





# IAEA Newsletter

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

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## REGIONAL WRITERS' WORKSHOP IN CHANDIGARH

The Regional Resource Centre, Punjab University, Chandigarh, in collaboration with the Directorate of Adult Education, Government of India, Organised a Regional Writers' Workshop for preparation of follow-up material in Punjabi, Urdu, Hindi and Pahari languages in Chandigarh from April 23 to 30, 1980.

Inaugurating it, Shri J.C. Aggarwal, Chief Commissioner of Chandigarh urged writers to produce such material for Adult learners as might find general acceptability. Although the task was difficult, the experts on adult education would be able to produce such material after making a thorough study of human psychology and needs.

Shri J.D. Sharma, Director, Indian Adult Education Association urged the writers to produce such follow-up material as would instil in the learners a spirit of enquiry and a sense of self-confidence.

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## LITERACY HOUSE HYDERABAD UNDERTAKES RURAL FUNCTIONAL LITERACY PROGRAMME

The Literacy House, Andhra Mahila Sabha, Hyderabad has undertaken Rural Functional Literacy Programme under WAEP in three districts of Andhra Pradesh namely Nalgonda, Karimnagar and Warangal. In each district in a concentrated area of a Panchayat Block, 100 centres will be opened, each enrolling 30 illiterate rural adults in the age-group 15-35. The programme will develop in them civic consciousness and awareness of their place in the rural society, improve their skills in their respective trades or occupations and provide them an opportunity to become literate.

Inaugurating the project in Hyderabad, Shri B.V. Reddy, Minister of Education, Government of Andhra Pradesh stressed the need for a healthy cooperation between Governmental and non-Governmental efforts in the stupendous task of eradication of illiteracy in this country.

The Literacy House, had earlier run the Farmers Functional Literacy Programme in 10 districts of Andhra Pradesh for ten years. About 65,000 adult illiterate farmers were exposed to this programme and nearly 47,000 were made functionally literate.

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### ANIMATORS TRAINING IN MADRAS

The Department of Adult and Continuing Education, University of Madras organised a one-day training programme for the animators of the adult education centres run by the Department on March 15, 1980 at a village literacy centre called Venagaram.

This training was unique in its approach because the concept of taking the campus to the community was practiced. Nine local animators and seven first year M.A. students participated in this training programme.

Mrs. Gomathimani, Coordinator Incharge of the centres, presided and explained the concept, aims and purposes of NAEP, identification of the ways and means of motivating adult learners through their felt needs and importance of imbuilt evaluation in NAEP.

Shri R. Natarajan, NSS Coordinator of Madras University demonstrated on the preparation of a primer and emphasised the planning of curriculum according to the learners needs.

Shri Selvaraj, Lecturer, Department of Adult and Continuing Education gave guidelines for preparing teaching learning materials.

The programme ended with the participant's evaluation of the training programme.

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### NEWS FROM STATE RESOURCE CENTRES FOR NON-FORMAL EDUCATION

#### SRC. Tamil Nadu

The State Resource Centre for Non-Formal Education, Madras, organised a residential training programme for the Supervisors of NAEP from voluntary agencies in Madras from February 6 to 16, 1980.

The following topics were covered in the 11 day training programme:

Role of Supervisors in NAEP; Co-operative Education (Education for Cooperation); Population Education; Accountability and the accounting procedure in an Adult Education Project; Preparation of a need based and learner centred learning/ teaching materials for NAEP centres; Different methods of teaching; Role of Radio, T.V. and folk arts in NAEP; Role of different Government Development Departments in NAEP; Educational and other developmental projects of Tamilnadu, Pondicherry and of the Madras University;

Continuing Education; Monitoring and Evaluation in NAFEP;

The following methodologies were adopted during the training:  
Lecture; General Discussion; Field visit; Charts/Posters;  
Demonstration; Films; *Simulation games*.

17 participants from 11 voluntary organizations attended the training programme.

Further information: Dr. R. Gomez, Director, State Resource Centre, 18 Adams Road, Madras-600005.

SAC, Karnataka

The State Resource Centre, Mysore organised a training programme for supervisors of voluntary agencies from March 19 to 23, 1980 at District Adult Education Committee, Bangalore. Twenty Supervisors from 14 voluntary agencies attended the training programme.

Besides covering various aspects of NAFEP, topics on Agriculture etc. were covered by the resource persons from University of Agriculture Sciences. The SAC also organised an Orientation training course for District Resource Persons from March 3 to 6, 1980 at Tunga Vidyaapeeth, Shimoga District. 22 Resource persons from Shimoga, Chikmangalur, Chitradurga and Bellary Districts participated.

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IUACE ANNUAL SEMINAR AND  
GENERAL BODY MEETING

The 1979 annual seminar and the General Body Meeting of the Indian University Association for Continuing Education (IUACE) was held at Burdwan University, Burdwan (West Bengal) on March 12, 1980 this year. The theme of the seminar was "NAEP and Universities: Retrospect and Prospect". Dr. Madhuri S. Shah, Vice-Chancellor, S. Women's University and President IUACE, presided.

The seminar was attended by 44 delegates including 15 Vice-Chancellors from all parts of the country.

Dr. Madhuri Shah in her address said, that in the implementation of the National Adult Education Programme there was need for (a) preparation of the models (b) production of material and (c) training functionaries at all levels. The universities could play a great

in these spheres especially in the production of teaching/learning materials.

Dr. Shah said that Integrated Rural Development (IRD) programme would lead to much greater response from villages and such programmes should be undertaken by universities. Adult education should not only be confined to centres but extended to forests, factories, she added.

The inaugural address of the seminar was delivered by Dr. Ramranjan Mukherjee, Vice-Chancellor, Burdwan University. The main points of the key-note address of Prof. K.S.Hegde, Vice-Chancellor, Mysore University who could not attend the meeting were presented a paper on the theme of the seminar. Dr. R.C.Paul, Vice-Chancellor, Punjab University, Prof. L.R.Shah, Programme Adviser, Ministry of Education and Dr. M.L.Mehta, PGI, Chandigarh, Prof. A.R.Desai, Vice-Chancellor, South Gujarat University, Surat, were among those who participated in the discussions which followed after the presentation of the papers.

The following four supportive papers were also presented during the Seminar:

- (1) Adult Education- National Perspective - L.R.Shah
- (2) Continuing Education including Technological Education  
Dr. B.Ghosh
- (3) Continuing Education including Technological Education- Kamalini Bhansali.
- (4) Population Education- Prof. J.C. Kavoori

#### GENERAL BODY MEETING

In the General Body Meeting the following programmes were approved for 1980-81.

- (1) Two workshops of three-day duration - One on Extension and its linking with curriculum and the other on universities, colleges and community services (2) One regional seminar on the involvement of the universities and colleges in the programme of Continuing Education for the weaker sections of society. (3) One zonal seminar on correspondence education in Indian Universities and how to strengthen their cooperation to promote the programmes of continuing education through

correspondence education (4) Two zonal workshops on population education (5) A series of lectures on adult education, community education for weaker section and population education.

OFFICE BEARERS :

Dr. (Smt.) Madhuri R. Shah, Vice-Chancellor, S.N.D.T. Women's University, Bombay was re-elected President. Dr. A.K. Dhan, Vice-Chancellor, NEHU, Shillong and Dr. Rais Ahmed, Vice-Chancellor, Kashmir University Srinagar were elected Vice-Presidents. Shri J.D. Sharma, former Vice-Chancellor of Jammu University and Director, Indian Adult Education Association was elected one of the Secretaries. The other will be Dr. Amrik Singh, Secretary of the Association of Indian Universities (Ex-officio).

Prof. R.G. Takwale, Vice-Chancellor, University of Poona, Smt. H. Swarup, Vice-Chancellor, Kanpur University, Prof. K.S. Hegde, Vice-Chancellor, Mysore University, Prof. A.R. Desai, Vice-Chancellor, So. Gujarat University, Surat, Prof. L.R. Shah, Programme Adviser, Ministry of Education, Dr. K.S. Pillai, Co-ordinator, Centre for Adult Education and Extension, Kerala University, Trivandrum, Prof. J.P. Tewari, Director, Centre for Adult/Continuing Education, Aligarh Muslim University and Shri Krishnamurthy, Director of Correspondence Courses, Andhra University Waltair, Andhra Pradesh were elected members of the Executive Committee.

The following resolutions were adopted:

(1) The widespread interest in Adult Education evinced currently by the Universities and colleges is most encouraging. The UGC and NSS have responded whole-heartedly to the challenge put before the system of higher education. Though it has become a nation wide phenomenon, more and more institutions like IIT's, Polytechnics, Engineering, Medical and Agricultural colleges, including institutions of Management should be involved in the programme giving special importance to the programmes for the weaker sections of the community.

(2) Education for women and weaker sections of the society should have special considerations at all levels in the adult and continuing education programmes.

(3) Adult Education, community service & extension education must form a part of the curriculum giving both students and teachers academic credit.

(4) The university system must assume extension as an important responsibility and give it the same status as teaching and research.

(5) The Programmes of continuing education in universities need to be strengthened and directed towards the weaker section of the society.

(6) Population education should constitute an important programme among the universities and colleges within the overall framework of adult education and extension.

(7) The programme of correspondence education in the universities need to be reviewed and strengthened.

(8) The programmes of adult education and extension must not suffer for want of funds with the universities and colleges. Adequate provisions should be made available by the Government of India/UGC/State Government to the Universities and colleges, so that the programmes are implemented continuously.

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ORIENTATION PROGRAMME FOR ADULT AND COOPERATIVE EDUCATION FUNCTIONARIES

The National Cooperative Union of India, New Delhi in collaboration with Directorate of Adult Education, Government of India, organised an Orientation Programme for field functionaries working under the NAEP and Cooperative Education Programme in Jaipur on March 25, 1980

The main object of the meet was to tell the cooperative workers about NAEP and the NAEP workers about cooperatives.

23 functionaries - 6 from cooperative sector and 17 from adult education field participated in this one day meet.

Dr. A.K. Jalaluddin, Director, DAE inaugurated it and Shri Anil Bordia, Joint Secretary, Ministry of Education delivered the valedictory address.

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ADULT EDUCATION CENTRES IN U.P. DISTRICTS

Uttar Pradesh will set up one adult education project in each of the 56 districts of the state during the current financial year from its own resources. Each project will have 100 adult education centres.

A sum of Rs.30 lakh has been sanctioned from Plan resources on the implementation of these 56 adult education projects in the first four months of the current financial year.

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CORRESPONDENCE COURSE IN TRADE UNION EDUCATION

The Workers Education Centre (CBWE) Delhi, is starting its

seventh correspondence course in Trade Union Education in May this year. The objective of the course is to educate the workers on functions and activities of trade unions.

The course in Hindi will consist of 10 lessons to be completed in six months.

On completion of this course an examination will be conducted and certificates will be awarded to the successful candidates.

The further information please contact : Regional Director, Workers Education Centre, A-31, Panchvati, Azadpur, Delhi-110033

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NEW VOCATIONAL UNIVERSITY  
IN THE OFFICE

A new university, the first of its kind in the country to impart job-oriented-cum-technical education for youth is being established in Maharashtra. It is expected to cost Rs. Seven crores and a large number of educationists, philanthropists and political leaders have assured their cooperation in setting up this institution.

Some philanthropic institutions in Sweden, Norway, Denmark, West Germany, the Netherlands, France, the U.K., Canada, Japan and oil rich Arab countries have also expressed their desire to assist the project. It is expected that Rs.6 crores in the form of donation at the initial stage will be made available from these countries and the United Nations.

The proposed university will impart basic technical knowledge at a nominal charge. A student after getting employment or starting his factory will be required to repay for 15 years a sum of Rs.150/- to Rs.200/- a year when he starts earning Rs.20 or more a day. This will enable the university to have a constant income over the year. Basic training will be phased in such a manner that the institute will turn out about 3000 workmen every year capable of taking up skilled or semi-skilled industrial units of their own.

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IRISH ASSOCIATION'S NEW JOURNAL SERIES

The National Association of Adult Education for Ireland (AONTAS) has started a new journal, 'AONTAS Review' to provide a detailed account and analysis of adult education and relevant

studies and developments. The 72-page first issue, published in mid-1979, includes articles on recurrent education, role of universities in adult education and in preparation for retirement, and a report on the Association's Seminar on the Unesco Recommendation on the Development of Adult Education.

The Review is available at £ 1.00 (US \$ 3.00) per copy from ACNTAS, 14 Fitzwilliam Place, Dublin-2.

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BOTSWANA'S FIRST DIPLOMA IN ADULT EDUCATION

The University College of Botswana has started a full-time two-year programme of academic study and practical work leading to the Diploma of Adult Education of the University of Botswana and Swaziland.

For information : Frank Youngman, University College of Botswana, Institute of Adult Education, Private Bag-0022 Gaborone, Botswana.

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NON-FORMAL EDUCATION IN THE PHILIPPINES

Eric Williams

Although non-formal education in one form or another has been in existence for some time in the Philippines, it is only recently that an attempt has been made to collect and collate details of the various projects, undertaken in the country, ranging from work done by the Ministry to that of the universities, colleges and agricultural colleges, the labour movement and the voluntary agencies.

From April, 1978 to February, 1979, there were 714,068 students in Non-formal education courses organised by the Ministry of Education and Culture.

The largest enrolment was in the groups of courses labeled "Socio-Civics, with 347,175 - the largest being population control (67,763), Community/PTA Assemblies (130,227), Co-operatives (43,377) and Health and Safety (48,534).

The next largest grouping were courses on Vocational Skills with 276,076 enrolled, of which Backyard Gardening (118,432) Tailoring (33,908) Dressmaking (27,572) and Piggery and Poultry (16,126), were the

best supported subjects. An unusual course was Backyard Fishing, with 10,10496 students in various parts of the country.

Literacy training was attended by 37,048 students, probably far fewer than the number who should be in such courses, Finally, courses in Leadership Training (35,045), Cultural and Recreational (7,138) and Technical (6,786) made up the remainder of the provision. Technical Training is presumably so far down the list since this is largely provided by technical schools, whose provision is not reflected in these Ministry figures.

Many of the students are aged between 12 and 16, although students are found across all age groups. Non-formal Education tends to emphasize short courses which enable individuals to at least scrape a livelihood. But it fails to provide a complete remedial education programme.

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#### THE WORLD OF LITERACY

A vast amount of literature about literacy has appeared in the last two decades, and recognising the need for evaluation and synthesis of the research undertaken, the International Council for Adult Education recently undertook an analysis of this literature and their conclusions are now published in "The World of Literacy".

The book provides a useful analysis of what has been learned in the 1960s and 1970s and a valuable anticipation of the problems and methods for the 1980s. It documents the state of national commitment to literacy over the last 20 years in countries as diverse as China, Tanzania, India, Vietnam, Iran, Algeria, Mali, Brazil and Somalia.

Particular attention is given to the findings of Unesco's Experimental World Literacy Programme - one of the few major pieces of experimental research designed to test hypotheses. The book also describes how the field of literacy has thrown up many challenges to traditional processes of research, and how many initiatives to involve the community and the ordinary teacher in research activity have arisen.

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#### SOME NEW ADDITIONS TO JHA LIBRARY OF I. A. E. A.

Bensman, John. The Assessment and Meeting of Needs in Continuing

Education Sweden, Department of Educational Research, Stockholm Institute of Education, Stockholm. 1980, 57 P. (Reports on Education and Psychology No.1, 1980).

The booklet examines the 'need approach' as it is used in the curriculum and programme planning in continuing education. It has been divided into six sections. The Introduction gives the general issue of curriculum and programme planning in continuing education. The second and third sections deal with the 'type of needs' and problems of 'utilization'. The fourth section provides a planning model. The fifth section gives a case study and the last chapter deals with 'political orientation and needs'. A bibliography has been given at the end of the book.

Delalic, Esref. Workers Universities in Yugoslavia: An Adult Education Modality. Vancouver, the University of British Columbia, 1979. 170 p. (Monograph on Comparative and Area Studies in Adult Education).

This is an account of development of workers education facilities and institutions in Yugoslavia.

Directorate of Adult Education, Catalogue of Literacy and Adult Education Materials. New Delhi, Directorate of Adult Education, 1979. 120 P.

The document has been divided into four sections. Section one deals with 'Educational Materials for Illiterate Adult Learners in 19 languages', Second section gives literature for Neo-literate Readers, section third is an account of 'Audio-Visual Aids' and the fourth section deals with 'Reference Materials - Hand - book and Guide books, Reports of Workshops, Seminars and Conferences and Periodicals on Adult Education.

Directorate of Adult Education: Report of the Committee on Urdu under NAEP. New Delhi, Directorate of Adult Education 1979, 16 P.

Grangrade, K.D. and Singh, R.R.Ed. Integration of National Service Scheme with the curriculum, Delhi. Delhi School of Social Work, 1976, 112 P.

The volume is a collection of papers which give background information on various issues involved in restructuring the courses.

Hall, Bidd, L. and Kidd, Rosy. Ed. Adult Learning: A Design for action. Oxford, Pergmon Press, 1978, 337 P.

The book contains 24 papers contributed by participants in the 'International conference on adult education and development' held in

Dares Salaam, Tanzania, in June, 1976, under the auspices of International Council for Adult Education.

Hesser, Florence E. Village Literacy Programming in Pakistan A Comparative ABE Study with guidelines, Vancouver, University of British Columbia, 1979. 206 P.

It describes and analyses ten years of experience in Literacy programmes conducted by the Adult Basic Education Society, Gujranwala, Pakistan.

International Labour Office, Geneva, Social Security for Teachers, Geneva, ILO, 1979, 44 P.

This study surveys social security protection for teachers throughout the world. It examines different systems of protections and also reviews the level of protection granted in relations to the essential provisions of the ILO social security.

ILO, Geneva, Ten Years of Training, Geneva, ILO, 1979, 263 P.

This bibliography gives trends and developments in the systems of education and training over the last 10 years in three countries of western Europe: France, the Federal Republic of Germany, and the United Kingdom.

Unesco, Development of Curriculum Motivational, Instructional and Follow-up material including those for Media: Report of the Regional Literacy Workshop, 29 November - 20 December, 1979, Udaipur India, Bangkok, Unesco Regional Office for Education in Asia and Oceania, 1979. (Memographed).

Unesco, Terminology of Adult Education, Paris, 1979, 154 P.

The terminology of Adult Education has been published by Unesco in cooperation with the International Bureau of Education. It is trilingual with glossaries in English, French and Spanish. It contains 32 commonly used terms in the field of adult education with definitions in the language of each glossary and the equivalent in the other two languages.

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## ORIENTATION PROGRAMME FOR IAEA INSTRUCTORS

The Indian Adult Education Association organised a five-day orientation programme for its first batch of 38 instructors, running adult education centres in South Delhi colonies. The programme was conducted at the Bharat Scouts & Guides headquarters in New Delhi, from May 10 to 14, 1980 from 9.30 A.M. to 4.00 P.M. each day.

The orientation programme was inaugurated by Dr. N.A. Ansari, Joint Director, Directorate of Adult Education, Ministry of Education & Culture, Government of India.

During the five-day programme twelve resource persons provided re-orientation in knowledge and skills relating to various components of NAEP. The programme was marked with practical demonstrations, face to face talk between the teacher and the taught and question and answer sessions. Films were shown to demonstrate the use of black-board, the chalk, audio-visual aids, etc.

The valedictory address was delivered by Shri D.V. Sharma, Joint Director, Directorate of Adult Education, Ministry of Education & Culture, Government of India.

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## ONE-DAY SCHOOLS IN WORKERS' EDUCATION

The Indian Adult Education Association organised three one-day schools on Workers' Education in Delhi Cloth Mills in May this year. The following subjects were covered :-

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- (1) Population Problems and Trade Unions.
- (2) National and Social Goals of Trade Unions.
- (3) Grievance Procedures.

About 80 workers participated.

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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 1980 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 recommendation is July 25, 1980.

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KAVOORI NEW EDITOR OF IJAE

Prof. J.C. Kavoori, Executive Director, Family Planning Foundation, New Delhi has taken over the Hony. Editorship of the " Indian Journal of Adult Education " from March this year.

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XXI NATIONAL AWARD FOR BOOKS  
FOR NEO-LITERATES

The Directorate of Adult Education, Ministry of Education and Culture, Government of India have selected forty manuscripts in Indian Languages, for award of Rs.1000/- each. These manuscripts include twenty-nine on General Education and eleven on family welfare topics. This competition was organised by the Directorate in collaboration with Ministry of Health and Family Welfare.

Out of the forty books selected, one is in Assamese; one in Bengali; four in Gujarati; twelve in Hindi; three in Kannada; five in Malayalam; three in Marathi; three in Panjabi,

two each in Tamil and Telugu and four in Urdu.

The Directorate will purchase 1500 copies of each of the prize winning manuscripts when printed for distribution in rural libraries, adult education, community and family welfare centres.

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

For further details, please contact, Director, Directorate of Adult Education, 34, Community Centre, Basant Lok, Vasant Vihar, New Delhi-110057.

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#### NAEP IN DELHI

There are 1,750 NAEP Centres functioning in Delhi at present. The Delhi Administration is running 1,000 centres and rest of the centres are being run by 13 voluntary organisations and the colleges of Delhi University.

Instructors are being provided training in food preservation, chalk making, book binding and doll making so as to enable them to provide functional education to the learners.

The Delhi Administration had provided 21-day training to instructors working in rural areas and 15 days training to instructors/supervisors/project officers working in urban areas.

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#### ADULT EDUCATION WORK OF THE NEW DELHI MUNICIPAL COMMITTEE

The New Delhi Municipal Committee is running 78 adult education centres in New Delhi. About 23,000 people have taken advantage of the adult education programme during the last five years.

Training in functional development is given in all the centres run by NDMC. In the ladies centres, skills in stitching, knitting, embroidery, fruit preservation, doll making etc are given. 350 sewing machines, 10 embroidery and 50 knitting machines have been provided at these centres.

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As a follow up activity, 53 reading rooms for neo-literates are functioning.

The Committee proposes to start 60 more adult education centres and 10 reading rooms for neo-literates in the near future.

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NATIONAL ADULT EDUCATION PROGRAMME  
IN PONDICHERRY

The National Adult Education Programme was launched in the Union Territory of Pondicherry on October 2, 1978.

Two schemes under this programme are being implemented by the State Education Department. One is the State Scheme of Adult Education Programme and the other is the centrally sponsored scheme of Rural Functional Literacy Projects. Under Adult Education Programme, the department has opened 70 Adult Education Centres and covered 2,136 illiterates during the first year (1978-79). During the second year (1979-80) 78 additional centres were opened under this programme bringing the total number of centres to 148 with a coverage of 3,165 beneficiaries as on April 30, 1980. During the year 1979-80, 133 Rural Functional Literacy Centres have been opened and coverage is 2,303. Out of the 2,303 learners, 1,688 are male and 615 women learners. The 2,303 learners include 374 Scheduled Caste learners.

Besides the Education Department, Nehru Yuvak Kendra, Voluntary Agencies, Welfare Department and Colleges have opened 180 centres and the beneficiaries of the programme are about 6,000.

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NAEP IN SIKKIM

The National Adult Education Programme was launched in Sikkim on October 2, 1978 with 40 centres specifically meant for adult learners. There were 384 non-formal Education Centres for various age groups alongwith 30 FFIP centres operating at that time. The decision was to convert gradually these centres into Adult Education centres. Till the end of 1979-80, about 279 centres have been identified as such. After the

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formation of the new Government, the State Board of Adult Education held its 3rd meeting. One of the important decision taken was to separate Non-formal and Adult Education centres and bring all adult literacy centres under Rural Functional Literacy Projects as envisaged in the Central Scheme.

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ADULT EDUCATION CLASS IN TRIVANDRUM  
CENTRAL JAIL

A Non-formal education centre has been started under the State Resource Centre, KANFED, Kerala, in January, 1980 in the premises of the Central Jail, Poojappura, Trivandrum. Learners are women convicts. They are from different parts of Kerala and belong to different communities and age groups. Their educational level ranges from illiteracy to college education. They were convicted on charges of different kinds ranging from theft to manhandling and murder, and for differing terms ranging from a few months to several years.

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SEMINAR ON FARMERS' EDUCATION

The Institute for Adult and Community Enlightenment, Machilipatnam(A.P.) in collaboration with Gandhi Kshetram, Avanigadda, organised a three-day Seminar on Farmers' Education on March 14, 15 and 16, 1980 on the first two days at Machilipatnam and on the last day at Avanigadda.

Dr. A. Adivi Reddy, Director, Andhra Pradesh Agricultural University, Hyderabad inaugurated the seminar. "You can't apply yesterday's method today and be in business tomorrow" quoted Dr. Adivi Reddy. Indian Agriculture is the country's biggest and most important industry and it has to be modernised rapidly. This requires speedy and effective transfer of technology - said Dr. Reddy.

Three Key-note addresses on Popular varieties of sugarcane and rice, their cultivation Reclamation of Saline and Alkali soils, and on methods of cultivation of chillies were presented.

An important feature of the seminar was the participation of a number of local farmers in the discussions. The seminar succeeded in having a dialogue conducted between the agriculture experts and the farmers.

The valedictory session of the seminar was presided over by Sri M.V. Krishna Rao, M.L.A. and a former Minister of Education.

