

IAEA NEWSLETTER VOL 4 APR 1982-MAR 1983

# IAEA Newsletter

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

Vol. IV. No. 1-2 April-May 1982 Limited Circulation

## NATIONAL SEMINAR ON RESEARCH IN ADULT EDUCATION

A National Seminar on "Research in Adult Education" was convened by Indian Adult Education Association in collaboration with Department of Non-formal, Adult and Continuing Education, Osmania University, Hyderabad and Friedrich Ebert Stiftung, Bonn (West Germany), in Hyderabad during February 28 and March 3, 1982 to discuss the following :

- (a) Profiles of target groups in terms of their source, status and needs;
- (b) Training methodologies;
- (c) Motivation and mobilisation of techniques in adult education;
- (d) Linkage and participation with development agencies;
- (e) Evaluation of unique cases.

The Seminar was participated by 48 delegates representing Universities, Colleges, SRCs, University Grants Commission, Research Institutions, Voluntary organisations and State Governments.

Shri V.S. Mathur, President of the Indian Adult Education Association presided over the opening session. He said research in adult education should not merely be an academic exercise and be perceived as a tool for transformation.

Earlier Dr. V. Eswara Reddy, Director of the Seminar, welcomed the participants. Dr. (Smt) Asha Dixit, Jt. Secretary of IAEA proposed a vote of thanks.

21 papers were presented in the Seminar. A 10 member Committee was formed in the last plenary session for finalising the report of the seminar and follow-up.

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The delegates were divided into two groups to discuss various sub-themes of the Seminar. Dr. B.R. Patil and Dr.(Miss) Anita Dighe were the group leaders.

The first group discussed development of profiles, motivation, mobilisation and linkage. Training, material production, monitoring and evaluation were discussed by the second group.

The group on preparation of profiles of beneficiary population worked out different parameters that should be taken into account while preparing such profiles and the amount of research support needed for that purpose.

The group on training felt that training content and methodology required for the field functionaries and the researchers would have to be appropriately defined to enable them to carry out this function effectively. The traditional methodologies should be replaced by participatory strategies. There should be enough flexibility in the training programme, the group felt.

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RESULTS OF 23RD PRIZE COMPETITION FOR  
LITERATURE FOR NEO-LITERATES

The Directorate of Adult Education, Ministry of Education and Culture, Government of India have selected 65 manuscripts in Indian languages for award under the 23rd National Prize Competition for literature for neo-literates. These manuscripts include 40 on General Education and 25 on Family Welfare.

Out of 65 books selected, 21 are in Hindi, three in Assamese, five in Bengali, four in Gujarati, three in Kannada, six in Marathi, three each in Malayalam, Oriya and Punjabi, two in Sindhi, five in Tamil, three in Telugu and four in Urdu.

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

For further information and details of result, please contact Dr. S.P. Sharma, Assistant Director, Directorate of Adult Education, 34 Community Centre, Basant Lok, Vasant Vihar, New Delhi-110057.

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REPORTS FROM SRCs

SRC, Jamia Millia Islamia, Delhi  
Multi-media Package for Education

The State Resource Centre for Adult Education of the Jamia Millia Islamia has started functioning under the guidance of the Vice-Chancellor, Mr. A.J. Kidwai. Recently it organised dramatic programmes in Madangir and Okhla village to create awareness among the community about the rationing. Apart from creating awareness, the objective was to involve the community in the educational programme being organised in the area. This is the first time that a university in Delhi has gone to the community for involving them and securing their cooperation in educational programmes.

The Resource Centre is preparing a multi-media package for creating social awareness and community consciousness with a view to assist the people in their own education and in solving their problems.

Training for P.O.s and Supervisors

The SRC organised a one-week training programme of Officers & Supervisors of Adult Education Programme run by the Directorate of Education, Delhi Administration, New Delhi from May 13, 1982. About 30 officers attended the course.

The objective of the course was to give these officers practical competence in some of the areas of their work and to broaden their horizon of knowledge about some of the local and national issues. It also helped to improve their communication skills and enabled them to deliver their ideas more effectively.

The course was inaugurated by Shri S. Ramamoorthy, Secretary, Union Ministry of Education. He said that the training programme being organised by the State Resource Centre will help the participants in their work and enable them to organise adult education programme more effectively. He commended the initiative taken by the State Resource Centre to make use of traditional and modern media of communication to spread knowledge and information, and expressed the hope that the State Resource Centre of Jamia Millia would be a pace setter and provide a model to other State Resource Centres.

Earlier, the Vice-Chancellor of the university Mr. A.J. Kidwai said that adult education was essential for all round development of the community and the SRC would assist the Delhi Administration by using all the facilities available within the university, and would utilise the oral and visual modes of communication to spread knowledge, social awareness and information. He suggested that recreational and cultural activities were essential ingredient of adult education programme.

Mr. A.H. Khan, Hony. Director of the State Resource Centre in his report said that the centre would experiment with a number of approaches to solve the problems of adult illiteracy. He suggested that we should undertake a short term programme of imparting basic skill of reading and writing followed by a long term programme of continuing literacy education for those who discover their potentialities in the short term drive. The long term will take place in Adult Schools which will provide education equivalent to the primary V standard.

Shri B.R. Vyas, Additional Director of Education proposed a vote of thanks.

The training programme was divided into six areas of study. These were broadening the horizon of knowledge, developing practical competence in certain areas of the work of the participants, individual learning, some practice in developing objective and critical thinking, and communication skill of the participants and learning from the participants. Some of the national issues discussed were population education, environmental education, national integration, simple laws for the common man, science for the masses and government assistance to the common man. Extensive use was made of audio-visual aids and a "Street Corner Play" was also enacted. Among those who led the discussions were Dr. Zahoor Qasim, the famous scientist, Dr. Habib Kidwai, Prof. B.S. Parekh, (NCERT), Prof. R.P. Singh (NCERT) and Dr. Dharm Vir, Joint Director, (Education) International Cooperative Alliance. The concluding function was held on May 20. The Vice-Chancellor, Mr. A.J. Kidwai distributed the certificate<sup>B</sup>.

The concluding address was delivered by Mr. Anil Baijal Director of Education, Delhi Administration. He emphasised the need for opening more ladies centres and evolving new curriculum suited to their need. He expressed satisfaction that the State Resource Centre was experimenting with the use of traditional as well as modern media of communication and hoped that folk-

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lore would be given importance. He suggested that the present Adult Education Programme should be followed by continuing education programmes.

New Plan

The State Resource Centre has decided to start experimental adult school, leading adult learners upto standard V. It has also decided to launch a literacy campaign by mobilising the resources of all the developmental departments and voluntary organisations in selected areas of Delhi. The SRG has also planned a Writers' Workshop to prepare awareness material on the new 20-point programme of our Prime Minister

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CONTINUING EDUCATION - PRIORITIES IN PROGRAMMES

IUACE Seminar in Chandigarh

Prof. R.C. Paul, Vice-Chancellor, Panjab University, Chandigarh said that life-long education is already accepted as a concept, a form of behaviour and as a philosophy. The goal is human development which is possible through extension of educational and learning opportunities to a greater number of people. The value of learning has to be interwoven into the social, political, economic and cultural fabric of individual, family and civic life. Learning opportunities have to be democratized and made available to all so that education is not a segregated activity. Prof. Paul was inaugurating a two-day seminar on "Continuing Education - Priorities in Programmes" in Chandigarh recently.

Mr. J.D. Sharma, Hony. Secretary, Indian University Association for Continuing Education, in his key-note address, identified the categories which need immediate attention through continuing education. These were illiterates and those living below poverty line and under-employed in rural areas. He pleaded that the extension services be linked with regular curriculum of universities.

Dr. A.K. Dhan, Vice-Chancellor of Ranchi University, in his presidential address, said that no development was possible unless all sections of society developed.

The Seminar convened by the Indian University Association for Continuing Education in collaboration with Panjab University studied the role of colleges in adult and continuing education programmes for the weaker and organised sectors and programmes in appropriate technology and its transfer to the rural areas.

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TALEEM GHAR ORGANISES ADULT EDUCATION  
CONFERENCE IN LUCKNOW

The All India Taleem Ghar, Lucknow organised an Adult Education Conference and a Seminar in Lucknow on April 4 and 5, 1982. Smt. Sheila Kaul, Union Minister of State for Education, presided.

Smt. Kaul, in her address, said that education of the adults was essential to enable them to have a progressive outlook towards their family. She said that the environment in an educated family was completely different from that of an uneducated one.

Smt. Kaul emphasised that education was getting dated because of the technology advancement. Adult and Continuing Education had a great role in keeping man's knowledge up-dated.

Smt. Kaul said that the Government had decided to provide compulsory elementary education for the age group 6-14 within the next ten years and added that Adult Education would help in changing the attitude of the people towards the education of their children.

Smt. Kaul said that the Government had earmarked 128 crores for Adult Education in the Sixth five-year Plan. The voluntary organisations would also be provided funds to undertake this programme. She also emphasised non-formal education programmes for the school drop-outs of the age-group 6-14.

Smt. Kaul concluded that the problem of motivation in adult education could be solved if the teachers were dedicated and had a missionary zeal.

Shri Hyatullah Ansari, Secretary of the Taleem Ghar said that the education should be provided to the adults in their own mother tongue. Shri Kashinath Mishra, Minister for Information and Broadcasting, Government of Uttar Pradesh, in his address said that schools should be utilised for adult education work. He said that literacy education to adults should at least enable them to read newspapers. He said that the tempo of development of the country would become faster if properly developed adult education programmes were organised.

Shri N.N. Singh, Minister for Education, Govt. of Uttar Pradesh, also addressed the participants on April 5, 1982. The Seminar discussed the problems of motivation and drop-outs in adult education programmes.

Shri J.L. Sachdeva, Documentation Officer, attended the Conference and the Seminar on behalf of the Indian Adult Education Association.

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'YOU CAN DO IT'

'You Can Do It' is the title of a film produced by the Directorate of Adult Education(DAE), New Delhi recently with the primary intention of motivating the grassroot level adult education functionaries, especially the instructors, to use their own ingenuity and skills for enriching the adult education programme at their centres.

This 16 m.m. film in black and white with a duration of about 25 minutes was released by the DAE in September, 1981. It is directed by James A. Beveridge, Unesco consultant. Though shot in Aurangabad, Maharashtra and the language used is Marathi commentaries in English and the regional languages of the country would also be available.

The film is in fact a documentation of workshop organised by the State Directorate of Adult Education, Government of Maharashtra in Aurangabad for preparing simple and inexpensive teaching - learning materials to be used by the adult education instructors. The film also makes an attempt to show how the instructors can use such materials for imparting literacy and numeracy skills and developing awareness of health and social problems in the adult learners.

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WORKSHOP FOR PREPARATION OF DEVELOPMENT ORIENTED MATERIAL AT VARANASI

The Directorate of Adult Education in collaboration with the Adult Education and Extension Programme Unit of the Banaras Hindu University organised a Workshop for the preparation of development oriented materials at Varanasi from September 14 to 1981. The objective included preparation of proto-type material relating to development activities with particular reference to needs of neo-literates and the new reading public; simplification of some of the available material such as schemes and programmes published by the various developmental agencies with a view to help the neo-literates; and to evolve broad guidelines for the preparation of such material.

MOHSINI NEW DIRECTOR OF IAEA

Professor S.R. Mohsini has assumed charge of Director of the Indian Adult Education Association with effect from April 1, 1982.

Earlier Prof. Mohsini was Dean of Social Sciences, Jamia Millia Islamia, New Delhi.

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ROLE OF VOLUNTARY AGENCIES IN  
SPREADING ADULT EDUCATION STRESSED

The Hindustan Times, New Delhi in its editorial of May 13, 1982 has emphasised the need of fighting illiteracy through the help of voluntary organisations. It has stressed that the goal of compulsory education for children will continue to elude us if illiteracy in this country is not removed. The editorial entitled "Illiterate Millions" is reproduced below for the benefit of our readers :

" Our national graph of literacy presents a bewildering trend. It indicates some progress but more fearful deficiency. Let us first take a look at the rate of progress. In 1951, only 16.6 per cent of the people could read and write. The percentage went up to 29.45 in 1971 and 36.17 in 1981. But the fact that 63.83 per cent of the population remains illiterate even 35 years after Independence is a sad commentary on our order of priorities and development efforts. However spectacular our progress in science, technology, industry and other fields, what can we say when out of 684 million people, 446 million can neither read nor write? The problem is most acute in Rajasthan where the illiterates constitute 75.95 per cent of the population. Bihar, Kashmir and Uttar Pradesh are among the other States steeped in ignorance.

The goal of compulsory primary education for children, envisaged in the Constitution, continues to elude us. It is doubtful whether it will be reached even by the end of the century. With the increase in population, the number of the illiterates also goes up. It is not due to lack of funds that our literacy programmes often come to grief. In the traditionally backward areas, there is still resistance to education. Ignorant parents are not keen on sending their children to school. In villages of Rajasthan, U.P. and Bihar, children are considered an immediate asset to work in fields. The need to educate them and to develop

their personalities is rarely taken into account. According to the fourth All-India Educational Survey, for every three children enrolled in primary and middle schools, one is left out. And among the children enrolled, a large section tend to drop out. Only one out of four goes beyond the primary stage. Thus shortsighted economic and social consequences become obstacles in the way of children pursuing their studies. In many homes the atmosphere is far from conducive to the worship of Saraswati.

By merely allotting funds for primary education and setting up schools, the Government cannot fight illiteracy. Follow-up measures are needed. Nor can the Government alone solve the problem. In States like Kerala and Tamil Nadu voluntary organisations have played an important role in spreading education. There is no dearth of religious, social and cultural organisations. If they concentrate on bringing knowledge to those sections who have been traditionally steeped in ignorance, the battle can be won. Why can't the huge wealth and manpower available with temples, gurdwaras, mosques and churches be used to fight this crusade? In Kerala the role of private institutions has been remarkable and explains the State's high literacy rate. The need is to educate the child as well as the adult and the responsibility does not rest with the Government alone. In fact if every educated person teaches an illiterate child or an adult there will be a sharp fall in the number of the illiterate.

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PROGRAMME FOR ADULT LEARNERS  
BY HYDERABAD DOORDARSHAN

The Doordarshan Kendra, Hyderabad, has been telecasting Adult Education Programmes since January 1979. This programme for rural adults covers literacy, numeracy and awareness and vocational skills.

Most of the programmes during the first year were for motivating adult learners. Later, they telecast literacy and numeracy programmes based on materials produced by the experts in the field. They have also started programmes based on 'Janavachakam', the set of teaching-learning materials for adult learners prepared by the State Government.

Special programmes are being telecast in collaboration with the local Shramik Vidyapeeths for the adult industrial workers.

The frequency of this programme for adult learners is once a week for the duration of 15-20 minutes, i.e. on every Thursday between 7.30 P.M. to 7.45 P.M.

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#### NEW COURSES AT MADRAS VARSITY

The University of Madras had decided to start several inter-disciplinary courses from next year, such as M.A. in Tamil Literature and Culture, Tamil (Special), Continuing Education, Work Education, M.Sc. in Applied Sciences, Environmental Toxicology, Post-graduate diploma in Non-formal Education, Population Education and Education Technology.

Among the other courses are Certificate and Diploma courses in linguistics, comparative literature and Tamil Folklore, Japanese language and literature and social sciences, and a short-term part time course in Polymer science.

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#### DURGABAI SPECIAL STAMP RELEASED

A 35 paise postage stamp in memory of noted social reformer Durgabai Deshmukh was released by Vice President M. Hidayatullah at a function in New Delhi on May 9, 1982.

Speaking on the occasion, Mr. Hidayatullah regretted the poor implementation of social service programmes in the country and asked the welfare organisations to come forward and complete the unfinished work of Durgabhai.

Lt. Governor S.L. Khurana, who was also present, said that Durgabai was an institution by herself. She was a social reformer, freedom fighter, educationist, planner and an outstanding parliamentarian. Her contribution towards spreading adult education was also noteworthy, he added.

Smt. Durgabai Deshmukh was Vice-President of the Indian Adult Education Association for a number of years. She was awarded Nehru Literacy Award of the Association in 1971.

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A.R. DESHPANDE PASSES AWAY

We deeply regret to record the death of Shri A.R. Deshpande former Vice-President of this Association on May 8, 1982 at Nagpur. He was 81.

Shri Deshpande started his career as an advocate. Later, he joined the judicial service of the then Government of Central Province & Barer in 1929. He became additional District and Session Judge in 1946.

Shri Deshpande was Deputy Director of Public Instruction in Madhya Pradesh in 1943. He became special officer (Social Education) for the Community Project Administration of the Government of India in 1952. He was Director of National Fundamental Education Centre from 1957 to 1960. Shri Deshpande was Honorary Adviser on Social Education to the Government of India from 1961 to 1966.

He was Vice-President of the Indian Adult Education Association in 1959-60 and 1974-75. He presided over the All-India Adult Education Conference of the Association held in Mysore in 1967. He was awarded the Nehru Literacy Award for promotion of literacy and social education in the country in 1977.

