members of IAEA. The programme of the Association for 1979-80 was discussed with them.

\*\*\*\*\*

SEMINAR ON NFE FOR SCHOOL DROPOUTS

A three day Seminar cum workshop on Development of Strategies for Non-formal Education Programme in Urban Slum Areas was held in New Delhi on March 29, 1979. About 50 participants from the Northern Region of the country attended it. The workshop was convened by the NCERT in collaboration with Jamia Millia Islamia, New Delhi.

Inaugurating the Conference, Mrs. Renuka Devi Barkataki, Minister for State for Education said that because of flexibility, decentralised curricula and practicability, Non-Formal education was more suitable than the formal education system.

The NFE Programme for school drop-outs would help to improve the life of the children and would enable them to enter the formal education if they so desire, she added. She emphasised the need for starting part-time classes in the evening for school drop-outs.

Shri A.J. Kidwai, Vice-Chancellor, Jamia Millia Islamia in his Presidential Address said that adult literacy was only a means to an end. The ultimate objective of the adult education was an all round development of an individual. He said that interest in better living was an urge with everybody and if the non-formal education programme were related with this urge, the motivation problem could be solved. The Non-formal

Education should make the participants good citizens and intelligent voters, he concluded.

Shri V.K. Pandit, Secretary, NCERT in proposing vote of thanks said that the NCERT was mainly concerned with the development of instructional material on non-formal education and in opening some model non-formal education centres for the age-group 9-14 in different parts of the country.

Prof. A.K. Jalaluddin, Director, Directorate of Adult Education in his key-note address said that Adult Education, alongwith elementary education was a part of seven basic minimum needs programme enlisted in the Sixth Five Year Plan. He said that adult education was an important input not only for social change but for economic development of the country. He said adult education should not be considered as remedial measure but should be linked with language, science, technology and educational policy of the country. Dr. Jalaluddin said that one of the important role of adult education was to fight inequalities. He emphasised that under unemployment and underemployment, were the biggest threat to national development and the adult education programmes should be designed in such a way so as to solve these problems.

He cautioned that National Adult Education Programme should not be considered as a mere literacy programme. It was a part of total development programme in the country. He suggested that instead of using existing machinery, some innovative methods should be used in NAEP.

The Seminar discussed the topic in two groups.

- i) Objectives of NFE Programmes for school dropouts.
- ii) Organisation of Centres of N.F.E. for school dropouts.

Shri J.L. Sachdeva attended the seminar on behalf of the Indian Adult Education Association.

\*\*\*\*\*

#### PAOLO FRIERE IN DELHI

Dr. Paolo Friere renowned Brazilian Adult Educator was in Delhi in February this year. In his talk with a correspondent of a local daily, he outlined the rationality behind the concept of adult education. "What is really important is not only to learn to read and write words, but to learn to read and write reality", he said. The Adult Education according to him is the act of knowing, of being aware of and understanding their reality ----- to be mentally liberated. He said that adult literacy must be linked with increased production, with setting of co-operatives, agriculture, economics and health. Only then would literacy be vital and real for the adult, he felt.

There were two ways of doing this. We can inject the comprehension of reality simultaneously with the learning of words, and we can coordinate adult literacy programme with their day to day experience of life.

\*\*\*\*\*

IMPORTANCE OF CONTINUING EDUCATION FOR DOCTORS STRESSED

The Union Minister for Health and Family Welfare, Rabi Ray, outlined in New Delhi on March 4, 1979 the importance of continuing education for doctors for raising the standard of the medical profession in the country.

Addressing the annual conference of the Indian Society of Anaesthetists (Delhi) Mr. Ray agreed with the suggestion put forward by Prof. P.N. Chhutani, President, National Academy of Medical Sciences, that the continuing education for doctors should be organised at the national level.

He said though it was necessary that in every field of study ---- whether science or humanities ---- knowledge should be updated, yet its importance was much more in the medical profession which deals with the human life.

Mr. Ray said it was still more essential for anaesthetists that they should be thorough with their subject and know about the latest developments in their field of specialisation because their job was to administer life-saving gases such as oxygen and other drugs to a patient before and during an operation when his life hangs between life and death.

Earlier, Prof. Chhutani said continuing education was essential for keeping about two lakh qualified and registered doctors in the country up-to-date with their professional developments. But it was difficult to do so at an individual level. Therefore, it was necessary that continuing education should be organised at the national level, he said.

SEMINAR ON ADULT EDUCATION AND INTEGRATED RURAL DEVELOPMENT

The Department of Rural Reconstruction, Vishva Bharati organised a four-day workshop-cum-seminar on Adult/Continuing Education in the prospective. Integrated Rural Development at Sri Niketan in March this year. The seminar studied the roles and responsibilities of different institutions and functionaries for the successful implementation of the NAREP and the problem related to its implementation and their possible solutions.

The major recommendations of the seminar were:

1. Literacy and Adult Education programme should not be planned in isolation, but as an integral part of educational programme of the locality, which should in turn fit into the overall development of the area as a whole.
2. Effective inter-departmental and multi-disciplinary co-ordination between the agencies engaged in the field of education and rural development be evolved so as to involve them in the organisations as well as promotional aspects of the programme.

3. Integrated approach and formation of cells for preparation of need based problem oriented learning materials should be implemented on project basis.

Further information: Sri P. Roy Chaudhary, Special Officer (Rural Extension), Deptt. of Rural Reconstruction, Visva-Bharati, Sriniketan, W.B.

\*\*\*\*\*

#### WORKSHOP ON NAEP AT GORAKHPUR UNIVERSITY

A Workshop on National Adult Education Programme sponsored by the University Grants Commission and organised by the Gorakhpur University in collaboration with the Kashi Vidyapeeth and Sampurnanand Sanskrit University was held in Gorakhpur on February 25-26, 1979. It was inaugurated by Dr. H.S. Chaudhary, Vice-Chancellor of Gorakhpur University. Prof. L.R. Shah, Programme Adviser, Ministry of Education and Social Welfare, Government of India, delivered the key-note address.

The subject of the workshop was discussed in five groups (a) The role of NSS in NAEP (b) The role of Universities and colleges in the implementation of NAEP (c) Preparation of teaching and learning material for adults (d) Training of functionaries for the Adult Education and (e) Linkage of Adult Education Programme with Rural Development.

The valedictory address of the workshop was given by Dr. Surendra Singh, Vice-Chancellor, Awadh University, Faizabad.

Shri J.D. Sharma, Director, IAEA was a resource person to the Seminar.

\*\*\*\*\*

#### NATIONAL SEMINAR ON NAEP IN BOMBAY

The Bombay Council of Adult Education and Social Development organised a one-day seminar on National Adult Education Programme on April 1, 1979 in Bombay. The following papers were presented at the seminar:

- (a) Opportunities for Involvement ---- L.A. Rebello
- (b) An approach, content, and methodology of NAEP ---- G.K. Gaokar.
- (c) NAEP ---- its organisations by B.G. Wani.
- (d) The Role of Voluntary Organisations in NAEP ---- J.M. Gadekar.

36 persons attended this one-day seminar.

\*\*\*\*\*

TRAINING OF NALP SUPERVISORS IN RANCHI

The Xavier Institute of Social Service, Ranchi in collaboration with the Holy Family Hospital, Mandar and Vikas Maitri, Ranchi conducted a three-day training on achievement motivation for the NALP supervisors from February 15-17, 1979 in Ranchi.

The objective of the programme was to provide the important skill of motivation to the supervisors so that they could motivate the villagers.

10 Supervisors from voluntary organisations attended this residential programme.

\*\*\*\*\*

MARKET LIBRARY FOR VILLAGERS STARTED.

The Holy Family Hospital, Mandar has started a market library in Mandar Weekly market for the adult learners. The objective is to encourage and inculcate an interest among the learners to read and increase their knowledge. Each learner pay 10 paise for every book, he/she borrows for one week. Every learner has a library card and the learner gets books of his choice on presentation of this card.

The Holy Family Hospital is also running 15 Adult Education Centres in Chotanagpur area.

\*\*\*\*\*

NEW DELHI YMCA STARTS AN ADULT EDUCATION CENTRE.

The New Delhi YMCA has recently started a Centre of adult education in New Delhi. It was inaugurated by Dr. A.K. Jalaludin, Director of Adult Education. This is the first centre of the five centres, that the New Delhi YMCA is to set up in an around the city of Delhi.

\*\*\*\*\*

SRI GANGA NAGAR ADULT EDUCATION ASSOCIATION

Sri Ganga Nagar Adult Education Association with financial assistance from Rajasthan Government is running Industrial Training Courses for women. 300 women have received training in Woolen Hosiery, Knitting and Salma Sitara etc.

PRIMER AND SUPPLEMENTARY READERS IN TAMIL

The Directorate of Non-Formal Education, Government of Tamil Nadu conducted 7 writers' workshops for the preparation of primer and supplementary readers for use in Adult Education Centres. Teachers of non-formal education centres prepared the reading/learning material with the help of specialists, developmental department officers, SCERT, State Resource Centre and the Universities at Madras and Madurai.

The materials were prepared on the following subjects.

- (a) Citizenship education and panchayati raj Education.
- (b) Co-operative banking and small-scale industries.
- (c) Nutrition and Family Welfare.
- (d) Agriculture and Animal Husbandary.
- (e) Fisheries and Cottage Industries.

\*\*\*\*\*

INDORE ADULT EDUCATION ASSOCIATION.

The Indore Adult Education Association collaborated with the University of Indore in training instructors on methods and techniques of adult education. It also co-operated with the Rural Institute, Kasturbagram in training NSS volunteers in adult education methods.

\*\*\*\*\*

NEWS FROM STATE RESOURCE CENTRES ON ADULT EDUCATION (SRC)  
SRC/BENGAL SOCIAL SERVICE LEAGUE

(1) A seminar on the role of voluntary agencies in the NAFEP was organised by the State Resource Centre/Bengal Social Service League on 15-16 January, 1979. 43 persons representing different institutions and agencies participated in this seminar. Participants were divided into three groups, namely, literacy, awareness, and functionality.

(2) A seminar on women in the National Adult Education Programme was organised by the SRC/BSSL on January 30, 31, 1979. Some of the topics discussed were:

(a) In what way can the existing women programme in West Bengal help in the implementation of the NAFEP.

(b) Do the existing women's organisation find illiteracy a handicap in achieving the objectives of their respective programmes.

- (c) What measures need to be taken to make the women's laws effective for safeguarding their rights.
- (d) What are the ways in which the women's organisations can be involved in the NALP.

The seminar formed an adhoc co-ordinating committee as a follow up measure .

3. A zonal orientation seminar on monitoring and evaluation was organised by SRC/BSSL in collaboration with Directorate of Adult Education, Government of India in Calcutta. Participants from Bihar, Orissa, Assam, Arunachal Pradesh, Meghalaya, Tripura and West Bengal participated in it. There were participants also from Sri Lanka. The report of the seminar is being prepared by the Directorate of Adult Education, Government of India.

4. A seminar on Panchayats and NALP was held on March 26-27, 1979. The Minister for Panchayat, Shri D. Bannerjee inaugurated the Seminar.

5. The SRC/BSSL has trained 527 persons in 14 training camps from December 1978 to March 1979.

\*\*\*\*\*

#### SRC/KARNATAKA STATE ADULT EDUCATION COUNCIL

The State Resource Centre of the Karnataka State Adult Education Council, Mysore has provided training to district level officers and the graduates workers of the KSABC in March this year. 63 candidates participated in this two weeks training course. The following subjects were covered in this training programme:

NALP concepts and objectives, planning, implementation and strategies; adult education in developing countries; motivation of community and learners; methods of teaching; the role of Taluk Development Boards, Panchayats, and non-official agencies and mass media in NALP; follow up literature and role of Vidyapeeths and Shramika Vidyapeeth in NFE.

Dr. D.P. Patnayak, Director, Central Institute of Indian Languages, Mysore, inaugurated the training course.

2. An orientation course of 55 adult education instructors and 15 non-formal education teachers was held in Kanakpura town in Bangalore, from March 22-29, 1979.

\*\*\*\*\*

#### ICAE ANNUAL CONFERENCE

The International Council for Adult Education,

Toronto will hold its annual meeting in Helsinki, (Finland) on June 18-19 this year.

There will also be some international seminars in Finland and Sweden from June 20-30. Subjects of the major seminars are: Adult Education Research, Adult Education and Health Development. Further information; J.R. Kidd, Secretary-General, International Council for Adult Education, 29, Prince Arthur Avenue, Toronto, Ontario, Canada.

\*\*\*\*\*

### INTERNATIONAL SEMINAR ON POLITICAL EDUCATION

The International Federation of Workers' Educational Associations (IFWEA) in collaboration with Workers' Educational Association in Finland will hold an international seminar on political education in Tampere, Finland from August 29-31, 1979.

The seminar will discuss political education as a concept and a subject in various countries; the ideological basis of political education; resources, tasks, and forms of the workers' educational organisations in political education and the common challenges for the developing of political education in various countries and WEA-organisations.

\*\*\*\*\*

### INTERNATIONAL CONFERENCE ON DEVELOPMENT STRATEGIES FOR THE EIGHTEES

/of The Young Men's Welfare Society, Calcutta is organising a three-day International Conference on Development/Strategies for the Eightees in Calcutta in December this year.

An International exhibition entitled 'Spot-light' on the Eightees, will also be organised to give an insight into the working of development agencies all over the world.

\*\*\*\*\*

### REPORT ON RESEARCH AND TRAINING IN LITERACY

The Unesco Regional Office for Education in Asia and Oceania, Bangkok, Thailand has recently brought out the report of the Regional Panel of Experts Meeting on Research and Training in Literacy in Asia and Oceania held in New Delhi in September last year.

The report contains an overview of the literacy situation in Asia and Oceania, recent trends and developments in literacy personnel training and research, training of literacy personnel, research for literacy programmes.

NADEZHDA K. KRUPSKAYA PRIZE FOR MERITORIOUS WORK IN L

UNESCO has invited recommendations for 1979 Nad  
K. Krupskaya Prize for meritorious work in literacy.  
year being an International Year of the Child special  
consideration would be given to an activity or underta  
by an organisation or individual that has contributed  
the literacy training of parents, on which the full  
development and future of the child largely depend.

The prize will be awarded by UNESCO at a ceremon  
to be held on September 7, 1979 at UNESCO headquarter  
Paris.

Organisations/Institutions and Individuals inter  
in being considered for this UNESCO prize should send  
their proposal to Shri Dharendra Singh, Deputy Secreta  
(AE), Ministry of Education and Social Welfare (Deptt.  
of Education), Shastri Bhavan, New Delhi - 110 001 thro  
State Government. A note of 5-6 pages alongwith the  
application be furnished giving achievements in literac  
and post-literacy activities and their integration in l  
education programmes.

The application should reach the Ministry of Educa  
through State Government by 15th June, 1979. An advanc  
copy can however be sent to the Ministry in New Delhi.

\*\*\*\*\*

---

Edited by J.L. Sachdeva, on behalf of Indian Adult  
Education Association, 17-B, Indraprastha Marg, New  
Delhi - 110 002.



# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. 1 No. 3

June, 1979

Limited Circulation

## WORKSHOP ON PREPARATION OF SYNOPSIS FOR HANDBOOK FOR ADULT EDUCATION INSTRUCTORS

A four day workshop to prepare synopsis for a Handbook for Adult Education Instructors under the National Adult Education Programme which ended in New Delhi on June 28, 1979 recommended that the Handbook should clearly give the contents of the three components of NAEP i.e. Awareness, Functional Development and Literacy Skills so that the Instructor is well equipped to deal with them in adult education class rather than concentrating on mere literacy. The Handbook should also touch upon psychology of adults, adult learning, organisation of adult education programme, preparation of teaching aids, self evaluation and follow-up programmes, the workshop recommended.

The workshop convened by the Indian Adult Education Association in collaboration with Directorate of Adult Education, Ministry of Education and Social Welfare, Government of India, was attended by 18 resource persons on adult education from different parts of the country.

.....

## RECOMMENDATIONS FOR NEHRU LITERACY AWARD

The Indian Adult Education Association has invited recommendations from all its Institutional, Life members, Directors of Education & Development Commissioners of various States and Union Territories of India for 1979 Nehru Literacy Award.

The Nehru Literacy Award is awarded to an individual or an institution for outstanding contribution towards promotion of literacy among adult men and women of India.

The last date for receipt of recommendations is 25th July, 1979.

.....

32ND ANNUAL CONFERENCE FROM  
OCTOBER 7-9, 1979 AT AMRITSAR

The 32nd All India Adult Education Conference of the Indian Adult Education Association will be held in Amritsar (Punjab) from October 7-9, 1979 instead of October 5-7, 1979 as announced earlier. The theme is "Adult Education and Development in Relation to N.A.E.P."

Shri J.L. Hathi, Governor of Punjab is likely to inaugurate the Conference.

The venue of the Conference and place of stay is D.A.V. College, Amritsar.

The last date for registration would be 10 Sept., 1979. The registration fee is Rs. 15/- (Rs. 5/- delegation fee and Rs. 10/- as material cost).

.....

ZAKIR HUSAIN MEMORIAL LECTURE

Dr. (Smt) Rajamal P. Devadas, Principal, Sri Avinashilingam Home Science College, Coimbatore, will deliver the 1979 Zakir Husain Memorial Lecture during the conference in Amritsar

.....

COUNCIL AND GENERAL BODY MEETINGS

The Council and General Body Meetings of the IAEA will be held in D.A.V. College, Amritsar during the Conference in October

.....

AFGHAN TEAM VISITS ASSOCIATION

The Indian Adult Education Association received a four member team of Kabul University Research Centre which was on a visit to India for study of non-formal education and development programmes at its office in New Delhi on June 23, 1979.

Dr. Aminullah Qayum, Head of the Kabul University Research Centre and a former Deputy Minister of Education was the leader of the team.

READING MATERIAL FOR NEO-  
LITERATES - 57 MANUS-  
SCRIPTS AWARDED

Fifty-seven manuscripts have been selected for awards of Rs. 1000/- each by the Ministry of Education and Social Welfare to promote the production of good reading material for neo-literates. Thirty-three manuscripts are on general education, and 24 on topics of family welfare.

Nineteen of the selected manuscripts are in Hindi, three each in Assamese, Bengali, Kannada and Urdu, four in Malayalam, seven in Marathi, eight in Tamil, two in Telugu and one each in Kashmiri, Oriya, Punjabi, Sindhi and Gujarati.

The awards are under a scheme introduced in 1954. So far nearly 700 manuscripts have been selected for award on the basis of annual competitions.

The Ministry also arranges bulk purchase of printed copies of the prize-winning books for distribution to adult education and family welfare centres through state governments and other agencies.

.....

NEWS FROM STATE RESOURCE  
CENTRES IN ADULT EDUCATION  
SRC, TAMIL NADU

The State Resource Centre for Non-Formal Education, Madras has brought out two prototype primers for use in the NAEP centres. A teaching chart and a few supplementary readers are under preparation.

The SRC has brought out a training manual for the Project Officers and Supervisors and a separate manual for the animators. It has trained the supervisors and instructors of a number of agencies in the State. The SRC has also identified with the help of District Collectors and Principals of colleges, resource persons in various districts and has

organised 3 orientation seminars of two days duration on NAEP for them.

The research and evaluation department of the SRC has brought out a manual for formative evaluation of the NAEP centres. It has been tested with the rural NAEP project of the Tamil Nadu Board of Continuing Education.

The SRC recently organised a one day conference to involve the industrialists and bankers in the National Adult Education Programme. Further information : Dr. R. Gomez, Director, State Resource Centre for Non-Formal Education, 18 Adams Road, Madras - 600 005.

.....

#### SRC, KERALA

The State Resource Centre for Non-Formal Education in Kerala (KANFED) has brought out for the neo-literates a fortnightly in Malayalam entitled "The Prayaga". It is published from Trivandrum and contains both news and views on adult education and other allied activities.

A 'pictorial alphabet' in Malayalam has been brought out by the Resource Centre for the benefit of adult learners in that State. This 12 page publication can be hung on the wall like a calendar.

.....

#### NEWS FROM THE UNIVERSITIES OVER 5000 ADULT EDUCATION CENTRES UNDER THE UGC PROGRAMME

The universities in the country have come out in a big way to implement the NAEP. Over 5000 adult education centres have so far been opened all over the country under the UGC Programme, involving a total of 43 universities and 453 colleges in 17 States.

In Maharashtra alone there are 1,840 centres, Tamil Nadu has as many as 1030 centres with Gujarat closely following with 830 centres.

A Training Manual for the functionaries of adult education centres has been published by Bombay University under an NSS grant.

.....

#### ADULT EDUCATION IN HARYANA

The following adult education programmes are being run by the Haryana Government as given in the quarterly report of the Director of Public Instruction on the progress of adult education for the quarter ending 31st March, 1979.

- (a) Farmers' Functional Literacy Project
- (b) Non-Formal Education for the age group 15-35
- (c) Adult Literacy Programme
- (d) Mobile Social Education Squad
- (e) Non-Formal Education for the age group 9-11, and 11-14.

The Farmers' Functional Literacy Programme is being run in 6 districts. 37804 adults had been admitted in 1605 centres being run under this programme.

The Non-Formal Education for 15-35 age group has been started in 4 districts and 400 centres having an enrolment of 8600 are functioning.

The Non-Formal Education Programme for 9-11 and 11-14 age group is being run in all the 11 districts of the State. 2368 centres have been opened under this scheme and 49174 children are being made literate in them.

The district level Non-Formal Education Committees have been set up in each district under the Chairmanship of District Commissioners.

.....

TRAINING OF INSTRUCTORS  
IN REWARI (HARYANA)

The Janta Kalyan Samiti, Rewari which has been allotted 60 Adult Education Centres by the Central Government, organised a 10 day Training Programme for instructors in Rewari in early June this year.

Dr. A.K. Jalaluddin, Director, Directorate of Adult Education, New Delhi and Shri J.L. Sachdeva of IAEA were among the resource persons at the training programme.

Sixty persons including 20 women attended this 10 day residential training programme.

.....

EVALUATION OF LEARNER'S PROGRESS -  
RECOMMENDATIONS OF JAIPUR SEMINAR

A two-day workshop on the evaluation of learner's progress was organised by the Directorate of State Adult Education Programme, Rajasthan, Jaipur, at Jaipur on May 9, 1979. The Co-ordinators of Nehru Yuvak Kendra, Project Officers, R.F.L.P. and the Senior Deputy Education Officers participated in the workshop.

The participants evolved non-formal techniques and methods to evaluate the learners' progress. All the objectives, viz. literacy, numeracy, functionality and social awareness were discussed by the participants and it was resolved:

- that the methods of evaluation should be non-formal;
- that tools for the evaluation of functionality and social awareness be constructed;
- that non-formal methods of evaluation be discussed during the training of adult education workers at all levels;
- that adult education teachers and supervisors also be associated with the preparation of tools.