The Institute as part of its enlightenment programmes, will send specialists to small villages where they will move with the farmers and guide them on the spot.

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#### RANCHI CONSORTIUM FOR ADULT EDUCATION CELEBRATES ITS FIRST NAEP ANNIVERSARY

The Ranchi Consortium for Adult Education celebrated its 1st NAEP Anniversary at Xavier Institute of Social Service (XISS) on February 25, 1980. Sri B.P. Sinha, Deputy Commissioner Ranchi District, inaugurated the function. A total of 12 voluntary agencies as well as Government agencies took part in the function. An exhibition of AE materials by the participating agencies and a cultural programme based on tribal culture were the highlights of the day. The cultural show was followed by the prize distribution ceremony of the best Instructors of their respective project areas during the year by Director, XISS.

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#### NAEP SUPERVISORS TRAINING PROGRAMME IN RANCHI

The Xavier Institute of Social Service organised a Training Programme for the supervisors, to be involved in the field of adult education in Ranchi recently. The participants were mainly drawn from voluntary organisations from Orissa, West Bengal, Bihar and Madhya Pradesh.

It was a ten day course which ran from 20th March till 30th March, 1980. A total of twelve participants attended the programme. Besides, the lectures on different subjects, emphasis was given on practical aspects of the training course practical sessions on motivational techniques, preparing low cost communication media such as puppet making, teaching and...

learning techniques, role play, slide making etc. and field demonstration on how to organise Youth, Adult & Women forum, were the highlights of the course.

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TEACHING MATERIALS IN POPULATION EDUCATION

The Population Education Cell of Jawaharlal Nehru Technological University has prepared five test-lessons for use at the Adult Education Centres of N.S.S. in Andhra Pradesh. The lessons deal with (a) Demography, (b) Development in the country, (c) Welfare in the Family, (d) Sex Education, and (e) Small Family Norms. The lessons are written in Telugu by Dr. D. Babu Rao of Osmania University and Mr. E. Jagadeesh Kumar of J.N. Technological University.

The lessons, in the form of folders, have been distributed at twelve Adult Education Centres for pre-testing. The response to these lessons will be evaluated by the overall Programme Evaluation Team of P.P.P.F., London, during their forthcoming visit to India. The production and testing is undertaken in collaboration with the National Service Scheme and Family Planning Association of India.

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EXPERIMENTAL TRAINING COURSE AT THE NDRI, KARNAL

At the instance of the Directorate of Adult Education, the National Dairy Research Institute, Karnal, organised recently an experimental training course in dairy farming for the instructors of adult education centres working in Haryana under the NAEP. The training course was organised at the Krishi Vigyan Kendra, NDRI, Karnal.

The training faculty consisted of the officers of the NDRI, State Department of Education, Ministry of Education and Culture, and the Directorate of Adult Education. The experimental training programme helped the trainees to link adult education with the dairy development programme in the villages

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AJMER SHRAMIK VIDYAPEETH STARTS LITERACY  
CENTRE FOR WOMEN BIDI WORKERS

The Ajmer Shramik Vidyapeeth has recently started a literacy centre for women 'Bidi' workers at Gautam Nagar in Ajmer City, where 20 women workers are receiving training. The Vidyapeeth also conducted a survey of some 8,000 'Bidi' workers in collaboration with the women social workers in the area. The Vidyapeeth is also running a tailoring centre at Nagra Jhalkari Basti, also in Ajmer City, for women workers.

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CBWE TRAINING PROGRAMME

The Central Board for Workers Education had trained 26 lakh workers and 52,000 worker-teacher since its inception in 1958, according to 'Education for Rural Workers', recently published by the Central Board. The workers trained by the Board include workers from plantations, agricultural workers from cooperative farms and those employed in the Sugar Mills, besides the workers engaged in small scale industries. The role of the Board is mainly educational and motivational.

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WORKSHOP ON PREPARATION OF QUESTION  
BANK ON AWARENESS

A workshop on "Preparation of Question Bank on Awareness" was held in Panjab University, Chandigarh on March 26 & 27, 1980. While on the one hand it imparted training to adult educators in the use of techniques of questioning, on the other it provided them an opportunity for preparing a question bank for the evaluation of the element of awareness.

Inaugurating the workshop, Mrs. S. Madhok, DPI (Schools), UT, Chandigarh emphasised the importance of awareness in NAEP and suggested a number of areas under which questions could be prepared.

Dr. B. Ghosh, Hon. Director, Centre for Continuing Education P.U. in his address on "Awareness for Functional Development" observed that a majority of illiterate adults

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seemed to be quite indifferent to their own economic development. They indeed know a little of the various developmental schemes started for their welfare by the Centre and State Governments. He observed that the adult learners should be encouraged to shed away this feeling of complacency and indifferences to their self-development.

Four groups discussed the following sub-topics :

- A. Health Education
- B. Social Awareness and Population Education
- C. Political Awareness
- D. Economic Awareness

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SELECTED ADDITIONS TO JHA LIBRARY  
OF IAEA

Bhatia, S.C. Ed. Employment opportunities in Rural Areas. Delhi University Adult Education and Continuing Education Cell. 1980. 37 P. (DUA ECEC occasional papers - 4) Mimeographed.

This booklet contains 11 papers presented in the two-day workshop on "Employment opportunities in Rural Areas" organised by the Adult Education and Continuing Education Cell of Delhi University in March this year.

Bhatia, S.C. Ed. Evaluation of Literacy Primers. Delhi University Adult Education and Continuing Education Cell. 1980. 32 P. (DUA ECEC occasional papers - 2). Mimeographed.

This booklet is a report of the Panel discussion on 'Evaluation of some Primers in Hindi' held in Delhi in February this year. It also contains papers of three Hindi Primers - AAO CHARCHA KAREN, NAYA SEVERA and NAYA KADAM.

Buckman, Peter. Ed. Education without schools. Calcutta, Rupa & Co. 1975. 134 P. Price Rs.10/-

This volume contains the following papers :  
The Deschooled Society-Ivan Illich, Getting There from Here-Ian Lister, Education as a Lifelong Experience-K Coates, The Role of the State-Colin Ward, The Role of The Teacher-Michael Armstrong, Acquiring and Testing -Michael Macdonald-Ross, Abolishing the Curriculum and Learning Without Exams-Alison Truefitt and Peter New Learning in Groups-John Hipkin, Improvisation with Ad Albert Hund, Self-help:the Media- Brian Winston, Lear for Learning's Sake-Richard Rowson.

Hunder, Carman St. Johan and Harman, David: Adult Illiteracy the United States: A Report to the Ford Foundation. New York McGraw-Hill Book Company. 1979. 206 p. Price \$ 10.95

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What is Adult Illiteracy; Who are the Adult Illiterates; What is being done about Adult Literacy, and What should be done, by Whom and How are the four major chapters in this book. A selected annotated bibliography has been given at the end

Khajapeer, M. Academic Performance and Social-Psychological Factors : A study of Farmers' Functional Literacy Programme Participants in Andhra Pradesh. Tirupati, Sri Venkateswara University, 1980. 432 P. Rs.45/ (Available from Director, Pub S.V. University, Tirupati-517502).

This book is a revised version of doctoral thesis submitted by the author to S.V. University, Tirupati in 1978. It examines the relationship between the academic performance of the learners in the Farmers Functional Literacy Programme Participants and some of their social-psychological factors. Interview schedule and Test Papers used in the pilot study have been given in the appendix. It also contains a bibliography on the subject.

Rao, T.V., Bhatt, Anil and Rama Rao, T.P. Adult Education for Social Change : New Delhi, Manohar Publication. (2 Ansari Road 1980. 192 P. Price Rs.60/-.

The volume is a study and assessment of National Adult Education Programme in the state of Rajasthan. The authors from Indian Institute of Management have studied 1785 centres of seven voluntary agencies in the state.

Saraswathi, L.S. An Experience with people in curriculum planning and Material Production; A report of the village camp at Tirukoshitivr. Madras, State Resource Centre for Non-formal Education 1978. 32 P. Price not given. (Mimeographed).

This mimeographed document is a report of group work done in the camp which was organised to prepare curriculum model for adult education programme by the people themselves and to study the dialect of the different places for use in preparation of teaching and learning materials.

Subba Rao, D. University Extends into the Community. Waltair, Department of Adult and Continuing Education, Andhra University, 1978. 31 P. Price not mentioned.

The booklet is a brief report of the activities of the Department of Adult and Continuing Education of the Andhra University, Waltair.

Shah, Gunvant B. University Goes to Masses : An untold story of an experiment in Non-formal Education, South Gujarat University. 1977. 14 P. (Mimeographed) Price not mentioned.

This is a report of an experimental non-formal education programmes conducted by the Department of Education, South Gujarat University, Surat in 1976-77. It gives details of 10 non-formal education programmes carried out during the period.

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Edited by J.L. Sachdeva, for Indian Adult Education Association  
17-B, Indraprastha Marg, New Delhi-110002.

# IAEA Newsletter

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

Vol. II No. 3                      June, 1980                      Limited Circulation

## POPULATION EDUCATION CAMP IN KURUKSHETRA

The Indian Adult Education Association in collaboration with NSS Unit of Kurukshetra University, organised a one-day Population Education Camp in village Jubbal (Near Radaur) in Kurukshetra District in Haryana on June 8, 1980.

Initiating the discussion, Shri J.L. Sachdeva, of IAEA underlined the magnitude of population problem in the country; the facts about the present rate of increase of population in India as compared with that in the past; the important causes in the increase in population etc., and how the rapid increase in population was creating social and economic imbalances.

Dr. Amar Singh, Reader in Economics, Kurukshetra University, underlined the effect of population explosion on economic growth of the country. He enumerated the cost benefit ratio of a child in developing country like India and developed countries. He dealt in detail on how the rapid increase in population in this country had neutralised the gains of the economic development since independence.

Dr. Prem Nath of the Primary Health Centre, Radaur, mentioned the promotive and preventive aspects of health education. He emphasised the need for child and mother health-care and the importance of immunisation for the infants. The various diseases caused by water contamination were also underlined.

Sarvshri A.P.S. Lamba, Coordinator, NSS, Kurukshetra University and B.R. Luthra, Programme Officer, NSS of the same University also participated in the discussion.

About 50 persons including a Sarpanch, Panches, Village Leaders, School Teachers, College Students and NAEP Instructors

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participated in this programme,

This was the first in the series of camps to be organised by IAEA with a view to integrating Population Education with Adult Education.

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#### NEPAL TEAM VISITS ASSOCIATION

The Indian Adult Education Association received a five-member team from Nepal which was on a visit to India for study of adult education programmes at its office on June 26, 1980.

Shri Radha Raman Singh, Under Secretary, Ministry of Education, Government of Nepal was the leader of the team.

They have discussion with the staff of the Association on adult education in India with special reference on the role of adult education for the development of the country.

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#### REGIONAL SEMINAR ON INVOLVEMENT OF UNIVERSITIES AND COLLEGES IN NAEP IN BIHAR

The Indian University Association for Continuing Education, New Delhi, in collaboration with the Shri Krishna Ramruchi College, Barbigha (Monghyr) in Bihar, organised a two-day regional seminar for the involvement of universities and colleges in the State of Bihar, under National Adult Education Programme (NAEP) on March 14 & 15, 1980 in Barbigha. The main objective was to enlighten, through study and discussion, the institutions, the teachers and the students about the NAEP and the various issues related to its effective implementation.

44 delegates which included one Vice-Chancellor, seven Principals of Colleges, three NAEP/NSS Coordinators, nineteen NSS/NAEP Programme Officers, nine local participants and six resource persons, attended this two-day meet.

Inaugurating the Seminar, Dr. S.P. Sinha, Deputy Chairman, State Inter-University Board, Bihar emphasised that technological development was most important for a nation's development. He narrated various attempts that were made in the State of Bihar since 1957 to eradicate illiteracy and which were not

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successful for various reasons. He claimed NAEP as a massive, ideal and well-planned programme, likely to pull the country out of wood. The two pronged attack on primary education and adult education would nip the problem of dropout in its bud because this has been the most ticklish problem in the past. He pleaded for the involvement of universities and colleges in the NAEP as it was very vital for its success. Dr. Sinha also said that extension should become a function of the universities and colleges on par with other functions.

### Scope of the Seminar

Speaking on the scope of the seminar, Shri J.D. Sharma, Hony. Secretary, IUACE, outlined the frame of reference for the seminar and said that the seminar should consider in depth three things:-

- (a) Extension Education - In this context he referred to the UGC guidelines.
- (b) Curriculum Development - Linking Extension with curriculum and the modalities of giving credit to students and teachers.
- (c) Special programmes for women and other weaker sections of society such as scheduled castes and scheduled tribes.

### Presidential remarks

In his presidential remarks, Prof. Gaya Prasad Singh, Vice-Chancellor of Bhagalpur University pleaded for making adult education an integral part of the curriculum and that every student and teacher should be fully involved in the programme. It was not the duty of only the NSS or the NAEP Cells, he added. The Vice-Chancellor said that if the academic community and the Government owned the programme then on it would succeed. He also pleaded for linking of education with the social environment and appealed to the student community to involve itself in the programme.

The following were the major recommendations of the seminar

1. Adequate financial provisions should be made for the conveyance of instructors, supervisors and project officers

2. It was the duty of the supervisors and staff to coordinate with other agencies to provide the components of social awareness and functional skills.
3. Space for opening a centre should be provided by the people themselves.
4. Allocation of funds for kerosene should be increased.
5. No adult education functionaries (NSS/NAEP Coordinators) be transferred too often from one place to another in the interest of the programme.
6. A theoretical paper on extension education as done by the Madras University, SMDT University, Ormania University be introduced in the universities.
7. Certificates should be awarded to students with marks for field work or extension work, by the university. Suitable credit should also be given to teachers for extension work just as given for teaching.
8. Income generating programmes for women should be introduced.
9. All adult education programmes for women should include a component of health and family welfare.
10. Arrangement for creches should be made wherever possible.
11. For Scheduled Castes & Scheduled Tribes centres, the instructors should be from the community itself.

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NEWS FROM STATE RESOURCE CENTRES FOR  
NON-FORMAL EDUCATION

SRC, Maharashtra

The State Resource Centre for Non-Formal Education, Pune organised four Training Programmes for Supervisors this year.

The first training programme was held from January 11 to 25, 1980 and was attended by 25 supervisors from the Education Department of the Government of Maharashtra and two supervisors from colleges affiliated to the Poona University. The second was held from February 19 to March 1, 1980 and was attended by 30 supervisors. The third training programme was conducted from March 10 to 22, 1980 for 33 supervisors (29 men and 4 women). The last training programme was held from March 27 to April 5, 1980. 33 supervisors participated. The first day

was devoted to the discussions of the view points on the content of NAEP and the experience of the supervisors. This method proved helpful in revealing the background, understanding view points and practical difficulties of each supervisor.

The SRC organised a state level seminar on Motivating and Evaluation from February 11 to 14, 1980. The participants were drawn from all the Universities in the state, the State Directorate of Adult Education, the State Institute of Education and voluntary organisations.

#### SRC, Tamil Nadu

The State Resource Centre for Non-Formal Education, Madras organised its first residential training of supervisors from February 6 to 16, 1980. 17 supervisors from 11 voluntary agencies in Tamil Nadu and Pondicherry took part in it.

The following topics were covered: Role of Supervisors in NAEP, Cooperative Education, Population Education, Accountability and the accounting procedure in an adult education project, Preparation of a need-based and learner centred learning/teaching materials for NAEP centres, Role of Radio, T.V. and Folk Arts in NAEP, Role of different Governments Development Departments in NAEP, Education and other developmental projects of T.N., Pondicherry and of the Madras University, Continuing Education and Monitoring and Evaluation in NAEP.

The approach to training was participatory as the participants chaired reported and evaluated the Seminar.

The trainees prepared learning/teaching materials which were revised as a result of field test at adult education centres.

The annual conference of the SRC was held on March 7 & 8 1980. The theme was "Re-thinking on NAEP based on one year's Experience". 29 persons from official, non-official agencies, Universities of Madras and Madurai and from Colleges participated in the conference.

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#### NEWS FROM NEHRU YUVAK KENDRAS (NYK)

##### NYK, Purulia

The Nehru Yuvak Kendra, Nadiha, Purulia(W.B.) is running 50 adult education centres in 16 villages of Purulia block.

All the centres are run by a group of youth organisations through a youth Council named called "Kalayan".

The programmes covered are literacy, numeracy, craft training, rural health, sports and games.

#### NYK, Sri Kakulam (A.P.)

The Kendra had started 40 Chetna Sanghs/Adult Education Centres in S.M. Puram with the help of two N.S. Volunteers. 1960 learners had been benefitted.

#### NYK, Tripura

The N.Y.K., North Tripura, Dharmanagar had established 65 non-formal and Adult Education Centres/Chetna Sanghs with the help of two National Service Volunteers at Panisagar, Kumarghat and Kanchanpur Blocks in North Tripura District in the year 1979-80.

Rural sports and vocational training programmes were introduced in the Centres alongwith literacy and numeracy.

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#### YMCA'S AND ADULT EDUCATION

The New Delhi YMCA has started five Adult Education Centres in and around Delhi under NAEP. In the ladies centres besides literacy education, recurring lessons in stitching and embroidery are being given. The learners would also be educated in health, hygiene and sanitation.

The Calcutta YMCA (Ranghat) has started 11 centres in which 200 landless and marginal farmers are involved. The functional development programme includes Biri making, vendory and goat and pig raising. The programme as reported has made a visible change in attitudes, behaviour and skill improvement of learners.

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#### SOCIAL EDUCATION IN DELHI PUBLIC LIBRARY

The Delhi Public Library in addition to usual book lending and reference services, undertakes various social education programmes. It organises social study (discussion) group drama group, music group, homeopathic studies group and film shows.

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JANASHIKSHA PRACHAR KENDRA, CALCUTTA

The Janashiksha Prachar Kendra, a voluntary organisation has completed a decade of its existence. The Kendra is running adult education centres in villages around Baganda in Hoogly and Howrah districts. It has organised 60 centres in 10 villages with an enrollment of 1500 learners.

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COOPERATIVES AND NAEP

The National Cooperative Union of India (NCUI), New Delhi has advised all the State Cooperative Unions and its Projects to coordinate their activities with the NAEP.

The NCUI Cooperative Education Field Project, Anantrag organised three courses in Khanabal (Anantrag) Sopre and in Srinagar for Assistant Project Officer and Field Supervisors of the State Adult Education Department. The participants were enlightened about NCUI's Education Programmes, Cooperative Principles, Importance of village Cooperative Societies, Mode of organisation of Cooperatives etc.

The NCUI Cooperative Education Field Project, Keonjharo Orissa has adopted three villages, under Sadar Thumpura and Champua blocks in order to develop socio-economic interest of the villagers through intensive problem oriented education.

Three Adult Education Centres have been started in collaboration with Nehru Yuvak Kendra, one at Silliasman and two for male and females at Ashoki under Thumpura Camps.

The NCUI Field Project, Ganjam, Orissa is collaborating with NYK in its adult education projects. Eight adult education classes have been started in the societies adopted by the project. Out of these six were for males in which 200 persons were educated and two classes were for ladies imparting education to 60 participants.

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LEGAL LITERACY PROGRAMME WORKSHOP

An All-India workshop on Legal Literacy in the context of National Adult Education Programme was held at Varanasi at the Law School of the Banaras Hindu University. Dr. L.M. Singhvi, President of the Supreme Court Bar Association while delivering the key-note address emphasised that the legal

literacy was in integral part of adult education. Its objectives were simple, practical and urgent but the magnitude of its task was forbiddingly massive as there was dearth of materials for dissemination of legal literacy. Dr. Singhvi added that the purpose of it was not to make every man a professional lawyer but to educate average citizens about their rights and obligations which they owed to the society. He stressed that every university should have its own legal literacy programme.

Dr. R.N. Saxena, Vice-Chancellor, Kashi Vidyapith inaugurated the workshop and Dr. Hari Narain, Vice-Chancellor of the University emphasised that there was exploitation of average people because of his legal illiteracy.

Prof. L.R. Shah, Programme Adviser, Ministry of Education and Dr. M.L.Mehta, Deputy Secretary, UGC, were among those who participated in the deliberations of the workshop.

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#### BOOK ON ADULT EDUCATION

The Warrangal Adult Education Association proposes to publish a book on Adult Education covering various aspects such as 1. Motivation techniques 2. Teaching and Training Techniques 3. Curriculum Development 4. Organisation 5. Co-ordination 6. Developing the programmes for weaker sections etc. The purpose of this publication is to help the field workers, professionals, academicians, planners who are involved in implementation of the programme at various levels.

Further information: Shri A. Ravinder, Warangal Adult Education Association, Waddepalli, Warangal-506 370 (A.P.).

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#### DAE PUBLICATIONS

The Directorate of Adult Education, Ministry of Education and Culture will be bringing out shortly the following booklets:

- (1) An urdu Primer for women
- (2) Planning and organising Adult Education Programme for workers
- (3) Guidelines for Planning and Organisation
- (4) Two books on Lathrism, one on Awareness (illustrated) & the other on Prevention.

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A REPORT ON ADULT EDUCATION IN CHINA, VIETNAM  
AND THE U.S.S.R. BY PAUL J. MAIKI, DIRECTOR,  
LITERACY, ADULT EDUCATION AND RURAL DEVELOPMENT  
DIVISION, UNESCO

In 1949, although China had a population of 500 million, only 20 million pupils were enrolled in the 30,000 primary schools and a mere one million in the 4,000 secondary schools. There were no technical schools and very few institutions for tertiary education.

With the founding of the Republic all educational establishments were nationalized and various reforms introduced. The stated purpose of education was to develop the student morally, physically and culturally. It was also to serve proletarian politics and be combined with productive labour. These aims were incorporated into China's constitution.

Today, with universal primary education, 150 million children are enrolled in one million primary schools and 87 million attend 196,000 secondary schools. One thousand two hundred technical schools have been set up in factories and 1,500 elsewhere. Universities and colleges number 4,600.

Adult Education may be said to have started in China in 1924, when the United Front formed by the Communists and the Komintang Government in Kwangchin opened a cultural institute for the peasants and started a literacy campaign for soldiers and villagers.

During the 1949-1952 revolution, great efforts were made to eradicate illiteracy. Classes were held in every village, by day during the slack season and in the evenings during busy periods. The government provided funds for heating as well as for teaching and writing materials, printed and distributed textbooks and trained teachers. Literacy examinations were instituted and certificates issued. As a result, although it was generally easier to organize classes among workers than among peasants in the rural areas, 100 million people had become literate by 1966.

Before the Cultural Revolution of 1966, workers and peasants were also encouraged to attend "spare-time" secondary education classes. In all, 8,400 special schools were created for them, known as "May 7th Universities" in the rural areas and "July 21st Universities" in the cities.

Many adults study by correspondence or by means of radio or television. In 1976, 43,000 students were enrolled in nine different courses.

The Institute produces its own textbooks, which are distributed free of cost to the students. It also trains correspondence instructors, who are paid for teaching and for marking scripts. Instruction is not, however, confined to the correspondence method but makes use also of face-to-face teaching and of radio and television. In this way, a large number of people have been trained at very low cost to assist in the modernization of the sector that employs them.

This is only one of the correspondence schools in China providing adults of all ages with education for development. It offers an example of non-formal education of particular interest to the developing countries since it succeeds in combining manpower training with continuing education for adults.

## VIETNAM

It is claimed that illiteracy was wiped out in North Vietnam in 1958. Under President Ho Chi Minh, in view of the great importance attached to education, one department of the Vietnamese Communist Party was given responsibility for the eradication of illiteracy, the Ministry of Education organized general education for adults and the Ministry of Labour took charge of workers' education. In South Vietnam, although four million people were still unable to read and write in 1975, the end of illiteracy was celebrated in March 1978.

Vietnam is unique in its unsparing efforts to propagate literacy during long years of war. The factors that made such an achievement possible include political commitment to the concept of national reconstruction through education; the qualities of leadership displayed by political cadres in mobilizing the people to learn and to understand the importance of education; the desire for knowledge exhibited by the workers and peasants, and the dedication of the literacy teachers themselves.

It is interesting to note that, although Vietnam has a national language, each minority group was made literate first in its mother tongue and only later in Vietnamese. Alongside its literacy campaign, the nation established universal elementary schooling, without which the number of illiterates continued to rise. At the same time a system of complementary, or post-literacy, education was devised for specific professional and occupational purposes.

In present-day Vietnam there is a strong belief that education and production in factories, on farms or elsewhere are directly related. Education is conceived in three stages. A child proceeds from kindergarten through ten years of formal education to university and/or professional or technical schools. An illiterate peasant or worker would attend literacy classes, then a general education course and then complementary or adult education classes up to a level enabling him or her to function better, or to enter technical or professional school or university. In this way all adults are given the chance to educate themselves to the full extent of their abilities.

Educational opportunities are provided for adults in all walks of life, with priority given to cadres, young people, workers and peasants who wish to improve their skills and increase their political consciousness.

Today, all the villagers are literate, life expectancy has risen from 40 to 73 years, rice production has reached 6,700 kilogrammes per hectare and every house is brickbuilt. The village has a club, a cultural society, a library, a museum, a swimming pool and a hospital and provides many social services free. The nursery school, kindergarten and primary school are free and are attended by all children up to the age of fifteen. Sixty to seventy per cent continue their studies at secondary school, while the rest combine work with complementary education.