The Association organised a condolence meeting in New Delhi on May 15, 1982 in which the following resolution was passed :

" The meeting of the Members of the Indian Adult Education Association in Delhi places on record its deep sense of shock and sorrow on the very sad demise of Shri A.R. Deshpande, former Vice-President of this Association on May 8, 1982 at Nagpur.

In his passing away the country has lost a creative thinker, an eminent adult educationist and a great poet.

The Association deeply mourns this loss and convey its heartfelt sympathies to the bereaved family".

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ANNOTATED LIST OF BOOKS AND ARTICLES IN ADULT EDUCATION

Media, Methods and Material in Adult Education

Tripathi; Virender; Post-Literacy Activities conceived in the Prespective of Life long Education in India, New Delhi, Directorate of Adult Education, 1981. 99p.(Mimeographed)

The study critically analyses present and past state of post literacy activities in India and discusses viable strategies for post-literacy and follow-up activities for implementation of adult education and non-formal education programmes in the country. It covers :

1. The past efforts in literacy education - Social Education - Gram Shikshan Mohim - Farmers' Functional Literacy Programme.
2. Literacy status and the new educational strategy
3. Standard of literacy to be attained by participants
4. Continuing education for persons with limited reading abilities
5. Development and production of reading materials.

Suggestions and conclusions have been given at the end.

Unesco, Curriculum Development in Literacy, Bangkok, Unesco

Regional office for Education in Asia and the Pacific, 1981. 73 p. (Literacy Curriculum and Materials Development Portfolio of Literacy Materials, series I, (Monograph I).

The monograph has two parts. Part A is based on the deliberations, discussions and proceedings of the Regional Literacy Workshops on the Development of Curriculum, Motivational, Instructional and Follow-up materials including those for the Media held in Udaipur (Rajasthan) from 29 November to 20 December 1979.

Part B is based on the documents which include country status Reports and case studies submitted by the participating Member States, Working papers prepared for the Workshop, sample curricula and materials prepared by the participants in the Workshop.

The monograph describes the various ways in which materials for literacy curriculum are produced, and also provides selected information on the practices in literacy training in different countries.

Evaluation Report

Mithayya, B.C., Prasad, Hemalatha L. Adult Education in Rural Development. A study of the process of implementation in a Block. Journal of Rural Development. Vol.1, No.1, January 1982, p. 72 - 113.

It is a study on the implementation of National Adult Education Programme, which was undertaken in the context of rural development. The study was undertaken in six villages of Bhor of Pune District of Maharashtra. The emphasis of the study was on adult education centres and their environment. The objective

of this study were : (1) To examine existing inter-relationship between programme of adult education and rural development in terms of the extent of involvement of development functionaries at district, block and below levels; (2) To explore the factors that promote motivation of learners and functionaries of adult education at various levels; and (3) To explore the methods of improving the functioning of the programme as a functional component of development.

Some of the findings and suggestions are given below :

1. The involvement of development functionaries or agencies in the implementation of adult education programme was negligible. It was also observed that right from the Block Development Office to the Gramsevak, they were neither oriented about adult education programme vis-a-vis development schemes, nor were the functionaries in adult education programme given an understanding of the development schemes.

2. The adult education functionaries should be exposed to the various development programmes currently in operation in the block and likewise the development functionaries should be given an orientation in adult education in terms of its objective and scope.

3. The involvement of the local leaders in the implementation of adult education programme is restricted to providing accommodation for the adult education centres and persuading the learners to attend the centre. It was felt that these leaders should also be exposed to information like the need for adult education and also other development schemes, so that as agents of influence in the village, they would be able to create a better atmosphere not only to implement but also to sustain the programme.

4. Adult education programme should become part of the function of development programmes under the Zila Parishad, then the lower tiers of the organisations may automatically get involved and the supervision and the continuance of the programme will be the responsibility of the concerned local organisations and its leadership.

5. To make sure the participation of women it has been suggested that they should have the facilities for creches, health check ups for children and also possible supply of milk for children.

#### Seminar Reports

University of Poona, Linking Extension Education with Curriculum, Poona. University of Poona, Centre of Continuing and Adult Education, 1982. 36 p.

This is a report of the three-day Regional Seminar on "Linking Extension Education with Curriculum, organised by the Indian University Association for Continuing Education in collaboration with the University of Poona, on August 30, 31 and September 1, 1980. It discussed the concept of extension education, explored suitability of present course structures and teaching methodology at the degree level for linking with extension programmes; identified and spelled out the required changes in content and methodology of the courses; suggested linking programme at degree level for faculties of Arts, Science, Commerce and Law and other faculties; discussed the role of NABP in extension programmes.

The key-note address of Dr. R.P. Devadas, paper on the concept of University Extension by Dr. Chitra Naik and group reports are also given in the booklet.

### Adult Education in other countries

Almed, Manzoer and Coombs, Philip H. Education for Rural Development, case studies for Planners. New York, Praeger, 1975. 601 p.

The seventeen case studies included in this volume provide an analytical account of programmes of education for rural areas carried out in different countries. These studies were commissioned by the World Bank and the United Nations Children's Fund and carried out by the International Council for Educational Development between 1971 and 1974.

The UNICEF sponsored study focussed on the basic learning needs of rural children and youth, and on ways of improving the environment and upbringing of vulnerable infants and young children through the education of their elders. The study sponsored by the World Bank, using a similar conceptual and analytical framework, focussed on the learning needs of a generally older rural clientele mainly small farmers, rural artisans and craftsmen, small entrepreneurs, and on educational means for improving their economic productivity and employment possibilities.

The document has been divided into two parts. Part one deals with the programmes for basic general education and the second part gives the programme for employment related education.

Legge, Derek. The Education of Adults in Britain Milton Keynes, the open university Press 1982. 243 p.

The document examines different programmes of adult education in U.K.

The first chapter deals with the problems of definition of different forms of adult education i.e., Recurrent Education, Life-Long Education, Community Education and the Continuing Education of the adults. The objectives and needs have been dealt in the second chapter. The financial aspect of adult education has been discussed in the third chapter. The other chapters in this document are :

- Self Education : home study, distance learning and broadcasting
- Voluntary Organisations and Non-formal Education
- Education with a Social Dimension
- Present Trends and the Future : policies and possibilities.

### General

Lalitha, N.V. Financial Assistance to Voluntary Organisations for Social Development, a source book. New Delhi, National Institute of Public Cooperation and Child Development, 1981. 108 p.

This book on financial assistance to voluntary organisations for social development gives information about various governmental and non-governmental agencies which provide funds for welfare and developmental programmes to voluntary organisations or support certain schemes to augment their income. The following funding agencies have been listed in the document : (1) Ministry of Social Welfare; (2) Central Social Welfare Board; (3) Ministry of Health and Family Welfare; (4) Ministry of Rural Reconstruction/Agriculture/

Education and Catholic Relief Services (CRS), Community Aid Abroad (Australia), Ford Foundation, United States of America Agency for International Development (USAID) etc.

NFE Information Centre, Michigan State University. Women and Production. The NFE Exchange, No.22, 1981.

This issue of NFE Exchange is entirely devoted to the topic 'Women's Participation in Development'. The article "Women and Production", first sketches women's historical role in economic production and then considers the problem of "measuring" women's work. It stresses upon need to take leadership role by women at all levels and highlights the major problem - women's lack of training in leadership.

This issue also gives information on women's projects all around the world and has included a select bibliography on women and production, identifying specific projects and publications dealing with women's work in Africa, Asia and Latin America.

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17-B, INDRAPRASTHA MARG, NEW DELHI-110002

Vol. IV

No. 3

June 1982

Limited Circulation

## WORKSHOP ON ENVIRONMENTAL EDUCATION IN ADULT EDUCATION PROGRAMME

The Indian Adult Education Association in collaboration with Directorate of Adult Education, Ministry of Education and Culture, Government of India organised a workshop on Environmental Education in Adult Education Programme in the office of the Association in New Delhi on June 25-28, 1982. The objectives of the workshop were:-

- (1) To identify those areas of environmental education which can be integrated with adult education programme with particular reference to rural areas;
- (2) To identify those elements of the programme which can be reflected in the training of adult education functionaries;
- (3) To develop guidelines on various aspects of environment specially for producing the material for neo-literates.

Twenty five participants comprising writers, experts in the field of environment and adult education attended this four-day meet. The areas selected for developing guidelines were:

- (1) Man and Water
- (2) Man and air
- (3) Man and earth
- (4) Trees in the life of man

The participants were divided into three groups. Group I discussed water and air pollution for slum areas. The second and third groups discussed tree plantation and soil pollution in addition to air and water pollution for rural areas.

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The groups felt that environmental education should be used to inculcate scientific temper among the masses. The focus should be to reinforce those customs and traditions which have enabled us to preserve ecological balance and make people conscious of the negative practice/which will ultimately disturb this balance and affect their lives adversely.

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#### WORKERS' EDUCATION PROGRAMME

The Indian Adult Education Association organised three one-day non-residential courses for industrial workers in New Delhi on May 26, 27 and 28, 1982. The following subjects were covered:

- (1) Population problems and Trade Unions
- (2) National & Social Goals of Trade Unions
- (3) Productivity and Trade Unions

Over 100 workers participated in these courses.

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#### CONFERENCE ON CAMPAIGN FOR ERADICATION OF ILLITERACY

The Indian Adult Education Association is convening a one-day National Conference of Non-governmental organisations from different parts of the country in New Delhi on July 26, 1982 to foster popular climate conducive to organising literacy campaigns throughout the country.

It will discuss:

- (a) Level and duration of literacy
- (b) Follow-up programmes and their duration
- (c) Non-formal Education for school drop-outs and adults
- (d) Strategy for literacy campaigns

About 150 adult educators from different parts of the country are expected to participate in this one-day meet.

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SEMINAR ON ROLE OF SCHOOLS AND SCHOOL TEACHERS IN  
ADULT EDUCATION

The Indian Adult Education Association in collaboration with Central Board of Secondary Education (CBSE) and Directorate of Education, Delhi Administration will be organising a Seminar on "Role of Schools and School Teachers in Adult Education" in New Delhi on August 10, 1982. It will also clarify the concept of "School-cum-Community Centre".

Shri/

The Seminar will be inaugurated by Anil Baijal, Director of Education, Delhi Administration and Dr. T.V. Kunnankal, Chairman CBSE, will deliver the key-note address.

About 60 participants including Principals from Public schools Government and aided schools, Kendriya Vidyalayas and adult educators from Delhi are expected to attend this one-day meet.

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FOURTH ALL INDIA CONFERENCE OF STATE RESOURCE CENTRES

The Fourth All India Conference of the Directors of State Resource Centres was organised by the Directorate of Adult Education in collaboration with State Resource Centre, Maharashtra, in Pune from February 3-6, 1982. Dr. (Smt.) Chitra Naik was the Director of the Conference.

The Conference reviewed the work done by SRC's, their financial and staffing pattern, Curriculum Development and production of teaching/learning materials, training of field functionaries, re-evaluation and promotional measures including publishing and production coordination with State Governments and Resource Centres and Directorate of Adult Education. 46 persons participated in this four-day meet.

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FOURTH ALL INDIA CONFERENCE OF STATE RESOURCE CENTRES

NEWS FROM STATE RESOURCE CENTRES  
SRC, MAHARASHTRA

The State Resource Centre, Maharashtra, Indian Institute of Education, Pune, organised a workshop on Puppetry from January 27 to 29, 1982. 13 supervisors and 12 instructors from twelve districts participated in the workshop.

The participants prepared some puppets and gave demonstration of a few puppet shows.

The SRC also organised a workshop for script writers and staff of the SRC for writing the scripts for a package of cassettes and slides for the training of instructors from March 1 to 4, 1982.

Scripts on ten topics based on the roles and functions of instructors were written and discussed during the workshop.

SRC, West Bengal

The State Resource Centre, Bengal Social Service League, Calcutta organised 11 training courses for instructors during the quarter January to March 1982. 1207 participants attended the training programmes. It brought out the following booklets:-

(a) Amader Bhabna (our thoughts)

(b) Adult and Non-formal Education - A few observations

(c) Bayaska Siksha Kendra Shiksha Sahayak Bustur

Byapahar (Use of educational aids in adult education centres)

Charts, flashcards, flannelgraphs on various aspects of health

were also produced during the quarter.

The SRC published seven new folders on "water" in the series "Vachan Vikas". Six new folders on Tuberculosis and Malaria in the science series were also published.

The SRC in collaboration with Indian Adult Education Association organised a writers' workshop for preparation of a primer for the migrants from Nepal on January 18, 1982, and again from March 10 to 12, 1982. Experts in Nepali Language and representatives of the organisation<sup>s/</sup> engaged in preparing teaching/learning materials in Nepali language for adult learners in the district of Darjeeling West Bengal participated in this workshop.

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#### WORKSHOP ON POPULATION EDUCATION IN SOLAN (H.P.)

The Regional Resource Centre, Panjab University, Chandigarh in collaboration with Directorate of Education, Himachal Pradesh and State Institute of Education, Solan organised a three-day workshop on Population Education in Solan from April 26 to 28, 1982.

The main objective of the workshop were:

- (1) To develop population education content for the training of adult education officers, project officers, supervisors and instructors.
- (2) To develop areas of collaboration with the various governmental and non-governmental agencies for integration of adult education and population<sup>education</sup>/programmes.

The workshop was inaugurated by Shri Rajinder Singh, Joint Director of Education, H.P. He said that instead of having separate infrastructure for population education, it would be better if it was integrated with adult education. Instructors should be suitably equipped with the skills and knowledge of the concept of population education, so as to bring a social change for the benefit of the weaker section of the society.

..... 6/-

Shri K.L. Zakir, Coordinator, Regional Resource Centre, Panjab University in his key-note address said that both adult education and population education programmes aim at improving the quality of life, bringing about attitudinal changes in the community, orienting the various target groups for development and preparing the masses to solve the immediate problems. Shri Zakir said that RRC with the cooperation of various agencies will develop teaching-learning material on population education for the help of instructors and learners.

The workshop was divided into two groups. Group I dealt with content of population education for training of adult education officers, project officers and supervisors. Group II discussed the content of population education for the training of instructors.

The workshop recommended that for successful implementation of the programme, there should be proper coordination between the adult education instructors and field functionaries of other departments such as Block Development Office, Health, Public Relation, Agriculture, Animal husbandry and forestry departments. It also suggested that incentives be provided to the learners and the instructors for their good performance to boost their morale. 35 persons attended the workshop.

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NEW PRIMERS IN HINDI FOR H.P.

Two new primers entitled 'Navyug' and 'New Jeevan' prepared by the Regional Resource Centre, Panjab University, Chandigarh, for the adult learners being covered under the adult education programme in Himachal Pradesh were released in Chandigarh in the first week of February 1982.

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ADULT EDUCATION IN HIMACHAL PRADESH

811 adult education centres are functioning in Himachal Pradesh as on March 31, 1982, 410 centres are under the Central and 401 under the state :

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..... 7/-

RFLP IN WEST BENGAL

In West Bengal 29 Rural Functional Literacy Projects (14 under central and 15 under state governments schemes) are functioning. 8143 centres are being run.

The enrollment in these centres was reportedly 239,927. 66% of the learners enrolled were males and 34% females.

1,46,028 learners sat for the final test, 112,117 or 76.77% passed the test in literacy, numeracy and awareness.

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BOMBAY CITY SOCIAL EDUCATION COMMITTEE

The Bombay City Social Education Committee has been reconstituted by the Government of Maharashtra with effect from June 7, 1982, with Barrister M.G. Mane as its President, Shri K.B. Pillay as its Vice-President and Shri J.M. Gadekar as its Member-Secretary.

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SHRAMIK VIDYAPEETH, AJMER

The Shramik Vidyapeeth, Ajmer has been accorded the status of a Training Institution by District Rural Development Agency for the organisation of skill development training leading to self-employment. The Shramik Vidyapeeth is currently engaged in organisation of training programmes in Tailoring, Embroidery, Carpet weaving and Bamboo work. These courses vary from four to six months' duration and cover various topics relating to self, family, community and national development besides skill development.

Shri T.C. Jain, Principal, Industrial Training Institute distributed certificates on June 5, 1982 to the trainees who have completed the Diesel Mechanics and Tailoring courses successfully. Smt. Sita Agarwal, District Education Officer (Girls) was the Chief Guest on the occasion.

..... 8/-

The Shramik Vidyapeeth organised Food Preservation course from June 21 to 30, 1982 for the benefit of Instructors engaged in Population Education Project and for housewives. 17 persons participated in this course.

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WORKSHOP ON NON-FORMAL EDUCATION  
FOR SCHOOL DROPOUTS IN LUDHIANA

for school dropouts

A three-day workshop on Non-Formal Education was organised by the State Council of Educational Research and Training at Punjab Agriculture University (PAU), Ludhiana from February 24 to 26, 1982. The workshop aimed at evolving feasible and practical strategies for non-formal education scheme.

Two reports, one for 6-11 age group and other for 11-14 age group were prepared during the workshop.

18 participants and six resource persons attended the workshop.

