



# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
17 B, INDRAPRASTHA MARG, NEW DELHI 110005

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## IAEA WELCOMES GOVERNMENT'S DECISION TO ACCORD HIGH PRIORITY TO ADULT EDUCATION IN SIXTH PLAN

The Executive Committee of the Indian Adult Education Association at its meeting held on February 27, 1981 welcomed the decision of the National Development Council to accord high priority to Adult Education in the Sixth Plan and to involve voluntary organisations in the implementation of the various Adult Education programmes.

The Committee decided to offer the full cooperation of the Association to Government in implementing the various programmes in the Sixth Plan. The Committee expressed the view that Adult Education was an essential component of the national development strategy and if properly implemented would lead to the prosperity and well being of the large masses of our people both in rural and urban areas, particularly those living below the poverty line. The Association called upon its institutional members to extend their fullest cooperation to the Government for the promotion and development of Adult Education programmes in the country.

The relevant portion about adult education in the Sixth Plan is given below :

### EDUCATION

21.1 Education, broadly perceived as a seamless continuum of life long learning, is essential for human resource development at every age level. In a package of developmental inputs available to the community, education should form an effective means to improve the status and character of living patterns of the people, help intellectual, social and emotional development of the individuals and to enable them to meet their basic needs of daily life. The long range goal of educational planning is then to make available diverse net-works of facilities and programmes for education, combining formal and non-formal modes

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of learning. It should enable all citizens to acquire literacy, numeracy, computational skills, basic understanding of the surrounding world and functional skills of relevance to daily life and to local environment. The emphasis in our planning efforts would thus shift from provision of inputs and expansion of facilities in general terms to results to be achieved and tasks to be performed with specific reference to target groups of population, particularly the socially disadvantaged.

### ADULT EDUCATION

21.22 The Sixth Plan lays emphasis on minimum essential education to all citizens, irrespective of their age, sex and residence. The approach to achieve this objective would be characterised by flexibility, inter-sectoral cooperation and inter-agency coordination. Techniracy would be adopted as the major instrument for the spread of literacy, numeracy and practical skills relevant to the economic activities of the people concerned. It would be supported by post-literacy, continuing education through a net-work of rural libraries as well as instructional programmes through mass communication media, particularly after the INSAT is launched to its orbit.

21.23 Non-formal education for adults, particularly in the productive age-group 15-35 years, would receive priority in the Sixth Plan, in view of its potential for immediate impact in raising the level of productivity in the economy. The programmes of adult education, which had been initiated in the previous Plans and which form part of the minimum needs programme of elementary education would be made more effective and extended in cooperation with the other developmental activities and the employment agencies. The programmes would aim at extending appropriate educational support to the concerned groups of individuals and development departments through carefully designed group-specific and work-based curricula which would be integrated as part of development activity. They would also take advantage of the cultural and other group characteristics in the process of involving the learner groups to participate in, and benefit from, adult education programmes.

21.24 While designing this programme, the lot of the weaker sections like women, scheduled castes, scheduled tribes and agricultural labourers as well as slum dwellers would be given priority. The strategy in these cases would be the development of methods and contents suited to the varied needs and situations,

thus promoting flexibility in the programme and in the means of delivery of education. It would also help to involve voluntary agencies of established repute; such agencies have shown a great capacity to innovate effectively and their involvement will be useful where culture-specific improvisations are required.

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#### TIWARI WELCOMES THE COOPERATION OF IAFA

Shri Narayan Datt Tiwari, Union Minister of Planning and Labour and Deputy Chairman of the Planning Commission has welcomed the help and cooperation of IAFA in implementation of various adult education programmes in the Sixth Plan. In a letter to Dr. T.A. Koshy, Hony. General Secretary, he has written:

" I welcome the help and cooperation which the Indian Adult Education Association has pledged for the successful implementation of the various programmes in the Sixth Plan. I hope that all voluntary organisations of established repute would cooperate in the task of socio-economic development and in raising the standards of living of the masses."

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#### WORKERS' EDUCATION PROGRAMME

The Indian Adult Education Association organised three one-day schools on Workers' Education in New Delhi on March 23, 24 & 25, 1981. The following topics were covered in the one-day schools :

1. Aims and objectives of the trade unions
2. Population problems and trade unions
3. National and social goals of trade unions.

About 100 workers participated in these courses.

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#### VISITORS TO THE ASSOCIATION

The Association received the following visitors in the recent past :

1. A team of three Adult Educators from Thailand visited the Association on February 28, 1981. Adult Education programmes in our country and in Thailand were discussed with the visiting team.

2. Dr. Paul Fordham, Professor of Adult Education, University of Southampton, England & Consultant to Commonwealth Secretariat visited the Association's office on April 2, 1981 and discussed the possibilities of establishing a Commonwealth Non-formal Education Centre in India.
3. 25 Teacher trainees of Workers' Education Centre (CEWE) Ranchi, (Bihar) visited the Association's office on April 9, 1981. They had discussions on the programmes of workers' education and the role of trade unions in promoting community service.

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LEADERSHIP TRAINING  
IN ADULT EDUCATION

The Leslie Sawhoy Institute organised a Leadership Training Programme in Adult Education for teachers and supervisors of the Bombay City Social Education Committee at Deolali, Dist. Nasik from March 26 to 29, 1981.

The following subjects were covered under this training programme : Problems of Democracy; Social Service Opportunities; Leadership; Personality Development; Need, Concept & Content of Adult Education Programme; Public Speaking; Basic Structure of Indian Constitution; Role of Education in Modern Society; Election and the voter; India's Basic Problems; and Open Forum and Evaluation.

For every session, officers and supervisors were given chance to preside over session and it provided an opportunity for them to learn the technique of conducting session.

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MADURAI KAMARAJ UNIVERSITY ORGANISES  
DISTRICT LEVEL TRAINING-CUM-WORKSHOP  
FOR THE FUNCTIONARIES OF NAEP

The Department of Adult Education & Extension Programme, Madurai Kamaraj University organised five-day training-cum-workshops for the functionaries of NAEP in collaboration with the teacher training colleges in the university from December 1980 to March 1981.

It provided functionaries of NAEP gain knowledge and skill in the preparation of basic instructional and guidance materials viz flash cards, flannel graphs, posters, literacy charts, wall pictures, wall newspapers, work/exercise books, leaflets,

folders, card board cut outs, transparencies etc. It helped them to prepare low cost proto types of instructional aids and materials required for the Adult Education centres.

The participants of the workshop prepared themselves instructional and guidance materials in such dialects as would fit in with their locality. They carried with them a kit containing the different materials that they prepared during the workshop

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ICSSR NEWSLETTER  
AVAILABLE FREE OF COST

The ICSSR Newsletter published by the Indian Council of Social Science Research is a non-priced publication. It lists all the projects, fellowships, contingent and other grants given to Social Scientists from time to time and publishes activities regarding the Council. It also occasionally carries articles which have a bearing on Social Science Research in general.

For copies, please contact : Director, Social Science Documentation Centre, 35 Feroze Shah Road, New Delhi-110001.

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ORIENTATION SEMINAR FOR  
DIRECTORS OF SHRAMIK VIDYAPEETHS

The Directorate of Adult Education, Ministry of Education and Culture organised an orientation Seminar for Directors of Shramik Vidyapeeths in Ahmedabad and Bombay from February 2 to 11, 1981.

21 persons representing Directors of Shramik Vidyapeeths representatives of State Governments and Directorate of Adult Education participated in this Seminar.

Inaugurating the Seminar, Dr. M.N. Desai, Vice-Chancellor Gujarat University stressed the need for employment oriented programmes for different categories of workers. He said that the University had a duty towards society and had the obligation to cater to the basic needs of public particularly of the underprivileged people. Dr. Desai mentioned that the Shramik Vidyapeeth programme cater to the general educational, vocational, cultural needs of workers and prepare them meaningfully for not only increasing their productivity but also enabling them to enjoy the life as such.

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Shri A. Sivarama Murthy, Director, Shramik Vidyapeeth, Amshedpur in his presidential remarks said that University education should also be oriented on polyvalent approach which emphasised fitting education to the multifaceted role of individuals.

Earlier, welcoming the delegates, Shri B.C. Rokadiya, Director, Directorate of Adult Education said that the basic idea behind the multi-dimensional or the polyvalent approach to the education of workers followed in Shramik

[was Vidyapeeth] to meet the various inter-related needs of workers with specifically tailored programme.

The Seminar discussed methods of identification of homogeneous groups of workers having motivation for participating in educational/training programmes; designing programmes and tailoring curricula to meet the stated instructional or learning objectives, fixing of duration, determination of educational approaches, methods and materials, involvement of technical specialists, factors influencing location and timings, securing cooperation from various community organisations and economic enterprises and arrangements for supervision, internal monitoring and evaluation, etc.

The concluding session of the Seminar was held in Bombay on February 11, 1981. Barrister M.G. Mane, President, Bombay City Social Education Committee and Vice-President, Indian Adult Education Association gave the concluding address and shared the positive experience of running the Shramik Vidyapeeth at Bombay.

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#### EXTENSION LECTURE ON COLLEGE AND THE COMMUNITY

The Indian University Association for Continuing Education in collaboration with the University of Delhi, organised the first Extension Lecture on College and the Community : Some Reflections on Social Accountability of Education, by Dr. Seymour Eskow, President, Rockland Community College, New York in New Delhi on March 11, 1981.

Dr. Eskow in his address said that the education in United States was more pragmatic and non-philosophical. The community college in the States, he said, had part time and flexible programmes suited to the needs of the community.

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They were going along way in bridging the gap between the formal and non-formal educational system.

Dr. Eskow said that every college in India should become a community college. He said that the present infrastructure of formal education system should be utilised for the benefit of the community. The higher education, he said, should be related with realities of life. He said that higher education in India should be re-organised and resources for adult, continuing and non-formal education should be substantially increased.

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ANNUAL GET-TOGETHER OF  
BOMBAY SHRAMIK VIDYAPEETH

The annual get-together function of Shramik Vidyapeeth, Bombay was held on March 24, 1981 in Bombay. Shri K.G. Pranjpe, Secretary of the Agricultural and Cooperative Department of the Maharashtra State was the Chief Guest and Shri F.D. Gaekar, a veteran educationist presided over the function.

It was attended by about 500 persons including worker-students, teachers and representatives of collaborating agencies.

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RESEARCH FOR MAEP-GUIDELINES  
FOR PROPOSALS

The Directorate of Adult Education, Ministry of Education and Culture, has decided to promote research in adult education by encouraging the individual scholars and institutions to undertake research by providing financial support to them.

It has brought out a small booklet entitled "Research for MAEP-Guidelines for Proposals" which highlights the importance of research, the role of universities, research organisations, significant areas for research, the nature of assistance available, guidelines for release of grants for research studies, conditions of assistance, etc.

For further information and copies of the Guidelines, please write to Shri R.S. Mathur, Deputy Director, Directorate of Adult Education, 34 Community Centre, Basant Lok, Vasant Vihar, New Delhi-110057.

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SRC, PUNE

Action Research Project on Developing  
Tools of Learner Evaluation

The State Resource Centre, Pune, organised two workshops of about 50 supervisors from all the districts and universities in Maharashtra recently.

In these workshops, the supervisors prepared tentative tools of evaluating literacy, functionality and awareness. These tools were later on modified and finalised at the staff workshop of SRC members.

Literature for Neo-Literates

The SRC has produced series of booklets for neo-literates. It has brought out five booklets in the series Lokakatha (People's Readers). Two more booklets entitled "Teen Lokakatha" (Three Folk Tales) and "Chimukli Isapriti" (Aesops Fables Retold and Simplified) have been brought out recently.

Four dialogue pictures on health problems have been prepared.

Training and Orientation

The SRC, Pune, organised two Seminars of the women members of the Cooperative Units in Maharashtra. About 40 women attended the Seminars for four days.

The Seminars discussed problems of women undertaking some economic activity on a cooperative basis. They also discussed how economic activity could be a successful and viable motivation for the women adult learners in villages.

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CANADIAN ASSOCIATION FOR THE  
STUDY OF ADULT EDUCATION

At a meeting held recently in Vancouver in Canada an organisation called "Canadian Association for the Study of Adult Education" has been formed. An "Interim Steering Committee" has been set up with Mr. Gordon Selman of the University of British Columbia as its Chairman.

The Association would promote the conduct of study in the field of adult education; promote effectiveness of the means by which research is conducted, make existing research more accessible by such means as publication, translation and bibliographical services; promote communication and collaboration among

those involved and interested in research in this field; and establish effective communication with those engaged in research in related areas.

Further information can be had from Gordon Selman, Department of Adult Education, University of British Columbia, 5760 Toronto Road, Vancouver B.C. V6T 112.

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POPULATION EDUCATION PROGRAMME  
IN NEPAL

A three-year project agreement between the Government of Nepal and the United Nations Fund for Population Activities (UNFPA) has recently been approved for the execution of a national population education programme.

The project will be implemented by three units : (a) Curriculum, Textbook, Supervision and Development Centre; (b) Tribhuvan University (Institute of Education and Curriculum Development Centre); and (c) Division of Adult Education.

The long-range goal is to institutionalize population education in the formal and non-formal education programmes including the university. This will be achieved by (a) analysing textbooks of different subjects to find points for the integration of population education concepts; (2) developing curriculum, instructional materials and training packages for different audiences; (3) providing orientation training to the project personnel, supervisors and headmasters, primary and secondary school teachers and pre-service and in-service teachers; (4) establishing diploma courses on population education as both separate and interdisciplinary courses at Tribhuvan University; (5) developing graded curriculum and materials for non-formal education; and (6) establishing 20 centres for functional literacy and continuing education and population education resources.

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PARTICIPATION IN ADULT EDUCATION  
ACTIVITIES AND OUT-OF-SCHOOL  
EDUCATION IN ECUADOR

Following the survey carried out in Ecuador by the National Institute for Statistics and Censuses under the co-operation programme with the Unesco Office of Statistics, a report has recently been published on out-of-school and adult education programmes in Ecuador.

The report shows that 99,000 people (51,000 men and 48,000 women) participated in out-of-school and adult education programmes in Ecuador in 1977-1978. Of the men, more than a quarter (27%) attended courses on transportation and telecommunications, 16% occupational training courses in industrial production, and 14% literacy courses. The women attended mainly domestic science and literacy courses (47% and 18% respectively).

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ANNOTATED LIST OF BOOKS AND ARTICLES  
ON ADULT EDUCATION

Aims and Objectives of Adult Education

Adiseshiah, Malcolm S., Adult Education and the Urban Poor in convergence, Vol.XIII, No.3, 1980. p 7-13.

The article gives the various causes and manifestations of urban poverty and underlies the role of adult education in overcoming it. The author suggests the following roles of adult education in this regard :

- (1) Adult Education should help in the formation of organisations of the urban and rural poor which will study its causes and press for those structural changes that will reduce and remove poverty. It will arouse the consciousness of the learners to know about his condition and do something about it.
- (2) It should identify the infrastructure needed in the locality-lights, roads and pathway, safe drinking water, sanitation, training & health facilities and take action to see that the urban facilities in these areas are made available to the members of the organisation.
- (3) Adult Education should encourage the urban poor to enter the radio and T.V. programmes as programmers formulators and participants, and not simply as clients and objects.

Fletcher, Colin and Thompson, Neil. Issues in Community Education. England, The Falmer Press, 1980. 214 p. (The Falmer Press Politics and Education Services)

The volume is a collection of papers on Community Education. It serves as a source for description of recent developments as well as showing the broad diversity of opinion and beliefs about what constitutes an issue. The book is largely concerned with the developments in the areas of secondary education and adult education. Some of the articles in this volume are :- (1) Development in community education : A current account (2) Community Education and Ideology : A case for Radicalism. (3) Some Fallacies in Community Education - and their consequences in working-class areas. (4) Community Education and Community Action (5) Resources for learning in community education (6) Adult Education and Community Action - The Northern Ireland Experience (7) Tomorrow's Community Education Institutions.

A select bibliography on Community Education has been provided at the end of the document.

Media, Methods and Materials in Adult Education

Janet Jenkins. Editing Distance Teaching Texts : A handbook for those involved in preparing printed course Materials. Cambridge, International Extension College, 1976. 61 p. (IEC Broadsheets on Distance Learning : 9)

This broadsheet is about editing printed Materials for distance teaching; it concentrates mainly on the process of editing correspondence courses, but many sections are also relevant to the production of other Material such as - posters, pamphlets, booklets for discussion groups. The broadsheet is divided into three parts :- The first section, 'Planning the Course : the editor's role; covers the editor's role before the course manuscript arrives on his desk. The second section, 'Lesson by lesson editing' gives a step-by-step guide to editing the course Material. The third section, 'After printing', describes how to prepare an edited manuscript for printing, and suggests some steps to be taken after printing.

Saraswathi, L.S. A Critical Appraisal of Neo-Literature of Supplementary Readers. Chingleput, Rural Development Society. 13/

This mimeographed document provides a frame work for analysing the neo-literate literature produced by different agencies. The document is divided into three sections. Section one gives the basis for appraisal. Second section gives the analysis of the supplementary readers produced by S.R.C. Tamil Nadu and the final section gives English translation of the supplementary readers analysed in section second.

Evaluation Reports

Rhola, H.S., Evaluating Functional Literacy, Literacy in development : a series of training Monographs. Halton Education Publication with the International Institute for Adult Literacy Methods, Tehran, 1979, 164 p.

The monograph deals with the evaluation of functional literacy projects and programmes. It deals with all aspects of evaluation from the design of evaluation policies to the making of needed tools and instruments from data collection to the use of data to make informed decisions.

Some of the eminent approaches to evaluation including these called participative, naturalistic and bureaucratic have been mentioned in this book.

The book starts by defining evaluation. It then describes briefly various evaluation models and approaches. The process of making evaluations operational for functional literacy programme has also been analysed.

Unesco. Guidelines for the Collection of Statistics on Literacy Programmes. Paris, Unesco. 1979. 76 p.

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

The manual is composed of four chapters and five appendices. Chapter II deals with international statistics on literacy programmes. A five part questionnaire and relevant instructions are proposed for reporting national data for international purposes.

Chapter III describes the data requirements at the national level, and gives guidance to national authorities concerning the collection of the basic data required to make a national summary of statistics on literacy programmes.

Chapter IV deals with statistics for individual literacy projects. The chapter discusses the need for statistics for evaluating individual projects. A bibliography and an alphabetic index of key terms used in the manual have been given in the end.

### Seminar Reports

Bhatia, S.C. and Gupta, N.R. Linking Literacy with Development, New Delhi, Indian Adult Education Association, 1980. 120 p.

The document is a report of two national workshops on the theme 'Linking Literacy with Development' organised by the Indian Adult Education Association in Mysore and Ahmedabad in 1979. Various recommendations of the workshops on Resource Information, Coordination, Training, Material Preparation and use of Mass Media have been included in Chapter III. Under centre level planning two models have been suggested - (1) Model of Linking Adult Education with Small Farmers' Development Agency Programme (2) Model II for Directors (of all state level development departments). The various papers presented at the workshops have also been included in this report.

Bhatt, Ramesh M. Management Training Programme for Grass-Root Level Workers, Ahmedabad, Foundation for Public Interest, 1981. 35 p (Mimeographed).

This mimeographed document is a report of the training programme for the small project holders from tribal areas of Gujarat, which was organised in Ahmedabad from 24-31 January, 1981. Specific object of this training programme were : (1) To improve skills, to identify a problem, analyse its dimensions and to develop alternative solutions. (2) To familiarise the participants with management and organisational skills. (3) To develop self-monitoring system, useful both to the project holders and the funding agencies. Course contents and training techniques have also been discussed.

National Seminar on Integration of Population Education in NAEP, Bombay March 3-7, 1979. New Delhi, Directorate of Adult Education, 1979. 162 p.

The volume is a report of the national seminar on integration of population education in NAEP which was jointly organised by Directorate of Adult Education and Family Planning Association of India in Bombay from 3-7 March, 1979. The Seminar discussed the following aspects : (1) Perception of Population Education in the context of the National Adult Education Programme - defining its objectives and points of linkage (2) Presentation of the problem by the Adult Education worker as distinct from the Family Planning worker (strategy for implementing

at the grass root level) (3) Problems related to linkage (4) Training strategy - Adult Education worker in Population Education and Family Planning worker in Adult Education (5) Material - Initial and Follow-up (6) Input by Adult Education - Programme in Population Education (7) Immediate follow-up action of the programme and (8) Co-ordination at national level.

Adult Education in other countries

Woodly, Alan and McIntosh. The Door Stood Open. England, the Falmer Press, 1980. 261 + 15-

The document is an evaluation report of the 'Younger Student Pilot Scheme' of the open university. Under this scheme in 1974 for the first time students aged under 21 years were allowed to undertake the courses in the open university. It discusses the broad question whether one can educate younger people by distance teaching.

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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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## POPULATION EDUCATION CAMP IN COIMBATORE

The Indian Adult Education Association in collaboration with Sri Avinashilingam Home Science College for Women, Coimbatore organised a population education camp in Ramana-thapuram about 15 kilometres away from the Coimbatore city on March 13-14, 1981.

The objective of the camp was to impart information about population explosion, its implications and the need to limit the family size. Senior post-graduate students of the Child Development Department of the college conducted it.

A small skit was enacted by the students on the first day to bring out the advantages of small family and disadvantages of large family. It was followed by songs. The implications of rapid population growth were explained.

On the second day a long Tamil drama with the title "Pathinaru Petru Peruvazhvu Vazha" was enacted for about 3½ hours by 8 artists (4 men and 4 women). The drama depicted the happiness and unhappiness in a small and a large family respectively. It was followed by a meeting in which representatives of Family Welfare Bureau, Youth Club and local leaders participated.

Over 350 persons from surrounding villages attended the camp.

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## NATIONAL TRAINING SEMINAR FOR ADULT EDUCATORS IN POPULATION EDUCATION

A National Training Seminar of Adult Educators for Population Education, was organised by the Directorate of Adult Education, Ministry of Education & Culture, Government of India

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in collaboration with the National Institute of Health and Family Welfare in New Delhi from March 23-30, 1981. The Seminar made the following recommendations :

- (1) It is suggested that task force/committee for developing training curricula for the project officers, supervisors and instructors, with a view to integrate population education, may be constituted by the Directorate of Adult Education.
- (2) On the lines of the National Training Seminar other seminars and workshops on population education for training the adult educators may be organised at state, district and project levels. It would be desirable if the Department of Health and Family Welfare, Voluntary Organisations, Universities and Adult Educators are involved in planning and organisation of these seminars.
- (3) A mechanism of concurrent training on a regular basis may be evolved to integrate population education in adult education for various levels of adult education functionaries.
- (4) There is need for organising a national workshop for developing teaching-learning materials related to population education for integrating this component in the adult education, followed by regional workshops in order to make the materials more relevant to the specific situations. These materials should also include handbooks, guidelines leading to the development of a training kit.
- (5) With a view to ensure effective utilisation of the training inputs for adult education instructors and to save the wastage of the investments made in them, a well designed system of providing appropriate incentives may be evolved, so that the instructors are able to sustain their interest in adult education in general and in the population education programme in particular. The utilisation of this trained manpower for a longer duration (2-3 years) should be planned.
- (6) It would be appropriate if the field functionaries of adult education programme are included in the mailing list of the State Health and Family Welfare Departments, for regular supply of materials produced and circulated by them.
- (7) The existing monitoring and evaluation system and learner's evaluation system evolved by the Directorate of Adult Education may be revised, if need be, in such a way that population education programme also finds a place in it.
- (8) Some pilot projects may be undertaken by National Institute of Health and Family Welfare for Integrating population education in adult education programme. This could provide guidelines for others on the basis of actual field experience.

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OPEN UNIVERSITY PROGRAMME AT  
SNDT WOMEN'S UNIVERSITY, BOMBAY

The S.N.D.T. Women's University, Bombay has started an Open University Programme (OUP) for Women. Its motto is "No women shall miss the bus". It provides an opportunity of University level education for all women who are capable of it, regardless of their age, status or previous academic qualification.

The teaching process in the Open University Programme is through correspondence courses. The distance teaching materials prepared by the academic faculty are sent directly to the student's homes. Eight correspondence lessons under each subject are sent with response sheets which are corrected and returned to the students.

The correspondence course units are supplemented by periodic tutorials and contact meetings.

The applicant for this programme should be 21 or over. For admissions, an 'Open University Entrance Test' (OUET) has to be passed. Under Arts the test consists of three papers : a paper of 50 marks for the working knowledge of either the national or international language i.e. lower level Hindi or English, a paper of 100 marks for language competency in the medium through which the applicants wants to study, it consists of essay writing, comprehension, letter writing and note making, a paper of 50 marks which is an awareness test giving an indication that the student is alive to the social, economic and other problems facing the country. In Commerce a paper each of 100 marks in English language and in general commercial knowledge are given.

For OUET, the applicants are given a bridge course of eight correspondence lessons for each of the test components. After successful completion of B.A. or B.Com Part I, the students can also join as regular student at a College if they so desire.

The OUP introduced from June 1979 has received a good response from women from different walks of life. In August 1979 the first batch of over 800 applicants took the OUET and 92% of them passed the test. Of these 92% a large number of students were in the age-group of 30-40 years; 60% were working of which 50 per cent were married and working while 40 per cent were married housewives and the remaining unmarried and working.

The second batch which appeared for OUEE in March 1980 was of 765 students while the third batch consisted of 1600 students.

The University proposes to develop a large number of practical and applied courses which are needbased - courses like food and nutrition, child care and development, accountancy and secretarial practice, management of education, textile designing, interior decoration, family life education will form an integral part of the Open University Programme.

Further information can be had from the Registrar, SNDT Women's University, 1 Nathibai Thackersey Road, Bombay-400020.