.....

.....7

MEETING WITH RAJASTHAN LEGISLATORS

The State Resource Centre for Adult Education/Rajasthan Adult Education Association, organised a meeting with the members of State Legislative Assembly on April 19, 1979. It was organised mainly to explore the possibilities of seeking cooperation of peoples' representatives for National Adult Education Programme.

The Education and Revenue Ministers of Rajasthan, 9 legislators, Central and State Government representatives and a number of persons from voluntary organisations attended this one day meet.

Further information from Shri Ramesh Thanvi, Director, State Resource Centre for Adult Education, 38 Jobner Bagh, Jaipur.

.....

WORKERS EDUCATION CENTRE, JAIPUR

The Workers Education Centre, Jaipur organised a programme on the conclusion of the first session of its functional literacy centre in Jaipur. Shri Lalit Kishore Chaturvedi, Minister for Electricity, Government of Rajasthan was the Chief Guest. Speaking on the occasion, Shri Chaturvedi said that for successful functioning of democracy, the education of adults was absolutely essential. He stressed the need for life-long integrated education. He congratulated the neo-literates for writing letters to the Education Office after becoming literate.

To enable the neo-literates to continue their education a set of 10 books was given by the Rajasthan Adult Education Association.

Nineteen workers were made functionally literate in this centre started on October 2 last year. The Workers

Education Centre proposes to run 10 more centres in different industrial establishments in Rajasthan.

.....

LOK SHIKSHAN SANSTHAN, JAIPUR

The Lok Shikshan Sansthan, Jaipur organised a cultural evening recently at Jaipur. A drama entitled "Sona or Mitti" to motivate adults was staged.

The Sansthan is running 22 centres of non-formal education for the age group 9-14 years and 55 centres for 15-35 years age group.

.....

NATIONAL TRAINING SEMINARS

Two National level-Adult Education Training Seminars of key personnel from the State Governments, voluntary agencies and the Universities were organised by the Directorate of Adult Education in collaboration with the National Institute for Rural Development at Hyderabad (from the 19th to 23rd March, 1979) and the National Staff College for Educational Planners and Administrators, New Delhi (from the 16th to the 21st of April, 1979).

The Training Seminars emphasised the role of the key level personnel in NAEP in the planning, management, monitoring of the programme and also their role as leaders and interpreters of the NAEP in their respective areas. The participants were drawn from the three major types of agencies with a view to enable them to exchange experiences and to develop a partnership in the implementation of the programme. The integration of NAEP with the major developmental programmes in different areas were also given much importance in the Seminar.

Shri J.D. Sharma, Director of IAEA, attended the New Delhi Seminar as a Resource Person.

.....

### TRAINING PROGRAMME IN BOMBAY

A training course for instructors and supervisors was organised by the Bombay City Social Education Committee from May 16 to 28 this year.

The following major topics were covered :-

- (a) What is NAEP?
- (b) Literacy content.
- (c) What is Awareness and Functionality?
- (d) Organisation of Adult Education Centres.
- (e) Role of instructors, organizers, teachers etc.
- (f) How to prepare teaching, learning materials?
- (g) Evaluation and Monitoring

222 persons including 126 women attended this training programme. The participants were also asked about their reactions to its usefulness after the end of the training programme.

Further information : Shri B.G. Wani, Social Education Officer, Bombay City Social Education Committee, Adars Nagar, Worli, Bombay - 400 025.

.....

### TRAINING OF WORKERS IN REWA (M.P.)

The Gandhi Non-Formal Education and Adult Education Centre, Rewa organised a 9 day training workshop for its adult education workers at the Government College of Education, Rewa recently. The workshop aimed at training the project officers and supervisors on how to prepare need - based curriculum, preparation of tools for evaluation and the criteria for selection of a teacher and a centre.

Representatives of the Departments of Agriculture, Industries, Industrial Training Institutes, AIR etc. participated in this training programme.

.....

JAMNALAL BAJAJ FOUNDATION FELLOWSHIP SCHEME

The Jamnalal Bajaj Foundation has instituted a fellowship scheme to encourage educated young men and women to live in their villages and to take up some development work for the welfare of the rural poor. Applicants should be graduates (preferably with a professional background) and be below 25 years. They should, during the duration of the fellowship, live in a village to motivate the local people to create conditions of all around better life and get them involved in the execution of a project of constructive work. The fellowship is normally for a period of three years. Further details regarding the project can be obtained from Jamnalal Bajaj Foundation, Bajaj Bhawan, 226 Nariman Point, Bombay - 400 021.

.....

KERALA LIBRARY ORGANISATION JOINS NAEF

The Kerala Granthasala Sangham (the Kerala Library Organisation) has recently extended its activities to the illiterate people in the State and has developed plans for running a number of adult education centres in the State. So far, the Sangham has been serving the literates through 4,000 libraries spread over the 11 revenue districts and 980 panchayats in the State. Most of these libraries are reported to function in their own buildings and also possess a good collection of books. A team of 10 to 15 educated voluntary workers run each library and also organise discussions, seminars and symposia, etc. They also distribute books through bicycles or library vans.

.....

UNESCO'S NEW LITERACY AWARD

UNESCO has accepted a gift of \$ 5000 from the International Reading Association of the United States to finance the International Reading Association Literacy Award for meritorious work in literacy.

The new literacy prize will be awarded for the first time on 7 September, 1979 along with Nadezhda K. Krupskaya prize

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI 110001

Vol. 1 No. 4

July, 1979

Limited Circulation

## NATIONAL WORKSHOP ON "LINKING ADULT EDUCATION WITH DEVELOPMENT"

The Indian Adult Education Association in collaboration with Karnataka State Adult Education Council is organising a national workshop on "Linking Adult Education with Development" in Mysore from September 10-13, 1979.

About 25 adult educators from different parts of the country are expected to participate in this four-day meet. Representatives of Development Departments from Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Pondicherry and Lakshdweep will also join this workshop.

.....

## NATIONAL SEMINAR ON "NEW TRENDS IN ADULT EDUCATION FOR WOMEN"

The Indian Adult Education Association in collaboration with Unesco, Paris, will organise in November/December this year a National Seminar on "New Trends in Adult Education for Women , with special reference to Literacy."

The seminar will review the efforts made so far in adult education for women, motivational problems for organisation of adult education programmes for women, the content of adult education for women, the causes for dropouts and the follow-up literature for women.

About 60 adult educators from different parts of the country are expected to attend this four-day meet. ....2

SEMINAR ON NATIONAL ADULT  
EDUCATION PROGRAMME AND  
INTEGRATED RURAL DEVELOPMENT

The State Resource Centre for Adult Education and the Consortium of Voluntary Agencies, Orissa, organised a State-level Seminar to discuss certain important issues relating to National Adult Education Programme and Integrated Rural Development with special reference to area planning and linkage of the NAEP with other socio-economic programmes. The Seminar was held at Angul which is the headquarters of the Utkal Navajeevan Mandal. Shri B.B. Mohanty, Director, SRC, directed the Seminar.

75 delegates representing most of the Voluntary Agencies in Orissa involved in adult education or socio-economic programmes, Universities, Foundations and Research institutes attended this four-day Seminar. Shri Satish Chandra, former Development Commissioner of the Government of UP, Shri Prem Bhai of the Society for Development of Gramdams, Shri K.K. Mukherjee of the Gandhi Peace Foundation and Shri Pannalal Dasgupta, were resource persons to the Seminar.

It was inaugurated on 16 July by Shri Prahallad Mallik, Minister for Agriculture and Irrigation and Shri A.K. Ray, Education Secretary, Orissa presided over the inaugural function. Prof. A.K. Jalaluddin Director, Directorate of Adult Education who attended the inaugural function addressed the participants on certain important aspects of the NAEP.

The Seminar discussed some important issues relating to NAEP and integrated rural development. Its Panel Discussion on integrated rural development discussed area planning, organisation of a planning cell, resource development, recruitment and training of personnel, and role of voluntary agencies and their capability to undertake programmes.

Another highlight of the Seminar was group discussions. The first group concentrated its efforts on area planning while

the other two groups explored ways and means of linking the components of the NAEP with other socio-economic development programmes.

During the deliberations, it was re-discovered that people in the villages did not know about the welfare programmes meant for them. Another realization was that adult education programmes broadcast over All India Radio did not benefit the learners because in the budget provision for the Adult Education Centres, a radio set had not been provided. Another realisation was that money earmarked for voluntary agencies in Orissa had not been fully utilized.

Dr. Malcolm S. Adiseshiah, M.P., former Deputy Director General of Unesco and President of the Indian Adult Education Association, delivered the valedictory address on 19 July, 1979. Shri P.C. Mohanty, Orissa Minister for Revenue and Community Development presided over the valedictory function. In his valedictory address, Dr. Adiseshiah said that integrated rural development was the development of the people - specially the rural and urban poor - of India. He reiterated that the objectives of integrated rural development were freedom from poverty, freedom from inequality and freedom from ignorance, and these coincided with the three components of the NAEP. Freedom from poverty could come through functionality, freedom from inequality through social awareness and freedom from ignorance through the 3Rs. He congratulated the organisers of the Seminar, because it was the first State-level Seminar which had recommended that each voluntary agency should set up a planning cell. This, he continued, was an essential requirement because the NAEP was a technical programme involving complexities. Commenting on the involvement of the voluntary agencies of Orissa in NAEP, he said that Rs. 70.00 crores had been earmarked for adult education projects to be organised by the voluntary agencies and if the voluntary ag

in Orissa did not come forward to take their due share, the money meant for them would go to other states. This, according to him, was tragically urgent.

Shri P.C. Mohanty, in his presidential address said that the existing system of education had created a gap between the educated and the uneducated as a result of which rural development had not been possible. He hoped that the same could be realised through adult education.

The Seminar, while considering the deliberations in the panel discussion and the reports of the three groups made some concrete recommendations to the State Government of Orissa which, in brief, state that more and more voluntary agencies should be encouraged to be involved in the National Adult Education Programme and Integrated Rural Development.

.....

SEMINAR ON 'ADULT EDUCATION  
& ROLE OF BDOs, MUKHIYAS AND  
SARPANCHS'

The Xavier Institute of Social Service (XISS), Ranchi conducted a one day seminar on 'Adult Education and Role of BDOs, Mukhiyas and Sarpanchs' on 10th April, 1979. 94 participants from 13 Blocks and 18 organisations, voluntary as well as Governmental from Chotanagpur area participated in this seminar. The main objectives of this seminar were to discuss about the adult education in its wider prospects, to discuss and explore the main role of Government Officials at Block level as well as Panchayat level and voluntary organisations for the success of the adult education programme, to evaluate, discuss and share experience gained from the field. A copy of the report can be had on request, from adult education department, XISS, Post Box - 9, Purulia Road, Ranchi, (Bihar).

SUPERVISORS TRAINING  
PROGRAMME IN RANCHI

The Xavier Institute of Social Service (XISS), Ranchi conducted its Third Training Programme for the Supervisors, sponsored by the Voluntary Organisations, from 7th May to 16th May, 1979. A total of 18 supervisors from different Voluntary organisations, attended the programme. The course laid emphasis on group discussions, field visit for practical exposure and practical with course materials prepared in Hindi. Different type of Audio-Visual aids such as posters, slide shows, film shows, puppet shows etc. were used. An evaluation of the programme was carried out on the last day.

.....

TRAINING PROGRAMME IN GUJARAT

The Vishwamangalam - Arera, Akodara Distt. Sabarkantha, (Gujarat) organised recently a two-day training programme for instructors. The subjects covered in the training programme were: Concept of NAEP; Contents of NAEP; Organisation of Adult education centres; Methods of Teaching; Preparation of Teaching/Learning materials and Monitoring and Evaluation.

118 persons including 17 women attended the training programme.

.....

EMOTIONAL INVOLVEMENT OF MASSES  
WITH NAEP SUGGESTED

Dr. V.K.R.V. Rao, former Minister of Education said in New Delhi on July 19, 1979 that people had to be emotionally involved with National Adult Education Programme, if it had to succeed. It has to be de-officialised and given the tone of a mass movement, he observed.

He said that the Government should sell the idea of adult education as it did of a small family. All advertisement gimmicks should be used for NAEP to take the message to every nook and corner of the country.

.....

Dr. Rao suggested that a National Adult Education Commission be set up mainly for giving grant to the programme as the University Grants Commission did for the universities.

He suggested that men involved with development in the rural areas be made to take the programme to villages.

Adult Education should also be made a subject in all teachers training institutes as well as in the B.A. Course in all the universities. A follow-up action on the programme was vital, he added.

.....

BIHAR VARSITIES DISCUSS  
ADULT EDUCATION PROGRAMME

The representatives of the Universities of Bihar, Mithila and Kameshwar Singh Darbhanga Sanskrit met recently in a 2-day workshop to discuss the various ways and means to launch adult education programme in their areas. The workshop was inaugurated by Dr. S. Rahman, Vice-Chancellor of Bihar University who expressed his university's determination to implement the programme.

The University Grants Commission sponsored the workshop. The UGC laid great stress on the participation of universities and colleges in the literacy drive and other adult education programmes. One-fourth of the illiterates of the world lived in our country and special efforts were required to tackle the problem. The percentage of literates in Bihar was the lowest barring only one or two states and progress on adult education programme was also not encouraging. The universities in the State had therefore, a greater responsibility to educate the masses.

The State Director of the Adult Education said the Government could not achieve the goal without the cooperation of universities and colleges. Illiteracy was an obstacle in the socio-economic progress of the State and adult education was aimed at providing immediate benefits of self-consciousness

and professional efficiency. He said that the State Government was planning to appoint adult education officers in the various districts.

.....

NCERT PLAN FOR NON-FORMAL EDUCATION

The National Council of Educational Research and Training is planning to implement a UNICEF assisted project which envisages imparting part-time and non-formal education to children with a view to improving the quality of their life. The Ministry of Education has approved the project which is proposed to be implemented with the collaboration of State Governments. Teacher trainees in the educational institutions will start developing problem-based and community oriented learning material to help universalisation of primary education in the country. The focus of the project will be on learners from the disadvantaged population. Radical changes have been proposed in the content and process of curriculum development. The field workers would develop the material in consultation with the learners and the community to make relevant.

.....

NEWS FROM STATE RESOURCE  
CENTRES ON ADULT EDUCATION  
SRC. KARNATAKA

A training course for supervisors of Voluntary Organizations was organised by the State Resource Centre, Karnataka at Mahila (ladies) Vidyapeeth, Nanjangud, near Mysore from June 2 to 16, 1979. 13 persons participated in the training course. The staff of State Resource Centre and staff of Karnataka State Adult Education Council acted as resource persons in this training programme.

The following subjects were covered in the training programme: Concept of National Adult Education Programmes;

History of Adult Education in Karnataka, India; Organisation of Centres under NAEP, Functional literacy and methods; Bench Mark Survey, Adult Psychology and Principles of Teaching, the role of instructors under NAEP, Functions and duties of Supervisors; Preparation of Teaching Aids; Vidyapeeths, Shramika Vidyapeeths, Follow-up and Libraries, Methods of Teaching, Evaluation and Monitoring. Adult Education through Voluntary Agencies, Education through Popular Media and motivation to the learner and community.

A number of lectures were delivered by the officers of various development departments.

As a part of the training programme, village survey was conducted by the trainees at Geekallihundi and an adult education centre was organised by them.

.....

#### FUNCTIONAL LITERACY CENTRE IN JAIPUR

A Functional Literacy Centre was inaugurated by Dr. Hari Singh, Minister for Transport and Public Health Department, Government of Rajasthan, on 5th July, 1979 at Jaipur. The centre had been started by Workers Education Centre, Jaipur, for the workers of Water Supply Department of the State.

Speaking on the occasion, Dr. Singh said that real freedom was economic freedom and this was yet to be achieved in the country. The differences between the haves and have nots, the educated and ignorant are threatening the roots of our democratic system, he added. He hoped that the adult education centre started by Workers Education Centre would prove a true NAEP centre and would provide functional development alongwith awareness and literacy.

The Minister himself wrote on the black board the word 'JAL' (water) and asked the learners to write it. Dr. Singh also distributed slates and pencils to the learners.

.....

65TH CONVOCATIONAL FUNCTION AT  
VIDYAPEETHA, SHIVARAGUDDA, KARNATAKA

For the outgoing young men and women who have received six-months residential training in rural leadership in Vidyapeeths in Karnataka, a convocation was arranged in Shivaragudda Vidyapeeth on June 4, 1979.

271 trainees including 85 from Mahila Vidyapeeths of Nanjangud attended the convocation.

The Minister for Industries, Shri Azeez Sait delivered the convocation address and the President of the Council Shri T.V. Srinivasa Rao presided over the function.

Speaking on the occasion, the Minister commended the work of the Council and appreciated the contribution of the Vidyapeeths to the Rural Development of the State. He added that the education imparted in Vidyapeeths was of the right type and best suited to rural conditions. He hoped that atleast 10% of men and women of 15-35 years of age group in the State should undergo training in Vidyapeeths and act as animators and rural leaders in the development of the country.

.....

WRITERS' WORKSHOP

The Xavier Institute of Social Service (XISS), Ranchi organised its second Writers' Workshop from 18th April to 26th April, 1979. During the first Writers' Workshop, which was held in the months of September-October, last year five booklets on Conscientization (Parveshika), Village Health, Paddy Cultivation, Drinking and Village Enterprise were prepared. During the second Workshop six booklets on Soya-bean, Marua, Poultry, Piggery, Forestry and Savings were prepared. The main objective of these workshops was to produce learning materials for use by the Instructors and learners in the Chotanagpur area. The cooperating organisations in this Workshop were, Rajendra Agricultural University

(Canada) and Dr. Chris Duke (Australia) were elected its Secretary General and Associate Secretary General respectively.

Dr. Roby Kidd (Canada) was elected as its Treasurer and Dr. Malcolm S. Adiseshiah as the past President.

.....

SR. CATHERINE MCLEVY NO MORE

We profoundly regret to record the death of Sister Catherine McLevy, former Secretary of Tamil Nadu Board of Continuing Education in a road accident in Madras on June 4, 1979. She was 56.

Sister McLevy a Scotch by birth, came as a missionary to India and started her career as Professor in English in Stella Marris College in Madras. Her work in the college did not satisfy her. She took to educating the poor in the slums of Madras.

She became the first Secretary of the T.N. Board of Continuing Education and initiated projects like the Out-of-School at Santhome and Kotturpuram, learning and teaching material for Non-Formal education for the age group 6-14.

To commemorate her services to adult education, an award entitled "The Rev. Sister Catherine McLevy Award for distinguished service in adult education in Tamil Nadu has been instituted by T.N. Board of Continuing Education.

The Association deeply mourns her sudden and untimely demise.

.....

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. 1 No. 5

August, 1979

Limited Circulation

## TWENTY-FIRST NATIONAL PRIZE COMPETITION FOR LITERATURE FOR NEO-LITERATES

The Directorate of Adult Education (Ministry of Education and Social Welfare) Government of India in collaboration with the Ministry of Health and Family Welfare has announced 21 National Prize Competition for Literature for Neo-literates. Sixty-five prizes will be awarded of which 40 will be for manuscripts on general education and 25 for manuscripts on topics of family welfare. Winners will receive a cash prize of Rs. 1,000/-.

The purpose of this competition is to stimulate and encourage creative writers to write suitable and interesting reading materials for persons with limited reading abilities.

The manuscripts must serve to inform neo-literates about their surroundings and important events to stimulate in them the urge for knowledge about their physical, natural and social environment and motivate them to play an active and purposeful role in national life. The manuscripts should aim at raising the level of social awareness, critical consciousness, functional abilities and also enhance literacy skills among the neo-literates.

The manuscripts should be in Hindi, Assamese, Bengali, Gujarati, Kashmiri, Kannada, Marathi, Malyalam, Oriya, Punjabi, Sindhi, Tamil, Telgu and Urdu.

The Directorate of Adult Education will purchase 1500 copies of each of the prize winning books when printed at a price to be fixed by the Directorate.

The last date for receipt of entries on prescribed form alongwith crossed postal order of Rs. 5/- is 31st December, 1979. The results will be announced some time in February next year.

Further information and form can be had from the Directorate of Adult Education (Ministry of Education and Social Welfare) 10, Community Centre, Basant Lok, Vasant Vihar, New Delhi - 110 057.

.....

NEWS FROM STATE RESOURCE CENTRES  
ON ADULT EDUCATION

SRC, Maharashtra

The State Resource Centre for Non-Formal Education, Maharashtra, Indian Institute of Education, Pune has published the first reading books for rural and urban adults (men and women, separately). Each of these is accompanied by a guide for the instructor. It offers suggestions for organising the Adult Education Centre as an Action Club in which members would acquire literacy as a part of their total effort towards self-reliance and group development. The guide also gives ideas for the preparation of localised teaching learning materials and discuss the rationale behind the teaching learning techniques to be used for the target groups of the NAEP.

The SRC brings out a Marathi newsletter called "Samvadini" (Dialogue Maker). It gives essential information about the NAEP, brief accounts of successful projects and answers letters from readers. The SRC is also collaborating with the Society for the Protection of Health in bringing out a fortnightly news-sheet-cum-wall-newspaper called "Silver Oak". The illustrated sheet carries information about prevention and treatment of common diseases and give guidance for the maintenance of good health.

.....

SRC, ANDHRA PRADESH

The Andhra Pradesh State Resource Centre for Adult Education, S.V. University, Tirupati conducted a two-week training programme from July 18 to 31, 1979 for 17 NAEP supervisors from seven voluntary agencies.

The Training course covered topics such as concept of NAEP, literacy and socio-economic development, history of adult education, magnitude of illiteracy, innovative programs in foreign countries, organisation of adult education centres, motivational techniques, adult learning, use and preparation of audio-visual aids and mass media, monitoring and evaluation and follow-up programmes, etc. The following topics were also covered by experts from various departments of the University: agriculture, animal husbandry, co-operative, nutrition, Khadi and Village Industries, population education, bank facilities, rights and duties of citizens; elementary knowledge of civil and criminal law, social problems and developmental programmes, etc.

The whole training programme was participatory in nature. Besides usual lecture methods such as group discussions, demonstrations, role playing, problem solving techniques, brain storming were also made use of.

The SRC earlier organised a training programme for 20 adult education instructors of Aroyyavaram Development Soc Mandapalli, Chittoor District from July 9 to 12, 1979.

Methods and techniques of teaching adults were demonstrated in the class room in this training programme. They were also taken to the on-going adult education centres for observation and practicing lesson teaching.

Further information can be had from Dr. V.L.N. Reddy Hon'y. Director, State Resource Centre for Non-Formal Education, Department of Adult Education, S.V. University, Tirupati, Andhra Pradesh.