Most of the cadres have reached the second level of the complementary system, equivalent to 7th grade, and a few have reached the third level, equivalent to 8th-10th grade. Several village leaders, including two engineers, have gone on from literacy classes to obtain university degrees by means

of complementary adult education. - It is hoped that all villagers will complete a ten-year cycle of education by 1980.

USSR Continuing adult education is a comparatively recent phenomenon in the U.S.S.R. Two pedagogical institutes are engaged exclusively in this work - the All-Union Znanija Association, which publishes many books and is responsible for the "People's Universities", and the Research Institute for Adult Education in Leningrad. Two other establishments study certain aspects of adult education in relation to their primary centers of interest: the Institute for Research into Educational Problems of Bringing Up Children conducts research into the influence of parental education on child-raising, the educational environment in collectives, the fostering of desirable attitudes in young people entering the world of work and educating them to make good use of their leisure-time; the Research Institute for Educational Content and Methods, although chiefly concerned with formal education, assists young people attending vocational training institutions or employed in factories to obtain compulsory secondary school certificates.

The Adult Education Research Institute in Leningrad has for a long time been engaged in developing textbooks and methodology and setting up correspondence and evening courses to provide adults with formal, professional and technical education. It is now in the process of training and retraining teachers for adult education. The specialist staff of the Institute offer instruction on methods of teaching natural science, the social sciences and various professional, technical and cultural subjects to adults. The Institute cooperates with the All-Union Znanija Association in providing lecturers for the People's Universities.

The All-Union Znanija Association was founded in 1947 to propagate the ideological, scientific, technical and cultural achievements of the Soviet Union. It acts as a transmitter of knowledge from specialists in all fields to the general public by means of lectures given live or by radio and television. These lectures, delivered to gatherings of working people all over the country, form what are known as "People's University Lectures". Lectures may be organized singly or in a series to cover a curriculum over a one-to-four year period, allowing participants to study for an academic qualification.

People's Universities form an effective system of continuing education in the U.S.S.R. Approximately 8 million people study in their leisure time to acquire knowledge in the arts and sciences. Over 560,000 scientists, cultural workers and economists teach for the Association on a voluntary basis. By 1974, 13,500,000 people had graduated from the People's Universities.

All developing countries stand in need of active educational campaigns such as that organized by the All-Union Znanija Association and it is indeed laudable that experts and specialists highly educated at public expense should help repay their debt by offering their services free to educate their fellow-citizens.

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NEW ADDITIONS TO JHA LIBRARY  
OF IAEA

Asian-South Pacific Bureau of Adult Education and National Committee for World Literacy Programmes. Promotion and co-ordination of Non-Formal Education Programmes: Report of the ASPBAE Region 1 Seminar, Teheran, 4-7 March, 1978. Teheran, ASPBAE Region 1. 1978. 93 (Zerograph)

This report includes National Statements from Afghanistan, Bangladesh, India, Nepal, Sri Lanka and Turkey, which deal with the problems, resources, interests and situation in the area of non-formal education in these countries.

Bhatia, S.C. Ed. Environmental Consciousness and Adult Education. Delhi University Adult Education and Continuing Education cell. 1980. 46 p. Price not mentioned.

It is a collection of 9 articles on Environmental Consciousness and Adult Education.

Bhatia, S.C. Ed. Folk Arts and Community Interaction. Delhi University Adult and Continuing Education Cell. 1980. 24 p. Price not mentioned. (Mimeographed).

This is a mimeographed report of the one-day workshop on use of folk media in adult education organised by the Adult and Continuing Education cell of Delhi University.

Bhatia, S.C. Ed. Psychology of the Adult Learners. Delhi University Adult Education and Continuing Education cell. 1980. 12 p. (DUAEECEC occasional Papers - 3). Mimeographed.

It is a report of a panel discussion on the theme, (Psychology of the Adult Learners).

Directorate of Adult Education. Developing the Curriculum for NAEP. New Delhi, Directorate of Adult Education, 1978. 19 p. (Mimeographed).

---It provides a guideline for adaption and development of curricula for different groups according to their needs.

The booklet has been divided into four sections :- Why a new type of curriculum; How to start its preparation, What are its main characteristics, Broad contents areas with a few examples under each unit of the content area.

Indian University Association for Continuing Education. Community Service as continuing Education, Seminar Report, S.N.D.T Women's University, Bombay, November 8-10, 1976. 141 p. Rs.10.00.

This is a report of the Seminar organised by Indian University Association for Continuing Education in Bombay in 1976. It deals with the role of colleges in continuing/non-formal education.

Minkinen, Sirkka, A General Curricular Model for Mass Media Education. Paris, Unesco. 1978. 126 p. Price not mentioned.

The model is designed for Secondary School Curriculum. The chapters are - Why Mass Media Education is needed, The connection between Mass Media Education and the objectives of School Education, Esthetic Learning and creativity, Principles for a Methodology of Mass Media Education and the structure of Mass communications in one's own society.

National Institute of Educational Planning and Administration. Orientation Programme for Principals of Higher Secondary Schools of Jammu and Kashmir: Reading Material. New Delhi, National Institute of Education Planning and Administration. 1979. 182 p. (Mimeographed).

In this mimeographed document 16 articles on different topics related to the School Administration, Curriculum, Vocationalisation of Education, Educational Technology and the role of Principals in service Education of Teachers have been given.

National Institute of Educational Planning and Administration. Orientation Programme for Principals of Higher Secondary Schools of Jammu and Kashmir, New Delhi, July 16-28, 1979. Report. New Delhi, National Institute of Educational Planning and Administration, 1979. 102 p. (Mimeographed).

This is the report of an orientation programme organised by the National Institute of Educational Planning and Administration. It covers the following aspects:

New Patterns of Education- Its philosophy and problems of implementation, Community Relations, Educational Technology, Human Relations in Schools, Involvement of Schools in Adult Education and Educational Problems of weaker sections of society and backward areas of Jammu and Kashmir.

National Institute of Educational Planning and Administration. Orientation Course for University Registrars, New Delhi: September 17-22, 1979: Reading Material-I. New Delhi, National Institute of Educational Planning and Administration. 1979. 210 (Mimeographed)

Thirteen articles in this volume have been compiled, which are related with administration and reforms in university structure and organisation.

Unesco. Regional Conference of Ministers of Education and those Responsible for Economic Planning of Member States in Latin America and Caribbean, Mexico City, 4-13 December, 1979. Final Report. 1980. 113 p. Price not mentioned.

The report examines the developments in education in Latin America and in Caribbean, major issues and priority areas for educational policies in the 1980's, problems of educational development as they relate to socio-economic and cultural development and the democratization of education.

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Edited by J.L. Sachdeva, for Indian Adult Education Association  
17-B, Indraprastha Marg, New Delhi-110002.

# IAEA Newsletter

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

Vol. II No. 4-5      July-August, 1980      Limited Circulation

## 33rd ANNUAL CONFERENCE IN AHMEDABAD

The 33rd All India Adult Education Conference of the Indian Adult Education Association will be held at Gujarat University campus in Ahmedabad from November 2-4, 1980. The theme is "Towards A Dynamic Adult Education Programme."

Shri N.D. Tewari, Union Planning Minister is likely to inaugurate the conference.

The last date for registration is October 5, 1980. The registration fee is Rs. 15/- (Rs. 5/- as delegation fee and Rs. 10/- as material cost).

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## ZAKIR HUSAIN MEMORIAL LECTURE

Dr. Raj Krishna, Former Member, Planning Commission will deliver the 1980 Zakir Husain Memorial Lecture during the conference in Ahmedabad.

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## COUNCIL AND GENERAL BODY MEETINGS

The Council and General Body Meetings of the Indian Adult Education Association will be held in Gujarat University campus, Ahmedabad during the conference in November.

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## DELHI SHRAMIK VIDYAPEETH RUNS ADULT EDUCATION INSTRUCTORS TRAINING PROGRAMME

The Shramik Vidyapeeth, Directorate of Adult Education, Government of India organised a training programme for adult education instructors from July 16 to August 2, 1980. Adult Education Instructors sponsored by Labour Commissioner, Delhi, Indian Adult Education Association, Bharitya Gramin Mahila Sangh

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and a few others participated in the programme.

Shri P.V. Krishnamurthy, Consultant (Media), Directorate of Adult Education, distributed certificates to the successful participants.

The Vidyapeeth also organised a training programme for Workers Teachers of Workers Education Centre, Faridabad from August 4 to 9, 1980. The training programme was oriented to help promote understanding of the worker-teacher of the need and learning requirement of the workers and organising adult education programme with the methods and techniques of organising adult education programme. A kit containing primer, workbook, reference material on different topics, posters etc., was provided to each of the participants.

The six-day training programme covered the following subjects:

concept of adult education, ways and means of motivating learners, planning and organising meaningful adult education programmes, developing relevant curriculum, knowledge and skills in preparation of teaching/learning material, maintenance of necessary records and reporting for monitoring, evaluation and feedback.

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JANTA COLLEGE, DABOK, RAJASTHAN

The Janta College established by the Rajasthan Vidyapeeth in 1953 in Dabok, Udaipur is conducting the following activities:

1) Training of village leaders	45 days
2) Training of farmers	3 days
3) Training of community teachers	14 days
4) Rural artisans scheme	6 months
5) Youth Leaders Training	10 days
6) Destitute Children Welfare and Education Centre	50 Boys
7) Non-formal Education Project for women	30 Centres.

1. Village Leaders Training:

Two courses in a year are organised in the College campus in which rural youths are admitted. Trainees are imparted training in adult literacy, Community development, rural health, sanitation and agriculture.

2. Farmers Democratic Training:

Camps of three days duration are organised by the institution in the villages of the different Panchayat Samities. Young

farmers, artisans and social workers are participants of such camps. The campers are enlightened on the need of literacy, democracy, democratic life and democratic Government and the responsibilities and powers of democratic institutions.

3. Community Teachers Training:

The College is recognised for imparting literacy teachers training by the Government of Rajasthan for whole of the state. The task of running literacy classes in rural areas is with the Panchayat Samities in Rajasthan. Hence under instruction of the development department Vikas Adhikaries of Panchayat Samities depute Primary school teachers for two weeks' training. The College is conducting this training programme since 1st February, 1965.

The syllabus of the training programme includes adult, social and non-formal education, Community Development and Panchayati Raj, democracy, democratic life, constitution of India, fundamental rights of the citizens, rural health and hygiene, family planning, agriculture and applied nutrition programme. Main emphasis is given however, on methods, techniques and problems of running adult literacy.

4. Rural Artisans Scheme:

The College is conducting two courses as under:-

- i) Training in power loom weaving,
- ii) Training in masonry and plumbing,

This training is restricted to Udaipur District only and literate rural youths, who are members of small farmers family or agricultural labour, and not below the age of 18 years, are selected for such courses. 15 trainees are admitted in each course per craft who are given Rs.90/- (Rupees Ninety) per month as stipend. Provision has also been made to give subsidy and loan for their settlement after completion of the training, which is of six months duration.

5. Youth Leadership Training:

The youth is provided training in leadership, C.D. and Panchayati Raj, public health, constitution, agriculture and other relevant subjects.

6. Destitute Children Welfare and Education Centre:

The College is also running such centre, where 50 boys of the age between 6 to 18 are admitted. They are provided free lodging, boarding, clothing and education under the scheme of Ministry of Social Welfare.

The boys are imparted vocational training in tailoring, weaving, nivar making and agriculture.

7. Non-Formal Education Project for Women:

The college runs 30 literacy centres under the project in Panchayat Samiti, Mauli, district Udaipur.

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ORIENTATION COURSE FOR ANGANWADI WORKERS

A two week orientation course for the Anganwadi workers was organised by the Regional Resource Centre, Panjab University, Chandigarh in collaboration with the Block Development and Panchayat Department, U.T. Chandigarh from August 11 to 23, 1980. Speaking about the objectives of this orientation course, Shri K.L. Zakir, Coordinator, RRC, observed that in the National Adult Education Programme the linkage with the Development Departments was a very important component. The workers working under the Integrated Child Development Services Scheme were functioning as grass root workers in the adult education programme as well.

Inaugurating it, Mrs. Bimla Paul, Vice-Chairman, Social Welfare Advisory Board, U.T. Chandigarh, said that literacy percentage among women was so low that the democratic functioning of the country was deprived of strength from a section of the society which was almost half of the total population. It was therefore essential that special programmes be organised for women to equip them with the minimum literacy skills which would help them in discharging their duties as citizens of free India.

After the inauguration, a panel discussion on the field problems was held in which right from the Anganwadi workers to the administrators responsible for running the adult education programmes participated. The Anganwadi workers, the Mukha Sevikas and the college lecturers who participated in the discussion observed that the major problems for organising adult education programmes for women were lack of motivation, inadequate training imparted to the teachers who were ultimately to train the Anganwadi workers, nonavailability of suitable materials to be used for the various target groups and last of all was the coordination in the various agencies working in this field.

Shri J.D. Sharma, Director, Indian Adult Education Association delivered the valedictory address on August 23, 1980.

About 85 Anganwadi workers and Mukhya Sevikas participated in the orientation course.

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ADULT EDUCATION IN LAKSHADWEEP

The total population in Lakshadweep is 31,810 as per 1971 Census. The geographical area of this territory is 32 Sq.Kms.

The Adult Education Programmes in this Union Territory have been started with an aim to literate the adults who have missed the opportunity for schooling and for the dropouts.

The Village Extension Officer(Lady) and Librarians of Reading-Room-cum-Libraries in the islands were conducting Adult Education classes for men and women separately in their respective islands. Reading and recreational materials etc. were also given to the Mahila samajams and Youth Clubs under the Adult Education Programme.

Consequent to the implementation of National Adult Education Programme and Functional Literacy for Adult Women (under ICDS) the centres run by the Village Extension Officer (lady), Librarian etc. are covered either by National Adult Education Programme or Functional Literacy for Adult Women (under ICDS).

A State Board of Adult Education with a Steering Committee has been constituted for the implementation of National Adult Education Programme at state level. Besides the Board there are island level committees in the islands for co-ordination and implementation of the programme at island levels. Similar committees have also been set up for the implementation of Integrated Child Development Services Scheme and Functional Literacy for Adult Women at State and Island level. Nine Libraries and one Central Library in Headquarters are functioning here for the promotion of literacy and continuing education in the islands.

The National Adult Education Programme in Lakshadweep is exclusively meant for male. There are 21 Adult Education Programme Centres for male (NAEP) and 47 Functional Literacy Centres (ICDS), the Lady Village Extension Officers and the Librarian are put in charge of the supervision of these Centres under the care of the Headmasters of High Schools and Senior Basic Schools and the Social Welfare Officer of the Department of Social Welfare and culture at the State level. There are two Social Education Organisers and one Child Development Project Officer for supervision of the programme.

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NEHRU YUVAK KENDRA, CANNANORE, KERALA

The Nehru Yuvak Kendra, Cannanore had established 50 Adult Education centres all over Cannanore District. Training camps for the instructors were held at the Kendra on August 9 and 16, 1980 in which 50 instructors were given training. The training camp was organised by Sri. M.A. Koshy, District Collector, Cannanore.

Classes on Adult Education, Model classes, Production of teaching materials, Group discussions etc, were some of the salient features of the training programme.

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SEMINAR ON FOLLOW-UP PROGRAMMES IN PATNA

A Seminar on "Follow up Programme, Continuing Education and Approaches to Training" was held in Patna from June 19-21, 1980. It was convened by the Directorate of Adult Education, Government of Bihar. The Seminar was inaugurated on the 19th by Sri Nasiruddin Hyder Khan, Education Minister, Government of Bihar and the valedictory address was delivered by Hon'ble Dr. A.R. Kidwai, Governor of Bihar. The valedictory function was attended amongst others by Sri Nasiruddin Hyder Khan, Education Minister, Sri Kumud Ranjan Jha, Deputy Minister-Education, Sri P.P. Nayyar, Chief Secretary, Government of Bihar, Sri K.A. Ramasbramanayam, Deputy Chairman, State Planning Board, Bihar, Mrs. P.P. Nayyar, Mrs. Kamala Ramasubramanayam and various other top government officials of the state. Amongst the participants in the Seminar were representatives from many voluntary organisations, Nehru Yuvak Kendras and government sponsored projects. Functionaries from all level in a project like Supervisors, Project Officers, District Adult Education Officers also took part. Amongst the resource persons were Sri Anil Bordia, Dr. A.K. Jalaluddin, Dr. D.V. Sharma, from New Delhi, Fr. M.V. Bogarte, from Xavier Institute, Ranchi, Fr. Gabriel Gonsalves, from K.R. Education Association, Bettiah, Dr. Sachchidanand, Director, A.N.S. Institute of Social Studies, Patna, Dr. G. Trivedi, Director Extension, Rajendra Agricultural Institute, Pusa, Mrs. Kamla Ramasubramanayam from Women's Council, Patna.

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WORKSHOP ON VOCATIONAL SKILLS AT NAGPUR

The Indian Institute of Youth Welfare, Nagpur which is running thirty Adult Education Centres had conducted a workshop

on vocational skills for its Instructors and some selected learners from slum. Demonstrations on soap making, craft and papad making were given in May 1980. The IIYW wants its instructors to pass on these ideas to their learners so that some of them can earn and supplement their family income.

The IIYW has also prepared a set of twenty one flash cards which could be used by Adult Education Instructors in rural and urban areas.

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#### ORP STARTS A NEWSLETTER

The Organisation of the Rural Poor, Kusumikala, Ghazipur, U.P. has started a Newsletter in Hindi entitled "Sanghthan Samachar." The first July-August, 1980 issue has been brought out on Independence day.

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#### EXTENSION COURSE ON MANAGEMENT OF RURAL PROJECTS

The Xavier Institute of Social Service, Ranchi, Bihar, will be holding a two-day extension course on Management of Rural Projects on September 24-25, 1980 in Ranchi.

The course will analyse various aspects of the rural environment for promoting a better understanding of its structures and their inter-relationship, will expose the participants to management techniques for appraising and undertaking organisational tasks.

Further information : Prof. M. Bhowmik, Director, Extension Training Programme, Xavier Institute of Social Service, Purulia Road, Ranchi-834001.

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#### WOMEN AND ADULT EDUCATION

The European Bureau of Adult Education in co-operation with the National Institute of Adult Education, (England and Wales), in association with the U.K. Equal Opportunities Commission are holding a Seminar "Women and Adult Education : Learning New Roles for a Changing World."

The subthemes of this seminar are : "The Women's Movement as a Learning Experience," "Women and Power" and "Women and the Economy." The conference will attempt to bring together representatives of diverse (re) entry programmes ranging from

social-cultural orientation courses, high school or university qualification courses, threshold courses for (re) entry to work or study, vocational, in particular non-traditional, courses to management and leadership training courses.

Further information can be obtained from the European Bureau of Adult Education, Nieuweweg 4, P.O. Box-367, Amersfoort, the Netherlands.

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CONTINUING PROFESSIONAL EDUCATION CONFERENCE

'Continuing Professional Education : Moving into the 80s', a conference featuring an examination of directions and problems and task facing continuing professional educators, will be held from October 22 to October 24, 1980 at the University of Calgary in Canada.

J. Robby Kidd, Floyd Pennington and Allan Knox will be among the resource people attending, and major issues to be addressed include mandatory continuing education, competition in the provision of continuing professional education and re-examining assumptions about programming as the major educational delivery vehicle.

'How to do it' workshops will include: marketing, programme planning, needs analysis, programme evaluation, conference organizing, continuing education units, setting educational objectives, and the application of adult learning principles for continuing professional education instruction.

Other workshops will focus on colleague interaction and group discussions around such topics as : alternative approaches to programming, distance education, the relationship of continuing professional education to standards of practise and competency, major questions in financing, emerging research directions, the use and misuse of planning and advisory committees, the accreditation process, innovations in continuing professional education, the continuing professional educator as an agent of change.

Additional information may be obtained through the Faculty of Continuing Education, The University of Calgary, Calgary, Alberta, T2N 1N4, (Canada).

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ANNOTATED LIST OF BOOKS AND ARTICLES  
ON ADULT EDUCATION

Aims and objectives of Adult Education:

Citizens for Democracy and J.P. Amrit Kosh. Education for our people : An agenda for immediate action. New Delhi, Citizens for Democracy, Gandhi Peace Foundation. 1979. 7p.

This pamphlet deals with - Mass Education; Common Schools for children in the age group of 6-14; Participation in socially useful productive works and community service; Decentralization; Diversity; Flexibility and Autonomy; Secondary Education; Degrees and jobs; Higher Education and the Finance.

Thompson, Jane L. Ed. Adult Education for a change. London, Hutchinson, 1980. 256 p. £ 4 = 50.

This anthology has been divided into two parts. Part one gives a theoretical account of adult education and the second part deals with some of selected studies in this field. Some of the articles included are - Adult Education : an ideology of individualism by Nell Keddie; Adult Education and the Disadvantaged by J.L. Thompson; Writers' workshop and working class culture by David Evans; 150 Hours: Italy's experiment in Mass Working - class adult education by M. Yarnut and Adult Education for a change by J.L. Thompson.

Levinger, Beryl and Drahrman, Tom. Let's look at our assumptions. World Education Report. March 1980. No.21. p7.

In this article authors discuss some of assumptions and common notions among planners and educators of non-formal adult educators about the learning process and about learners. Authors have tried to isolate eight of these assumptions and questions about them. These assumptions have a concern with people's participation in the non-formal adult education and the social change.

Ahmed, M. Myths and Realities of Literacy Efforts. Adult Education and Development. No.14, March 1980. p 12-17.

The author is of the opinion that many invalid assumptions prevail in the field of adult literacy. These are, that there is sufficient motivation for literacy learning among the educationally deprived and economically disadvantaged people; that there is plenty of opportunity of using newly acquired skill by learners; self learning can be acquired on the part-time basis; literacy can be linked with functional programmes.

He feels that the adult education programmes have to be viewed and conceived more broadly than as only literacy teaching. National adult education bodies have to develop new criteria of project formulation; adult education workers have to play a large role that at present as the agents for social change and economic development; assistance is needed in developing local competence for planning, managing and evaluation projects; Economic projects and educational elements should be taken for homogeneous socio-economic backgrounds, interest and aspirations. Small scale project for disadvantaged groups need to be labour intensive.

Innovations and Adult Education. Suman Malik, The Progress of Education, Pune, LII(10-11). May-June 1978, 196-198.

One of the primary aims of education is the need to overcome obstructions and catering to the needs of the changing society. No innovation is possible without information about needs, about the existing situations, about alternatives and how to apply them and how to evaluate and interpret results. Innovations should be locally initiated so that problems and the needs at the level are fully known and local skills and knowledge can be fully utilised. Education includes not only the handling of traditional values but also the inculcation of patterns of behaviour worthy of man. It should also awaken in the individual, the freedom to decide, and in doing so, shape the consciousness of self. Following are the few general objectives of an innovation centre :- to mobilise teacher and all local literates to work for literacy; to enable farmers to increase agricultural production by providing new skills; to bring social transformation through village life-centred activities; to secure more rational approach to their living conditions on work sites and slum areas; organisation of different courses for women in cooking, health, house-keeping, sewing etc; and to give an economic footing to poverty stricken and criminal tribes.

Media, Methods and Material in Adult Education:

Hasin, Kamla, Palshikar, Vasant and Rao, Lakshmi:  
The Role and Training of Development Activists. New Delhi, F.A.O., 55, Lodi Estate, 1980, 62 p.

This illustrated document is a report of the five-day workshop organised by the Centre for Development Research and Action (CDRA), Madras, and the FAO - Freedom from Hunger Campaign/Action for Development, New Delhi, on the theme "The content and Methodology of Training for Activists."

Questions like - who is an activist; should an Activist have an ideology; should Activist get involved in Projects for Economic Improvement. The methodology of participating training etc have been discussed.

May Copies of this report be obtained from Ms Kamla Hasin, Programme Officer, FAO, 55, Lodi Estate, New Delhi-110003.

Clearing House on Rural Development, New Delhi: Training For Rural Development. New Delhi; Clearing House on Rural Development, 1980. 52 p. (Price not given).

The booklet lists 27 organizations which can provide training to the workers engaged in developmental activities specially in rural areas. It also gives informations regarding subject of the training, number of the participants accepted and the duration of the training programme.

Ceulemans, Mieke and Fauconnier, Guide. Mass Media : The Image, Role, and Social Conditions of Women : A Collection and analysis of research materials. Unesco, 1979. 77 p. (Price not given).

The purpose of this document is to systematize, analyse and evaluate interrelationship between mass media and women's status on the basis of the available literature in this area of study. The study also intends to assess which aspect of women's media role has been frequently neglected or highlighted.

The document has been divided into three parts - (1) The Image of Women in Mass Media (2) The Professional Status of Women in Mass Media, and (3) Conclusions, Implications and Recommendations.

IIALM. The Problem of Drop-outs : Interpretative Bibliography. Iran. IIALM, 1980. 123 + VII p. (Price not given).

A review of the available literature in this specific field has been made in the first part of this bibliography. Different studies have been put under three categories (1) Studies estimating drop-out rates (2) studies correlating drop-out rates and students or programme characteristics and (3) studies exploring reasons for drop-outs.