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RESULTS OF XXII PRIZE COMPETITION  
FOR LITERATURE FOR NEO-LITERATES

The Directorate of Adult Education, Ministry of Education and Culture, Government of India have selected 54 manuscripts in Indian languages for award of Rs.1,000/- each. These manuscripts include 40 on General Education and 14 on Family Welfare topics.

Out of 54 books selected four are in Assamese, two in Bengali, Four in Gujarati, 14 in Hindi, three in Kannada, five in Marathi, five in Malyalam, two in Oriya, three in Punjabi, three in Tamil, two in Telugu and seven 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.

For further information and details of the result, please contact Shri J.S. Parolkar, Deputy Director, Directorate of Adult Education, West Block No. VIII, Wing No.7 IInd Floor, R.K. Puram, New Delhi-110022.

Ranjit Singh Gets Award  
for a Book for Neo-Literates

'Jeevan Jach' a book written in Punjabi by Dr. Ranjit Singh, Head of the Department of Extension Education of the Punjab Agricultural University, Ludhiana and Secretary-Treasurer of the Punjab Society for Adult Education has been

selected for a national award by the Government of India in the National Prize Competition for Literature for Non-Literates announced recently.

Dr. Singh is a member of the Council of the Indian Adult Education Association.

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NATIONAL SEMINAR ON  
MONITORING AND EVALUATION

The Directorate of Adult Education organised a National Seminar-cum-Workshop on Monitoring and Evaluation of NAEP in New Delhi from March 2 to 7, 1981.

The key-note address of the Seminar was delivered by Shri J. Veeraraghvan, Director, National Institute of Educational Planning and Administration. Dr. S.N. Saraf, Education Adviser, Planning Commission gave the valedictory address.

The Seminar reviewed the functioning of the monitoring system and considered ways of strengthening it further. It reviewed the progress made in the area of learner evaluation. The Seminar also considered the issues connected with the evaluation of training programmes at various levels.

42 participants representing Government Departments, SRCs, Colleges and Universities, and voluntary agencies attended the Seminar-cum-Workshop.

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SPREAD OF EDUCATION AMONG  
WOMEN CHECKS POPULATION  
GROWTH RATE

In family planning as in education, Kerala has been consistently on top. While the 1971 census showed a net addition of 44.4 lakhs to the State's population during the preceding decade, the figure has dropped to 40.6 lakhs in the following decade. The decadal growth is only 19 per cent, the second lowest in the country. With a birth rate of 23 per thousand, Kerala has already very nearly achieved what the World Health Organisation wants India to realise by the year 2000 AD. More than anything else, it is the spread of education, especially among women, that has made the work of family planning workers so productive. With 68 out of 100 in the literate category, Kerala's women have

shown a remarkable readiness to try out any method that would limit the number of babies. Already about six lakh women have been sterilised, a creditable achievement for a State of Kerala's size.

With such a conducive climate, one can take for granted that the innovative Family Prosperity Fund Scheme just launched by the State Government will be popular and set an example for the rest of the country. Apart from its novelty, the latest thrust in the family planning drive has several aspects worthy of note. It is intended not to prevent pregnancies but only to postpone them. The salient feature of this imaginative scheme is that a woman belonging to the lower income group with a baby not older than six months shall inherit a bank deposit of Rs.1200 if she manages to put off her next baby by at least 30 months. While she is free to adopt any family planning device except surgery, abortion will disqualify her. The idea is to underline the importance of spacing out the family. While the middle and upper middle class readily realise the advantages of a small and well spaced out family, it is the lower income group which is not very enthusiastic about family planning. And precisely for this reason it has been made the target group in this experiment, which has been launched in Quilon district with the participation of three panchayats. Here is something other local bodies can emulate.

(Indian Express  
April 7, 1981)

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NEWS FROM RESOURCE CENTRES  
IN ADULT EDUCATION

Regional Resource Centre, Punjab University, Chandigarh

A Seminar on the "Role of Women in Home and Community" was organised by the Regional Resource Centre, Punjab University in collaboration with Centre for Continuing Education, Punjab University at village Dhana (Chandigarh) from February 3-6, 1981. Fifty women from various villages participated.

Smt. Bimla Paul, Chairman, Social Welfare Advisory Board, U.T. Chandigarh inaugurated the Seminar. Besides discussing the various topics relating to the welfare of rural women practical demonstration on the preparation of nutritive food were also given.

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The Government Development Departments and other organisations engaged in the work of welfare of women were associated.

The Seminar discussed the following sub-topics in groups :

- (a) Problems and Immediate needs of Rural Women
- (b) Ways and means of utilising the available resources for the welfare of rural women.

The village women participated very actively in group discussions and showed keenness for all round change in their life.

#### SRC, Pune

The State Resource Centre for Non-formal Education, Maharashtra has recently published a Primer for tribals speaking Bhilori dialects. The Primer was planned and written by a team of adult educators, a linguist and two educated tribal youths.

It contains 15 lessons based on the problems and events in the life of the tribals in Dhule and many other tribal areas in Maharashtra. A teacher handbook has also been produced along with the Primer.

The SRC organised a two-day writers' workshop. About 10 writers who participated in this workshop prepared materials for folders and booklets for neo-literates.

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#### AWARD FOR NAGAPPA'S ADULT EDUCATION MANUAL

A book entitled 'Vayaskara Shikshna Karpidi' (Adult Education Manual) in Kannada written by Shri T.R. Nagappa former Senior Research Assistant of Karnataka State Adult Education Council has received the Karnataka Sahitya Academy Award for 1979. The book at the manuscript stage had also received the Mysore University Award.

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#### G.S.K. NAIR GETS PH.D

Shri G. Sankaran Kutty Nair, Teacher, Government Medical College High School, Trivandrum has been awarded PH.D degree by University of Kerala for his thesis entitled "Training Programme for Non-Formal Education Workers". Shri Nair worked

under the supervision and guidance of Dr. K. Sivadasan Pillai, Coordinator and Head, Centre for Adult Education and Extension, University of Kerala.

Shri Nair is a member of the Council of the Indian Adult Education Association.

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DURGABAI DESHMUKH PASSES AWAY

We profoundly regret to record the death of Dr. (Smt) Durgabai Deshmukh, Founder and President of the Andhra Mahila Sabha, Hyderabad in Hyderabad on May 9, 1981. She was 71.

Smt. Deshmukh was the Vice-President of the Indian Adult Education Association for a number of years. She was awarded the Nehru Literacy Award of the Association in 1971 for her outstanding contribution to the promotion of literacy and enlightenment of the masses of India.

She was founder Chairman of the Central Social Welfare Board, Member of the Planning Commission and Chairman of the Editorial Board of Encyclopaedia of social work in India.

Smt. Deshmukh was member of the International Consultative Liaison Committee of Unesco during 1966-69. She was honoured with Padma Bhushan in 1975.

She was Honorary Director of the Council for Social Development, India International Centre and Executive Chairman of the Population Council of India.

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13. Khajapeer, M  
A study of the academic performance of the farmers functional literacy programme participants in relation to some socio-psychological factors. S.V. University, 1978.

14. Nanda, S.K.

A critical study of the development of adult education in the Punjab during the period from 1947 to 1972. Punjabi University, 1978.

15. Reddy, M.V.S.

A study of certain Factors Related to the Development of Conceptual Generalisation (Concept Learning) among Adults, S.V. University, 1980.

16. Nair, G.S.K.

Training Programme for Non-formal Education Workers, Kerala University, 1981.

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DOCUMENTATION OF BOOKS ON  
ADULT EDUCATION

Media, Methods and Materials in Adult Education

Bhola, H.S. Writing for new readers : A book on follow-up books. Indiana University, (USA) 1981. 190 p.

It discusses the problem of writing materials for new readers from the perspectives of, four different groups of people :

- (1) High-level policy makers
- (2) Reading Material specialists in Ministries and Directorates
- (3) Mediators in the book production process, such as Directors of writers workshops, editors, illustrators, publishers and distributors of reading materials
- (4) The writers of reading material.

The book emphasises the concept of a workshop as a mechanism to train writers and to produce books. It also gives the kind of content that would be useful to cover in such writers' workshop.

Seminar Reports and Case Studies

Directorate of Adult Education, New Delhi. Report of the National Seminar - Workshop on Monitoring and Evaluation of NAEP (New Delhi : March 2-7, 1981). New Delhi, Directorate of Adult Education, 1981.

This mimeographed document is a report of the Seminar on 'Monitoring and Evaluation of NAEP' which was organised by the Directorate of Adult Education in New Delhi from March 2-7, 1981. Some of the chapters in this document are :

- (1) Monitoring system - A review and steps for streamlining
- (2) Evaluation of learner's progress in NAEP : some considerations
- (3) Evaluation of the training programmes : some issues.

contd.....P/11-

Proudh Shiksha Nideshalya Aur Saksharta Niketan.  
Prashikshan Samigri Nirman Kee Disha Main Ek Kadam. New Delhi,  
Directorate of Adult Education and Saksharta Niketan, Lucknow.

This mimeographed volume is a report of the workshop on 'Towards Developing Training Material', which was jointly organised by Directorate of Adult Education and Literacy House in Lucknow from 20 February to March 1, 1981. Under group reports following sample materials have been included :

- (1) Consciousness building
- (2) Teaching of Literacy
- (3) Importance and need of Adult Education
- (4) How to run an Adult Education Centre
- (5) Group discussion
- (6) Group Participation.

Jayagopal R, Village Case Studies in Literacy Programmes  
Madras, Department of Adult and Continuing Education, University  
of Madras, 1981. P.126

The book describes the first hand experience of 1979-80 batch of M.A. Andragogy (Adult Education) students of the Department of Adult and Continuing Education, University of Madras who worked as animators in five villages for purpose of practicing the art and science of helping adults learn.

It describes the teaching/learning situation prevailing at the micro level i.e. literacy centres. It gives brief descriptions of the socio-economic and other demographic descriptions followed by some relevant issues arising out of the same. The individual animateurs have focussed issues according to their perception of the situation and the severity of the problem encountered at individual level.

The last chapter gives some practical suggestions for better working of instructors in rural areas.

A select bibliography containing 43 entries is given at the end of the book.

#### General

Association of Indian Universities. Three aspects of University Education. New Delhi, Association of Indian Universities, 1980. 205 p.

The volume is a compilation of papers presented in annual meeting of the Association of Indian Universities held at Patiala in 1979. The theme selected for discussion in three different groups were as under :

- (1) Linkage with Environment
- (2) Internal Management of Universities
- (3) Cost of higher education

Rathnaiah, E.V. Structural Constraints in Tribal Education : A Regional Study. New Delhi, Sterling Publishers, 1977. 224 p. Rs.45/-.

The author has classified the structural constraints in educability into three broad categories :- (1) Ecological (2) The Socio-Economic and (3) The Educational. The role of each of the structural variable has been examined in detail in the 4th, 5th and 6th chapters of the book in accordance with the designed theoretical framework in the context of the educability of the tribal groups inhabiting a backward region Adilabad district in Andhra Pradesh. The findings of the research with their theoretical and practical implications have been discussed in the last chapter.

The book also gives the pattern of education and facilities available to the scheduled tribes vis-a-vis the general population and the differential educational attainments of the scheduled tribes vis-a-vis the general population.

Padmanabha, P. Census of India 1981 : Provisional Population Totals. New Delhi, The Registrar General and Census Commissioner for India, 1981. 65 p.

The provisional figures on census of India released recently by the Registrar General and Census Commission for India gives population size and distribution, growth rate of population, density of population, sex ratio and the literacy.

Under literacy it gives literacy figures from 1901 to 1981; literacy rate in various states & union territories, female literacy rate from 1901 to 1981, etc.

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

# IAEA Newsletter

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## LINKING POPULATION EDUCATION WITH ADULT EDUCATION - AN EXPERIMENTAL PROJECT OF IAEA

The Indian Adult Education Association in collaboration with three institutional members in Rewari (Haryana), Ajmer (Rajasthan) & Angul (Orissa) would soon be launching an experimental project on "Linking Population Education with Adult Education". The target group would be adult males and females in the age-group 15-40 years. The Programme would provide these adults with knowledge, skills and values which are relevant and useful for them to perform their role in family, economic and civic life more effectively and efficiently within the larger context of awareness of population problem, its causes, its impact on their life and various ways and means by which adult can check population and improve their quality of life through the process of knowledge, realisation and control of individual and collective forces.

This Adult Education programme will have four major components and population education will be linked up with all

- Basic education mainly designed to develop reading, writing and arithmetic skills and elementary understanding of science, society, and environment
- Economic life education mainly designed to develop particular knowledge and skills associated with various economic activities and useful in making a living
- Family life education primarily designed to impart knowledge, skills and attitudes useful in improving the quality of family life on such subjects as health, nutrition, child care, family planning, home making, home repairs and other improvements within the larger framework of population education covering causes, consequences and remedies of high population growth rates experienced at family, community and national levels

- Civic life education specifically designed to create awareness of fundamental rights and duties, values and norms, institutions and organizations, opportunities and obstacles, rules and methods of exercising the power of citizens to achieve the desirable goals by desirable means etc.

The experimental project will be for a period of about two years.

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NEW MOVEMENT TOWARDS RELEVANT,  
PRODUCTIVE AND HAPPIER EDUCATION

Inaugurating a three-day National Parent-Teacher Association of India Conference and Seminar on May 1, 1981, the Vice-President of India, Shri M. Hidayatullah said in New Delhi that in progressive countries the schools established or fostered parent-teacher associations to enable parents and teachers to solve the problems of the school and of the homes through mutual discussions. He advised the Indian Association not to treat all the pupils as if they were similar in all respects. There were rich parents and poor parents, educated parents and uneducated parents and bright students and dull students. Therefore, evolving a common code was difficult. The Association must try to meet the varied situations and not impose a common line of instructions.

The Conference was attended by about 100 delegates from all over India. The Indian Adult Education Association was represented by its Vice-President, Dr. S.C. Dutta.

Smt. Shanti Kabir, in her presidential remarks referred to the problem of overloading of the curriculum and said that it had been defying solution mainly because the parents, teachers and the policymakers in Education had little opportunity at any stage to come together to understand one another's point of view.

In his key-note address, Dr. Prem Kirpal said education for creativity was a far more desirable objective than mere acquisition of knowledge and its testing by performance in examinations, which placed a premium on information and memory to the neglect of learning, the art of living and the qualities of creativeness. He said the five most important marks of creativity are originality, altruism, leadership, sense of vision and some joyful quest of happiness, and to teach

creativity at the foundation of education in the school and in the home, certain basic conditions must be created.

Dr. Kirpal suggested that we must now act and implement instead of merely talking and proclaiming our good intentions. "The gap between thought and action has continued to widen in our society and we have almost accepted hypocrisy and inertia as our way of functioning. The political will has been singularly lacking in the field of education". This neglect should be overcome by purposeful and creative action on the part of parents, teachers and students. They must initiate a new movement towards a more relevant, more productive and much happier education than what is offered to the young people in our educational establishments, specially the school which should provide the foundations of life-long learning and the quality of human resources needed by the nation today.

Dr. Kirpal underlined the need for Adult Education or some form of cultural renaissance to accompany the quest for a new education and a happier school for the creative leaders of tomorrow. Both school and society should stress the need for generating operational values for developing creativity in the business of living and in the educational process. He suggested that the young people and the adults should be taught the values of courage, dedication, sensitivity, compassion and discrimination. If these values are inculcated, the purpose of education is accomplished and the foundations of life-long learning are well and truly laid.

On the concluding day, Dr. S.N. Saraf, Adviser (Education), Planning Commission addressing the Conference said that the school, as an active and formal agency of social interaction and control is a miniature society in itself and also an important agency for bringing about social changes.

Dr. Saraf said after the introduction of innovations in educational process like non-formal education, vocationalisation and a learning society education is drawing closer to the poorer section of the population hitherto excluded from the educational system. PTA's will have to make these new clientele aware and accept these innovations. Emphasising the need for opening of the school to social involvement, he suggested that the school should become a multi-purpose cultural centre, fitting it into the community with roots in the surrounding social milieu. The school library, playgrounds, and halls have to be opened to community after school hours.

It should serve as points of neighbourhood development. Dr. Saraf concluded by saying that "Education, particularly in the rural areas needs to be linked with development and developmental agencies should build on educational programmes in their own programme for their more effective implementation".

Dr. R.P. Singhal, Consultant, NIEPA indicated the various non-formal education programmes which the PTA could undertake to strengthen the link between the school and the community.

During the discussions at the Conference emphasis was laid on revision and updating syllabi and curriculum making it relevant and meaningful. There were suggestions to make the curriculum more flexible with provision for more alternative courses for students of IX and X classes to suit different ability groups, more vocational courses to be introduced; Parent-education for setting realistic goals for their children; and school complexes to be used for sharing physical and academic resources and expertise for improvement of learning and for non-formal education of parents.

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SRC, BENGAL SOCIAL SERVICE  
LEAGUE, CALCUTTA

The State Resource Centre, Bengal Social Service League, Calcutta organised a three-day Seminar-cum-Workshop on "Adult Education for the Tribals-Needs, Techniques and Approach" in Calcutta from February 19 to 21, 1981.

Fifty participants representing the Universities of Calcutta and Kalyani, Anthropological Survey of India, Cultural Research Institute, Calcutta, the State Directorate of Adult Education, the SRC's of West Bengal, Bihar and Orissa and voluntary organisations attended the Workshop.

Shri Satyen Maitra, Director, SRC in his working paper suggested the following sub-themes for discussion :

- (a) Planning the Adult Education for the Tribals;
- (b) Implementation of the programme plan; and
- (c) Preparation of suitable learning/teaching materials for the tribals.

Seven position papers were presented during the Seminar.

The inaugural address was delivered by Mr. Biman Bose, Member of the Advisory Committee of the State Adult Education Board. Mr. Justice S.A. Masud, President, BSSL, presided over the inaugural function.

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The participants were divided into two groups. One group discussed topics listed at (a) and (b) and the other group considered topic listed at (c).

#### Training Programme

In January, the SRC conducted three training programmes: two for Anganwadi workers in Functional Literacy Programme under the ICDS scheme in 24 Parganas and at Sriniketan. 110 participants received the training. The third training programme was for the Instructors under NAEP in district Hooghly, 26 instructors received training in this course.

#### Publications

The SRC has published a simple illustrated booklet entitled "Cycle O Tar Maramati" (Bi-cycle and its repair).

It has also produced charts of Hindi and Urdu Primers and posters on Health.

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#### PRIMER PREPARATION WORKSHOP IN MADRAS

The Department of Adult & Continuing Education of Madras University conducted a half-day primer preparation Workshop, in which M.A. (Andragogy) students who were the animateurs of nine literacy centres participated. Also nine literacy teachers selected from the areas where the literacy centres were functioning participated in the Workshop. The objectives of the Workshop was to establish a methodology for primer preparation as well as to develop primer intended for specific target population. Dr. R. Jayagopal, Professor & Head of the Department of Adult and Continuing Education directed the proceedings.

The two and half hour Workshop period was divided into three 45 minutes blocks. The animateurs were earlier asked to collect 20 high frequency words used by the criterion group at each centre, which formed the basis for the preparation of the primer. Animateurs were also advised to observe the writing styles of the learners for the purposes of cataloguing the learners' difficulties in writing certain specific letters.

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During the first block of 45 minutes the animateurs were asked to do the following tasks :

1. Writing of objectives for the primer (the animateurs were advised to clarify whether the primer prepared is intended for learning to write, read or for both; whether the content area would cover literacy, numeracy, functionality and awareness).
2. The animateurs were also asked to reflect on the teaching methodologies adopted at each centre. This aspect helped the animateurs even at the point of primer preparation to think of appropriate methodologies of teaching with new primer. The methodologies adopted at present ranged from traditional to eclectic method.
3. Based on the above, the animateurs were asked to write five objectives, which formed the basis for 10 lessons.

The second block of 45 minutes, was used for preparing five lessons of the following categories:

1. First three lessons carried high frequency letters. (Letters were selected from the high frequency words used by the learners at each centre).
2. The lessons were structured from simple letters (high frequency to low frequency) to complex letters.
3. The second lesson carried derivations of simple words (high frequency words) from the high frequency letters.

The third block of 45 minutes was used for preparing another five lessons. The sequence of the lessons was such that the first lesson contained few simple words (representing high frequency usage by the target population, and further lessons were structured from simple words to complex words leading to few sentences (carrying certain generative themes).

It was decided at the end to test the primer at the individual centres for obtaining feedback and restructuration of the primer, at a latter period.

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NAEP REVIEWED, TO BE RESTRUCTURED  
AND REVIVED

by Malcolm S. Adiseshiah

An important meeting of the voluntary organisations headed by the Tamil Nadu Board of Continuing Education and the Union Ministry of Education headed by the Joint Secretary in charge of Adult Education was held in Madras under the chairmanship of the Commissioner and Secretary to Government, Department of Education, Government of Tamil Nadu on Monday June 29, 1981. The occasion for the meeting was the desire

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of the Union Ministry to review with the voluntary agencies and the state Governments the first assessment by the NAEP Evaluation unit of the Madras Institute of Development Studies of the role of voluntary agencies in Tamil Nadu in the National Adult Education Programme.

The Joint Secretary posed some important and difficult questions. First, why in a state with the second highest literacy rate and a tradition of voluntary agencies were only 30 agencies operating under NAEP, Second, why against the target of three lakh adults to be made literate by the voluntary agencies in the first two years, only 50,000 adults were enrolled in the 2400 centres according to the review report. Third, why is the rate of drop outs and non participants almost equal in every centre to the members enrolled. Fourth, why was not something done about the feeling of 60 per cent of the learners that the facilities at the centre, particularly the space, building or its lack, and lighting were unsatisfactory. Fifth, why was not some mid term correction made with regard to the almost exclusive emphasis on literacy and even so while "the overtly expressed expectations of learners from the Adult Education centres revolved around literacy, a majority felt that they had not achieved the desired level of competency at the end of 10 months", so that even the literacy emphasis was insufficient in results. Finally and probably the most serious finding of the review was "the current level of resource allocation which in theory is Rs. 60/- per adult illiterate to be educated over a period of 10 months seems unrealistic. The effective cost per learner works out to more than Rs.400/- on the basis of the present average achievements rates of 4 learners per centre of (21 learners completing the course) becoming adequately literate".

These were tough questions posed by the Joint Secretary on the basis of the findings of the evaluation report. The voluntary agencies present represented over half of the 2400 NAEP centres that were run in the two year period. They first agreed with the review report's main findings which also happen to be the critique of the programme by the Kothari Committee. The low literacy rate arrived at by the report is based on applying strictly the norms established by the Union Directorate of Adult Education - that is ability to read 50 words per minute, copy 10 words a minute and make minor calculations of upto three digit figures.

The report gives other statistics on the subject which is relevant; that 14 per cent of learners could read fluently, another 44 with difficulty, that 26 per cent could write more than 60 per cent of the words dictated and another 18 per cent 40-60 per cent of the words, that 50 per cent of learners could add upto 3 digits and 41 per cent subtract, but on one digit almost all had competence. The agencies pointed out, as the report does, that over 50 per cent were for women and the structural difficulties bore heavily on them. The need for a long term programme - far longer than the 10 months of the current programme - as envisaged by the Kothari Committee, the possibilities of equipping the animator for discharging the awareness role of the programme, and the urgency of ensuring the continuing education of the over four lakh adults who have been made literate by the Government and the voluntary agencies were some of the conclusions that emerged.

But the real importance of the meeting was that this was the first official meeting called by the Union Government (the first after the new Government took office in January 1980) to review, restructure and revive the National Adult Education Programme. In fact the Joint Secretary stated that the meeting was planned to be called on this day because it was expected that a week or fortnight earlier the Government announcement on N.A.E.P would have been made. Due to some uncompleted paper work, this has been delayed, but this meeting is an earnest of the Government's decision to go ahead with the programme. There will be a meeting like this in Bombay at which the Tamil Nadu, Gujarat, Rajasthan and Bihar evaluators will also be present and then a final meeting in Delhi to restructure the programme in the light of the 6 evaluations, the Kothari Committee report and the Government decisions. The meeting was a booster to this state Government and the voluntary agencies.

It is true that some valuable time and momentum have been lost and more serious some of the experienced project personnel have had to go away into other fields.

But the call of Adult Education is sounding again and we, the voluntary agencies, must respond in the light of the experiences of the last two years and the helpful evaluations of that period that are available to us.

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TRAINING OF ADULT EDUCATION  
FUNCTIONARIES AT BHU, VARANASI

The NAEP unit of the Banaras Hindu University organised a 10-day training cum workshop programme for adult education functionaries from May 5 to 14, 1981 in Varanasi. Over 180 instructors participated in this training programme.

The following topics were discussed during the training programme : adult education its concept and methodology, organisation of the adult education centre, technique of the village survey and rapport establishment, how to treat with the adult learners, social service as work-experience, non-formal adult education : concept and implementation strategies, skills of literacy and numeracy, socio-cultural aspects of health, screen printing - a home industry, preparing teaching aids locally, environmental conservation and population education, supervision, monitoring and evaluation in NAEP, maintenance of records at the centres, Bank's schemes of assistance for rural development, co-ordination with AIR and other agencies, forming village level committees for the successful implementation of adult education programmes, etc.

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TRAINING OF ADULT EDUCATION  
FUNCTIONARIES IN MANIPUR

A training of adult education functionaries was organised by the Manipur Adult Education Association for 21 days in January this year. The Association has started 100 Adult Education Centres in 53 villages in the Central, East and Tengnoupal Districts of Manipur for a period of 10 months.

Experts from Government Department and Voluntary Agencies were involved in this training programme.

The training was specially designed to make different functionaries well acquainted with the needs and problems of the clientele group.