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MEDIA TECHNOLOGY FOR RURAL EDUCATION -  
ANNUAL CONFERENCE OF IAET

THE 14th Annual Conference of the Indian Association for Educational Technology was held at PAU, Ludhiana recently. The theme was "Media Technology for Rural Education".

During the Conference five symposia on the following topics were held:

1. Education and Rural Development
2. Role of Media Technology in Rural Education
3. Research and Development in Mass Media
4. Research and Development in low cost media
5. Designing objectives based communication materials for rural education.

..... 9/-

Some of the important recommendations of the Conference were

- (1) In rural development, high priority should be given to agricultural development, industries, literacy, family planning, ... welfare and social aspects of community life.
- (2) Systematic surveys need to be made continuously to establish educational needs of various categories of population of villages which can then serve as basis for planning contents and strategies of education.
- (3) School resources need to be strengthened specially in rural areas for full utilisation of their potential to bring about changes in the surrounding communities both through formal and non-formal means.

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ADULT LEARNERS' ANNUAL FUNCTION  
AT AMU, ALIGARH

The annual function of the adult education learners of the Aligarh Muslim University (AMU) was held on April 25, 1982 in Kennedy House Auditorium of the University under the Presidentship of Shri Saiyid Hamid, Vice-Chancellor of the university. About 2500 persons were awarded certificates for completing successful 8 months' adult education course under the auspices of the Centre of Continuing/Adult Education of the University.

Shri Z.R. Ansari, Minister of State, Govt. of India awarded certificates to learners and prizes to 18 best instructors and learners.

In his address, Shri Ansari said that if the economic and social development of the country is to be speeded up, the illiterate and the weaker sections of the community must be provided need based adult education programmes.

ANNOTATED LIST OF BOOKS AND ARTICLES IN ADULT EDUCATION

Aims and Objectives of Adult Education

Darckenwald, Gordon G. and Merriam, Sharan B. Adult Education: Foundations of Practice, New York, Harper & Row, Publishers, 1982, 230p., US\$ 18.95

Harper & Row, Publishers, Inc., 10 East, 53 d. street, New York. NY 10022

The document focuses on professional field of adult education, its development, and its current status. It emphasises research and theory as they relate to adults as learners. The chapters in this document deal with the philosophy of adult education, adult learning and development, participation in adult education, organizations and programmes, the international dimension, and problems and issues of 1980s and beyond.

MEDIA, METHOD AND MATERIAL IN ADULT EDUCATION

Lock, Corey, Study Skills, Indiana, Kappa Delta Pe, 1981, 29p. US\$ 4.00

Kappa Delta Pe, Post Box A, West Labayettee Indiana 47906

The booklet explores some of the methods that teachers can use to help students develop beneficial study skills. Study skills here refers to the tools students use to absorb the material they are to learn. Generally, these skills are needed when students are not under the direct guidance of a teacher. (1) How we learn (2) Study skills as content (3) Test taking (4) Roles for parents and students are the topics dealt in this booklet.

EVALUATION REPORTS

Sudane, G.R. and Bastia K.C. N.A.E.P. in the Tribal Regions of Orissa State - An Evaluation, published in ERA Bulletin, Vol. 4, No 4 and Vol. 5 No. 1, January & April 1982. : 174, (price not mentioned)

National Institute of Educational Planning and Administration, 17-B, Shri Aurobindo Marg, New Delhi 110006

The objectives of this evaluation were:-

(1) To study the functioning of the N.A.E.P. in the tribal regions of Orissa with respect to enrolments of learners, their attendance in the adult education centre, selection and training of instructors, teaching-learning materials, evaluation procedures and supervision of the centres.

..... 11/-

(2) To identify the problems and bottlenecks in the implementation of N.A.E.T.

(3) To suggest remedial measures for eliminating the bottlenecks in the implementation of N.A.E.T.

The following major suggestions have been given:

(1) To motivate the illiterate adults to join the NAET, and to reduce the drop-out rate at the centres the following measures were suggested:

A. Financial assistance, loans on subsidy basis and improved seeds, manures and modern agricultural implements be provided to the learners attending the centre.

B. Financial provision should be made for each centre to purchase radio sets and subscribe daily newspapers.

C. Learning-cum-production centres be started to help adult learners to earn while they learn, by providing the needed financial support.

D. District audio-visual centres be established at the district headquarters and documentary films be screened at every Gram Panchayat/block headquarter.

(2) Need-based literature and different types of curricula be prepared keeping in view the local problems and needs of the people.

(3) Release of government grant in time be given top priority at the Directorate level.

(4) The remuneration of instructor per month be increased taking into consideration the daily wage rate.

(5) District Resource Centres be established in each district adjacent to the District Adult Education Office to facilitate preparation of teaching-learning materials according to the local needs.

(6) Government grants be provided to set-up village library and mobile library units at block level to enable the neo-literate to get the requisite literature at their disposal easily.

#### SEMINAR REPORTS

Indian Adult Education Association. Role of Adult Education in Promoting an Effective Functioning of Rural Institutions, New Delhi, Indian Adult Education Association, 1981 34p. Rs. 5/-

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

The document is a report of the 34th All India Adult Education Conference of the Indian Adult Education Association on the Role of Adult Education in promoting and Effective Functioning of Rural Institutions and Organisations, held in Parna during October 20-23, 1981.

It contains inaugural address of Shri A.R. Kidwai, Governor of Bihar, Presidential address of Shri V.S. Mathur, President, IAEA, Working paper and four group reports on role of adult education in promoting people's organisations; role of adult education in effective functioning of Panchayats and Cooperatives; role of schools in adult education; and role of adult education in activising and establishing organisations for youth and women.

#### ADULT EDUCATION IN OTHER COUNTRIES

Onushkui, V and Zubkov, V. Making Higher Education Accessible to Young Workers and Peasants, the Soviet Historical Experience, Unesco, Literacy, Adult Education and Rural Development Division, 1982, 42p. (Surveys and Studies)

This study has been carried out under Unesco's programme for the development of documentation and improvement of the flow of information in the field of adult education.

The document provides information about education system in U.S.S.R. and accessibility of workers and peasants to it. Some of the chapters in this document are:-

(1) Eradication of illiteracy in the 1920's - early 1930's as a condition to make higher education accessible to young workers and peasants.

(2) Schools for young workers and peasants, factory schools, and houses for communist education for youth.

(3) Workers' faculties (1920-1940)

(4) Other forms of preparation and selection of school leavers for admission to higher schools.

#### GENERAL

The Environmental Service Group and World Wide Life Fund, India. Conference of Non-Governmental Organisations working on Environmental Protection, 11-13, March, 1982, New Delhi, The Environmental Service Group and World Wild Life Fund, India, 1982 112p. Price not mentioned

World Wild Life Fund India, 39 Uday Park, New Delhi 110049

The report has been divided into three parts. Part one discussed the role of non-governmental organizations in the conservation of the environment. Part two presents case studies on environmental protection and part three deals with role of of government in environmental protection.

Singh, Madhu. How Equal are the Scheduled Castes? Some Aspects of their Educational Development. Published in Indian Institute of Education Bulletin, 1981 Vol. v p 85-97, Price Rs.

Indian Institute of Education. 128/2 Kothrud, Kerve Road, Pune 411029

This paper examines four aspects of inequality of educational opportunity, other than access to schooling which need to be considered in the educational development of scheduled castes. These are:- (1) inequality in contextual factors; (2) inequality in the social composition of educational institution; (3) inequality in the quality of education; and (4) inequality in socio-cultural handicaps inherent in socio-economic backgrounds.

Unesco, Communication in the Community: An International Study on the Role of the Mass Media in Seven Communities. Paris, Unesco, 1982. 85p.

United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy - 75700 Paris France.

This publication gives account of seven studies carried in Columbia, Federal Republic of Germany, Finland, India, Lebanon, Singapore and the United Kingdom on the part played by the media in the development of social consciousness in two widely different social groups in each of the countries.

Unesco. Population Education in Non-Formal Education and Development Programmes: A Manual for Field Workers. Bangkok, Unesco Regional Office for Education in Asia and the Pacific 1981 260p.

The manual provides practical examples of strategies, approaches and materials integrating population education in various development programmes. It covers:-

- (1) Nature and scope of out-of-school population education
- (2) Programme development for out-of-school population education
- (3) Curriculum development in out-of-school population education
- (4) Development of integrated learning materials.
- (5) Programme evaluation.

A select bibliography on population education has been included at the end of the manual.

# IAEA Newsletter

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

Vol. IV No. 4

July 1982

Limited Circulation

## CAMPAIGNS TO ERADICATE ILLITERACY STRESSED

The national conference of voluntary agencies on eradication of illiteracy, convened by the Indian Adult Education Association in New Delhi on July 26, 1982 called upon all voluntary agencies to launch a campaign for eradication of illiteracy in their areas. It urged them to adopt at least one of the 243 districts with literacy rate below the national level for eradication of illiteracy. It made a plea to the Central Government to provide adequate financial support to non-governmental organisations for carrying out such projects which would ultimately lead in the improvement of quality of adult education programmes in the country.

The Conference implored all those responsible for the formulation of adult education programmes to give priority to all such activities which bring awakening among the common folk and stimulate their desire to learn.

The Conference urged that follow-up and diversified adult education programmes including non-formal education activities be provided to adults so as to prevent them from lapsing back into illiteracy.

Such a comprehensive system of adult education the Conference declared, could be evolved only if educational institutions, the corporate sector and official and non-official agencies pooled their resources so as to build a learning society.

The Conference recommended that a forum of parliamentarians and legislators for eradication of illiteracy and promotion of adult education be formed; a professional working group to prepare curriculum and programmes of instruction be set up; the three phases of comprehensive adult education programme be

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launched simultaneously and grants for all the three phases be released by the Government from the very first year of the commencement of the programme.

The Plan of Action suggested that residential institutions on the lines of folk high schools of Scandinavian countries be established to organise short courses especially for rural youths and the schools should be used for community education and be developed as a centre of community life.

Inaugurating the Conference, Shri Bhagwan Sahay, Chairman, India Literacy Board said that literacy education should not merely impart the three R's but should build in the person the ability to discharge his obligations as a citizen. It should help to discriminate between alternatives and to think politically and socially. It should also develop professional skills in their jobs.

Shri Sahay emphasised the need for utilising modern means of communication for adult education programmes. He laid great stress on making literacy instruction a part of development programmes.

Shri V.S. Mathur, President of the Indian Adult Education Association, welcoming the chief guest, said that mere emphasis on free and compulsory primary education for all would not by itself solve the problem of illiteracy in our country. Success of primary education also depends on the cooperation of parents, he said.

Shri Mathur said that literacy is only a means and not an end in itself. It is just a way of preparing man for fulfilling his social, civic and economic roles in the society. He said that the aim of education is the development of one's personality and the welfare of human beings and it should lead to action.

He said that the underlying objective should be to develop in adults a desire for learning which should result in a spontaneous urge for a fuller life.

Shri Mathur said that emphasis should be laid on making schools as community centres to serve the needs of the entire community including children, youth, women and adults. Rural institutions for general and civic education of rural youth should be urgently established, he concluded.

Dr. T.A. Koshy, Hony. General Secretary of the IAEA, proposed a vote of thanks.

In the plenary session the following papers were presented :

- (1) Level and duration of Literacy  
- Dr. A.K. Jalaluddin
- (2) Follow-up Programmes in Adult Education  
- Barrister M.G. Mane
- (3) Post Literacy and Follow-up Programmes  
- Dr. N.A. Ansari
- (4) Non-formal Education for School Dropouts  
- Prof. K.G. Rastogi
- (5) Non-Formal Education for Adults  
- Shri D.A. Chinnappa
- (6) Strategy for Literacy Campaigns  
- Shri Kishore Saint

The Seminar discussed in four groups the level and duration of literacy, follow-up programmes, non-formal education for school dropouts & adults and strategy for literacy campaigns. The Group Chairmen were Sarvshri Mushtaq Ahmed, M.C. Nanavatty, Yashwant Shukla and B.B. Mohanty. The rapporteurs were Shri A.S. Kohli, Dr.(Mrs) Usha Banerjee, Miss Asha Sehgal and Shri J.L. Sachdeva.

Over 100 delegates representing voluntary agencies, central and state Governments participated in the one-day Conference.

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NEWS FROM STATE RESOURCE CENTRES  
FOR ADULT/NON-FORMAL EDUCATION

SRC, Delhi

Shri A.J. Kidwai, Vice-Chancellor, Jamia Millia Islamia, said the Jamia State Resource Centre would bring out graded reading material for adult new literates. Inaugurating a meeting of linguists in New Delhi on July 5, 1982, he expressed the hope that the linguists would help the SRC to evolve a criteria for grading the reading materials for neo-literates.

Shri Kidwai also suggested that adult educators while working for the improvement of the educational system, should also try to improve the scripts of various languages of the country.

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The participants discussed the various language factors which create reading difficulty and came to a tentative conclusion for evolving a set of grading criteria.

Among those who took part in the discussion were Prof. R.N. Srivastava, Head of the Linguistic Department, University of Delhi, Shri Kapil Kapoor of Jawaharlal Nehru University, Dr. M.G. Chaturvedi and Dr. I.S. Sharma of NCERT, Dr. S.C. Dutta, Vice-President, Indian Adult Education Association, Shri Abdul Haq, Director SRC, Jamia Millia Islamia and Shri Mushtaq Ahmad, Consultant, State Resource Centre.

Shri Mushtaq Ahmad, in his working paper said that our problem was to determine the language factors which create difficulty in reading and comprehension. For this purpose most of the researchers in foreign countries have taken sentence length, length of words, prepositional phrases and difficult vocabulary. For our purpose, he suggested joint letter words, idea load and nature of the topic may also be included.

The working paper was thoroughly discussed and certain broad issues were framed on which further studies would be undertaken by the SRC.

This was the first meeting of the working group and will be followed by another meeting sometimes next month.

#### SRC, Tamil Nadu

The Research and Evaluation Department of the State Resource Centre for Non-Formal Education, Madras in collaboration with State Directorate of Non-Formal/Adult Education has taken two projects "Designing simple tools to evaluate the skills of the learners in NAFEP centres" and "Assessment of time and other inputs required for an illiterate to become literate".

The SRC has published a book integrating literacy with self sufficiency scheme and the new 20-Point programme. The SRC will also bring out shortly directories of voluntary agencies and welfare schemes in Tamil Nadu and a manual on skill development.

SRC, Rajasthan

The SRC, Rajasthan Adult Education Association, Jaipur organised recently a two-day Seminar of female adult learners at Bagar (Jhunjhunu District) to take stock of female adult education in that region and to evolve suitable strategy to organise women adult education programme more vigorously and affectively.

A ten-day supervisor training programme was conducted by the SRC at Bhilwara from January 12 to 21, 1982.

The SRC during January to March 1982 collected data on needs, social and cultural aspiration and interests of the neo-literates.

Based on this survey, 11 booklets for neo-literates were published. It also brought out two posters and a book of slogans.

The SRC continued to publish its Hindi monthly, "Anopachirka".

The SRC organised a three-day workshop on Population Education in Jaipur to prepare slogans, folders, primers and reading material for the population education related adult education project launched by Ajmer Adult Education Association in collaboration with Indian Adult Education Association.

SPC, Orissa

The SRC, Utkal Navjeevan Mandal, Angul organised a Seminar on Adult Education by voluntary agencies on May 26 & 27, 1982 with the objective of familiarising the participants with the procedure of the scheme of assistance to voluntary agencies working in the field of adult education of the Government of India. Shri B.B. Mohanty, Director, SRC, directed the Seminar.

The Seminar discussed the scheme formulation and management of adult education projects, monitoring and evaluation, post-literacy and follow-up programmes.

Representatives of 25 voluntary agencies participated in the Seminar.

The SRC continued to publish monthlies "Chetna" and "Halchal" and monthly wall newspaper for neo-literates "Tundabaija".

The book entitled Proudh Shiksha Prasikshana (Training in Adult Education) and the book in numeracy "Fisaba Kitaba" will be brought out by the SRC shortly.

#### SRC, Maharashtra

The SRC, Indian Institute of Education, Pune organised a writers workshop on Post-Literacy materials from May 4 to 7, 1982.

27 Writers from all over the States participated. They prepared outlines of their writing assignments.

To get field experience, the participants visited the khed-shivapur area, where centres of adult education and non-formal education are being conducted by the IIE.

The SRC organised a state level Seminar on "Village Libraries and Adult Education" recently. 28 persons representing Universities of Pune and Nagpur, Directorate of Libraries (Maharashtra) Voluntary agencies, Directorate of Education (Adult Education) Maharashtra and Indian Institute of Education, participated.

Nine papers on different aspects of the subject were presented and discussed in the plenary sessions.

The participants in three groups discussed the present system of village libraries, the guidelines for preparation of reading materials, and orientation of village library-workers in adult education programme.

A working group of experts in village library science and adult educators has been formed to work out follow-up action of the Seminar.

#### Publications

It brought out four illustrated folders on population education, eight new folders on science, seven folders in the series: Our Food.