Abstracts of 62 documents have been given in the second part and the third part has author, title index and an appendix

Unesco. Directory of adult education, documentation and information services. Paris, Unesco. 1980. 112 p. (Price not given).

This is the second revised edition of the directory. In the first part, the national adult education documentation services have been listed by country in alphabetical order. They are followed by regional and international services in the second and the third part. An annotated list of adult education abstracting services has been included as an appendix.

Sexton, M.T. Theories of Adult Learning. Australian Journal of Adult Education. Vol. XX, No.2, July 1980. p 3-13.

In this research paper Mr. M.T. Sexton explores the hypothesis that there are no fundamental differences between how adults learn and how children learn, and therefore, the approach to helping adults and children learn should be fundamentally the same.

Author has briefly reviewed five important learning theories relating to adults in this paper : (1) Student centred learning - Carl Rogers (2) Andragogical theory of adult learning Malcolm Knowles (3) Burn's theory of Instruction (4) Information Processing theories (5) Skinner's theory.

The evidence and theories reviewed in this paper generally seem to support the hypothesis.

Adult Education and Trade Unions : B.S. Gupta, The Education Quarterly, XXX(2), July, 1978, 13-14.

The first thing the trade unions can do in adult education is to draw up a list of workers who are to be covered by the adult education programme. While doing so they can also take care of those nearby smaller organisations where there are no trade unions. Once the number of adults to be covered is known the union's should ensure that all these adults take the benefit of the programme. The trade unions should phase out the programme keeping in view the magnitude of the task. The education of these illiterate adults should be through non-formal education centres to be operated in the specific areas, during the time suitable to the workers. The industries concerned should come forward to assist the programme by providing accommodation, furniture, stationery etc. Educated office bearers, members of the union and staff of the organisations should be inducted to run these centres. The programme has to be a cooperative effort involving various agencies and the trade unions would do well as a welfare measure to the people to take up the lead.

Seminar and Conference Reports:

Fordham, Paul. Participation, Learning and Change; Commonwealth approaches to non-formal education. London, Commonwealth Secretariat. 1980. 223 p. Price £ 5.00

Material of this volume is based on the report of Commonwealth conference on 'Non-Formal Education for Development' which took place in New Delhi in early 1979 and which has already appeared under the title 'Mobilizing Human Resources.' The chapters are - (1) Non-Formal Education and Development; (2) Development is for people : target groups and their programmes (3) The nut and bolts of the programming (4) Research and evaluation (5) Operational problems (6) Co-ordination, Resources, Finance and commonwealth cooperation. At the end of the document a bibliography has been given which includes list of conference papers, country papers and a list of further readings.

Swedish National Federation of Adult Education Associations and International Council for Adult Education. Research in Adult Education; Adult Education and Development. Report on the International Seminars held at the Nordic Folk Academy, Kungälv, Sweden; June 25-27. 1979. Sweden, SNFAEA and ICAE, 1979. 83 p. (Price not given).

The volume incorporates the reports of two seminars. First, Research in Adult Education and second, Adult Education and Development. The first report has summaries of following papers :- (A) Adult Learning - The study circle as a method. (B) The Role of Research in Adult Education Activities (C) Issues in Participatory Research (D) The Role of Research in Literacy and Adult Education in Iraq.

In the report of the second seminar seven national case studies have been given. The studies are :- (1) Kenya (Literacy and health); (2 & 3) Honduras and Haiti (rural development of the interamerican institute for agriculture); (4) India (Integrated child Development Services); (5) Canada (Community led action and research) (6) Tanzania (adult education and rural folk high schools) (7) Swaziland (adult education and women's contribution to development).

Vyaska Shiksha Nideshalya, Patna. Anuvratee Karyakaram, Anuvratee Shiksha to the Prashikshan Swarup par Vichar goshtee. 19-21 June, 1980. Patna, Vyaska Shiksha Nideshalya, 1980. 120 p. (Mimeographed).

This is a report of the seminar on 'Follow-up Programmes and Continuing Education.' It/organised by the Directorate of Adult Education, Govt. of Bihar, Patna/gives day to day proceedings of the seminar. Seminar papers on 'Training, Follow-up and Adult Education Programme in Bihar' have been given.

General:

Bombay City Social Education Committee. Annual Report, 1978-1979. Bombay, Bombay City Social Education Committee. 1980. 47 p.

This annual report gives a brief account of many ongoing activities of the Bombay city Social Education Committee.

Gandhi Peace Foundation, New Delhi. Iahaul-Spiti - A Profile. New Delhi, Rural Development Department, Gandhi Peace Foundation. 1978. 23 p. (Mimeographed).

This mimeographed pamphlet explains the place, the people, the developmental infrastructures and the problems. It gives a detailed analysis of economic situations to those interested in development of the area.

International Cooperative Alliance, New Delhi: Annotated Bibliography of Literature on cooperative Movements in South - East Asia, Supplement, First and Second Half-Yearly : June and December 1977. New Delhi, International Cooperative Alliance. 1980. 92 p. (Price not given).

This is a classified mimeographed bibliography on cooperative movement in South East Asia.

Unesco. Cultural Participation : The examples of Canada and Bulgaria. Paris, Unesco. undated, 115 p. (Price not given)

The book has two chapters. Chapter one deals with the study of cultural participation in Canada. Chapter second is devoted to National aesthetic education in the People's Republic of Bulgaria. A selective bibliography has been included at the end of the book.

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Edited by J.L. Sachdeva, for Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi-110002.

# IAEA Newsletter

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

Vol. II No. 6

September, 1980

Limited Circulation

## NEHRU LITERACY AWARD FOR J.R. NAGAR

The Nehru Literacy Award of the Indian Adult Education Association for 1980 has been awarded to Shri Janardan Rai Nagar, Founder, Upkulpati, Rajasthan Vidyapeeth, Udaipur for his outstanding contribution to the promotion of Adult Education in the country.

The Rajasthan Vidyapeeth which has a chain of institutions to promote formal and non-formal education in the state, was founded by Shri Nagar in 1937. He has been a pioneer in linking education with productive work.

Shri Nagar has written a number of books and stories for neo-literates. He is Editor of 'Janmangal' a weekly published by the Rajasthan Vidyapeeth since 1962.

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## CAMP ON POPULATION EDUCATION IN AJMER

The Indian Adult Education Association in collaboration with the Ajmer Adult Education Association organised a one-day Population Education Camp in Shramik Vidyapeeth Campus in Ajmer on September 14, 1980.

The following resource persons participated in the panel discussion :

Dr. (Mrs) Amrit Kaur, Reader, Regional College of Education, Ajmer; Shri A.K. Gupta, Head, Sociology Deptt., D.A.V. College, Ajmer; Shri M.K. Marwah, D.A.V. College; Dr. N.S. Chholkar, University of Sierraleone, West Africa; Dr. Y. Mathur, Jawaharlal Nehru Medical College, Ajmer; Smt. Kanta Marwah, Secretary, Ajmer Adult Education Association and Shri J.L. Sachdeva, Indian Adult Education Association, New Delhi.

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About 40 persons including a Sarpanch, Project Officers, Supervisors and Instructors of National Adult Education Programme, participated in the one day meet.

This was the second in the series of camps to be organised by Indian Adult Education Association with a view to integrating Population Education with Adult Education.

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#### A LOOK AT THE AHMEDABAD CONFERENCE

The 33rd Annual Conference of the Indian Adult Education Association will be held at Gujarat University Campus in Ahmedabad from November 2 to 4, 1980. The theme is "Towards a Dynamic Adult Education Programme".

Shri N.D. Tewari, Union Planning Minister will deliver the inaugural address of the Conference.

The Nehru Literacy Award for 1979 will be presented to Smt. Krishna Aggarwal, Chairman, Bhartiya Gramin Mahila Sangh, (M.P. Branch) during the inaugural function of the Conference. The Zakir Husain Memorial Lecture will be delivered by Dr. Raj Krishna, former member of the Planning Commission.

#### Business Meetings

The venue of the Conference is Senate Hall of the Gujarat University. The delegates will be lodged in the Hostel of the University which is about six Kms from the Railway Station.

The contact person is Prof. Yashwant Shukla, Co-ordinator, Gujarat Vidya Sabha, c/o H.K. Arts College, Ashram Road, Ahmedabad-380009.

#### Telephones :

Office : 79981  
Residence : 449068  
University : 442385  
Hostel

The following Business Meetings of the Indian Adult Education Association will be held during the Conference :

- (1) November 3, 1980 at 12.00 Noon : Individual members will meet to elect 25 members to the Council.
- (2) November 3, 1980 at 2.30 P.M. : Institutional members will meet to elect 75 members to the Council.

contd.....P/3-

- (3) November 4, 1980 at 11.00 A.M. : General Body meeting.
- (4) November 4, 1980 at 12.00 Noon : The Council will meet to elect Office-bearers and members of the Executive Committee.

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PHILIPPINES TEAM OF ADULT EDUCATORS  
VISITS ASSOCIATION

The Indian Adult Education Association received a five member team of Adult Educators from Philippines which was on visit to India for a study of Adult/Non-Formal Education Programmes at its office on September 12, 1980.

Miss Feliciano C. Santiago, Assistant Schools Division, Superintendent, Bulacan was the leader of the team.

The team had discussions with Office-bearers, Life Members and Staff of the Association on Adult Education Programmes in India and the Philippines.

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Mr. Greg Mallyon of the Council of Adult Education, Melbourne, Australia visited the Association recently and had discussions with the staff of the Association on Programmes of Indian Adult Education Association.

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ADULT EDUCATION ASSOCIATION FOR PUNJAB FORMED

A State level Adult Education Association for Punjab named Punjab Society for Adult Education has been set up recently. Dr. Raghubir Singh, Deptt. of Extension Education, Punjab Agricultural University, Ludhiana is the President and Dr. Ranjit Singh of the same University is the Secretary of this Association.

The Society organised a talk on "Dimension of the NAEP" by Shri J.D. Sharma, Director, Indian Adult Education Association on August 22, 1980 at P.A.U. Campus, Ludhiana. It was attended by 50 faculty members, students of the University. Shri Sharma emphasised the involvement of development agencies both Governmental and non-Governmental in the adult education programme.

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In a special meeting of the Executive Committee of the Society held on the same day, it was decided to publish a bi-monthly Newsletter; produce literature for neo-literates in collaboration with Regional Resource Centre, Punjab University, Chandigarh; organise training programme for adult education functionaries and organise special programmes for women.

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CELEBRATION OF INTERNATIONAL LITERACY DAY : BRIEF REPORTS

Bombay

The Bombay City Social Education Committee celebrated the International Literacy Day by organising a public function on September 8, 1980. Dr. Balliram Hiray, Minister of Education, Public Health and Family Welfare, Govt. of Maharashtra was the Chief Guest. Prof. M.G. Mane, president of B.C.S.E.C. presided.

Dr. Hiray in his address said that educating illiterate adults was a very challenging job for which the Committee workers should get awards along with primary and secondary school teachers. He suggested that education should be linked with family welfare.

Calcutta

The Janasiksha Prachar Kendra in collaboration with the Lutheran World Service celebrated the International Literacy Day by holding an examination of about 1200 students (both children and neo-literates) in their 25 non-formal pavement schools.

Coimbatore

Sri Avinashilingam Home Science College for Women, Coimbatore celebrated the International Literacy Day from September 8 to 12, 1980. It organised the following activities :

- (1) Competitions - songs, drama, essay and oratory were planned for the students of the College and prizes awarded to them.
- (2) An exhibition on adult education programme was put up in collaboration with the District Adult Education Office.
- (3) Competitions in literacy skills were organised for the learners by the supervisors of all the 90 centres run by the College.

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- (4) A public function was organised under the Presidentship of Shri T.S. Avinashilingam. Shri C. Aranganayagam, Minister for Education, Tamil Nadu inaugurated the Sociology UG Course of the College and Dr. Nedunchezian, Minister for Finance, Govt. of Tamil Nadu delivered the International Literacy Day address and distributed the prizes.

### Delhi

The Delhi University Adult Education and Continuing Education Cell in collaboration with Indian Adult Education Association and in cooperation with Directorate of Adult Education and Directorate of Education, Delhi Administration, organised a function in Delhi University on September 8, 1980. Professor Abad Ahmed, Director, South Delhi campus of the University of Delhi was the chief guest.

Speaking on the occasion, Professor Ahmed said that poverty in this country would not be eradicated unless the ways of thinking of the people were changed and this could come only through education. He said that government alone could not bring this change and it should be the duty of every educated person to educate atleast two persons. He said that skill development should go hand in hand alongwith literacy education.

Prof. Ahmed distributed certificates to the adult learners who had completed 10 months NAEF course of the Delhi Administration.

The adult learners presented a cultural programme on the occasion.

An exhibition of books, posters, charts and other material produced in adult education centres was also organised.

The function was followed by panel discussion on "education for weaker sections of society" in which Dr. A.K. Jalaluddin, Prof. J. Veeraraghvan and Shri J.D. Sharma participated.

A brochure entitled "Some Critical Considerations in Adult Education" edited by Dr. S.C. Bhatia was brought out on the occasion by the Delhi University.

### Ludhiana

The Punjab Society of Adult Education celebrated the International Literacy Day in a backward village Birmi of Ludhiana District. On this occasion, three literacy classes

were started for farm women, landless labourers and farmers, in collaboration with the department of Extension Education, Punjab Agricultural University, Ludhiana. Dr. A.S. Cheema, Vice-Chancellor, Punjab Agricultural University while inaugurating these centres stressed the need for functional literacy alongwith social education. The teaching work is being looked after by the local volunteers. These volunteers have been given one day training at the Punjab Agricultural University. A plan has been chalked-out for the socio-economic development of the village. Economic needs of all the participants have been identified and the experts of the University are preparing plans for each individual according to the needs and available resources. Efforts are being made to obtain assistance from the Banks and other Govt. organisations.

#### Machilipatnam(A.P.)

The Institute for Adult and Community Enlightenment, Machilipatnam organised a function to celebrate the occasion. Shri G. Jeevarathnam, Teacher, Noble College High School presided.

Shri Tonpe, Lecturer, Hindu College, Machilipatnam, spoke on art and exhibitions as means of communication in spreading adult education. Smt. Rajya Lakshmi, a member of the Institute read out a paper on the part played by women in spreading adult education and in the eradication of illiteracy.

Shri Jeevarathnam in his presidential remarks advised that people should follow the moto of "each one teach one" so as to remove ignorance and sufferings of the people.

#### Madras

The Adult Education Association, Madras organised a meeting on September 8 at local library authority building in Mount Road, Madras.

Dr. K. Sowrirajan, M.L.A. and Shri K.N. Rao were the main speakers on the occasion. A plan to educate through separate literacy centre for manual labourers and workers was also prepared.

#### Udaipur

The Seva Mandir, Udaipur, organised a function in Kherwara village to celebrate the International Literacy Day. Over 800 persons attended the function.

The District Collector of Udaipur, Dr. Mohan Sinha Mehta, Shri Kishore Saint and M.L.A. of Kherwara spoke on this occasion.

The highlight of the function was the cultural programme organised by the learners themselves.

Vijayawada

Sree Durga Sangh Seva Samajam organised a Seminar on International Literacy Day. The theme was "Dynamic Adult Education Programme". Shri S.V.L. Narasimham presided. Mahtma Musafirnanand, Mr. C.J. Swamy, Mr. P.A. Sarma and Mrs. T. Annapurn were the speakers.

Vallabh Vidyanagar (Gujarat)

The Adult Education and Extension Programme of the Sardar Patel University celebrated World Literacy Day on 8th September, 1980 by organising various cultural programmes and competitions. The University had started 60 Adult Education centres for involving college/university students in this Programme.

The workers of the Adult Education Centres had decided to eradicate illiteracy and create social awareness through organising Reading competition, Writing competition, Rangoli Competition, Cleanliness Competition along with dramas and dances and songs.

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ADULT EDUCATION CLASSES FOR PRISONERS

Education Department of Gujarat State has launched a programme for the illiterate prisoners in the prisons of the State. Under the programme 15 classes have been started. As a measure of motivation the prisoners joining the adult education classes may be recommended some relaxation in the period of their imprisonment.

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DAE TO ASSIST RESEARCH IN NAEP

In order to promote research activities under the National Adult Education Programme, the Directorate of Adult Education, Ministry of Education and Culture, is at present finalising a comprehensive scheme of assistance. To begin with, grants may be available for short-term projects, that is, projects covering a period of not more than one year. In some cases, however, the period might be extended upto two years. Grants would be available both for individual research projects and institutional /innovative programmes.

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NATIONAL TRAINING SEMINAR ON POPULATION EDUCATION

The Directorate of Adult Education organised a National Training Seminar on Population Education in collaboration with the Literacy House, Lucknow from the 28th of April to 3rd of May, 1980. This seminar which was held in Lucknow was attended by leading adult educators including Dr. Ansari Ali Khan of the Unesco.

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POST-GRADUATE ADULT EDUCATORS CONVENTION

The Post-Graduate Adult Educators Association, Andhra Pradesh organised a convention on September 6, 1980 at Warrangal. It urged the Central and State Governments that Adult Educators holding Post Graduate Degrees and Diplomas be appointed in the National Adult Education Programme.

Shri A. Ravinder, Organising Secretary, Warrangal Adult Education Association, is the Secretary of the Association.

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WRITERS WORKSHOP IN ANGUL, ORISSA

The State Resource Centre, Utkal Navjeevan Mandal, Angul, Orissa organised a writers workshop to produce literature for neo-literates from July 11 to 22, 1980. Many young writers participated in this workshop.

Dr. S.C. Dutta former Hony. General Secretary of the Indian Adult Education Association was the Director of the Workshop. Smt. Bimla Dutta, Shri Bhagwati Saran Sharma, Director, State Resource Centre, Bihar and Shri I.B. Mishra, Secretary, Orissa Adult Education Association participated in this workshop as resource persons.

Six manuscripts were prepared as a result of this workshop.

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ANNOTATED LIST OF BOOKS AND ARTICLES  
ON ADULT EDUCATION

Aims and objectives of Adult Education:

Indian Adult Education Association. Handbook for Adult Education Instructors. New Delhi, Indian Adult Education Association. 1980. 85 p. Price Rs.4.00

This handbook brought out by the Indian Adult Education Association is a result of a four-day meeting of Adult Education practitioners held in New Delhi from June 25 to 28, 1979. It intends to serve as a ready reference book for adult education instructors. It has eight Chapters - What is Adult Education - Content of NAEP - The Instructor - Organisation of Adult Education Programmes - How Adults Learn - Teaching and Learning Aids - Evaluation - Follow-up - Programmes - The handbook also provides a list of Terminologies used in Adult Education. A list of Agencies Providing Training Facilities, Norms of Literacy, Survey Forms, Sample of pages from Attendance and Stock Registers and a bibliography in the appendices.

Media, Methods and Material in Adult Education

Bhola, H.S. Reading Material for the New Reading Public: A Policy Brief. Literacy Review, No.1, 1980 p.1-45

The main objective of this paper is to present a set of proposals for the design and institutionalization of a system for the production and distribution of reading materials for adult readers, especially in developing countries.

It gives concrete ideas about the problems involved in the production and distribution of reading material for adult readers in the developing world, and about the resources and manpower needs for establishing such a production and distribution system, gives a set of ideas for use in the design of policy options to evaluate and choose among them. It also mentions strategies related to institutional means and resource allocations within a particular national context.

IIA/IM Review of the literature on Drop Out in 'The Problems of Drop-outs: Interpretative Bibliography, Tehran, Iran International Institute for Adult Literacy Methods, 1980. p 1-32.

This article presents an analysis of 65 studies of drop-outs collected and abstracted in this volume and gives the important findings. The document abstracts are grouped in three categories - the first category consists of studies which give drop out rates for the literacy programmes, deriving their data mainly from the experimental world literacy programme.

The second category is of studies which correlates drop out rates and students or programme characteristics, studies in the third category examines the reasons prompting adults to withdraw from courses.

Jones, J.Clement. Mass Media codes of Ethics and Councils: A comparative International Study on Professional Standards. Paris, Unesco, 1980. 80 p. Price not given.

The present study offers a comparative analysis of various provisions and seeks to delineate some common approaches to the content, formulation and administration of ethical codes for mass media.

Tiwari, B.N. Ed. Adult Education and Libraries. Allahabad, Vohra Publishers, 1980. 151 p. Price Rs. 45.00.

Ten papers on "Adult Education and Libraries" have been included in this volume. These papers were presented at two seminars held at Allahabad and Calcutta under the auspices of Raja Ram Mohan Roy Library Foundation.

#### Seminar and Conference Reports:

Hwang, Tong -Gon Ed. Adult Education in Industrial and urban community: Proceedings of ASPBAE Region 3 Conference, 9-15 September, 1979, Korea. Korea Institute for Community Education Keemyung University, 1979. 235 p. (price not given)

This is a conference report and contains copies of all speeches, panel presentation, reports of group discussions, country papers from Indonesia, Malaysia, Philippines, Thailand, Australia, Hong Kong, Japan, Singapore and South Korea,

Indian Adult Education Association. Adult Education development and the NAEP. New Delhi, Indian Adult Education Association, 1980. 55 p. Price Rs. 5.00

The document is a report of the 32nd All India Adult Education Conference held in Amritsar in October last year.

National Institute of Educational Planning and Administration, New Delhi. Orientation programme for senior level personnel in adult education: Reading Material. New Delhi NIEPA 1980. various numbering p. (Mimeographed).

15 articles on Literacy, Adult Education Development, curriculum and Training have been included in this mimeographed volume. Some of these are: A summary of the First Appraisal Study of NAEP in Rajasthan by Dr. Anita Dighe, Post Literacy and Follow-up Programmes by M.C. Dubey, Linkage Between the National Health and Family Welfare Programmes and the National Adult Education Programme, Media and Adult Education Programme some thoughts by P.V. Krishnamurthy, Field Work in Adult Education by Gugnani.

#### Adult Education in other Countries:

Ferstl, Friedrich. Adult Education in Austria. Prague, The European Centre for Leisure and Education, 1979. 105 p. (Studies and Documents No.7) Price not given.

The volume gives an initial survey of the situation of adult education in Austria. It has been divided into five Chapters: (1) National Structural Data and Socio-cultural Foundation of the Education system. (2) The Development of Adult Education in Austria - The State and Adult Education- University and Adult Education- Church and Adult Education- School and Adult Education. (3) Tasks and Provisions -

compensatory school Education- vocational and Academic  
Further Education - Motivation and Further Education(4) Legal  
Foundations of Adult Education (5) The organisation of  
Adult Education - Special Institutions for Adult Education -  
vocational Further Education - The Institute for continuing  
Education in Rural Areas - Peoples University - Second Chance  
Education and Libraries.

Nturibi, D. Issues and Answers in Linking Adult Education  
Training Approches to Environmental Education. Kenya Journal  
of Adult Education, Vol. 8, No.1,1980. p 4-15.

The author in this article stresses that an important  
link between adult education and environmental education is  
the conscientization of the people. Adult Education increases  
peoples capacity to change. People or community realise that  
they have the capacity to improve, sustain modify, preserve or  
even destroy both their natural and <sup>social</sup> environment. Thus  
environmental education starts with the process of conscientizati  
which is both a goal and a process.

The author has critically examined current environmental  
education programmes for adults in Kenya being offered by  
different agencies in the field of agriculture, health and  
conservation. He has also discussed the problems of organisation  
of environmental education for adults belonging to different  
groups i.e. government officials, local leaders, farmers,  
industrialists, extension workers of various fields. An outline  
for curriculum and methodology and approaches for such  
training has also been given.

Mac Donald Theodore H. Re-education in Vietnam  
Two Examples Australian Journal of Adult Education, Vol.XX  
No.2 July 1980. p.27-32.

In this article the author deals with the educational  
problems of Vietnam, which are a result of the reunification  
of South with North vietnam. The problems are - the education  
of 'former prostitutes and the education of narocctic drug, addicts  
The author gives his observations about two educational  
institutions namely 'The School for the Rebuilding of New  
Young People'(for former drug addicts) and the School for  
the Formation of New Young Women (for former Prostitutes).

#### General:

##### (a) Community Health and Traditional Medicine

El Messire Nadim, Nawal, Rural health care in Egypt.  
Ottawa, Ont. IDRC, 1980 40 p. Price not given.

This study describes and analyzes the content  
and structure of formal and informal health service  
in rural Egypt, as well as the interrelations between  
the two systems.

IDRC, Ottawa, Traditional Medicine in Zaire:  
Present and potential contribution to the health Service.  
Ottawa, Ont. IRDC, 1980. 40 p.

This report is based on studies of the patients and  
practioners of traditional medicine in Zaire. It portrays

the different trends in the rural sector, towns and the capital city. The document has been divided into two parts. Part one gives 'the present situation of traditional medicine in Zaire and part second provides suggestions for a reorientations of the health policy with respect to the healers.

Verghese, B.G. Ed. Voluntary Action: Annual Number 1980  
Vol. 23 No.1 New Delhi AVARD, 1980 133 p. Price Rs.5.00

This annual number of voluntary Action<sup>is</sup>/devoted to  
'Health Policy and Community Health'.

(b) National Service Scheme

Nagpur University. National Service Scheme: Annual Report, 1979-80 p. various numbering.