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NEED FOR ADULT EDUCATION STRESSED

The Bihar Education Minister, Mr. N.H. Khan, called upon voluntary organisations to participate in a greater measure in eradicating illiteracy through adult education.

Speaking at a meeting organised by the All India Pariwar Kalyan Parishad at its Bal Kendra, Geeta Colony in Delhi on June 19, 1981 Mr. Khan said that eradication of illiteracy was vital for rapid development and progress of the country.

Mr. Khan and Mr. Kamal Nath Singh Thakur, Bihar MLC, who also spoke on the occasion, stressed the importance of adult education. They suggested that adult training centres should be set up in JJ colonies, small towns and villages.

The parishad general secretary, Mr. Baleshwar Prasad, said that his organisation was taking various steps to impart education to poor people.

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### EDUCATION IN KUWAIT

Kuwait spends over 600 million dollars on education in a year for only 1.5 million inhabitants. Education is free at all levels for Kuwaiti nationals and is compulsory from the age of 6 to 14. But since no one can be legally employed until the age of 16, most children continue some form of education until that age. With the incentives offered by the Government - free tuition, free lunch, free books, free uniforms, free transport, and free keep for boarding pupils - schooling is a pleasant experience for Kuwaiti children.

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### ADULT EDUCATION AND PRIMARY HEALTH CARE

The International Council for Adult Education has initiated a long term project on Primary Health Care in developing and developed countries. The project is intended to contribute to the overall objectives of Alma Ata declaration, 'Health for All by 2000'. Specifically, the project is intended to develop training materials for community level health workers in the areas of health education and community mobilisation. The underlying assumption of this project is that unless a community participates in articulating its health needs, in demanding and utilising services and in managing its own health, the objectives of Alma Ata will remain a dream.

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"An investigation into certain aspects of personality, social background and ideological meaning among the activities of three political parties in Tamil Nadu", Madras University, 1977.

Paulraj, N.K.

"A study of the socio-economic factors and their inter-relationships among the out of school children", Madras University, 1980.

Ghosh, Sunanda (Mrs)

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ADULT EDUCATION BULLETIN. Semi-Annual.

Karnataka State Adult Education Council, Krishnamurthipuram,  
P.B. No.2, Mysore. Price varies.

ASIAN LABOUR. Quarterly,

ARO-ICFTU, P-20 Green Park Extension, New Delhi-110016.  
Rs.48.00

COMMUNICATOR. Quarterly.

Indian Institute of Mass Communication, D-13 South  
Extension Part - II, New Delhi-110049. Rs.10.00

EPA BULLETIN. Quarterly

National Institute of Educational Planning and Administration,  
17-B, Aurobindo Marg, New Delhi-110016. Unpriced.

EDUCATION QUARTERLY. Quarterly

Ministry of Education & Culture, Department of Education,  
Government of India, New Delhi-110001. Rs.10.00

IAEA NEWSLETTER. Monthly

Indian Adult Education Association, 17-B, Indraprastha  
Marg, New Delhi-110002. Unpriced.

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH NEWSLETTER. Quarterly

Indian Council of Social Science Research, IIPA Hostel,  
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National Council of Educational Research and Training,  
Publication Department, Sri Aurobindo Marg, New Delhi-  
110016. Rs.18.00

INDIAN JOURNAL OF ADULT EDUCATION. Monthly

Indian Adult Education Association,  
17-B, Indraprastha Marg, New Delhi-110002. Rs.25.00

INDIAN JOURNAL OF LABOUR ECONOMICS. Quarterly

Indian Public Health Association, 110 Chittaranjan  
Ave, Calcutta-12. Rs.10.00

INDIAN JOURNAL OF SOCIAL WORK. Quarterly

Tata Institute of Social Sciences, Sion-Trombay Road,  
Deonar, Bombay-400088. Rs.30.00

INDIAN WORKER. Weekly

Indian National Trade Union Congress at Navchetan Press  
Ltd. H S 29, Kailas Colony, New Delhi-110048. Re.0.50  
per copy.

JAGRITI : Rural Reconstruction. Fortnightly.  
Director of Publicity & Films, Khadi & Village  
Industries Commission, 3 Irla Road, Vile Parle(W),  
Bombay-400056. Rs. 10.00

JOURNAL OF EDUCATIONAL RESEARCH AND EXTENSION. Quarterly

Sri Ramakrishna Mission Vidyalaya, Teachers College,  
Coimbatore, Tamil Nadu. Rs.15.00

JOURNAL OF FAMILY WELFARE. (Personal, Marital and Sociological)  
Quarterly

Family Planning Association of India, 1, Jeevan Udyog,  
Dadabhai Naoroji Road, Bombay-400001. Rs.8.00

JOURNAL OF INDIAN EDUCATION. Bi-monthly

National Council of Educational Research and Training,  
NIE Campus, Sri Aurobindo Marg, New Delhi-110016.  
Rs.10.00 (Supersedes NIE Journal)

NAEP NEWSLETTER. Bi-monthly

Directorate of Adult Education, 34, Community Centre,  
Basant Lok, Vasant Vihar, New Delhi-110057. Unpriced.

NAYA SHIKSHAK/TEACHER TODAY. Quarterly.

Education Department, Director of Primary and Secondary  
Education, Bikaner, Government of Rajasthan, Rs.12.00

PLANNED PARENTHOOD. Monthly

Family Planning Association of India, 1 Jeevan Udyog,  
Dadabhai Naoroji Road, Bombay-400001. Unpriced.

SOCIAL ACTION. Bi-monthly.

Indian Social Institute, Institutional Estate, Lodi  
Road, New Delhi-110003. Rs.12.00

SOCIAL CHANGE. Quarterly.

Council of Social Development, 53 Lodhi Estate,  
New Delhi-110003. Rs.12.50.

SOCIAL WELFARE. Monthly.

Central Social Welfare Board, Jeevan Deep, Parliament  
Street, New Delhi-110001. Rs.8.00

WORKERS EDUCATION. Monthly.

Central Board of Workers Education, 1400, West High  
Court Road, Gokulpeth, Nagpur(Maharashtra.) Unpriced.

VOLUNTARY ACTION. Monthly.

Association of Voluntary Agencies for Rural Development,  
A-1 Kailash Colony, New Delhi-110048. Rs.12.00.

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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-11000

Vol. III No. 4-5 July-August 1981 Limited Circulation

## 34TH ALL INDIA ADULT EDUCATION CONFERENCE IN PATNA, OCTOBER 20- 23, 1981

The Indian Adult Education Association in collaboration with Directorate of Adult Education, Government of Bihar, will be organising its 34th All-India Adult Education Conference in Patna from October 20-23, 1981.

The theme is "Role of Adult Education in Promoting and Effective Functioning of Rural Institutions and Organisations".

The last date for registration is 25 September 1981. The registration fee is Rs.15/-. (Rupees 5/- as delegation fee and rupees 10/- as material cost).

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## ZAKIR HUSAIN MEMORIAL LECTURE

Dr. (Smt) Madhuri R. Shah, Chairman, University Grants Commission will deliver the 1981 Zakir Husain Memorial Lecture on October 21, 1981 in Patna.

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## SEMINAR ON ADULT EDUCATION COMPONENT IN INTEGRATED RURAL DEVELOPMENT AND ITS FOLLOW-UP

Inaugurating a three day Seminar on Adult Education Component in Integrated Rural Development and its Follow-up, Shri B.J. Khatal, Minister for Irrigation, Food and Civic Supplies of the Government of Maharashtra said in Bombay on August 6, 1981 that important role of education in rural development was to shift the burden from agriculture to industries. He said that land was insufficient

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in the country and rural masses had to be educated regarding other village industries like animal husbandry, dairy farming, poultry etc.

The Minister said that change in the living pattern of life and adoption of new practices should be suggested by adult educators. He said that in rural areas the education so far had been equated with service and that attitude had to be changed. Shri Khatal said that adult education had a relation with social and economic condition of the country and should be an important component in the development programme of rural areas.

The Seminar convened by Indian Adult Education Association in collaboration with Bombay City Social Education Committee was attended by about 45 delegates from different parts of the country.

Shri V.S. Mathur, President, Indian Adult Education Association in his presidential remarks said that human resource development should be an important part of all development programmes. He said that rural masses though illiterate were not uneducated and unintelligent. They knew their interest and they had to be told how their lot could be improved. Change of attitude of villagers was the work of adult educators, he stressed.

He said that adult education had four functions in integrated rural development programme : a) to develop consciousness, b) to make them understand how to solve their problems, c) to have faith in themselves, and d) to unite themselves.

Earlier, Barrister M.G. Mane, President of Bombay City Social Education Committee in his welcome address said that development programmes should result in reducing poverty from this country and education of the people had great role in this respect.

Shri J.M. Gadekar, Social Education Officer of Bombay City Social Education Committee in his remarks as Director of the Seminar said that development did not mean increase in production only but over-all development of the rural areas through educational programmes, for the development and welfare of the masses.

Dr. T.A. Koshy, Hony. General Secretary of Indian Adult Education Association proposed a vote of thanks. He said that the role of adult education in integrated rural development should be the improvement in the quality of life. He said that education had to be relevant and skill-oriented.

The delegates were divided into two groups to discuss the following sub-themes of the Seminar. The group Chairmen were Smt. Kamla Rana and Shri Yashwant Shukla. The Rapportuers were Smt. M. Contractor and Shri S.S. Shrivastava.

1. Relevance of adult/non-formal education in the transfer of science and appropriate technology to the rural poor and the preparation of a plan of such education for small farmers, artisans and landless labourers.
2. The preparation of training models in adult education methods for scientists and technologists so as to help them transfer science and technology to the rural area.
3. The role of educational institutions in this programme and in what way adult and non-formal education can help in the development of rural institutions and organisations to achieve the objectives of integrated rural development.
4. The follow-up programme in Adult Education in IRD.

#### Valedictory Address

The valedictory address of the Seminar was delivered by Shri Baburao Kale, Minister for Rural Development, Government of Maharashtra. Shri M.G. Mane, President, BSCEC presided.

Shri Kale said voluntary organisations had a great role in promoting rural development and they should see that the rural masses get the benefit of the various schemes of rural development which Government had launched for them.

#### Recommendations

1. The Seminar welcomes and appreciates the statement in the sixth five year plan document relating to people's participation and the role of voluntary organisations in Integrated Rural Development and calls upon voluntary organisations to extend full support in the upliftment of the rural poor. However, the Seminar feels that the Government should take timely and positive steps to seek the cooperation and assistance of voluntary organisations in the planning and implementation of all developmental programmes at all levels thereby optimising the results of the plan programmes by enhancing the effectiveness and efficiency of the services provided by Governmental functionaries.
2. The Seminar recognises that educational component in development is of extreme importance and therefore urges upon Governmental and non-Governmental agencies to make adult education as an integral part and as an effective tool in all programmes of rural development.
3. The Seminar recommends that the Indian Adult Education Association should take upon itself the responsibility of bringing to the notice of the Government the difficulties and problems faced by voluntary organisations implementing educational programmes with the development agencies and with this object convene a conference of grass root level organisations engaged in the programme of adult education and rural development.

4. The Seminar recommends that the Indian Adult Education Association be instrumental in exploring the possibilities of setting up a training institution for senior staff members of Governmental and non-Governmental organisations engaged in adult education and rural development. This training programme should include preparation of audio-visual aids, teaching learning materials etc. for promoting various facets of integrated rural development.
5. The Seminar calls upon voluntary organisations as well as the Government to take steps to disseminate in time information about plan programmes and assistance available to the rural poor for the successful implementation of integrated rural development programme .
6. The Seminar calls upon educational institutions to take steps to transfer appropriate science and technology to the rural poor /incalculable scientific attitude among the people under the integrated rural development programme.

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TWENTY-THIRD 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-third 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 prize of Rs.1,000/- and a certificate from the Directorate of Adult Education.

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 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 :

Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Marathi, Malyalam, Oriya, Punjabi, Sindhi, Tamil, Telgu 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.

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The last date for receipt of entries on prescribed form along with a crossed postal order for Rs.5/- is 31 October 1981.

For entry form and detailed rules kindly write to the Director, Directorate of Adult Education, West Block No.8, Wing No.7 (IInd Floor) R.K. Puram, New Delhi-110 022.

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RURAL FUNCTIONAL LITERACY  
PROGRAMME IN BARODA

The Government of Gujarat has sanctioned a project of 300 Adult Education Centres under the rural functional literacy programme to the Baroda District. To implement this programme a training programme of instructors of 10 days duration was held at Babhoi & Karjan Taluka from February 3-12, 1981.

About 162 adult education centres have been started in the selected villages of Dabhoi & Karjan Taluka. The remaining 138 adult education centres will be started shortly.

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FOLLOW-UP PROGRAMME OF COURSES  
IN TRAINING IN LEADERSHIP IN  
ADULT EDUCATION

A one-day Seminar on follow-up programme of the training course in training in leadership in Adult Education held earlier in February and March in Deolali this year was organised by the Bombay City Social Education Committee at its office in Bombay on May 31, 1981. It discussed how far the teachers and supervisors of BCSEC had been able to make use of the leadership training courses and what follow-up programmes should be taken to make use of these courses.

Shri M.G. Ambhore, Promotion Officer of Small Industries Services Institution gave a talk on small scale industries. Shri Ambhore defined the small scale industries and its limits of budget. He explained the technical guidance and the amount of loan that was available from the Government institutions like Maharashtra State Financial Corporation, MIDC, etc.

Smt. S.V. Desai, Research Officer, Education Department, Bombay Municipal Corporation spoke on Adult Education concept, content and its application. She said that in an adult education programme, courses in occupational, vocational training for raising income of the learners should be organised along with literacy education. Mrs. Desai emphasised that special books for neo-literates should be prepared.

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SHRAMIK VIDYAPEETH, AJMER

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

(a) A programme for Housewives of Ramganj (a workers' colony) was organised in which participants were acquainted with the knowledge of domestic appliances used in their day to day life and its maintenance and included child care, hygiene, cleanliness, repair of domestic electric appliances, stove repairing, fuel consumption, family budget, savings etc. 31 housewives participated in this course for 10 days.

(b) A programme in Rajasthan Service Rules for Subordinate Staff of Rajasthan Government was organised from March 10 to 30, 1981. 16 participants completed the training.

The objectives of the course were to promote in the member of the staff, understanding of the organisation in which he is employed; to help him understand the fundamental rules and regulations and general conditions of service; to help him understand about the pay and allowances applicable to employees of Rajasthan at different stages; to promote his understanding of the dismissal, removal and suspension, to promote his knowledge about the leave and its categories and to acquaint him with service records.

(c) Two programmes on Tailoring and Cutting are in progress. 56 women are taking part in these programmes.

The Vidyapeeth organised two film shows on 'Bharat Darshan' in Inderkot and Nagra areas of the city.

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WORKSHOP ON NON-FORMAL EDUCATION  
FOR WOMEN AND GIRLS

The Directorate of Adult Education organised a national Workshop on Non-Formal Education for Women and Girls in New Delhi on August 18-19, 1981.

It was inaugurated by Smt. Anna R. Malhotra, Secretary, Ministry of Education. Shri S. Ramamoorthy, Joint Secretary (Adult Education) presided over the concluding function.

37 participants representing State Governments, State Resource Centres, Universities and voluntary agencies attended this two-day meet.

Dr. T.A. Koshy, Hony. General Secretary, Indian Adult Education Association was the resource person to the Workshop.

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## NICARAGUA'S LITERACY PROGRAMME

One of the most outstanding campaigns against illiteracy has been fought in the small, central American country of Nicaragua. There a government came to power, after a particularly bloody revolution, and inherited a country in ruins. Having decided that people were the main resource of the country and they were mainly illiterate - a great "Literacy Crusade" was launched. The aim was to teach the people their political and social rights, and the importance of their role in the reconstruction of the country.

The Government was committed to community based organisations. The universities and schools were closed, and the children given a rapid course in teaching. These children, called Brigadistas, were then sent into the country areas. They moved from village to village, teaching the peasants to read and write. This was combined with an introduction to history, geography, economics or politics. They would then move on, leaving a small nucleus in a village to pass on their knowledge to others.

The average time taken for a student to reach the minimum level of literacy required was 58 days. On this basis, it is claimed that illiteracy was reduced from 51% to 12% of the population in the 5 months that the campaign was actually conducted. (IFWEA Bulletin 81/10)

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## SIATE

Sri Lanka Association for Total Education held its first annual conference at Damsak Mandira, Moratuwa, in December 1980, at which office-bearers for 1981 were elected. Mr. D. Arampatta was re-elected President, and the outgoing General Secretary, Mr. D.M.S. Dissanayake was also re-elected for 1981.

The Conference was preceded by a well-attended Seminar on "The Role of Women in Adult Education in Sri Lanka", and "Adult Education and the elderly: learning opportunities in Sri Lanka". Papers were presented by Mrs. Soma de Silva, Mr. Leel Gunasekera and Dr. W.M.K. Wijetunga.

During 1981 SIATE has participated in planning educational activities for prisoners, civic and part time skill training in some selected local government areas, and in a National Seminar at the SLFI on "Adult Education : Needs and Perspectives". (ASPBAE Newsletter Region I June 1981).

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ICAE EXECUTIVE MEETING AND SEMINAR IN TRINIDAD

When adult education is seen as 'education for social mobilization', it has the power to give new meaning to development and to intensify the interaction of people in learning, analyzing and making choices about the kind of social and political dynamics that can free them from dependency, exploitation and conflict, Luis Echeverria, new International Council for Adult Education Honorary President, told the Executive Committee at its meeting, held in Port-of-Spain, Trinidad and Tobago, 28-30 May 1981.

"We should see development as the breaking of a vicious circle of poverty, ignorance, over-population, poor nutrition, disease and external dependence," said Lic. Echeverria, who is Director General of the Centre for Economic and Social Studies of the Third World, in Mexico City, and former President of the Republic of Mexico.

The meeting, the first for the ICAE in the Caribbean, was arranged in cooperation with its Caribbean Vice-President, Kurleigh King, and the Caribbean Regional Council for Adult Education. It was attended by 15 Executive members, 26 observers; ICAE Secretariat staff and Special Representatives; and invited colleagues, such as Paul Mhaiki, Director of the UNESCO Adult Education, Literacy and Rural Development Division.

The highlights of the Executive Committee Meeting include :

New Members

Four countries were welcomed into membership: Movimento di Collaborazione Civica (Italy); Lesotho Association of Non-Formal Education; Sri Lanka Association for Total Education; and the very recent St. Lucia Association for Continuing Education (Caribbean).

Two developmental proposals were also approved :

A Literacy Focus for the ICAE proposes the formation of a Literacy Committee to serve as a coordinated focus for the Council's work in this field; monitor developments on behalf of members; suggest priorities; strengthen information-sharing among international organizations, universities and national bodies; and report to the Executive and the General Assembly of members.

The ICAE Leadership Training Programme dealt with the urgent need identify, recruit and train young men and women in various parts of the world who will take on leadership roles for the future. Further study will be made on the most effective method for how such a programme could be structured and funded.

Cooperation with UNESCO

Paul Mhaiki reported on the preliminary preparations for the UNESCO World Conference on Adult Education, to be held in 1984/85. Mr. Mhaiki stressed the importance of national associations in stimulating examination of adult education issues and in ensuring good cooperation between governments and non-governmental organizations.

SEMINAR ON ADULT EDUCATION  
TRAINING AND EMPLOYMENT

Over 100 adult educators, including 63 men and women from 19 Caribbean region countries and territories, took part in and intensive Seminar on Adult Education Training and Employment, held 1-3 June in Port-of-Spain, Trinidad and Tobago. Sponsors were the Caribbean Regional Council for Adult Education, the Congress of Adult Education of Trinidad and Tobago, and the International Council for Adult Education.

Seminar sessions allowed for a variety of viewpoints on regional training, social and economic context of employment, role of non-governmental organizations, action for and by women, literacy, ideology and nation-building, and workers' education.

The ICAE will hold its General Assembly in Paris in October 1982.

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INTERNATIONAL COUNCIL FOR CORRESPONDENCE  
EDUCATION

Learning at a Distance is the theme of the Twelfth World Conference sponsored by the International Council for Correspondence Education being held June 9-15, 1982, in Vancouver, British Columbia, Canada. Conference topics, designed to be far reaching and informative, include learner characteristics, economics of distance education, use of technological media, tutoring and support services, recent research findings, reduction of dropout rates, and distance education and national development.

For information on the Conference, write to : Dr. Ian Mugridge, Open Learning Institute, 7671 Alderbridge Way, Richmond, B.C., Canada. V6X 1Z9.

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MOBILE PRINTING PRESS

A Micro Mobile Printing Unit - a printing press in a van - has been donated to UNESCO for use in producing rural newspapers in Kenya. The van, a gift from the International Federation of Newspaper Publishers, will be used to expand the rural press in Kericho district, northwest of Nairobi, and the Kwale district, near Mombasa.

When the van arrives in a village, members of its team talk with the local people and take photographs. Then the team processes the news and prints the newspaper, all within a few hours. In this way, the village has its own newspaper, complete with headlines and pictures, in a part of the world where newspapers are traditionally a big-city luxury.

The van is equipped with a new type of tabletop offset press, typewriters with various type faces, a printing plate-maker, a generator, and a mini-darkroom for developing, enlarging, and printing photographs. Permanent newspaper facilities are to be built later, following the van's pioneering work.

The van was designed by the Netherlands' Graphic Media Development Centre, and the UNESCO project to develop the rural press in Kenya is being carried out with funds provided by the Federal Republic of Germany. (UNESCO Features)

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

##### Aims and Objects of Adult Education

Citizens for Democracy, New Delhi. Education for our own people, a policy frame for the development of education over the next ten years. Bombay, Allied Publishers, 1978. 77 p.

The document prepared under the chairmanship of Dr. J.P. Naik presents an alternative educational plan for India. The document tries to indicate what a good national system of education for our country should be and how it can be created over the next ten years or so. It highlights the need to change the class orientation of the existing system, and to recognise it with the education of the people, as its central objective. Chapter three of the document discusses 'An Integrated Participatory System of Formal and Non-Formal Education'. The chapter fourth discusses 'Adult Education and out of school youth'.

Rokadiya, B.C. Adult Education and Workers Education : An Asian perspective. New Delhi, Directorate of Adult Education, 1980. 364 p.

The volume is a reprint of a background paper prepared by the author for the Unesco regional seminar on 'Adult Education and Development' held at Bangkok from 24 November to 4 December 1980. Some of the sections of this document are :

(1) The labour force situation (2) Educational situation of the labour force (3) Adult Education of workers (4) The rationale for adult education of workers (6) Emerging trends of workers' education.

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Srinivasan, Lyra. Perspectives on non-formal adult learning.  
New York, World Education, 1977. 122 p.

This monograph on functional education for individual, community, and national development discusses some recent influences on adult learning theory. Theories of Illich, Friere, Rogers, Maslow, Bruner Skinner and Knowles have been summarised. In second section of the monograph three approaches to learning - problem centred, the projective approach and self-actualizing approach, have been discussed. In the appendix, sample sensitizing exercises, sample projective stories have also been given.

#### Media, Methods and Material in Adult Education

Adult Education Information Notes. Adult Education Section (Literacy), Adult Education and Rural Development Division, Unesco, 7 Place de Fontenoy, 75700 Paris, France.

It is a quarterly Newsletter that reports on literacy and adult education efforts in Africa, Asia and Latin America. Adult Education Information Notes is published in English, French, Spanish and Russian and is distributed free by Unesco, Paris.

Bhasin, Kamla. Torana Wadhon Ka. Jaipur, Rajasthan Proudh Shikshan Samiti, 1980.

This Hindi translation of 'Breaking Barriers', is a report of regional change agents training programme which was organised by the 'Freedom From Hunger Campaign/Action for Development Unit of the Food and Agriculture organisation and held in Bangladesh, India, Nepal and Brilanka between March 15 to May 1978. One of the objective of this programme was to find out why development programmes failed to reach or benefit the poor and what could be done to rectify such a situation. Document gives a detailed process and experiences gained in participatory training of change agents.

Singh, Sohan. Learning to read and reading to learn. Bucks, Hulton Educational Publication and International Institute for Adult Literacy Methods, Tehran, 1976. 116 p.

This monograph under the series "Literacy in Development" gives an approach to a system of literacy instruction. The proposed system considers the needs of learners as well as of teachers and suggests ideas about the preparation of instructional materials to be used by learners, by teachers, and by teachers and learners together. The monograph begins by providing a rationale for creating a system of instructional materials for teaching and describes how the rationale can be translated into the total fabric of instructional materials which can be handled and assimilated by the audience for whom the materials have been developed.

The author distinguishes between two stages of a literacy programme. The first stage, he calls, learning to read. The second stage is called reading to learn. In the first stage emphasis is on mastering the linguistic code. In the second stage emphasis is shifted to reading to learn. That is reading is now used to get information out of reading materials.

Unesco. Education for rural development. Educational, documentation and information, bulletin of the International Bureau of education. No.216, 1980.

The document is an annotated bibliography on "Education for Rural Development". It lists those studies which have been published after 1972. The bibliography has been divided into eight sections. The third section deals with 'Adult Education, Literacy, Women's Education and Education in a Rural context'. The fourth section presents 'Educational Programme and content'.

## Evaluation Reports/Guidelines

Directorate of Adult Education, New Delhi. Research for NAEP - guidelines for proposals. New Delhi, Directorate of Adult Education, (n.d.). 17 p.

This mimeographed document discusses importance of research in the field of adult education and literacy and also lists some of the significant areas in which research would be useful for further improvement of NAEP. Following research areas for NAEP have been suggested : (1) Planning and Management (2) Motivational Problems in Adult Education (3) Curriculum and Materials (4) Language (5) Training (6) Media (7) Testing (8) Monitoring and Evaluation (9) Follow-up Programmes (10) Workers' Education (11) Integration of Adult Education with Development

The document also provides guidelines for release of grants for research work under NAEP.