ADULT EDUCATION INSTRUCTORS -  
CUM-VILLAGERS CONTACTS CAMP

The Janta Kalyan Samiti, Rewari, Haryana organised a Teachers Training-Cum-Village Contact Camp at Bawal from August 4 to 9, 1979.

About 68 adult education instructors, 150 farmers, 86 students and 80 Sarpanches, Panches & other villagers participated in this six-day meet.

The special feature of the camp was the talks delivered by experts on banking facilities, village and small scale industries, health and sanitation and preservation of cattle health, etc.

Shri J.D. Sharma, Director, IAEA and Dr. K.D. Sharma, Deputy Director, Directorate of Adult Education, New Delhi were among the resource persons in this training programme.

Further information: Shri R.N. Mahlawat, General Secretary, Janta Kalyan Samiti, Opposite Bus Stand, Rewari (Haryana).

.....

40TH FOUNDATION DAY OF  
THE B C S E C

The Bombay City Social Education Committee celebrated its 40th Foundation Day on July 18, 1979. The Minister of Education and Co-operation, Government of Maharashtra, Shri Shankarrao Kale was the Chief Guest.

Speaking on the occasion, Shri Kale said that N.A.E.P. would go a long way in socio-economic and cultural development of the country. Adult Education should not only make illiterate adult literate but should also make him aware of his other life problems like agriculture, cleanliness, family responsibility and social work.

Barrister M.G. Mane, President, B C S E C presided over the function.

.....

LEADERSHIP TRAINING IN  
DEMOCRACY

The Bombay Council of Adult Education and Social Development in cooperation with the Leslie Sawhny Programme for Training for Democracy organised a three day residential course in leadership training in democracy for Adult Education Functionaries at Deolali on August 10, 1979.

It was attended by 18 persons which included social workers, teachers and adult education functionaries. Shri J.M. Gadekar was the Course Director.

.....

TRAINING PERIOD OF  
VIDYAPEETHAS EXTENDED

The Karnataka State Adult Education Council (KSAEC) has extended the duration of training of the residential courses for young men and women of rural areas in its Vidyapeethas six months to ten months. This has been done to make training more resourceful and fruitful to the youth according to KS. The successful candidates will be awarded certificates which will enable them to get financial assistance from the Government as well as from banks.

There are twelve Vidyapeeths in Karnataka including ten for men and two for women.

.....

KSAEC TO START DIPLOMA  
COURSE IN ADULT EDUCATION

The Karnataka State Adult Education Council, Mysore, proposes to start shortly a ten-month residential diploma course in adult education. This has been announced in a recent issue of the Newsletter of the State Resource Centre, Karnataka.

.....

NEW OFFICE BEARERS OF  
SAKRIYA YUVAK MANDAL, INDORE

Shri S.K. Bhate was elected President of Sakriya Nav Yuvak Mandal, Indore at a meeting of the General Body of the Mandal held recently in Indore. Sarvshri S.B. Pareta and C. Bangar were elected Secretary and Treasurer respectively.

.....

INTERNATIONAL SEMINAR ON EDUCATION AND THE DISADVANTAGED

The International Federation of Workers Educational Associations (IFWEA) in collaboration with the Centre for Socialist Cultural Policy of Belgium is organising an international seminar in Brussels, Belgium from November 20-25, 1979. The theme is "Education and the Disadvantaged in the New Social Economic Situation".

Further information: J.B. Taylor, General Secretary IFWEA, 9 Upper Berkeley Street, London W1H 8BY.

.....

INTERNATIONAL SEMINAR ON UNEMPLOYMENT

An International Seminar on unemployment was organised in April by the International Federation of Settlements and Neighbourhood Centres to examine the policies of various countries for combatting unemployment and assess their value both in the short and long term. For information: Brian Passman, Secretary-General IFS, rue du Debarcadere 179, 6001 Marcinelle, Belgium.

.....

DOCUMENTS FOR CONFERENCE ON RURAL DEVELOPMENT

The major reference document for the World Conference on Agrarian Reform and Rural Development, convened by FAO at its Rome Headquarters, 12-20 July, is a 130-page report, Review and Analysis of National Experiences in Agrarian Reform and Rural Development since the Mid-1960s.

Documentation also includes short supporting papers such as Recommendation made by FAO 1978 Regional Conference and Review of UN, FAO and World Conference Resolutions Concerning Agrarian Reform and Rural Development.

This material, and the Conference Newsletter, Land, Food and People, is available from : WCAARD Information, FAO, Room A-333, Viale delle Terme di Caracalla, Rome 00100, Italy.

.....

ASPBAE CONFERENCE IN KOREA

The Asian South Pacific Bureau of Adult Education Region 3 is organising its annual conference in Keimyung University in Korea from September 9-15, 1979.

The theme is "Adult Education in Urban Communities."

.....

✓ U.S. EDUCATOR RECEIVES TOLLEY MEDAL AWARD

T.J. White, Vice-President for Continuing Education and Public Service at the University of Oklahoma, was awarded the William Pearson Tolley Medal for Distinguished Service in Adult Education, presented by Syracuse University of United States in honour of its Chancellor Emeritus.

Prof. White has held various teaching and administrative positions at the university for 42 years and was Dean of its College of Education. He is a former President of the National University Extension Association and of the Adult Education Association of the USA. In addition, he has been active in international work including the Unesco International Commission for the Advancement of Adult Education.

At the presentation ceremony, Prof. White gave an address on "Promise and Pragmatism in Adult Education."

It may be recalled that Dr. M.S. Mehta, former President of <sup>Indian Adult Education Association</sup> I.A.E.A. was the recipient of <sup>this</sup> Award for the year 1969. He spoke on "The University and the Community" at the presentation ceremony held in Syracuse in May, 1969.

.....

GERMAN ADULT EDUCATOR HONOURED BY GOVERNMENT

Helmuth Dolff, Director of the German Folk High School Association (DVV) has been honoured by the Federal Republic of Germany by the award of the Distinguished Service Cross with Ribbon of Merit for his long-time services to education. Mr. Dolff who has guided the affairs of DVV for 22 years, is President of the European Bureau of Education and a Vice-President of the International Council for Adult Education.

.....

ADISESHIAH NOMINATED CHAIRMAN  
UNESCO INTERNATIONAL JURY FOR  
LITERACY AWARDS

Dr. Malcolm S. Adiseshiah, President of the Indian Adult Education Association has been nominated Chairman of the UNESCO International Jury for two prestigious Awards.

These are the International Reading Association Literacy Award and the Nadezhda K. Krupsakaya Award.

The awards will be announced by UNESCO on September 8, 1979 -- the International Literacy Day.

.....

JOURNAL OF THE AFRICAN  
ADULT EDUCATION ASSOCIATION

The African Adult Education Association has launched a bi-annual journal called the Journal of the African Adult Education Association.

The Journal is a forum for dissemination and discussion of theoretical and practical issues in adult and non-formal education in Africa in particular, but also from elsewhere in the world.

The journal editor is Yusuf Kassam, Department of Education, University of Dar-es-Salaam, Tanzania.

The provisional subscription is U.S. \$ 3.75 per issue and copies can be had from the Executive Secretary, African Adult Education Association, P.O. Box - 30746, Nairobi, Kenya.

.....

BOOK

Knowles, Malcolm S. The Modern Practice of Adult Education  
Andragogy Versus Pedagogy, New York, N.Y. : Association Press,  
1970. 384 pp.

The book has three sections: Part 1, the emerging role and technology of adult education; Part 2, organizing and administering comprehensive programmes of adult education; and Part 3, helping adults learn. In part 1, Knowles develops

the concepts of andragogy, which describes relevant conditions of learning and principles of teaching adults. Part 2, devotes a chapter to each phase of planning comprehensive programmes defining objectives, designing activities, operating a programme and evaluation. Finally, Part 3, focusses on the designing and managing of the learning activities. The chapters and appendices contain illustrations and each chapter ends with its own bibliography.

.....

---

Edited by J.L. Sachdeva on behalf of Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi - 110 002.

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. 1 No. 6                      September, 1979                      Limited Circulation

## NEHRU LITERACY AWARD FOR KRISHNA AGGARWAL

The 1979 Nehru Literacy Award of the Indian Adult Education Association has been awarded to Smt. Krishna Aggarwal, Chairman, Bhartiya Grameen Mahila Sangh, Madhya Pradesh Branch, Indore for her outstanding contribution to the promotion of functional literacy in this country.

Smt. Aggarwal, a pioneer in integrating functional literacy with health and family education has been instrumental in making nearly 10,000 rural women literate in Indore district. She has also established close links between non-formal education and formal education and has given a new insight to women's education in rural areas.

Smt. Aggarwal has written a number of articles on Adult Education and Rural Reconstruction and a book for neo-literates. She has also participated in a number of national and international seminars and conferences.

\*\*\*\*\*

## LOOK AT THE AMRITSAR CONFERENCE

The 32nd All India Adult Education Conference of the Indian Adult Education Association will be held at D.A.V. College, Amritsar (Punjab) from October 7-9, 1979. The theme is "Adult Education and Development in relation to NAEP".

Shri J.L. Hathi, Governor of Punjab will deliver the inaugural address of the Conference. Dr. Karan Singh, Union Minister for Education will deliver the valedictory address on the 9th October.

The 30 workers teacher trainees of the Workers' Education Centre, Jamshedpur, Bihar visited the Association on August 16, 1979 and had discussions on workers' education programmes of the Association. The National Adult Education Programme and the activities of the Association were also discussed with them.

\*\*\*\*\*

SHRAMIK VIDYAPEETHAS

DELHI

The Shramik Vidyapeeth (Polyvalent Adult Education Centre), Delhi organised recently the following programmes:

- (1) Training Programme for Adult Education Teachers/Workers/Animators.
- (2) Course for duplicating machine and Electronic Scanner Operators.
- (3) Course for watchmen/securitymen.
- (4) Course for Peons/Messengers.

The concluding function of the course for Adult Education teachers/workers/animators was presided over by Shri J.D. Sharma, Director, Indian Adult Education Association. He distributed certificates to the participants.

Speaking on the occasion, Shri Sharma said that education should be within the reach of everyone, and congratulated the Shramik Vidyapeeth for providing multi-faceted educational programme for adults.

In an other concluding function for duplicating machine operators and peons/messengers, Shri H.H. Pawar, Deputy Education Adviser, Ministry of Education and Social Welfare said that education was a long term investment and it had an impact on life and attitude of the learners. It had a positive bearing on his behaviour and society and efficiency of work in office. Education was for total and fuller development of the learner, he added.

The Nehru Literacy Award for 1978 will be presented to Shri G.K. Gaokar during the inaugural function of the Conference.

The Zakir Husain Memorial lecture will be delivered on the occasion by Dr.(Smt.)Rajmala P. Devadas, Principal Shri Avinashlingam Home Science College, for Women, Coimbatore.

An exhibition of literature on NAEP (books, posters, charts) will be organised during the Conference.

The venue of the Conference and place of stay is D.A. College (Boys), Katra Sher Singh near Hall Gate, Amritsar, which is about  $1\frac{1}{2}$  kms from the Railway Station and the Bus Stand.

The contact person is Shri R.N. Mehta, Principal D.A. College, Amritsar.

Telephones:	Office	43008
	Residence	43411

\*\*\*\*\*

TRAINING PROGRAMME FOR ADULT  
EDUCATION FUNCTIONARIES

The Indian Adult Education Association in collaboration with State Resource Centre, Haryana, is organising a week-long Training Programme for Adult Education Functionaries of Haryana in the last week of October this year in Gurgaon. The participants would include Project Officers, District Adult Education Officers and representatives from voluntary organisations and colleges from the State.

\*\*\*\*\*

VISITORS TO IAEA

Dr. Edward A Ulzen, Executive Secretary, African Adult Education Association, Nairobi, Kenya visited the office of the Association recently. He had discussion with staff of this Association on adult education in India with special reference on the role of adult education for development of the country.

Further information: Shri L.L. Srivastava, Programme Officer, Shramik Vidyapeeth, Directorate of Adult Education, West Block No. 8, Wing No. 7, 2nd Floor, R.K. Puram, New Delhi - 110 022.

BOMBAY

The Shramik Vidyapeeth, Bombay is introducing 15 courses in September this year. The major courses are: maintenance of domestic appliances, small scale industries, refrigeration and air-conditioning, tailoring, T.V. maintenance, fruit preservation and canning; scooter repairs and auto-electricians.

Further information: the Principal, Shramik Vidyapeeth, Samaj Shikshan Mandir, Adarsh Nagar, Worli, Bombay - 400 025.

\*\*\*\*\*

WORKSHOP ON ADULT EDUCATION  
IN BOMBAY

The Bombay City Social Education Committee in collaboration with the British Council Division organised a four day Workshop on Adult Education from August 28, 1979.

Two British experts on production of materials, namely, Mr. Colin Latcham and Mr. Malcolm Lewis gave practical training to the workers in preparing flash cards and other teaching aids. The merits and demerits of various aids were discussed during the workshop.

Fifty participants from various social education organisations and universities participated in this workshop.

\*\*\*\*\*

KOTHARI RE-ELECTED  
PRESIDENT OF BAEA

At a meeting of the General Body of the Bikaner Adult Education Association held recently in Bikaner, Shri B.L. Kothari was re-elected as President. Shri Chattar Singh Mehta was elected as General Secretary.

\*\*\*\*\*

GADEKAR APPOINTED SOCIAL  
EDUCATION OFFICER OF BCSEC

Shri J.M. Gadekar, Deputy Social Education Officer, Bombay City Social Education Committee (BCSEC) has been appointed as Social Education Officer and Secretary of the BCSEC w.e.f. September 1, 1979. He will also be ex-officio Secretary of the Shramik Vidyapeeth, Bombay.

\*\*\*\*\*

NEWS FROM STATE RESOURCE  
CENTRES FOR ADULT EDUCATION  
MAHARASHTRA

The State Resource Centre for Non-Formal Education Maharashtra, Pune organised a workshop for production of Urdu Primers for men and women. Dr. N.A. Ansari, Joint Director, and Mrs. S. Shafi, Deputy Director in the Directorate of Adult Education were the resource persons to the workshop.

The SRC conducted two training camps for supervisors from Zilla Parishads and voluntary agencies: the first from July 2 to 17, 1979 and the second from July 20 to August 3, 1979.

The SRC collaborated with the Centre for Studies in Rural Development, Ahmednagar in conducting the training programmes of supervisors from colleges affiliated to the Universities of Pune and Marathawada.

The SRC proposes to conduct 15 experimental centres in the slums of Pune, five on the outskirts of the city in a semi-rural area and 20 in the rural areas.

KERALA

The State Resource Centre, Kerala is publishing a monthly wall newspaper entitled Nattuvetcham.

It has published the following booklets:

- (1) Role of libraries in Adult and Continuing Education.
- (2) Non-Formal Education for the age group 6-44.
- (3) How Non-Formal Education Centres can be made effective.
- (4) Information for Harijans.
- (5) Learning Materials.

TRAINING OF INSTRUCTORS  
IN VIJAYAWADA

The Sree Durga Sangha Seva Samajam, Vijayawada organised a training programmes for thirty instructors from August 18 to 31, 1979. Experts in medicine, health, agriculture, cooperatives and family planning participated in this 14-day training programme. Film shows were arranged with the cooperation of Taluka Public Relations Department, Gannavarama and visits to various centres in Krishna District were also arranged for the participants.

\*\*\*\*\*

CALL FOR WIPING  
OUT ILLITERACY

International Literacy Day was observed in all the 1,100 centres in rural and urban areas of Delhi on September 8, 1979.

Mr. Kedar Nath Sahani, Chief Executive Councillor, in his message on the occasion said that India which was famous for its erudition and enlightenment in ancient times, today had the largest number of illiterates in the world, which was a matter of great shame.

He appealed to all the voluntary agencies, educational institutions and social workers to come forth and help wipe out this blot of illiteracy from the face of India.

\*\*\*\*\*

64M. ADULT US  
CITIZENS ILLITERATE

As many as 64 million adult Americans lack the language skills to perform everyday tasks like addressing an envelope- and federal literacy programmes have made only a small dent in the problem, a new Ford Foundation study finds.

The startling illiteracy statistic cited by the study is the result of a new, broader definition of illiteracy than a simple inability to read or write.

According to the report a person is literate only when he or she can read or write well enough to fill the requirements they see as necessary to their own lives.

Among the other findings:

- At least half the adults in nine states never finished high school. The states are Kentucky, South Carolina, North Carolina, Kansas, Georgia, Mississippi, Alabama, Tennessee and West Virginia.

- Among adults who haven't finished high school, two out of three are 45 years or older, and one in four is over 65.

- There are more illiterates in the south than the north, more in the east, than the west. (Indian Express  
September 10, 1979)

\*\*\*\*\*

THIRD TRIENIAL WORLD  
CONFERENCE ON EDUCATION

The World Council for Curriculum and Instruction, New York U.S.A. is organising the 3rd Triennial World Conference on Education from December 28, 1980 to January 4, 1981 at the Development Academy of the Philippines, Tagaytay.

The theme is life-long learning for Global Development  
Toward a Humane Quality of Life.

250 educators from all parts of the world are expected to attend this international meet.

Further information: Elizabeth Filipakowaski, World Council for Curriculum and Instruction, Box 171, Teachers College, Columbia University, New York, N.Y. - 10027 U.S.A.

\*\*\*\*\*

NEW ADDITIONS TO JHA  
LIBRARY OF IAEA

1. Bhasin, Kamla Breaking Barriers: A South Asian Experience of Training for Participatory Development. Bangkok, FAO. 1978. 116p.
2. Bhola, H.S. Evaluating Functional Literacy. Tehran, International Institute of Adult Literacy Methods 1979. 164

3. Clark, Noreen Education for Development and the Rural Women. New York, World Education 1979. 66 p
4. Clark, Noreen and Me Caffery, James, Demystifying Evaluation. New York World Education. 1979 69 p
5. Crowley, David Mass Media Manual: How to run a Radio Learning group campaign. Bonn, Friedrich Ebert-Stiftung. 1978 197 p
6. Dikshit, Kiranmani A. and others Rural Radio: Programme Formats. Paris, Unesco. 1979 94 p
7. Farmer, James A. and Papagiannis, George. Programme Evaluation: Functional Education for Family Life Planning III. New York, World Education 1975 59 p
8. Hanoi, Department of Complimentary Education. The Elimination of illiteracy and the use of complimentary education in the Socialist Republic of Viet Nam. Bangkok Unesco 1979. 12 p
9. Husen, Torsten and other. Teacher Training and Student Achievement in Less Developed Countries New York, World Bank. 1978 135 p
10. Tyra. Srinivasan. Perspectives on Non-formal Adult Learning: Functional Education for Individual, Community and National Development. New York World Education 1977. 121 p
11. Thomas, Fredelick J. and Kondo, Allan S. Towards Scientific Literacy. Tehran, International Institute for Adult Literacy Methods. 1978 96 p

12. Unesco, Research and Training in Literacy  
Asia and Oceania: Report of a Regional  
Panel of Experts, New Delhi 19-25  
 September, 1978, Bangkok, Unesco.  
 1979 73 p
13. University of Southern California and Unesco:  
Ways and Means of Strengthening In-  
formation and Counselling Services for  
Adult Learners. California, College  
 Continuing Education, University of  
 Southern California, 1978  
 42 p
14. Zimmet, Anne and Zimmet, Ford:  
Visual Literacy in Communication:  
Designing for Development. Tehran,  
 International Institute for Adult  
 Literacy Methods. 1978 144 p



BOOK POST

Inst. 205  
 The Secretary  
 Samaj Shiksha Sammit  
 1249 Nepier Town, Jabalpur M.P.

*Delhi*



*20/3/79*

*29/8/79*

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI 110002

Vol. 1 No. 7

October, 1979

Limited Circulation

## MYSORE WORKSHOP ON 'LINKING LITERACY WITH DEVELOPMENT'

The first of the two workshops of IAEA on the theme 'Linking Literacy with Development' was held in Mysore in collaboration with the Karnataka State Adult Education Council on September 10-13, 1979. A little over 50 adult educators and functionaries of development departments from the four southern States, the Union Territories of Pondicherry & Lakshadweep and a few other States of the country attended the workshop.

The workshop recommended that joint training programmes should be organised for personnel of the two departments at different levels to enable them to function as an integrated team.

It suggested that agencies producing reading material on development and adult education should produce need-based materials with a vocabulary within the range of comprehension of the adult illiterates.

It recommended that mass media including traditional media should be used for promoting integration of literacy with development.

The second workshop in the series will be held, in collaboration with Gujarat Vidyapeeth, at Ahmedabad on 19-22 November, 79.

\*\*\*\*\*

## AMRITSAR CONFERENCE

The three-day annual conference of the Indian Adult Education Association on "Adult Education and Development in Relation to NAEP" was held in D.A.V. College, Amritsar from October 7 to 9, 1979. Four hundred & eighteen delegates from 23 States and Union Territories attended the conference.

It was inaugurated by Shri A. J. Kidwai, Vice-Chancellor, Jamia Millia Islamia and presided over by Dr. Malcolm S. Adiseshiah, President of the Association.

The 1978 Nehru Literacy Award for outstanding contribution to the promotion of literacy was presented to Shri G.K. Gaokar.

The Zakir Husain Memorial Lecture was delivered by Dr. (Smt) Rajammal P. Devadas. The theme was "Whither National Adult Education Programme (NAEP)?"

The valedictory address was given by Dr. (Smt) S. Mathu, Union Minister for Social Welfare.

A detailed report of the conference will appear in the November Newsletter.

\*\*\*\*\*

NATIONAL CONFERENCE ON  
POPULATION EDUCATION

The Directorate of Adult Education, New Delhi, in collaboration with Population Studies Centre, S.V. University, Tirupati, organised a national conference on "Planning and Development of Population Education Programme in Adult Education" in Tirupati from September 17-20, 1979.

The main objective of the Conference was to evolve a strategy for introducing population education as a part of NAEP, to make an assessment of the existing resources, human, material and institutional which could be utilised for developing Population Education as a part of NAEP, to suggest concrete activities which will concretise the linkage and to identify the problems which will be faced in the process of developing these linkages between population education and NAEP.

The Conference was inaugurated by Prof. M. Santappa, Vice-Chancellor, S.V. University and presided over by Shri M. Gopalkrishnan, Secretary, Education, Government of Andhra Pradesh.

The participants were divided into three groups to discuss planning strategy and planning activities, implementation activities and evaluation and research. The group chairmen were Smt. Mallika Ghosh, Shri J.L. Sachdeva and Shri K.P. Sonavane.

The major recommendation of the conference were:-

(a) Existing resources, human, material and institutional that could be used need to be indentified, and where these were inadequate such resources should be developed gradually.

(b) Compilation of a Directory of various agencies invol in population education work should be taken up immediately.

(c) Efforts should be made to involve learners in the planning, implementation and follow-up of Population Education i NAEP.