The revised edition of Lekhan Saroo (Workbook for writing practice) was published.

The SRC continued to publish Newsletter "Samvadini".

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CELEBRATION OF FOUNDATION  
DAY OF BCSEC

The Bombay City Social Education Committee (BCSEC) celebrated its 43rd Foundation Day on July 17, 1982. Shri D.M. Sukthankar, Municipal Commissioner of Bombay was the Chief Guest on the occasion. Barrister M.G. Mane, President BCSEC, presided.

Shri Sukthankar in his address said that the BCSEC was playing a prominent role in providing education to drop outs from schools.

Barrister Mane gave a brief account of the various activities of the Committee and said that students of schools and colleges, and other educational institutions were helping the Committee in carrying out its activities.

Earlier, Shri J.M. Gadekar, Member-Secretary of the Committee welcomed the Chief Guest and the invitees. Smt. Saida Dadarkar, Committee Member proposed a vote of thanks.

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ANSARI RETIRES FROM DIRECTORATE  
OF ADULT EDUCATION

Dr. N.A. Ansari, Joint Director, Directorate of Adult Education, Ministry of Education and Culture, New Delhi, has retired from the Directorate on June 30, 1982 on attaining the age of superannuation.

Dr. Ansari is a life member of the IAEA.

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ADULT EDUCATION AND DEVELOPMENT JOURNAL

The "Adult Education and Development" Journal published by German Adult Education Association twice a year for adult educators in Asia, Africa and Latin America is available free of charge. It contains articles on all aspects of adult education and development, specially those emphasising practice. It can be had from :

Deutscher Volkshochschul - Verband  
(German Adult Education Association)  
Fachstelle für Internationale  
Zusammenarbeit  
Rheinnallee 2  
5300 Bonn 2 (FDR)

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ASSOCIATION FOR CONTINUING EDUCATION  
IN MALAYSIA FORMED

An Association for Continuing Education has been established in Malaysia to encourage interest in and support for the development of continuing education; to promote communication and cooperation among organisations in continuing education; to serve as a centre of information on continuing education; to conduct research and produce material in the field of continuing education and to organise programmes, projects and other activities in the field of continuing education.

Further information from :

Ismail bin Ahmad  
President  
Association for Continuing Education  
C/o Malaysian Press Institute  
Pesiaran Ara Kiri Bangsar  
Kualalumpur, Malaysia.

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SRI LANKA ASSOCIATION FOR TOTAL EDUCATION

The Sri Lanka Association for Total Education (SLATE) (established in 1979) organised recently "A Symposium Forum on the White Paper proposal on the open school". Papers on "Open Education - a world view", "Open Education at Tertiary Level" and "Out of School Adult Education and the Open School" were presented. It has produced a publication entitled

"Civic Education - a Programme for Adults" which is the first in a series of three. The other titles will be "Education in Economics" and "Parent and Family life Education".

It plans to organise a workshop on the production of materials for literacy campaigns in Sri Lanka, an island-wise education campaign on environmental pollution and health problems, a pilot project on civic education in local areas.

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WCOTP NAMES NEW SECRETARY-GENERAL

The new Secretary-General of the World Confederation of Organisations of the Teaching Profession is Norman M. Goble, who has been Secretary-General of the Canadian Teachers' Federation since 1970. He succeeds the late John. M. Thompson.

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NATIONAL LITERACY CAMPAIGN IN YEMEN ARAB REPUBLIC

The Yemen Arab Republic is undertaking a five-year national campaign for the eradication of illiteracy through adult education, rural development, and universal primary education. During 1982-86 literacy and post-literacy is being combined with upgrading of qualifications of workers and increased participation of women in production.

Statistics reveal the scale of the efforts required: the illiteracy rate is 74% for men and 97.5% for women.

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U.S. ORGANISATIONS FORM COALITION FOR LITERACY

Some ten organisations in the U.S. interested in literacy and adult education have formed a Coalition for Literacy to implement a national media campaign aimed at focussing attention on adult literacy.

The campaign is to identify some of the agencies dealing with illiteracy and provide follow up information that links inquiries to providing agencies. TV and radio will be the major avenues. An '800' telephone number will allow people to call fo

information and assistance. The media campaign will be supported by materials for local agencies and organizations.

For information : Jean Coleman, American Library Association, 50 East Huron St., Chicago, III., USA.

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ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Bonnani, Camillo, Education for Human Needs : NFE Field Experiences and Designs, New Delhi, Indian Adult Education Association, (17-B, Indraprastha Marg) Pages 170. Rs.15.00.

The book is a collection of field experiences on Non-Formal Education of the author from 1972 to 1980 in developing countries.

It is divided into four parts. Part(I)deals with working papers particularly with the role of non-formal education in development. Part II is concerned with methodologies for preparation of non-formal education programmes. Part III contains three case studies in Guatemala, Salvador and India. The last part relates to designs and proposals of non-formal education in Sudan, Iraq and Afghanistan.

The book contains two appendices :(I)Fundamental Education in the 50s and basic education in the 70s. (II)Endogeneous development and education.

Directorate of Adult Education, Reading Material of National Workshop on Monitoring and Evaluation Coimbatore June 10-15, 1982 (Mimeographed).

The reading material for the National Workshop is in four parts. Part one gives current literacy status and programme targets upto 1990. Part two is on monitoring. Part three talks about evaluation and Part four contains publication of the DAE on monitoring, evaluation, research and statistics.

Chakravarty, M.S. A Working Model of Adult Education for Village in India Centre for Continuing/Adult Education and Community Services, M.S. University of Baroda, 1978. P 27.

The booklet deals with concepts, ideas and principles of change in a model to be used by the educators and agents of change who are working with the village people in India.

Rogers, Jennifer, Adults Learning, Milton Keynes. The Open University Press, 1977, P.256.

The book gives the art of teaching adults, the principles which can be applied and adapted to a variety of teaching situations. It gives methods, approaches and materials from which selection can be made while teaching adults.

The first chapters are about adult students, who they are, what brings them to the classes, how they feel in a class room, how they react to different teaching techniques, how they learn

contd.....P/11-

most easily, how they behave in groups etc.

The second half of the book is about the practicalities, the advantages and disadvantages of carrying out particular teaching strategies. These chapters also deal with problems such as planning of resources, finding ways of giving individual attention to students in classes of widely spaced ability and creating active, lively methods of learning.

International Council for Adult Education, Report of the International Seminar on Adult Education, Training and Employment, Toronto, ICAE (29 Prince Arthur Avenue)  
Pages 150.

This is a report of the International Seminar on Adult Education, Training and Employment held in Port of Spain, Trinidad and Tobago from June 1-3, 1981. It was jointly sponsored by International Council of Adult Education Caribbean Regional Council for Adult Education and Congress of Adult Education of Trinidad & Tobago.

It contains papers on regional training, adult education and employment and on the role of worker's education.

In appendices, it gives an overview on women in the Caribbean and notes on labour education and development.

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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. IV. No. 5-6 August-September 1982 Limited Circulation

## BHADRAIAH GETS NEHRU LITERACY AWARD FOR 1982

Shri N. Bhadraiah, former President, Karnataka State Adult Education Council, Mysore has been awarded the 1982 Nehru Literacy Award in recognition of his outstanding contribution towards the promotion of Adult Education in the country.

The Nehru Literacy Award was instituted by the Indian Adult Education Association in 1968 to commemorate the distinguished services of Pandit Jawaharlal Nehru to the cause of reason and enlightenment and as a humble tribute to the great leader of mankind.

Shri Bhadraiah, the fifteenth recipient of the Nehru Literacy Award, was born in a village and grew with an awareness of the rural problems and came to believe that literacy was the best medium that could surmount them. He joined the Adult Education movement as a college student and continued literacy work in one way or the other all along. He soon became one of the prominent workers in the Karnataka State Adult Education Council and worked for a decade as its General Secretary or President. He rendered valuable service in promoting various activities in support of the Literacy and Adult Education movement.

He was instrumental in establishing, under the auspices of Karnataka State Adult Education Council, Vidyapeeths on the line of Danish Folk High Schools. With his first-hand knowledge of Denmark and Danish Folk High Schools which he gained during his study tour abroad, he was able to popularise the Vidyapeeth movement in various parts of the Karnataka State with the support of Danish financial aid and technical know-how.

Shri Bhadraiah's splendid work in rural education attracted the attention of international agencies. He was called to work as Ford Foundation Consultant in the International Commission on rural education in Arab land (1956-57). He worked for UNESCO as an expert and adviser in Indonesia, Kenya, Iran and other developing countries (1959-1976).

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SCHOOLS AND ADULT EDUCATION: BRIEF REPORT OF THE SEMINAR

The Indian Adult Education in collaboration with Central Board of Secondary Education and the Directorate of Education, Delhi Administration organised a Seminar on "Role of Schools and School Teachers in Adult Education" in New Delhi on August 23, 1982. About 50 participants representing Principals of Government, aided and public schools and adult educators attended the Seminar.

Shri Anil Baijal, Director of Education, Delhi Administration inaugurated it. In his address, Shri Baijal said that the scope of adult education has widened in the last few years and is considered as a programme of self-education. It helps for educational and cultural advancement of the masses. He said that the aim of adult education is to provide continuing education for the total development of the human personality.

Shri Baijal said that students and teachers in schools have competence to involve themselves in Adult Education work, particularly during vacations. The schools should allow use of their libraries, teaching aids, laboratories, playing grounds for education of the adults. He said that schools would come closer to the community if they organise programmes for the less-privileged members of the community. They can adopt a village or a resettlement colony for adult education work. This would help them to become familiar with the problems of the under-privileged.

Shri Baijal concluded that sharing of school facilities for education and upliftment of the less-privileged will bring the schools closer to the community.

Fr. T.V. Kunnunkal, Chairman, Central Board of Secondary Education, in his key-note address said that by nature and function, the school is a social institution which performs the function of transfer of culture, including patterns and modes of behaviour, relationships, techniques and technologies, accumulated knowledge and skills and basic postures, beliefs, values and orientations.

He said that schools as institutions owe their existence to the support they receive from the community. An institution that remains aloof and exclusive will neither promote the attainment of its educational objectives nor will it get much public support, he feared. Every school must become an "open" school, open to the community, he stressed.

Fr. T.V. Kunnunkal said that schools besides serving the needs of drop-outs could also undertake adult education programmes such as health and hygiene education, population and environmental education and adult literacy etc. He said that the community had a share in making the school facilities possible and should have access to them.

He said that life-long education is the goal of education and the courses on life-enrichment, management, selected vocational and technical skills will be welcomed by the community. While the community will benefit from several need responsive courses, the school will also benefit by becoming an open school, he said.

Fr. Kunnunkal pleaded for the opening of the school gates, at least the wicket gates to begin with, so that a two way communication channels could be opened.

Shri V.S. Mathur, President of the Indian Adult Education Association, in his presidential remarks said that closer relations between the school and the community will be beneficial to both. He said that if school becomes community centre and caters to the needs of adults and youth and a focal point of development activity, the development process in the community would get accelerated.

Shri Mathur said that development of leadership in rural areas should be one of the functions of the school and the teachers should assume function as community leaders.

Earlier Prof. S.R. Mohsini, Director, Indian Adult Education Association in his welcome address said that community education which is designed to help people achieve social and economic progress must reach all sections of the community. The schools should associate themselves with the programme of development and advancement of the neighbouring communities and the society at large. They should help them to have a better and more fruitful way of life.

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

The Seminar discussed in four groups the organisational and structural changes needed in schools for promoting community education, the priority programmes in adult and continuing education which the schools can undertake, the utilisation of human resources of the schools for adult education work; and the benefits and difficulties of the schools in performing community education work.

#### Recommendations:

The Seminar made the following recommendations:

- (1) Considering the need and necessity of conducting comprehensive programmes of adult education on permanent basis;
  - finding it expensive to establish separate infrastructure for adult education in every community;
  - realising that ultimate goal of all education is to serve as an agent of social change;

- this Seminar of Principals of Senior Secondary Schools held in Delhi on 23rd August, 1982 urges the State Directorate of Education to increasingly utilise the existing infrastructure of its school system for organising programmes of adult and community education.
- (2) The Seminar recommends that adult and continuing education programmes to be carried out by schools should be of varied types at different levels and at times which suit the convenience of adults receiving such education.
  - (3) The Seminar recommends that school teachers who have aptitude and desire for teaching adults should be given training for adult education work.
  - (4) The Seminar recommends that in order to serve the needs of the community schools undertaking this programme should have a staff member specially designated for adult education.
  - (5) The Seminar recommends that the school budget and the grant-in-aid system should in future be so framed that the school function with this comprehensive purpose as school-cum-community centre.
  - (6) The Seminar requests the Indian Adult Education Association to select some schools for undertaking pilot projects and urges governmental authorities to provide adequate funds to the Association for this purpose.

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\* 24th NATIONAL PRIZE COMPETITION FOR LITERATURE FOR NEO-LITERATES

The Directorate of Adult Education (Ministry of Education and Culture, Government of India) has announced twenty-fourth national prize competition for literature for neo-literates. Forty prizes of Rs. 1000/- each will be awarded to the authors adjudged best in the following Indian languages.

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

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 between 35 to 45 page. \*

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

The last date for receipt of entries on prescribed form alongwith a crossed postal order for Rs. 5/- is 15th November, 1982.

For entry form and detailed rule, write to the Director, Directorate of Adult Education, 34 Community Centre, Basant Lok, Vasant Vihar, New Delhi - 110057.

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#### MAGAZINE FOR NEO-LITERATES: NEW VENTURE OF IARA

The Indian Adult Education Association, with financial assistance from Unesco, Paris has started publishing a monthly magazine in Hindi for the use of neo-literates. The magazine entitled "Jago Aur Jagao" provides information on development projects, health, child care, nutrition, agriculture, horticulture etc. It also contains short stories and news for the adults and the children so as to serve as a family magazine.

Five thousand copies of the magazine are being circulated to the neo-literates at their home addresses in Delhi, Haryana and some parts of Uttar Pradesh.

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#### PHILIPPINE POPULATION EDUCATORS VISIT ASSOCIATION

A team of eight Population Educators from Philippine and Shri A.A. Khan, Unesco Expert on Population Education visited the Association on September 6, 1982. The population education line adult education programme launched by the Association in Rewari (Haryana), Angul (Orissa) and Ajmer (Rajasthan) was explained to visitors. The Adult Education Programme in India alongwith other activities of the Association were also discussed with them.

Dr. E. Fl. Garcia, Supervisor and Researcher, Population Education Programme, Ministry of Education and Culture, Government of Philippine, Manila was the Team Leader.

REGIONAL WORKSHOP ON ERADICATION  
OF ILLITERACY THROUGH STUDENTS AND  
TEACHERS

The Indian University Association for Continuing Education (IUACE) in collaboration with University of Jammu organised a regional workshop on Eradication of Illiteracy through the involvement of students and Teachers in Jammu on August 17-19, 1982.

The workshop discussed the role of students and teachers in eradication of illiteracy in the light of past experience of implementation of Adult Education and Extension programmes and different models for the organisation of programmes of adult education through students and teachers from university system with particular reference to its duration, content, actual implementation, monitoring, evaluation and follow-up etc.

About 60 participants from universities in the northern region attended the workshop.

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TRAINING COURSE ON METHODS OF DEVELOPMENT WORK AT NAGPUR

Thirty four middle level workers from fifteen voluntary development organisations participated in a ten day training course on Methods of Development Work held at the Indian Institute of Youth Welfare, Nagpur from July 4-13, 1982.

The course highlighted the importance of scientific methods of work in the field of development, mobilisation of resources, functional leadership and innovative approach to development.

Towards the end of the course, the trainees worked out an action programme to be implemented in their respective organisations.

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SEMINAR ON ADULT EDUCATION IN DELHI

With a view to giving new thrust and direction to the cause of adults literacy programme in Delhi under the new 20-Point programme, the Directorate of Education, Delhi Administration, organised a seminar in Delhi on July 31, 1982. It was attended by nearly 200 field workers and a few senior officers of the Education Department.

Initiating discussion, Shri Anil Baijal, Director of Education said that illiteracy was a social stigma and has to be stamped out through sustained efforts of all concerned. He said that the Administration is aware of the difficulties of the field workers and wherever possible the same are being removed. He appealed to the workers to ensure that no adult literacy centre was allowed to close.

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Shri Baijal said that the Administration is also giving greater attention to the introduction of professional trades like embroidery, basket-making, knitting etc., so that adult literates become more self-reliant after the completion of their 10-month course.

Referring to the importance of non-formal education for school drop-outs, Shri Baijal said that centres are being opened in resettlement colonies for the benefit of 6-14 age group boys and girls.

At present, nearly 1,500 adult literacy centres are being run in Delhi. The Admn. hopes to achieve the target of 2,200 centres by the end of this financial year and 40000 illiterates are expected to become literate.

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CELEBRATION OF INTERNATIONAL LITERACY DAY  
SEPTEMBER 8

DELHI:

Adult literacy programmes in the country suffer from many handicaps and unless efforts are made to improve the entire system, not much can be achieved.