## Adult Education in other countries

Naseem Hoque. Non-Formal Education for Women in Bangladesh. Michigan, Agency for International Development and Institute for International Studies in Education, Michigan State University (n.d.). p.65 (Programme of Studies in Non-Formal Education, Supplementary Paper No.5).

The document is a case study and has been divided into four chapters. The chapter one describes the background, purpose and procedure of the study. Chapter second provides an overview of the women's organisational movement in Bangladesh, with reference to non-formal education programmes. Chapter third contains detailed case studies of 35 organisations that are involved in non-formal education. Chapter fourth enumerates the general features of the case studies and the last chapter is a discussion on the trends of the institutionalization of the programme.

## General

Dale, Roger and others ed. Schooling and the National Interest. England, The Open University Press and the Falmer Press, 1981. 402 p.

This collection of readings on sociology of Education is compiled as a component of the open university course "Society, Education and the State". The volume examines elements of the large-scale politics and economic structures which affects educational provisions. The document has been divided into three parts. The first part deals with 'The State and the Politics of Education.' 'The economy and the labour process have been discussed in part two. The third part provides material on education and national development.

Gaur, Keshav Dev. Poverty in India : Case for a new education system. Social Change, vol. II No.1, 1981. p 29-36.

The study aims at identifying and highlighting the problems relating to trends in rural poverty and their relationship with educational growth. The study is specifically confined to identifying the trends in educational expenditure in India and working out the contribution of education in economic development of the country. Poverty oriented development strategy is being suggested for the vast majority of the poor engaged in farming at subsistence level in order to make a major dent on the problem of poverty. The study highlights the major issues facing education system. Some measures have been suggested to improve our education system to promote economic and social mobility in India.  
Rural Society.

Tilak, Jandhyala. B.G. Education and inheritance of inequality. Social Change. Vol. 10, No.1-2, 1980 p.45-53.

Along with property, wealth and genetic characteristics, people inherit educational, social and economic status from their parents. The economic levels, occupational status and educational levels of the people are significantly determined by their fathers and in some cases, their grandfathers economic, educational and occupational status. This hypothesis is verified in this study, based on the data collected through a sample survey conducted by the author in the West Godavari District of Andhra Pradesh and the hypothesis was found to be true. It has also been found that degree of influence of parental characteristics on one's status differs from one group to other, e.g. it differs from men to women, from rural workers to urban workers and from backward castes to non-backward castes.

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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. III                      No. 6                      September 1981                      Limited Circulation

## BHATT GETS NEHRU LITERACY AWARD FOR 1981

Shri Chunibhai R. Bhatt, Member Secretary, Gujarat State Social Education Committee, Surat has been awarded the 1981 Nehru Literacy Award for outstanding contribution towards the promotion of adult education in the country.

Shri Bhatt had been instrumental in organising 4,456 adult literacy classes in Gujarat in which 620623 adults had been made literate.

He has written over 100 books for the illiterates and the neo-literates.

Shri Bhatt has been the Editor of "Jeevandeep" a monthly journal for neo-literates published by the GSCEC for the last 17 years.

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## SEMINAR ON TRADE UNIONS AND COMMUNITY SERVICE

The Indian Adult Education Association with assistance from Central Board of Workers Education organised a Seminar on "Trade Unions and Community Service" in New Delhi from September 26-28, 1981. 34 delegates from five northern states participated. The participants came from variety of backgrounds and avocations and brought to bear upon the discussion their practical experience in the field of trade unions, adult education and social service.

The Seminar was inaugurated by Shri B.G. Deshmukh, Secretary, Ministry of Labour, Government of India on 26th September, 1981. Shri Deshmukh said that trade unions

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could strengthen its base of operation if it gets the support of the community at large. He urged the trade unions to bring to its fold large mass of unorganised sector which would ultimately help them to come closer to the community.

Shri V.S. Mathur, President, Indian Adult Education Association in his presidential address said that workers were getting less real wages because they had to support with their income the unemployed and underemployed members of their families. He said that trade unions were becoming conscious of their responsibility towards <sup>the rural poor and were helping them in promoting their</sup> own Organisations. He hoped that these organisations once developed would help the members to protect their interest and take advantage of the various schemes of development launched for them by the Government.

Shri Mathur said that the trade unions should see the worker in various facets of life and should provide educational, medical etc. facilities to them. They should establish contact with the agencies providing these services so that <sup>their</sup> members could take advantage of them. He urged that Trade Unions must get the support of the community if they wanted their demands to be met.

Earlier, Dr. T.A. Koshy, Hony. General Secretary, Indian Adult Education Association welcomed the Chief Guest and the participants.

Shri J.D. Sharma, Director, Indian Adult Education Association proposed a vote of thanks.

In the first Plenary session Dr. S.C. Dutta, Director of the Seminar in his address on the Working Paper said that if trade unions continue to confine their attention only to the industrial labour they would have to content themselves to remain a minority movement and would not be able to influence the decision making processes and changes which were a constant phenomena of the socio-economic system of the country. He said that Unions must be able to initiate some projects for educational, cultural and recreational activities of their family members and the people in their localities.

Dr. Dutta pointed out that trade unions would have to actively participate in the economic development of the

country by undertaking activities beneficial to the community at large. These could be cooperative, income generating and training of the unemployed youth. He placed before the seminar three major aspects of the subject for their consideration :

1. In the light of the far reaching changes in the political, social and economic system of the country is there need for Trade Unions to extend and expand the scope of their activities?

2. If so, is it possible for the Trade Unions to organise community services for the members and their families slum dwellers and poorer sections of the society living in the area of their operation and if so what should be the nature of the programmes to be undertaken?

3. To what extent Trade Unions must enter the economic field in order to serve as an alternative model through setting up cooperatives and workers' enterprises.

The Seminar had four plenary sessions in addition to the inaugural session.

Shri R.L. Thakar, Secretary, Indian National Trade Union Congress in his address said that Trade Unions must undertake adult education programmes for its members and their families. He said that Trade Unions to be effective must have support and sympathy of the community. Shri Thakar suggested an alliance of democratic organisations like Trade Unions, Cooperatives, Adult Education for providing service to the community.

Shri B.M. Toofan, Secretary, Hind Mazdoor Sabha in his address also urged the trade unions to bring to its fold millions of unorganised people. He said that if trade unions could provide jobs to the unemployed they would be serving the community.

Shri Toofan said that creation of awareness among the members should be an important responsibility of the trade unions. He said that all trade unions could not undertake service to the community because of their meagre financial resources but he urged the national centres of trade unions to enter the field of community service.

Discussing the sub-themes of the working paper the seminar felt that the trade unions should develop confidence

and awareness among the members.

Discussing the role of Trade Unions in service of the community the seminar felt that the trade unions should play an effective role in raising the living standard of its members. Dissemination of information regarding avenues for employment and developmental programmes should be an important function of the trade unions and adult education organisations. It was felt that bigger trade unions and national centres should have trained social workers who could undertake community service so as to bring the trade unions movement closer to the community.

The Seminar felt that the trade unions should organise educational programmes for adult men and women. It should help in organising slum dwellers and the rural poor; should start consumer stores wherever possible; should start cooperatives of various kinds and other income generating projects.

The participants felt that removal of social evils should be an important function of the trade unions.

The Seminar felt that trade unions should widen the mental horizon of the workers and make them aware about basic aspects of health and hygiene. Population Education should be an important component of educational programmes undertaken by the trade unions.

#### Recommendations

1. The Seminar is of the opinion that the basic function of trade unions is to promote and protect the interest of its members, but in its own interest and for achieving its main objectives and to get support of the community, the trade unions should include service to the Community as an essential function.
2. The trade unions in order to strengthen its base of operation and to get support from the community at large for its rights should align itself with movements like cooperatives, adult education etc.
3. The trade unions should take steps in bringing to its fold the unorganised sector including the rural poor so that they could act as pressure groups and get advantage of development schemes launched for them by the Government and other agencies.
4. The Seminar notes the statement in the Sixth Five Year Plan document relating to people's participation and the role of voluntary organisations in Integrated Rural Development and calls upon voluntary organisations to extend full support in the upliftment of

the rural poor. The Seminar feels that the Government should take timely and positive steps to seek the cooperation and assistance of voluntary organisations including trade unions in the planning and implementation of all developmental programmes at all levels thereby optimising the results of the plan programmes by enhancing the effectiveness and efficiency of the services provided by Governmental functionaries.

5. The Seminar urges that trade unions should start income and employment generating projects for the benefit of its members and their families.

6. The Seminar calls upon the Indian Adult Education Association to organise similar seminars in various regions of the country so that consensus could be evolved and suitable suggestions could be made to Central Board of Workers Education for assisting the trade unions in their educational and community service programmes.

7. The Seminar calls upon the Indian Adult Education Association to take steps to disseminate information regarding programmes and assistance available so that the members of trade unions and other organisations could take advantage of these programmes.

8. The Seminar recommends to Ministry of Labour and State Departments of Labour and other development departments of the Government of India to convene a conference of representatives of Trade Unions and other allied organisations at various level so that difficulties and problems faced by them could be discussed.

9. The Seminar recommends to trade unions to organise educational programmes including vocational training programmes for its members and their families so that they could participate effectively in decision making and could take care of their problems.

10. The Seminar calls upon trade unions to take advantage of grant-in-aid scheme of C.B.W.E. for organising educational programmes for members. It also urges upon the C.B.W.E. to review its grant in-aid pattern.

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NATIONAL SEMINAR ON ROLE OF  
VOLUNTARY AGENCIES IN RURAL DEVELOPMENT

The National Institute of Public Cooperation and Child Development (NIPCCD) organised a National Seminar on Role of Voluntary Agencies in Rural Development in New Delhi from August 25-27, 1981.

The objectives of the seminar were to review the contribution of voluntary agencies in rural development in the past; analyse their experiences in mobilising people's participation in the planning and implementation of programmes and projects of rural development, particularly those aimed at alleviation

of rural poverty; and suggest ways and means of maximising voluntary action and public cooperation as instruments of effective implementation of programmes of integrated rural development.

The seminar had 60 participants which included representatives of voluntary agencies engaged in rural development, officials of Central and State Government departments responsible for implementation of rural development programmes and experts from research and training institutions and other technical bodies.

In his inaugural address, Shri Baleshwar Ram, Union Minister of State for Agriculture and Rural Reconstruction said that People's participation and voluntary action were very important vehicles of rural development. The People's participation could be mobilised through organisations of the youth, organisations of women, voluntary agencies and Panchayati Raj Institutions. He observed that special emphasis needed to be placed on involving the youth in programmes of rural reconstruction. Student organisations like NSS and NCC and non-student youth organisations like Yuvak Mandals and Nehru Yuvak Kendras should be assigned specific tasks in each block. Voluntary organisations and institutions should be involved in district and block level planning especially for making the Minimum Needs Programme a success. He emphasized that the principle of helping the people to <sup>help</sup> themselves should be underlined in all schemes of rural development. Success in improving the quality of life of rural poor will depend upon the extent of involvement of our vast human resources in national development. The success of most of programmes would largely depend on support of non-governmental organisations.

Dr. S.K. Rau, Director General, National Institute of Rural Development delivered a Key-note address in the seminar. Dr. Rau remarked that the need for public cooperation had been recognised since they began formulating five year plans. There had always been the keenness among the planners to create greater awareness about the plan for expeditious implementation of its components. Ideas about rural development involvement of people themselves in the programmes had merged out of the pioneering

voluntary rural reconstruction efforts of Mahatama Gandhi and Gurudave Ravindra Nath Tagore. The most important feature of these pioneering experiments were that the leaders experimented with ideas of their own, irrespective of the Government policies and they were backed by their own efforts, and financial support. These voluntary efforts seemed to have shaped the government policy of rural development in the post-independence period. In the past 30 years hundred of voluntary agencies had done yeoman work in the rural areas.

The most striking features in the action of voluntary agencies in this field had been that they could make the programmes innovative in response to the local situations unlike a government programme which was pre-determined with little malleability and there had been a high degree of dedication which in a way had developed a different kind of managerial capability. Dr. Rau felt that it was difficult to delineate in specifics the several ways in which the economic development programme could be assisted by voluntary organisations. However, they had a crucial role in matters like identification of the deserving poor, finding out their preferences and aptitudes, innovating the required occupational pattern for them, helping in improving production technology and arranging for marketing of the produce. These were the areas where government machinery was not adequate both physically as also qualitatively.

The theme of the seminar was discussed under the following sub-themes :-

- (i) Integrated Rural Development - Defining Role of Voluntary Agencies.
- (ii) Experiences in Voluntary Action on Rural Development.
- (III) Strategies for Voluntary Action to reach the Rural Poor.

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RECOMMENDATIONS ON ADULT EDUCATION  
ADOPTED BY THE EDUCATION MINISTERS'  
CONFERENCE

A Conference of Ministers of Education was held in New Delhi on June 2, 1981. The Resolutions/Decisions on Adult Education adopted at the Conference are given below :

The Conference recommends :

- that adult education programme should be directly related

to life situations and closely linked to needs, interests and aspirations of the adult learners and to national goals of socio-economic development ;

- that the adult education programme should not end up with the mere acquisition of basic literacy skills but should be reinforced by effective post-literacy and follow-up programmes in order not only to prevent adult learners from relapsing into illiteracy but also to bring them into the ambit of life-long learning;
- that adequate infrastructures for administration, resource support, monitoring, evaluation and research are essential for the effective implementation and expansion of the programme ;
- that the implementation of the programme of this size cannot be envisaged without the involvement of other development departments of the Central and State Governments, media agencies, local bodies, etc. ;
- that such a massive programme cannot be successfully implemented exclusively through Government efforts and must involve educational institutions, employers and voluntary organisations which play a vital role in the field subject however utmost care being taken to ensure that the programmes does not serve the communal or parochial aims of any individual or organisation ;
- that the adult education programme must give special priority to women and weaker sections of society ; and
- that special efforts be made to cover the educationally backward regions.

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DAEA ORGANISES SYMPOSIUM ON ADULT  
EDUCATION AND NATIONAL INTEGRATION

The Delhi Adult Education Association organised a Symposium on "Adult Education and National Integration". in Delhi on August 30, 1981. Lala Hans Raj Gupta, President of the Association presided.

Sarvshri Bhiku Ram Jain, M.P., Mushtaq Ahmed, Inder Singh Azad, Dr. Man Mohan Gautam and Frank Thakur <sup>Das</sup> spoke on the occasion.

Shri S.P. Milind, Hony. General Secretary welcomed the guests and the participants. Shri L.N. Aggarwal was the convener of the symposium.

The artists of Song and Drama Division of the Government of India presented a cultural programme on the occasion.

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TRAINING CAMP FOR POPULATION RELATED  
ADULT EDUCATION PROJECT

The Janta Kalyan Samiti, Rewari (Haryana) organised a training camp for <sup>of Population Education Related Adult Edu.</sup> Supervisor and Educators in Rewari from August 20-22, 1981.

Shri J.D. Sharma, Director, I.A.E.A. inaugurated the camp. In his inaugural address, Shri Sharma emphasised the need to bring social change in the villages through literacy, awareness and family welfare programmes. Shri R.N. Mahalwat, Secretary, Janta Kalyan Samiti was the Director of the training camp.

The valedictory address of the camp was delivered by Dr. N.K. Ansari, Jt. Director, Directorate of Adult Education, Government of India. Dr. (Miss) S. Atish, Director, S.R.C. Haryana presided over the function.

The following subjects were covered during the training camp :

Population Education and its Necessity, Relation of Population Education with Adult Education, Effects of Population increase on developmental projects, Adult psychology and motivation, Social evils and their eradication, Women and child welfare programmes, methods of conducting interviews and filling of household schedules and involvement of village/opinions leaders in this programme.

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FIELD SEMINAR ON POST-LITERACY  
MATERIALS

A Field Operational Seminar on Preparation of Post-Literacy Reading/Learning Materials was held for 10 days in early 1980 by the Office of Non-formal Education of the Philippines' Ministry of Education and Culture, in cooperation with the Unesco Regional Office for Education. The object was to consolidate inter-agency cooperation, develop concepts, methods and processes for preparing materials, and to share experiences with other countries in the region.

The Seminar was part of an ongoing series of activities in the Philippines that have included <sup>an</sup> inter-agency task force, an interdisciplinary study group meeting, and study visit to Indonesia and Thailand.

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J.P. NAIK IS NO MORE

We profoundly regret to record the death of Shri J.P. Naik on August 30, 1981 in Pune (Maharashtra). He was 74.

Shri Naik was Vice-President of the Indian Adult Education Association from 1960-1964. He was Treasurer of the Association in 1977-78. Shri Naik was Honorary Editor of the Indian Journal of Adult Education in 1979.

Shri Naik delivered the Zakir Husain Memorial Lecture of the Association in Mysore in 1976.

Shri Naik was Adviser in the Ministry of Education from 1959-64, 1966-69. He was Member-Secretary of the Education Commission (1964-1966). Shri Naik was Member-Secretary of the Indian Council of Social Science Research from 1969 to 1977.

The Association deeply mourns his sudden and untimely demise and conveys its heartfelt sympathies to the bereaved family.

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SELECTED

LIST OF FOREIGN PERIODICALS ON  
ADULT EDUCATION

Adult Education Clearing House Newsletter. Centre of Adult Continuing Education, Montclair State College, upper Montclair, NJ 07043 New Jersey. \$ 20.00. Monthly.

Adult Education (England), National Institute of Adult Education, 19-B. De Montfort Street Leicester. LE17GE. 0533 - 551451. £ 5.00. Bimonthly.

Australian Journal of Adult Education. Centre for Continuing Education, Australian National University. P.O. Box-4, Canberra-Act.2600 \$ 7.50

Adult Education and Development: German Adult Education Association Department for International Cooperation, Konstantinstra Be 100. 5300 BONN 2, Germany. Unpriced.

Adult Education in Finland: Finland Association of Adult Education Kansanvalistusseura Museokatu 18A2. 00100 Helsinki 10 Finland, \$ 10-00

ASPBAE COURIER: ASPBAE, C/CCE, Australian University, P.O. Box-4 Canberra, ACT 2600, Australia. \$ 5 -00

ASPBAE Newsletter: Asian Pacific Skill Development Programme, P.O.Box-1423, Islamabad, Pakistan, Unpriced.

CAUCE Bulletin: Canadian Association for University Continuing Education. 141 Laurierw, suite 809. Ottawa, Ontario. K1P 5J3. Unpriced(n.d.)

Communication Development Report: 1414, 22nd Street, N.W. Washington, D.C. 20037 U.S.A. Quarterly. Free of Charge.

Connect: Unesco-unep environmental education newsletter. Unesco, 7, place de Fontenoy, 75700 Paris. France. Unpriced.

Convergence: International Council of Adult Education, P.O. Box Station F, Toronto, Canada. M4Y 2L5, Quarterly. \$ 10-00  
(The Indian Adult Education Association also accepts subscriptions on behalf of I.C.A.E. Subscription charges are Rs.60-00 p.a.)

Idea and Action: Freedom from Hunger Campaign/Action for Development, Food and Agriculture Organisation of the United Nations, 00 100 Rome, Italy.

Literacy Documentation Service: University of Reading, Agriculture Extension and Rural Development Centre, U.K. (n.d.) Unpriced.

Literacy Review: International Institute for Adult Learning, P.O. Box-1555, Tehran, Iran. Price not given.

Mobral Informa: Ladeira do Ascurra, 114 Cosme Velho - 20.000, Rio de Janeiro-RJ, Brazil. Bimonthly. Free of charge.

Notes and Studies: European Bureau of Adult Education, Nieuwenhuis P.O. Box-367, 3800 AJ. Amersfoort Netherlands.

Population Education in Asia and the Pacific Newsletter: Population Education Programme Service, Unesco Regional Office for Education in Asia and the Pacific, G.P.O. Box-1425, Bangkok, Thailand.

World Education Reports: World Education Inc., 251 Park Avenue, New York, New York 10010, U.S.A. Free of charge for persons engaged in non-formal education activities. For other persons \$ 10-00.

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TRANSFORMATION OF SCHOOLS INTO SCHOOL-  
CUM-COMMUNITY CENTRES PLEADEDA BRIEF REPORT OF PATNA CONFERENCE

The 34th All-India Adult Education Conference on "Role of Adult Education in Promoting and Effective Functioning of Rural Institutions and Organisations" which concluded in Patna on October 23 this year had strongly pleaded for the gradual transformation of village schools into village school-cum-community centres envisaging interaction between the community and the school, which should also become the focal centre for community affairs. The function of the school-cum-community centres should also be the propagation of the various schemes of the government for employment generation and for rural development.

The Conference said that adult education was an essential input in the process of development and social change and it should be an essential component of all developmental programmes so that the benefits of these programmes could reach those men and women for whom they were primarily meant.

The declaration adopted by the Conference stated that to bring about transformation of the countryside there was an urgent need for development of a new and dynamic leadership mostly coming from the youth. It emphasised the need for developing effective institutions and programmes both for adults and youths in the countryside like the Folk High Schools in the Scandinavian countries.

The Conference emphasised that a suitable programme of technology transfer should be designed so that appropriate low-cost technologies could be adopted in the farms and homes resulting in the saving of time and labour and encouraging the participation of women in learning activities.

The declaration said that permanent adult education centres be established at the village-level to organise different type of need-based programmes, including learning activities for men and women to enable them to fully participate in the panchayat and cooperative affairs.

The declaration noted that the voluntary organisations, by and large, could not make a headway in organising adult education programmes during the last year and a half mainly due to non-release of funds by the Government of India. It urged upon the Government to resume the release of grants to the voluntary organisations so as to enable them to participate effectively in the programmes of the adult education.

The 4-day Conference convened by Indian Adult Education Association in collaboration with Directorate of Adult Education, Government of Bihar, was attended by over 400 delegates from 23 States and Union Territories.

#### INAUGURATION

Inaugurating the Conference, Dr. A.R. Kidwai, Governor of Bihar said that adult education programme should aim at improving the quality of life of men and women of the country and should provide them with greater knowledge and skill. It should also generate employment and instil self-confidence among the people.

Shri V.S. Mathur, President of the Indian Adult Education Association in his presidential address stressed the need to gradually develop rural schools into community centres for the rural populous and to start Folk High School for the education of youth to enable them to open into moral independence as well as to bring in them a strong feeling of fellowship and responsibility for the society in which they lived.

Shri Mathur said/education should be aimed at developing an individual's intellect, character and physique. He said that there was need for promotion of voluntary, democratic and autonomous organisations of the rural people. These alone could make the marriage between the peoples' needs with the available resources, he said.

Shri Mathur said that the organisations of the rural poor should be able to assert their will and their interest, and on the other, serve as their operative arm in production and for meeting their various servicing needs. He pleaded for making the voluntary organisations more effective in ushering in social and economic change.

The Chief Minister of Bihar, Dr. Jagannath Mishra who was the chief guest said that the Government was bent upon making adult education programme an instrument of economic and social change but in no case politics would be introduced into it. Its aim was to raise the social and economic status of the people and make them aware of their rights and duties and also improve their avenues of employment so that the rural poor might provide social leadership at every stage.

Dr. Mishra said that the Government had decided to intensify the execution of integrated rural development scheme and adult education would play a vital role in it. He said that the neo-literates should be given proper opportunities to keep their literacy skills in working order. The ultimate aim of adult education should be to provide life-long learning opportunities for the masses, he concluded.

Earlier, Shri Karam Chand Bhagat, Education Minister of Bihar, in his welcome address said that the Indian Adult Education Association, established 40 years ago, had kept the torch of adult education burning and the inclusion of adult education in the minimum needs programme was primarily the results of its efforts.

Shri Raghu Nath Jha, Bihar State Minister for Adult Education, in his address said that education and life couldn't be separated and it had always been the effort of the Government to link education with the life of people. He emphasised the need to extensively utilise the audio-visual techniques in this programme.

Dr. T.A. Koshy, Hony. General Secretary, Indian Adult Education Association proposed a vote of thanks.

NEHRU LITERACY AWARD PRESENTED  
TO SHRI J.R. NAGAR

The Nehru Literacy Award of the Association for 1980 was presented to Shri Janardan Rai Nagar, founder Upkulpati, Rajasthan Vidyapeeth, Udaipur for his outstanding contribution for promotion of adult education in the country by Dr. A.R. Kidwai.

The citation for the award said that under the inspiring and dynamic leadership of Shri Nagar the Rajasthan Vidyapeeth established by him 44 years ago had grown into a complex of educational institutions. It had been meeting both formal and non-formal educational needs of the State. The citation further said that Shri Nagar had been a pioneer in establishing night schools for children and adults and in linking education with productive work.

Shri Nagar in his reply said that the message and mission of adult education was not new to this country. It was the age-old message of the Vedanta and also of the Rishis and their teachings were for life and redemption from death. He said that they gave not only knowledge but wisdom and scientific power to live a rich and fuller life.

Shri A.P. Sharma, Union Minister for Tourism and Civil Aviation in his special address said that illiteracy could be eradicated from this country if every educated could undertake the responsibility of teaching one illiterate adult.

Shri Sharma said that high rate of illiteracy in this country was due to long foreign rule and non-availability of educational facilities in those times. He said that after independence lot of efforts had been made in this direction and he congratulated the Indian Adult Education Association for giving a lead in this field. Shri Sharma said that adult education programmes undertaken by Trade Unions had benefitted a large number of industrial workers and their families and pleaded that they should now be undertaken on an extensive scale.