(d) The gompnent of Population Education should be integra in the follow-up programmes of NAEP.

\*\*\*\*\*

DUTTA GETS DOCTORATE  
FROM KOREA

An honorary degree of Doctor of Literature was conferred upon Shri S.C. Dutta, former Honorary General Secretary, Indian Adult Education Association, by the Keimyung University, Republic of Korea, at a special ceremony at Daegu, near Seoul on September 10, 1979 in recognition of his outstanding contribution and meritorious service to the promotion and development of adult education in India and other developing countries of Asia.

Presenting Shri Dutta to the President for the conferrment of the degree, the Dean of the Graduate School, Prof. Jong-Gon Hwang said, "in his capacity as Secretary of the Indian Adult Education Association, Shri Dutta directed adult education training courses, organised seminars, conferences, guided studies and surveys on adult education, and edited the Indian Journal of Adult Education and various publications."

Prof. Hwang added, "Shri -Dutta has also served as the the Secretary of the Indian University Association for Continuing Education, and as a member of various Boards, Councils, and Committees in India and abroad."

Prof. Hwang said, "Shri Dutta's most outstanding achievement rests in his contribution in the founding of ASPBAE organised during the UNESCO Conference on Adult Education held in Sydney in 1964; and in his devoted leadership as Chairman of the organisation from 1964 to 1976."

In his acceptance speech, Shri Dutta said, "I consider that this honour is not only to me personally but to the services rendered by the Indian Adult Education Association and the Asian South Pacific Bureau of Adult Education, the two organisations to which I have the privilege to belong. These two organisations have done yeomen service to the cause of adult education and their pioneering efforts are now bearing fruits. It is also a recognition, I take it, by the University of the key-role that adult education plays in the development of human beings and the nations. We of the adult education movement consider that adult education is an instrument of social and economic change and is a matrix of a new civilization and a new culture, embodying a new system of values for the betterment of humanity. As a representative of the adult educators and on their behalf, I accept the honour the University has done to the adult education movement."

\*\*\*\*\*

PANEL SET UP  
TO REVIEW NAEP

The Union Government has set up a committee to review the national adult education programme (NAEP).

The committee, headed by Prof. D.S. Kothari, who was chairman of the national education commission, will suggest steps for strengthening NAEP which was launched on October 2 last year.

The decision to appoint the committee has been taken in the light of the assessment that NAEP "has degenerated into a functional literacy programme" when it should have stayed linked with development.

The review committee is expected to identify the weaknesses in the programme and examine its different technical aspects.

Some of the other members of the review committee are Dr. Malcolm Adiseshiah, Mr. T.P. Naik, Mr. B.G. Verghese and Mr. Habib Tanvir.

The Committee is likely to submit its report in four months.

#### SHRAMIK VIDYAPEETH COURSES

The Shramik Vidyapeeth, Delhi a sub-unit of the Directorate of Adult Education proposes to organise courses for different categories of workers such as cooks (working in hospitals, educational organisations, public and private enterprises), bookbinders, helpers to electricians and motor mechanics, proofreaders and gardeners.

Further Information: Shri B.C. Rokadiya, Director, Shramik Vidyapeeth, West Block No. 8, Wing 7, 2nd Floor, R.K. Puram, New Delhi - 110 022.

\*\*\*\*\*

#### 'GREAT POTENTIAL' FOR NAEP IN RAJASTHAN

A review of the progress made by the National Adult Education Programme (NAEP) in Rajasthan shows that the programme has "great potential", but its requisite infrastructure has yet to be built and the necessary funds made available to it.

The study conducted by a team of the Indian Institute of Management, Ahmedabad, has highlighted that any assessment of NAEP has to be viewed in terms of the resources pumped into the programme and the outcome. If the outcome is not commensurate with what was aimed, then it means that either the programme is not being executed well or that the targets were unrealistic. The planning was based on inadequate data and wrong assumptions. The Rs. 200 crore budget sounds as a huge amount to be spent on educating adults. However, if one looks at the budget, only Rs. 1,704 are being spent on each Adult Education Centre operating for a period of 10 months (including instructors' honorarium, centre's share of supervisor's salary and cost of material supplied to learners and instructor).

It is pointed out that this is an extremely meagre sum to make 30 adults literate and help them learn a few more things about their occupation and the environment in which they are living. It is estimated that more than a lakh of rupees is spent by the Government for educating a medical student who "in all likelihood helps urban population or foreign countries." With this money, about 1,800 adults can be helped to become literate and in addition 60 village-level instructors (instructors) can be provided part-time employment in the socially productive sector and two unemployed under-graduates can also be employed for a year. The budget provided for running adult education centres is, therefore, very conservative."

Mr. T.V. Rao, Mr. Anil Bhatt and Mr. T.P. Rama Rao, who had surveyed the NAEP in Rajasthan, have emphasised that the programme should have a particular orientation in the rural areas where 48 per cent people are below the poverty line. Most of them are landless labourers or small farmers. Education for all these people should focus on developing their capabilities to acquire sufficient food so that they do not starve any time during the year. For them, education should show means of improving their economic standards.

Explaining these means and developing these capabilities among the villagers require altogether a different strategy. This needs committed people willing to work in rural areas, willing to organise the rural masses into groups and training to help them initiate economic activities.

To achieve this, the survey team has said, the emphasis should not be on number. Of the three elements identified in NAEP policy that contribute to liberation-literacy, dialogue and action—the focus should change in follow-up programme from literacy to dialogue and action. (Hindustan Times, October 4, 1979.)

\*\*\*\*\*

REGIONAL WORKSHOP ON  
FOLK MEDIA

A regional workshop of folksong composers and singers from the Himalayan region was held at Dehra Dun, U.P. recently. It was organised by the Directorate of Adult Education, New Delhi, in collaboration with the Nehru Yuvak Kendra, Dehra Dun.

The main objective of the workshop was to enthuse the folk writers and singers from the Himalayan region to participate in the NAEP so that this popular and powerful medium of folklore and songs could be utilised for the social awareness of the people and promotion of the adult education programme.

In all 36 composers and singers from the Himalayan region attended the workshop. Resource persons and experts in the field of folk arts and drama also attended the workshop.

The workshop succeeded in creating an awareness among the composers and singers of the positive role they could play in the overall development of the country and especially in their own areas/regions through the NAEP.

\*\*\*\*\*

MADURAI KAMARAJ UNIVERSITY  
OPENS SIX HUNDRED ADULT  
EDUCATION CENTRES

Madurai Kamaraj University, with 65 affiliated colleges has opened 600 adult education centres so far in the four southern districts of Tamil Nadu: Madurai, Ramanathapuram, Tirunelveli and Kanyakumari. The University has established a Centre of Adult Education with one Coordinator and one Project Officer.

The University also organised pre-training for adult education programme officers at the college level and regular training programme for teachers and proposes to organise a training programme for the supervisors very shortly.

The University has introduced adult education as a co-curricular activity for the degree classes.

\*\*\*\*\*

FIVE DAYS ORIENTATION PROGRAMME  
FOR NAEP SUPERVISORS IN 'INNOVATIVE  
PRACTICES IN TEACHING LEARNING  
TECHNIQUES'

Xavier Institute of Social Service, Ranchi, in collaboration with National Council of Educational Research and Training, New Delhi, conducted a five days Orientation Programme for NAEP Supervisors in Chotanagpur, from 20th August to 24th August, 1979. The main objective of this programme was to invent new teaching and learning techniques for Adult Education Instructors, who, by and large, are still using the same old traditional methods of teaching adult learners. During the five days deliberation, number of good techniques were brought into light. It is expected that the Supervisors will push up these techniques in their respective areas with the help of Instructors. Altogether 21 participants took part in this programme. The resource persons were mainly drawn by N.C.E.R.T., New Delhi. The whole five days programmes was being Video-taped for the purpose of preparing a package programme by N.C.E.R.T. technicians.

\*\*\*\*\*

UGC - NAEP WORKSHOP

The Department of Adult Education and the State Resource Centre, S.V. University, Tirupati organised a two-day UGC-NAEP Workshop on September 11 and 12, 1979. The workshop was conducted with a view to review and finalise college proposals for running adult education centres under UGC-NAEP. Apart from resource persons from other universities and states, about 10 Principals and 10 NSS Programme Officers of various colleges affiliated to S.V. University participated in the workshop. 20 colleges have come forward to run 200 adult education centres (10 centres by each college). Prof. L.R. Shah, Programme Adviser, Ministry of Education & Social Welfare, Dr. M.L. Mehta, Dy. Secretary, University Grants Commission, Prof. M. Santhappa, Vice-Chancellor, S.V. University addressed the participants.

.....

The Department of Adult Education and the State Resource Centre, S.V. University, Tirupati proposes to organise one-week UGC-NAEP training programme for NSS Programme Officers and a two-week training programme for Supervisors during October-November, 1979.

\*\*\*\*\*

CULTURAL EVENING ON INTER-  
NATIONAL LITERACY DAY IN  
AJMER

The Ajmer Adult Education Association (AAEA) celebrated the International Literacy Day on September 8, 1979 enthusiastically. During the day various competitions were organised exclusively for the learners; these included Rangoli, Alpana and Menhdi competitions for female learners from rural as well as urban adult education centres; free hand drawing competition for child learners from Non-formal Education centres.

The programme was experimental in nature with an object to bring forward the learners who have acquired some confidence.

On the same day a Cultural Evening was arranged. The participants included men, women and children from both urban and rural centres. Some folk items drew much applause.

The programme was presided over by Shri J.S. Mehta, Member, Revenue Board, Ajmer, and the Chief Guest on the occasion was Shri K.L. Bordia, Secretary, Seva Mandir, Udaipur. AAEA Secretary, Mr.S.Kanta Marwah proposed the vote of thanks.

\*\*\*\*\*

UN DECADE FOR WOMEN:  
EQUALITY, DEVELOPMENT  
AND PEACE

The United Nations will hold a World Conference in 1980 to mark the Decade for Women: Equality, Development and Peace. It will be held in Copenhagen, Denmark, from 14th to 30th July.

Women form half the population of the world, yet they remain dependent, discriminated against and disadvantaged. The UN Conference will:

- Take stock of what has been achieved in the first five years of the United Nations Decade for Women (1976-1981)

by reviewing progress made and obstacles encountered in carrying out the World Plan of Action adopted by the 1975 Mexico Conference.

- Design a specific action-oriented programme for the next five years, with specific emphasis on the areas of employment, health and education.
- Examine the tragic situation of apartheid on women in southern Africa and draft special measures for assistance.

The United Nations General Assembly proclaimed in 1975 that the years 1976-1985 should be the "United Nations Decade for Women: Equality, Development and Peace". It is a time for specific action on the national, regional and international levels.

The UN is producing fact sheets, press releases and feature articles focussing on different aspects of the Conference and will supply these, on request, with photographs and other information.

For information, please write: Information Officer, DESI/DPI - Room 1061-I, 1980 World Conference for Women, United Nations Secretariat, New York, N.Y. 10017 U.S.A.

\*\*\*\*\*

#### VOLUNTARY EDUCATION OF WORKERS

International Federation of Workers Educational Associations (IFWEA) is collaborating with the Jose Fontana Foundation of Portugal and the Friedrich Ebert Foundation of the Federal Republic of Germany in the organisation, during October, of a seminar on the voluntary education of workers in Lisbon.

After a consideration of adult education in Portugal, the seminar will discuss trade union education in Portugal and Spain, new teaching techniques suitable for workers' education, the recruitment, education and selection of monitors and organisers of trade union education, and discussion and elaboration of a proposal for a programme of education for trade union representatives responsible for collective bargaining.

Further Information: IFWEA, 9, Upper Berkeley Street, London  
WIH 8 BY.

\*\*\*\*\*

NEW ZEALAND WEA FIGHTS  
ILLITERACY

The Workers' Educational Association of New Zealand, is planning an ambitious programme to fight illiteracy. Unesco has promised a grant of 6,000 US dollars as a contribution towards the purchase of resource material for the Auckland WEA District Council and also towards the cost of dissemination of the results of their work for the wider national literacy campaign through NZWEA.

The 47 literacy programmes in New Zealand are providing one-to-one tuition for approximately 1,500 adults entirely with the aid of voluntary teachers. Most of the programmes are organised and sustained by voluntary coordinators. Many schools do their own training and almost all on-going training is conducted by voluntary persons.

New Zealand WEAs echo the theme of Literacy Day in the International Year of the Child: "By teaching parents to read and write we pave the way for children's future".

\*\*\*\*\*

PROF. HWANG ELECTED CHAIRMAN  
OF ASPBAE REGION 3

Prof. Jong-Gon Hwang, Dean of the Graduate School, Keimyung University, Daegu (Korea) was elected Chairman of ASPBAE Region 3 for 1980-81. He replaces Dr. Chris Duke, Australian National University, Canberra. Prof. Hwang will also be Chairman of ASPBAE from January 1, 1980 for a term one year.

\*\*\*\*\*

NEW ADDITIONS TO JHA  
LIBRARY OF IAEA

1. Beecke, W. Michael Adult Basic Education: A Resource Book of Readings, Toronto, New Press, 1972 393 p.
2. Charters, Alexander N. The Hill And The Valley: The Story of University Colleges At Syracuse University Through 1964. New York, Syracuse University Publications

In Continuing Education, 1972. 87 p.

(Occasional Papers Number 27)

3. Gillett, M. Readings in The History of Education. Toronto, McGraw - Hill Company of Canada, 1969. 322 p.
4. National Institute of Educational Planning and Administration. Orientation Programme for District Adult Education Officers, New Delhi: August 20-25, 1979: Report New Delhi, National Institute of Educational Planning and Administration and Directorate of Adult Education, 1979.
5. National Institute of Educational Planning and Administration and Directorate of Adult Education. Orientation Programme for District Adult Education Officers, New Delhi: Sept. 17-22, 1979. Report, National Institute of Educational Planning and Administration and Directorate of Adult Education, 1979.
6. National Institute of Educational Planning and Administration and Directorate of Adult Education. Orientation Programme for Senior Level Personnel in Adult Education: Reading Material, New Delhi, 1979.
7. India, Ministry of Education and Culture. National Adult Education Programme: The First Year, New Delhi, 1979. 40 p.
8. India, Planning Commission. Study of the Special Programmes for Girls Education. New Delhi, Programme Evaluation Organisation, Planning Commission, Government of India, 1978. 181 p.
9. Jacobson, Myrtle S. and Offenbacher, Deborah I. Accent On Adults: The Small College Programme at Brooklyn, New York, Syracuse University Publications in Continuing Education, 1970. 31 p. (Occasional Papers Number 19)

\*\*\*\*\*

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI 110002

Vol. I No. 8

November, 1979

Limited Circulation

## 32ND ANNUAL CONFERENCE OF IAEA

The three-day Annual Conference of the Indian Adult Education Association on "Adult Education and Development in Relation to NAEP" which concluded in Amritsar on October 9 this year has declared that the National Adult Education Programme (NAEP) was a part and parcel of the minimum needs programme of the people, and therefore, a national commitment. It was a man-date for all times, regardless of political changes and should be honoured by all Governments. It said that adult education should be fostered as a movement to bring about the desired social changes and equality through integrated economic and social development.

Four hundred and eighteen delegates from twenty-three States and Union Territories attended this Conference.

Inaugurating the Conference, Shri A.J. Kidwai, Vice-Chancellor, Jamia Millia Islamia, New Delhi said that educational institutions were best suited to play their fullest part in the National Adult Education Programme. He said that the campaign against illiteracy should be a part of larger development effort in the field of agriculture, industry, health and hygiene, family planning, vocational training, social reform and social amelioration.

Shri Kidwai urged the scientists in the C.S.I.R., I.C.A.R. and I.C.M.R. to participate in this programme with their net-work of research stations and experimental farms. He suggested setting up of local radio stations in some rural district towns for harnessing local talents for broadcasting so as to play an effective role in the National Adult Education Programme. Shri Kidwai stressed the use of 8mm projectors for carrying the message of NAEP to rural areas.

Dr. M.S. Adiseshiah, MP, President of the Indian Adult Education Association, in his presidential address, emphasised the necessity of forming an effective State-level Adult Education Association in Punjab to promote adult education in the State. He said that NAEP was a part of world wide movement as many countries in the world were shifting from pilot to national programmes. He said that adult education should become a part of every day life of the common man.

Earlier, welcoming the delegates, Shri Jagjit Singh, Pro Vice-Chancellor, Guru Nanak Dev University, Amritsar said that for multi-facet development of the community, education had to play a vital role. It was not only the need for three R's that was essential, but knowhow of methods of agriculture, forest controls, use of fertilizers and marketing etc. were equally important, he said.

Shri Jagjit Singh said that lack of education was the root cause of superstition, dirt, disease, backwardness and parochialism. Adult Education should be in tune with the needs of the people and would be helpful in over-coming these problems, he emphasised.

The Hony. General Secretary of the Association, Shri V.S. Mathur, in proposing a vote of thanks strongly urged the formation of rural organisations to safeguard the interests of the rural people. Shri Mathur said the centres for adult education should serve as community centres.

#### NEHRU LITERACY AWARD PRESENTED

The 1978 Nehru Literacy Award for outstanding contribution to the cause of adult literacy and education in India was presented by Shri A.J. Kidwai to Shri G.K. Gaokar, former Social Education Officer, Bombay City Social Education Committee.

#### OPENING OF EXHIBITION

An exhibition of literature on adult education and material produced in adult education centres was opened by Shri T.S. Avinashilingam, Founder, Sri Rama Krishna Mission Vidyalaya, Coimbatore. Shri Avinashilingam said that the responsibility of NAEP was confined only to ~~one~~ Department of the Government in the Centre and a few voluntary organisations. But if this was to have national impact, all departments of the Government and all voluntary organisations would have to share the work, he stressed. He quoted the example of Tanzania where by law, it was the duty of all organisations

to conduct classes and schools in adult education. He said that like Tanzania, every educated man and woman in India by law should give free service every day for eradicating illiteracy. For solving colossal problems, extra-ordinary means and actions were needed, he urged.

\*\*\*\*\*

#### GROUPS

The delegates were divided into five groups to discuss the following five sub-themes of the Conference:

#### GROUP I

NAEP and Involvement of Educational Institutions

#### GROUP II

Special Programmes for Tribals and backward sections under NAEP.

#### GROUP III

Training for Adult Education Functionaries

#### GROUP IV

Material Production

#### GROUP V

Special programme for women

#### REVIEW OF IMPLEMENTATION OF NAEP

Shri J.D. Sharma, Director, IAEA, presented a review report on the implementation of the National Adult Education Programme by the member-institutions of IAEA.

The review revealed that 27 learners on an average attending each centre, the clientele by and large include landless labourers, rural artisans, small and marginal farmers, unemployed youth, members of Scheduled Castes and Scheduled Tribes and Harijans; provision for training and production of reading/learning material was by and large, adequate, satisfactory and the motivation among women learners was sufficient because of some functionality incorporated in centres.

The component of awareness and functionality was, other hand missing in most of the centres. The delay in processing of application by State Governments and in release of funds by Central Government was also revealed by this survey. There was also resistance to the programme from certain quarters.

\*\*\*\*\*

SPECIAL ADDRESS BY  
DR. J.D. SETHI

Dr. J.D. Sethi, Member, Planning Commission in his special address to the Conference said that cultural communication media had over the ages been the most effective means of communication in this country and should be extensively utilised in the National Adult Education Programme. He emphasised that under-privileged, exploited rural women should be the focus of NAEP.

Dr. Sethi emphasised that the NAEP should be linked with the rest of the education system, so that the big flow of drop-out from the formal education system could be stopped and this would go a long way for the success of NAEP. He said that awareness should be given the highest priority in the NAEP. Dr. Sethi said that minimum needs programme was a package programme and adult education was a part of this package and could not be taken out by anyone. But for the success of the programme, he said, it was very essential that it should be community structured. He asked the adult educators to be vigilant against those who were bound to offer resistance to this programme.

\*\*\*\*\*

ZAKIR HUSAIN MEMORIAL LECTURE

The 1979 Zakir Husain Memorial Lecture entitled "Whither the National Adult Education Programme (NAEP)? was delivered by Dr. (Smt) Rajammal P. Devadas, Director-Principal, Sri Avinashilingam Home Science College for Women, Coimbatore (copy of the lecture available from the Association on request).

\*\*\*\*\*

VALEDICTORY ADDRESS

The valedictory address of the Conference was delivered by Smt. S. Muthu, Union Minister for Social Welfare. She said, that the process of all round national development has changed the concept of adult education which was previously confined to literacy alone. The changing socio-economic scene in the country, she emphasised, demanded overall development of the human resources. She urged that special efforts should be made for adult education for women as the literacy percentage among them was much lower than men.

She said that the Central Social Welfare Ministry was trying to improve the "dismal situation" through functional literacy schemes for adult women. It was necessary to link these schemes to socio-economic programmes to enable women to learn some skills.

## RECOMMENDATIONS

Some of the major recommendations of the Conference were:

(a) Since adult education is for development, all Government departments concerned with development must participate in the National Adult Education Programme.

(b) All types of schools, colleges, universities, IIT's and professional training institutions should play a role in NAEP. They should not start adult education centre as a separate activity, but always as a part of the local rural development, antodaya, food for work, applied nutrition, community health, integrated child development services etc.

(c) Adult education and community service must be part of the curriculum giving both teachers and students academic credit as the University of Madras and its affiliated colleges have accomplished. Polytechnics, Engineering Colleges, IIT and Medical and Agriculture Colleges should apply their classroom teaching to the rural areas to solve their problems.

(d) The materials for each adult education centres or clusters of centres need to be produced at the local level in tune with the local people needs, culture and aspirations, and should be in the form of solution to their problems.

(e) Every adult education centre must have a small library for keeping the materials, newsletters, radio set, etc.

(f) The Harijans, women and tribals should receive the foremost attention in the NAEP, and special programmes should be arranged for them.

.....

## CORRESPONDENCE COURSE IN WORKERS EDUCATION

The Workers Education Centre, Delhi under the Central Board for Workers' Education, intends to start sixth Correspondence Course in Hindi, on Trade Union Organisation and Administration shortly. This is an advanced course on Trade Unionism of six months duration. This course is open to Trade Union Officials who are well versed in Hindi and are recommended by their union.

The course would impart instructions in effective organisational techniques, trade union functions, union recognition, bargaining strategy, publicity, field work, union structure, finance and legislation regulation and administration.

Further information: Regional Director, Workers Education Centre, 86, Banarsi Dass Estate, Lucknow Road, Timarpur, Delhi - 110 007.