This was <sup>said by</sup> Mr. A.J. Kidwai, Vice-Chancellor of Jamia Millia Islamia on the occasion of International Literacy Day, observed by the Directorate of Education, Delhi Administration.

Mr. Kidwai pointed out that the country had not succeeded in bringing adults to these literacy centres as most of them were devoid of facilities and were not attractive enough. He said that these centres in narrow streets could not attract people after a hard day's work. The funds available for the purpose were inadequate and the instructors and workers were poorly paid. Unless these conditions were improved and better working conditions provided to the staff, efforts would go waste, as this had now become a minimum needs programme.

Literacy programmes should be more attractive and audio-visual aids must be used increasingly to sustain their interest, Mr. Kidwai said.

Earlier, Mr. B.R. Vyas, additional director of education (adult) highlighted some of the programmes and the importance of adult education. He said that under 20 urban adult education projects, 1,068 adults had become literate. There were 1,068 adult education centres in Delhi, 816 for women and 252 for men.

Mr. Vyas said that under the rural functional literacy project, 300 adult education centres were being run in different areas, where 23,950 adults have benefitted so far.

He said that there was a proposal to have 2,200 adult education centres and stamp out illiteracy completely by the end of the Seventh Plan. The poor growth of literacy was due to the continuous influx of illiterates to Delhi from other parts of the country - 70,000 to 80,000 every year, he added.

Mr. Kidwai inaugurated an exhibition of handicrafts produced at these centres.

#### LUCKNOW:

International Literacy Day was marked by the launching of "operation linkage" by Literacy House, a programme designed to link the activities of the House with on-going individual and community efforts towards the spread of education.

The innovative experiment was launched with the signing of an agreement between Literacy House and the Chandrashekhar Azad Housing Society on the outskirts of Lucknow on September 8.

The plans and the projects of Literacy House were explained by its director, Prof. A.K. Jalaluddin at a central function organised by the state government.

The Chief Minister, Mr. Sripat Mishra, the Finance Minister, Mr. Brahm Dutt, the Education Minister, Mrs. Swarup Kumari Bakshi and the Education Secretary, Mr. R.C. Tripathi, spoke of the limitations and financial constraints of the government in universalisation of education and pleaded for the active involvement of the community 'to shape it into a mass movement.'

Spelling out the concept of the innovative experiment Prof. Jalaluddin said it was motivated and involved in opening household and community schools which would complement the governmental and other voluntary efforts in spreading literacy and elementary education on the one hand and promoting self employment among the educated unemployed and under-employed, particularly among the weaker sections, on the other.

The Tagore Vidya Mandir opened on International Literacy day is the second project of the Literacy House, which organised four community education centres amongst the poor chikan workers of Daliganj on August 15.

Prof. Jalaluddin said that chikan workers are mostly poor and uneducated women. The Literacy House assisted the community in opening for centres by imparting training to the young educated unemployed women.

These community centres, which are not dependent on the Government and are financed by the community itself in the shape of payment of fees for their wards.

PONDICHERRY;

The International Literacy Day was celebrated in the premises of Govt. Girls French School, Pondicherry. Shri N. Muthukrishnan, Deputy Director of Adult Education presided over the function.

In his address, Shri Muthukrishnan said that the aim of adult education is not only to spread literacy among the masses but also to create awareness and functionality among them. For this there are four projects functioning in the Union Territory of Pondicherry. In order to bring children to school, two need-based continuing education centres have been started for both 5th and 8th std. levels separately.

Dr. S.S. Murugassan, Deputy Director of French Education, in his inaugural address, said that the modern Audio visual aids should be utilised for implementing adult education programme.

Puppet show and other entertainment programmes with special emphasis on Adult Education were staged on the occasion.

Shri Jayabal, Officer for Nutrition Programme, Govt. of India awarded the certificates to the 50 animators who participated in the 11-day training course from 29.8.82 to 8.9.82.

(Reports from other parts of India to be published in the next issue)

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NATIONAL INTEGRATION THROUGH  
ADULT EDUCATION

A two-day symposium on "Adult Education and National Integration" which concluded in Delhi on August 8, 1982 stressed the need to incorporate national integration in the social awareness component of adult education. It emphasised that all religious festivals should be celebrated in all adult education centres to promote national integration. The symposium urged that mass media particularly films should play an important role in promoting national integration.

Inaugurating it, Shri P.P. Shrivastava, Commissioner, Municipal Corporation of Delhi said messages of our saints and leaders should be disseminated among illiterate and the educated people to promote national integration. The course content in adult education should include national integration, he said.

The symposium convened by Delhi Adult Education Association with assistance from Ministry of Home Affairs discussed different aspects of national integration; programmes of adult education to promote national integration; and the role of mass media in the

promotion of national integration.

Shri J.L. Sachdeva was the Director of the Symposium. Among others who spoke on the occasion included Mir Mushtaq Ahmed, Shri B.R. Vyas, Prof. S.R. Mohsini, Dr. S.C. Dutta, Shri J.R. Jindal, Dr. Raj Wadhwa, Dr. Vinal Kumar Jain, Shri P.C. Chhajjer and Shri S. Millind.

The second day session was presided over by Lala Hans Raj Gupta, President, Delhi Adult Education Association and former Mayor of Delhi.

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#### ENCOURAGING FARM LABOURERS TO FORM THEIR OWN ORGANISATIONS

A 5-day workshop for 39 agricultural labourers was conducted by the Department of Adult and Continuing Education, Madras university in collaboration with the Regional Directorate of Workers Education at Mangadu Village (30 kilometers from Madras). The main objectives were to encourage and mobilize the rural agricultural labourers to form trade union. The participants, were also the learners at the 5 learners centres organised by the Department of Adult and Continuing Education, as part of the Extension/NAEP activities. The workshop is part of a larger experimental project titled "Developmental Literacy Project" launched by the Department of Adult and Continuing Education."

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

##### AIMS AND OBJECTIVES OF ADULT EDUCATION

Maitra, Satyen; Adult and Non-formal Education: A few Observations Calcutta, State Resource Centre for Adult Education, 1982 167 p.

The document is a collection of articles written by the author on different aspects of adult and non-formal education in various journals, and as working papers of Seminars.

Some of the articles included in this document are:-

1. Evaluation of the concept of Adult Education - Non-formal education for "Another Development".
2. Materials, Methodology and Curriculum for Adult and Non-formal Education
3. Development and Adult Education - Importance of Inter-Sectoral Cooperation.
4. Libraries and their role in N.A.E.P.
5. Observations on N.A.E.P. and the Post-literacy Programmes.
6. Tribal Education.

..... 11/-

Chandrasekar, Rajkumari; Aspects of Adult Education, Madras, New Era Publications, 1982.

This study, on different aspects of adult education in India, particularly in Tamil Nadu, deals with the programmes at National and State levels, the role of various agencies, methodology of adult education for rural women, management principles, extension and adult education programmes, training methodology and research in adult education.

A glossary of terms of adult education has been given in appendix.

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MEDIA, METHODS AND MATERIALS  
IN ADULT EDUCATION

Jones, Gwyn E and Rolls, Maurice E. Progress in Rural Extension and Community Development, Volume 1, Extension and Relative Advantage in Rural Development, New York, John Wiley, 1982 336 p.

This collection of papers based on studies and experience in many countries, covers aspects of historical relevance to rural extension work, and reviews and discusses modern theories, approaches and practical applications especially as relevant to the concept of relative disadvantage. It emphasises the ways in which the benefits of rural development work can be made available to the least advantaged sectors of rural populations. It contains 16 articles by renowned educationists from different parts of the Globe. They deal with extension and education, community and integrated rural development, community participation etc.

Ministry of Education, Province of British Columbia, Canada, Adult /kit Basic Literacy Assessment, Province of British Columbia, Ministry of Education, 1981, 272 p.

This basic literacy Assessment Kit provides resource material for instructors seeking samples and models of ways to assess students' performance. It provides to instructors with a range of adult, informal assessment items which can be used to:

- evaluate students achievements and progress;
- establish standards for a programme, course or unit of study.
- develop assessment items and procedures.

Rangaswamy, R and Rau, S. Teaching Aids for Adult Education, Madurai Kamraj University, Department of Adult Education and Extension, 1981, 87 p.

This publication contains the papers presented by resource persons in the district level training-cum-workshops organised by the Department of Adult Education and Extension, Madurai Kamraj University, for the Adult Education Programme officers and supervisors during November, December '80 and March '81. The Workshops were organised with a view:

(1) to provide a platform for the exchange of views and experiences among the officers and supervisors.

- (1) to enable the adult education functionaries to gain knowledge and skills in the preparation and use of basic instructional and guidance materials viz. flash cards, flannelgraphs, posters, literacy charts, wall pictures, wall newspapers, work/ exercise books, leaflets, booklets, folders, card board cut outs, transparencies etc.
- (2) to train them in role playing, simulation games, numeracy and literacy games.
- (3) to enable them develop skills in using instructional aids and games to successfully motivate the adult learners, and
- (4) to enable them prepare low cost prototypes of instructional aids and learning materials.

Rajendran, P. An Approach to Community Development, Madras, State Resource Centre, 1982 39 p. (Mimeographed)

The document is divided into three parts. The first part deals with the general aspect of community development and gives concept of administration, progress and targets of community development. The second part deals with all aspects relating to the welfare and development of community. The last part gives the plan of action designed for the upliftment of the downtrodden of the society, evaluation and follow-up.

#### ADULT EDUCATION IN OTHER COUNTRIES

Unesco, Adult Education in Asia and the Pacific, Bulletin of the Unesco Regional Office for Education in Asia and the Pacific (Special Issue,) January 82, Bangkok.

This bulletin, a special issue, reproduces articles adapted from country reports presented at a Regional Seminar on Adult Education and Development in Asia and Oceania, Bangkok, November 1980. The bulletin has been divided into four sections. Section one discusses adult education and development: regional trend. Section two presents current situation of adult education in 22 countries which include among others Australia, Bangladesh, Burma, China, India, Japan, Pakistan, Vietnam, Srilanka, Thailand, Fiji, Hong Kong. Different aspects of adult education in Asia and Pacific have been dealt in the third section. A bibliography on adult education in Asia and the Pacific has been given in the last section.

Ahmed, Manzoor and Coombs, Phillip H. Education for Rural Development Case studies for Planners, New York, Praeger, 1975, 661 p.

The seventeen case studies included in this volume provide an analytical account of programmes of education for rural areas carried out in different countries. These studies were commissioned by the World Bank and the United Nations Children's Fund and carried out by the International Council for Educational Development between 1971 and 1974.

The UNICEF sponsored study focussed on the basic learning needs of rural children and youth, and on ways of improving the environment and upbringing of vulnerable infants and young children through the education of their elders. The study sponsored by the World Bank, using a similar conceptual and analytical framework, focussed on the learning needs of a generally older rural clientele mainly small farmers, rural artisans and craftsmen, small entrepreneurs, and on educational means for improving their economic productivity and employment possibilities.

The document has been divided into two parts. Part one deals with the programmes for basic general education and the second part gives the programmes for employment related education.

Legge, Derek, The Education of Adults in Britain Milton Keynes, the Open University Press, 1982, 243 p.

The document examines different programmes of adult education in U.K.

The first chapter deals with the problems of definition of different forms of adult education i.e., Recurrent Education, Life-long Education, Community Education and Continuing Education of the adults. The objectives and needs have been dealt in the second chapter. The financial aspect of adult education has been discussed in the third chapter. The other chapters in this document are:-

- Self Education : home study, distance learning and broadcasting.
- Voluntary Organisation and Non-formal Education.
- Education with a Social Dimension.
- Present Trends and the Future : Policies and Possibilities.

#### GENERAL

Adult Education and Continuing Education Cell, Delhi University and Directorate of Education, Delhi Administration, New Delhi, People's Science Movement, Delhi University Adult Education Cell (1982) 126 p. (mimeographed).

This mimeographed document is a collection of papers on Science and its relation with common man. presented at a Seminar on People's Science Movement held in Delhi on February 18-20, 1982. Some of the papers in this document are:-

- (1) People's Science Movement as a Phenomenon by Ram Prasad
- (2) Science Policy in India - Pradeep Chaturvedi
- (3) Some thoughts on Science Education and Awareness for Many -  
G.B.V. Subramaniam
- (4) Appropriate Technology: More Problems than Prospects -  
V.V. Krishan, M.A. Querchi & S.B. Solari
- (5) A Review of the Hoshangabad Science Teaching Programme
- (6) Science Teaching in Rural India
- (7) People's Science Movement by S.C. Bhatia

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

Vol. IV      No.7      October 1982      Limited Circulation

35TH ALL INDIA ADULT EDUCATION  
CONFERENCE IN MHOW(INDORE)

The 35th All India Adult Education Conference of the Indian Adult Education Association will be held at Mhow(Indore) from December 19-22, 1982.

The theme is "Towards an Authentic Development : Role of Adult Education".

Shri Arjun Singh, Chief Minister of Madhya Pradesh is likely to be the chief guest at the inaugural function.

The Nehru Literacy Award for 1981 will be presented to Shri C.R. Bhatt during the conference.

The Zakir Husain Memorial Lecture for 1982 will also be delivered during the conference.

The conference will be held in Government Boys Higher Secondary School, Mhow and not in Veterinary College of Sciences as mentioned in our earlier circular. The lodging arrangements for delegates are in the same school which is ~~about~~  $\frac{1}{2}$  k.m. from the Mhow Railway Station.

The contact person in Mhow is Shri K.C. Choudhary, President, Asha Kala Kendra, Main Street, Mhow Cantt-453441 Dist. Indore(M.P.) Telegram : 'Ashakendra'.

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AFGHAN ADULT EDUCATORS VISIT ASSOCIATION

A team of five adult educators from Kabul, Afghanistan on a study visit to India under the UNDP Assistance Programme visited the Indian Adult Education Association on October 13, 1982. The Adult Education programmes in India and Afghanistan were discussed with the visiting team.

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MATHUR PRESENTS PAPER ON WORKERS  
EDUCATION TO THE INTERNATIONAL  
CONFERENCE

Shri V.S. Mathur, President of the Indian Adult Education Association has presented a paper entitled "Workers Education Today" to the International Conference organised by the International Council for Adult Education on "Towards an Authentic Development: Role of Adult Education" held at Paris from October 25-31, 1982.

Shri Mathur in his paper has stressed that workers education must take note of the changing economic, social and political scenario in which workers find themselves and their even widening concerns. The workers should not only be made conscious of the problems of their underprivileged economic and social situation but should also be exposed to the ideas for their solution.

Emphasising the need for establishing organisations of the workers, Shri Mathur in his paper has said that most suitable and effective way to overcome their economic and social situation is to organise themselves into independent, self reliant, democratically functioning strong organisations of their own for effectively promoting and safeguarding their interests. "Such organisations alone will be able to deliver them out of their underprivileged status and would ensure that the fruits of the national economic progress as well as facilities in the field of education duly accrue to them".

Shri Mathur strongly feels that education be conceived as part of an integrated national programme covering all people and the institutions of education both formal as well as those specially designed to meet the needs of the targeted groups as well as the educational efforts of the trade unions, co-operatives and rural people organisations should all become the cooperative efforts of the people and the State. But they should all work under the watchful eyes of the beneficiaries.

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NEWS FROM STATE RESOURCE CENTRES  
FOR ADULT EDUCATION

S.R.C., Delhi

A two-week training programme of women instructors of Delhi Administration was organised by the State Resource Centre, Jamia Millia Islamia, New Delhi. It began on September 14, 1982. 62 Instructors attended.

The training programme sought to provide theoretical and practical competence to the instructors. Discussions were organised on adult education programme and problems in the field, teaching adults to develop comprehension and interest in learning, legal rights of women, municipal services in health, education, water supply, electricity and other facilities for women and children, pre-natal and post-natal care, precaution and care of common diseases of women, services available at Banks for the benefit of women, family welfare, child welfare, value of vote, importance of election, and organisation of cooperatives.

Practical training consisted of imparting skills in dress making, preparing nutritive food, food preservation and prevention of food adulteration, preparing simple visual aids, developing group activities and organisation of group discussion. Attempt was made to give the trainees some skill of group interaction to generate interest among the learners and attract them to join the Centre Quiz Competition organised to develop interest and critical thinking.

In the absence of the Education Secretary, Smt. Anna Malhotra who was indisposed, the training programme was inaugurated by Shri S. Ramamoorthi, Joint Secretary, Ministry of Education. He said education of adult women was a priority area, therefore, there was need to have trained women instructors.

In a written address in Hindi, distributed to the participants the Education Secretary, Shrimati Anna Malhotra, said that in Delhi more women compared to men, were attending adult education centres, for this she congratulated the Adult Education Department of the Delhi Administration. She suggested that the gap between 67.96% of literacy among men and 52.56% among women should be bridged within a short time.

Laying stress on the training of instructors, Smt. Malhotra suggested that the training should include provision of skills of tailoring, cooking nutritive food, child care and preparation of balance family budget in these days of soaring prices. Since these were the need of the common women who come to adult education centres, the instructor should be able to help them to fulfil these needs. Therefore, these should be included in the programmes of the centres. She suggested that all those elements of functionality and awareness which were needed by women should be included in the training programme.