The volume is a bibilingual annual report (English-Marathi) of the N.S.S. activities of Nagpur University in 1979-80.

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Edited by J.L. Sachdeva for Indian Adult Education Association,  
17-B, Indraprastha Marg, New Delhi-110002.

# IAEA Newsletter

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

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Limited Circulation

## WORKSHOP ON LINKING ADULT EDUCATION WITH INCOME GENERATING PROJECTS

The Indian Adult Education Association organised a two day workshop on Linking Adult Education with Income Generating Projects on October 13 and 14, 1980 in New Delhi.

The workshop discussed the type of skills which could be imparted in adult education centres in rural and urban areas, the agencies whose help could be sought for providing these skills, how could funds be raised for this activity, how could the sale of products be organised and which development agencies could assist in this work.

Forty adult educators from Delhi, Chandigarh, Haryana, Punjab, Rajasthan, Madhya Pradesh, Maharashtra, Orissa and Uttar Pradesh participated.

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

The Directorate of Adult Education (Ministry of Education and Culture, Government of India) in collaboration with the Ministry of Health and Family Welfare has announced twenty-second national prize competition for literature for neo-literates. Sixty-five prizes will be awarded of which twenty-five will be for manuscripts on topics relating to family welfare and forty for those of general education. The winner will receive a cash prize of Rs.1000.

The purpose of the competition is to stimulate and encourage creative writers to write suitable and interesting materials for persons with limited reading abilities. The manuscripts should widen the awareness of the neo-literates regarding their surroundings, physical, social, national and motivate them in playing an informed and active role in their

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social and civic life. They should also enhance literacy skills among the neo-literates.

The manuscripts should be in any of the following Indian languages:

- Kashmiri,
- Assamese, Bengali, Gujarati, Hindi, Kannada, Marathi,
- Malyalam, Oriya, Punjabi, Sindhi, Tamil, Telugu and Urdu.

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

The last date for receipt of entries on prescribed form along with a crossed postal order for Rs.5/- is 30th November, 1980.

Further information can be had from Shri J.S. Parolkar, Deputy Director, Directorate of Adult Education, West Block No.8, Wing No.7 (IInd Floor) R.K. Puram, New Delhi - 110022.

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CELEBRATION OF INTERNATIONAL LITERACY DAY

Janta Kalyan Samiti, Rewari (Haryana)

The Janta, Kalyan Samiti, Rowari celebrated the International Literacy Day on September 8, 1980 at village Sulekha in Bawal Block. Adult learners, rural youths, instructors, sarpanchs and panches etc. participated.

An exhibition of adult and health education material was organised on the occasion.

A one-act play Anpad Tai (Illiterate Aunt) written in local dialect by Shri R.N. Mahlawat, Project Director of the Samiti was staged.

A symposium on Rural Development was also organised.

Prizes were given to those workers who have done outstanding work in promotion of adult education. A sewing machine was donated by the Samiti to a widow.

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SHRAMIK VIDYAPEETHS

The Shramik Vidyapeeths which is polyvalent approach to education of workers are now functioning in several cities of the country including Bombay, Delhi, Ahmedabad, Indore, Nagpur, Jamshedpur, Ajmer, Hyderabad, Guntur and Bangalore. By the end of 1983 it is expected that the network will have Vidyapeeths at different urban and industrial centres throughout the country.

The third All-India workshop on Krishi Vigyan Kendras (KVK) was held in Pondicherry to review the progress made by the kendras during the last year and plan next year's programme of training of practising farmers, farm women, young farmers and others under this innovative scheme. Besides scientists and officials from the Indian Council of Agricultural Research, two participants from each of the 31 kendras participated in the workshop.

The KVKs have so far organised 2,769 training courses upto June 1980 and trained 63,420 farmers - both men and women - in various skills in the fields of crop production, livestock production, fisheries, agricultural engineering, home science and horticulture.

Along with the KVKs, the Trainers' Training Centres (TTC) which impart practical training to the teachers and trainers of the kendras, have so far organised 142 training courses in which 1935 trainers and extension workers took part. There are seven TTCs in the country.

The Krishi Vigyan Kendras (Farm Science Centres) were established by the ICAR to fill the gap which existed between the vocational training needs of the farmers and the existing training facilities so that effective transfer of modern technology evolved in the field of agriculture could pass on to the farmers. The KVKs impart training to practising farmers, farm women, school drop-outs and in-service development staff at centres located in the heart of rural areas so that they can use to their best advantage the scientific know-how in the field of agriculture, horticulture, fishery and allied subjects.

The KVK's do not award any degree, certificate or diploma to the participants because the idea is not to turn out yet another group of white-collared job-seekers through this training. The prime method of training in the KVK is through the work experience in which the trainees practise skills by doing what they are expected to do on their own farms. Unlike the usual lecture and notebook dominated training courses, KVK training programmes take into account all methods and means which result in skills development.

There are no fixed syllabi either. The training is based on the felt needs of the farmers which are of immediate

relevance and are tailored to the needs of the practising farmers. They are determined keeping in view the particular group of trainees--their back-ground, interests, needs, resources.

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TRAINED ADULT EDUCATORS'  
CONFERENCE

The Warangal Adult Education Association organised a conference of trained adult educators on July 12, 1980. in Warangal (A.P.)

The Conference urged upon the Government of Andhra Pradesh and the Universities in the State to take immediate steps for incorporating adult education as an integral part of the teacher training curriculum to be followed in teacher training institutions and colleges of education all over the State.

The Conference recommended that all available trained adult educators should be given priority in employment in national adult education programme, Universities and State Resource Centres.

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SEMINAR ON EMPLOYMENT POLICIES  
AND TRADE UNIONS

A three-day seminar on employment policies in trade unions was organised by the International Confederation of Free Trade Unions - Asian Regional Organisation (ICFTU - ARO) in Bombay from August 4 to 6, 1980. Thirty participants from various parts of the country attended.

Shri V.S. Page former Chairman of Maharashtra Legislative Council inaugurated the seminar.

Shri V.S. Mathur, General Secretary ICFTU - ARO and General Secretary, IAEA, in his presidential address said that ICFTU was the first international trade union organisation which drew the attention of the people to the problem of unemployment and focussed it in various international forums. Shri Mathur said that the role of trade unions can be divided into two broadheads. (i) Trade Unions could influence Government in the developmental and other socio-economic policies which would generate employment and (ii) by using the best technology which would suit our needs and generate gainful employment.

The seminar adopted following important recommendations:

Planning should be employment-oriented; trade unions should be associated with the planning; setting up of more industries in public sector to open avenues for agro-based industries; training and assistance to be given to rural artisans with a view to generate self-employment; informal sector in urban areas should be organised; trade union centres should be consulted by the Government while framing industrial policy and recommendations of National Labour Commission must be implemented; trade unions should be represented in the management of various welfare schemes for the workers; trade unions should form construction workers' cooperatives to generate employment etc.

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SEMINAR ON PERFORMING  
ARTS AND ADULT EDUCATION

A seminar on 'Performing Arts and Adult Education' was organised by State Resource Centre, Rajasthan Adult Education Association, Jaipur, on August 28-29, 1980. Many eminent playwrights, stage artists, and folk artists participated in this seminar. The seminar made the following major recommendations: (i) performing arts should be considered as a powerful media for social change, (ii) dramatic groups should be formed at state level, (iii) once in a week some story or some event should be dramatized at the adult education centre, (iv) community singing as a media of education should be promoted.

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NATIONAL ORIENTATION COURSE  
IN TRIBAL WORK

The Indian Institute of Youth Welfare, Nagpur conducted a ten day course for the life workers of Bharatiya Adimjati Sevak Sangh, New Delhi in August at Nagpur. Twenty-five life workers from various States attended the course. The main emphasis of the course was on scientific approach to voluntary work and methods of working with disadvantaged groups in tribal areas.

As a part of field work, the trainees spent some time in local community life centres initiated by the Indian Institute of Youth Welfare.

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WORKSHOP IN YOUTH WORK

The Indian Institute of Youth Welfare, Nagpur also conducted eight day workshop on youth work at MLA Rest House, Nagpur. Thirty-one social/youth workers who are engaged in the work of community work in rural and urban areas participated in the workshop.

The important issues discussed during the workshop were mobilisation of community resources for better community life, building local leadership for social actions and importance of non-formal education programmes for national development.

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ADULT EDUCATION PROGRAMME  
IN MIZORAMAdult Education Centres

With the launching of the National Adult Education Programme on October 2, 1980 the Adult Education Centres were opened in Mizoram both under the State Government and Central Government schemes and over 22,000 illiterates were covered.

The learning process involves emphasis on literacy, functional upgradation and of raising the level of awareness regarding their predicament among the poor and the illiterates.

Literatures for neo-literates has been produced. One monthly magazine, 17 weekly bulletins (published from the Social Education Centres) and 23 primers, readers and booklets have so far been brought out for the benefit of the illiterate learners and the neo-literates.

Social Education Centres and  
Library series

Under the Non-Plan budget, 20 Social Education Centres and 60 Social Education Sub-Centres have been established for imparting 'Social Education' to the rural youths. Seventeen of the Social Education Centres have their own buildings. These Centres are recognised by the Raja Ram Mohan Roy Library foundation as rural libraries. The main responsibility of running these centres rests with active voluntary organisations available in the village under the overall guidance and supervision of the Social Education Organisers. A centre committee comprising of leaders of the Y.M.A., Village Council President and Headmasters/Head Teachers has been formed for each centre.

Besides serving as area library and community centre, these centres publish weekly Social Education bulletins with the machines and stationeries provided by the Social Education Wing.

Two regular adult schools have been started - one in Aizawl district and the other in Lunglei district to provide formal education facility to the neo-literates. The Young Mizo Association Aizawl is running 152 adult education centres. About 2500 adults have been made literate by YMA.

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#### READING AND HANDWRITING COMPETITION

The Education Department, Chandigarh Administration organised a Reading and Handwriting Competition on the 20th August, 1980 in the Government Girls High School, Chandigarh. Sixty male learners from 20 different Adult Education Centres, (49 in the Hindi/Punjabi group and 11 in the Tamil Group) participated in this competition. It was organised to find out the achievements made by the adult learners.

#### ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

##### Media, methods and material in Adult Education

Canadian Commission for UNESCO. Symposium on Improving the Contribution of the Mass Media to Adult Education. Ottawa, Canada, October 1-5, 1979. Canada, Information Section of the Canadian Commission for UNESCO, 1980. 20 p. (price not given)

This occasional paper has three parts. Part one discusses the 'Relationships between the Mass Media and Adult Education' and gives 'A critical understanding of major contemporary problems and social change. The part 2nd gives status and role of the authorities, role and rights of the adult, contribution of methods and programmes etc. Main conclusions of the symposium and suggestions addressed to UNESCO, have been given in part 3rd.

In annexure it gives the opening address of the Director General of UNESCO, reply by Chairman to Sub-Commission on Education of the Canadian Commission for UNESCO, list of participants on the Discussion Guide.

Cook, Bruce L. Effective use of Pictures in Literacy Education: A Literature Review in Literacy Review, No.2 1980. Tehran, Iran. The International Institute for Adult Literacy Methods p 3 - 55.

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This paper surveys available literature on how pictures are being used in literacy education, and on how a literacy programme might improve its use of pictures.

It identifies areas where further research is needed, and proposes special emphasis areas for use in training artists for literacy work.

This survey covers materials from the Library of Congress, other US libraries and libraries in the Philippines, Papua New Guinea and India.

Muthiah, M and Perunal. Influence of age of farmers on the effective use of selected extensive methods in the adoption of Plant Protection Practices. Journal of Education Research and Extension. Volume 16 No.1, July 1979. p 18-21.

This study was conducted in a Panchayat Unions in Coimbatore District with the objective to assess the influence of the age of the farmers on the effectiveness of extension method, i.e. individual contact, indirect influence, use of radio and use of literature.

National Institute of Educational Planning and Administration. Orientation Programme for senior level personnel in adult education: Additional Reading materials New Delhi, NIEPA. (n.d.) 21 p (mimeographed)

Articles in this mimeographed document are:

- (i) on the theory of planning Adult Education Programmes in mixed economy by Dr. A.K. Jalaluddin
- (2) Follow-up activities in Adult Education Programme by Dr. N.A. Ansari
- (3) Feed back in the monitoring of Adult Education Programme by Dr. Anita Digne
- (4) Adult Education in other developing countries - the Tanzanian Experience by M.C. Dubey.

Organisation and Administration in Adult Education

Nagpur University: Department of Adult Education and Extension Services: Annual Report, 1979-80. Nagpur, Nagpur University 1980 14 p

The document is a mimeographed report of the adult education and extension activities undertaken by the department of adult education and extension of Nagpur University up to the 30th June, 1980.

Sharma, A.M. Workers Education Scheme - An Evaluation The Indian Journal of Social Work, volume XLI, No.2, July 1980. p 123-133.

This article describes briefly the origin of the workers education scheme in India, its objectives and evaluation carried out from time to time by different bodies. In this study some trained and untrained workers, worker teachers, union officials and management personnel belonging to two private sector organisations were interviewed in order to assess their view about the working of the scheme. It also contains certain suggestions offered by the Central Board of Workers Education for making the scheme more effective. The paper also presents certain suggestions in order to make present scheme more result oriented.

Seminar and Conference reports

Unesco. Gram Vikas Ke Liye Shiksha Ka Prabandh, Gram Vikas Ke Liye Shiksha Par Uch Stariye Karyashala Ki Report, New Delhi, 17-26 March, 1977. Bangkok, Unesco, 1977. 87 p. Price not mentioned. The book can be obtained from NCERT, New Delhi.

The volume is a Hindi version of Unesco document - Managing Education for Rural Development. It has been divided into 4 chapters. Chapter 2nd deals with the present trends and problems of rural education. Chapter 3rd presents the experiences and the last chapter gives country reports and recommendations.

Karin, N.A. Ed International Literacy Day 1980: Souvenir. University of Kerala, 1980 p. unnumbered.

This bilingual souvenir has English and Malayalam sections.

The souvenir gives background material on literacy position in India and Kerala. It also contains articles on the role of University in Adult Education including an article from Dr. V.K.S. Nayar, Vice-Chancellor of Kerala University. The Burmese and Loyola experiments have been given.

Adult Education in other countries

Ahmad, N. etc. Ed. General educational requirements for access to manual skills training in Botswana: Final Report. Unesco, Adult Education Section, Literacy, Adult Education and Rural Development Department, 1979. 115 p. (Surveys and studies in Adult Education)

The study identifies the general educational needs of the various categories of those in employment who have not had sufficient initial education to allow access to vocational training leading to skilled occupations in Botswana. It also analyses the existing facilities for vocational education and examines the relationships between formal and non-formal modes of knowledge and skill acquisitions. It assesses the availability of opportunities for continuing technical education, specially for those persons who had acquired their technical know-how informally.

Lee, Jesung - Keun, Hahn, Mee-Rha and Nong, Sa-Myung. Current Status of Vocational education and training in the Republic of Korea. Unesco, Adult Education Section, Literacy, Adult Education and Rural Development Division, 1980. 31 p. (Surveys and studies in Adult Education).

The document has been divided into four sections. Section one presents some of the problems of vocational education and training in the Republic of Korea. Section two describes the status of occupational training and the third section deals with the objectives and structure of national skills certification system. Suggestions on vocational education and training have been given in section four.

General

Knight, John.A Ed. Post Graduate Research in Extension, 1970-1975. Coimbatore, Department of Agricultural Extension, Agriculture College and Research Institute, Tamil Nadu Agriculture University, 1976. 98 p (Mimeographed)

Summaries of 48 dissertations of the M.Sc. (Ag.) of the Department of Agricultural Extension of the Tamil Nadu Agriculture University, have been given in this volume.

Werner, David. Where there is no doctor, a village health care handbook, New Delhi, Voluntary Health Association of India, 1980. 455 p. Price Rs.29.00.

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This well illustrated handbook has been written as a training manual as well as reference guide for the community health workers. It covers a wide range of things that effect the health of the villager - from diarrhœa to tuberculosis, from helpful and harmful home remedies to the cautious use of certain modern medicines. Special importance is placed on cleanliness, a Healthy diet, and vaccinations. The book also covers in detail both childbirth and family planning. At the end of the book under 'Green Pages', a list of medicines, index of Medicines and Information on use and dosage of medicines have been given.

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Edited by J.L. Sachdeva for 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. II No. 8

November, 1980

Limited Circulation

## NEW OFFICE-BEARERS OF IAEA

The Council of the Indian Adult Education Association at its meeting in Ahmedabad on November 4, 1980 elected Shri V.S. Mathur as its President for the term 1980-82.

Sarvshri A.N. Buch, Yashwant Shukla, M.G. Mane, C.Hanume Gowde and Dr. S.C. Dutta were elected Vice-Presidents.

Dr. T.A. Koshy and Shri J.C. Saxena were elected General Secretary and Treasurer respectively.

The other office-bearers are : Joint Secretary : Dr.(Smt.) Asha Dixit; Associate Secretaries : Shri B.B. Mohanty, Dr. Om Shrivastava, Shri C.R. Bhatt and Shri K.R. Susheele Gowda.

The following were elected as members of the Executive Committee : Smt. Kamla Rana, Shri P.A. Patel, Shri K.C. Jain, Shri K.L. Zakir, Dr.(Smt.) Rajammal F. Devadas, Shri J.M. Gadekar, Dr. R.C. Nema and Shri K.C. Choudhary.

As provided in the Constitution, the out-going President, Dr. Malcolm S. Adiseshiah, will be a member of the Executive Committee.

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## AHMEDABAD CONFERENCE : A BRIEF REPORT

The 33rd All India Adult Education Conference on "Towards a Dynamic Adult Education Programme" which concluded in Ahmedabad on November 4 this year has felt that efforts should be made to involve all sections of society in the adult education programme. Educational institutions, voluntary organisations, trade unions, cooperatives, women's organisations and organisation of the poor be involved in a big way to participate in the movement of adult education.

The conference demanded that the Central Government should immediately withdraw the restrictions imposed on the

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adult education programmes organised by voluntary organisations in the country. The conference urged the Government to release the funds earmarked for voluntary organisations in the field of adult education.

The Statement adopted by the conference said that adult education should include health education, some basic knowledge regarding nutrition and environment and efforts should be made to make adult education more meaningful for the weaker sections of society.

As many as 334 delegates from 23 States and Union Territories attended the three-day conference.

Shri N.D. Tiwari, Union Minister of Planning and Labour, in his inaugural address, which was read out in his absence, said that education was a very important aspect of human resource development at every age-level and aims at the intellectual, social and emotional development of the individual.

Shri Tiwari, in his address further said that education as an input to the development process was not schooling alone but a life-long learning process related to one's real life environment. He added that adult education programmes would have to be modified in the present context so that its major instrument was human resource development of youth and adults through literacy, numeracy and technical skill relevant to economic activities. Shri Tiwari in his address emphasised that the success of the adult education programme would depend on how different development agencies would be involved in this programme.

Earlier, Dr. Malcolm S. Adiseshiah, President of the Indian Adult Education Association, in his remarks as Chairman, paid compliments to Gujarat State for keeping the torch of adult education burning and for running the National Adult Education Programme through voluntary agencies.

Dr. Adiseshiah said that the balance sheet of Adult Education since independence had been a sad one. In 1971, this country had 301 million illiterates (excluding children of 0-4 age group) and in the age-group 15 plus the number was 200 million. These were also the people who were below the poverty line in the country, he feared.

He said that the NLEP was a massive adult education programme and in its two year operation, 5.8 million illiterate adults had been made literate. Dr. Adiseshiah said that a sum of Rs. 39 crores was spent by the Central & State Govts.

on NAEP in two years, out of which voluntary agencies received Rs.2.5. crores as grants. He added that the biggest contribution of NAEP was involvement of over 600 voluntary agencies in the programme.

Dr. Adiseshiah said that NAEP had created several impressive agencies at the Centre and at State levels. In the sixth plan (1980-85) there is a provision to extend education to those who had been denied this privilege and he asked the delegates to come out with concrete suggestions regarding the implementation of this programme in future.

Shri Yashwant Shukla, Chairman of the Reception Committee, in his welcome address recalled how the concept of adult education was so close to the heart of Gandhiji who wanted through it the development of man and his environment.

Shri Shukla read out the message of the Governor of Gujarat, Smt. Sharda Mukherjee, wishing the Conference success.

Shri V.S. Mathur, Hony. General Secretary of the IAEA, proposed a vote of thanks. He said that the main purpose of Adult Education was the liberation of man and one of the main functions of adult education was to create consciousness and desire for change. He said that the adult education programme could be dynamic if it becomes a people's movement in which the role of voluntary agencies was important and significant.

#### NEHRU LITERACY AWARD PRESENTED

The 1979 Nehru Literacy Award for outstanding contribution to the promotion of literacy and adult education in the country was presented to Smt. Krishna Agarwal, Chairman of the Bhartiya Grameen Mahila Sangh, Madhya Pradesh Branch, by the President of IAEA, Dr. M.S. Adiseshiah.

The citation for the Award said that Smt. Agarwal had been instrumental in making over 10,000 rural women of Madhya Pradesh functionally literate through a family life, research orientation project and had thus given a new insight to women's education in rural areas.

In her reply, Smt. Agarwal suggested that there should be a review of the whole system of women's education and a special plan made, which should consist of literacy education at the base, specially considering the situation in which women were being put in homes and the society.

GROUPS :

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

GROUP I

Adult Education Programmes for Rural Areas, participation of Voluntary agencies and Cooperatives

Chairman : Shri B.B. Mohanty, Rapporteur: Dr.(Smt.)  
Asha Dixit

GROUP II

Industries Involvement of Trade Unions & Workers

Chairman : Shri C.R. Bhatt, Rapporteur : Dr. N. Venketiah

GROUP III

Post Literacy : Participation of Youth

Chairman : Shri Anil K. Sinha, Rapporteur:Dr.K.S.Pillai

GROUP IV

Role of Schools, Colleges and Universities

Chairman : Dr.R. Jayagepal, Rapporteur:Dr.J.C. Saxena

GROUP V

Problems of women and weaker sections

Chairman : Dr. (Miss) M. Chakaravorty,  
Rapporteur: Dr. J.B. Roy Choudhary

ZAKIR HUSAIN MEMORIAL LECTURE :

The 1980 Zakir Husain Memorial Lecture was delivered by Prof. Raj Krishna, Professor of Economics, University of Delhi and former member of the Planning Commission.

VALEDICTORY ADDRESS :

The Valedictory address of the Conference was delivered by Dr. P.C. Vaidya, Vice-Chancellor, Gujarat University. Dr. Vaidya emphasised the need to launch crash drive for the eradication of illiteracy. He said that in order to enable the vast masses to enter the national main stream, they must be made literate.

Dr. Adiseshiah in his concluding remarks said that there would be a time when education would be universalised and adult education would become a part of the total educational system.

Two cultural programmes of Dance and Drama were arranged by the Gujarat State Social Education Committee on November 2 & 3, 1980. The Municipal Corporation of Ahmedabad gave a reception to the delegates.

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BCSE STARTS TELEVISION SERIES

The Bombay City Social Education Committee has started weekly television demonstration lessons entitled "Chala Shiku Ya"

in collaboration with Bombay Doordarshan from October 6, 1980. It will consist of 26 Telecasts.

The project demonstrates the process of socio-economic change of the illiterates poor. The demonstrations deal with methods of creating awareness and imparting functionality and literacy.

The demonstrations cover the following :

- (1) Various devices of initiating discussion among the learners.
- (2) The useful equipment at an adult education centre.
- (3) Use of innovative teaching/learning aids.
- (4) Utilising the services of experts for imparting knowledge and functionality; and
- (5) Undertaking Community activities.

Further information : J.M. Gadekar, Social Education Officer  
Bombay City Social Education Committee, Adarsh Nagar, Worli,  
Bombay-400025.

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#### SEWA : IMPHAL

A voluntary agency 'SEWA' has been established in Imphal, Manipur. The organisation works in income regeneration, skill development, social upliftment and improvement in the quality of life of the weaker sections of the society.

The Association has prepared reading and writing materials (Manipuri) for National Adult Education Programme and has assisted volunteers in the IYC. A youth volunteers Training Course on Community Development was organised from September 24 to October 2, 1980.

A newsletter entitled 'Sewa Newsletter' is being brought out since October 2, 1980.

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#### TEXTILE LABOUR ASSOCIATION, AHMEDABAD

The Textile Labour Association(TLA), Ahmedabad has a membership of 1,35,000. It runs a maternity home, youth welfare centres, girls and boys hostels, vocational training, workers education and adult education programmes. It publishes literature on workers education and bi-weekly entitled "Majoor Sandesh."

Further information : Shri M.T. Shukla, Secretary, Textile Labour Association, Majoor Mahajan, Bhadra, Ahmedabad.

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EXTENSION TRAINING COURSE  
ON EFFECTIVE MANAGEMENT

The Xavier Institute of Social Service, Ranchi will conduct a three-day course on Effective Management for Non-Governmental Organisation from December 22-24, 1980.

The course will deal with role of voluntary organisations in developing society, office management procedures and methods, public relation and image building, principles of management, project planning, implementation and evaluation.

Further information : Prof. M. Bhowmik, Director, Extension Training Programme, Xavier Institute of Social Service, Purulia Road, Ranchi-834001, Bihar.