NEWS FROM STATE RESOURCE CENTRES  
FOR NON-FORMAL EDUCATION

SRC, MAHARASHTRA

The Maharashtra State Resource Centre for Non-Formal Education, Pune in collaboration with Directorate of Adult Education organised a National Seminar for evolving guidelines for the preparation of adult education primer in Pune from September 10 to 13, 1979. Linguists and adult educators reviewed the content of the primers from nine languages, viz., Urdu, Hindi, Bengali, Gujarati, Marathi, Kannada, Tamil, Telgu and Malayalam. The principles underlying the preparation of each of these primers were critically analysed. Various methodologies of presenting linguistic material were considered and guidelines were evolved for preparing a primer which would effectively break the literacy barrier of adult learners. 16 delegates from different parts of the country attended it.

For report of the Seminar, contact Dr. (Smt) Chitra Naik, Director SRC, Indian Institute of Education, 49/A/29, Eranda Wani, Pune.

SRC, KERALA

The Kerala State Resource Centre for Non-Formal Education, Trivandrum organised a training programme of District Adult Education Officers and Supervisors of Voluntary agencies from August 6-10, 1979.

The DPI, Kerala inaugurated it. The Finance Minister, Shri V. Nair participated in one of the plenary sessions and Shri C.H. Mohammed Koya, Minister for Education delivered the valedictory address and gave away the certificates.

Dr. N.P. Pillai, Director, Training SRC was the Director of the training programme.

.....  
The SRC organised a three day workshop for writers at Calicut in which 30 writers with already written scripts attended. The manuscripts were discussed and approved.

Another workshop of 30 writers was held in Trivandrum in July in which writers from all over Kerala participated.

.....  
The SRC organised a Seminar on evaluation on 18th September as a part of the Programme for the centenary celebrations of Welthy Fisher. The already prepared evaluation forms were reviewed in this Seminar.

.....

SEMINAR ON MONITORING AND  
EVALUATION FOR KEY PERSONS OF HP.

The Regional Resource Centre, Punjab University, Chandigarh, organised recently a Seminar on Monitoring and Evaluation for the Coordinators, NYKS, project officers and supervisors engaged in the implementation of NAEP in Himachal Pradesh.

The aim of the Seminar was to enhance the professional competence of these functionaries and to give them training in the implementation of monitoring and evaluation in the field.

Seventeen persons attended the Seminar.

.....

BCSEC CELEBRATES INTERNATIONAL  
LITERACY DAY

The Bombay City Social Education Committee, organised a function at its headquarters on September 8 this year to celebrate the International Literacy Day. Shri V.K. Chowdhary, Former Member of Maharashtra Public Service Commission was the Chief Guest. Barrister M.G. Mane, President of the Committee presided.

Speaking on the occasion, Shri Chowdhary said that beside literacy an adult should be made to develop his reasoning and thinking power. He said that NAEP should enable the adult to play his role in the society and family.

Barrister Mane, in his presidential address said that NAEP was a revolutionary concept for the upliftment of the masses.

The BCSEC also organised talks at various centres held and run by it on the occasion. A demonstration of home appliances and its advantages was given at one Mathru Vikas Kendra to help women to prepare various items of foods.

.....

DELHI UNIVERSITY ADULT EDUCATION  
AND CONTINUING EDUCATION CELL

The Delhi University Adult Education and Continuing Education Cell promotes and coordinates the activities under NAEP of the various colleges and the departments in the University. It is helping the colleges and departments in formulating adult education proposals.

It has set up three Experts' Committees on Literacy Training Strategies and Monitoring and Evaluation. It proposes to set up committees on Functionalism, Social Awareness and the use of Folk Arts as Motivational Devices in

## Adult Education Programmes.

The Cell recently organised a two-day orientation programme for teachers. College teachers from 16 colleges participated in it. It also organised a Seminar on Initiating Adult Education Programme at the Lakshmi Bai College.

The University of Delhi will be starting 200 adult education centres with the help of its various Departments and Colleges.

Three Colleges - P.G.D.A.V. College, Janakidevi Mahavidyalaya (JDM) and St. Stephen College are already in the field and are running adult education centres in various resettlement colonies and slums of Delhi. The PGDAV is running 20, JDM 10 and St. Stephen 10. Awareness and functionalism have been integrated in the centres run by these colleges.

Further information: Dr. S.C. Bhatia, Coordinator, Delhi University Adult Education and Continuing Education Cell, 33, Chhatra Marg, Delhi - 110 007.

.....

### TRAINING PROGRAMME FOR PROFESSORS- IN-CHARGE, ADULT EDUCATION IN NAGPUR

The Department of Adult Education and Extension Services, Nagpur University in collaboration with University Grants Commission, organised a training programme for Professors-in-charge of Adult Education in Nagpur in April this year. The training programme provided re-orientation in knowledge and skills relating to various components of NAEP vis-a-vis, their role and contribution to the implementation of this programme at college level.

The participants from sixty-three colleges whose proposals have been accepted by the UCC, attended it.

A Report of the Seminar which covers concept of NAEP and approach to its implementation; role of universities in NAEP; Coordination of NSS and NAEP; role and functions of trainee participants; concept of adult education centre; contribution of different departments of university and colleges in NAEP; adult learning; teaching learning materials; motivational aspects; monitoring and evaluation etc. has been recently published by the Nagpur University.

Further information: Dr. R.S. Kale, Coordinator, Department of Adult Education and Extension Services, University of Nagpur, Nagpur.

.....

.....

3RD ANNUAL CONFERENCE OF ASPBAE REGION 3  
DR. DUTTA DELIVERS  
KEY-NOTE ADDRESS

The 3rd Annual ASPBAE Region 3 Conference began in Keimyung University, Daegu, Korea on September 10. After the welcome address by Dr. Taisik Synu, President, Korean Association of Adult and Youth Education and congratulatory remarks by Dr. Chris Duke, Chairman ASPBAE Region 3, Dr. S.C. Dutta (India) delivered the key-note address. The theme of the Conference was "Adult Education in Industrial and Urban Communities in Asia".

Dr. Dutta said that the edifice of adult education in urban area would have to be built on four pillars of trade unions, cooperatives, organisations of the poor and educational institutions. These organisations will have to grow out of their traditional and limited roles to serve the need of adult education. The concern for the poor and the disadvantaged should become the basis of all educational activities of these institutions, specially of the educational institutions.

Dr. Dutta said that the trade unions must not confine themselves to their limited function as a collective bargaining institutions. They must broaden their role to defend the social and political rights of the working class and the poor, to organise educational programmes for workers aimed at developing capacities for trade union leadership, including competencies to meet representatives of government and employers on equal footing, to organise community services for the benefit of the families of the union members and to extend their field of operations to bring the rural labour within their fold.

Continuing Dr. Dutta said that the role of adult education in the countries of Asia and Pacific was to help the people to achieve their aspirations and provide a comprehensive and integrated educational service which would help them to understand the forces which stand in the way of economic and social development, enable them to solve the problems and give them confidence to fight apathy and complacency leading to self-reliance and self-determination. Dr. Dutta added that adult education programmes in these countries would also have to assist in organising the poor so that the fruits of development were available to them and they were enabled to participate in the development programmes and processes. Growth with social justice was the goal of development and adult educators must bent all their efforts

to ensure to all people freedom from want, from fear, from disease and ignorance, thru organising appropriate programmes of education, training and harnessing forces for social and economic changes in the life style of the masses.

Dr. Dutta said that media of mass communication were the latest to join the institutions of life-long education and adult educators would have to make increasing use of the media for "they are the language of the new world", and added that major attention should be devoted to the education of women for they are the vanguard of change. In all developing countries of the region, emphasis was being laid on the education of adult women, as an important plank for accelerating social and economic development.

Concluding Dr. Dutta said, "adult educators have a challenge and an opportunity to bring about social transformation in this region, ushering in a new civilisation, a new culture and new values based on equality, social justice and freedom for all. They will have to adjust their strategies to face the realities of the situation and fan out into areas which are new, non-traditional and non-formal in the field of education."

.....

THE LIFELONG LEARNING ACT  
OF UNITED STATES

Some extracts from the Lifelong Learning Act passed by the U.S. Congress in October 1976 are given below. This is a part of the Amendments to the Higher Education Act (Public Law 94-482)

Section 131. The Congress finds that--

- (1) accelerating social and technological change have had impact on the duration and quality of life;
- (2) the American people need lifelong learning to enable them to adjust to social, technological, political and economic changes;
- (3) lifelong learning has a role in developing the potential of all persons including improvement of their personal well-being, upgrading their workplace skills, and preparing them to participate in the civil, cultural, and political life of the Nation;
- (4) lifelong learning is important in meeting the needs of the growing number of older and retired persons;
- (5) learning takes place through formal and informal instruction, through educational programs conducted by public and private educational and other institutions and organizations, through independent study, and through the efforts of business, industry, and labour;
- (6) planning is necessary at the national, State, and local levels to assure effective use of existing resources in the light of changing characteristics and learning needs of the population;
- (7) more effective use should be made of the resources of the Nation's educational institutions in order to assist the people of the United States in the solution of community problems in areas such as housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and land use; and

(8) American society should have as a goal the availability of appropriate opportunities for lifelong learning of all its citizens without regard to restrictions of previous education or training, sex, age, handicapping condition, social or ethnic background, or economic circumstance.

#### SCOPE OF LIFELONG LEARNING

Section. 132, Lifelong learning includes, but is not limited to, adult basic education, continuing education, independent study, agricultural education, business education and labour education, occupational education and job training programs, parent education, postsecondary education, preretirement and education for older and retired people, remedial education, special education programs for groups or for individuals with special needs, and also educational activities designed to upgrade occupational and professional skills, to assist business, public agencies, and other organizations in the use or innovation and research results, and to serve family needs and personal development.

#### LIFELONG LEARNING ACTIVITIES

Section 133. (a) The Assistant Secretary shall carry out, from funds appropriated pursuant to section 101(b), a program of planning, assessing and coordinating projects related to lifelong learning. In carrying out the provisions of this section the Assistant Secretary shall--

(1) foster improved coordination of Federal support for lifelong learning programs;

(2) act as a clearinghouse for information regarding lifelong learning, including the identification, collection, and dissemination to educators and the public of existing and new information regarding lifelong learning programs which are or may be carried out and supported by any department or agency of the Federal Government;

(3) review present and proposed methods of financing and administering lifelong learning, to determine--

(A) the extent to which each promotes lifelong learning  
(B) program and administrative features of each that contribute to serving lifelong learning.

(C) the need for additional Federal support for lifelong learning, and

(D) procedures by which Federal assistance to lifelong learning may be better applied and coordinated to achieve the purposes of this title;

(4) review the lifelong learning opportunities provided through employers, unions, the media, libraries and museums, secondary schools and postsecondary educational institutions, and other public and private organizations to determine means by which the enhancement of their effectiveness and coordination may be facilitated;

(5) review existing major foreign lifelong learning programs and related programs in order to determine the applicability of such programs in this country;

(6) identify existing barriers to lifelong learning and evaluate programs designed to eliminate such barriers.

.....

NEW ADDITIONS TO JHA  
LIBRARY OF IAEA

1. Boshir, Roger, Adult and Continuing Education in New Zealand, Vancouver, University of British Columbia. 1979 viii + 157 p

This is a bibliography on Adult and Continuing Education in New Zealand and covers the period 1851-1978. It includes the material under following major heads:  
(i) Information Sources (ii) Adult Learner Characteristics (iii) Programme Planning and Administration (iv) Mass Media (v) Evaluation (vi) Adult Basic Education (vii) Technical Education, etc.

Pillai, K.S., Non-Formal Education for Agricultural Workers and Fishermen: A Case Study, Trivandrum, Department of Education, University of Kerala, 1978 p44

The case study of non-formal education for agricultural workers and fishermen in two districts of Kerala was conducted by Dr. K.S. Pillai from 1971 to 1975. The centres chosen for this study were those run by Kerala Grandhsal Sanghom and Maitraniketan.

2. Commonwealth Secretariat, Mobilizing Human Resources: Report of the Commonwealth Conference on Non-Formal Education for Development, New Delhi, 22 January - 2 February, 1979, London, Commonwealth Secretariat, 1979. viii + 94p

The report gives summary of deliberations on Motivation, adult illiterate and neo-literates, children and youth outside school, non-formal education for women & girls, multimedia communication, research & evaluation, training etc. and the conference recommendations. It also covers opening address of Dr. M.S. Adisesiah, Prof. K.S. Murshid and Shri Morarji Desai and the keynote address of Shri R.L. Gardiner.

3. Cumniwgs, Thomas, Ed. Political Backgrounds of Adult Education: The University in Urban Society. Boston, Centre for Study of Liberal Education for Adults. 1967. VI + 85p

The document includes five major papers presented at a Conference in 1966. The papers are: urban decision - Making: The University's Role; Urban Institutions as University Clients; Politics of University Involvement in Social change: Teaching and Research: Their influence on Social Change; Educating the Urban Students for the Urban way of Life.

4. Daka, P.J., Ed. Regional Workshop on Correspondence Education, Lusaka, 21 - 30 August, 1978. Lusaka, Ministry of Education and the German Adult Education Association. 1978. 81p

This is a report of the Regional Workshop on Correspondence Education, organised jointly by the Zambian Ministry of Education, the University of Zambia and the German Adult Education Association. It discusses administration and evaluation of correspondence studies and gives case studies from Malawi and Zambia.

5.

Directorate of Adult Education (New Delhi) and Population Studies Centre, S.V. University, Tirupati National Conference on Planning and Development of Population Programme in Adult Education. Draft Report, 1979

6.

Directorate of Adult Education, Why Should We Become Literate, New Delhi, 1979 p17

The brochure presents the opinion of the adult illiterates (would be learners) towards NAEP.

It was originally produced in Bengali and translated into English by the Directorate of Adult Education, New Delhi.

7.

India, Ministry of Education and Culture, National Adult Education Programme, The First Year, New Delhi, 1979 p40

The booklet issued by the Union Ministry of Education and Culture, gives an appraisal of the National Adult Education Programme during last one year or so.

Nayak

8.

Tellis/ Jessie and others Ed. Towards Self-Reliance: Income Generation for Women. Indore, Divine Word Publication. 1979 vi + 101p

The book has been divided into three sections. The first section deals with socio-economic context within which these income generating programmes operate. The planning of income generation programmes have been discussed in the second section and the third section presents some case studies of the efforts made in this direction.

9.

Literacy House, National Service Volunteer Scheme: Training of the Volunteers; Report of the Refresher Course, 22nd - 28th February, 1979 Lucknow, Literacy House. 1979 92p

This volume is a report of the refresher course in Participatory Techniques of the Training were used. The topics discussed were - volunteerism, Major National Development Programmes, organisation of Chetna Sang and Adult Education Centres, Adult Education Curriculum Evaluation and Follow-up activities.

10.

Liveright, A.A. and Haygood, Morean Eds. The Exeter Papers: Report of the First International Conference on the comparative study of Adult Education, Boston Centre for the Study of Liberal Education for Adults 1968 iii + 141p

The report gives the conceptual framework for the comparative study of Adult Education, examines comparative data on educational systems and Adult Education in nine countries; National reports from Hong Kong, India, Israel, United Kingdom and Yugoslavia. A select bibliography has also been given at the end.

11.

Srivastava, Anand P. Pathology of Higher Education Kanpur, Reprint Publishers. 1979 294p

The book covers various facets of Higher Education: General Aspects, Faculty Component, Student component, seminal issues of curricula, teaching and research.

and suggests ways for nursing the roots and fruits of higher education. The reading lists under each chapter and a select bibliography at the end of the book have been given.

12. UNESCO. National Adult Education Boards, Councils and other co-ordinating Bodies, Paris, Unesco, 1979 iii + 32p

This is a revised directory of National Adult Education Co-ordinating Bodies. The regional and international adult education agencies have been given in Annexes.

13. Directorate of Adult Education; From the Diary of an Unknown Instructor, New Delhi. 1979 p24

It gives experiences and observations of instructors working in the field under the National Adult Education Programme.

---

---

Edited by J.L. Sachdeva on behalf of Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi - 110 002.

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. I No. 9      December, 1979      Limited Circulation

## NATIONAL WORKSHOP ON "LINKING LITERACY WITH DEVELOPMENT"

The Indian Adult Education Association, New Delhi, in collaboration with the State Resource Centre, Gujarat Vidyapeeth, Ahmedabad, organised a four-day National Workshop on "Linking Literacy with Development" at the Gujarat Vidyapeeth in Ahmedabad from November 19-22, 1979. This was the second in the series of the national workshops on the pivotal theme of Literacy and Development organised by IAEA. The first one was held at Mysore in September 1979.

The workshop was inaugurated by the Minister for Education, Government of Gujarat, Shri Navalbhai Shah and presided over by Shri Dahyabhai Naik, Vice-Chancellor, Gujarat Vidyapeeth. Seventy delegates participated in this workshop. The participants included a sizeable number of representatives from the Development Departments, practically from all the States in the North and M.P. and Maharashtra. Prof. Ram Lal Parekh, former Vice-Chancellor of the Gujarat Vidyapeeth and at present the Chairman of the Gujarat State Board of Adult Education, participated in the workshop actively on all the four-days.

The second part of the first day and the first part of the second day were fully utilised in a very lively dialogue between the adult educators and the representatives from the Development Departments. In the process, more than a dozen papers -- both by the adult educators and the representatives of the Development Departments, were presented. The main theme of these was "how to bring together literacy and development in a lasting wedlock resulting in the socio-economic development of those for whom the AEP is meant."

More than a day was utilised for group discussions. Group 'A' which was chaired by Dr. M.B. Buch, visiting Prof.

in Education at the Gujarat Vidyapeeth, discussed the sub-theme "Linking Literacy with Development Programmes" and Group 'B' chaired by Shri K.C. Jain, Director (Education) National Co-operative Union of India, New Delhi, discussed the other sub-theme "Linking Development Programmes with Literacy." Each group did some solid work and presented their individual reports at the valedictory session on the last day of the workshop.

The workshop came to an end with a valedictory address delivered by the Hon'ble Minister for Finance, Government of Gujarat, Shri Dineshbhai Shah and presided over by Shri J.D. Sharma, Director, Indian Adult Education Association. Shri P.A. Patel, Director S.R.C., Gujarat Vidyapeeth and the host, proposed the vote of thanks.

Some of the important recommendations that the two groups made were:

1. Development should be viewed not merely as an increase in the G.N.P. but as an all-round improvement in living conditions of the people.
2. Understood in this sense it should not be viewed as the responsibility of Government agencies alone, but as the immediate responsibility of non-official agencies such as, the Commercial Banks, Khadi and Village Industries Commission, Cooperatives, All-India Handicrafts Board etc.
3. Literacy is not merely an agent of 'development' but is also an out-come of the programme of development.
4. For an effective integration of literacy with development, it is necessary to identify significant developmental programmes in the community and these may be located in the areas of health, nutrition and sanitation on a priority basis. These areas denote the lowest common denominator in the wide gamut of such areas/activities. Family welfare and development of skills form another fundamental area to be tackled.
5. The educational programmes should be directed especially towards (i) small and marginal farmers (ii) landless labourers (iii) tribals (iv) rural artisans and (v) women.
6. The Instructor should be given necessary orientation with regard to the activities/operations of different development departments/agencies so that he can brief his learners accordingly.
7. Concerned officers and functionaries from different development departments/agencies be invited to the adult education centres so that they can explain the details of the activities, services and facilities provided by them for the people, especially the groups identified as target groups.

8. It would be necessary that in addition to co-ordination with the voluntary agencies, co-ordination with governmental and other agencies is also established.
9. The co-ordination with development programmes be established at and should flow from the State level. A State Level Committee should be constituted in which the heads of all the development departments should be represented.

: - oOo - :

TRAINING PROGRAMME FOR HARYANA  
ADULT EDUCATION FUNCTIONARIES

The IAEA in collaboration with the Haryana State Resource Centre, Chandigarh, organised a week-long training programme for the State Adult Education Functionaries from 22nd October to 28th October, 1979 at the State Council of Educational Research and Training, Gurgaon (Haryana).

The training programme was inaugurated by Shri J.D. Gupta IAS, Education Secretary, Government of Haryana, and presided over by Shri J.D. Sharma, Director, Indian Adult Education Association. Smt. Promilla Issar, IAS, Director of Public Instruction, Haryana welcomed the participants. The post-lunch plenary session on the first day was presided over and addressed by Dr. A.K. Jalaluddin, Director, Directorate of Adult Education, Ministry of Education. The visiting VIP on the occasion was Swami Agnivesh, former Minister of Education, Government of Haryana, who also addressed the participants.

In all, there were 30 trainees which included two Assistant Directors, a Technical Assistant from the SRC, 5 District Adult Education Officers, a few Project/Assistant Project Officers, 2 Co-ordinators from the Nehru Yuvak Kendra, 2 representatives of Voluntary organisations and 3 representatives from Universities/Colleges and these were drawn from all over the State.

The services of about 30 resource persons, were enlisted. The highlight of the programme was the active involvement of experts from various Development Departments, agencies and institutions, most of whom were lending a helping hand in the implementation of NAEP.

Field visits formed an important part of the training programme. In all 12 position papers were presented at different sessions and on different topics.

: - oOo - :

.....

## NAEP AND VOLUNTARY AGENCIES

According to latest information made available by the Ministry of Education, 650 voluntary organisations are participating in the National Adult Education Programme. They are running over 32,000 adult education centres with financial assistance from the Ministry.

The total adult education centres functioning in the country at present are 94,000 and the share of voluntary agencies is about 37 per cent.

The Ministry provides financial assistance to a voluntary organisation which has been in existence for a period of one year or more and has done some work to justify its interest in the field of adult education.

More information can be had from, Shri M.C. Dubey, Assistant Educational Adviser, Ministry of Education, Shastri Bhavan, New Delhi - 110 001.

: - 00 - :

## NEWS FROM STATE RESOURCE CENTRES ON ADULT EDUCATION

### SRC, Karnataka

A training camp for the Supervisors of Voluntary Agencies was organised by the State Resource Centre, Karnataka State Adult Education Council in Mysore from October 12 to 21, 1979.

Twenty-five Supervisors from eleven Voluntary organisations participated in the training programme. The following areas of training curriculum were covered:

Concept of NAEP, History of Adult Education in Karnataka & India, Organisation of Centres under NAEP, Functions and Duties of Supervisors, Functional Literacy Agencies, the Role of Instructors under NAEP, Education through popular medias, Use of Instructional Material, Adult Psychology, Motivations to the Community and Learners, Role of Taluk Development Board and Village Panchayats under NAEP, Vidyapeeths and Shramik Vidyapeeths, Preparation of Follow-up Literature, Folk-lore as a medium of NAEP, Evaluation and Monitoring, Method of Teaching, Socio-Economic Survey, Poultry Development in India, Dairy Development, Horticulture Development and Small Scale Industries etc.

### Writers' Workshop:

A five-day Writers Workshop to produce literature for neo-literates was organised by SRC, Karnataka at Shivaragudda

Vidyapeeth, Mandya from October 8, 1979. Fourteen participants from various development departments participated.