Concluding, Smt. Malhotra called upon educated women to help in the promotion and development of adult education.

The Vice-Chancellor, Shri A.J. Kidwai welcoming the chief guest and the participants said that the University was going all out to make the adult education movement an effective instrument to take knowledge, information and awareness to the door-steps of the common men and women. It would use all media for this purpose. The present training programme would provide some experience to the trainees about the use of recreational and cultural activities which could be used to enliven the participation of learners in the activities of the centre.

Shri A.H. Khan, Director, SRC in his report, said, that the Centre had already prepared six books for neo-literates, two books for instructors, cassette tape for the adult education centres. These had been tested in the field and were ready for finalisation. Work on determining criteria for preparing graded books, have been started and within the next month, we hope to start preparing graded literature for neo-literates. He said, a number of bridge teaching/learning material had been prepared for those who had just completed the primer. At the request of the Director of Education work on evaluation of books used in Delhi adult education centres, have been undertaken by the SRC.

Shri B.R. Vyas, Additional Director of Education, Delhi Administration, proposed a vote of thanks.

Among those who acted as resource person were Sarvshri J.C. Saxena, Treasurer, Indian Adult Education Association and Deputy Adviser(Education), Planning Commission, Dr. D. Vir, Joint Director(Education), International Cooperative Alliance,

Mrs. Anjali Gandhi, Faculty of Social Work, Jamia, Dr. Asma Khan, Kumari Kalpana Saxena, Shri K.C. Jain, Director, N.C.U.I., Shri B.R. Vyas, Shri Mustaq Ahmad and Dr. S.C. Dutta, Vice-President, Indian Adult Education Association.

Orissa

The State Resource Centre for Adult Education, Utkal Navajeevan Mandal, Angul in collaboration with Directorate of Adult Education organised a Workshop on "Adult Education Software for INSAT" from July 16-22, 1982. The objectives were to discuss the details of adult education software production and production of some prototypes.

It was participated by representatives of Directorate of Adult Education, Doordarshan Kendra, Cuttack, State Departments of Education and Youth Services, Writers, Visualisers, field officers and representatives of some development departments.

Shri B.B. Mohanty, Director, SRC directed the deliberations of the Workshop.

The Workshop was inaugurated by Shri Gangadhar Mohapatra, Minister of Education and Youth Services, Orissa and Raghunath Patnaik, Minister of Finance and Law, Orissa presided over the inaugural function.

It discussed INSAT - its scope for adult education, audience profile, assessment of needs, adult education through folk media, suitability for TV, adult education components in other related fields, identification of topics for adult education software - treatment of message and appropriate formats for TV with special reference to adult education software.

Justice Ranganath Mishra, Governor of Orissa delivered the valedictory address and Shri S. Ramamoorthi, Joint Secretary, Ministry of Education and Culture, Government of India presided over the valedictory function.

The SRC continued the publication of its three monthlies "Chetna", "Halchal" and "Tundabaide".

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ADULT AND CONTINUING EDUCATION  
COURSES OF MADRAS UNIVERSITY

The University of Madras is offering the following degrees and diplomas/certificates in adult/continuing education and non-formal education :

1. M.A.(Adult Education) Androgogy - 4 Semesters - full time
2. M.A.(Continuing Education) - 2 Semesters - full time - post M.A. level
3. M. Phil(Adult Education) - 2 Semesters - full time
4. Diploma in Non-formal Education - 2 Semesters - part-time
5. Diploma in Population Education - 3 Semesters - part-time

For details, please write to Dr. R. Jayagopal, Professor & Head, Department of Adult and Continuing Education, University of Madras, Chepauk, Madras-600005.

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REGIONAL RESOURCE CENTRE, PANJAB UNI-  
VERSITY CELEBRATES INTERNATIONAL  
LITERACY DAY

The Regional Resource Centre, Panjab University organised a Seminar on 'Literacy and National Development' to celebrate the International Literacy Day on September 8, 1982 at Chandigarh.

Inaugurating the Seminar, Shri Sewa Singh, Finance and Education Secretary, Chandigarh Administration stressed the need to utilise all educational institutions for Adult Education work. He said that proper utilisation of leisure time should be part of the Adult Education Programme.

Earlier, Shri I.S. Luthar, Dean, University Instruction welcomed the Chief Guest and the participants. Shri K.L. Zakir, Co-ordinator of the RRC outlined the objectives of the Seminar.

The key-note address was delivered by Shri J.D. Sharma, Honorary Secretary, Indian University Association for Continuing Education. In his address, Shri Sharma said that literacy would gain meaning only if it was made a part of development process.

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Referring to the promotion of adult education through universities and colleges he said that Adult Education should become part of curriculum in the University system.

Shri Sharma stressed that the various departments of universities should coordinate their efforts and should provide a package programme for the education of adults.

In the first plenary session, Shri J.L. Sachdeva representing the IAEA presented a paper on 'Review of Adult Education Programmes in India'. Papers on 'Motivation of Adult Education' by Dr.(Mrs) Vidhu Mohan and 'Involvement of Students in Adult Education' by Shri Gurudev Singh were also presented during the session.

In the second plenary session papers on 'Community Involvement and Adult Education' by Dr. P.N. Pimpley, 'Continuing Education and Extension Programmes' by Major Jeevan Tiwari and Prime Minister's new 20-Point Programme and Adult Literacy by Prof. V.S. Mathur were presented.

A special brochure giving a brief background of the international literacy day was brought out by the Regional Resource Centre on the occasion.

An exhibition of posters, charts etc. was also organised.

#### Recommendations

1. The seminar welcomes the decision of the Government of India to make adult education programme a 3-year programme as recommended by the Kothari Review Committee. It requests the Government to release the grant for all the 3 years or issue sanction letter for all the three years so that there is no time gap between the implementation of one stage to another.
2. It recommends that all educational institutions should be utilised for Adult Education work particularly the Universities and Colleges. It recommends that the various departments of the University should co-ordinate their efforts and provide a package programme for the education of adults. It urges that the Centre for Continuing Education and Regional Resource Centre should undertake the project in which various departments of the University undertake it as a joint project.
3. The Seminar recommends that wherever possible, help of the persons already working in villages like Gramsevik and health workers should be availed of for promotion of Adult Education.

4. It recommends that organisations of the rural poor should be established in rural areas to act as a pressure and service group for the education and welfare of their members.
5. The Seminar, while appreciating the need to remove illiteracy from the country in the shortest possible time, emphasizes that educational needs of other groups of people should not be ignored.
6. The Seminar recommends that in the light of the experience in launching a massive Adult Education Programme, the budget should be revised so that it takes care of the awareness and functional aspects of the programme and provides a flexible and closely related programme based on the needs of the learners and the local environment.

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NATIONAL SEMINAR ON ADULT EDUCATION  
PROGRAMME FOR LINGUISTIC MINORITIES  
AND TRIBAL POPULATION

The Xavier Institute of Social Service, Ranchi, is organising a National Seminar on 'Adult Education Programme for Linguistic Minorities and Tribal Population' from November 24 to 28, 1982.

The Seminar will review teaching/learning materials available for the linguistic minorities and tribals; preparation of basic literacy materials with reference to tribal and regional languages; planning of bridge, supplementary and follow-up material in the context of regional communication perspective; course duration and modalities in the context of economic, social and cultural characteristics of target groups; special training need of the field level workers and methodology for learners evaluation.

Further details can be had from : Fr. M.V.d Bogaert, SJ, Director, Xavier Institute of Social Service, Purlia Road, Ranchi(Bihar).

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BASIC EDUCATION THEME FOR 1983  
EUROPEAN CONFERENCE

The 1983 Conference and General Assembly of the European Bureau of Adult Education takes place June 27-July 1, in St Andrews, Scotland, at the invitation of the Scottish Institute of Adult Education. The theme is Adult Basic Education and new policies and schemes in the field of literacy

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and numeracy as well as basic programmes related to the life situation of various groups in the population.

For information : EBAE, Postbus 367, 3800 AJ Amerfoort, The Netherlands.

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UNESCO STUDY ON TELEVISION  
AS A CULTURAL INDUSTRY

Unesco has commissioned an international team to carry out the first comparative research study on television as a cultural industry, which is defined as the undertaking of producing, reproducing, stocking or diffusing cultural goods and services on an industrial and commercial basis. Publication is expected in 1983.

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INTERNATIONAL YOUTH YEAR

The United Nations has designated 1985 as International Youth Year under the motto of Participation, Development, Peace. Non-governmental organizations are invited to take part in drafting a programme of action. Information : Centre for Social and Humanitarian Affairs, Vienna Centre, Box 500, A-1100 Vienna.

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ANNOTATED LIST OF BOOKS AND ARTICLES  
ON ADULT EDUCATION

Aims and objectives of Adult Education

Bordia, Anil. Planning and Administration of National Literacy Programme : The Indian Experience. Paris. International Institute for Educational Planning (Unesco), (7-9, rue Eugene Delacroix, 75016 Paris), 1982. p83. (Price not mentioned)

This paper presents India's National Adult Education Programme (NAEP) in an historical context and analysis the process of its planning. The focus in this paper is on three inter-related areas : planning, administration and evaluation and monitoring.

It also gives a short history of adult education programmes in India before launching of NAEP in 1978.

A bibliography on adult education has also been included at the end of the document.

Media, Methods and Materials in Adult Education

Ansari, N.A. Post Literacy and Follow-up Programmes. International Literacy Day Souvenir 1982. University of Kerala. (Price not mentioned).

This paper is included in the Souvenir brought out by Centre for Adult Education and Extension of University of Kerala on International Literacy Day.

Dr. Ansari in his paper says that the contents of post-literacy and follow-up programmes have to be very flexible and related to the interests and needs of beneficiaries. They should aim at the reinforcement of literacy skills and its use in daily life. They should provide, through reading material or through other media, wider education in areas such as health and family welfare, improvement in educational skills, improvement in vocational skills, appreciation of science, elements of geography, history and culture, civic rights and responsibilities etc. The common factors and elements in most of these programmes relate to the following aspects : (a) Preventive : Helping the literate not to relapse into illiteracy. (b) Remedial : Attainment of competencies which could not be attained during the basic literacy programme. (c) Continuity : Reinforcement and stabilisation of literacy skills, improvement of communication and articulation capabilities and functional knowledge. (d) Diversification : Opening of avenues for learning additional skills related to the daily life of the participants and for their economic improvement. (e) Communication : Forging bonds for assertion of cultural identity, for recreation and for securing a rightful place and status in the socio-economic order.

Roberge, Gaston Ed. Development Communication, No.7, August 1982. Chitrabani, 76, Rafi Ahmed Kidwai Road, Calcutta-700016, India. (Price not mentioned).

This issue of Development Communication reports on Chitrabani's training programmes in the use of audio-visual aids in educational and development work. In the first article, 'Theoretical Issues', Gaston Roberge discusses some of the broad issues encountered in these training programmes. In the second article, "A Report", Utpal Basu reports on his experience of conducting these training programmes. Ranging from half-day sessions to 8 week courses, the training programmes were designed to meet the needs of social workers in government, semi-government and voluntary organisations.

Seminar Reports

Liveright, A.A.; Haygood, Noreen Ed. The Exeter Papers, report of the first international conference on the comparative study of adult education. Boston University, Centre for the Study of Liberal Education for Adults, 1968. p.141. Price \$ 1.75.

The document is a report of the first international conference on Comparative Adult Education, held at the Exeter, New Hampshire and organised by the International Congress of University Adult Education, in cooperation with the New England Centre for Continuing Education and the Centre for the Study of Liberal Education for Adults, in 1965.

It reviews and refines a conceptual framework for examining adult education activities, programmes, and institutions in various countries on a comparative basis, examine and describe similarities and differences in such activities in line with this conceptual framework and its applications. The countries included are : Israel, Yugoslavia, Hong Kong, India, United Kingdom.

Adult Education in other countries

Ministry of Education, Province of British Columbia, Canada  
Adult Basic Literacy. Curriculum and Resource Guide. Canada,  
Ministry of Education, Province of British Columbia, p.281 +  
46 (Price not mentioned)

This curriculum and Resource Guide has been developed to assist teachers and administrators involved in basic literacy programmes in the province of the British Columbia, Canada.

The core of this guide is the scope and sequence section which presents one way of structuring the basic skills component of adult literacy programme. The term-basic skills, as used here, involves these fundamental and generalizable capabilities which assist adults to survive in today's complex society. For purpose of this Guide, basic skills are divided into nine categories :

- (1) Interpersonal Skills
- (2) Listening
- (3) Speaking
- (4) Viewing
- (5) Reading
- (6) Writing
- (7) Spelling
- (8) Learning Skill
- (9) Mathematics

In addition to the basic skills, five major areas of general knowledge have also been included. These are :

- (1) Occupational
- (2) Community Resources
- (3) Consumer Economics
- (4) Health
- (5) Government and Law.

Oledara, J.T. Adult Literacy to Equivalency Level of Primary Six Gives Radical Results in Nigeria. Arolit News, Vol.6 No.16 May-August 1972. p 2. and 5.

This article gives a brief account of the experimental project on adult literacy undertaken by the Department of Adult Education, University of Ibaden, in collaboration with the Social Development Division, Ministry of Economic Development, Western State.

A three year syllabus for adult learners, similar in content to that of primary school was implemented on an experimental basis, it matches the Adult Literacy Programme with the Primary School Syllabus. In order to reach a permanent literacy stage, adult should reach primary school level ability in psychomotor, cognitive and affective skills. In this project adult literacy syllabus combines both traditional and functional concepts e.g. combination of learning of '3 R's with the learning of job and socio-cultural skills.

The experimental literacy syllabus is based on three academic years of nine months each, and is divided into three parts, namely, the beginners, the intermediate and the advanced. Participants are expected to cover academic work equivalent to primary six level of formal education in three years only.

Judging by the experience in this project, one concludes that literacy participants who are interested in obtaining a primary school-type certificate are able to achieve so well as to qualify them for better jobs or for post-primary education work and learning.

Further details of the Project can be had from :

Dr. J.T. Okedara,  
Department of Adult Education,  
University of Ibadan,  
Ibadan, Nigeria.

Rordam, Thomas. The Danish Folk High Schools. The Danish Institute for Information About Denmark and Cultural Co-operation with other Nations, Kultorvet 2, DK-1175 Copenhagen K. DENMARK. (Price not mentioned)

It gives history of Danish Folk High Schools and its development in the past and present, starting from year 1845 to the present day. A list of Danish Folk High Schools and a bibliography has also been incorporated at the end of the book.

Fogers, Alan, Adult Education for Development : a North Ireland Perspective. Adult Education, Volume 55, No.1. June 1982. p 28-31. (Price £1.50 per issue, contribution can be sent to Editor, Adult Education, 19B De Montfort Street, Leicester, LE 17 GE, 0533-551451. U.K.

The author examines the role of adult education as an agent of regional, social and personal development to achieve a programme of social change, five routes have been suggested namely - Awareness, Bureaucratic, Political, Technocratic and Adult Education.

The author is of the opinion that the role of education in human life be not overestimated but feels that planned process of learning is necessary for regional development and social change.

Unesco. Literacy Campaigns in "Prospect" (quarterly review of Education) Vol XII, No.2, 1982.  
issue

This special/of the "Prospect" brought out by Unesco has articles on literacy campaigns of Bangladesh, China, Ethiopia, Nicaragua, Indonesia, U.K. Pakistan and Mali.

### General

The No.2 of Vol.15, 1982 of 'Convergence' brought out by the International Council for Adult Education (ICAE) is a Special Issue on Adult Education and Primary Health Care to stimulate further dialogue on the interlinkages between the two fields and on the areas for useful collaboration.

Practitioners and planners in health and adult education in many parts of the world share opinions and experiences on the role for adult education in promoting and supporting

primary health care as the central thrust for attaining the goals of Health For All. It provides understanding of adult education's role in promoting PHC and for working out the most practical ways for adult educators and health practitioners to work more closely.

The ICAE is undertaking a major study to analyze the contributions of adult education in the strengthening of community involvement in PHC. Participatory research methodology will be used in preparing case studies.

Kale, Pratima, Coombs, Philip H. Social Work and Research Centre, an Integrated Team Approach in India. Essex, International Council for Educational Development, P.O. Box 21, 1978. r 53. (Price not mentioned).

The study presents an analysis of the activities of "The Social Work and Research Centre, Tilonia, Aimer, Rajasthan which has been set up to help practitioners help the rural poor.

It gives the background and overview of the centre and examines, its initial phase of development, the community, health programme, the water development, agricultural and rural industries programme and the educational programme.

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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  
12 B, INDRAPRASTHA MARG, NEW DELHI 110 001

Vol. IV No.8-9 November-December Limited Circulation

## 35TH ALL INDIA ADULT EDUCATION CONFERENCE : A BRIEF REPORT

The 35th All India Adult Education Conference on "Authentic Development and the Role of Adult Education" which concluded in Mhow(M.P.) on December 22, 1982 said that development becomes authentic only if it ensures balanced all-round development of all sections of society giving priority to the poor and backward sections so that they are not deprived of social justice.