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ALL INDIA MANAGEMENT CONGRESS

The Indian Institute of Business Management, Patna is organising 1980 All India Management Congress on December 28-29, 1980, Patna.

Shri Pranab Kumar Mukherjee, Union Minister of Commerce, Steel and Mines will inaugurate it.

Further information : Shri P.R. Triveli, Director (Admn.) IIBM, Opposite Museum, Buddha Marg, Patna - 800001.

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BIHAR TO SET UP ADULT  
EDUCATION CENTRES

Sixty-two new projects for adult education would be launched in Chotanagpur and Santhal Parganas in Bihar. The projects envisaged setting up of 18,600 adult education centres in the current financial year at an estimated cost of Rs. Seven crores.

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TRAINING OF INSTRUCTORS IN SIMLA

The Department of Education, Government of Himachal Pradesh organised a training programme for adult education instructors in Jumbal near Simla from November 12 to 14, 1980.

Shri R.K. Malik, Assistant Director of Adult Education in his inaugural address emphasised that creation of social awareness among the learners was an important part of the adult education programme.

59 instructors participated in the three-day training programme.

ICSSR OFFER ON ITS PUBLICATIONS:

The Social Science Documentation Centre (SCDC) of the Indian Council of Social Science Research (ICSSR) has offered that institutions purchasing its publications would be entitled to a gift of books approximately worth the amount in the invoice.

The ICSSR has also established an Inter Library Resource Centre. It pools together the resources of 35 local libraries. The reading room remains open on all days of the year except January 26, August 15 and October 2.

For catalogue of publications and further information, please write to Shri S.P. Aggarwal, Director, SCDC, Indian Council of Social Science Research, 35, Ferozeshah Road, New Delhi-110001.

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SUDHAKAR REDDY GETS PH.D.

Shri M.V. Sudhakar Reddy, Lecturer in Adult Education S.V. University, Tirupati has been awarded Ph.D. degree by Sri Venkateswara University for his thesis entitled "A Study of Certain Factors Related to the Development of Conceptual Generalizations (Concept Learning) among Adults."

Shri Reddy is a life-member of the Indian Adult Education Association.

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DOCTOR OF EDUCATION FOR BHATNAGAR

Shri K.M. Bhatnagar, a life-member of the Indian Adult Education Association has been awarded Doctor of Education degree by the University of South Dakota, U.S.A. for his thesis entitled "Education of Rural Women and Fertility Decline in India: An Education Policy Analysis."

Shri Bhatnagar has worked with the Ministry of Agriculture, Government of India, New Delhi, with Iran's Centre for population Studies and with United Nations' Food and Agriculture Organisation.

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CHINA LOWER MARRIAGE AGE

While still insisting on one-child families, China is quietly lowering the "recommended" marriage age which prohibits most city youths from marrying until they are 27.

It is being lowered by one year in the cities, apparently in response to medical opinion that women should bear children when they are younger. Another apparent but unspoken reason is to relieve some sexual frustration in this highly moralistic society.

A spokesman for the Peking Municipal Government said the recommended age recently was dropped to 26 for men and 24 for women. In the countryside, the minimum recommended age for marriage remained unchanged: 25 for men and 23 for women. The age difference between city and countryside reflects the need to control population in greatly overcrowded cities. It also is a concession to China's peasant tradition of early marriage.

(Planned Parenthood Bulletin)

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#### SEMINAR ON ILLITERACY IN INDUSTRIALISED COUNTRIES

The International Council of Adult Education, Toronto, Canada will hold an international seminar on "Illiteracy in Industrialised Countries" in England in October-November, 1981.

Further information can be had from Prof. Alan Wells, Head of Unit Adult Literacy and Basic Skills Unit, Kingsbourne House, 229-231, High Holborn, London WC IV 7DA.

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#### ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

##### AIMS AND OBJECTIVES OF ADULT EDUCATION

Bhatia, S.C. Ed. Some Critical Considerations in Adult Education  
Delhi, University of Delhi, 1980 - 6P.

This volume of papers on adult education has been brought out on the occasion of the International Literacy Day this year, by the Adult Education and Continuing Education cell of Delhi University.

The papers included in this volume deal with different aspects of education for the weaker sections of our society.

The papers included are :

(1) On the Theory of Planning Adult Education Programme in a 'Mixed Economy' by A.K. Jalaluddin. (2) Adult Education as Liberation by Amrik Singh. (3) The Role of Short Cycle and Community Colleges in Higher Education - P.L. Malhotra; (4) From the Unique to the Universal - J. Veeraghavan; (5) Role of Universities and Colleges in MAEP - M.L. Mehta; (6) Linking Extension With Curriculum - S.C. Bhatia and (7) Media Strengths and Limitations - R.V. Krishnamoorthy.

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Shah, A.B. and Bhan Sushkala Ed. Non-formal Education and NAE  
Delhi, Oxford University Press, 1980. 245 P. Rs. 65-00.

13 papers in this volume deal with non-formal education in the Indian context and examine certain aspects of the subject such as economic, linguistic and communicational and its relation to socio-cultural factors, such as caste, poverty, the formal education system, economic and political climate of India. This volume also critically examines the National Adult Education Programme.

MEDIA, METHODS AND MATERIAL

Bhatnagar, K.M. Education for Rural Women and Fertility Decline in India: An Education Policy Analysis, South Dakato 1980  
PP. 249 (E.Ed. Dissertation unpublished.)

The purpose of this study was to identify problems, conditions and practices relating to the education of rural women in India and to demonstrate the necessity for policy makers in educational planning and in population planning to work closely in order to promote the small family size norm through the formal and non-formal education system in India.

The basic finding of the study was that it has not been possible to implement an optimal educational policy in spite of the fact that the responsible educational authorities seem to have been aware of the nation's basic educational requirements. The study indicates a wide disparity between boys and girls enrolment at the primary level. While the enrolment for boys is 100% it is still 66% for girls.

It recommended that a national education policy should establish programmes of formal and non-formal education for rural girls and women with a focus on population education. Greater priority in education for girls than for boys in the rural areas should be established and a change in the school curriculum in order to introduce population education through the secondary level should be made.

Abrams, Linda and others. Health Educators on Stage. World Education Reports, No.20. November 1979.

This article gives information about the non-formal education programme of a team of educators and material developed from the university of Massachusetts, (U.S.A.) who has been working with rural health technicians and promoters in Guatemala. The dramatic performance is a part of this programme. This article describes how dramatic performances are being utilized for the development of awareness among the people about health problems and how a thinking process has been generated.

Bhasin, K. Breaking barriers. A South Asian Experience of Training for participatory development. Adult Education and Development, September 1980, No.15. P 36 - 47.

The article discusses a participatory, non-directive, dialogical and experimental methodology of training for the training of rural change agents, and explains the relevance of the methodology for village level training. The main components of this training methodology are: Participatory training in planning, and running the training, collective living, case study writing and presentation, field visits, group discussion.

The author feels that content-wise most training programmes avoid dealing with vital questions such as the social, economic and political power structures in a country or a analysis of the causes of poverty and injustice. They fail to make change agents critically aware of social relations

of production in a society or to enthras them to work for real change in a spirit of solidarity with down trodden.

study  
urses  
evelopment of national  
Duke, Chris. Impact of Modern Communication Technology, I  
Australia, Paris, Unesco(n.d.) 122P ( New Communication Order, I)  
communication systems, in particular the  
introduction of modern mass media, and the impact of the  
technology on "traditional" as well as " industrialized societies"  
It has taken two case studies one in Indonesia and the other  
in Australia. The studies besides describing how the economic  
cultural and social structure of these societies is affected  
by modern communication technology, analyse the role the  
mass media play in cultural life in social integration and  
national development.

Population Education Clearing House, Unesco. Population  
Education as integrated with development programmes : non-  
formal approach, Bangkok, Unesco Regional office for Education  
in Asia and Oceania, 1980 ( series 1 : In seven parts)

The abstract-bibliography series one, contains seven small  
booklets, and is devoted to population education as integrated  
into various development programmes using the non-formal  
approach. Its main objective is to show how various develop-  
ment programmes have introduced population concepts into their  
non-formal activities in the planning implementation and  
evaluation stages.

The scope of the materials included in this series covers  
Asia and Oceania and fall within inclusive dates 1970 to 1980.  
Seven parts of this series are :

1. National studies on the out of school population education  
programmes;
2. Population education in agriculture;
3. Populat-  
ion education in the labour sector;
4. Population education  
5. Population Education in the out of school programme;
6. Population education in rural development;
7. Curriculum and  
Instructional Materials.

Saraswathi, L.S. and Ravindran D.J. Training animators for  
the "problem-oriented" literacy methods. Adult Education and  
Development, September 1989, November 15. -p.61-64.

This article provides an outline of the methodology for the  
training of animators for the development of critical awareness  
and a process of democratization. This 'problem-oriented'  
methodology was evolved for teaching and learning literacy in  
a training camp. It is realized that the people of the target  
group of NAEP could list their community problems and analyse  
their lives in terms of the problem areas through group discuss-  
ions, role playing, games, debates and cultural programmes. The  
reading materials should be based on true life situations and  
should have an in-built motivational component.

#### EVALUATION REPORTS

Saraswathi, L.S. Adult Education and Social Change : An  
evaluative study of the NAEP implemented by Tamil Nadu Gandhi  
Smarak Nidhi, Chengalpattu, Rural Development Society. (1980)  
104 P. (Mimeographed)

The document is an evaluative study of the NAEP implemented  
by Tamil Nadu Gandhi Smarak Nidhi. It studies processes of  
preparation for launching actual implementation and outcomes of  
the programme. It also studies the implications of the processes  
used in implementation in the prospective of educating people  
for social change and progress. It also gives suggestions for  
improving the process for improving the programme.

The study has been divided into six sections. Section One gives the background of the agency. Section second deals with the preparation for the implementation of the project, selection of villages, personnel and training, preparation of materials. In this part an analysis of primers and supplementary reading materials has also been given. Section third is related to implementation and presents organization of adult education centres, the structure and composition of adult education, process of teaching and learning in the adult education centres and follow-up efforts. Strength and short-comings of the programme preparation and implementation have been dealt in section five. Sixth section gives suggestions for improvement.

### SEMINAR REPORTS

Duke, Chris and others Ed. Adult Education Faces Inequality  
ASPBAE Courier, No.19, July 1980.

The whole issue of ASPBAE Courier is devoted to an international symposium which was convened by Unesco and organised by the University of Madras from 28th January to 1st February, 1980, to discuss the role of adult education in reducing inequalities and raising of professional qualifications and cultural standard. Contents of this issue are : (1) Adult Education Faces Inequalities Brief Report by Dr. Malcolm S. Adiseshiah (2) Adult Education, Inequality, Professional and cultural promotion by Dr. Malcolm S. Adiseshiah (3) Adult Education and Inequality : A Note by Dr. Malcolm S. Adiseshiah (4) The International Dimensions of Inequality and Adult Education : A discussion note by Dr. A.K. Jalaluddin. (5) Some note on the role of Adult Education in Reducing Inequality with particular reference to the rural context in Latin America, by Hugo Fernandez.

Centre of Adult Education and Extension, Kurukshetra University  
A brief report of seminar on adult education in Haryana  
Kurukshetra University, Centre of Adult Education and Extension  
1980 16P. (Mimeographed)

The mimeographed document is a report of the seminar on "Adult Education in Haryana: Retrospect and Prospect", organised by centre of Adult Education and Extension, Kurukshetra University from March 22-23, 1980.

It gives bottlenecks of Adult Education Programme in Haryana and presents remedial actions and suggestions. The Seminar has also made recommendations for improvement of Adult Education in the State. Some of the major recommendations are :

- (a) Primers should be on structural approach based on social, political and economic awareness.
- (b) Cultural Programmes and Sports activities be organised to retain the interest of the adult learners.
- (c) There should no rigidity regarding the number of centres
- (d) Every student should be required to give social education to villagers before they are given their graduation degrees.

### ADULT EDUCATION IN OTHER COUNTRIES

Foundation for Research on Educational Planning and Development, Bangladesh and Unesco, Adult Literacy Motivation : A Survey on adult education in Bangladesh, Paris, Unesco, 1979. 93 p.

The survey of adult education in Bangladesh is an attempt to find out the major factors determining motivations of the participants in the adult literacy centres. It tries to ascertain, examine and evaluate the factors which motivate the participants, the teachers and organizers of the adult literacy programmes. It also identifies the factors which stand in the way of adult learners being literate. The survey attempts to compare and contrast the motivation structure and the nature of motivation between the two characterizing two rural and urban groups and suggest measures to remove the problems faced in the adult literacy programme.

The important recommendations were :

- (1) Adult literacy programmes be made meaningful to the learners in terms of their needs. In order to create and sustain motivation <sup>among</sup> learners opportunities for further advancement should be provided.
- (2) Teachers should be paid enough according to their qualifications. To maintain their enthusiasm provision should be made for some reward for excellent performance.
- (3) Poverty was found to be the major cause for dropouts. It was recommended that emphasis be laid on the functional use of the literacy programmes in order to make the participants more interested in it. The combined efforts of teachers, organisers and local people can keep the motivation level of the learners high and this reduce the dropouts rate.

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Edited by J.L. Sachdeva for Indian Adult Education Association  
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# IAEA Newsletter

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

Vol. II No.9 December 1980 Limited Circulation

## TRAINING PROGRAMME FOR ADULT EDUCATION FUNCTIONARIES

The Indian Adult Education Association in collaboration with the State Resource Centre, Haryana, organised a week-long Training Programme for the State-level Adult Education Functionaries of Haryana from December 10-16, 1980 at the Dronacharya Government College, Gurgaon.

The Training Programme was inaugurated by Dr. A.K. Jalaluddin, Professor of Science at the NCERT and former Director, Directorate of Adult Education, Ministry of Education & Social Welfare, Government of India and presided over by Shri Naseem Ahmed, Director of Public Instruction (Schools) Government of Haryana, Chandigarh.

Dr. Jalaluddin in his address said that education was something which brought about a behavioural change and aimed at all round development of an individual. He said that learning and doing could not be separated and in organisation of any Adult Education Programme this should be taken care of.

38 Adult Education Functionaries including State-level Adult Education Functionaries, District Adult Education Officers, Project Officers, Youth Co-ordinators from Nehru Yuvak Kendras, functionaries from Voluntary Organisations, from University and Colleges from Haryana participated in this Training Programme.

The services of about 28 Resource Persons were enlisted in conducting this Training Programme. The various Development Departments of the state also deputed Resource Persons for this programme.

The following major topics were covered :

NAEP : concept and objectives; NAEP and its components; Role of various agencies, Linking adult education with Development; Adult Psychology and motivation; Role and Responsibility

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of Adult Education Functionaries, Role of Mass Media, Material Production and Follow-up, NFE for the age group 9-14 and Monitoring and Evaluation.

The valedictory address of the Training Programme was delivered by Shri Dhirendra Singh, Deputy Secretary, Ministry of Education, Government of India, and presided over by Dr. S.C. Dutta, Vice-President, Indian Adult Education Association. Shri Singh said that Adult Education had a crucial role to play in the whole endeavour of national development and re-generation. He said that literacy should come as a package of learning material and result in raising the productivity level of the learners. Adult Education Programme should result in reducing social inequalities, and bring change in the social and cultural life of the country.

Shri Dhirendra Singh said that traditional mass media of communication, local traditions, master craftsmen and teachers had a great role to play in this Programme. He said that the concept of Adult Education should be viewed as a life-long Education Programme right from literacy to continuing education.

Dr. Dutta in his presidential remarks said that planning for Adult Education should be done at the District Level. He said that literacy might not be the starting point in an Adult Education Centre. Dr. Dutta said that Adult Education Programme should result in the formation of organisations of the poor so that they could act as pressure and service groups.

Field visits formed an important part of the Training Programme.

#### Recommendations

The following major recommendations emerged out of the Training Programme.

1. District State Resource Units should be established to prepare teaching-learning material for the district.
2. Provision should be made for supply of radio set and newspaper at each centre.
3. The books on health, child and mother care, social education, printed in bold type should be transferred from the school libraries to Adult Education Centres.
4. Opportunities should be provided for inter-state visits by State Adult Education Functionaries.

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#### WELTHY FISHER PASSES AWAY

We profoundly regret to record the death of Dr. (Mrs) Welthy Honsinger Fisher, founder of Literacy House, Lucknow and World Education Inc, New York, U.S.A. in Heritage Village, Connecticut, U.S.A. on December 16, 1980. She was 101.

Mrs. Fisher was the recipient of the first Nehru Literacy Award (1968) of the Indian Adult Education Association. She also received Ramon Magsaysay Award in 1964. She was conferred the Honorary Degree of Doctor of Letters by Delhi University at

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the special convocation in March 1980 when she visited this country at the invitation of the Govt. of India. The Association also gave a reception in her honour during her last visit to India in March this year.

The Association condoled the sad and sudden demise of Mrs. Fisher at a special meeting on December 17, 1980 and passed the following condolence resolution :

"This meeting of the members of the Indian Adult Education Association places on record its deep sense of sorrow and heartfelt condolences on the sad and sudden demise of Dr. (Mrs) Welthy Honsinger Fisher at Heritage Village, Connecticut, (U.S.A.) on December 16, 1980.

Dr. Fisher founder of Literacy House, Lucknow and World Education (U.S.A.) was a relentless fighter against ignorance, apathy and illiteracy amongst the poor and took up this work long after she had crossed the half century mark. In spite of age and many health hazards she carried on her campaign for adult education as an essential component of development programmes with deep commitment till she crossed the century mark.

For her outstanding work and dedicated leadership in the field of adult education, she was awarded Nehru Literacy Award in 1968 by the Association and was honoured by the Delhi University with an honorary degree of D.Litt in 1980, when she visited India last after her Centennial celebration at the invitation of the Government of India.

In the death of Dr. (Mrs) Fisher the World has lost a pioneer and dedicated worker in the field of Adult Education for the cause of poor; this is an irreparable loss to the people of India with whom she had identified herself so closely".

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#### BOGOST TO EDUCATIONAL BROADCASTING

The national workshop on educational broadcasting has drawn up draft guidelines specifying seven priorities for radio and television for the next 10 years.

These priorities, for educational broadcasting, are: universalisation of formal and non-formal elementary education; non-formal education for adults, linking education to economic and social tasks; development of vocational and professional skills; training for citizenship; popularising science to develop a scientific outlook; promoting national integration giving information about themes of national importance like population education, energy conservation, preservation of wildlife, environmental sanitation, nutrition and health.

The workshop has recommended that educational broadcast should be used for teaching vocational (agricultural and industrial) and professional (medical and engineering) skills.

In its guidelines, the workshop has suggested, for the universalisation of primary education, the emphasis should be on girls, rural and urban poor girls, and various disadvantaged groups. For non-formal adult education, the priority target

contd....

groups should be the illiterates and the neo-literates. Special emphasis should be given to education of women and various disadvantaged groups.

The guidelines have said that to attain these objectives and priorities, the integration of educational broadcasting with the total educational system must be ensured.

The workshop, held in New Delhi from December 1 to 6, was organised by the Union Education Ministry in collaboration with UNESCO as part of the Asian programme of educational innovation for development (APEID).

The 42 workshop participants included representatives from All India Radio, Doordarshan, the University Grants Commission, the Directorate of Adult Education, the National Council of Educational Research and Training and representatives from different institutions in 17 states and Union Territories.

The draft guidelines drawn up by the workshop envisage the establishment of advisory bodies at the national, state and local levels for the implementation of the educational broadcasting policy.

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D.A.E.A. ORGANISES SYMPOSIUM ON  
ADULT EDUCATION IN DELHI

The Delhi Adult Education Association organised a symposium on Adult Education in Delhi in Babu Ram Government Senior Secondary School, Sahadara, Delhi on December 6, 1980. Shri Hans Raj Gupta, President, DAEA, and former Mayor of Delhi, presided.

Speaking on the occasion, Dr. S.C. Dutta, Vice-President, Indian Adult Education Association said that functionality must be a part and parcel of the adult education programme. He said that adult education programme should be for all sections of the society, and not for the illiterate adults alone.

Dr. S.C. Bhatia, Co-ordinator, Adult and Continuing Education Cell of Delhi University said that adult and elementary education must go hand in hand. Elementary education would not be universalized with illiterate parents, he feared.

Shri S.D. Dixit, Assistant Director, Directorate of Education, Delhi Administration, gave an account of adult education work being carried out by different agencies in the Metropolis.

Shri J.L. Sachdeva, Documentation Officer, Indian Adult Education Association said that adult education should not be confused with literacy. He said that the ultimate aim of adult

education was the creation of a learning society, in which life-long education would be the cherished goal. He said that in a survey in Delhi it was found out that the drop outs in elementary education were mainly from those families whose parents were illiterate. He urged the necessity to wipe out illiteracy from the capital to pave the way for making elementary education universal.

Prof. Sumer Chand, former Municipal Counciller, said that the whole structure of the society had to be changed to make adult education programme meaningful for them.

Shri Hans Raj Gupta in his presidential remarks said that teachers of secondary schools had responsibility not only towards children, but also towards illiterate adults.

Shri J.R. Jindal, Vice-President of DAEA, proposed a vote of thanks.

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#### FEMALE LITERACY GOES UP

Female literacy in India during 1961-71 decade went up by 6.15 per cent, from 15.32 per cent in 1961 to 21.97 per cent in 1971 according to the "census atlas" brought out by the Census Commissioner.

The highest percentage of increase (23.27) was recorded in Laccadives, Minicoy and Amindivi islands, and the lowest (2.07) in Bihar.

In Laccadive Islands, female literacy went up from 12.76 per cent in 1961 to 36.03 per cent in 1971.

In Bihar it increased from 8.17 per cent in 1961 to 10.24 per cent in 1971.

Only three districts recorded a fall in female literacy during this period. These are Tripura West (-14.11 per cent) Manipur West (-2.39 per cent) and Manipur South (-2.16 per cent).

The state-wise percentage of increase is: Andhra Pradesh (4.31) Assam (4.14) Bihar (2.07) Gujarat (6.23) Haryana (6.56) Himachal Pradesh (12.51) Jammu & Kashmir (5.89) Kerala (16.97) Madhya Pradesh (4.99) Maharashtra (11.20) Manipur (4.00) Meghalaya (4.02) Mysore (7.85) Nagaland (8.52) Orissa (6.17) Punjab (9.27) Rajasthan (3.05) Sikkim (5.38) Tamil Nadu (9.81) Tripura (12.48) Uttar Pradesh (4.11) and West Bengal (6.29).

The percentage increase among the Union Territories was: Andaman and Nicobar Islands (13.75) Arunachal Pradesh (2.71) Chandigarh (13.39) Dadra and Nagar Haveli (4.50) Delhi (4.69)

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Goa, Daman and Diu (14.29) Laccadive, Minicoy and Aminidive (23.27) Mizoram (14.14) and Pondicherry (11.45).

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VOCATIONAL EDUCATION CLASS IN SRI GANGANAGAR

Sri Ganganagar Adult Education Association has started a four-month training programme for women in knitting, sewing, nylon socks making, etc. The women will prepare school bags, hold-alls, suit cases etc.

30 women are receiving training under this programme.

The GAEA had already trained 264 women in knitting, 167 in sewing, 94 in socks making and 130 in salma sitara.

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A NEW WALL NEWSPAPER BY XISS, RANCHI

The Adult Education Department of Xavier Institute of Social Service (XISS), Ranchi has started a monthly wall Newspaper in Hindi called "Hamara Vikas".

The first issue contains information on agriculture, animal husbandary and health education, etc.

Further information : Shri S.A. Ahmed, Editor, Xavier Institute of Social Service, Purulia Road, Ranchi-434001.

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600 ADULT EDUCATION CENTRES FOR TAMIL NADU

Six hundred adult education centres will start functioning in higher secondary and high schools in Tamil Nadu soon. Vocational non-formal education centres, 150 in number, will also be commissioned by the Directorate of Non-formal Education. The vocational centres located in urban areas will give training in varied skills and trades suited for the locality to 25 learners in each centre. At the end of the five-month course, the District Adult Education Officers will conduct skill tests, and issue certificates to those who are found proficient.

The 600 adult education centres are to be administered by the Parent Teacher Association (PTA) of each institution. The expenditure is to be shared equally by the State Government and the PTA concerned. The State Government has already sanctioned Rs. three lakhs for each of the two schemes.

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CONTINUING EDUCATION AND  
RURAL DEVELOPMENT

Prof. J.C. Cairns, Director, Centre for International Programmes, University of Guelph, Ontario, Canada and former Director of Out-of-School Education, UNESCO delivered a talk on Continuing Education & Rural Development at Vishwa Yuvak Kendra (International Youth Centre) in New Delhi on November 1980.

Prof. Cairns said transmission of skills should be an important component in an adult education programme. It would also help in creation of motivation for this programme. He said that the Adult Education Instructor would only be successful if he gets support from government development agencies working in the area.

He said that in selection of instructors the literate farmer should be given preference because they had proved to be most successful instructors in experimental world literacy programmes conducted by UNESCO in various parts of the globe.

Dr. Cairns said that an in-built evaluation of an Adult Education Programme was essential for its success.

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INDONESIA FIFTH IN POPULATION

Indonesia's population will rise from the present 142.9 million to 150.6 million by 1984, when it would become the most populated country in the world after China, India, the Soviet Union and the United States.