Discussion on different methods of presentation viz. story, letter writing, drama, dialogue and biography were held. The methods of collection of materials for preparation of manuscripts, the techniques of writing literature for neo-literates were also dealt with.

The participants will reassemble with the manuscript for field test and finalisation.

Another Writers Workshop of ten days duration was organised by the SRC at Vidyapeetha Basavakalyana from October 4, 1979. Nine persons from development departments participated with their already prepared manuscripts. The manuscripts were discussed, field tested and finalised.

: - oOo - :

#### NEW EDUCATIONAL STRATEGY SUGGESTED

Inaugurating the NAEP programme at Hyderabad, the Andhra Pradesh Governor, Shri K.C. Abraham, called for a new educational strategy for a more fruitful involvement in the developmental programme. He said that the objectives of the new strategy should be to create an awareness among the rural people about their socio-economic situation and to bring amelioration through their individual efforts. Referring to the progress of the NAEP in the State, the Governor said that it had reached the take-off stage having completed the preliminaries. He said there was a need to prepare the people psychologically for the adult education programme by creating a positive and favourable learning situation and added that the success of the programme depended largely on the co-ordinated efforts of various other departments.

Shri B. Venkatram Reddy, Education Minister of the State, said that adult education and drive against illiteracy was an off-shoot of the national movement and adult education had become a facet of national struggle.

The Minister hoped that about 8000 adult education centres would be set up in the State by the end of the year.

: - oOo - :

#### NATIONAL WORKSHOP ON TRAINING FOR ENTREPRENEURSHIP

A four-day National Workshop on Training for Entrepreneurship was organised by Xavier Institute of Social

Service and Vikas Maitri, at Ranchi, from October 31 to November 3, 1979.

Different aspects of entrepreneur training were mainly discussed during this four day workshop. Followings were the main objectives of the workshop:

1. To prepare a guide book, which provides clear-cut guidelines for entrepreneur training to the different organisations operating in different developing nations.
2. To exchange views & experience between the organisations, already involved in this direction.
3. To discuss social aspects of entrepreneurship development.

Sixty-five representatives of different governmental & non-governmental agencies from all over India attended this workshop.

On the basis of the four days deliberations of the workshop, a guide book has been prepared, which will be published soon.

: - oOo - :

ADULT EDUCATION CELL OF  
DELHI UNIVERSITY

The Delhi University Adult Education & Continuing Education Cell organised recently two training programmes for student-instructors drawn from its various colleges. These programmes were of one-week each and were attended by 120 student-instructors. Both the programmes covered the following areas of training curriculum:

Participants experiences, the Concept of MAEP, Roles and Functions of the instructor, Literacy and Numeracy Skills, Teaching, Reading and Writing Skills, Organisation of an Adult Education Centre, Teaching writing in Hindi, Demonstration of teaching-learning materials, Dialogue, discussion and role play as techniques of participation, Maintaining record of activities at adult education centres, Dialect Sensitivity, Planning discussion Units on a lesson in a primer and Role-play by the trainees.

Experts from within the University Departments and Colleges, the Directorate of Adult Education, the British Council, the Central Institute of Hindi helped in these two programmes as resource persons.

: - oOo - :

KHADI & VILLAGE INDUSTRIES  
AND NAEP

A.V. Joshi & K.B. Madhvaraj,  
Karnataka Khadi & Village Industries Board,  
BANGALORE

Khadi and Village Industries Commission is an autonomous body established in 1957 by an act of Parliament for the promotion and development of Khadi and Village Industries. The functions of the commission are generally to plan, organise and implement the programmes for development of Khadi and Village Industries which in particular include training of artisans, building a reserve of raw materials for supplying it to producers, making arrangements for marketing the production, promoting research in production of tools and techniques, encouraging co-operative efforts amongst artisans and certifying Khadi Institution for production and sale according to norms fixed for the purpose.

There are 23 village industries besides Khadi under the purview of the Commission.

The entire programme of development of Khadi and Village Industries in the country is executed through a three tier set up with the commission at the top, the statutory State Khadi and Village Industries Boards forming the middle tier and the field implementing agencies like Registered Institutions, Co-operative Societies, other Voluntary Agencies constituting the third tier.

There are 24 State Boards, 700 Registered Institutions and 27,000 Co-operative Societies engaged in Khadi and Village Industries work in the country. One lakh villages in the country are covered by the Commission Programmes.

Value of out put of Khadi and Village Industries production in the country during 1977-78 was Rs. 250 crores and it provided full and partial employment to 23 lakh persons whose earnings were Rs. 79 crores.

In Karnataka 1750 Institutions and Societies are engaged in Khadi and Village Development work. The annual production (1978-79) is Rs. 20 crores and employment provided to one lakh persons.

The programme is essentially a production oriented, employment oriented one. The main resource on which these programmes are based are the human resource i.e. the rural artisan. His traditionally acquired skills are offered full

scope for utilisation and improved upon according to the needs of changing times. New skills are also introduced. Technological improvements are effected for qualitative and quantitative improvement in production.

This process of transferring technology to villages can certainly be accelerated if the artisans are literates and receptive to the idea of such a technology transfer.

#### LINKING LITERACY WITH DEVELOPMENT

People engaged in development activities like the rural artisan need education to be able to understand his own contribution to development, to acquire and assimilate new skills and techniques to and to be aware of his rights and responsibilities as well. It is here that functional education can motivate him to better his own self.

Nearly one lakh artisans are covered by Khadi and Village Industries Programme in Karnataka. Out of these one lakh artisans at least 14,000 work in common work-sheds. The number working in a shed varying from 30 to 150. A majority of them are women. These work sheds can very well be the starting points for linking literacy with development. Here the artisans come to work and earn their livelihood. There can be no better place to extend literacy to them than their work spot. Adult Education Classes may be conducted for about one hour a day in the work shed. The contents of education to be imparted should also highlight their own work, their village, their tahsil, district, etc. The supervisor who works with them for eight hours can be useful in imparting education to artisans. He can be given the required training and also monetarily compensated for taking up this additional duty. Besides, supervising his work periodically, constant guidance to him in discharge of this function should be ensured by the Adult Education authorities.

By involving the Khadi and Village Industries Institutions in adult education programme, it should thus be possible to extend literacy to at least 14,000 artisans in Karnataka in the first instance. The ready built infrastructure Organisation workers to handle the classes and artisans under one roof is conducive to translating the concept of 'LINKING LITERACY TO DEVELOPMENT' into purposeful action. On the National Plan lakhs of artisans can be covered within a short period.

THE INNOVATIVE NON-FORMAL EDUCATION  
RESEARCH PROJECT FOR RURAL WOMEN  
IN THE PHILIPPINES

From February to August of 1975 World Education in cooperation with the Philippine Rural Reconstruction movement carried out Phase 1 of a research project aiming to examine the problems of women's education in rural areas and to find new ways of solving these problems.

The project made a conscious effort to involve the women in the definition of their educational needs through the use of various strategies. The organisers began by interviewing project directors of other educational programmes for women in order to get a basic idea of the problems involved. They then carried out a KAP survey (i.e. knowledge, attitudes, practice) interviewing women in three selected areas on a random sample basis. As well as a formal questionnaire the interviewers used tape recorders to record stories and anecdotes related by the women. A photographer also worked during the survey. This preliminary study not only provided basic information of a social and economic nature therefore, but also material which served as the basis of sample teaching materials for training the field teams.

The next stage involved the recruitment of local persons mostly drawn from existing development agencies working in the region. A workshop was set up and participants formed into teams working in three selected 'barrios'. Their activities included: needs assessment, materials development and implementation of learning experiences.

Needs Assessment: Firstly the teams aimed to get more basic information on the women through interviews, discussion and observation. They found out where women tended to congregate and what their chief problems were. Nearly all claimed that their problems were of an economic nature but there were also complaints about the infrequent visits of health personnel and early marriage. Each workshop team devised different programmes which were carried out in informal meetings with the women in each barrio.

Materials Development: Materials developed and tested in the sessions included simple games, flexiflans, serialisted posters, taped problem dramas and a game called 'broken squares' which aimed to show the value of cooperation.

Implementation of learning experiences: Basing themselves on the results obtained in the needs assessment phase and using a variety of pre-tested materials the workshop teams gave a range of classes dealing with topics such as pig rearing, dress-

making, budgeting etc. Various techniques were used in the classes, for example, on the question of budgeting, a problem drama was taped about two families who used different ways of budgeting and learners afterwards discussed the merits of each case.

The first phase of the research project led to the following recommendations:

- Learners should be involved at all stages of the project;
- curriculum should be developed from one session to the next (as opposed to a long range plan);
- there should be flexibility in location and timing which should be determined by the learners;
- local women should be selected and trained.

Source: World Education Project: Research on Innovative Non-formal Education for Rural Women, Phase 1.

For further information: Catherine Crone, Director, Department of Programme Development and Evaluation, World Education, 1414 Sixth Avenue, New York 10019.

: - oOo - :

NEW ADDITIONS TO JHA  
LIBRARY OF IAEA

1. Directorate of Adult Education. Literacy Statistics at a Glance. New Delhi, Directorate of Adult Education 1979. 134 p.  
The volume gives the detailed statistical figures of literacy in the States and Union Territories of India.
2. Directorate of Adult Education. Monitoring the NAEP: Report of the All-India Seminar, August 28-31, 1978 New Delhi, Directorate of Adult Education, 1979. 173 p.
3. Evans, David R. Games and Simulations in Literacy Training. Tehran, International Institute for Adult Literacy Methods. 1979 136 p.

The monograph discusses the effectiveness of games and simulations in literacy training. A number of games and simulations have been discussed. Some of the contents are:-

- (i) Literacy skill Practice games
- (ii) Numracy skill Practice games
- (iii) Simulation games and role playing
- (iv) Using games for literacy training.

In the appendix resource materials have been listed.

4. Gayfer, Margaret and others. The World of Literacy: Policy, Research, and Action. Ottawa, International Development Research Centre. 1979. 128 p.

The book emphasises the need of research in the field of literacy and makes a review of some of the major documents and programmes of literacy upto 1978 and on the basis of this study some common conclusion have been drawn. The document has three parts. Part 1st deals with Factors in the Achievement of Literacy Planning, Organisation and Administration, Personnel, Curriculum Contents and Methods, and the costs of literacy Programmes. Part 2nd gives the guidelines for the decision making for those who make the educational policies. Part 3rd has references and a bibliography.

5. Jayawardhana, W.A. Towards an Open University in Sri Lanka: International Seminar on Distant Education - Addis Ababa, 3-15 September 1979. Ceylon, Director, External Service Agency of the University of Sri Lanka 1979. 16 p.

6. Pachocinski, Ryszard and Polturzycki, Jozef. Adult Education in People's Poland. Prague, European Centre for Leisure and Education. 1979. 78 p

The document gives description of three major sub-systems of Adult Education in Poland i.e. -

- (1) The School Sub-System of Adult Education
- (2) The Work-Oriented (vocational) Sub-system for Adult Education.
- (3) The out of School Sub-system of Adult Education.

The theory of Research on Adult Education has also been discussed in a separate chepter.

7. Reddy, V. Eswara, Sandeep, P and Rao, R. Krishana. Discussional Themes for Motivating Adults for N.A.E.P: A Few Illustration. Hyderabad, Department of Non-Formal Adult Continuing Education, Osmania University 1979. 18 p

With the help of the ten illustrations, the authors have tried to discuss the problem of motivation under NAEP in this booklet.

8. Reddy, V. Eswara, Sandeep. P. and Rao, R. Krishana Tasks and Skills of Grass-root Functionaries of NAEP

Hyderabad, Department of Non-Formal Adult Continuing Education, Osmania University. 1979 18 p.

The document works out the tasks and the corresponding skills necessary to be conceived and imparted to the grass-root functionaries of NAEP like Supervisors and Instructors.

9. Srivastava, H.S. Examination Reforms in India. Paris Unesco. 100 p. (Experiments and Innovations in Education 41. Asian Series) .

This Unesco sponsored study deals with the reforms of written, practical and oral examinations in India. The evaluation of educational practices and 'Prep Index concept' have also been discussed.

---

Edited by J.L. Sachdeva on behalf of Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi - 110 002.



# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. I No. 10

January, 1980

Limited Circulation

## NATIONAL SEMINAR ON ADULT EDUCATION FOR WOMEN

The Indian Adult Education Association with financial assistance from UNESCO, Paris is organising a National Seminar on "New Trends in Adult Education for Women with special reference to Literacy" in New Delhi from February 19-22, 1980.

Dr. (Smt) Chitra Naik, Director, State Resource Centre for Non-formal Education, Indian Institute of Education, Pune would be the Director of the Seminar.

The Seminar will discuss motivational problems for organising adult education programme for women, the methodologies and content of adult education programme for women, the causes for dropouts, pushouts and leftouts and the problems of follow-up and continuing education; organisation, techniques and materials.

About 60 adult educators from different parts of the country will attend this four-day meet.

:- oOo -:

## TRAINING PROGRAMME FOR WUS VOLUNTEERS

The Indian Adult Education Association, in collaboration with the World University Service, Delhi University Committee, organised an Orientation-Cum-Training Programme for the W.U.S. Volunteers at the Shyama Prasad Mukherjee College for Women, Tagore Garden, New Delhi. The programme was held on eight week-ends - four Saturdays and four Sundays -- during the month of December, 1979.

More than 90 under-graduate and a few post-graduate students - both boys and girls - including a few teachers,

selected from 15 colleges of Delhi University, participated in this programme. They were the members of the World University Service -- Delhi University Committee. The Committee had planned to utilise the voluntary services of these students for running adult education centres for the poor illiterates in slum areas of Delhi and New Delhi and in rural Delhi. The students will also run non-formal education classes for the dropouts and non-school going children.

: - oOo - :

#### WORKERS EDUCATION COURSES

The Indian Adult Education Association with financial assistance from the Central Board of Workers Education organised four one-day schools in Delhi Cloth Mills in December, 1979 on the following aspects of workers education:

1. Trade Unions - Its Objects and activities
2. National and Social Goals of Trade Unions
3. Productivity and Trade Unions
4. Population Problems and Trade Unions

One hundred sixty workers participated in these courses.

: - oOo - :

#### MEMBERSHIP FEE RAISED

The General Body of the Indian Adult Education Association at its meeting in Amritsar on October 9, 1979 has revised the membership fee rates for all categories of members, effective from 1st January, 1980.

The old and new rates of membership fee are given below:

<u>Institutional Members</u>	<u>Old rates</u>	<u>New rates</u>
Voluntary Organisations and colleges	Rs. 25/- p.a.	Rs. 40/-
Governmental Institutions Universities and Local Government Bodies	Rs. 200/- p.a.	Rs. 250/-
<u>Individual Membership</u>		
Life Members	Rs. 150/-	Rs. 200/-
Yearly Members	Rs. 12/-	Rs. 20/-

An admission fee of Rs. 10/- will be paid by all new members.

Subscription rates of IJAE Revised

The annual subscription rate of the Indian Journal of Adult Education has been raised from Rs. 15/- to Rs. 25/- for Indian subscribers and from U.S. \$ 6-00 to \$ 10-00 for foreign subscribers with effect from 1st January, 1980.

: - oOo - :

TRAINING FOR NSS PROGRAMME OFFICERS

The Department of Adult and Continuing Education and the Regional Resource Centre, S.V. University, Triputi, organised a six-day training programme for NSS Programme Officers' at Triputi from November 14, 1979.

Twenty-seven participants from three universities -- Sri Venkateswra, Osmania and Andhra participated in the training programme. Among others Prof. M. Santapa, Vice-Chancellor, S.V. University, Dr.(Mrs) D.M. de Rebello, Joint Secretary Education Department, Government of Andhra Pradesh and Dr.(Mrs) Rajammal P. Devadas, Director-Principal, Avinashlingam Home Science College for Women, Coimbatore, participated in this programme as resource persons.

The participants were provided background material on different aspects of adult education. Two booklets on teaching learning material covering agriculture, veterinary etc. were also given.

Dr. M. Khajapeer, was the course Director.

: - oOo - :

WORKSHOP ON UNIVERSITY AND NAEP

The University of Rajasthan organised recently a workshop on Adult Education and Extension in Jaipur.

Some of the recommendations of the workshop were:

- i) For an effective implementation of the NAEP, it is essential that the University system should consider extension as an important academic activity like teaching and research and not as a mere service activity. There is a need to work out the details linking extension with curriculum.
- ii) There should be the fullest cooperation between the NSS and NAEP functionaries. Students having participated in the NAEP should be considered as having participated in the NSS.
- iii) Efforts should be made to link NAEP with the development programmes of the region. Discussion may be held by the University with the representative of

the Development Department of the State Government with a view to identifying the linkages of NAEP with development.

- iv) Students and teachers should be provided incentives for participating in the programme. Weightage in admission, employment opportunities, stipends, mention of the adult education work in degree or diploma and recognition of such work in employment and admissions for further studies should be some of the ways to motivate the students. Participation in Adult Education work may be made a pre-requisite for holding an administrative charge.
- v) All possible media such as photography, sketching, painting, singing, dramatics etc. be utilised in motivating the adult education for participating in this programme.

: - oOo - :

INTERNATIONAL SYMPOSIUM ON  
ROLE OF ADULT EDUCATION IN  
REDUCING INEQUALITIES

The University of Madras, with financial assistance from UNESCO, is organising an international symposium on the role of adult education in reducing inequalities and raising levels of professional qualifications and cultural standards in Madras from January 28 to February 1, 1980. It will be attended by 35 social scientists and adults educators from Africa, Asia, Europe and the Americas. Paulo Friere, M.S. Adiseshiah, Ian Morison, Paul Bertelsan, A.K. Jalaluddin and S. Bhan are among others who will present basic documents at the symposium.

Prof. R. Jayagopal Head of the Department of Adult and Continuing Education, University of Madras is the Secretary General of the Symposium.

: - oOo - :

LITERACY AWARDS TO IRAQ,  
PAPUA NEW GUINEA, PERU

A mass literacy campaign in Iraq, an association of Peruvian women, and an institute working in local languages in Papua New Guinea are the winners of literacy prizes announced by Unesco for 1979.

Two awards of the 5,000 rouble Nadezhda Krupskaya Prize, established by the USSR Government, were made by the International Jury: to the Supreme Council of the National Compulsory Literacy Campaign of Iraq, and the Popular Union of Peruvian Women. The Jury did not award a Krupskaya prize in 1977 and decided to use the money for two prizes in 1979 in view of the

variety and worth of the 27 candidatures. Three honourable mentions were made for this prize: the Literacy and Rural Directorate in Benin, which has set up a systematic programme of post-literacy activities using the rural press; the Functional Literacy Programme of the Adult Education Division in Thailand's Department on Non-formal Education, which used Buddhist monks and voluntary workers in its programmes in villages; and the Commune of Cat Hanh in the Socialist Republic Of Vietnam, the first community to become fully literate in the South of the country.

For the first time, the International Reading Association (IRA) sponsored a \$ 5,000 Literacy Award. The winning nomination is the Papua New Guinea Branch of the Summer Institute of Linguistics. Honourable mentions went to Professor Mario Guzman Molina of Bolivia for his efforts in popular education which made use of radio; the General Directorate of Literacy and Adult Education in Panama, which has produced a range of programmes for workers, farmers, and the Indian population; and the Agency for the Development of Education in the Malang district of Indonesia, where students and Boy Scouts were used in a village-level programme. The IRA, located in Newark, Delaware, USA, is a non-profit educational organisation devoted to the improvement of reading instruction and development of the life time reading habit.

Noting that the rate of illiteracy in certain countries, such as Ethiopia and Madagascar, exceeds 60% and that in these countries serious efforts are being made to combat this situation, the Jury praised the efforts of the Governments and concerned organisations for their important contributions to the promotion of literacy.

: - o<sup>o</sup> - :

#### LITERACY RESEARCH IN DEVELOPING COUNTRIES

Available free of charge is Literacy Research in Developing Countries, the 187-page Report of the Bellagio IV Workshop in Education Research and Literacy, held in late 1978 by the International Development Research Centre, Canada, and the German Foundation for International Development.

The report presents studies by various authors on such subjects as the nature and conduct of literacy research, literacy and development policy, literacy without schooling, retention and motivation, Can be had from:

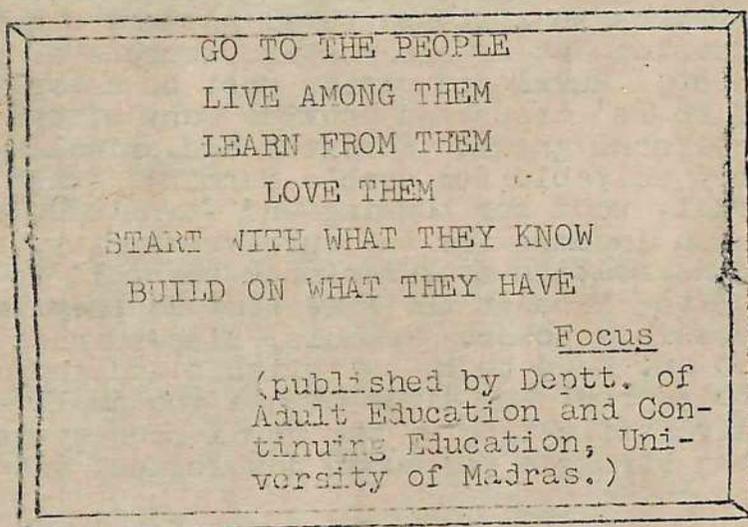
German Foundation for International Development, Centre for Education, Science & Documentation, Simrockstrasse 1, 5300 Bonn, Federal Republic of Germany. Please cite DOK 1007/C/A.

: - oOo - :

DR. MEHTA GETS NFUA AWARD

Dr. Mohan Sinha Mehta, former President of the Indian Adult Education Association has been given 1979 Award by the National Federation of Unesco Associations in India (NFUA) for promotion of Unesco ideals and activities. Our congratulations!

It may be recalled that Dr. Malcolm S. Adiseshiah, President, I.A.E.A. received this Award in 1976.



: - oOo - :

RURAL DEVELOPMENT

Julius K. Nyerere

(Excerpts from the speech of President Julius K. Nyerere of Tanzania at the World Conference on Agrarian Reform and Rural Development held at FAO, Rome, 12-20 July 1979)

Rural Development, and what is called the Basic Needs Approach, has become the fashion among intellectuals concerned with development matters and international assistance Agencies like the World Bank, as well as among the Aid Donor countries. Most of the developing countries also espouse this strategy in words. I believe this new fashion is to be welcomed provided we do not allow it to become a fetish, or an incantation, and thus ignore its practical implications.