The Conference said that goals of authentic development could be achieved by creating awareness about the realities regarding problems; providing relevant knowledge and skills required for economic growth and for improving quality of life; by bringing about attitudinal changes conducive to development through social change; by motivating the people for planning and implementing individual and collective action programme and by creating an environment conducive to peoples' participation in planning for development and in implementation of the plans.

It emphasised to establish linkages between formal and non-formal institutions of learning. It suggested that recurrent education should be introduced which could help young persons to resume their education interrupted earlier and at the same time spreading the period of formal education over a person's entire life-time.

The Conference said that special efforts must be made to set up Community Schools and Folk High Schools for meeting the needs of the poor people. It said that poor should be helped to form their own organisations so that they could ensure that the benefits of development reaches them.

The four-day Conference convened by the Indian Adult Education Association in collaboration with Asha Kala Kendra, Mhow was attended by 260 delegates from 17 States and Union Territories.

### Inauguration

Inaugurating the Conference, Shri Arjun Singh, Chief Minister of Madhya Pradesh said that those who become literate through adult education programme should not be allowed to relapse into illiteracy. He said that suitable, attractive and informative teaching-learning material in local dialects and languages be produced so that neo-literates could make use of them for stabilizing their knowledge of reading and writing.

The Chief Minister said that adult education programme included in the new 20-point economic programme and minimum needs programme besides giving knowledge of 3 R's should also provide knowledge to the individual of his rights and duties towards the society.

Shri Tejlal Tembhre, Minister for Agriculture and Chairman of the Reception Committee in his welcome address said that adult educators should concentrate more on rural people as they need their attention most.

Smt. Kamla Devi, State Minister for Social Welfare in her address as special guest said that Madhya Pradesh was the only state in India which had involved Panchayats in adult education work. She said that there were 450 development blocks in the state but uptil now 100 blocks had been covered under adult education work. She hoped that remaining blocks would also be covered in the next few years.

She said that the Government was willing to help the voluntary agencies to undertake adult education work but urged the voluntary organisations not entirely to depend on Government for funds and should try to raise funds from other sources also.

Shri V.S. Mathur in his presidential address said that absolute number of illiterates had increased and 42 million more illiterates had been added to the number of illiterates during the last 10 years. He said that development was

measured earlier by the growth in GNP rate. But that had never been a true indicator of development. The goal of development these days should be the development of the man, he said.

Shri Mathur said that 80% expenditure on education was benefitting the upper class and poor people were not being helped by present system of education. He said that literacy was a means to end and its ultimate aim should be to provide opportunities to continue their education.

Shri Mathur said that productive work should be linked with adult education as emphasised by Gandhiji. He said that literacy of the whole personality should be the objective.

Dr. T.A. Koshy, Hony. General Secretary of IAEA and Shri Suresh Khandelwal of Asha Kala Kendra proposed the vote of thanks.

#### Nehru Literacy Award Presented

1981 Nehru Literacy Award for eradication of illiteracy and for promotion and development of adult education was presented to Shri C.R. Bhatt, Hony. Additional Secretary of Gujarat State Social Education /by Shri Arjun Singh. /Committee

The citation for the award said that under the able leadership of Shri Bhatt, the radio and newspapers took active interest in adult education work.

Shri Bhatt had been instrumental in spreading literacy by organising 4500 adult literacy classes in Gujarat in which over six lakhs adults had been made literate, the citation said.

The citation further said that Shri Bhatt had written a number of books for neo-literates and has edited magazines on adult education.

Shri Bhatt in his reply said that adult education work should be entrusted to dedicated voluntary agencies. Leaders of religion should be approached for inspiring the masses. He said that reading material for the adults should be brought out in the local language or dialect.

### Group Discussions

The delegates were divided into two groups to study the following questions :

What is Development? What are its components? What is the process of Development? What is the role of Adult Education in Development? How can development be assessed? Quantitative aspect and qualitative aspect? Who should be the beneficiaries of Authentic Development? How can they be involved in the development programme? Is there a role for Adult Education in ensuring the involvement of the beneficiaries in planning development programmes?

The group chairmen were Dr. T.A. Koshy and Dr. Om Shrivastava.

### Valedictory Address

The Valedictory Address of the Conference was delivered by Shri Bhagwat Saboo, Former Minister for Agriculture, Government of Madhya Pradesh.

### Zakir Husain Memorial Lecture

The 1982 Zakir Husain Memorial Lecture was delivered by Dr. Hari Narain, Director, National Geophysical Research Institute, Hyderabad and former Vice-Chancellor, Banaras Hindu University. He said that the planning should be at grass root level and its execution at village, block and district level. It should involve a number of central agencies and research institutions of the country in taking science and technology to the people. He suggested the formation of District Task Force teams which should involve all the state agencies in the district in health, family welfare, agriculture, cottage and small scale/medium scale industries and education.

The theme of his lecture was "Education, Science, Technology and Integrated Development".

He said that benefits meant for average people and particularly for the poverty stricken, backward and weaker sections were not reaching them to the degree and extent these have been planned and for which the provisions had been made. Dr. Hari Narain said that poverty and ignorance not only sustain but accentuate the biggest hurdle in the nation's growth namely the rate of increase of population as against the rate of economic growth.

He said that world wide studies have shown that there was a positive correlation between knowledge and skill (education) of people and their prosperity and that investment in technology and science leads to greater production of goods and higher level of economy.

Col. Ajay Narain Mushran, Minister for Forest, Sports and Youth Welfare, Madhya Pradesh in his presidential address said that programmes at the implementation stage had failed because of lack of monitoring system.

Col. Mushran stressed that small plans which could generate greater amount of economic return with limited inputs should be launched. He said that planning should not be made from above and should involve people of the areas. Col. Mushran said that feeling of collective and joint responsibility through adult education should be created among people.

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NEWS FROM STATE RESOURCE CENTRES  
OF ADULT EDUCATION

State Resource Centre, Kerala

The State Resource Centre, Kerala Association for Non-formal Education and Development (KANFED) has recently brought out the following books :

- (1) Let me ask my wife
- (2) What is a Bank, what for?
- (3) The Songs of the Paddy Field
- (4) The Story of Fisherman
- (5) Social Welfare Scheme

It also reprinted the following booklets :

- (1) Mahatma Gandhi
- (2) Superstitions
- (3) Gandhi ji and Paulo Friere on Adult Education
- (4) Mothers' Tears

It also organised training programmes for the R.F.L.P. Supervisors and KANFED Instructors.

SRC, DELHI

Training for Teaching Urdu

A three-day training programme for instructors working in the Urdu-speaking area of Jama Masjid, Delhi was inaugurated on November 25, 1982 by Shri B.R. Vyas, Additional Director of Education, Delhi Administration.

The programme, which was attended by instructors, three-fourth of whom were women, was organised by the State Resource Centre, Jamia Millia Islamia. The emphasis in this training was on teaching Urdu language.

Theatre Group

The State Resource Centre, Jamia Millia Islamia has also convened a workshop of creative writers, academicians, and adult educators to consider the possibility of organising a theatre group. The purpose of the group will be to organise dramas on problems of social relevance and national concern like communal harmony, dowry, population education etc.

The dramas will be used for creating community consciousness and assist in organising educational programmes for the communities.

State Resource Centre, Maharashtra

The State Resource Centre, Indian Institution of Education, Pune, organised a one-day workshop on training of village library workers. The workshop aimed to finalise booklet 'Training of Village Library Workers' prepared earlier.

The State Resource Centre organised a one-day orientation programme for the instructors of Kasturba Trust in July, 1982. 25 instructors participated. Dr. Chitra Naik, Director, State Resource Centre, guided the discussion. A special lecture regarding the income-generating activities for village women was arranged on the occasion. An exhibition of adult education material prepared by the State Resource Centre was also arranged.

The State Resource Centre reprinted following primers :

- (1) Amche Pustak for Rural Men
- (2) Amche Pustak for Rural Women
- (3) Gajara Urdu Primer for Women

14 New folders on Food Grains were published the series Vachan Vikas. It also published "Changuna" which was awarded a prize in the national competition for literature for neo-literates. Five folders on Horticulture were also published.

A booklet entitled Patra Vyavahar (letter-writing) for the neo-literates was also brought out by the State Resource Centre.

The State Resource Centre organised the following training programmes :

(a) Training programme for Goa Supervisors : A training programme for 27 supervisors from the Union Territory of Goa, Daman & Diu was organised from July 19 to 31, 1982. Apart from the lectures, discussions and workshops, two field visits were also arranged. Each Supervisor was given complimentary set of teaching-learning material, promotional and training material and a copy of Training Dossier.

(b) Training programme for Adult Education Functionaries :

A training programme for 25 adult education functionaries consisting of supervisors, assistant project officers, project officers, district adult education officers, college teachers was organised from August 9 to 21, 1982.

The training programme considered the difficulties faced in programmes by supervisors, instructors and learners: self-realisation i.e. knowing one's own strength and weaknesses, likes and dislikes relating to individuals and decision-making and its styles. Field visits were also arranged.

State Resource Centre, West Bengal

The State Resource Centre, Bengal Social Service League, Calcutta, published Nepali Primer 'Aanuhosapado' (come and read). It deals meaningfully with the problems of the Nepali-speaking adult learners who work in the tea gardens in North Bengal. It also produced 'Porbesso' (come and read) for use in the non-formal education centres for the adolescents of the age-group 9-14 years in rural areas.

The State Resource Centre has taken up evaluation of the non-formal education centres run by the Bengal Social Service League.

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NATIONAL SEMINAR ON STRATEGIES FOR  
POST-LITERACY, FOLLOW-UP & CONTINUING  
EDUCATION

The Directorate of Adult Education, New Delhi, in collaboration with State Resource Centre, Osmania University, organised a national seminar on 'Strategies for Post-Literacy: Follow-up and Continuing Education' in Hyderabad on September 24-30, 1982.

The Seminar shared experiences of post-literacy programme in operation in different states in order to understand the problems being faced by them. It examined the models suggested by the Naik Committee on the new three year package programme to evolve an appropriate strategy for implementing meaningful post-literacy/continuing education programme. It suggested ways and means of making available teaching-learning materials for post-literacy programme in the country. It developed a suitable training system to meet the needs of the new programme and developed evaluation and monitoring mechanisms for the new programme.

56 participants from different parts of the country attended the Seminar.. Prof. V. Eswara Reddy, Director, State Resource Centre, acted as the Director of the Seminar.

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MANIPURI VERSION OF HANDBOOK FOR  
ADULT EDUCATION INSTRUCTORS

The Rural Development Organisation, Manipur has recently brought out the Manipuri version of the Handbook for Adult Education Instructors published by the Indian Adult Education Association.

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PRIZE DISTRIBUTION TO WORKERS IN BOMBAY

The Bombay City Social Education Committee organised a programme of prize distribution for workers of Bombay City Social Education Committee on December 1, 1982. This was organised as a part of the celebrations of the Social Education Day. Shri I.C. Bodha, Chairman, Nirakashita Nirmoolan Saptah, presided over the function.

Shri M. Kapadia Memorial Prize, Dr. Sayaji Memorial Prize, Shri K.T. Mantri Memorial Prize, Dr. Modi Memorial Prize, and Smt. Shintre Memorial Prize were distributed at the function.

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NEW TRENDS IN ADULT EDUCATION  
IN WEST GERMANY

Dr. Werner Schneider, Professor of Education at Hamburg University, at a meeting at the India International Centre, New Delhi on October 20, 1982, clarified the concepts of Participation Orientation and the Life-Cycle - Theory of Adult Education. He was speaking on New Trends in Methods and Methodology of Adult Education in West Germany. Dr. S.C. Dutta, Vice-President, Indian Adult Education Association presided.

Dr. Schneider said learning objectives and levels should be decided and defined by the learners themselves. There should be correlation between learning and doing. The world of work and the world of letters must go together to enable the learner to get the maximum benefit.

Elaborating on the concept of Participation Orientation, Dr. Schneider said it was a kernel point of adult education research. It allows new methods in practice and demands new methods of research. Participants oriented learning meant to connect experience, interests and needs of participants with the learning process. Methods and objectives of teaching/learning should be decided in accordance with the interests and assumptions of the learners. In participant oriented education, the curriculum would be produced by the learners.

Dr. Schneider said learning must result in changes of life-style, ability to take decision and imbibe the culture of questioning.

Dr. Schneider also elaborated the Life-Cycle-Theory which says that adult people undergo thorough changes of their life - philosophy and their morals. These changes are of a functional type and not structural as in the youth. These changes are the result of experiences and challenges faced in life. Education must help learners to gain in self-confidence, self-determination and sympathy, competence in literacy and

Some upgrading vocational skills, and above all to enable learners to make choices which are not necessarily the correct or the legitimate ones.

Concluding, Dr. Schneider said that adult education must help us to desist from taking up an "either-or" attitude but enable us to accept the possibility of "as well as".

In an other meeting organised by the Indian Adult Education Association (IAEA) in New Delhi on October 23, 1982, Dr. Schneider spoke on the curriculum construction and practice in German Adult Education. Shri V.S. Mathur, President, IAEA, presided.

Dr. Schneider spoke on the concept of participant orientation life-span psychology and its significance for adult education and Life-World concepts.

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PLAN TO DROP ANNUAL EXAMS  
UPTO CLASS 8 TO CHECK DROP  
OUT RATE

The Union Education Ministry has advised schools all over the country to replace forthwith the current annual detention examination upto Class 8 with "a system of continuous evaluation" throughout the year.

The Ministry feels that the annual examination in elementary education should be done away with as the detention of a student at this stage was one of the major factors responsible for the present alarming rate of school dropouts. Besides, an evaluation spread over the year would enable the school to introduce remedial teaching.

As many as 64 per cent students drop out before reaching class 5 and 77 per cent opt out of the schools in the country by the time they reach class 8, according to the latest figures available with the Education Ministry.

In all nearly 50 million children in the age group of 6-14 are still out of schools. Of them, 71 per cent are girls. These include both the dropouts and non-starters.

On an average, girls outnumber boys in dropping out from schools. They are usually from the poor families in rural and urban areas.

One of the basic reasons for the high rate of dropout is the non-attractive nature of school education because it is not relevant to the day-to-day life of the student.

Another factor contributing to the high rate of dropout is that a large number of primary schools do not have adequate number of teachers and proper housing facilities.

Of the 50,000 primary schools in the country, nearly 37 per cent are single-teacher schools.

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ANIMATEURS' TRAINING PROGRAMME  
CUM WORKSHOP IN TAMIL NADU

A two-day Animateurs' Training Programme cum Workshop was conducted by the Department of Adult and Continuing Education, University of Madras at the very site where action is in progress in the village Mangadu in the Chingleput District of Tamil Nadu State on 11 and 12 October, 1982. The objectives of the programme were to impart the animateurs the knowledge and skill regarding the micro and macro level management of the adult education programme and to develop post literacy material for the five centres, which are in session.

The Workshop was directed by Mr. M.S. Selvaraj of the Department of Adult and Continuing Education and Dr. R. Gomaz of State Resource Centre, assisted in preparing the post-literacy materials.

A ten page reading material for the neo-literates was prepared and presented by each group. The resultant material was compiled and brought out in the form of a booklet, which carried the main themes on the day-to-day affairs of the village.

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UNESCO PRIZE FOR TAMIL NADU

The Directorate of Non-Formal and Adult Education, Tamil Nadu has been awarded the NADEZHDA K. KRUPSKAYA Prize for 1982 by UNESCO, Paris.

The award consisting of a medallion, certificate and cash contribution of \$ 6868.60 (Rs. 67,565/- roughly) was received by Shri J. A. Ryan, Director of Non-formal and Adult Education, Madras on the 8th September 1982 at the UNESCO Headquarters, Paris, France, from Dr. Amadou Mahtar M'bow, Director General of UNESCO during the International Literacy Day Celebration.

The Award has been given to the Tamil Nadu Directorate for :

1. Conducting with dedication and resourcefulness a massive state-wide literacy campaign, within the framework of the Indian Adult Education Programme, which has already reached over a million participants in Tamil Nadu providing them with training in basic education, vocational skills and an awareness of their civic rights and responsibilities;
2. Linking education to development by designing programmes based upon an analysis of prevailing social realities, an understanding of the comprehensive needs of learners and the realization that progress requires awareness of individual rights as a means for promoting more equitable social relationships;
3. mobilizing the full force of Government behind the literacy campaign and enlisting the active support of institutions, including universities and research centres, and voluntary organisations; and
4. carefully developing the infrastructure required to sustain a massive campaign by providing for the large scale training of literacy workers, the production of curricula and instructional materials and the provision of specialised assistance for research, monitoring and evaluation.

In a brief thanks giving speech on behalf of the Central and State Governments, Shri Ryan referred to the movement launched in the country for the removal of adult illiteracy. Eradication of illiteracy is now included as an important item of the Prime Minister's 20-point programme and in the Minimum Needs Programme of the Sixth Plan. Measures are required to be undertaken on a war footing to eliminate adult illiteracy by 1990, and simultaneously fulfil the Constitutional Directive of Universalisation of Elementary Education.