#### GROUP DISCUSSIONS

The delegates were divided into four groups to discuss the following sub-themes :

- (1) Role of Adult Education in Promoting Peoples Organisations especially Organisations of the Rural poor.

- Chairman : Dr. D. Subba Rao

- (2) Role of Adult Education in Effective Functioning of Panchayats

- Chairman : Shri J.C. Saxena

- (3) Role of Schools in Adult Education

- Chairman : Shri Yashwant Shukla

- (4) Role of Adult Education in Activising and Establishing Rural Organisations for youth and women

- Chairman : Dr.(Smt) Asha Dixit

#### VALEDICTORY FUNCTION

The valedictory address of the Conference was delivered by Shri R.C. Dwivedi, Chief Executive, National Cooperative Union of India. Shri P.P. Nayyar, Chief Secretary, Government of Bihar, presided.

Shri Dwivedi in his address said that peoples' organisations had an important role to play in this country and urged that leadership in the rural areas should come from the grass-root level. He said that financial resources of the rural institutions were limited and they could not undertake fruitful programmes for the masses with the meagre resources.

Shri Dwivedi said that adult education had a very crucial role in promoting and effective functioning of rural institutions and urged that adult education should not be taken as a programme but as a movement. He said that movement was never created by the Government and it comes from the people themselves.

Shri Dwivedi said that institutions in rural areas were working in isolation and unless there was a coordinated approach there would not be very effective results. Shri Dwivedi said that strong adult education movement along with strong peoples' organisations would go a long way in solving the problems of rural areas and in strengthening the roots of democracy in the country.

He said that there were over three lakhs cooperative societies in this country and they should be involved in the adult education movement.

Shri P.P. Nayyar in his remarks as Chairman of the function said that rural institutions should not primarily depend upon Government money. He said that their functioning would become more effective if they could get peoples' participation in their day to day activities. He said that the cooperation among various agencies should not only be grass-root level but at all stages.

Sarvshri K.R. Ramasubramaniam, Chairman, Deepayatan, State Resource Centre for Adult Education, Bihar, S. Ramamurti, Joint Secretary, Ministry of Education, Government of India and V.S. Jha, Veteran Adult Educator and former President of the Indian Adult Education Association also spoke on the occasion.

Three cultural programmes of Dance, Song and Drama were arranged by the Directorate of Adult Education, Government of Bihar on October 20, 21 & 22, 1981. A study visit of the nearby places in Patna was also arranged.

The Governor of Bihar and Chief Minister of the State hosted receptions for the participants of the Conference.

## RECOMMENDATIONS

The Conference made the following recommendations :

1. The existing rural institutions should be strengthened and conditions should be created so as to enable the rural poor to participate in the decision making process.
2. Adult Education programme should be intensified through the active involvement of all institutions, organisations and individuals, with particular reference to rural areas.
3. All the personnel of the various rural institutions and organisations should be made aware of and, if possible, trained in the principles and methods of adult education.
4. All neo-literates and semi-literates should be organised so as to be able to identify their sources of exploitation and fight against the same, exercise their rights and responsibilities, break the age-old vicious circles of various types of social evils and engage themselves as learning-cum-production groups in the learning society of the future.
5. Adult Education should accelerate the process of education of the members of Panchayats and Cooperatives.
6. A permanent adult education centre should be established at the village level to organise different types of need-based continuing education programmes.
7. More and more women should participate in the learning activities so as to enable them to fully participate in the Panchayat and Cooperative affairs.
8. Special efforts should be made to involve the weaker sections of the community in the educational programmes so that they are encouraged to participate in the community affairs.
9. Cooperatives and Panchayats should be identified as the learning resources and encouraged to organise adult education programmes by adequate financial support from the Government.
10. Folk High Schools should be revitalised and established in different parts of the country under the auspices of Voluntary Agencies.
11. The 'School-cum-Community Centre' concept should be popularised again and implementation should start forthwith, so that the existing infrastructural facilities of the schools are utilised for adult and non-formal education.
12. Adult Education schools should be organised for providing continuing education to men and women in various disciplines and skills.

13. An information programme should be suitably designed to make the rural poor aware of the various developmental schemes of the Government and other agencies, which are meant for them and they should be motivated to come forward to participate in the programmes.
14. A suitable programme of technology transfer should be designed so that appropriate low-cost technologies can be adopted in the farms and homes resulting in the saving in time and labour and encouraging the participation of women in learning activities.
15. Adult Education, being a sub-system of Education, is an essential input for the process of development and social change; and for our country, it should be a national movement of high priority, based by a strong political will and commitment.

#### ZAKIR HUSAIN MEMORIAL LECTURE

The 1981 Zakir Husain Memorial Lecture was delivered by Dr. (Smt) Madhuri R. Shah, Chairman, University Grants Commission in Patna on October 21, 1981. Dr. Shah in her address said that the Universities were the creation of the society and must serve the community of which they were a part. The function of the University now was to help the social, economic, educational and cultural growth of the community which it served. She said that education, by its very nature, had to be a continuous life-long and goal directed process. The Universities could no longer remain isolated from the larger society, she added.

Dr. Shah said that the Universities must realise the need for carrying knowledge and skills to the people in all walks of life and accept service to the community as one of their important responsibility and give extension the same status as teaching and research. It was important to establish an organic link between adult education, extension and university curricula and without such interaction on the continuing basis the University would remain isolated from the society and their programmes out of tune with the reality around them.

She said that democracy was of little benefit to the people if they were to remain illiterate. Democracy should not flourish properly unless the people were able to understand and take part in the institutions that democracy had forged for them.

Dr. Shah said that illiteracy as a mass phenomenon blocked economic and social programmes, effected economic productivity, population control, national integration and improvement in health and sanitation adversely.

She said that centres of continuing education in the Universities should act as catalytic agents trying out new ground for new experiment with need based courses and innovative approaches. Dr. Shah emphasised that the universities in order to develop and grow must take up continuing and extension work.

Dr. Shah said that Adult Education should not be considered as a separate programme or external input. They were part and parcel of development processes and should therefore be built in as an integral component of the various development programmes.

She emphasised that women adult education should receive special importance. "If we could make every women literate, there could be no illiteracy in the future generation", she said. She called upon universities and colleges to play an important role in providing literacy education to women.

Dr. Shah concluded that rubbing shoulders with the common man should help to shed the traditional role of the universities as being ivory towers.

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#### CELEBRATION OF INTERNATIONAL LITERACY DAY

Indian Adult Education Association

The Indian Adult Education Association in collaboration with Lakshmi Bai College of the University of Delhi organised a function to celebrate the International Literacy Day on September 8, 1981 at the College. Dr. P.D. Shukla, former Joint Educational Adviser to the Government of India was the chief guest on the occasion. Dr. S.C. Dutta, Vice-President, IAEA, presided.

Dr. Shukla in his address said that the biggest problem in promoting adult literacy among adults was lack of motivation and efforts should be made to provide sufficient motivation to attract them towards this programme. Adult educators, he said had responsibility not only towards the illiterates but also towards the educated and the elite so that they keep themselves abreast with new knowledge in their respective fields. Dr. Shukla said that new slogan should be education of the adults instead of adult education.

Earlier Dr.(Smt) B. Nangia, Principal of Lakshmi Bai College, in her welcome address outlined the progress of literacy education in the country.

Shri J.D. Sharma, Director, IAEA in his introductory remarks said that teachers and students should realise their responsibility towards the society and education of the deprived should be their responsibility. He said that the educated class owed debt to the society and they should pay back this debt by teaching the illiterate adults.

Dr. T.A. Koshy, Hony. General Secretary, IAEA said that literacy alone would not be successful unless it was linked with development. He said that world literacy programme launched by Unesco was a step in this direction. He said that the Association would be willing to help volunteers who were prepared to teach the illiterate masses.

Dr. M.L. Mehta, Deputy Secretary, UGC said that universities and colleges had a great role in this programme and the UGC was providing cent percent assistance to colleges for undertaking this programme.

Dr. S.C. Dutta in his presidential remarks said that the momentum of adult education had to be increased if it had to have some impact on the society. He said that this programme had to be a continuing education programme, and should not merely be confined to literacy education.

#### Bombay City Social Education Committee (BCSEC)

The BCSEC celebrated the International Literacy Day at Samaj Shikshan Mandir on September 8, 1981. Shri Arun Dabholkar Chairman, Education Committee, Bombay Municipal Corporation was the chief guest on the occasion. Barrister M.G. Mane, President of the Committee, presided.

Shri Dabholkar in his address said that universalising elementary education and checking the dropout rate from the schools would go a long way in solving the problem of illiteracy from the country. He said that adult education should be need-based and functional.

Barrister Mane in his presidential remarks outlined the activities of BCSEC and said that workers of the Committee were sharing the joys and sorrows of people living in slums and foot paths of Bombay.

Earlier, Shri J.M. Gadekar, Social Education Officer, BCSEC said that 35 crore people in this country were living below poverty line and adult educators should not only impart literacy education but should also help them in improving their economic conditions.

Lectures were also arranged in social education centres run by the Committee.

LITERACY 1901-1981

<u>Year</u>	<u>Persons</u>	<u>Males</u>	<u>Females</u>
1901	5.35	9.83	0.60
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.90	7.30
1951	16.67	24.95	7.93
1961	24.02	34.44	12.95
1971	29.45	39.45	18.69
1981	36.17	46.74	24.88

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INTERNATIONAL COOPERATIVE ALLIANCE (ICA)

The International Cooperative Alliance founded in 1895 is the world body of the cooperative movement. Its membership covers 66 countries in the six continents of the world.

Besides the head office in London, there are three Regional Offices viz., the Regional Office and Education Centre for South-East Asia in New Delhi, the Regional Office for East and Central Africa, Moshi, Tanzania and Regional Office for West Africa, Bingerville, Ivory Coast.

The ICA, Regional Office and Education Centre (ROEC) established in 1960 in New Delhi conducts technical meetings, viz., Expert Conferences, Policy Makers Conferences, Regional Seminars, National Seminars and Fellowships Programmes etc.

The ROEC brings out a quarterly "ICA Regional Bulletin" which gives general information about its activities as well as those of the movements in the countries served by it.

Further information can be had from Regional Director, Regional Office and Education Centre for South-East Asia, 43 Friends Colony, New Delhi-110065.

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UNESCO LITERACY AWARDS FOR 1981

The Federation of Cuban Women, the Directorate of Adult Education, Govt. of Bihar and National Literacy Committee of the People's Republic of Angola are the winners of Literacy Prizes worth US \$ 5000 each announced by Unesco for 1981.

The Nadezhda Krupskaya Prize was awarded this year to the Federation of Cuban Women, which groups 81% of the female population in the country. The federation participated actively in the campaign which made 56% of the women literate. It gives courses for new literates, particularly in rural areas, and more than 226,000 house-wives have enrolled in the sixth stage.

The prize donated by the International Reading Association was awarded to the Directorate of Adult Education of Bihar State in India. In this region, the illiteracy rate was 80% in 1971. By 1979, the directorate's programme led to the setting up of 8,000 centres for 240,000 participants, 32% of them women. The programme includes courses on local government, agriculture, industry and health; stress is also laid on post-literacy. A computerized system is used to control programmes and to identify difficulties. By this year the illiteracy rate was down to 74%.

The Noma Prize, awarded for the second time, went to the National Literacy Commission of the People's Republic of Angola. Set up in 1976, the Commission has multiplied the number of literacy centres in urban municipalities, provincial communities, industrial enterprises, associations, co-operatives and trade unions. Thanks to publicity on radio and television and in the press, nearly 2,800,000 people were enrolled between 1977 - the year the campaign was launched - and 1980. Of this number, more than 500,000 have been made literate simultaneously in Portuguese and in one of the six national languages.

In addition, each prize confers two honourable mentions.

For the Krupskaya Prize, one went to the Research Centre for Adult Education of the People's Republic of the Congo, which was set up at Pointe Noire in 1980. The centre trains instructors, popularizes teaching methods and perfects programmes and techniques which are aimed, among others, at forestry workers. Honourable mention also went to Mr. Nail Mahmood Al-Saidi (Iraq), who has devoted 30 years of his life to literacy and adult education. He is the author of several reading and mathematics manuals, and Editor-in-chief of the newspaper Al-Mustaqbal (the future).

The Literacy Service of the National Bureau for Rural Promotion of the Ivory Coast and the BEC's project "On the Move" received honourable mention from the International Reading Association. The Ivory Coast service works in the framework of a development project, and has already trained 60 instructors to help peasants to better understand production systems and marketing. "On the Move" is a British adult education project

which uses radio and television to reach two million people with a reading level below that of a child of nine.

Noma Prize honourable mentions went to Professor Manuel de Jesus Manzanares, Director-General of Adult Education in Honduras and to the Dharma Wanita Association (Indonesia). Professor Manzanares has given impetus to the training of personnel and to the redesigning of elementary education for adults; it was his initiative which led to the launching of a national literacy campaign. The Dharma Wanita Association is an Indonesian non-governmental body which groups 2,800,000 wives of civil servants who take an active part in the national literacy campaign launched in 1976.

Special tribute were also paid to four organisations ; Shawnirvar Bangladesh, whose programme has reached six million people; to the Tanzanian rural press which provides reading matter for new literates; to the project for the promotion of literacy by the Laubach Association in the United States, which recruits 20,000 volunteers every year; to the World Boy Scout Movement, which has played an important role in national literacy campaigns in Benin, India, Indonesia, Jamaica, Kenya, Nicaragua, Pakistan and Senegal.

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HELENA KEKKONEN, FINNISH ADULT EDUCATIONIST HONOURED  
WITH AWARD OF FIRST UNESCO PRIZE FOR PEACE EDUCATION

Helena Kekkonen, Secretary-General of the Finnish Association of Adult Education Organizations, received the first award of the UNESCO Prize for Peace Education given as a joint award to the World Organization of the Scout Movement. The two winners were proposed by an international jury and were honoured at a ceremony at UNESCO headquarters in Paris, October 1, 1981.

Mrs. Kekkonen has been working for peace education for 20 years, leading refresher courses for teachers, giving lectures, organizing summer courses and international seminars, producing educational films and other teaching materials. She has worked unremittingly to promote a favourable attitude to the practical application of peace education among adult educators and others.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and Objectives of Adult Education

University of Kerala. International Literacy Day Souvenir 1981.  
Kerala Centre for Adult Education & Extension, University of  
Kerala, 1981. (various numbering)

The Centre for Adult and Continuing Education of the University of Kerala has brought out a souvenir on the occasion of International Literacy Day. It has articles in English and Malayalam.

Dr. Malcolam Adiseshiah in his article on "Some Thoughts on Continuing Education : Status and Future Directions" has underlined the following directions :

- (i) Each Board of study should identify the various areas of community work and service-rural or urban-appropriate to it, and detail how each should be carried out.
- (ii) The areas of community service should be part of the curriculum of each subject.
- (iii) Each teacher who does the class room or laboratory teaching should be responsible for supervising the community work of group of 20 or 30 students and such supervision should be credited as part of teaching load of students.
- (iv) Some 10 to 15 per cent of final marking or grading should be set apart for assessing the students work in the field of community service which will be a part of the specialisation he had chosen.

Dr. S.C. Dutta in his article on "Adult Education Movement and Indian People" has enumerated the following impacts of adult education movement :

- (a) literacy percentage has gone up;
- (b) number of students enrolled in school is going up;
- (c) equal access and equal opportunity for education to all men and women is agitating in the minds of planners;
- (d) the common men and women are becoming aware of their predicament and problems, and
- (e) some section of people have started organising themselves so that fruits of development are no longer cornered by a few to the disadvantage of many and self-confidence among weaker sections and women is growing.

Some of the other articles included in the souvenir in the English section are "Towards a Learning Society" by Dr. B. Be "Literacy without a Primer" by Dr. S.C. Bhatia and Miss Rita. "Books for Neo-Literates and Extension Education and Curriculum" by Dr. K. Sivadasan Pillai.

Request for Souvenir can be sent to Dr. K.S. Pillai, Coordinator & Head, Centre for Adult Education and Extension, University of Kerala, Trivandrum.

Media, Methods and Materials in Adult Education

Dharm Vir. Adult Psychology and Educational Methods : Selected Papers. New Delhi, International Co-operative Alliance, 1981  
107 p. (Mimeographed)

Part I of this mimeographed booklet deals with adult psychology. Methods and Techniques of Co-operative Education have been discussed in the Part II. Part III includes some specimen educational material for use of cooperatives teachers.

Directorate of Adult Education. Correspondence Courses: A Guide  
New Delhi, Directorate of Adult Education, Ministry of Education & Culture, Government of India, 1981. 100 p.

The guide lists the courses offered by

- (a) 27 universities and colleges
- (b) Three Secondary or Higher Secondary Boards of Education
- (c) Other institutes

Zimmer, Anne, Zimmer, Fred. Visual Literacy in Communication : Designing for Development. Tehran, International Institute for Adult Literacy Methods, 1978. 141 p. (Literacy in Development)

The purpose of this monograph is (1) to create an understanding of visual literacy by showing the making of visuals and graphic as part of a process of communication designed to achieve both cultural continuity and change. (2) to suggest steps for planning and designing visual messages for functional literacy and development and (3) to provide sufficient guidance to the reader to enable him to do something practical with the monograph in his practical life. Some of the chapters in this monograph are :

1. Understanding Visual Literacy, The problem - are we communicating
2. Designing Visual Messages, The designing process : its purpose and uses- The designing process : step by step, The planning phase - Making the Message.

De Sanctis, Filippo M.; Federighe, Paolo. Adult Education in Italy  
Progue, European Centre for Leisure and Education, 1981. 165 p.  
(Studies and Documents No.10-11)

The book presents an over all view of adult education in Italy  
Some of the chapters in this document are :

1. Theoretical and Historical foundation of adult education in Italy.
2. Primary bodies in Adult Education
3. Adult Education - Activities
4. Participation in Adult Education
5. Adult Education Workers
6. Research in the field of Adult Education
7. Expenditure on Adult Education
8. Hypothesis of restructuring of Adult Education within the framework of reform of the entire educational system.

Unesco. Education and Essential needs of the Rural Population of central America. Experiments in six villages. Paris, Unesco, 1980. 155 p.

The document is a report on a research project, national workshops and a subregional seminar conducted under Unesco/Unicef co-operative programme in September 1976 and September 1977 involving six countries of the central America region. The main objective of the document is to assess educational and essential needs of the rural population of central America. Reports on the following projects have been included in this document : Costa Rica : Promotion of Continuing Education. El Salvador : National Network of Cultural Centres. Guatemala : Out of School Education Programme. Honduras : Rural Health Programme. Nicaragua : Rural Development Programme : Subproject The Teacher as Social Organiser. Panama : Production School. Peru : Out-of-School Initial Education Programme.

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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

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## TRAINING PROGRAMME FOR ADULT EDUCATION AND POPULATION EDUCATION FUNCTIONARIES OF HARYANA

The Indian Adult Education Association (IAEA) in collaboration with State Resource Centre, Haryana, organised a 8-day training programme for the State and district level adult education functionaries of Haryana on the component of Population Education in Adult Education at the Dronacharya Government College, Gurgaon, from December 9-16, 1981.

The training programme was inaugurated by Dr. R.C. Sharma, Population Education Specialist at the UNESCO Regional Office in Bangkok, Thailand. Dr. S.C. Dutta, Vice-President, IAEA presided.

In his address, Dr. Sharma pointed out that a small country like Vietnam had been able to eradicate 90% of its illiteracy in a short span because of three factors namely political commitment, well established infrastructure and motivation. Citing examples of various other countries, he said that development was the focus of all programmes and schemes including Population Education in Adult Education Programmes. He defined development as "improvement in the quality of life". It was the population explosion that had eroded the quality of life, he contended. Dr. Sharma said that education was the most important instrument in bringing down fertility rate.

Dr. Dutta in his presidential address, said that the main objective of adult education movement was the creation of a learning society characterised by equality, peace, progress and prosperity. The basic purpose should be reducing poverty and inequality so rampant in the present day society. Dr. Dutta said that there were nearly 300 Government functionaries at the

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district level specially charged with the responsibility of bringing about improvement in the quality of life of the people. Adult education must coordinate the activities of these functionaries so that the fruit of development was brought within the reach of the poor people living in the country-side. He said population education must form an integral part of adult education programme.

About 40 adult education and population education functionaries attended this programme.

The following main topics were covered in the training programme :

The concept and objectives of population education; integration of population education with adult education; strategies and planning in Population Education as a component of adult education; training of functionaries; role of traditional and local media; material preparation and communicating the messages of population education, etc.

Three days were devoted to field visits to rural areas around Rewari (Haryana) where population project of the Indian Adult Education Association is being implemented. This provided to the participants opportunity to see for themselves how population education is being linked with adult education.

The services of over 15 resource persons were enlisted in conducting this training programme.

The valedictory address was delivered by the Education Minister, Government of Haryana, Shri Des Raj. It was presided over by Shri J.D. Sharma, Director, Indian Adult Education Association. In his address, the Minister said that his Government had made provisions for funds for Adult Education both in the plan and the non-plan sector. He said that efforts were being made to bring the State literacy level not only to that of the national level but even higher than that.

Dr.(Miss) Swarn Aatish, Director, State Resource Centre, Haryana was the Director of the Training Programme and Dr. V.B. Taneja, a former Director of State Institute of Education, Gurgaon was the Co-Director.

Recommendations

The following major recommendations emerged out of the training programme :

- I. The following five dimensions of population education should be included in the Adult Education Programme of the State :
  - i) Demographics of population;
  - ii) Relationship between population growth and economic growth;
  - iii) Population and social transformation;
  - iv) Population and material resources, and
  - v) Family life education both at the micro and macro levels.
- II. Motivation of adults to Population Education should be related to the development of local skills.
- III. A special training programme for Instructors/ Supervisors in 'Population Education' and Adult Education should be organised in October 1982.
- IV. In order to share experiences there should be inter-state visits for Adult Education Functionaries.
- V. The Adult Education Centres should take up some income generating projects like preparation of chalks, candles, dari patti depending on the skills available locally.

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FOREIGN VISITORS TO IAEA

The Indian Adult Education Association received the following visitors from abroad during November-December, 1981.

- (1) Dr. W.M.K. Wijetunga, Secretary, Asian South Pacific Bureau of Adult Education Region I, Colombo, Sri Lanka.
- (2) Mrs. Margaret Gayfer, Editor, "Convergence", International Council for Adult Education, Toronto, Canada.
- (3) Mr. George Baldino, President, World Education Inc, New York.
- (4) Team of three adult educators from Vietnam led by Mr. N.V. Luong, Head, Centre for Complementary Education.

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FIELD-ORIENTED TRAINING  
PROGRAMME FOR DAEO'S

The National Institute of Educational Planning and Administration (NIEPA) in collaboration with the Directorate of Adult Education (DAE) organised a 12-day Field-Oriented Training Programme for the District Adult Education Officers in New Delhi from November 23 to December 5, 1981. 24 participants from 11 States and Union Territories of India attended it.

The Training was divided into five phases :

- A) Study of three documents namely (i) 50 years of adult education; (ii) Adult Education Component in the Development Scheme of Government of India : A Compendium and (iii) Summary of Quick Appraisal of Certain Selected Programmes of Adult Education.
- B) Field visits to 8 villages in Haryana where the programme was in operation.
- C) Interaction with the DAEO's and Adult Education functionaries, such as Project Officers and Supervisors.
- D) Interaction with the Development Department Officers operating in the field.
- E) Reflection on the role of DAEO's as administrators, adult educators, public relation men and coordinators.

The following subjects were covered in the last three days of the training programme :

Preparation of action plan for linking adult education with development programme of the district, adult education and its linkage with development, identification of roles in relation to adult education centres, supervisors, project officers and development agencies, management of adult education material, population education as component of adult education, administrative and management problems and training methodologies.

Shri J.D. Sharma, Director, Indian Adult Education Association, delivered the valedictory address.

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NEWS FROM STATE RESOURCE CENTRES

SRC, Bengal Social Service League, Calcutta

The State Resource Centre, Bengal Social Service League organised the following programmes during the period July-September, 1981 :

I. Training Programmes

The SRC organised 18 training courses consisting of :

1. 6 Refresher Training Courses for Instructors;
2. 2 Training Courses for Instructors;
3. 1 Training Course for Supervisors of Government-run Projects;
4. 1 Refresher Training Course for Supervisors of Government Projects;
5. 1 Refresher Training Course for Supervisors of voluntary organisations;
6. 1 Refresher Training Course for Project/Asstt. Project Officers;
7. 4 Training Courses for Non-formal Education Centre Instructors; and
8. 2 Training Courses for I.C.D.S. Functionaries (in rural functional literacy).

864 persons participated in these training courses.

II. Publications

The following teaching and learning materials were prepared and all published during the quarter :

- (i) "GHRALU AURAT" (Housewife) - a supplementary book for adult education of Urdu-speaking women (Revised Edition) - 3,000 copies.
- (ii) "AMADER PADA" (Our reader) - a primer in Bengali for rural men (Revised Edition) - 1,50,000 copies.
- (iii) "PROBE ESSO" (Come and read) - a primer in Bengali for non-formal Education for the age-group 9 to 14 years in rural areas (Revised edition) - 5,000 copies.
- (iv) "TEACHERS' GUIDE" - for the Instructors in Adult Education Centres (a revised edition) - 5,000 copies.
- (v) "GHRANI" (Housewife) - a supplementary book in Bengali for adult women learners (Revised edition) - 50,000 copies.

(vi) "BIYER BAYASH NIYE ABAR AA-IN HOCHHE KENO"

(Why an Act is being passed again regarding the minimum age for marriage) - This book gives an historical account of marriageable age in Indian society through the ages. It explains the reasons for prescribing a minimum age for marriage - 1,000 copies.