For the root of world poverty, as well as the mass of it, lies in the rural areas. Urban poverty is more obvious -- the slums and degradation of some towns in the developing countries force themselves upon the notice of the richest citizen and upon the most casual visitor from other states. But the bulk of the slum inhabitants and the beggars on our streets have migrated to towns because they are pushed out of the rural areas by landlessness, joblessness, and hopelessness. It is therefore in the rural areas that we can most effectively

tackle the long-term problems of urban poverty, as well as dealing with the mass of misery which now exists unseen - but not unfelt by its sufferers. Trying to deal with mass poverty by improving conditions and providing work in the towns simply attracts more and more people from the depressed rural areas. You could just as well try to solve the world problems of poverty by allowing the people of the poor Third World nations to migrate to the industrialised countries.

An effective attack on world poverty can only be made by going direct to the rural areas and dealing with the problem there. We have to deal with them in the light of the objective. And that objective is not maximising the value of production in money terms. The objective is, and must be, the provision of food, clothing, shelter, education, and health services, for everyone, under conditions which provide for universal human dignity.

If poverty is to be abolished in the rural areas, farming activities must be efficient. They have to produce a surplus so that the rural economy can be diversified by the development of alternative sources of production and employment. Rural industries must be established to process the farmers' crops and provide many of their domestic and agricultural goods. Forestry and animal husbandry must use land not suitable for arable farming; these activities can provide fuel, wood for housing and furniture, animal protein, and also incomes for the rural community. Water control and land conservation measures must be built to increase the productivity of the land at the same time as they provide clean water and possibly power. Schools, dispensaries, sports facilities, and so on, need to be established and supported in the rural areas to improve the lives of all who dwell there. This kind of diversification of the rural economy is an essential part of the struggle for human development and human dignity.

Rural Diversification, however, requires that technology should be suited to the needs of the people. We have many unemployed and under-employed people in the rural areas. Leaving them to rot while we "save labour" with foreign purchased, expensive and sophisticated machinery, will lead to an increase -- not a decrease -- in poverty, regardless of what it does to the Gross National Product. It seems that at least in the initial phases of development our agriculture and our rural service industries need to be labour-intensive rather than capital intensive.

Rural development will not occur unless Governments are absolutely committed to attacking poverty at its roots in the rural areas, and unless they can create a capacity to carry out that policy despite the opposition of those who now batten on the rural poor. But that is not the whole answer. Governments by themselves cannot achieve rural development. They can only facilitate it and make it possible. They can organize, help and guide; they cannot do. For rural development is people's development of themselves, their lives and environment. And the people cannot do it if they have no power.

If the people are to be able to develop they must have power. They must be able to control their own activities within the framework of their village communities. And they must be able to mount effective pressure nationally also. The people must participate not just in the physical labour involved in economic development but also in the planning of and the determination of priorities. At present the best intentioned Governments - my own included - too easily move

from a conviction of the need for rural development into acting as if the people had no ideas of their own. This is quite wrong. At every stage of development people do know what their basic needs are. And just as they will produce their own food if they have land, so if they have sufficient freedom they can be relied upon to determine their own priorities of development and then to work for them.

Rural Development means development. It indicates an approach, and the order of priorities. It involves every aspect of Government and social activities. It means acting to reverse the traditional flow of wealth from the rural areas into the towns and forcing that wealth into channels which will benefit the workers who actually produce it with their hands and their brains. It means transferring to the poorer and rural areas some of the wealth produced in the richest economic sectors. In practically all developing countries these things require a revolution in the present patterns of Government expenditure and of taxation. They will be done if, and only if, the people can organize their own power in their own interest.

: - o o - :

NEW ADDITIONS TO JHA  
LIBRARY OF IAEA

1. Council of Europe. Organic and Territorial Structures of Adult Education. Strasbourg, Director of Education Culture and Sport of the Council of Europe, 1979. 51p

This publication contains the main documents prepared in the framework of the project "Development of Adult Education", for the meetings organised in 1978 on the theme "Organic and Territorial Structure of Adult Education" by the Council of Europe.

2. Couvert, Roger. The Evaluation of Literacy Programmes: A Practical Guide - Paris, UNESCO, 1979 p 168.

Chepters I and II of the book deal with the general principals of the evaluation and the techniques and instrument proposed. Chepter III deals with preliminary studies, and is more particularly aimed at projects which are not yet operational, where the organizers wish to make ample preparation for evaluation. Chepter IV - VIII gives quantitative evaluation of results; evaluation of programme, content, evaluation of predicted changes.

The final chepter outlines a global evaluation and is followed by an Appendix containing eight model documents, a Bibliography and an Index.

3. Kerala Association for Non-Formal Education and Development. Report of the Activities of KANFED and SRC, Trivandrum, Kerala Association for Non-formal Education and Development. 1979, 40 p

The booklet gives in brief the activities of Kerala Association for Non-Formal Education and Development and the State Resource Centre of Non-Formal Education for the period June to September 1979.

4. Karnataka State Adult Education Council, A Monograph on Adult Education in Karnataka, Mysore 1979. 48p

The Monograph gives a brief account of the origin and development of adult education in the State.

5. Nagpur University. First Training Programme for Professors-in-charge, Adult Education, Nagpur 1979 48p

The document is a report of the training programme for Professors-in-charge, Adult Education organised by the Department of Adult Education and Extension Services, Nagpur University, in April last year. Copy of the Report can be had from: Dr. R.S. Kale, Coordinator, Deptt. of Adult Education, Nagpur University, Nagpur.

6. Regional Resource Centre, Punjab University. Panjab University Completes one year of NAEP: Report. Chandigarh, Regional Resource Centre, Panjab University, 1979. 46p (mimeographed)

7. Singh, R.P. and Shukla, Neerya. Non-Formal Education - An Alternative Formal System. Chandigarh, Bahri Publications, 1979. 87p.

The book deals with the concept, definition and scope of Non-Formal Education, role of States and Voluntary Organisations (with special reference to Non-Formal Education); Non-Formal Education as Innovation Experience from India and Abroad (A Review of Literature), Non-Formal Education (Philosophy and Processes and the Future Prospects.)

8. Umapathy, K.S. Information Sources: An International Selective Guide. Vikas Publication, 1978. 154p

This publication discusses various types of sources such as bibliographies, indexes, abstracts, encyclopedias, dictionaries, etc.

9. UNESCO. Intergovernmental Conference on Communication Policies in Asia and Oceania, Kuala Lumpur (Malaysia) 5-14 February, 1979: Final Report. Paris, Unesco. 1979. 42p

# IAEA

# Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. I No. 11

February 1980

Limited Circulation

## ADULT EDUCATION DRIVE IN VILLAGES STRESSED

Shri K.R. Narayanan, Vice-Chancellor, Jawaharlal Nehru University said in New Delhi on February 19 that for the success of a massive programme like the National Adult Education Programme, popular enthusiasm and the right kind of vitality had to be created among the people.

Shri Narayanan was delivering the inaugural address at the four-day National Seminar on "New Trends in Adult Education for Women with Special Reference to Literacy", convened by the Indian Adult Education Association. Shri Narayanan said that for effective implementation of NAEP, it must be linked with economic activities.

He said that the adult education programme in this country had not made much headway, as its implementation was not done from the grass-root level. All adult education programmes should be initiated at the village level, he emphasised. He suggested that adult education programme should preferably be implemented at places where men and women work. This strategy has helped in pushing the adult literacy campaign in China. He said that voluntary organisations, universities and colleges had a vital role to play in the NAEP.

Earlier, Shri V.S. Mathur, Hony. General Secretary of the Indian Adult Education Association, while welcoming the delegates, said that women play an important role in transformation of society and changes would not take place unless their education was properly taken care of. He said that students in universities and colleges should undertake right kind of activity for the poorer sections of the society so that they become conscious of their rights and duties.

Dr. (Smt) Chitra Naik, Director of the Seminar expressed the hope that the Seminar would produce a concrete programme of action. Adult Education for women had to be considered from

a national point of view as they had an important role to play in the development of the country.

The Seminar considered the recent trends in adult education and its implications for women education and motivation problems; the content and methodology of adult education (with special reference to women literacy); follow-up and continuing education programmes for women and organisation and administration of adult education programmes for women.

### GROUPS

The delegates were divided into three groups each with a Chairman and a Rapporteur. The group Chairmen were: (i) Smt. Aroti Dutt, Calcutta; (ii) Dr.(Smt) Rajani Shirur, Madras; and (iii) Dr.(Smt) Pushpita John, Trivandrum. The Rapporteurs were: (i) Shri T.R. Nagappa and Smt. Shobha Bhagwat; (ii) Dr. Dyal Chand & Miss Khirod Naik; and (iii) Dr.(Smt) Asha Dixit.

Shri A.N. Buch, President, Textile Labour Association, Ahmedabad and Smt. Deviki Jain, a veteran social worker, and prof. L.R. Shah, Programme Adviser, Ministry of Education addressed the delegates on various problems that were under discussion.

About sixty delegates from various parts of the country attended this four-day meet.

: - oOo - :

### TRAINING OF ADULT EDUCATION FUNCTIONARIES

The Association in collaboration with Bharat Scouts and Guides (Haryana Branch), organised a training programme for Scout Masters and Guide Captains in Chandigarh from January 27 to 31, 1980.

Sarvshri J.D. Sharma and J.L. Sachdeva from the IAEEA participated in this training programme as resource persons.

Forty-five participants from Haryana and U.T. Chandigarh attended this training programme.

; - oOo - ;

### VISITORS TO IAEEA

A delegation of six senior adult educators from Vietnam visited the Association on January 30, 1980. Adult Education Programme in our country and in their country were discussed.

: - oOo - :

.....3

COLLABORATION WITH  
OTHER AGENCIES

The Association collaborated with the following organisations in their Adult Education Programmes:

1. Municipal Corporation of Delhi
2. National Institute of Educational Planning and Administration, New Delhi
3. Hans Raj College, University of Delhi, Delhi.

: - oOo - :

HISTORY OF IAEA

The Indian Adult Education Association has decided to bring out its History. Shri S.C. Dutta, former Hony. General Secretary of the Association has been requested to write it. Members of the Association who have material, article, photograph etc. about the early period of the Association may please send to it to Shri Dutta, X-41, Green Park, New Delhi-110016

: - oOo - :

NEWS FROM STATE RESOURCE  
CENTRES FOR NON-FORMAL  
EDUCATION

SRC Maharashtra

The State Resource Centre for Non-Formal Education, Maharashtra, Pune in collaboration with Poona University and Maharashtra State Directorate of Adult Education organised an exhibition of adult education materials. Posters, charts and slogans were exhibited for communicating the message and content of NAEP.

The SRC organised a Conference of the Managers of Voluntary Agencies in December 1979 to orient them towards their objectives, curricula, methodology and supervision of adult education centres.

The SRC organised three training camps for supervisors in October, November and December last year. Eighty-eight persons attended the training camps.

NAEP SUPERVISORS TRAINING  
PROGRAMME IN RANCHI

The Xavier Institute of Social Service, Ranchi organised the fourth NAEP Supervisors Training Programme in December last year for ten days.

Thirty-one participants from voluntary organisations and colleges from Bihar, West Bengal and Madhya Pradesh attended.

A three-day special programme on "How to organise adult women & youth forum in village" was organised. It was followed by a demonstration in one village. Group discussion, motivational games, practical demonstration of audio-visual means etc. were used in this programme.

An evaluation of the programme was done on the last day.

PROGRAMME ON MANAGEMENT OF RURAL DEVELOPMENT

The Indian Institute of Management, Ahmedabad is organising a Programme on Management of Rural Development at Ahmedabad from April 13 to 26, 1980.

The programme will analyse various aspects of rural environment for promoting better understanding of their structures, develop an understanding of their relevance of National policies for rural development and to expose the participants to management concepts, tools and techniques for formulation and implementation of rural development programmes.

For further information write to Programme Officer (MDP) Institute of Management, Vastrapur, Ahmedabad - 380 015.

: - oOo - :

REGIONAL RESOURCE CENTRE,  
PUNJAB UNIVERSITY,  
CHANDIGARH

The Regional Resource Centre, Punjab University organised recently a Writers' Workshop for the preparation of basic learning materials for Himachal Pradesh and U.T. Chandigarh in Chandigarh. Manuscripts for four primers for adults - three for H.P. and one for U.T. Chandigarh were prepared in Hindi. Each of the three primers for Himachal Pradesh was based on the specific needs and problems of the people living in the respective zones keeping in mind the topographical variations in the dialects spoken in these areas.

The Hindi primer prepared for Chandigarh (U.T.) was based on the needs and problems of the learners living in the city, in the labour colonies and slum areas of Chandigarh and also keeping in mind the requirements of people living in the villages surrounding Chandigarh.

: - oOo - :

PROPERTIES OF A GOOD  
PRIMER

Some of the properties of a good Primer have been spelt out at an inter-disciplinary seminar on language for non-formal education and adult literacy held Hyderabad recently.

The following guidelines have been suggested:

- (a) The alphabet should be introduced through short meaningful message on themes which are relevant to the environment and the day-to-day life of the adults. In doing so, a compromise must be made between the meaningfulness and the social relevance of the message on the one hand, and the linguistic grading based on frequency count necessary for the phased introduction of the alphabet symbols, on the other.
- (b) Reading and writing should be taught simultaneously. Literacy and numeracy should also go together.
- (c) The total time needed for teaching the primer should not exceed 150 hours and, if possible, should be reduced to 100 hours. The learner should have a definite sense of achievement every day when he leaves the class.
- (d) The alphabet should be introduced in a graded manner exploiting the principles of analogy, since all combinations of consonant + vowel and consonant + consonant cannot be introduced in the messages alone. Different combinations should be introduced based on one or two typical cases in the lesson messages.
- (e) Audio-visual aids should be encouraged but no attempt should be made to teach the alphabet only with the help of pictures.
- (f) Literacy materials may begin in the mother-tongue of the learner where the mother-tongue is different from the standard language. The transition from the mother-tongue to the standard language should be carefully planned. This situation is relevant to Hindi where there are many regional varieties like Maithili, Avadhi, Bhojpuri, Magadhi, Pahadi, etc. which are not historically linked to standard Hindi. However, in the case of the other major Indian languages, it is possible to prepare the primer in the standard language to start with.

There should a teacher's hand-book giving guidelines on how to use the materials in the field situation.

: - oOo - :

WORKSHOP ON "FOLK ARTS  
AND COMMUNITY INTERACTION"

The Delhi University Adult Education and Continuing Education Cell and Kamala Nehru College organised a one-day workshop on "Folk Arts and Community Interaction" on

December 22, 1979 in New Delhi. Student and teacher participants from 20 institutions in the University of Delhi participated in the workshop.

The objectives of the workshop were to describe the forms of folk arts sung, heard or seen in and around Delhi; to collect data on folk arts; to consider the various ways in which film and puppetry could be utilized in promoting community interaction and to prepare teaching materials based on folk patterns of living.

Two shows demonstrating the use of puppetry in commercial advertisements and for the adult education programme were shown.

The workshop decided that data collected on folk songs should be suitably annotated and brought out as supplementary reading material. It recommended that the techniques of narrating folk tales, guessing games and singing by rotation should be utilized in teaching work at the Adult Education Centres.

: - oOo - :

SEMINAR ON FOLK ARTS  
IN MADRAS

A three-day seminar on the place and use of Folk Arts in the NAEP was held in Madras, from the 3rd to the 5th of October, 1979. An attempt was made at the seminar to identify the different types of folk arts from the different regions of Tamil Nadu and determine their relevance and suitability as the additional media for the promotion of the NAEP. The question of training animators for using folk arts in adult education was also discussed. The participants at the seminar included district project officers for non-formal education, Nehru Yuvak Kendra, Coordinators, representatives from voluntary agencies etc.

: - oOo - :

UPPER AGE LIMIT OF ADULT  
LEARNERS IS REMOVED

The upper age limit of adult learners under the National Adult Education Programme has been removed recently as per communique issued by the Ministry of Education in this regard.

RECENT PUBLICATIONS OF  
DIRECTORATE OF ADULT  
EDUCATION

The following publications have been brought recently by the Directorate of Adult Education, Ministry of Education and Culture, New Delhi.

1. Adult Education Component in the Development Schemes of Government of India - A Compendium

The compendium gives various schemes and programmes having non-formal education components. Many of these programmes though apparently with little relationship between them and seemingly non-educational, do provide support and also help in activating the objectives of the NAEP.

2. Report of the First All-India Seminar on Monitoring

This publication is a report of a seminar organised by the DAE in collaboration with the Council of Social Development in August, 1978. The main objectives of the seminar were to prepare specific guidelines for monitoring and appraising the progress of the NAEP and to prepare model proforma, schedules and questionnaires, to be used by various functionaries at different levels.

3. Literacy Statistics at a Glance

4. Why should we become literate?

The brochure entitled "Why should we become literate" presents the opinion of illiterates and the whole problem has been projected from the learners' point of view.

: - oOo - :

COLLECTION OF FOLK LITERATURE  
BY GORAKHPUR UNIVERSITY

The NAEP cell at Gorakhpur University is collecting folk songs and folk stories from teachers and students. This literature, it is hoped, will be helpful in providing necessary motivation and awakening in the community.

Steps are also being taken to collect information regarding important cottage industries of Eastern U.P. so as to include them in the centres run by university and its affiliated colleges.

: - oOo - :

ORIENTATION SEMINAR FOR  
STATE LEVEL FUNCTIONARIES

The Directorate of Adult Education in collaboration with National Institute of Educational Planning and Administration, organised an orientation seminar for State Level Functionaries in New Delhi from January 28 to February 2, 1980. The seminar emphasised the role and responsibilities of State level officers: coordination with other departments, management of NAEP and planning of NAEP at micro and macro levels. The seminar was attended by 30 participants - 26 from State Government/Union Territories and 4 from the Universities.

NATIONAL LITERACY CAMPAIGN  
OF NICARAGUA

35.2 per cent of children between the age of 7 and 12, have no opportunity of undergoing primary education and 50.2 per cent of the population aged 10 and over - some 850,000 people are illiterate in Nicaragua, according to recent information provided by UNESCO.

A campaign beginning on 24 March is being started to enlist the services of 200,000 literacy teachers who will devote themselves to teaching 850,000 illiterates. For six months they will live together and share the same living conditions.

: - oOo - :

COMMUNITY SERVICE PROJECTS  
OF A WOMEN'S COLLEGE IN DELHI

The Janki Devi Mahavidyalaya, of Delhi University with financial assistance from Central Social Welfare Board is running the following projects:

1. One year cutting and tailoring course in the college in which 25 girls from the poor families are being trained.
2. One year secretarial practice course for the young girls from the poor families.
3. One year cutting and tailoring course in village Madip for the benefit of village girls who are unable to come to city.
4. A two year condensed course to help young girls who dropped out after 8th or 9th class.

The College is also involved in NAEP. Training in household skills is being given in all the 10 centres run by the college in urban slums and villages.

Further information can be had from: Dr. (Smt) Sharda Jain, Principal, Janaki Devi Mahavidyalaya, Poorvi Marg, New Delhi - 110 055.

ORIENTATION-CUM-TRAINING  
PROGRAMME IN JAIPUR

The Lok Shikshan Sansthan, Jaipur organised a one week adult education orientation-cum-training programme for its instructors from 27th January 1980 to 2nd February 1980. Shri M.L. Garg, former Principal, W.T.T. College, Moti Dungari, Jaipur was its Director. Fifty-eight instructors participated in the programme.

Shri J.S. Mehta, its Chairman, opened the programme with the remark that persuading the adults to attend adult education centres voluntarily is by no means an easy task; that the stress on functional development of the neo-literates may bear fruit in alluring them to attend the centres, and that motivational forces would vary from locale to locale.

The Sansthan has held two more training programmes for instructors earlier.

: - oOo - :

WORKSHOP ON MATERIAL  
PREPARATION FOR  
COMMUNITY EDUCATION

A three-day workshop for Material Preparation for Community Education was organised for the students of all the three colleges of Pune Campus of S.N.D.T. Women's University viz. College of Education, Home Science and Arts and C.B. Shah College, Sangli from February 1 to 3, 1980. About fifty students involved in NAEP and Population Education participated in this workshop.

Resource persons in the field of Extension Education, Adult Education, Visual Aids, Fine Arts, Puppetry guided the students in preparing effective Material for Community Education.

Mr. I.G. Devendar, Special Education Officer, British Council was the Honorary Director of the Workshop.

The participants prepared material relating to:

1. Community Health Education
2. Nutrition
3. Population Explosion
4. Role of Woman in the House
5. Role of Woman outside the house and her status.

The students prepared aids by way of posters, flash-cards, stories, word cards, word substitution games etc.

One of the unique feature of the workshop was that some of the prepared material was tested on some adult learners belonging to Adult Education Centres of Pune Campus. The material was effective as the women were able to identify the themes presented in the posters, games etc.

: - oOo .- :

SOME NEW ADDITIONS TO  
JHA LIBRARY OF IAEA

1. UNESCO Regional Office for Education in Asia and Oceania. Development of Curricular, Motivational, Instructional and Follow-up Materials including those for Media, Bangkok, 1979 (Mimeographed)

This is a draft final report of Regional Literacy Workshop on Development of Curricular, Motivational, instructional and follow-up material held at Udaipur in November-December 1979. It gives clarification of concepts, approaches and processes in the curricula and material development, field study, curriculum development and National Follow-up Programme.

2. UNESCO, Guidelines for the Collection of Statistics on Literacy Programmes; Preliminary Manual, Paris Unesco - 1979. pp 76

The manual attempts to describe a system for the international collection of annual statistics on activities relating to literacy programmes. The main elements of this system are the questionnaires to be administered and the instruction to be followed in the collection of data essential for the analysis and evaluation of literacy programmes at the international, national, local or project levels.

A bibliography and an alphabet index of the key themes used in this manual have been given in appendix.

3. UNESCO. The Experimental World Literacy Programme: A Critical Assessment, Paris, Unesco. 1976

The report has approached the Experimental World Literacy Programme (EWLP) in two ways. First it gives profiles of eleven countries and in the second part it gives analysis of the programme, i.e., the wherewithal, resources, institutions and instruments, the effect on participants and its cost. In the appendix it gives recommendations of the Expert Team on Evaluation of Experimental Literacy Projects. A short bibliography is also included in the end.

4. UNESCO. Cultural Co-operation; Studies and Experiences Paris, Unesco. 1979 pp 100  
(The cultural content of education. Joint Study No.9)

The study aims to investigate the knowledge, the important experiences and methods of aesthetic education in their relation to the education of harmoniously developed individuals and the development of the humanist qualities values and behaviour.

The cultural content of education - problems of the aesthetic education of children and young people in Bulgaria, Cyprus, Yugoslavia, France, German Democratic Republic, Hungary & Poland have been discussed. ..11

5. Population Reference Bureau. Children in the World. Washington, D.C. Population Reference Bureau. 1979 pp 72

This is a statistical chartbook which presents data about children all around the world - especially it gives statistics on "Health and Disease", Health personnel and facilities, Nutrition, Sanitation, the handicapped, education and employment. It also gives an outlook of the future.