The rate of increase of population in the country was estimated at 3 per cent but on the Java and Bali islands the rate had been maintained at less than 2 per cent owing to the success of the family planning programmes. Sixty-four per cent of Indonesia's population resides in Java.

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LODGING FACILITY AT IAEA HEADQUARTERS  
IN NEW DELHI

The Indian Adult Education Association has a lodging facility for four persons at its headquarters in New Delhi. The charges are Rs.7/- per day per person.

Since the accommodation is limited, it is given to Members on "First Come First Served Basis."

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ASPBAE REGION 3 ANNUAL CONFERENCE

The ASPBAE Region 3 Annual Conference was held in Bali, Indonesia from 16-20 September, 1980.

Mr. A.T. Ariyaratne was elected as new Chairman of Region 1 taking over from Dr. Majid Rehnema of Iran. A new Region 1 office has been established in Sri Lanka.

The Region 1 office proposes to hold in 1982 a meeting on the "Role and Performance of NGOs in Non-formal Education in the Region between 1972-1982".

The Conference identified the following new themes and activities for 1981-83 :

- \* the linkage of or relationship between formal and non-formal education so that there could be beneficial interaction between them;
- \* the dangers of formalization of non-formal education (possibly losing its distinctive features and strength);
- \* the relationship and partnership between governmental and non-governmental adult non-formal education;
- \* the role of non-formal education in cultural revitalization.

The President of ASPBAE in 1981 would be Mr. A.T. Ariyaratne, succeeding Professor Jong-Gon Hwang who was President in 1980.

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ANNOTATED LIST OF BOOKS AND ARTICLES'  
STUDIES ON ADULT EDUCATION

Media, Methods and Materials in Adult Education

Currie S.J. Joe. Learning through doing. Madras, All India Catholic University Federation.

Learning through doing is a collection of exercises on social awareness, conflict, change and goal setting for the training of youth animators. The document has three sections 1) Social Awareness and Education; 2) The Making of Effective Leader and 3) Education for Social Change.

Doge, C.P. Non-formal education and rural development : A case from Tamil Nadu. Adult Education and Development No.15, September 1980. p 112 - 116.

The article mentions the role played by Manigadam Panchayat Education and Development Society near Trichy in Tamil Nadu in helping the stone cutters to form the cooperative society for solving their day to day problems. The society has linked non-formal education to development and socio-economic improvement - Through literacy it has helped the community to build ability to solve its own problems.

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Munshi, Kiki. A Game for Teaching Literacy. in Development Communication Report, July 1980, No.31. p 11.

This small write up gives information on a literacy game called 'Phul' which has been designed and experimented by self employed women's Association (SEWA). A voluntary organisation located in Ahmedabad. This game has been designed to motivate adults in literacy classes. The idea behind Phul is that it is played as a game without conscious effort on the part of the players, either to teach or enhance recognition of letters in the consonant plus - vowel format.

Further information : Smt. Ela R. Bhatt, Secretary, SEWA Gandhi Majoor Sevalaya, Bhadra, Ahmedabad.

Unesco. Syllabi and Course Content Outlines Integrating Population Education into non-formal Development Programmes, Booklet 1. Bangkok, Population Education Programme Service, Unesco Regional Office for Education in Asia and Oceania, 1980. 71 p.

This document is a collection of instructional materials which integrate population education into various out of school development programmes. Materials of this collection have been divided into two parts : a) The actual curriculum materials and lesson plans and; b) The syllabi or course outlines which provide broader frame work for identifying appropriate entry points for integrating population education contents.

The actual lesson plans have been further grouped into two parts : a) population education materials using such literacy methods as reading, writing, arithmetic, language comprehension, visual perception techniques and group discussions, games and simulations, programmed instructions and others; b) population materials as integrated to non-formal development education programmes such as health, family planning, green revolution, population dynamics, agriculture, poultry raising, handicraft and others.

Unesco. Population Education in Literacy Programmes, Collection of Curriculum Materials, Booklet 2. Bangkok, Population Education Programme Service, Unesco Regional Office for Education in Asia and Oceania, 1980. 56 p.

This document gives actual lessons, exercises and curriculum materials which show how literacy programmes are being used to reach the illiterate youths and adults with population education messages. Each lesson is provided with a methodology to be used along with objective of lesson and level of users.

Unesco. Population Education in Rural Development Programmes: Collection of Curriculum Materials, Booklet 3. Bangkok, Thailand, Population Education Programme Service, Unesco Regional Office for Education in Asia and Oceania, 1980. 104 p.

Thirteen lessons in this booklet cover four major development areas wherein population education concepts can be effectively interwoven : a) agriculture; b) home economics and handicrafts; c) nutrition and health; and d) population dynamics and family planning.

World Education. Participatory Activities for Trainers. Adult Education and Development, No.15, September 1980.

This article gives the description of some of the participatory techniques for the training of the animators working in adult education and rural development programmes. These are:- 1) Brainstorming 2) Ice Breaker 3) Participants' Hopes 4) How Do I Behave in a Group 5) Self Awareness: Analysing Goals.

Organisation, Administration and Finance  
in Adult Education

Jadavpur University, Continuing Education at Jadavpur University. Calcutta, Jadavpur University, 1980, 32 p.

The booklet is a report of the activities of continuing education centre of Jadavpur University. It also contains a list of proposed courses for the year 1981 and an article entitled 'learning opportunity for adults' by Dr. N.N. Roy.

Adult Education in Other Countries  
in  
Study of Literacy/the Context of Development

The International Council for Adult Education, Toronto in collaboration with Unesco has undertaken a study of literacy in the context of development. The project Director is Dr. H.S. Bholra, Prof. of Education, Indiana University, Bloomington, U.S.A.

The objective of this project is to study the social and economic changes which have resulted due to nation-wide literacy campaigns conducted by various countries of the world. The ICAE is preparing a comparative study of the role of the successful national literacy campaigns of the 20th century in the development of the nations. The countries selected for the case studies are Algeria, Brazil, Burma, China, Cuba, N. Korea, Somalia, Tanzania, U.S.S.R. and Vietnam.

The excerpts from the case studies of the countries mentioned above are given below :

Algeria

1. The objectives of the campaign were socialist and sought to consolidate national independence, suppress exploitation, and foster the social development of the individual.
2. The campaign comprised three sub-campaigns: a mass campaign that stressed political, social, and economic education while focusing on the three Rs; a functional literacy campaign in the industrial sector.
3. The campaign strategy was used to maintain a balanced emphasis on both a selective and a mass approach.
4. Literacy courses in the self-managing agricultural and industrial sectors have been integrated into the work schedules.

Brazil

1. The government's commitment to the campaign has been strong, based on the belief that literacy must serve as the foundation for modernization. In 1979 more than 100 million dollars were spent on literacy programmes.
2. Highly sophisticated administrative and technical system that were complemented by decentralized implementation strategies.
3. The single national primer used to teach functional literacy was designed to elicit and to be supplemented by locally generated and locally responsive materials.

4. By offering a 12 to 18-month integrated programme of instruction equivalent to one to four years of school, the literacy campaign was directly linked with the formal education system.
5. The literacy organization, MOBREAL, has used whatever would work in terms of teaching methods and materials, including television, radio, conventional classroom teaching patterns, self-instruction, and each-one-teach-one approaches.

#### Burma

1. The campaign is truly a "mass movement," in that the government of Burma offers only advice on means of increasing "organizational power," but no special financial allocations. The costs involved in becoming literate are incurred by the people who receive the training.
2. Four-tiered organizational structures with personnel at the central, divisional, township, and grassroots level have been established. These have both horizontal and vertical integration among the three parallel systems of government, the party, and the literacy committee.
3. Although the campaign is national in its vision, it is implemented in increments. An area is targeted, the population is motivated and mobilized, and the campaign is launched, lasting until the populace of that area is literate.
4. The literacy classes initially stress reading, writing, and arithmetic, with functionality and work-oriented aspects appearing in the post-literacy phases.
5. The complete attainment of literacy is ascertained by the use of rotating evaluations conducted by neighbouring villages on one another.

#### China

1. The motives for the campaign included the diffusion of the Marxist philosophy, the encouragement of political socialization, the destruction of class barriers, and the economic development of the state.
2. The literacy campaign was intertwined with the reformation of the language and the simplification of the writing system.
3. The literacy classes became linked with a more or less formalized system of spare-time education.

#### Cuba

1. The campaign was massive and quick, lasting only eight months (in 1961) and making literate 90 percent of the previously illiterate population.
2. The campaign was charged with the dual functions of eradicating illiteracy and integrating the people into post-revolutionary Cuba.
3. During its course, the literacy campaign was under physical attack by counter-revolutionaries.

### Tanzania

1. The literacy campaign was the result of the national political will, with firm support from the President and the ruling party.
2. The result of the pilot projects, which tested field-work, training, and pedagogical procedures, were used to conduct the full campaign.
3. Elaborate systems were established for training personnel and producing instructional materials, especially using the workshop mechanism.
4. All elements of the campaign's administration were well coordinated.
5. Four levels of achievement were conceived for those attempting to become functionally literate, with a national testing programme to identify the level of achievement.
6. Recognition of the need for universal primary education emerged as a consequence of the literacy campaign.
7. The campaign is known all over the world for the excellent help it got from Radio Tanzania and the Institute for Adult Education in Dar es Salaam. The radio campaigns on nutrition and health infused great vigour into the literacy campaign.

### Vietnam

1. The campaign was directly related to the Vietnamese culture and social reality.
2. Language reform and the democratization of the language were two of the noteworthy elements of the campaign.
3. A major policy of the literacy campaign was its integration with different kinds of post-literacy programmes and with the formal primary education system.
4. With the literacy campaign continuing under the conditions of war, it was characterized by mobility, flexibility, and innovativeness.

The reports of the study is likely to be discussed at a dissemination Seminar tentatively planned for Udaipur (India) in December 1981.

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# IAEA Newsletter

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

Vol. II      No. 10      January 1981      Limited Circulation

## INTEGRATION OF POPULATION EDUCATION WITH ADULT EDUCATION

The Indian Adult Education Association in collaboration with the Family Planning Foundation, New Delhi is formulating a pilot project proposal for "Integration of Population Education with Adult Education".

The planning and survey work for this project has been undertaken by IAEA in collaboration with three institutional members in Rewari (Haryana), Ajmer (Rajasthan) and Angul (Orissa).

The main objectives of the Project would be to :

- (a) make adult education more community oriented and in the process develop meaningful population programmes;
- (b) identify, develop and integrate innovative population education in adult education work.

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## BANGLADESH ADULT EDUCATORS VISIT ASSOCIATION

The Indian Adult Education Association was happy to receive a team of four adult educators from Bangladesh, who were on a visit to India for study of adult education programmes, at its office on December 23, 1980.

The President of IAEA, Shri V.S. Mathur welcomed the team members and explained to them the activities of the Association. Dr. S.C. Datta, Vice-President, Shri J.C. Saxena, Treasurer, Dr. (Smt) Asha Dixit, Joint Secretary and the senior staff members of the Association also participated in the discussion regarding the implementation of adult education programmes in India with the visiting team.

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Mass education has been given second priority after food in Bangladesh. The literacy rate in that country was 22 per cent in 1971 and the eradication of illiteracy would be an important part in the mass education movement.

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SEMINAR-CUM-WORKSHOP FOR RURAL FUNCTIONAL LITERACY PROJECT OFFICERS AND SUPERVISORS OF PUNJAB

A three day Seminar-cum-Workshop on Rural Functional Literacy for Project Officers and Supervisors of Punjab was organised by the Department of Extension Education, Punjab Agricultural University in collaboration with the State Department of Education and Punjab Society of Adult Education at Ludhiana from January 13 to 15, 1981. The objectives of the programme were to work-out methodology for selection of literacy centres; instructors and of teaching methods; how to link literacy with development projects and to find out various problems of curricula, literature, coordination, evaluation etc. and their solution.

About 50 delegates from State Department of Education, Educational Colleges, Universities and Inservice Training Colleges participated in this Seminar.

Dr. Amrik Singh Cheema, Vice-Chancellor of Punjab Agricultural University inaugurated it. In his inaugural address he said that the Functional Literacy Programme launched by the Punjab Education Department under NAEP would help in dissemination and adoption of the new farming technology among the farmers in a big way. Dr. K.S. Nandpuri, Director of Extension Education PAU while presiding over the concluding session said that the participants in the literacy centres should be assured that the time spent by them in learning new farming technology would prove helpful in improving their farms and homes.

Mr. J.D. Sharma, Director, Indian Adult Education Association while presiding over Vth session said that the rural functional literacy programme was aimed in educating the rural adults about the recent advancements in agriculture for making their farming more efficient. He stressed that field staff working under this programme should make dedicated efforts to create an awareness among the general public about the utility and purposefulness of programme which was successfully being run in other States.

Nine position papers were presented during the Seminar.

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The Samiti organised workshops with the help of Directorate of Adult Education, New Delhi for preparation of Primer and follow-up literature in NAEP.

A book entitled 'Anpadhtai' was published by the Samiti.

The Samiti has started follow-up programmes for neo-literates from March 7, 1980. Daily Newspapers, weekly newspapers, periodicals, books etc. are being provided to learners, through a Trunk Bicycle Library in rural areas of Rewari Sub-Division. The mobile library is lending books not only to the neo-literates, but also to the other villagers. Wall Boards have been fixed in 20 villages, and local news are written on these Boards. The newsletter entitled 'Janata Kalyan Samiti Suchana Patra' has been started. It gives current information to the neo-literates and villagers about education, employment, cottage industries, agriculture, welfare activities, population education etc.

The Samiti has started a two-year condensed course for destitute women with financial assistance from Central Social Welfare Board. 20 girls will appear in the Matriculation Examination in March this year.

The Samiti has also undertaken a scheme of providing buffaloes to war widows, destitute and poor women with financial assistance from Central Social Welfare Board.

The Samiti is also running a dispensary in one village.

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#### RAJASTHAN TO OPEN 10,000 ADULT EDUCATION CENTRES

The Chief Minister of Rajasthan Shri Jagan Nath Pahadia has recently announced that 10,000 adult education centres would be started in Rajasthan in 1980-81 and a sum of Rs.1.21 crores would be spent.

He said that Rs.27 crores has been earmarked for adult education during the sixth Five Year Plan to provide learning opportunities to 30 lakh peoples of the State.

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#### NEWS FROM STATE RESOURCE CENTRES

##### STATE RESOURCE CENTRE, PUNE

The State Resource Centre for Non-Formal Education, Maharashtra has published a warli primer recently. It has

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been produced by a team of adult educators, a linguist, a teacher and an educated Warli Youth. It contains sixteen lessons based on the problems and events in the life of the Warlis. A teachers' handbook has also been prepared.

The SRC organised two workshops of radio script writers from Pune city in July-August 1980. 20 persons participated. The concept of NAEP was discussed with the participants and they were asked to prepare reading material for neo-literates.

The SRC has published five follow-up books under the series "Loka Vachan" (reading for the people).

The 23rd and 24th training course for supervisors and other officers of the Adult Education Programme of the State Government, Universities and Voluntary Organisations was organised by the SRC from August 1-4, 1980 and September 8-20, 1980. About 45 functionaries attended these two programmes.

The SRC has reprinted two folders on science, one on health and <sup>the other</sup> on occupation.

#### STATE RESOURCE CENTRE, TRIVANDRUM

The State Resource Centre of Kerala Association of Non-Formal Education and Development organised a threeday seminar in Trivandrum in October, 1980 in connection with the second anniversary of NAEP. 232 delegates including 63 women participated.

9 position papers were presented during the Seminar. Dr. Malcolm S. Adiseshiah, M.P. was the resource person at the Seminar.

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#### WARANGAL ADULT EDUCATION ASSOCIATION

The Warangal Adult Education Association during the National Library Week celebration organised two public meetings and a book exhibition on Adult Education Literature in Warangal recently. Shri J.M. Reddy, Ex.M.L.C presided over the meeting on the first day and Shri G.R.Reddy, Distt. Munciff, Warangal presided on the second day.

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#### DELHI UNIVERSITY STARTS REFRESHER COURSE FOR THE TEACHERS OF DEAF CHILDREN

The Adult and Continuing Education Cell of Delhi contd...6/

University has recently started a five week refresher course for the teachers of deaf children from various schools in Northern India.

The University has involved experts from various departments of the University, Lady Irwin College, All India Institute of Medical Sciences, the NCERT, the Ministry of Social Welfare, Delhi Administration and several voluntary organisations. The UNICEF, New Delhi has provided financial and technical support to the programme.

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#### PLEA FOR STRESS ON EDUCATION IN HEALTH POLICY

The Indian Medical Association (IMA) has suggested that in the formulation of a new national health policy, emphasis should be laid on educating the community at large on healthy living.

In its comments on the new policy being discussed by the Planning Commission, the IMA has said that it will not be fair to assume that so far the approach to health care has been mainly disease-oriented and hospital based. "Efforts have also been made outside hospitals to provide medical services in a big way and the preventive aspect has not been neglected", the IMA has said.

It has also suggested that family planning should form part of the new policy as dilution of present medical services has been mainly due to the population explosion.

The education of the community, the IMA said, could be done through volunteers, rather than administration of treatment during sickness. It has also suggested that more emphasis be placed on dissemination of health education through schools at a younger age. "Holding health education and propaganda meetings at the street corners with the aid of health volunteers should also be considered".

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#### KERALA BIRTH RATE REDUCED

Kerala, which has a density of population three times the national average (549) per sq. km, has made rapid strides in birth control.

The latest official statistics reveal that the state is at least a decade ahead of the rest of India as it has

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already reached the birth rate of 23 per 1000 population, a goal set for the country as a whole by 1990.

It hopes to achieve what may be described as demographic implosion by further reducing the birthrate to 15 per 1,000 population by 1980.

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#### VIRENDRA DUBEY GETS PH.D.

Shri Virendra Kumar Dubey has been awarded Ph.D. degree by Jabalpur University for his thesis entitled "Financial Administration in Municipal Corporation of Madhya Pradesh."

Shri Dubey is a life member of the Indian Adult Education Association.

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#### UNESCO LITERACY AWARDS

The National Literacy Campaign of Nicaragua, the Ethiopian Co-ordinating Committee for the National Literacy Campaign and the National Directorate for Functional Literacy and Applied Linguistics of Mali are the winners of Literacy prizes worth \$5,000 each announced by Unesco for 1980.

The Krupskaya Prize was this year awarded to the National Literacy Campaign launched on 24th March, 1980 in Nicaragua where there were a million illiterates, or 5% of the population over 10 years of age.

Twenty-four organizations are taking part in the campaign which is being conducted by 120,000 volunteer teachers who were given a preliminary training of 100 hours and who continue to improve their knowledge in weekly classes they use four textbooks printed in editions of 1,000,000 copies. Organizers of the campaign, operating under the authority of the Ministry of Education, have the support of the mass media and publish twice monthly a bulletin with a circulation of 5,000. The global cost of the operation is about 20 million dollars. Already over 500,000 people have learned to read and write. Unesco is giving its support to

the campaign for which the Director-General launched an appeal on 23 January this year.

The International Reading Association Prize went to the Coordinating Committee for the Ethiopian Literacy Campaign. The Government in Addis Ababa, having found that 93% of the country's 30 million inhabitants were illiterate, launched a national literacy campaign and, in October 1978, set up a Co-ordinating Committee which has organized the campaign in three phases. The first (June-October 1979) provided instruction for five million people of whom 3,500,000 sat for examinations at the end of the course. The success of the second phase (June 1979 - May 1980) is seen in over three million Ethiopians taught to read and write, 34,539 literacy centres established. The authorities are now preparing the third phase, and believe that illiteracy will be totally eradicated in Ethiopia by 1986.

The Noma Prize, given for the first time this year, was awarded to the National Directorate of Functional Literacy and Applied Linguistics of Mali. After a decade of literacy teaching, the government of Mali is laying emphasis on post-literacy work and is directing its activities to the popularization of the means of production and trading, and to health and civic education. The main efforts will be in publishing books, handbooks and periodicals in the national languages. In addition, new literates will be associated in the production and drafting of two works on traditional medicine and national history.

Besides the three honourable mentions awarded in connexion with the three above-mentioned prizes to the National Literacy Centre of Angola, the literacy teachers training centre in Niger, and the Bangladesh Association for Community Education, the Jury paid a special tribute to : Mrs. Ruth Johnson Colvin, founder of the Literacy Volunteers of America; the Woroworodou Centre in Guinea; El Hadj Mahmoud Ba (Mauritania), founder of the Al Fillah schools; the Department of Literacy and Adult Education in Paraguay; the commune of Phu Phung (Viet Nam); the World Young Women's Christian Association of India; and the Lesotho Distance Teaching Centre.

In the speech delivered at the ceremony held on 8 September at headquarters of Unesco in Paris to mark the 14th International Literacy Day, the Director-General paid tribute to "the most praiseworthy efforts" of all those who work for the eradication of illiteracy and who, during the last decade, have

taught some 456 million men and women to read and write. But, Mr. M'Bow added, this was still not enough as "although the rate of adult illiteracy has been reduced from 32.4% to 28.9% in ten years, the absolute number of illiterates has increased from 742 million in 1970 to 814 million in 1980". He insisted on the need to conduct the fight against illiteracy on two fronts: adult literacy programmes and the education of children.

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ANNOTATED LIST OF BOOKS AND ARTICLES  
ON ADULT EDUCATION

Aims and Objectives of Adult Education :

Kochhar, S.K. Adult Education in "pivotal issues in Indian Education" New Delhi, Sterling Publishers, 1981. p.200-224. Rs.30-00.

The chapter on adult education in this book starts with the need for adult education, gives definition of the various terms, describes history of adult education since 1920, gives brief description of various programmes of adult education undertaken in the country since Independence.

In the end, the author gives some suggestions to make the programme dynamic. Some of the suggestions are : Involvement of voluntary agencies, Universities & colleges in large number for this programme, Formation of implementation committees, Use of Mass Media, and involvement of public library in the system.

Manzoor Ahmed. The School of Social Life. Asian-South Pacific Bureau of Adult Education, Courier No.17, December, 1979.

The author discusses the role and significance of non-formal education in rural development in the context of overall national development. It also examines the role of non-formal education in the socio-economic framework of a society. The article suggests a 'formal non-formal strategy for rural education for broadening of the primary education base and providing second chance education.

The problem of illiteracy, lack of primary education opportunities, unemployment among the educated,

unproductive and underemployed rural youth, inadequate skills and knowledge for rural development services, problems to the alleviation of which non-formal education is expected to contribute, cannot be effectively tackled without adopting a new national development design that eliminates the duality of the present economic structure, creates institutional arrangements for optional use of all the land and the manpower with equitable share of the production for all and build strong local government bodies and participatory organization. Such is the ideal context for education and other development to bear fruit, the author suggests.

#### MEDIA, METHODS AND MATERIAL IN ADULT EDUCATION

Kidd, Ross and Krishan Kumar, Co-opting Freire : A Critical Analysis of Pseudo-Freirean Adult Education.

Economic and Political Weekly. Vol.XVI Nos.1 & 2, January 3 to 10, 1981. p.27 - 36.

The paper presents an analysis of the historical circumstances in which Paulo Freire's work and concept came to international attention and examines the application of Freirean pedagogy in some recent adult education work. The paper has been divided into two parts. An analysis of the Freire's work has been made in the first part. The second part examines the contribution of World Education Inc., New York for promotion of non-formal education in third world countries.

#### EVALUATION REPORTS

Jesudason, Victor, Roy, Prodipto and Koshy, T.A. Ed. Non-Formal Education for Rural Women to Promote the Development of the Young Child. New Delhi, Allied Publishers. 1981 p.419.

The document is a project report of "The Mahbubnagar Project of Non-formal Education for Rural Women to promote the Development of the Young Child." which was an action-cum-research project and aimed at integrating maternal and child health, nutrition, child care and family planning through functional literacy and mother, child centres. It has four parts. Part one provides introduction of the project, design of experiment and problem surveys. Part two deals with Materials and Components and part three presents

\* socio-political and economical aspects of contd....p/11

programme operations. Findings, conclusions and implications have been given in part four.

/in The results showed that Mother Child Centres gave the most effective results from the point of gain/knowledge, which <sup>ad</sup> in turn resulted in the creation of better attitudes and/option of more sensible practices.

The combined Mother Child Centre Plus Functional Literacy classes was not the most effective, owing to the time taken to impart literacy.

The study demonstrated that with training, medical support and encouragement the basic package of preventive and curative services could be handed over to the Auxiliary Nurse. Midwives in the peripheral villages.

The World Bank, World Development Report, 1980  
Washington, The World Bank. 1980 P.166

This report has been divided into two parts. Part one deals with the 'Adjustments and Growth in the 1980's.' Second part is devoted to poverty and human development. Chapter two under this part covers education including adult education.

The report says that adult education to be effective must be conducted by dedicated and responsible teachers and must address specific, felt needs. The Bank has observed that agricultural extension -which is essentially applied form of adult education has generally helped to raise productivity. The mass media is also very helpful in this regard.