III. Seminar/Workshop

The SRC organised a 3-day Seminar-cum-Workshop from July 9-11, 1981 for 'Post Literacy and Follow Up' in collaboration with the West Bengal Comprehensive Area Development Corporation and the Directorate of Adult Education, Government of West Bengal. The Seminar was inaugurated by Shri Jyoti Basu, Chief Minister of Bihar Government. Shri Shambhu Ghosh, Minister-in-Charge of Higher Education and Mr. Md. Abdul Bari, Minister of State for Education, Government of West Bengal also addressed participants during the inaugural function.

Shri Satyen Maitra, Director, SRC presented a working paper on the concept of Post Literacy.

The following subjects were covered in the Seminar-cum-Workshop :

- (i) Concept of Post Literacy and Follow-up;
- (ii) Organisation of post-literacy;
- (iii) Preparation of relevant and appropriate Instructional Materials for the post-literacy activities; and
- (iv) Enhancing functional competence.

SRC, Indian Institute of Education, Pune

The SRC, Maharashtra, (Indian Institute of Education) observed September 8, 1981 as the International Literacy Day. Dr. A.V. Gadgil, Reader, Indian Institute of Education delivered a talk on the problems of literacy in the third world countries. It was followed by slide-show in Hindi for the NAEP organisers, produced by the Directorate of Adult Education, New Delhi.

Profile of Supervisors & Instructors

The SRC has prepared a profile of supervisors and instructors in the State with a view to obtaining the basic data concerning their recruitment and training, as also for designing and appropriately conducting their training programmes.

A Training Programme for 150 instructors was organised at Alandi, Distt Pune from July 15-21, 1981.

Workshop of Supervisors and Instructors  
for Material Try-Out

A feed-back workshop of selected supervisors and instructors from the Pune District was organised at the SRC in order to obtain their reactions to the draft booklets.

The SRC has conducted in all 25 training programmes for the functionaries, above the level of supervisors. To make an overall review of these training programmes a note giving philosophy, contents & approaches taken during these training programmes was prepared by Dr. S.B. Gogate, former I/C, Training in the SRC.

The 26th training programme was organised by the SRC from September 7-9, 1981 in which 20 persons participated.

In this training programme emphasis on participatory methods such as, group discussions, role playing, use of simulation techniques and demonstrations by participants, slide show and a special programme of "Kirtana" by Dr. Govind Khare was organised in order to acquaint the participants with a traditional, popular communication media adopted to deliver a modern message in Indian Society. Field visit to Central Bee Research Institute, Pune and Directorate of Sericulture was also organised.

Publication

Three booklets under series Lokvachan were published during the period under report. Four-page Folder "Read & Understand Yourself" : Fourteen Co-Literacy folders were published after revision in their form, content & illustrations.

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SEMINAR/WORKSHOP ON MONITORING AND  
EVALUATION IN ADULT EDUCATION IN  
LUCKNOW

A three-day Seminar/Workshop on Monitoring and Evaluation in Adult Education was organised jointly by the Directorate of Education (Adult Education) U.P. Government and State Resource Centre, Literacy House, Lucknow from September 17-19, 1981.

The purpose was to improve upon the existing tools of learner evaluation; to sort out areas of awareness and functionality and to develop possible indicators to facilitate evaluation of these relatively difficult components of the adult education programme; and to review the monitoring proforma and survey schedules with a view to improve them and make them more relevant and practicable.

The Seminar/Workshop was inaugurated by Shri Bhagwati Saran Singh, Director of the Literacy House and the concluding session was presided <sup>over</sup> by Dr. B.C. Dass, Addl. Director, State Planning Institute, Lucknow.

13 participants including three district Adult Education Officers, three Project Officers, four Assistant Project Officers and three supervisors took part in this Workshop.

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TRAINING PROGRAMME IN  
HIMACHAL PRADESH

The District Education Officer, Simla organised two Training Programmes for Adult Education Functionaries from September 23-25 and September 28-30, 1981 at Rohru and Kumarsain.

In Rohru 29 educators (21 males and 8 females) participated while at Kumarsain 43 Adult Educators attended the training programme.

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STATE ADULT EDUCATION BOARD, HARYANA

At the first meeting of the State Adult Education Board, Haryana held at Chandigarh on July 27, 1981 under the Chairmanship of Education Minister, Haryana, the following recommendations were made :

1. It was recommended that Development Departments like Health, Public Relations, Co-operative, Forest, Animal Husbandry, Panchayat, Social Welfare, Agriculture should supply material in bold letters prepared by them to Adult Education Centres to educate the adults.
2. The District Adult Education Officers may conduct survey independently so that discrepancies in running the Adult Education Centres could be removed.
3. The Voluntary Agencies may be asked to participate in this programme.
4. Meetings of College Principals be arranged to promote Adult Education Programme.
5. Each college in the State will adopt one village to make it fully literate.
6. Starting of post literacy & follow-up programme for Adults who complete the course.

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ADULT EDUCATION PROGRAMME BEING REVIVED

Smt. Sheila Kaul, Minister of Education, Government of India, in reply to a question in Parliament on November 26, 1981 said that the Government was thinking of reviving the Adult Education Programme.

(Hindustan Times, November 27, 1981)

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ANNUAL MEET OF THE NAEP PROGRAMME OFFICERS AND SUPERVISORS IN COLLEGES OF MADURAI KAMRAJ UNIVERSITY

The Annual Meeting of the National Adult Education Programme Officers and Supervisors in Colleges of the Madurai Kamraj University was held in Madurai on October 17, 1981. Inaugurating it, Dr. VSP Manickam, Vice-Chancellor of the University appealed to the Programme Officers and Supervisors to take upon this work as a service to the country and wanted that they should do it with a sense of commitment and interest. The Vice-Chancellor also stressed the importance of follow-up programme in NAEP.

Dr. (Mrs) Kothai Pillai, Head of the Department of Education, in her key note address on "investment in human resources" stressed the importance of functional literacy for human resource development. Earlier, Shri R. Rangaswamy, Co-ordinator (NAEP) welcomed the participants.

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#### LITERACY IS LINKED TO ENVIRONMENT

Family Planning had been successful where female literacy was high, Dr. M.S. Swaminathan said at an International Seminar on "Environmental Education", in New Delhi on December 16, 1981.

He stressed the crucial role of education in improving environment.

Another participant in the discussion from the United States underlined improving the quality of life through environmental education.

Environment and family planning, he said, were not an end in themselves. The population factor was, no doubt important.

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#### INTERNATIONAL SEMINAR ON PAID EDUCATIONAL LEAVE

The International Federation of Workers' Educational Associations in collaboration with Irish Congress of Trade Unions organised an International Seminar on "Paid Educational Leave" in Dublin (Ireland) from November 2-4, 1981.

The Seminar was attended by nearly 40 participants including representatives from 21 of the member organisations of IFWEA in 15 countries.

The Seminar said that the rapid implementation of Paid Educational Leave was an urgent necessity despite mounting unemployment. New jobs must be found which were meaningful, satisfying, and productive for those who were presently unemployed, for young people entering the labour market for the first time, and for workers whose jobs were being threatened. Urgent measures were required to tackle these problems and these include the introduction of a shorter working week, longer holidays, earlier retirement, and a vast expansion of Paid Educational Leave to enable workers to attend both short and

long term courses of study.

The Seminar said that Paid Educational Leave had a vital role to play particularly in achieving a more equitable distribution of the benefits of new technology.

It should extend to the following areas :

- (a) Training at any level,
- (b) Social, Civic and General Education, and
- (c) Trade Union Education

The Seminar observed that Paid Educational Leave was even more important now than at the time of the convention which was adopted at the International Labour Organisation in 1974. Problems caused by changing economic and social conditions require that working people were given educational opportunity to develop solutions to these problems.

The Seminar recognising the vital role that Collective Bargaining has played in establishing Paid Educational Leave for working people, also called on the Trade Unions to continue and intensify their programme of action to extend facilities for Paid Educational Leave to all workers.

The Seminar also called upon Trade Unions, Workers Educational Associations, and Social and Community, to press Governments to make adequate provision for those individuals and groups who were not covered by a Contract of Employment. These include the unemployed, women in the home, and special provision for migrant workers.

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#### 1982 AS YEAR ON AGING

The United Nations has declared 1982 as the UN year on aging and a World Assembly from July 27 - August 6, 1982 in Vienna, Austria. The purpose of this meeting will be to focus international attention, from UN member states, on the myriad conditions that affect the aging - with the purpose of seeking national and international appropriate service.

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INDIAN EDUCATION INDEX

The Indian Council of Social Science Research in Collaboration with Indian Institute of Education, Pune has brought out an "Indian Education Index (1947-78). This index covers content of 26 Indian Educational Journals published in English language including Indian Journal of Adult Education published by the Indian Adult Education Association. Location of libraries which maintain files of Journals are also mentioned in the index.

It is in two parts - subject - and Author index.

The price is Rs.450/-. It is marketed by Manasagam, 32, Netaji Subash Marg, New Delhi-110002.

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ICAE 1982 GENERAL ASSEMBLY AND CONFERENCE IN PARIS

The International Council of Adult Education, Toronto in collaboration with Philippe Avenier of People of Culture will be organising its General Assembly and Conference in Paris from October 25-31, 1982. The venue will be National Institute for Adult Education a residential centre at Marly-le-Loe on the outskirts of Paris. Parts of the week-long programme will take place at UNESCO.

Further information from : Conference Planning Committee, ICAE, 29 Prince Arthur Avenue, Toronto, Canada M5R 1B2.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Media, Methods and Materials in Adult Education

Dharm Vir. Adult Psychology and Educational Methods : Selected Papers. New Delhi, International Co-operative Alliance, 1981. 107 p. (Mimeographed)

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- (a) 27 Universities and Colleges
- (b) Three Secondary or Higher Secondary Boards of Education
- (c) Nine other institutes.

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The purpose of this monograph is (i) to create an understanding of visual literacy by showing the making of visuals and graphic as part of a process of communication designed to achieve both cultural continuity and change; (b) to suggest steps for planning and designing visual messages for functional literacy and development; and (c) to provide sufficient guidance to the reader to enable him to do something practical with the monograph in his practical life. Some of the chapters in this monograph are :

- (a) understanding visual literacy, the problem - are we communicating
- (b) Designing visual messages, the designing process : its purpose and uses, the designing process : step by step, the planning phase - Making the Message.

#### Evaluation Report

Mathur, R.S., Prem Chand, Comp. Adult Education Programme : Appraisal Studies in Bihar, Gujarat, Maharashtra, Rajasthan and Tamil Nadu, New Delhi, Directorate of Adult Education, December 1981, 143 p. (mimeographed)

The book gives summaries of evaluation studies made so far in Bihar, Gujarat, Maharashtra, Rajasthan and Tamil Nadu. The studies give objectives, methodologies and the major findings.

#### Bihar

- (1) The first study was conducted by A.N. Sinha Institute of Social Studies, Patna. It covered 22 voluntary agencies for the year 1978-79.
- (2) The second was also conducted by A.N. Sinha Institute. It covered 35 VAs and two Government Projects.
- (3) The third study is a collection of nine studies conducted by Xavier Institute of Jamshedpur for nine districts of the State.

#### Gujarat

In Gujarat three studies have been conducted :

- (1) The first study was conducted by Sardar Patel Institute of Economic and Social Research, Ahmedabad. It covered 1753 centres of 37 VAs in the year 1978. It collected data from voluntary agencies, instructors learners and the dropouts.

- (2) The second appraisal study covered those adult education centres started by voluntary agencies and Sarvodaya Kendras between February 1 and June 15, 1981. The universe consisted of 3192 adult education centres of which 327 were run by 11 Sarvodaya Kendras under the State Government scheme and 2865 AEC's by 56 voluntary agencies funded by the Central Government.
- (3) The third study was conducted by Centre of Advanced Study in Education, M.S. University of Baroda. It covered seven districts. It evaluated adult education programmes sponsored by the State and Central Governments namely the Sarvodaya and NAEP schemes. The universe consisted 250 villages with adult education centres. From every adult education centre five learners and one instructor were chosen for obtaining relevant information.

#### Maharashtra

The Tata Institute of Social Sciences, Bombay conducted appraisal of adult education programme in Maharashtra. 300 AECs organised by State Government, voluntary agencies and universities/colleges which were in operation for a minimum period of six months constituted the Universe.

#### Rajasthan

(i) The first study was conducted in 1979 by the Indian Institute of Management, Ahmedabad (IIM). It evaluated the adult education programme of seven voluntary agencies in Rajasthan. The universe consisted of 125 centres, 199 instructors, 458 learners, 139 dropouts, 348 village elite and 225 potential learners.

(ii) The second appraisal study of the NAEP in Rajasthan was conducted in November-December 1979 by IIM. It covered 50 voluntary agencies involved in adult education work. These agencies were running about 1892 centres.

#### Tamil Nadu

The Madras Institute of Development Studies, Madras conducted the first appraisal of adult education programme organised by 31 voluntary agencies in Tamil Nadu. 97 sampled AEC's were covered - 50 belonging to large voluntary agencies and 47 to small voluntary agencies. 194 adults who had attended or were attending AECs, 85 adults who had dropped out, 97 illiterates who did not choose to join the AECs and 97 instructors were interviewed.

# IAEA Newsletter

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

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## O B I T U A R Y

### KALYAN MAL JAISANI

Readers of this Newsletter will be shocked and distressed to hear of the sad and untimely death of Shri Kalyan Mal Jaisani, Director, Lok Shikshan Vibhag, Rajasthan Vidyapeeth on December 28, 1981 in Udaipur. He was 54.

Shri Jaisani was a member of the Executive Committee of the Indian Adult Education Association from 1975 to 1980.

Shri Jaisani was Editor of "Lok Shikshan" (Hindi Monthly) published by Rajasthan Vidyapeeth.

The Indian Adult Education Association deeply mourns the death of Shri Jaisani. Immediately on arrival at Udaipur on January 4, the Vice-President of IAEA, Dr. S.C. Dutta called on the bereaved family to convey the condolences of the Association.

Later, in first plenary session of the International Seminar on "Campaigning for Literacy", a condolence resolution was adopted.

NATIONAL SEMINAR ON "ADULT EDUCATION AND NATIONAL  
INTEGRATION"

The Indian Adult Education Association, with financial assistance from the Ministry of Home Affairs, Government of India and in collaboration with Karnataka State Adult Education Council is organising a three-day Seminar on Adult Education and National Integration in Mysore on 22, 23 & 24th February, 1982.

The Seminar will inter alia discuss the concept of National Integration including its different aspects and its promotion through adult education; different programmes of adult education for promotion of National Integration and the role of various agencies and mass media in promotion of National Integration through adult education.

About 40 adult educators from different parts of the country are expected to attend this three-day meet.

NATIONAL SEMINAR ON RESEARCH IN ADULT EDUCATION

The Indian Adult Education Association in collaboration with Friedrich Ebert Foundation, Bonn - Bad Godesberg, West Germany and Osmania University will organise a National Seminar on Research in Adult Education in Hyderabad from February 28 to March 3, 1982.

Dr. V. Eswara Reddy, Professor and Head, Department of Non-formal, Adult and Continuing Education, Osmania University will be the Director of the Seminar.

The Seminar will discuss training methodologies, contents; motivation, mobilisation techniques in adult education, developing profiles of target groups in terms of their resource status and needs; linkages with and participation of development agencies and evaluation of unique cases.

About 25 participants from Universities, Research Organisations and Adult Education agencies are expected to participate in this four-day Seminar.

FOREIGN VISITORS TO IAEA

The Association was happy to receive the following foreign visitors at its headquarters in New Delhi in January this year:-

- (1) Dr. Budd L.Hall, Secretary-General, International Council for Adult Education, Toronto, Canada. A reception in his honour was also hosted by the Association on January 12, 1981.
- (2) Dr. Chris Duke, Secretary-General/<sup>General</sup> Asian South Pacific Bureau of Adult Education, and Director, Centre for Continuing Education, Australian National University, Canberra, Australia.
- (3) A team of three adult educators from Ethiopia headed by Mr. Gudeta Mamo, Head Adult Education Department and National Literacy Campaign, Ministry of Education.

Eradication of Illiteracy By 2000 A.D.: Call For World Literacy Year.

The International Seminar on Campaigning for Literacy which concluded in Udaipur (Raj.) on January 11, 1982, has called for total banishment of illiteracy from the face of the earth by the year 2000 with many nations achieving this goal earlier and others making major advances during the Third Development Decade.

The Declaration adopted by the Seminar also stated that ~~sharpen~~ international and national awareness about the problem of illiteracy, to express international solidarity with the national efforts to eliminate illiteracy and to encourage determined progress towards the goal of total elimination of illiteracy by the end of the present century, the United Nations and its agencies particularly UNESCO should take necessary steps to declare as soon as possible/"World Literacy Year".

The Declaration said the indignity of illiteracy persists for a large part of humanity and the absolute number of illiterates in the world continues to grow. Hence banishment

: 4 :

illiteracy has become urgent, necessary and of immediate concern of all governments, educators and developmental activists..

Stating that the elimination of illiteracy is an essential element of the struggle against poverty and inequality the Declaration said there is no reason for nearly a thousand million people of the world to remain victims of the culture of silence, discrimination, oppression and indignity that illiteracy implies.

The Declaration added : "It is recognised that illiteracy campaigns to have any relevance and meaning, must be viewed as a part of the struggle against poverty and injustice. They must be linked through content and organisational approaches with programme and services for improving the livelihood and the human condition of the oppressed and the under-privileged. The literacy campaign can indeed be a potent and vivid symbol of a nation's struggle for development and its commitment to a just society.

"A literacy campaign, to be effective, must be viewed as a part of a comprehensive and continuing programme to raise the level of basic education of the masses through universalisation of primary and elementary education, a range of post-literacy activities, varied opportunities for continuing lifelong learning-indeed through laying the foundation of a learning society.

Continuing the Declaration said : "To carry out effective literacy campaigns on a mass scale and to sustain the commitment to a continuous programme of upgrading the level of education of the masses, a favourable popular climate of opinion has to be fostered and the national will to wage the struggle has to be generated irrespective of the political system of the country. Coming together of forces of change within the government and the non-government spheres and the involvement of voluntary and people's organisations can help create a supportive political environment.

The Declaration categorically stated : "Literacy campaigns will succeed and their liberating and development potential will be realised when they are characterised by meaningful popular participation at all phases voluntary and popular, organisations can be the effective instrument for popular

participation and the vehicle for mobilisation of the will and the resources of the people.

The Declaration referred to establishing equivalence of literacy and post-literacy activities with formal education when appropriate as well as to the appropriate linkages between literacy activities with other educational activities and cultural expressions through traditional folk media, the resources of modern communication and information technology should be brought to bear on both creating a favourable national climate of opinion and effective implementation of literacy campaigns and programmes, attention is needed to the problem of ensuring adequate participation of disadvantaged groups in society including women and out of school youth.

In conclusion, the participants said that after considering past and future experiences of Campaigning for Literacy, from January 4 to 11, 1982 at Udaipur, "hereby resolve to adopt the declaration as an element of our common national and international struggle for peace and disarmament, freedom from exploitation and oppression and promotion of human dignity".

The discussion in the Seminar took place in four phases: (i) Plenary Sessions to discuss the presentation of national reports on campaigns in Tanzania, Cuba, Vietnam, Burma and Nicaragua (ii) Group discussion on these campaigns (iii) general discussion in plenary of the national report. To discuss the literacy campaigns, the participants were divided into groups. The group leaders were, A.R. Shiekh (Sudan), F. Garcia Gutierrez (Cuba), S.C. Dutta (India) Gudeta Mamo (Ethiopia). The Rapporteurs were D.V. Sharma (India), Subha Reddy (India), S.K. Choudhary (India) and N.A. Ansari (India).

The International Seminar was inaugurated by the Union Minister of State for Education and Social Welfare, Smt. Sheela Kaul on January 4, 1982. She announced that Rs. 128 crores had been allocated for adult education programme to benefit about 10 crore adults in the country by 1984-85. She said that it was now increasingly recognised that adult education could no longer be a fringe sector of activity in any society and must be given its own proper place in educational policies and budgets and added that newspapers, radio and T.V. can all

contribute to the creation of the needed atmosphere for a literacy campaign. These could also transmit the contents of education. The new space technology has opened up new possibilities for campaign for literacy. Calling upon women to play a greater role than they had done hitherto, Shrimati Kaul said that if the energy of the women was awakened and channelised properly in the field of literacy, the results could be truly astounding. She said that extensive use of traditional and folk media should be made and steps should be taken to establish a nation-wide network of libraries.

Presiding over the inaugural function, Rajasthan Chief Minister, Shri Shiv Charan Mathur said that adult education was a tool of all round development and was an important means of change-change from primitiveness to modernisation, from ignorance to wisdom, from backwardness to growth, from poverty to better living and from darkness to light. The Chief Minister said, "Illiterate and poor can only achieve their liberation through education and action" and added that the system of education should be relevant to the environment, needs and aspirations of the people and should be so geared as to elicit and promote participatory role of people in the entire developmental effort of the country. It should awaken and organise the poor people for action towards achievement of better living conditions in rural areas and urban slums.

Earlier, welcoming the participants, Dr. Mohan Sinha Mehta, former President of the Indian Adult Education Association and founder of Seva Mandir said that the problem of illiteracy could not be effectively tackled by state alone. Active, thoughtful endeavour of the people through voluntary bodies would have to be pressed into service under independent leadership, if proper results were desired.

Dr. Malcolm Adiseshiah, the Seminar Chairman, welcoming the participants said that illiteracy was part of the vicious circle of poverty in which the people live. Their poverty was itself a function of the social and economic inequalities of the societies, and so that programme to reverse illiteracy had to be a part of the programme to counter the unequal societal relations, expressed in the unequal distribution of assets and property ownership. Adult Literacy Programmes could be an effective mobilising force in bringing about the needed structural changes.

Dr. Rudolf Bindig representing the German Foundation for International Development, said that literacy campaign should be envisaged as short-term projects, to be followed by post-literacy and continuing education programmes, and thus learn not only to read the word but the world, as formulated at the Bersepolis Conference.

The Seminar, was attended by participants from Burma, Cuba, Somalia, Tanzania, Vietnam, Bangladesh, Botswana, Ethiopia, India, Iraq, Kenya, Nicaragua, Nigeria, Sierre Leone, Sudan, Thailand, Zambia, Federal Republic of Germany. Prof. H.S.Bhol was the Technical Director and Piet Dijkstra and Manzoor Ahmed were Rapporteurs.

The Seminar was organised by the International Council for Adult Education, German Foundation for International Development and Seva Mandir.

The Indian Adult Education Association was represented by Dr. S.C.Dutta, Vice-President and Dr.(Smt.) Asha Dixit, Joint Secretary of the Association.

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S.R.C. MAHARASHTRA, PUNE

MATERIAL ON PARENTAL EDUCATION FOR RURAL WOMEN

The State Resource Centre, Indian Institute of Education Pune, proposes to prepare a package of visual material around the theme "Parental Education for Rural Women" with specific references to children of the 0-4 age group. The S.R.C. proposes to organise workshop of resource persons, field workers, writers and artists for its preparation.

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TRAINING WORKSHOP FOR DATEOs AND POs

The S.R.C. organised a workshop for training of district adult education officers and programme officers recently. Twenty persons attended this training programme. The salient feature of this training programme was participation of the participants as resource persons in various discussions, exhibitions of slide-shows and demonstrations followed by discussions on ways of dealing with superstitions and traditional beliefs of people.

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Niraksharata Nirmoolan Saptah of BCSEC

The Bombay City Social Education Committee (BCSEC) organised the Niraksharata Nirmoolan Saptah (Eradication of Illiteracy Week) in Bombay from December 21 to 27, 1981. Shri P.D. Haldankar, Member of the BCSEC was the Chairman of the Saptah Samiti. Shri J.M. Gadekar, Social Education Officer was the General Secretary.

The inauguration of the Saptah was done by Mr. Justice P.B. Sawant of the Bombay High-Court. Barrister P.G.Patil, Member Maharashtra Public Service Commission presided.

Mr. Justice Sawant in his address said that the real meaning of making the person literate was to make him independent and self-supporting and congratulated the Bombay City Social Education Committee for doing this work commendably. Earlier, Barrister M.G.Mane, President BCSEC in his introductory remarks gave a brief account of various activities carried out by BCSEC. Barrister Patil in his presidential remarks said that a person should not only be literate but also cultured.

Shri J.M.Gadekar proposed a vote of thanks.

The following programmes were organised during the Week

- (a) Cultural Gathering of Matru Vikas Kendras and awarding of certificates to the Women.
- (b) Mushkira
- (c) Cultural Gathering of Neo-literate adult women and prize distribution for Healthy Baby Competition.
- (d) Workers' Rally and Cultural Programmes.
- (e) Mass Chawl Cleanliness Programmes in different areas namely - Delisle Road, Kurla, Siddharth Nagar, Kamatipura, Harijan Colony, Jawahar Nagar.
- (f) Women's cultural programmes and prize distribution function for food demonstration competition.
- (g) Chawl Cleanlines Competition prize distribution function.
- (h) Students' Rally and prize distribution function.
- (i) 'Bal-Vihar' - A Special programme for children.
- (j) Concluding function and cultural rally of Neo-literate adults.

The Committee also celebrated December 3, 1981 as the Social Education Day. Talks on the need for eradication of illiteracy were delivered by the officers of the Committee at various places in Greater Bombay.

#### NATIONAL PROJECT ON BIO-GAS DEVELOPMENT

The Government of India have launched the "National Project on Bio-gas development" as a Central Sector Scheme and a target of 400,000 plants has been fixed for the Sixth Plan period.

The National Workshop on Bio-Gas Development is likely to take place in New Delhi during February this year.