6. Mali, M.G. Social Benefits and Economics of Single - Teacher Schools. Gargoti, Principal Acharya Javedkar Adhyapak Mahavidyalaya, 1979 pp 66

The document is research on single - teacher schools located in backward areas of Bhudargad Taluka of Kolhapur district in State of Maharashtra. It gives historical background of single - teacher schools, its place and importance in our educational system and investigates social and educational benefits as well as economics of such schools. The recommendations of the author have been given in the last chapter of the book.

7. Aarons, Audrey and Hawes, Hugh Eds. Child-to-child, London, Macmillan, 1979 104 p

The book gives ideas on how children can help each other and their communities towards better health. It includes simple preventive and curative activities appropriate to the local situation. The book has illustrations from the "Third World" countries.

8. Bombay City Social Education Committee. Sharamik Vidya-peeth Bombay, Annual Report 1978-79, Bombay 1979 pp 48

9. Central Board of Workers Education. Twentieth Annual Report 1978-79 Nagpur, 1979 pp 108.

---

Edited by J.L. Sachdeva on behalf of Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi - 110 002.

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. I No. 12

March, 1980

Limited Circulation

## SPECIAL PROGRAMMES FOR WOMEN UNDER NAEP

### A Brief Report of the Seminar

The Indian University Association for Continuing Education, New Delhi, in collaboration with Sri Avinashilingam Home Science College for Women, organised a National Seminar on Special Programmes for Women under NAEP in Coimbatore (T.N.) from January 24 to 26, 1980. Dr. Rajammal P. Devadas, Principal of the Sri Avinashilingam Home Science College for Women, was the Director of the Seminar.

Shri C. Aranganayagam, then Minister for Education, Government of Tamilnadu, in his inaugural address, outlined the various measures taken by Government to promote Adult Education. Shri T.S. Avinashilingam, founder of Rama Krishna Mission Vidyalaya, in his presidential address explained, how adult education was to be taken up with devotion, particularly for women, who were the builders of the nation.

The lead paper of the Seminar was presented by Dr. Devadas. Professor L.R. Shah, Programme Adviser, Ministry of Education, Government of India, presided over the session.

Under the Chairmanship of Dr. M.L. Mehta, Deputy Secretary, University Grants Commission, the background papers were presented.

Thirtynine participants representing states of Andhra Pradesh, Karnataka, Kerala, Maharashtra, Punjab, Rajasthan, Tamilnadu and New Delhi attended this three day meet.

### Recommendations:-

The major recommendations of the Seminar were:-

1. The university should get involved in NAEP in order to bring the institutions of higher learning closer to the

community and to give the students and teachers a challenging opportunity for gaining practical experience in relating academic studies with day to day life. To achieve such involvement, Adult Education should be introduced as one of the disciplines in a university; community service and adult education be integrated as part of the undergraduate curriculum and academic credit given to the students, and recognition in teaching load for teachers. The university should undertake base-line surveyes and evaluative studies on literacy, motivation programmes for adult learners, training of animators and material production as regular part of the curricular activities. The university should also establish special centres for women for training, material production and research concerning adult education for women.

2. The Seminar recommended to the Union Ministry of Education to provide specific directives to the various government departments at the Centre and States to link Adult Education with their ongoing programmes such as, Applied Nutrition Programme, ICDS and Farmers' Training, integrated urban, rural tribal development programmes, mobile library and Population Education. The Ministry should encourage colleges and voluntary agencies to take up research projects of NAEP for women, and give them adequate help for the purpose.

3. The Seminar recommended to the State Governments to institute balwadies and creches in all the villages where adult education centres are set up to facilitate women from rural areas and urban slums to attend the adult education classes. They should also expedite the establishment of District Resource Centres in every district, selecting institutions, private or government, which have done outstanding work in the field.

4. The Seminar recommended to the Social Welfare Board to interlink adult education and economic programmes and give their projects priority in the allocation of funds.

5. It asked the voluntary organisations to conduct leadership training programmes for women and also special literacy drives for women.

6. The Seminar recommended to the University Grants Commission to offer financial assistance to selected institutions in every district to prepare suitable reading and teaching materials for NAEP.

WELTHY FISHER VISITS INDIA

Dr. (Mrs.) Welthy Fisher, Founder of the Literacy House, who had recently celebrated her 100th birthday, visited India on the invitation of the Government of India from February 29 to March 25, 1980.

The Indian Adult Education Association gave a Reception in her honour at the India International Centre on March 8, 1980. Dr. Malcolm S. Adiseshiah, President of the Association welcomed and garlanded Mrs. Fisher on behalf of the adult education workers. Mrs. Fisher recalled how she started adult education work under the inspiration of Mahatma Gandhi. She wished adult education workers success in their endeavours.

Among those who attended the function were Shri Bhagwan Sahay, Chairman, India Literacy Board, Shri P. Sabanayagam, Secretary, Ministry of Education, Prof. M.V. Mathur, Director, National Institute of Educational Planning and Administration, Prof. J.C. Kavoori, Director, Family Planning Foundation and Hony. Editor, IJAE, Shri Dharendra Singh, Deputy Secretary, Ministry of Education, Smt. Raksha Saran, Smt. J.C. Mathur, Dr. T.A. Koshy, Dr. S.C. Dutta and Shri J.P. Tewari.

Mrs. Fisher was conferred the Honorary Degree of Doctor of Letters by the Delhi University at its special convocation held on March 24, 1980.

The Vice-President, Shri Hidayatullah, who is also the Chancellor of the University, presided over the convocation. The acting Vice-Chancellor of Delhi University, Prof. U.N. Singh read out the citation conferring the Degree on Mrs. Fisher.

She is the recipient of the first Nehru Literacy Award (1968) of the Indian Adult Education Association. She also received Raman Magasaysay Award in 1964.

A thirty paise Commemorative postage stamp on the birth centenary of Welthy Fisher was released in Literacy House in Lucknow on March 18, 1980.

\*\*\*\*\*

NEWS FROM STATE RESOURCE CENTRES FOR ADULT EDUCATION

S.R.C., Karnataka

The State Resource Centre (Karnataka), Mysore organised two training programmes for the Taluk Executive Officers and District Executive Officers and Assistant District Executive

Officers of the Karnataka State Adult Education Council at Vidyapeetha, Shivargudda, Mandya District from January 8 to 12, 1980 and at Thunga Vidyappetha, Shimoga District from January 9 to 13, 1980.

Inaugurating the training programme at Shivargudda Vidyapeetha, Shri Vittal Rai, Director Adult Education in Karnataka, stressed the importance of training of functionaries for the success of National Adult Education Programme. Shri S. Manchaiah, Additional Secretary, Education and Youth Services Department, Government of Karnataka, presided over the function.

Fiftyone officers from Kolar, Bangalore, Mysore, Tumkur, Mandya and Coorg Districts participated in the first training programme.

Thirty-eight officers participated in the training programme at Vidyapeetha, Thunga.

The following topics were covered in the training programmes:-

- (a) The concept of NAEP.
- (b) Folk-lore as a medium in NAEP.
- (c) Curriculum construction.
- (d) Adult education for women.
- (e) Mass-media.
- (f) Teaching and learning materials.
- (g) Motivation.
- (h) Adult psychology.

\*\*\*\*\*

#### TRAINING OF ADULT EDUCATION TEACHERS IN DELHI

The Shramik Vidyapeeth, Directorate of Adult Education, Ministry of Education & Culture at the request of Dr.A.V.Baliga Foundation, New Delhi, organised a training programme for the Adult Education Teachers from February 19 to 29, 1980. The main aim of the programme was to promote understanding among the Adult Education Teachers of the needs and learning requirements of the men and women and organising adult education projects with a view to familiarising them initially with the methods and techniques of organising adult education. The following topics were covered:-

- The concept of adult education in NAEP;
- Ways and means of motivating adult learners;
- Planning and organisation of meaningful adult education programmes;
- Developing relevant curriculum and standard to be achieved and methods and materials to be used;

- Knowledge and skills in preparation of teaching-learning material and selection and use of the relevant materials;
- Maintenance of the necessary records and reporting for monitoring, evaluation and feedback; &
- Supervision and organisation of follow-up of continuing education activities.

A demonstration on the use of puppet as a medium for generating motivation and sustaining interest of the participants was arranged.

Demonstration-cum-discussion sessions on chalk making as one of the activities for functional skills of self employment was organised in collaboration with the Small Industries Service Institute, Ministry of Industries.

Twentyfour participants from various organisations took part in this programme.

\*\*\*\*\*

#### V.S.MEHTA SCIENCE COLLEGE, BHARWARI, ALLAHABAD.

The V.S. Mehta Science College, Bharwari, Allahabad, is actively involved in the training of adult education functionaries. The first training course was organised by the college from May 12 to 17, 1979. In this programme, 34 teachers (including 3 women) from eight Universities participated. The second course was held for Supervisors from June 15 to 27, 1979. In this, twenty Supervisors from six Universities participated.

The second programme of training for functionaries was held in December, 1979. The course for Supervisors was held from December 20 to 31, 1979 and for teachers from December 24 to 29, 1979.

Besides conducting the training programme, the college is also running ten adult education centres. These are located in the surrounding villages, inhabited by the deprived people belonging to backward and scheduled castes.

\*\*\*\*\*

#### WRITERS' WORKSHOP IN INDORE

A writers' workshop to prepare a Primer was organised by the Indore Adult Education Association from December 18 to 27, 1979. Writers as well as adult educators participated. The objects of the workshop were:-

- (a) To prepare a Primer which should be need-based and should reflect aims and objectives of the National Adult Education Programme.

- (b) To inspire local adult education workers for preparation of need-based learning material.

The workshop was open by Dr.V.D. Nagar, Head of Department of Economics, Indore University, and was presided over by Shri Om Prakash Rawal, President, Indore Adult Education Association.

The workshop reviewed the existing Primers and other relevant material which had been used by other agencies in urban communities. The workshop came out with a draft of a Primer at the end.

\*\*\*\*\*

#### WORKSHOP FOR PREPARATION OF PRIMERS

The Bombay City Social Education Committee organised a workshop for preparation for two primers in Marathi from January 14 to 20, 1980 in Bombay. Thirtyeight persons participated in the workshop.

Inaugurating it, Barrister M.G. Mane, President of the Committee dealt with the changing concept of Adult Education. He urged the participants to bring out a primer which could serve the cause of the urban illiterate community.

The participants were divided into four groups to prepare primers for men and women.

The groups intensively worked for five days and brought out two primers. The prepared matters were also discussed in joint open session and necessary amendments made.

\*\*\*\*\*

#### ACTIVITIES OF KSAEC

The Karnataka State Adult Education Council(KSAEC) as on December 31, 1979 had organised eighty-seven adult education centres, of which fifty-four are for men and thirty-three for women. The total enrolment was 2237, out of which 1474 were men and 763 were women.

The Council has established 2714 libraries. It is publishing a weekly News-sheet "Belaku" and Monthly Magazine, "Pustaka Prapancha".

The Council has established Audio-Visual Education wing in which there are nine units working in nine districts. The units have screened 1222 films-shows in villages.



qualification. For such students, bridge/preparatory courses are being developed.

The first secondary examination for open school students will be held in 1982.

The Board will hold a separate examination for open school students which should be equivalent to the examination conducted by the CBSE for regular students.

For further information, please contact:-Director,  
Open Schools (CBSE)  
H-24, Green Park  
Extension,  
New Delhi-110016.

\*\*\*\*\*

#### ANNUAL CONFERENCE OF T.N.B.C.E.

The Annual Conference of the Tamilnadu Board of Continuing Education (T.N.B.C.E.) was held on November 3rd and 4th, 1979. The theme was, 'One year of National Adult Education Programme in Tamilnadu--Successes--Limitations--Prospects and Lessons for the Future. The following were major recommendations of the conference:-

- (a) One objective in literacy has been and should be to develop competencies in the free use of the regional language.
- (b) The materials for the teaching-learning process should be more need-based, relevance-based and problem-based and not discipline-oriented.
- (c) The training of animator in adult education should emphasise the role as change agents (catalysts) for the transformation of the community through NAEP, accountability in terms of standards in the three broad aims of NAEP and strengthening capabilities in documentation.
- (d) The NAEP should stress on the total personality development of the learners.
- (e) Learners programme for all development agencies should be integrated with the NAEP.
- (f) The voluntary agencies should be given flexibility to increase the honorarium of the instructor within the overall budget.
- (g) Evaluation may be conducted once in three months.

\*\*\*\*\*

#### SEMINAR ON MONITORING & EVALUATION

The Regional Resource Centre, Panjab University, in

collaboration with Education Department, Himachal Pradesh, Simla, organised a three-day orientation seminar on 'Monitoring and Evaluation' for the Coordinators, Nehru Yuvak Kendras, Project Officers and Literacy Supervisors engaged in the implementation of NAEP.

The Seminar was inaugurated by Brig.S.S.Choudhery, Director Youth Service, Panjab.

The Seminar covered the following themes:-

- (1) NAEP:the concept and perspectives;
- (2) NAEP:Plan Formation at Project-level.
- (3) NAEP:Plan Implementation at Project level
- (4) NAEP:Motivational aspects
- (5) NAEP:Monitoring and Evaluation
- (6) NAEP:Some Critical Issues
- (7) NAEP:Some issues in implementation

The valedictory address was delivered by Dr. Bhagat Singh, DPI(Colleges), Panjab.

For Report of the Seminar, please contact Shri K.L. Zakir, Coordinator, Regional Resource Centre, Panjab University, Chandigarh.

\*\*\*\*\*

#### STUDY OF SOCIO-ECONOMIC PROBLEMS OF THE POOR

The Directorate of Adult Education in collaboration with the Nehru Yuvak Kendra, Dehradun, proposes to undertake a short term project to study socio-economic problems of the poor sections of the community, particularly the bonded labour of Jaunsar-Dever area of Dehradun, U.P.

\*\*\*\*\*

#### MADHURI SHAH RE-ELECTED PRESIDENT, IUACE

Dr. Madhuri R. Shah, Vice-Chancellor, M.D.T. Women's University, Bombay has been re-elected President of the Indian University Association for Continuing Education.

Shri J.D. Sharma, former Vice-Chancellor of Jammu University and Director of Indian Adult Education Association, has been elected as its Honorary Secretary.

\*\*\*\*\*

#### AIU PRESIDENT

Dr.Ramaramanjan Mukherji, Vice-Chancellor, University of Burdwan, has been elected President of the Association of Indian Universities for the year 1980.

\*\*\*\*\*

UNIVERSITY OF KERALA ESTABLISHES CENTRE  
FOR ADULT EDUCATION AND EXTENSION

The Centre for Adult Education and Extension of University of Kerala was formally inaugurated by the President of India on the 14th of February, 1980 at a meeting in the Senate Hall presided over by the Chancellor Smt. Jyothi Vencatachellum, Governor of Kerala. The Chief Minister Shri E.K. Nayanar and the Education Minister Shri Baby John gave felicitation addresses on the occasion. The Vice-Chancellor Dr. V.K. Sukumaran Nayar welcomed the gathering and Dr. N.A. Karim, Pro-Vice Chancellor proposed a vote of thanks. Dr. Sivadasan Pillai, Coordinator of the centre gave a resume of the work done by the University in the field of adult/non formal education. The UGC has sanctioned 210 adult education centres to 15 colleges out of which 160 centres were functioning at the time of the inauguration.

: - 0o0 :-

SECOND JOURNAL AT HALF PRICE  
TO MEMBERS OF IAEA

According to revised clauses 5.01 and 5.02 of the Rules and Regulations of IAEA the members are entitled to receive, free of charge, one of the priced journals in the language of their preference, from 1st January, 1980.

The Association has now decided to make available to the members the second journal (that is the one for which they have not opted) at half the price. The annual subscription of the journals is as follows :

- |     |                                   |         |
|-----|-----------------------------------|---------|
| (1) | Indian Journal of Adult Education | Rs.25/- |
| (2) | Proudh Shiksha-----               | Rs.15/- |

The members interested in getting the second journal, which they have not opted for, may remit half of the cost of that journal to the Association.

: - 0o0 :-

CAN YOU TEACH AN OLD DOG NEW TRICKS ?

A.K. Msimuko

In 1928, Edward L. Thorndike published the results of his research on adult learning. He found out that ability to learn declined with advancing age. Thorndike's findings only confirmed the already entrenched cultural belief that, "you can't teach an old dog new tricks." Actually what Thorndike was measuring

was not really ability to learn but reaction time in which an adult could complete a learning task. The speed at which an adult completes a learning task declines with advancing age. The decline in reaction time is due to the general physiological decline of the body.

Most researchers do agree that some decline in the performance of a learning task may be observable with advancing age but this is not due to a decline in learning ability. The decline is due to what Jacobs has called non-cognitive factors. These factors include poor health (e.g., due to disease or malnutrition); poor family background; poor education; poor motivation (i.e., lack of drive); decline in physiological conditions of the body such as poor sight, poor hearing and poor verbal ability.

Generally speaking, adults have a low self-concept of themselves. They do not believe they are capable of learning. "I am too old to learn." This is a cultural barrier to learning. Our society is youth-oriented. Old people are generally believed to be less capable, less intelligent, senile etc. Jacobs, in a review of literature on older adult learning, has stressed the fact that these non-cognitive factors do play a significant role in the observed decline on performance of a learning task. Such factors influence the learning outcome.

Under what conditions then do adults learn more effectively? From our experience we know that adults learn more effectively under the following conditions :

- (a) When they have participated in the process of diagnosing educational needs and in the development of a design to accomplish this. This means learner participation regarding what to learn and how to learn. When this is done adult learners consider the goals of the learning experience as their own and are therefore more committed to achieving the desired outcome.
- (b) When their unique experiences are utilized to enhance learning. The learning experience becomes more relevant and meaningful when the learners are able to relate what they learn to their own experience.
- (c) When the learning environment is conducive to learning. Setting up a learning climate is the first step towards achieving an educational objective. A learning climate has two components and both are equally important in the process of facilitating learning.

These are :

1. Psychological Climate : An atmosphere of mutual trust and respect between the learning facilitator and the learners among the learners themselves must be present. The instructor should initiate such an atmosphere. Adults tend to learn better under conditions of non-threat. Thus adult learners will do better generally speaking under conditions of cooperation rather than competition. Each person should proceed at his own pace to reflect his individuality. Give ample time for problem-solving.
2. Physical Environment: Physical environment includes room, layout, lighting, ventilation, and audio-visual aids.

To make up for possible physiological decline in visual acuity, audio acuity, and verbal acuity, the instruction should do the following :

- (a) Use materials with large print. Use large print on the blackboard or flip charts.
- (b) Use adequate lighting.
- (c) Speak loudly enough for everybody to hear. Do not shout.
- (d) Do not obstruct sight when using the chalk board.
- (e) Ask if everybody is able to see or hear you clearly.
- (f) Ask participants to sit in a circle where everyone can see everyone else.
- (g) When possible, use a small room.

Finally, to help adults learn the instructor should have full understanding of the characteristics of the participants. Such characteristics may include age, sex, marital status, parenthood, occupation, education levels, experience to cite but a few. The instructor must also be well aware of the motives of his students. The knowledge of participant characteristics and the reasons for their participation in an educational experience will assist the instructor to facilitate the learning process more effectively. Choice of appropriate content and methods and techniques of diffusion and the selection of a strategy for evaluating the outcome are all dependent upon the instructor's knowledge of student characteristics and their educational motives.

Adults can learn just as well as young people if the right conditions are set up. The instructor should ensure, as far as possible, that all conditions which facilitate adult learning are present in the instructional setting.

Adult Education and  
Development.  
( Sept.1979.)

:--oOo :-

NEW ADDITIONS TO JHA LIBRARY OF IAEA

Directorate of Adult Education. 50 years of Adult Education in India : Some Experiences, New Delhi, Directorate of Adult Education, 1978. 168p.

The book is an anthology of case studies of some significant past experiences in the field of adult education in India. The document has been divided into four sections - Literacy, Communication, Potriat of Indian villages and towards Social awakening. Under each section some studies conducted by various organisations in this country have been given which throw the light on history of adult education in India.

Grewal, J.S; Gupta B.S. and Bhargava, S.N.L.  
Non-Formal Education Centres: A Report, Bhopal, Regional College of Education, (NCERT) 1980 72p.

The document is a report of 32 centres run by NCERT, Regional

College of Education, Bhopal for the age group 9-14. A bibliography on Non-formal Education has been given at the end of the report.

Jesuit Educational Association of India, New Delhi  
Introducing Non-Formal Education at the Grassroot (Mimeographed)

The document is a report of workshop organised by Jesuit Educational Association of India in January this year. It includes three papers-(1) Awareness Building by Aslam and Ashraf (2) Liberation : Corolary to Introducing Change by Fr. Rajanayagam, S.J. and (3) Some issues posed by Non-Formal Education in India, by Dr. Malcolm S. Adiseshiah.

Kok-Pun, Michael Liwe; Sang, Pang Kia and Singh, Harbans.  
Workshops in Secondary Schools, Singapore, Unesco. Bankok, 1979. 34p (Educational Building Report 11 )

The first two chapters of this book deal with Secondary Schools and Technical Education in Singapore. Chapters III and IV deal with General and detailed designing of Workshops.

Mukherjee, K.K; Dutta, Kunal.  
Mandra Experiment : A Case Study. New Delhi, People's Action for Development, 1980. 42p.

This is a study of Voluntary efforts made by Mandra Annayan Samsad in the field of rural development in Mandra and its surrounding villages in Dhaniakhali Block of Hoogly district, West Bengal.

Nagpur University. Department of Adult Education and Extension Services: Report for the period ending 30th June, 1979 (Mimeographed)

Regional Resource Centre, Punjab University, Chandigarh.  
Seminar on Material for Population Education for out of School Youth, 21 September, 1979 : Report.  
Chandigarh, Regional Resource Centre, Punjab University, 1979 (Mimeographed)

Saxena, A.B; Gupta B.S. and Rajput J.S. Eds.  
Teaching through environment. Bhopal, Regional College of Education, 1980. . p115

The document is a result of an experiment regarding teaching and learning through environmental approach undertaken by Regional College of Education, Bhopal.

Exemplary material on weather, our universe, Force and Energy, Housing and Living things has been given at the end of the book.

YWCA. Adult Education in Development: Report of the Literacy Workshop, Cuttack, May 1978. New Delhi, YWCA.1978. 86p.

It is a report of the Workshop organised by YWCA in Cuttack (Orissa) in May, 1978. It has been divided into three parts : The first part gives proceedings of the workshop, the second gives adult education in YWCA and the last part has given seven appendix.

Edited by J.L. Sachdeva for Indian Adult Education Association  
17-B, Indraprastha Marg, New Delhi, 110008.