#### ADULT EDUCATION IN OTHER COUNTRIES

Choudhry, M.Khashru zaman and Obaidulla, A.K.M.  
Outdoor Primary Education in Bangladesh Paris, Unesco, 1980, 59 P. (International Bureau of Education - Experiments and Innovations in Education No.40 )

The document has been divided into six chapters which present introduction of outdoor primary education and analyse its objectives, curricula, teachers guide and reading materials, resources and financing. Innovative features of the project have been mentioned in chapter five.

A questionnaire for evaluating outdoor primary education has been given in annex 4. Annex 6 - 9 present subjects of study and syllabuses. Works schedule for outdoor activities have been mentioned in annex 11 and 12.

IIAAM. Adult Literacy in Africa. Tehran, Iran, International Institute for Adult Literacy Methods, 1980, 12 p. (Literacy Bibliographies 23.)

This bibliography has five parts and provides information about materials on adult literacy programmes in Nigeria, Rhodesia, S. Africa, Sudan and Tanzania.

Kidd, Ross Folk Theatre One-way or Two-way Communication in Development Communication Report, Oct.79 No.28, P.1 and 5-7.

This article critically examines the approach of folk theatre and its use in non-formal education. It discusses the outcome of Botswana programme and use of popular theatre in some of African countries. Theatre is a two-way process of communication in which performance is the catalyst for discussion. The media donot prescribe the solution; its job is to present the problem in a way that challenges the people to take a fresh look at them and try to do something about them. The spectator is no longer a passive recipient of messages; he is provoked by the performance and the educational programme to respond in an active way.

The author suggests that in using popular theatre for non-formal education work the following issues should be kept in mind:

- (1) Who/ side/ the programme on the elites or the oppressed?
- (2) Who sets the goalstand, controls the programme
- (3) What are underlying assumptions on which the programme is based?
- (4) What is the educational method involved in the programme - a form of "banking" or authentic dialogue?
- (5) What is the effect of the programme - conditioning people to accept their situation (domestication) or challenging them to "deal critically and creatively with reality and discover how to participate in the transformation of their world."

Kooijman, Kunnie. Bokaa: Living and Learning in an African Village. Cambridge, International Extension College 1980. 102 P. (IEC Broadsheets on distance learning: 14.)

The document investigates the felt needs of the people of Bokha, a village in Botswana, and on the basis of this information recommendations about non-formal education courses for distance teaching have been formulated. The chapters are : Problem of social and cultural change; community development and health care ; cattle, agriculture and economic change; informal, formal and non-formal education.

GENERAL

Mossis, R.Wand Thomas, L.F. Caribbean Co-operation for Curriculum Development and Reform in Teacher Training Paris, Unesco, 1980. 46P. (International Bureau of Education Experiments and Innovations in Education No.39.)

The document is a report of a regional project aimed at reshaping of teachers education and developments of new techniques for upgrading of personnel involved in educational administration and supervision in 15 English speaking countries of Caribbean.

Unesco News Values and Principles of Cross-Cultural Communication. Paris, Unesco. 1980 P.50 (Reports and papers on Mass Communication 85.)

Four chapters of this document are (1) News criteria for the selection of news in African countries (2) Towards an intra-culture news exchange in the Arab States (3) 'Asian news values : a barrier or a bridge ? by Pran Chopra (4) The concept of news in Latin America : dominant values and perspectives of change.

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IAEA

# Newsletter

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

Vol. II No. 11-12 February-March 1981 Limited Circulation

## WORKSHOP ON RURAL DEVELOPMENT

A three-day workshop on Rural Development was inaugurated in New Delhi on January 23, 1981 by the Union Minister of Agriculture, Rural Reconstruction and Irrigation, Rao Birendra Singh. The workshop was attended by rural development activists, professional managers from industry and trade and management, researchers and teachers. The Indian Adult Education Association was represented by its Vice-President, Dr. S.C. Dutta, Hony. General Secretary, Dr. T.A. Koshy attended on behalf of the National Council of YMCAs, Shri D.P. Nayar on behalf of the Indian Council of Social Science Research and Shri Hanuman Prasad on behalf of the Organisation of the Rural Poor, Ghazipur.

In his keynote address, Dr. V. Kurien, Chairman, National Dairy Development Board, said human input was most important in rural development, and this input "starts with the village men and women who are prepared to defy if necessary the bondage of tradition, who see beyond the boundries imposed by centuries of serfdom, who are capable of making change happen, right in their own village, where change has long been abhorred."

The workshop agreed that education of the rural people was essential for rural development, and that it should take place in the environment in which the people live.

Dr. Kurien in his address said, "the institutional structure for rural development should be owned and operated by rural producers and responsibility for its policies and their implementation should be in the villages where the work is to be done, because the prime instruments of rural development are the rural people themselves." Dr. Kurien lamented "that although the national leadership has long wanted rural development, the very machinery that the leadership has to use for the purpose does not want it."

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Concluding, Dr. Kurien said that the rural producers were no longer willing to let the elite corner the benefits of development. The rural people were on the move. We must help them build an institutional structure, which would put the tools of rural development into rural people's own hands, otherwise they would in any case seize those tools, by whatever means.

On January 24, there was another keynote address, by Dr. V.K.R.V. Rao, former Education Minister. He suggested that a cluster of five to eight villages should be developed in order to step up the pace of rural development. These clusters of villages should have a population between 5,000 to 15,000 and form a viable rural community with a sense of belonging.

Suggestion was made that farmers' training courses should be organised preferably by the agricultural universities and the farmers' wives should be motivated to learn as they assist the farmers in their work and in taking key decisions. Great emphasis was laid on proper training of the rural development workers. Persons with proper aptitude, application, dedication, devotion to the cause of the poor alone can succeed in villages. Villagers will have to be the pivot round which rural development must take place. They should be in command of the sinews of development because these are their own and should be used for their benefit and development.

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DELHI ADULT EDUCATION ASSOCIATION  
DISTRIBUTES CERTIFICATES TO TRAINERS  
AND TRAINEES

The Delhi Adult Education Association organised a function to distribute certificates to the Adult Education Instructors and learners in Delhi on March 6, 1980. Shri Khurshid Alam Khan, Union Minister of State for Commerce, was the chief guest on the occasion.

Shri Khan, presented the certificates to trainers and trainees of 21 adult education centres run by DAFA in trans-jamuna colonies of Delhi.

In his address, Shri Khan said that Adult Education for women should be given priority as it would go a long way in universalizing elementary education in the country.

Shri Khan said that education was a life-long education process and its urgency and necessity would be more felt as the society progressed.

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Earlier, Shri J.R. Jindal, Vice-President of the Delhi Adult Education Association, in his welcome address outlined the activities of the DAEA since its establishment in 1972.

Shri Hans Raj Gupta, President of the Association and former Mayor of Delhi said that education should be a continuous process. He said that voluntary organisations had a great role in adult education programmes. He emphasized the need to provide follow-up literature to the neo-literates so as to prevent them from relapsing back into illiteracy. Education of school drop outs should be given priority in non-formal education programme, he added.

Shri N.R. Gupta, Vice-President, DAEA, proposed a vote of thanks.

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#### RAJASTHAN TO TRAIN RURAL YOUTHS

Between 15,000 and 20,000 rural youth will be given vocational training under the centrally-sponsored scheme of training rural youth for self-employment (Trysem) during the year 1980-81.

The scheme has been taken up to tackle the twin problem of poverty and unemployment in the rural sector.

The rural people will be trained in necessary skills and technology to enable them seek either self-employment or wage-employment. The courses are fully integrated with various ongoing schemes of rural development.

After the training, the trainees are to be given appropriate support for setting up their own enterprises or to help them get a job.

A total amount of Rs.2.39 crores will be incurred on this scheme during the current financial year, Rs.1.26 crores will be spent on training and providing subsidy for setting up self-employment ventures. The Centre will give 50 per cent of the subsidy with the remaining 50 per cent shared by the State.

The scheme which started in some blocks in the state during October, 1979 is now in operation in all the 236 development blocks in the State.

A stipend of rupees 50 per month is given to a trainee if the training is conducted in his village and Rs.100 per month if the training is at a distant place.

A remuneration of rupees 500 per month is given to the instructor for a batch of 10 trainees if the training is imparted through training institutions and Rs.50 per trainee per month to the master-craftsman if the training is imparted through him. A master-craftsman can train three candidates at a time.

A small tool-kit costing more than Rs.100 is given either during training or on completion to each trainee.

After completion of training, a subsidy subject to the maximum of Rs.3,000 is given to the candidate for setting up self-employment venture.

Active involvement of voluntary agencies, universities, adult education associations and village institutions is being sought.

The Government will also explore possibilities for marketing finished goods so that the trained youths earn adequate livelihood from such self-employment ventures.

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#### DEVELOPING A SUPPORT MECHANISM FOR INSTRUCTORS

The training cell of the Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, has prepared a note to provide support to the instructor for improving not only his professional skills for running the adult education centre but also for his personal growth. Some excerpts from the suggestions in the note are given below :

- (1) Many of our instructors are not educationally well-equipped. It should be possible for any State Government or Union Territory to allow these instructors to upgrade their educational qualifications just as this is done in the case of other teachers in formal system, through self-study and correspondence courses. Any instructor who successfully completes one cycle of a 10 months programme of NAEP should be given the facilities of increasing his educational qualifications without attending any regular course.
- (2) Instructors would need considerable support from the libraries and other agencies producing useful material and literature. All these agencies may be requested to put the instructors on their mailing list and the libraries to extend reading and borrowing facilities if need be without charge. This facility to the instructor implies receiving of material from various extension agencies as well as libraries. This will enhance his status in the eyes of the community members. Incidentally it would enable him to possess a lot of written material which will add to his own knowledge and ultimately result in better performance.

- (3) In our country several extension agencies have created a net work of well conceived training facilities. These facilities are usually meant for the deprived section of our society living in the rural areas. If one receives training in one or more of these programmes, he is likely to increase his own productivity in his profession and earn more or start a new vocation for a better life. It should be possible for the District Adult Education Officer and Project Officer to identify some of these schemes in their respective areas. Our instructors should be encouraged, enabled and facilitated to take benefit from some of these schemes. If some agencies have certain provisions for financial support for entrepreneurship, the officers should be able to secure these for the instructor. In turn, the instructors should be enabled to help his learners in the same way as he himself has been helped by others. If instructor receives this type of support from senior adult education officer, he would certainly develop greater commitment to the programme because he is bound to feel that some body in the adult education programme does care for him. The skills thus acquired will increase his income and incidentally give him a confidence to share some of these skills with learners.
- (4) It should be possible for the supervisor with the help of Project Officer and DAEOs to provide at least one newspaper to each instructor. This indeed is a very small investment but will go a long way in giving status to the instructor as well as providing him with a material which he can use to enhance his own knowledge and understanding of the current affairs. He can also share the news with learners and as well as with other people in the rural areas, who would benefit considerably from sharing of news by the instructors. This will undoubtedly increase participation of learners and other members of the community in the national affairs.
- (5) Many instructors are holding classes in their own houses as they do not have any other place for organising an adult education centre. When a person uses his own residence for learners, he does incur some expenditure on account of maintenance and wear and tear of the facilities like sitting, cleaning, drinking water, toilet, etc. to the learners. Some arrangement should be made to make payment to this instructor, howsoever meagre it may be, for such facilities as he utilises his own resources for organising the centre and we may compensate him for the same. This money would go a long way in meeting some expenses for petty repairs of the poor instructors' residence. The amount would naturally vary from place to place. But some provision can certainly be made to help the instructor in this respect. Delhi Administration is already thinking of making some payment to the instructor for the use of his residence for organising the centre.
- (6) The women instructors can specially be given one or two dhoties in order to present themselves in a respectful way. We might also think of providing some kit which could be used to provide first aid to the women learners.

- (7) There should be some system of identifying good instructors and giving them appropriate rewards for their good work. These instructors may be given such regards on national occasion like Independence Day, Republic Day, Gandhi Jayanti etc. They may also be invited to the functions in the village or at the block level. It would be nice to send them written invitation for attending these functions at village, block or district level. This will also go a long way for acquiring a status in the eyes of their fellow workers and the community as a whole.
- (8) The prestige and status of our instructor will also considerably depend upon the treatment he is getting from the supervisors, project officers and other senior officers in the Department of Adult Education. While visiting centres, instructors should always be given due respect in the presence of learners even if there is something wrong on their part. Any action by officers with a view to improve their functioning should be taken without injuring self-respect of the instructor. If the senior officers of adult education department make a point to treat the instructor respectfully and set examples for others, this will in itself develop confidence and self-respect in him.

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#### COMMUNICATIONS FOR SCHOOL TEACHERS

The Xavier Institute of Communications, Bombay, recently began a series of "Refresher Days" in communications skills for school teachers. This series is part of the continuing education the Institute offers to non-professionals (in this instance, to school teachers and college professors) in teaching communications and using audio-visuals.

Last November, the Institute held its first programme for teachers, Audio-visual Language and Film. The present "Refresher Days" follow up the previous syllabus with such topics as, "The Effective Use of Sound in the Classroom", "Micro-teaching with Video", "On Composing and Presenting a Slide-show", etc. Teachers who graduate through the various programmes may opt to participate in the Institute's MEDIOWORLD Programme, currently running in eight Bombay schools, or may simply use their skills to become more effective communicators in the classroom.

More information on the MEDIOWORLD Programme for teachers and students may be had from the Xavier Institute of Communications, Mahapalika Marg, Bombay - 400 001.

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NATIONAL SEMINAR ON  
CORRESPONDENCE EDUCATION

A national seminar on Correspondence Education was organised by the Indian University Association for Continuing Education in collaboration with the Directorate of Correspondence Courses, Himachal Pradesh University at Simla, on November 15, 16 and 17, 1980. The seminar reviewed the present system of Correspondence Education in Indian Universities; it formulated ways and means to strengthen them; and the promotion of programmes of Continuing Education through Correspondence Courses.

35 representatives from 22 universities participated in this seminar. More than a dozen position papers on various aspects of Correspondence Education were presented during the Seminar. These papers dealt with aspects such as financing of correspondence education; sociology of correspondence education; UGC guidelines on correspondence education; problems of correspondence education in a developing country like India; administrative and organisational arrangements for correspondence education; augmenting academic inputs in correspondence education by other faculties, correspondence education and professional courses, methodology in correspondence education and promotion of continuing education through correspondence education etc.

It was inaugurated by Shri Shiv Kumar, Minister for Education, Government of Himachal Pradesh. In his inaugural address, the Minister said that one of the main functions of education was to prepare better citizens. He added that education was not only 3 R's but was the alround development of the individual. It had also to develop skills. Correspondence education should give skills to various categories of workers. Good citizenship should be the aim of all education, and in this regard, the universities should think of new ways and means and strategies, he said. They should cater to the felt needs of the society, he concluded.

Dr. K.P. Pandey, Dean of Education, and Director, Directorate of Correspondence Courses, was the Director of the Seminar.

The valedictory address was delivered by the Vice-Chancellor of the H.P. University, Shri P.P. Srivastava.

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LITERACY NOW IS 36.17 PER CENT

According to the 1981 census figures the literacy rate is now 36.17 - for females it is 24.88 and for males 46.74. In 1971 census the rate was 29.45 - females 18.69 and males 39.45.

Kerala continues to have the highest literacy rate at 69.17. Arunachal Pradesh has the lowest : 20.09.

The literacy rate has gone up in Delhi from 55.6 per cent in 1971 to 61 per cent in 1981. Its position is 3rd in the country. The second position is occupied by Chandigarh, U.T. with 65 per cent literacy rate.

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BIHAR STARTS 62 ADDITIONAL ADULT EDUCATION PROJECTS IN TRIBAL AREA

Adult Education Programmes in Bihar State has entered into a new phase with the inauguration of 62 additional adult education projects on January 26, 1981. These projects have been started in pre-dominantly tribal districts of Santhal Parganas and Chotanagpur. These projects are in addition to 62 projects of 300 centres each already being run by the State Government (two each in 31 districts of the state). Out of first 62 projects, 18 are financed by the Central Government under Rural Functional Literacy Programme and remaining 44 by the State Government out of the plan resources.

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SOCIAL EDUCATION CAMP IN TRIBAL AREAS

The Mahakaushal Chhatra Samiti, Jabalpur, organised a two-day Camp of Social Education Workers working in the Tribal and backward areas of Madhya Pradesh. About 55 persons representing voluntary agencies working in the field from Gwalior, Sagar, Bhopal and Jabalpur attended.

Among others who sent messages for the success of the Camp were Sarvshri Shiv Bhanu Singh Solanki, Deputy Chief Minister of the State, Sunder Sharma, M.P., Hazi Inayat Mohd., Minister of State and R.P. Naik, Vice-Chancellor of Jabalpur University.

The nominations for 1981 Gandhi Literacy Award have been invited by the Samiti.

Dr. R.C. Nema, President of the Samiti and member of the Executive Committee of IAEA was the Director of the Camp.

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TIRUPATI TO START DIPLOMA COURSE IN NSS

Prof. G. Ram Reddy, Vice-Chancellor of Osmania University, stressed the need to make the National Service Scheme(NSS) a part of the University System. He was inaugurating the Four-Day Orientation Programme for Key-Personnel of NSS in Tirupati. He said that formal recognition should be accorded to NSS and the students who participated in the programme should be given some preference in employment. He suggested that each university could concentrate on one aspect of priority works like education and population problem.

Prof. M.V. Rama Sarma, Vice-Chancellor of Sri Venkateswara University, who presided, said it was proposed to start a diploma course in NSS from the next academic year.

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DR. ADISESHIAH NEW CHAIRMAN OF  
UNESCO'S IIEP BOARD

Dr. Malcolm Adiseshiah former President of IAEMA, has been elected Chairman of the Board of UNESCO's International Institute for Educational Planning for a term of five years. He succeeds Prof. Torsten Husen of Sweden. The IIEP, located in Paris, was created by UNESCO in 1963 to promote instruction and research on educational planning in relation to social and economic development.

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NEW ICÆE HONORARY PRESIDENT

Dr. Echeverria, former President of the Republic of Mexico has become Honorary President of the International Council for Adult Education. He is currently Director of the Centre for Study of Economics and Development, an institution based in Mexico City that brings together scholars from all parts of the world.

Dr. Echeverria has made significant contributions to the development of more fruitful North-South relations. He was one of the roster of eminent persons invited to submit their views to the Independent Commission on International Development (Brandt Commission) and it was during his Presidency that Mexico was host to the 1975 United Nations World Conference for International Women's Year.

Dr. Echeverria succeeds the Hon. Julius K. Nyerere, President of the United Republic of Tanzania, the founding Honorary President of the ICÆE.

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TORONTO WORKSHOP ON COMPARATIVE STUDY  
OF THE SOCIO-ECONOMIC DETERMINANTS OF  
ADULT EDUCATION

A Workshop on the Comparative Study of the Socio-Economic Determinants of Adult Education took place in Toronto from December 5 to 12, 1980.

Researchers from Canada, Ethiopia, Tanzania, India, Turkey and Venezuela met to work on a common framework for a comparative international study which intends to investigate the relationship of economic and political structures to the provision of adult education. The study will pay special attention to the questions of how gender and class influence, and in turn are influenced by, adult education.

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WORKSHOP ON RURAL YOUTH AND  
RURAL YOUTH WORK

Bangalore

The Asian Institute for Rural Development (AIRD) will be organising a workshop on the theme of rural youth and rural youth work from 23 - 29 April 1981. It will be organised by AIRD in cooperation with the National Youth Service Council of Sri Lanka and will be held in Sri Lanka.

The workshop will cover such areas as :-

why in general rural youth work in developing countries in Asia has failed to become a real, important and influential movement;

the groups of rural youth to be reached and the needs these groups have got and how these could be met;

the educational methods that can be used for this group of young people;

how this kind of work can be best organised.

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SILK WORM FARMING IN  
A.E. CENTRES IN BIHAR

Silk Worm farming has been introduced in the MAEP Centres in Harisidha, Gobindpur Bazar, East Champaran. In the initial experiment stage silk worms have been provided to 15 adults at 5 different MAEP centres. After evaluation, more centres would be included under this programme.

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ANNOTATED LIST OF BOOKS AND  
ARTICLES ON ADULT EDUCATION

Aims and Objectives of Adult Education

Harris, W.J.A. Comparative Adult Education, Practice,  
Purpose and Theory. London, Longman, 1980. 193 p.

The volume is a survey of the practice, purpose and theory of adult education. It analyses the history, structure and achievements of adult education and ranges the whole gamut of the field from the training of adults in high level research to adult programmes in community development and the remedial teaching of backward students.

Media, Methods and Material in Adult Education

Brembeck, Cole S. The Strategic use of Comparative Learning  
Environments in Non-Formal Education as an Alternative to Schooling.  
Michigan, College of Education -, Michigan State University,  
1973. p 1-7.

The paper inquires into the comparative characteristics of the formal and non-formal learning environments as a means of assessing their capacities to produce educational outcome. The first part, deals with schools as a 'traditional' learning environment and probes into its capabilities and performances. The second part presents the structural elements of a learning environment which seem to have some bearing on their capabilities to foster educational outcome.

Ryan, John W. Linguistic Factors in Adult Literacy. Literacy Review, No.2, 1980. p 57-80.

This paper examines selected language and learning issues which condition the success of literacy programmes. These include language readiness of the learner, the choice of the language in which literacy is to be attained and the quality and interest - holding capacity of the learning materials used. Special attention has been given - and examples provided - of the difficulties which ambiguities and complexities in orthography can create for the beginning reader.

Thomes, Frederick Jana, Kondo, Allan S. Towards Scientific  
Literacy : A core curriculum for adult learners and literacy  
teachers. Tehran, IIAIM, 1978. 96 p.(Literacy in Development).

The monograph suggests ways in which some of the basic words, concept and values of science can be introduced to adult learners. A variety of science topics have been presented in short chapters, each of which has been developed around a few key concepts and words which are explained in a simple way. Each chapter ends with a list of 'suggested teaching activities. Most of these activities ask the learners to go beyond the information presented in the chapter, to apply the concepts and words in examining their environment. Topics include general sciences, the environment, health, agriculture and energy. Chapter 7th gives some ideas on teaching science in non-formal settings and chapter 8th deals with 'science in functional literacy.'

Organisation, Administration and Finance in Adult Education

Mee, Graham, Organisation for Adult Education. London, Longman, 1980. 114 p.

The book provides a theoretical framework within which adult educators can better understand their work experience; it identifies the characteristics of organisation which are appropriate to the task facing adult education at present and in the future, that is to move towards a new theory and practice of adult organisations. Some of the chapters in this book are:-  
(1) Crisis in adult education (2) Understanding organisations (3) Design principles for an education service for adults. (4) A comparative analysis of existing adult education organisations (5) Changing existing organisations : the management of change (6) Experiments in the organisation of adult education (7) Conclusion : a model for the development of a functional adult education system.

Evaluation Reports

Gugnani, Hans Raj. Functional Literacy for Rural Development. New Delhi, Ministry of Education and Culture, 1980. 62 p.

In this document field studies of three Rural Functional Literacy Projects, one each in Bihar, Andhra Pradesh and Jammu and Kashmir, have been included. The studies highlight both the strong and weak points in each project; the degree to which projects have conformed to the conceptual framework envisaged by the programme; types of the field problems encountered and measures taken or proposed, to overcome the difficulties. The followings are some of the special areas of study in each project:-

- (1) The project approach;
- (2) Creation of favourable environment for the NAEP;
- (3) Involvement of the local community, at the block and village levels, in the programmes;
- (4) Problems of the field, including those encountered by field functionaries;
- (5) Status of learners' group and their level of awareness, functional development and literacy attainments;
- (6) Contribution of field functionaries of other development departments in the work of adult education centre;
- (7) Personnel policy and other allied matters.

Adult Education in Other Countries

Sinclair, M.E. and Lillis, Kevin. School and Community in the third world. London, Institute of Development Studies, 1980. 188 p

The document studies the involvement of schools in community upliftment and analyses different approaches to making work experience and other activities an integral part of schooling. This study attempts to identify some guidelines for developing programmes in a way which will best overcome the numerous constraints imposed by lack of material resources, lack of teachers with training in the necessary skills and parental concern with examination results. The analysis focuses mainly upon following six programmes :-

- (1) Mexico's Rural Schools (2) Turkey's village Institutes (3) Gandhian Basic Education (4) Philippines Community Schools (5) Tanganyika Agriculture Programme of 1950s. (6) Rural Education Centres in upper volta.

Illustrations are taken from more contemporary initiatives, e.g. education for self-reliance in Tanzania; pre-vocational studies in Sri Lanka; The basic secondary innovations in Cuba; The limitations of the strategies utilized are analysed in part two. Part three discusses the overall process of the management of these innovations utilizing the analytical model developed by Bolam (1975) of change-agents in system innovation.

#### General

Bolis, Harold W. Interdisciplinary Readings in Leadership. Massachusetts, Ginn Custom Publishing, 1980. 281 p.

This document is a collection of articles. It is based on the following premises :

(1) Schools are one of the formal agencies of education that now exist. There are also many non-formal agencies as well, along with uncounted informal agencies, all of which help individuals to learn for specific purposes, thus qualifying as educational agencies. All of the formal and non-formal agencies employ certain persons who are expected to lead others and most of the designated leaders need to learn how to lead better. (2) Leadership is a process that is learnable (3) The process of leadership is not the exclusive province of any one discipline. (4) Educational leaders must be concerned with all of education, not just with those agencies in which they work.

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