#### National Seminar on Teachers' Role in Family Life Education

The All India Federation of Educational Associations (AIFEA), in collaboration with the Indian Social Institute and the Family Planning Association of India organised a Seminar

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on the "Role of Teacher in Family Life Education" in New Delhi from October 12 to 16, 1981. The Seminar was sponsored by the International Planned Parenthood Federation (IPPF) and the World Confederation of Organizations of the Teaching Profession (WCOTP).

Dr. Shih K. Mitra, Director, NCEPE in his inaugural address stressed the urgency of meeting the basic needs of a vast number of children in the country, while formulating any new strategy. Unless practical measures were taken to reduce drop out rate and to make education relevant to life, little would be achieved in the way of planning new syllabi. He emphasised that Family Life Education was an urgent need for the young, in view of changing economic and social factors.

Dr. Sushma Mehr, Project Co-ordinator, Population Education Unit, National Institute for Educational Planning and Administration (NIEPA), in her paper "Inter-Relationship of Population Education and Family Life Education", emphasised the commonality of approach, between Population Education and Family Life Education in that both must be viewed as life-long educational processes, rather than fixed and inflexible subject areas.

(Planned Parenthood Bulletin, October 1981)

PROGRAMMES OF SHRAMIK VIDYAPEETHS, INDORE

The Shramik Vidyapeeth, Indore, has been organising vocational training programmes for the benefit of in-service persons. The courses under this category include library management, 16 mm projector operation, health and civic education, training for security guards etc. Besides, the Vidyapeeth has also been arranging supply of library books, films etc. for the community centres in the area. The regular

activities of the Vidyapeeth relate mostly to running of women literacy centres and organisation of follow-up programmes.

### DELHI

The Shramik Vidyapeeth, Delhi organised several courses during recent months for the benefit of different types of workers. These included courses in Book Binding; Operation and Maintenance of Fire Fighting Equipments; Maintenance of Duplicating Machine and Electronic Scanner; Education Programme for Security Guards, and Courses for Tacklers.

### BOOKLET ON COMMON LEGAL RIGHTS AND PROCEDURES

The Nehru Yuvak Kendra, Dehra Dun, has recently published a small booklet in Hindi entitled 'KANOONI ADHIKAR EVAM KARYAVAHIYAM' for the benefit of common people. The various legal rights and procedures to be followed in cases relating to civil and criminal matters have been briefly outlined in simple language. The booklet was formally released on the occasion of the Legal Aid Camp held at Lakhamandal, Dehra Dun on 11th April, 1981.

### LALAGE BOWN BECOMES PROFESSOR OF CONTINUING EDUCATION AT GLASGOW UNIVERSITY

Lalage Bown, the Secretary of the International Congress of University Adult Education and a Founding Member of the African Adult Education Association and 'Member at large' of the International Council for Adult Education had joined the University of Glasgow, Scotland as Professor and Director of Adult and Continuing Education. Her appointment marks the first time that a woman has risen to such a position in British Universities. Professor Bown has spent most of her career in University Adult Education in Africa.

SURVEYS LITERACY PROGRESS FROM 1972 to 1976

Literacy 1972-1976: Progress achieved in literacy throughout the world is a UNESCO publication giving a survey account of the situations, problems and activities following the implementation of the UNESCO Experimental World Literacy Programme. The 84-page book is based on replies received to a 1977 questionnaire to Member States and some non-governmental organizations.

The book is available from national distributors of UNESCO publications or from UNESCO publications, Place de Fontenoy, 75700 Paris, France. Price is 12FF.

The national distributors for UNESCO books in India are  
 (i) Orient Longman Limited, B-3/7, Asaf Ali Road, New Delhi and  
 (ii) Publication Division, Indian National Commission for Co-operation with UNESCO, Ministry of Education and Culture, Shastri Bhavan, New Delhi-110001.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Seminar Reports

Mishra, Y.N. Workshop report on integrated interdisciplin-  
 ary involvement in continuing education, July 26-28, 1981.  
 Varanasi, Centre for Adult & Continuing Education, 1981,  
 Various numbering.

This mimeographed document is a report of a three day national workshop on "Integrated Interdisciplinary Involvement in Continuing Education," which was organised by the Centre for Adult and Continuing Education, Banaras Hindu University, from July 26-28, 1981.

The workshop aimed at (1) Familiarising people with the concept of continuing Education (2) Inquiring into interdisciplinary methods and potentialities (3) Organisation and Management in cross-disciplinary involvement of the people of the various faculties and departments in the programme of continuing education at the university.

Some of the papers included in this document are :-

- (1) A community approach in continuing education  
 - Prof. R.L. Parekh
- (2) Continuing Education: should this be an essential and major activity of Universities - Dr. (Mrs.) Madhuri R. S.

- (3) Continuing education-an interdisciplinary approach  
--Dr. R. Upadhyay etc.
- (4) Continuing education programme for Health, Population  
Education, and Environment -Dr. S.K.Tripathi and  
Dr. Y.N. Mishra
- (5) Science for Masses in Continuing Education- Dr. Y.N.M.
- (6) Operational concept of life long education from the  
point of view of andragogy - Dr. R. Jayagopal

Unesco. Prospects for adult education and development in Asia  
and the Pacific; Report of a regional seminar, Bangkok,  
24 November - 4 December 1980. Bangkok, Unesco Regional  
office for education in Asia and the Pacific, 1981. 69

The document is a report of a regional seminar on Adult Education and Development in Asia and the Pacific, which was organised by Unesco at Bangkok from 24 November to 4 December, 1980. It reviews the emerging trends in the development of adult education in the region with special reference to the role of adult education in the rural development and industrial/urban development. It also analyses the problems of adult education for the special population groups like women, out of school youths, minorities, etc.

#### EVALUATION

Bhola, H.S. Evaluating functional literacy. Tehran, International Institute for Adult Literacy Methods, 1979. 164 p.

This monograph deals with the evaluation of functional literacy projects and programmes. It clarifies the meaning of the basic purposes of evaluation, and also explains the various steps involved in making evaluation operational in functional literacy programmes. The monograph also explains the current approaches to evaluation, such as participative, naturalistic bureaucratic.

A selected annotated bibliography has been given in appendix.

#### ADULT EDUCATION IN OTHER COUNTRIES

Clark, Noreen. Education for development and the rural women: a review of theory and principles with emphasis on Kenya and Philippines. New York, World Education, 1979. 66 p.

This volume is the first in a series of three, and it discusses current theories and principles regarding the developmental education of rural women in developing countries. The document takes into account the following issues :-

- (1) What development problems are deemed prior and of greatest significance to rural adults ?
- (2) What adult education approaches in the experience of other countries are the most effective in helping to solve development problems ?
- (3) What are the critical questions that educational evaluation must attempt to answer.

The first part of this paper focuses on problems of rural development in Kenya and the Philippines, and emphasizes special matters facing women. The second segment addresses the educational process that appears to hold most promise for increasing participation in development by rural adults in these countries. The final section suggests evaluation formats and indicators that might be used to judge whether or not education has addressed relevant problems and used appropriate approaches.

Knoll, Joachim H. Adult Education in Europe : Federal Republic of Germany. Prague, European Centre for Leisure and education. 1980, 101 p. (Studies and Documents 8)

The document presents an over all view of adult education in Federal Republic of Germany. Some of the chepters in this document are :-

1. A survey of Adult Education system/ <sup>in</sup> the Federal Republic of Germany.
2. Focal points of research in the frame work of adult education.
3. Reform and reform tendencies in the framework of adult education/ further education.
4. Adult education institutions.
5. Folk High schools.
6. Adult education in rural districts.

Sunanchi, Sunthorn. Thailand's functional literacy programme : a case study of activities in educational region eight. Bangkok, Unesco, 1981. 72 p. (The struggle against illiteracy in Asia and the Pacific, 2).

The document is a study of the activities of the Ministry of Education in northern Thailand, particularly the area which comprises the eighth educational region and the area in which Unesco's functional literacy experiment was started. In this study the author discusses the special problems of the area like national integration and the improvement of socio-economic conditions and shows how the Ministry attempted to solve these by the implementation of its functional Literacy Programme.

The document has been divided into three parts. In the part first, a brief history of literacy education has been given. The other topics discussed are :- The walking teachers functional literacy programme, Hilltribe/ walking teachers functional literacy programme, village newspaper reading centres/ programme, interest group programme, Mobile trade training schools programme, mobile adults vocational units. & Rural information service.

Learners needs and its determination are given in part II. The development of adult education, functional literacy curriculum, and the relationship between curriculum content and the target groups problems have been discussed in part III.

In the appendix 1, under Functional Literacy Curriculum, existing village conditions, potential problems and curriculum concepts for agriculture, Health, Economics and civics have been given.

Central Health Education Bureau. Status of health education services in India, report of the national conference, February 26-29, 1980. New Delhi, Central Health Education Bureau, Directorate General of Health Services, 1980. 85 p.

This is a report of a Conference which was organised by the Central Health Education Bureau, on status of Health Education Services in India, in New Delhi from 26-29 February, 1980. The Conference studied the current status of Health Education in India at various levels on the basis of information gathered from different States and Union Territories.

The Conference made recommendations for promotion and strengthening health education in following areas :- Health education specialists, health professionals; community health education - Central and State Health Education Bureaux and School Health Education

Bhat, J.L. and Desh Bandhu. International Conference on Environmental Education, December 16-20, 1981, Vigyan Bhavan, New Delhi; abstracts. New Delhi, Indian Environmental Society and Department of Environment, 1981. 128 p.

The book contains abstract of 124 articles presented in an International Conference on Environmental Education, which was jointly organised by Indian Environmental Society and Department of Environment, Government of India, from 16-20 December 1981, at Vigyan Bhavan, New Delhi.

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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

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## MATERIAL DEVELOPMENT IN POPULATION EDUCATION RELATED ADULT EDUCATION PROJECT

The Population Education related Adult Education Project being implemented at Rewari, Ajmer & Angul by the Indian Adult Education Association with the financial assistance of Family Planning Foundation also provides for development of suitable materials according to local requirements.

For this purpose, Ajmer Adult Education Association organised a Workshop at Ajmer from January 20-24, 1982. A team of experts from State Resource Centre, Rajasthan, Jaipur and Adult Education Department of the Rajasthan University participated in this Workshop.

Shri S.P. Chawla, Project Co-ordinator at the IAEA also attended the Workshop and provided guidelines and a suggestive format of the broad coverage for development of materials.

The exploratory work done at Ajmer will be continued at Jaipur.

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## REFRESHER COURSE FOR DAEO's ON POST-LITERACY AND FOLLOW-UP

The Directorate of Adult Education, Ministry of Education and Culture, in collaboration with National Institute of Educational Planning and Administration (NIEPA) organised a refresher course for District Adult Education Officers in New Delhi from January 18-23, 1982. The course was focussed on post-literacy and follow-up.

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The objective of the orientation programme was to review the work done by the DAEO's since their initial training in the light of the capabilities they had developed earlier; to understand the types of problems adult education programme experienced and how these problems were resolved by DAEO's; to identify the problems, related to post-literacy and continuing education programmes as being organised, at present, or envisaged to encounter after the completion of the initial literacy programme and to find out and discuss about the most appropriate approach to post-literacy programme within the existing resources.

The inaugural session of the programme was chaired by Prof. Moonis Raza, Director, NIEPA and Shri S. Ramamoorthi, Joint Secretary, Ministry of Education and Culture, Government of India was the Chief guest.

Shri Ramamoorthi in his address said that several lakhs of adults had been made literate but unless post-literacy and follow-up programmes were arranged for them, the efforts would go waste as they were likely to relapse into illiteracy in the absence of systematic follow-up and post-literacy programmes.

Prof. Raza emphasised that adult education was at the heart of entire spectrum of education system. He said that inclusion of this programme under the 20 point Programme of the Prime Minister showed clear commitment of the Government. He stressed that adult education should be the concern of all the ministries and departments and not merely the responsibility of Ministry of Education alone.

The course content included: methodology of preparation and sources of materials for post-literacy and follow-up; management and planning of post-literacy and follow-up; identification of materials and their resources for post-literacy and follow-up, role of mass media for post-literacy and follow-up; population education and other social areas of national concern in adult education programme; and material preparation for post-literacy and follow-up.

Shri J.L. Sachdeva, Documentation Officer and Shri R.S. Mathur, Assistant Editor, Indian Journal of Adult Education from the Indian Adult Education Association participated in this programme as Resource Persons.

SRC/BENGAL SOCIAL SERVICE LEAGUE, CALCUTTA

The State Resource Centre for Adult Education - West Bengal (Bengal Social Service League) organised six training courses for instructors during the quarter October-December 1981. 652 instructors from universities, colleges and Rural Functional Literacy Projects participated in the training programmes.

The SRC also organised a ten-day training course for supervisors. 16 persons attended it.

The SRC brought out the following books during the quarter :

- (a) Ki Kore Sustha Thakbo (how to stay healthy)
- (b) Meyeder Sakshrata (Literacy for women)
- (c) Amader Katha (Our story)

Charts, flashcards, and flannelgraphs were also produced during the period. Visual materials on learning/teaching for women and girls were also produced by the centre.

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REGIONAL RESOURCE CENTRE/PANJAB UNIVERSITY

The Regional Resource Centre(RRC), Panjab University, Chandigarh celebrated World Food Day on October 16, 1981. A three-day training programme was organised in collaboration with Community Canning and Food Nutrition Extension Office, Food Preservation Centre and the Department of Food, Government of India.

About 50 participants from Adult Education Unit U.T. Chandigarh, field functionaries from the Block Development and Panchayat Departments and the Child Welfare Council U.T. and Panjab attended the training programme.

Training was imparted in preservation of food grains, preparation of cheap nutritive food and methodology of storage.

### Seminar on the Disabled Persons

The RRC organised a two-day Seminar on disabled persons on November 25 and 26, 1981 in Chandigarh. The collaborators in this Seminar were various teaching departments of the Panjab University and the Social Welfare Department of U.T. Chandigarh.

The Seminar discussed child disabilities, mental retardation, social rehabilitation, legal measures and medical aspects and drew out an action plan.

About 70 delegates attended the two-day meet.

An exhibition of works of art by the disabled and others was organised on the occasion by the Department of Fine Arts, Panjab University in collaboration with Government College of Arts, Chandigarh.

### Writers Workshop

The RRC collaborated with the Department of Extension Education, Punjab Agricultural University, Ludhiana for a four-day Writers Workshop at Ludhiana from December 2 to 5, 1981. The workshop was aimed to prepare literature for women neo-literates.

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### NEHRU YUVAK KENDRA, CHANDIGARH

The Nehru Yuvak Kendra, Chandigarh organised recently six courses under their 'Hobby Class' scheme and trained 161 persons. The courses included cutting and tailoring, cooking, painting, doll making, interior decoration and tailoring.

The Kendra organised a Youth Conference in November 1981. 60 youth from the surrounding villages participated.

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### POLYVALENT ADULT EDUCATION PROGRAMMES IN DELHI

The Shramik Vidyapeeth, (Polyvalent Adult Education Centre), Delhi proposes to hold the following part-time short duration educational-cum-training programmes during March-May, 1982.

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- (1) Watchmen/Security guards
- (2) Peons/Messengers
- (3) Fire fighting and Maintenance of Fire Extinguishers
- (4) Proof Reading
- (5) Duplicating Machine and Electronic Scanner operators
- (6) Car Drivers
- (7) Operation and maintenance of Audio-visual equipments
- (8) Library Attendants
- (9) Radio/Transistor Repairs
- (10) T.V. Repairs
- (11) Carpentry
- (12) Scooter Repairing
- (13) Cottage Industries
- (14) House wiring

Further information can be had from : Shri R.D. Jaiswal, Director, Shramik Vidyapeeth, Directorate of Adult Education, West Block No. 8, Wing No. 7, IInd floor, R.K. Puram, New Delhi - 110022.

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#### CRESCENT - PEOPLE'S OPEN RURAL UNIVERSITY

Comprehensive Rural, Educational, Social, Cultural and Economic Centre - People's Open Rural University is an autonomous educational institution for the study, research and training of various facets of rural reconstruction (Educational, Social, Cultural and Economic).

The activities of the CRESCENT include (a) Rural reconstruction (b) Community Development (c) Development Education including non-formal education (d) Adult Education (e) Study, Research and Training (f) Research promotion (g) Rural mass-communication (h) Documentation and dissemination of information (i) Publication (j) Planning, monitoring and evaluation and (k) Policy-making.

Among community action programmes, it runs 100 adult education centres, TRYSEM Project, Youth development centres, career planning and vocational guidance Bureau; gohar gas plant and rural daily newspaper.

It is publishing two monthlies entitled : Prachaya Bharati and Dharam Chakra.

Further information from Shri U.K. Singh, Convenor,  
CRESCENT - People's Open Rural University, Mandar Vidyapeeth,  
Bhagalpur, Bihar.

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JAYAGOPAL SELECTED FOR COMMONWEALTH FOUNDATION AWARD

Dr. R. Jayagopal, Professor and Head, Department of  
Adult and Continuing Education, University of Madras has been  
selected for the Commonwealth Foundation Award for partici-  
pating as an Indian delegate in the meeting to be held at  
the University of Hull, U.K., during March 21, 1982.

The subject of the Seminar is "Organisation, Planning  
and Research in Adult Education in Commonwealth Countries".

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NEW U.S. ASSOCIATION FORMED BY  
ADULT EDUCATION MERGER

The Adult Education Association of the United States  
and the National Association for Public Continuing and  
Adult Education have consolidated into a new organisation,  
the American Association for Adult and Continuing Education.  
It officially comes into being on November 12, 1982, at the  
National Adult Education Conference in Texas.

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EDUCATION FOR WOMEN: THEME OF ASPBAE  
MEETING IN JAPAN

Region 3 (East and South-East Asia) of the Asian-South  
Pacific Bureau of Adult Education, holds a conference on  
'Non-Formal Education for Women' in Japan, 10-18 October,  
1982. It is being organised by Prof. Kazufasa Moro'oka,  
Faculty of Education, Kyushu University, Fukuoka, Japan,  
and Dr. Chris Duke, ASPBAE General Secretary, PO Box 1225,  
Canberra, 2601 Australia.

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IRAQ LITERACY PRIZE ADDED TO UNESCO AWARDS

Unesco has accepted a gift from the Government of Iraq to finance a prize of US \$ 10,000 for meritorious work in Literacy. Known as the Iraq Literacy Prize, it will be awarded for the first time in September 1982, concurrently with the Nadeshda K. Krupskaya Prize, the International Reading Association Literacy Award and the Noma Prize.

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BRITISH COUNCIL SPECIALIST COURSE ON  
PLANNING THE EDUCATION FOR ADULTS

The British Council will be organising its course 267 on "Planning the Education for Adults" in the University of Southampton, Southampton, Britain from October 31 to November 12, 1982.

Topics include : the philosophy and antecedents of current ideas about continuing, recurrent and non-formal education; development strategies and educational alternatives in the third world; continuing education in relation both to employment and unemployment; theory and practice in the design of educational programmes; teaching styles and methods; media communication systems; staff development for new needs etc.

The course Director will be Prof. Paul Fordham, Director of Adult Education, University of Southampton.

The fee is £ 555 (Residential) £ 320 (Non-residential). Further information : The British Council, British High Commission, AIFACS Building, Rafi Marg, New Delhi-110001.

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ADULT EDUCATION COURSES AT  
U.B.C. IN CANADA

THE ADULT EDUCATION DEPARTMENT OF THE UNIVERSITY OF BRITISH COLUMBIA (CANADA) conducts the following advanced training in the field of adult education :

- Doctor of Education
- Master of Arts in Education
- Master of Education
- Diploma in Adult Education

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More information can be had from :

William S. Griffith,  
Professor and Chairman,  
The University of British Columbia,  
Adult Education Department,  
5760 Toronto Road,  
VANCOUVER B.C. V6T 1L2 CANADA

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POPULATION EDUCATION UNIT OF UNESCO  
REGIONAL OFFICE IN BANGKOK

The Population Education Clearinghouse of Unesco Regional office for Education in Asia and the Pacific has collected from different sources a set of instructional materials designed for out-of-school population education. The set consists of :

1. Syllabi and Course Content Outline integrating population education into non-formal development programmes.
2. Population Education in Literacy Programmes : A collection of curriculum materials.
3. Population Education in Rural Development Programmes : A collection of curriculum materials.

Further information can be had from :

Carmelita L. Villaneuva,  
Documentation Specialist in  
Population Education,  
Unesco Regional Office,  
P.O. Box 1425,  
BANGKOK G.P.O. BANGKOK, THAILAND.

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REGIONAL OFFICES OF UNESCO

The addresses of Regional Offices of Unesco plus ASFEC and CREFAL might be of interest to the readers of this Newsletter :

1. Unesco Regional office for Education in Asia and the Pacific,  
P.O. Box 1425,  
BANGKOK, G.P.O.,  
BANGKOK, THAILAND.

2. Unesco Regional Office for Education in Africa, P.O. Box 3311, DAKAR. SENEGAL. The Regional Centre for Functional Literacy in the Rural Areas for the Arab States, SIRS-EL-RAYYAN. Menoufia Arab Republic of Egypt.
3. Unesco Regional Office for Education in Latin America and the Caribbean, P.O. Box 3187, SANTIAGO. CHILE. Centro Regional de Education de Adultos Y Alfabetizacion, Functional para America Latina (CREFAL) Patzcuaro, Michoacan, MEXICO.
4. Unesco Regional Office for Education in the Arab States, P.O. Box 5244, BEIRUT. LEBANON.

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ANNOTATED LIST OF BOOKS IN ADULT EDUCATION

MEDIA, METHODS AND MATERIAL IN ADULT EDUCATION

Mysore State Adult Education Council. Survey of reading needs and interests of adult neo-literates in Mysore State : Report of a research study. Mysore, Mysore State Adult Education Council, 1955. p 54 \*

The booklet is a report of research study-undertaken by Mysore State Adult Education Council (now known as Karnataka State Adult Education Council) to find out reading needs and interests of adult neo-literates in Karnataka. Three approaches have been used to ascertain the reading needs and interests of the adults : (1) The consumer approach (2) The producer approach and (3) The distributor approach.

The following are main conclusions of the study :-  
(1) Literacy not only stimulates reading but widens the scope of reading desire of the neo-literates. (2) Among topics which the neo-literate wants to read first are those about which he has some previous knowledge and which he has acquired through his occupational experience or through other means of communication. (3) Reading materials dealing with folk and religious literature of the people have a strong appeal for reading to the neo-literates. (4) Next in order of appeal to his reading needs are topics concerned with his occupation, his relations to Government and his family health. All topics about agriculture and animal husbandry have a high reading appeal to the neo-literates. Next in reading importance to the adult literate are topics concerned with the health of his family and the diseases of his community. (5) Subject and subject titles which indicate abstract ideals such as democracy, world peace etc. are not highly demanded. (6) Stories and fictions have a high appeal to the neo-literate. This strongly indicates that the follow-up reading materials offered to the neo-literates may use extensively the 'story method' of presentation of new ideas and attitudes instead of the 'manual' or essay type presentation.

Unesco, Population Education Clearing House, Bangkok.  
Building Your Population Education Collection, Booklet 1.  
Bangkok, Unesco, Population Education Clearing House,  
1980, 42 p.

This small manual is primarily meant for those who have been charged with the responsibility of building a collection of population education materials for the immediate use in such activities as curriculum development, pre-service and in-service training, research and evaluation, teaching, project development and documentation work.

The document also provides a scheme for the classification of population education materials. Guidelines for choosing subject headings have also been given.

#### EVALUATION REPORT

Asthana, V.K. Rajasthani puppeters, an evaluation of puppet training programme. Lucknow, Literacy House, 1969. 12 p.  
(Mimeographed)

The brief report deals with the training of traditional string puppeters in the art of glove puppetry. Seven trainees belonging to two Rajasthani families participated in the training programme for about 25 days in 1968 at Literacy House, Lucknow. The trainees learnt the art of manipulating glove puppet during this period but they could not do well on the dialogue side because of their illiteracy.

#### SEMINAR REPORTS

Centre for Adult Education, University of Bombay. Report of Workshop on Continuing Education. Bombay, University of Bombay, 1981. 31 p. (Mimeographed)

This is a report of a three-day workshop on Continuing Education which was organised by 'Centre for Adult Education, University of Bombay, from 18 July 1981 to 20 July 1981.

The Workshop discussed the phased model of continuing education programme for four years; hierarchy of priorities of needs of the weaker sections of the society; patterns of leadership among weaker sections; specific Government programmes for weaker sections; income generating programmes with substantial educational intervention; and questionnaire for identifying target groups as well as community resources.

Directorate of Adult Education. Report of national Workshop on non-formal Education for Women and girls, UNICEF assisted project, August 18-19, 1981: New Delhi, Directorate of Adult Education, 1981. 73 p. (Mimeographed)

The Directorate of Adult Education (Ministry of Education and Culture) is implementing with UNICEF assistance a project for strengthening the component of family life education in general and mother and child care in particular in the on-going adult education programme in the country. In this connection it organised a two-day national workshop on non-formal education for women and girls in New Delhi on 18 & 19 August, 1981 to provide orientation to the participants with respect to the operational details of the project. This booklet is a record of the proceedings of the workshop.

World Education Inc. Workshop on Literacy/Population/  
Family Planning Education. New York, World Education Inc.  
1970. 126 p.

The document is a report of workshop on literacy, population, and family planning education held in New Delhi and Lucknow from 18 April to 2 May 1970. The following topics have been covered : (a) Family planning and literacy programmes in relation to the total Social Welfare programmes of nations. (b) The planning and organisation of pilot projects for family planning/literacy education. (c) The personnel needs in setting up and carrying forward pilot projects. (d) Medical informations. (e) The preparation of materials for literacy/family planning education. (f) The role of various agencies in literacy/family planning programmes. (g) The special role of schools and universities.

#### ADULT EDUCATION IN OTHER COUNTRIES

Jennings, Bernard. Adult Education in United Kingdom. Prague, European Centre for Leisure and Education, 1981. 159 p.

/in The document provides history and present status of adult education/United Kingdom. The country has a tripartite division of adult education. The first division is "School Form"/ organised adult education with the public education system. Second is "Out of School Form"/ mainly occupationally based education and training and last division is non-formal education. A brief description of adult education in U.K. has been given in chapter II. The third chapter provides the evolution theory and practice of adult education in Britain. The fourth chapter discusses programmes and policies including adult basic education, long-term residential colleges, the university, trade union education, the open university, etc.

/Gen-  
tre De Sanctis, Filippo M; Federighi, Paolo. Adult Education in Italy. Prague, European/for Leisure and Education, 1981. 165 p. (studies and documents, 10-11)

The book presents an over all view of adult education in Italy. Some of the chapters in this document are :

1. Theoretical and Historical foundation of adult education in Italy.
2. Primary bodies in Adult Education.
3. Adult Education - Activities
4. Participation in Adult Education
5. Adult Education workers
6. Research in the field of Adult Education
7. Expenditure on Adult Education
8. Hypothesis of restructuring of Adult Education within the frame work of the entire educational system.

Homayourpour, Parviz. The experimental functional literacy project for the social and economic promotion of rural women : The final report. Iran, National Centre for Adult Education and Training, 1977. 116 p.

The book is a detailed report on working of the experimental functional literacy project in 17 villages of Savah for the social and economic upliftment of rural women in Iran. The objectives of the project were :

1. Determining the characteristics and need of rural women.
2. Developing effective methods and materials for the education and training of rural women throughout the country.
3. Testing the effectiveness of functional literacy methods in meeting the needs of rural women.

The complete programme of experimental functional literacy of women's organisation of Iran consisted of 33 segments and has been carried out in two six month courses. Each sequence has been covered in one week with five sessions, each lasting for one and a half or two hours.

Some of the suggestions of this project are :

- (a) The functional literacy programme to be successfully implemented should be based upon deep understanding of the environment in which the rural women live and the problems with which they are faced.
- (b) It is practical and successful to use local personnel instead of professional teachers.
- (c) The organisational aspects of literacy programmes be given special attention.
- (d) The functional literacy programme should not embrace a segment of women in a rural community. This programme should at least include 70-80% of the active age-group.

German Adult Education Association (Deutscher Volkshochschule Verband) : The German Volkshochschule - Its position and function, Bonn (West Germany) 1979. p 42.

The booklet gives a brief description of Volkshochschule and its position and function within the framework of the educational system.

Its first chapter describes the Volkshochschule as a public institution for the provision of adult and continuing education. The next chapter gives programme planning and contents. The third chapter is on demands on adult education. Institutional conditions and Expansion have been dealt in the last two chapters.

GENERAL

Ansah, Paul and others. Rural Journalism in Africa. Paris, Unesco, 1981. 35 p. (Reports and Papers on Masscommunication, 88).

This survey by Unesco on African rural newspapers explores : (1) The conditions conducive to the establishment and continuity of rural newspapers; (2) Sources for training rural journalists; (3) The use of research; and (4) the ways and means of using to advantage the varied resource already available.

The four chapters in the documents are :

1. An overview of the African Rural Newspaper
2. Resources for training in Rural Journalism
3. Origins, Development and Present situation
4. Perspective for Rural Journalism

Aggarwal, J.C.; Aggarwal, S.P. Role of Unesco in Education. New Delhi, Vikas, 1982. 386 p. Rs.125/-

The book provides a selected review of the progress record of the educational thinking of those who met in conferences and committees under the auspices of UNESCO.

The documentary selections have been grouped according to their subjects in 20 selections. The main headings are : Unesco and its Functions, Adult Education, Child Education, Copyright, Education and International Understanding, Educational Planning, Learning to Be, Library Education, Life-Long Education, Management of Education, Physical Education and Sports, Pre-school Education, Right to Education, Science Education, Teachers and their Education, Technical and Vocational Education, Technology of Education, Education in Asia, Unesco and India,

Under Adult Education it includes : The World Conference of Ministers of Education on the Eradication Illiteracy (Teheran, September 1965), Recommendations of the General Conference of Unesco on the Development of Adult Education (1976), Report of the Regional Seminar (December 1980), International Symposium on the Role of Adult Education.

Under Life-Long Education report of the Regional Seminar (1976) has been given.

Ten appendices have been given at the end. Appendix 6 gives list of countries where Unesco's experimental literacy Projects had been implemented.

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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 110 002

Vol. III      No. 12      March 1982      Limited Circulation

## NATIONAL SEMINAR ON ADULT EDUCATION AND NATIONAL INTEGRATION

The Indian Adult Education Association (IAEA), in collaboration with the Karnataka State Adult Education Council, Mysore, organised a three-day National Seminar on "Adult Education and National Integration" from February 22-24, 1982, at the Administrative Training Institute, Mysore.

The Seminar was inaugurated by Shri G.B. Shankar Rao, Education Minister, Government of Karnataka. The President of the IAEA, Shri V.S. Mathur presided.

Shri Rao in his address said that though political freedom had brought about considerable changes in our country, still emotional integration was yet to be achieved. In order to achieve that, the illiterate adults had to be made literate. National consciousness which was helpful in solving many burning social and national problems, was to be injected into the innocent minds, he said. Adult Education should enable the masses to solve the regional imbalances, economic disparities and social inequalities. It should create a feeling of oneness among the people of the country, overriding all differences of caste, creed, religion and culture and have respect for views, beliefs and ways of life of others. Promotion of National Integration should also be an inseparable part of all adult education programme; it should be education in the sense of a continuing force of assimilation of knowledge to enable the illiterate adults to keep up pace with the changing world.

Shri Mathur in his presidential address emphasised the urgent need to have conceptual clarity of the subject matter in question and said that sincere efforts should be made in working out certain remedial measures through the process of

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adult education to bring about the needed awareness so that the oneness among the country men could be achieved.

The three day deliberations of the Seminar were spread over four plenary sessions, besides the inaugural session and the valedictory session. More than a day was devoted for group discussions.

The delegates were divided into three groups. Group I, chaired by Prof. Rohidekar and Dr. D.P. Pattanayak as its Rapporteur, discussed "Concept and Dimensions". Group II, chaired by Dr. S.P. Sinha and Shri B.B. Mohanty as its Rapporteur, discussed "Causes and Consequences", and Group III, chaired by Barrister M.G. Mane and Shri K.L. Zakir as its Rapporteur, discussed "Programme and Remedial Measures".

The valedictory address of the Seminar was delivered by Shri N. Bhadrachari, a veteran adult educator, a former President of the Karnataka State Adult Education Council and a former Unesco Expert in Adult Education. In his address, Shri Bhadrachari said that it was rather distressing that number of illiterates were increasing year after year and not much has been done to remove this blot from the Indian society. He said that the Association and its institutional members should dedicate themselves in the implementation of a new 20-point programme of the Prime Minister.

36 delegates from Andhra Pradesh, Bihar, Chandigarh, Delhi, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Uttar Pradesh and West Bengal attended the Seminar.

#### DECLARATION AND PROGRAMME OF ACTION

The national seminar on Adult Education and National Integration, meeting in Mysore from February 22 to 24, 1982 being attended by 36 leading adult educators, affirms that national integration is ineluctable pre-requisite for the effective functioning of our democracy and for the realisation and consummation of the ideals, objectives and goals set before us by the father of the nation, Mahatama Gandhi, and the maker of modern India, Jawaharlal Nehru.

Recent exhibitions of group intolerance leading to violent actions, to say the least, are symptoms of a disease which if not effectively checked and prevented may lead to unfortunate and far-reaching consequences for the integrity of our national state and the functioning of our infant democracy. These divisive centrifugal tendencies are not only a serious threat to our national identity but they as well cause distortions and thwart efforts for peaceful economic and social transformation.

National integration thus becomes almost a matter of survival for India and must receive highest priority consideration from governments, universities and other educational institutions, mass media and indeed all thinking and discerning people who have the good of the country at heart transcending all party political, caste or creed or religious divisions.

India is and has been for the past many centuries a land of profound diversities and differences having peoples of different ethnic and racial groups, speaking different languages, professing different religions with different social customs, traditions and food habits. In spite of these divergencies and distinctions, a feeling of Indianness has all along pervaded all these years among the people and has transcended all differences.

We have already paid a heavy price for motivated distortions and artificial exaggerated differences accentuated by conscious policies followed by colonial rulers in the past resulting in the division of the country. Free India cannot tolerate such fissiparous tendencies which must be brought to an end by imaginative and resolute national determination based on national consensus. This national consensus must be achieved by firm adherence to two basic realities: one is that India is and will always remain a land composed of people of different ethnic groups and religions having different traditions and cultures; and second, all the peoples of India composed of different ethnic or religious or social groups constituting one Indian nation must come to terms with their history and develop desirable respect, understanding as well as legitimate pride in their national heritage.

There is need for evolving a national policy for the effective use of media for national integration.

## Recommendations

Among the recommendations made were :

Adult Education has to take into account the education of the masses and also of the elite classes, design and develop specific behaviour patterns and feasible and practicable programmes; public opinion should be mobilised through adult education programmes and legal and administrative measures have to be taken which would help in removing the feeling of insecurity among different sections of people; special training for character building and to inculcate a sense of discipline among the youth, should be designed and adult education programmes can be used for this purpose; a cell should be formed on a national level to organise research on problems of National Integration and to facilitate monitoring and feedback on adult education programmes for National Integration; importance should be given to youth camps and leadership courses on a national level to build up a popular movement which could bring about change in the present value system, cultural norms and citizenship development; efforts should be made to motivate the intellectual and academic groups to align themselves with this popular movement. The Indian Adult Education Association should take initiative in this direction.

Organisations like universities, colleges, panchayats and voluntary organisations - Mahila Mandals, youth clubs, etc. should be given a positive role in the implementation of national integration and training of youths at the grass-root level. The communication media should be encouraged to collaborate with these organisations; and special books on the theme of National Integration be prepared to develop the component of national integration in the training of the adult educators at the grass root level and the supervisory staff at the projects, district levels, in the shape of guide books.

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### MATERIAL PRODUCTION OF POPULATION EDUCATION RELATED ADULT EDUCATION PROJECT

The residual work of development of materials for the Ajmer Centre of an experimental Population Education related Adult Education Project was continued in a Writers' Workshop held from March 15-17, 1982 at State Resource Centre, Rajasthan, Jaipur.

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Shri Ramesh Thanvi, Director, State Resource Centre, guided the writers in preparation of the suitable materials.

A team of about 15 writers worked for three days and finalized manuscripts for their try-out in the field area (Ajmer). The materials developed includes slogans (promotional); a primer and supplementary reading in the form of stories/anecdotes.

Shri S.P. Chawla, Project Coordinator at Indian Adult Education Association also collaborated in the development of these materials.

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### STATE RESOURCE CENTRES

The State Resource Centres have been created in India to provide technical support to the programmes of Adult Education being implemented in the States and UTs. So far 15 resource centres serving 19 States have been established in the last four years.

#### State Resource Centre, Orissa

#### Seminar on Role of Adult Education in Creating Consciousness for Science and Technology

A National-level Seminar on 'The Role of Adult Education in Creating Consciousness for Science and Technology' and in popularising them was held under the auspices of State Resource Centre, Utkal Navjeevan Mandal, Angul, 1982 during 15 and 17 March, with the following objectives :

- a) to discuss the role of science and technology as an instrument of social, economic and cultural change
- (b) to discuss the role of scientists and scientific institutions in creating a scientific temper in the country and (c) to discuss the modalities under which adult education could play its role in creating consciousness for science and technology as well as in creating a scientific temper in the people and in bringing the results of science and technology to them for application in their farms, homes and work-places.

The Seminar was participated by 23 delegates representing SRCs, Voluntary Agencies, Cultural Foundations, Research Institutions, Ministry of Education and Culture; and they were from Kerala, Tamil Nadu, Karnataka, Maharashtra, Orissa, Gujarat, West Bengal, Delhi and Uttar Pradesh.

It was inaugurated on 15 March 1982 by Prof. Hariprasad of the Satyanada Foundation, Calcutta and Dr. K. Madhavan Kutty of the KANFED, Kerala, presided over the inaugural function.

Twelve papers were presented and discussed in the Seminar. Another highlight of the Seminar was the formation of a 10-member sub-committee for formulating the conclusions and recommendations of the Seminar, which were adopted in the last plenary session.

Dr. Malcolm S. Adiseshiah, M.P., (former Deputy Director-General of UNESCO) and Chairman, Madras Institute of Development Studies, delivered the valedictory address on 17 March. Shri Manmohan Choudhury, Chairman, Consortium of Voluntary Agencies, Orissa, presided over the valedictory function. In his valedictory address Dr. Adiseshiah said that science and technology should be meant for the development of the people, especially the rural and urban poor of India. According to him, science should not be confined to the privileged elites and should reach the villages. It is very urgent that misuse of science must be prevented.

#### Population Education Related Adult Education Project :

The SRC in collaboration with Indian Adult Education Association has started an experimental Population Education related Adult Education Project with financial assistance of the Family Planning Foundation, New Delhi with a view to carry to the people the message of population dynamics, health education, nutrition and allied topics through adult education. Nine population education organisers, led by a coordinator, are working for the project under the technical guidance of the SRC Director and his professional colleagues.

A 10-day orientation course in Population Education for the nine population education organisers of this project, was organised during 10 to 19 February, with the objectives to make the participants aware of the magnitude and problem of illiteracy and population growth in India and to make them appreciate the new dimensions of adult education having linkage with population education. Resource Persons were drawn from a very wide base i.e. from the SRC and the government developmental agencies. The training programme was directed by the Director SRC and his staff. Shri S.P. Chawla, Coordinator of the Project at IAEA participated in this programme and visited some of the villages of the project area.

### Teaching/Learning Materials

The SRC has published the report of the third state-level Seminar on "Management of Adult Education Projects" entitled "Proudh Shiksha Project Parichalana".

It has also published the second edition of the book entitled "Pruthvi Kshane Kshanake Ana" by Shri B.B. Mohanty (which won a prize in competition of literature for neo-literates in 1962).

The SRC continued to publish monthly bulletin "Halchal" and the wall Newspaper the "Tundabaida" for the neo-literates. The publication of the monthly 'the Chetna' was also continued.

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### WORKSHOP FOR PRODUCTION OF POST-LITERACY MATERIAL IN BOMBAY

The Bombay City Social Education Committee (BCSEC) organised a workshop for preparing follow-up books in Bombay from January 18 to 22, 1982. It was inaugurated by Barrister M.G. Mane, President, BCSEC. He said that the workshops for preparing post-literacy material were very helpful because they enabled to share experiences of experts working in the field of adult education & other social activities.

Shri G.K. Gaokar, Member, Bombay City Social Education Committee, was the Chairman of the Workshop.

42 lessons were produced in the workshop. Besides the officers of the Bombay Committee, 11 experts including adult educators, social workers and writers participated in the Workshop.

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### POLYVALENT COURSES FOR WORKERS IN BOMBAY

The Shramik Vidyapeeth/Bombay City Social Education Committee will be shortly introducing the following new courses :

Tyre Tube Repairs, Soldering - Brazing - Reveting, Masonry, Armature Winding, Photoframe Making, Story Writing and clay modeling, Stove Repairs, Motor Winding, Fitters, Plumbers, Tailoring, Refrigeration and Air Conditioning, Scooter Repairs, Maintenance of Domestic Appliances, Gardening, T.V. Maintenance, Small Scale industries, artificial jewellery, commercial screen printing etc.

Further information can be had from : The Principal, Shramik Vidyapeeth, Samaj Shikshan Mandir, Adarsh Nagar, Worli, Bombay-400025.

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ADULT EDUCATION PROGRAMMES OF  
INDIAN UNIVERSITIES

Sardar Patel University

The Sardar Patel University, Vallabh Vidyanagar (Gujarat) and its affiliated colleges completed the second year of Adult Education Programme in 1980-81. During the second year the University and its affiliated colleges conducted 60 Adult Education Centres in which the University conducted 30 Centres, while the B.J. Venijya Mahavidyalaya, Anand Arts College and N.S. Arts College 10 Centres each.

The programme covered thirty villages of Anand, Petlad, Borsad, Nadiad and Vadodara Talukas and 1917 adults took part in it. Out of which 786 succeeded in being literate.

The following programmes were arranged :

1. Literacy and Numeracy, Reading and Writing
2. Training for cottage industry
3. Job-oriented training
4. Knitting
5. Guidance on clarity, family planning and Health
6. Entertainment Programmes : Bhajans, Garba, Films and Plays
7. Every centre celebrated Republic Day, Independence Day and Flag-flying ceremony
8. 30 students and M.S.S. in-charge professors took part in a training programme - puppetry workshop-held for the instructors of Adult Education Centres
9. 'World Literacy Day' was celebrated. Various competitions and programme like Drama, Patriotic Songs, Rangoli and Glean house competitions were arranged at Adult Education Centres run by the University
10. Hindi Film - Anapadh - was shown at 10 centres in August
11. 'Samaj Shikshan Day' was celebrated on 1st December 1980
12. Some 23 Instructors of Adult Education Centres began their work of as 'Honorary Community Health Worker' since October

University of Burdwan

The University of Burdwan has launched adult education programme in close collaboration and coordination with the development departments of the State Government, the State Resource Centre, the voluntary agencies and the Zonal Office of the NSS. 16 Colleges of the University are participating in this programme.

Some of the colleges have produced their own learning materials. The teachers of different faculties are giving their voluntary service for the promotion and implementation of adult education programmes.

Further information can be had from Dr. B. Chatterji, Coordinator, NSS & NAEP, Burdwan University, Burdwan, W.B.

Madurai Kamraj University

The Department of Adult Education and Extension Service of Madurai Kamraj University organised a one-day Seminar on "Women's Education and their Social Uplift" on March 30, 1982 at the University City Complex. The Vice-Chancellor, Dr. V.Sp. Manickam inaugurated the seminar.

In his inaugural address, the Vice-Chancellor appealed to the programme functionaries of colleges and the other agencies implementing Adult Education programme to give priority to women in enrolment, admission, appointments etc. as without their participation in adequate measure in the process of development, the process of social change and economic development would remain a distant reality. Dr.(Mrs) J. Kothai Pillai, Professor of Education in her key note address, stressed that it was the responsibility of the educators to ensure that the political, economic and social rights of women were translated into realities. She added that it was high time that women's energy had been harnessed to enrich the country and community at large.

The Seminar was divided into four groups for discussion of following on the 'Women's role and status', 'Education of adult women', 'organisations and programmes for women welfare' and 'Nutrition, health and family life Education'. Some 20 experts presented papers on the above topics.

Prof. D. Kamalakannan, Regional Director of Collegiate Education presided over the valedictory session. Shri Kumari Anandan delivered the valedictory address. He said that Education alone could liberate the people from the shackles of poverty and superstitions and that they be motivated to claim their rightful place in the society and enable them play a better role in the society. He wanted the adult educators to ensure that the superstitious beliefs are analysed, researched and proper explanation for such beliefs given to adults.

Earlier Thiru R. Rengasamy, Co-ordinator (NAEP) welcomed the participants. Thiru S. Raju, Project Officer proposed the vote of thanks.

The participants, among others included the Programme Officers of Colleges, representatives from various development departments of the central and state governments, voluntary organisations, educationists, social service organisations, prominent public figures.

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ROBY KIDD IS NO MORE

Dr. James Robbins Kidd, (popularly known as Roby Kidd), Founding Secretary-General (1973-79) and then Treasurer of the International Council for Adult Education, died suddenly in Toronto, Canada on March 21, 1982. He was 66.

Dr. Kidd was Director of the Canadian Association for Adult Education from 1947-60. From 1960-65, he held positions in Ottawa with the Humanities Research Council, Social Science Research Council and Overseas Institute of Canada.

He was the President of the third UNESCO World Conference on Adult Education held in Montreal, Canada in 1960. His appointment in 1969 as Jury Member of the UNESCO World Literacy Awards continued till his death. He was also Chairman (1974-75) of the Evaluation Committee of the Experimental World Literacy Programmes.

In 1966 he became Chairman of the Department of Adult Education in the newly established Ontario Institute for Studies in Education and since 1972 continued as Professor.

Dr. Kidd was Director of the India-Canada Project of Continuing Education at Rajasthan University, Jaipur in 1965-66.  
Association

The Indian Adult Education/has published two of his books "The Implications of Continuous Learning" and "Education for Perspective". The Association has also brought out an Hindi edition of his famous book "How Adults Learn".

On hearing the news of his death, the Association organised a condolence meeting at its office in New Delhi on March 26, 1982 in which the following resolution was passed :

"The meeting of the members of the Indian Adult Education Association places on record its deep sense of sorrow on the sad and untimely demise of Dr. Roby Kidd, Hony. Treasurer, International Council for Adult Education, on March 21, 1982 in Toronto.

In his passing away, the International Adult Education movement has lost a creative thinker, a brilliant scholar and practical leader.

The Association deeply mourns this loss and conveys its heartfelt sympathies to the bereaved family".

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CONFERENCE ON ROLE OF NON-GOVERNMENTAL AGENCIES  
IN ADULT EDUCATION IN SOUTH ASIA

The Asian South Pacific Bureau of Adult Education, (ASPBAE), Region I is organising a Conference on "The Role and Performance of Non-governmental Agencies in Adult Non-formal Education in South Asia during the decade 1972-82 and the perspectives for the 80" in Moratuwa (Sri Lanka) from July 12 to 14, 1982.

Delegates from Afghanistan, Bangladesh, Bhutan, India, Iran, Nepal, Pakistan, Sri Lanka and Turkey are expected to attend.

This meeting will be considered as part of the consultations conducted in the frame-work of the preparation for the II International Conference on Adult Education to be organised by Unesco in 1984-85.

Further information can be had from : Dr. W.M.K. Wijetunga, Secretary, ASPBAE Region I, 30/63A Longden Place, Colombo-7.

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ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and Objectives of Adult Education

Bhatia, S.C. Education and Socio-Cultural Disadvantage. Delhi, Xerxes Publications, 1982. 151 p. Rs.35/- (Paper back), Rs.45/- (Hard Cover). It is available from Indian Adult Education Association.

The document analyses different manifestations of disadvantages experienced by weaker sections of society in India. It gives parameters such as biases inherent in the urban value frame work of education, the choice of language, the sexist biases and general apathy towards any governmental efforts at improving the quality of living of the weaker sections.

Media, Methods and Material in Adult Education

Bergevin, Paul. Adult Education Procedures. Greenwich, Liberty Press, 1963 - 245 p.

This hand-book is designed to assist in the selection and use of procedures for effective participation in learning programmes. It contains descriptions of (1) Six step procedure for planning adult education activities (chapter 2), (2) Fourteen effective techniques for arranging relationships among adults in learning situations - for example, the panel, group discussion and the demonstration (chapter 3), (3) Five subtechniques for supplementing a technique to meet the requirements of a particular learning situation - for example, buzz sessions and the question period (chapter 4) and (4) Five commonly used resources

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to aid learning (educational aids) - for example, the exhibits and the case history (chapter 5).

In addition document also suggests for designing clinics, institutes and workshops (chapter 6). In the appendix an annotated reading list concerning adult education procedures and a glossary of terms relating to adult education procedures has been included.

Kidd, Ross & Colletta, Nat Ed. Tradition for Development: Indigenous Structures and Folk Media in Non-formal Education. German Foundation for International Development and International Council for Adult Education, 1980. 639 p.

This book is the outcome of an international seminar on "The use of Indigenous Social Structures and Traditional Media in Non-formal Education and Development", jointly sponsored by the German Foundation for International Development and the International Council for Adult Education in Berlin from 5-12 November, 1980.

The central thesis of this document is that over the last decade there has been an increasing interest in traditional media (Folk Drama, Music, Puppets, etc.) and indigenous social structures (organisations, Roles and Processes) as methods, organising structures and media for non-formal education. This growing interest is largely based on the conviction that development must be based on indigenous resources, indigenous solutions and indigenous creativity.

The volume examines field experiences in using this approach. It has been divided into three sections. The first section focuses on indigenous institutions and processes (in health, family planning, agriculture, basic education and conscientization); the second on the performing arts (in both mass campaign and community NFE programmes); and the third section summarizes the seminar discussions.

Michigan, Non-formal Education Information Centre. Literacy and Basic Education: A Selected, Annotated Bibliography. Michigan State University, Non-Formal Edn. Centres, 1981 51p.

The bibliography has been divided into nine main sections and is organised in a progressive sequence from approach, planning, and practical teaching aids to evaluation, key issues and implications for development.

Out of nine general areas covered by the present bibliography, three inter-related themes emerge: (1) Integration of literacy programmes with development (2) Learner-centered or 'Psycho-Social' approach to literacy and (3) Community-based initiative for literacy programmes.

Ranganath, H.K. Using folk Entertainments to promote National Development. Paris, Unesco, 1980. 45 p.

This manual fourth in the series of manuals on various aspects of population communication discusses use of folk or traditional entertainments, means of bringing information to and fostering discussion among deprived people, those people, whether in cities, villages, or the countryside, who need to discover how they can better their lives, but who are practically untouched by the mass media.

Some of the material in the manual relates to :

1. The potentials of folk entertainments - what are folk entertainments ? The place of folk entertainments in development communication - why use folk entertainments in development communication.
2. Identifying and characterizing folk entertainments.
3. Designing a communication programme using folk entertainments.
4. Integrating message and entertainment.

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