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DAME NITA BARROW - NEW PRESIDENT OF ICAB

Nita Barrow, of Barbados, West Indies, was unanimously elected President of the International Council for Adult Education (ICAE) during its General Assembly, held in Paris, October 1982. She succeeds Dr. Robert Gardiner, of Ghana, for a three-year term, and is the first woman president of ICAB.

Nita Barrow has been a practicing adult educator through a long professional career in nursing and health education that has included pioneer work in the development of nursing education in the Caribbean, international consultancies with World Health Organization, and, from 1976-80, Director of the Christian Medical Commission of the World Council of Churches.

In 1980, her services were recognized with the highest honour of the British Commonwealth, when she was knighted as a Dame of the Order of St. Andrew (Barbados).

Dame Nita has been involved in extensive voluntary work with non-governmental organizations. Currently, she is President of the World Young Women's Christian Association, a position to which she was re-elected in 1979.

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ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and Objectives of Adult Education

Fisher, E.A. Illiteracy in Context, Prospect, Vol. XII, No. 2, 1982. p 156-162 (Quarterly published by UNESCO)

The article attempts to quantify the degree of social, cultural and economic deprivation of countries, whose population is highly illiterate (i.e. with an adult illiteracy rate higher than 66 per cent) by comparing them with countries having a largely literate population (i.e. less than 34 per cent illiterate).

Selected social indicators by country covering the field of demography, education, culture and communication, social welfare, agriculture, consumption and economic have been examined for each group of countries.

The indicators examined in this article point that 'have-nots' in term of literacy are also worse off in terms of life expectancy, infant mortality, educational provision, communications, nutrition, health services, food production and income, their industry is less developed, their agriculture is less productive.

Within these countries with high illiteracy rates, where nearly every one is deprived, the illiterate is even worse off than his literate compatriots; his living conditions are worse, and his life is one of drudgery and suffering.

The author suggests that illiteracy must not be viewed as a problem in isolation, and programmes designed to eradicate illiteracy must take account of the other associated areas of deprivation and under-development.

Freire, Paulo. Letter to adults education workers  
Adult Education and Development, September 1982, special issue,  
Number 19, p. 47-52.

The Brazilian Paulo Freire addresses himself to the adult educators of Guinea Bissau in a letter which summarizes his philosophy of human existence and appropriate education. Education is not natural, it must take the side of the deprived. He is of the opinion that an adult literacy programme will only succeed in being part of, and making a real contribution to, the reconstruction process to the extent that it is undertaken and perceived as a political act and an act of knowledge, closely linked to production and health, and not merely as a mechanical exercise in memorizing syllables and words.

Lawson, K.H. Philosophical concepts and values in adult education.  
The Open University Press, 12 Coffinridge Close, Stony Stratford,  
Milton Keynes MK11 1BY, England. 1975, 120 p. £4.95

This book analyses the concept and values in adult education. It considers the philosophical level of adult education in its conceptual context of the subject.

What should be taught? How should it be taught? Is it adequate to regard adult education simply as a programme for meeting community and individual need? Can be justified in terms of non-educational goals such as community development? What is, or should be, the relationship between teacher and learner? There are some of the questions dealt in this book.

Miranda, Evelina Orteza. Educating Women for Development.  
Canadian and International Education, Vol. 11, No. 1, 1982 p. 7-21.

To solve development problems, the greatest need is not merely to train scientists, doctors, teachers, plumbers, engineers, etc. for specific jobs but to educate persons in the conduct of their office of person which necessarily implies relationships. The problems of development are necessarily moral problems, hence, there is the need for moral education, the education of one's person. There are some of the views of the author.

Evaluation Reports  
Bachal, T.K. Illiteracy among workers in India. National Labour  
Institute Bulletin, Vol. VIII, No. 1 and 2, 1982. p. 110-116.

In this paper, the data relating to workers according to their illiteracy rates, are analysed using the 1961 census and 1971 census of India. The major finding was that there were more growth in those sectors where illiteracy was lower i.e. literate group could create pressure to get jobs. The study points that female participation rates have fallen very much and participation rate of workers has declined and has affected the illiterate group.

Sen, Parimol Kanti. Adult Education Projects, Conducted by the Government of West Bengal in rural areas: an evaluation study.  
Bengal Social Service League, 1/3, Raja Dinendra Street, Calcutta,

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1982.27p (Mineographed) Price not mentioned.

This study seeks to present a picture of the performance and achievements of the Adult Education Centres conducted under twenty nine Project in West Bengal, implemented by governmental agencies under central and West Bengal Government schemes.

The appraisal based on numerical data furnished by the Project Officers of the 29 projects in their final and periodical reports, in respect of the number of adult education centres set up and functioning, enrolment of learners in them, composition of the learners according to sex and ethnic groups, attendance and achievements of learners as measured by the end of course examinations. The findings of this study show that the target in setting up adult education centres achieved was 93.6%, and in enrolment 98.1%. Ratio of men and women learners was 2:1. Learners of Scheduled Caste constituted 42.39% and scheduled Tribe learners formed 14% of the learners enrolled.

76.4% of the learners who sat for the end of course tests was successful. The percentage of successful learners of Scheduled Caste was relatively slightly higher. The percentage of successful learners of scheduled tribes was also equally good (76.1% for male and 0% for female).

### Adult Education in Other Countries

#### Adult Education in Pakistan

##### Introduction :

Pakistan is predominantly an agricultural country with a population of 77.86 million people unevenly distributed over 804,000 square kilometres. Nearly 75 per cent of the total population lives in the rural areas. Only 9 per cent of the country's 42,569 villages have electricity and only 16 per cent have metalled roads. The estimated annual population growth rate is 3 per cent and 46 per cent of the total population is made up of children aged below 15. About 59 per cent of the labour force is engaged in agriculture which accounts for about one third of Pakistan's national income.

According to 1977-78 statistics the literacy rate in Pakistan was 23.7 per cent for a population of 5 years and above (35.5 per cent for males and 11.5 per cent for females). In rural areas the literacy rate was 14.3 per cent (23.6 per cent for males and 4.7 per cent for females). In urban areas the literacy rate was 41.5 per cent (49.9 per cent for males and 30.9 per cent for females). Only 27 per cent of people aged 10 years and above are literate and only 8.7 per cent of people aged 25 years and above are literate.

The above statistics show wide disparities among different age groups and areas. Literacy is extremely low in rural areas particularly among females. Extremely low participation and high drop-out rates, particularly among females, makes the situation worse. If children, out of school youth and adults are to actively participate in the economic, social and cultural development of the country, suitable structures, teaching methods, materials, and management and evaluation systems must be developed as a matter of priority.

##### Background

Since the establishment of Pakistan, a number of compai

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have been launched to promote literacy and consequently economic development, but little success has been achieved. Causes of failure in the past were that these campaigns were not able to generate sustained motivation for the illiterate to learn to read and write; the administrative and organizational arrangements were not suitable; the teaching techniques were defective; there was not enough suitable reading material; and above all, financial resources were insufficient.

### Adult Education Programme

A number of programmes to promote adult education and functional literacy through revitalization of indigenous institutions are being launched. Prominent among these are the Experimental Pilot Project Integrating Education in Rural Development (EPPIERD) and Integrated Functional Education Project (IFE).

Experimental Pilot Project Integrating Education in Rural Development (EPPIERD) This is an experimental project being operated by the Federal Ministry of Education in collaboration with Unesco.

Objectives: The overall aim of the project is to develop effective methods of assisting children, young people and adults in the rural areas to prepare them for effective integration into the economic, social and cultural development of Pakistan. Educational and functional programmes closely related to the realities of the rural life are being developed through the use of the following indigenous institutions: (a) Mosque schools; (b) Mohallah schools; (c) Women's education centres; and (d) Village workshop schools.

Target population: The project has been launched in 20 villages in the vicinity of the federal capital territory. The target groups include: (a) Out of school youth and adults, and (b) Children in school.

Curriculum: The project has produced basic literacy materials on Urdu and numeracy for education for adults. Post-literacy materials on topics like stitching, nutrition, preventive health measures, vocational and home crafts, livestock rearing, agriculture, folk tales, and other subjects of interest to the rural community are under preparation. A cyclostyled publication on stitching is also available for use in women's education centres.

Integrated Functional Education Project (IFE): This is a part of the Functional Education Programme of the Allama Iqbal Open University, Islamabad. The project aims at providing life-long and continuing education to working adults, housewives, handicapped persons, in-service teachers and people living in the remote areas of the country through its multi-media delivery technology. The idea was first conceived by the university in 1975.

Objectives: The basic objective of the project is to give learners functional literacy by teaching them to write effectively and read with understanding. The project adopts an educational package approach consisting of three major components: (a) Functional education; (b) Functional literacy; (c) Skill training.

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Target population : Men, Women and youths aged 15 and above in 20 villages were the target groups of the project.

Curriculum : The material development stage consisted of the following three sub-stages:

1. Material Development for functional education :
  - (a) Development of motivational materials utilizing the techniques of line-drawing Koranic verses, dialogues and questions;
  - (b) Instruction cards for teachers; and
  - (c) Reading material;
2. Material development for functional literacy;
3. Material development for acquisition of skills

### Prospects for Development

The wide range of programmes and activities set forth in the National Education Policy indicate that a sound tradition has been established to promote literacy and functional skills among the out-of-school population, youths, rural females and adults. The need is to motivate the people and mobilize community resources through coordinated efforts of the government and non-government agencies. Limited financial resources and other competing/hinder /demands hopes for an early and easy solution to the problem of adult education. There is a strong need to harness and tap community resources, generate funds through production oriented skills and promote the indigenous character of Pakistan's institutions.

There is very limited room in the conventional system of education for promotion of literacy among primary school drop-outs, rural women and adults. The stress is, therefore, on a non-formal system of education. A number of agencies, like Allama Iqbal Open University, EPPIERD, National Council for Social Welfare, Adult Basic Education Society (Naya Din Primer) and Educational Television are engaged in literacy and Adult Education activities in the country.

( By Arif Majeed, Bulletin of the Unesco Regional Office for Education in Asia and the Pacific, Special Issue, January 1982.)

International Institute for Adult Literacy, Methods, Tehran.  
A Survey of reader interest and preference in eight Iranian Villages. Tehran, International Institute for Adult Literacy Methods, 1977. 64 p.

This is a study of the new reading public in eight Iranian Villages. It attempts to evaluate the influence of socio-economic conditions on interest in reading and also to identify the types of reading materials preferred by neo- and semi-literates.

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Edited by J.L. Sachlewa 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. IV                      No. 10                      January 1983 Limited Circulation

## ESTABLISHMENT OF A LEARNING SOCIETY STRESSED

The three-day Seminar on "Assessment, Evaluation and Problems faced by Adult Education Movement" which concluded in New Delhi on January 11, 1983 stressed that the establishment of a learning society should be the objective of the Adult Education Programme. It said that to achieve this, linkage between the formal and non-formal education should be created.

The Seminar felt that the concept of learning society could be achieved if people start thinking for their own betterment, discarding apathy and inertia. A learning society would create a feeling of self-reliance and self-confidence among the people, the Seminar emphasised.

The Seminar convened by the Indian Adult Education Association in collaboration with Friedrich Ebert Stiftung (FES), Bonn (West Germany) was attended by over 40 adult educators from different parts of the country, representing voluntary agencies, government departments, State Resource Centres and University Departments of Adult and Continuing Education.

The Seminar welcomed the three years' Adult Education Programme recommended by the Kothari Review Committee and emphasised that the proposed three year programme should be covered by programmes for learning different skills to be organised through several packages of short duration.

The Seminar felt that the remuneration of Rs. 50/-p.m. fixed for the Instructors five years earlier was not adequate and should be suitably increased.

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Inauguration

Inaugurating the Seminar, Shri A.J. Kidwai, Vice-Chancellor, Jamia Millia Islamia said that literacy should take a back seat in Adult Education and skills both new and old should be encouraged by a propoganda for social change, social reform and social amelioration. This, he said, should be done by multi disciplinary, multi professional and multi functional bands of workers from all nation building departments.

Shri V.S. Mathur, President, Indian Adult Education Association said that the goal of development should be the development of the man and the increase in GNP rate should not be considered as a true indicator of development.

Shri Mathur said that literacy was a means to an end and ultimate aim of adult education should be to provide an opportunity for the masses to continue their education.

Earlier Shri J.C. Saxena, Treasurer of the Association welcomed the Chief Guest and the participants. Dr. U. Heyder and Dr. D.C. Bruning spoke on behalf of FES. Prof.S.R. Mohsini, Director, IAEA proposed a vote of thanks.

Group Discussions

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

Group I

Adult Education Programme

- Chairman : Shri Mushtaq Ahmed
- Rapporteurs: Shri S.D. Bareth  
Miss S. Wadhwa

Group II

Continuing Education

- Chairman : Prof.V.Eswara Reddy
- Rapporteurs: Shri S.P. Chawla  
Miss Asha Sehgal

Group III

Comprehensive Adult Education Programme

- Chairman : Dr. S.C. Dutta
- Rapporteurs: Shri J.L. Sachdeva  
Shri Kul Bhushan

NEWS FROM STATE RESOURCE CENTRES

SRC, Tamil Nadu

The State Resource Centre for Non-formal Education, Madras has brought out a book entitled "SATHIHUNAVUTH THITTAM". It deals with Nutritious Meal Scheme. The Training Department of the SRC has developed a skill-training manual. A distance training course has been started recently.

The SRC continued to publish "YETRAM" for field level functionaries and "CHINDAHANAIK KALVI" for the neo-literates.

SRC, West Bengal

The State Resource Centre, Calcutta organised a two-day Seminar-cum-Workshop on the "Role of Rural Libraries in Adult Education" on October 5-6, 1982. 52 participants attended. It was inaugurated by Smt. C. Bera, Minister of State for Social Education, Library and Non-formal Education of the Government of West Bengal.

It produced six multi-coloured picture posters with explanatory legends on Adivasis. They depict the pristine life style, the traditional culture of Adivasis etc. The posters also emphasise the need for the right kind of education to enable them to overcome their problems.

Seven multi-coloured picture posters on Bhabh Mayer Katha (the story of expectant mothers) were produced. These deal with the ante-natal care for the expectant mothers.

The training department of the SRC organised eight courses in which 409 functionaries participated. Seven of these courses were for instructors and one for supervisor.

The SRC has undertaken an evaluative study of the second course of adult education in the Government run R.F.L. Projects.

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INTERNATIONAL LITERACY DAY CELEBRATIONS  
IN PUNJAB

The state level function to celebrate International Literacy Day in Punjab was organised by the Department of Extension Education in collaboration with the Department of Public Instruction (Schools), at the Punjab Agricultural

University, Ludhiana, on the 8th September, 1982. Representative of a number of official and non-official agencies promoting the cause of literacy participated in this function. The function was presided over by Mr. J.P. Gupta, Financial Commissioner (Education), Punjab and Dr. Sukhdev Singh, Vice-Chancellor, Punjab Agricultural University was the Chief Guest.

Dr. Sukhdev Singh in his address stressed that literacy should be linked with technical education in order to make it attractive and worthwhile for the participants. He said that knowledge and development have significant relationship with each other and literacy is one of the best carriers for communicating such knowledge.

Mr. Gupta in his presidential address, expressed concern about increasing number of illiterates in the country. In addition to launching various literacy campaigns, he stressed that dropout rate in the schools should be minimized which is about 60 per cent at present. He emphasised that special efforts should be made to provide literacy to the women and weaker sections of the society where the illiteracy is maximum. Mr. Gupta disclosed that at present about 150 crore rupees are being spent on formal education in Punjab whereas the investment on adult education is only of rupees one crore which should be increased keeping in view the massive problem of illiteracy.

Dr. Raghbir Singh, Professor of Extension Education and President, Punjab Society of Adult Education narrated the work done by the Punjab Agricultural University in the field of Adult Literacy.

On this occasion an exhibition was also organised by the trainees of adult literacy centres.

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MEETING OF PUNJAB STATE ADULT  
EDUCATION BOARD

A meeting of Punjab State Adult Education Board was held on September 2, 1982 at Chandigarh under the chairmanship of S. Harcharan Singh Ajnala, Education Minister of Punjab. The Minister stressed on eradicating illiteracy from the State. He emphasised upon the members that serious efforts should be made to make this campaign a success.

The Director Public Instruction (Schools) gave a review of the work done so far and also outlined the future plans. According to him, at present, 2790 literacy centres are functioning in the State. The State has decided to provide literacy to 25000 adults every year. Seven projects are functioning in the State and efforts are being made to open five more projects thus, having one project for each district. On the basis of suggestions made by the members, it was decided in this meeting that students and teachers should be involved effectively in this programme under the slogan "Each one, Teach one". It was also decided to request all the industrial workers in the State to start literacy classes for their concerns. Active involvement of the Panchayats in this programme was also emphasised.

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#### MOHANTY VISITS VIETNAM

Shri B.B. Mohanty, Director, State Resource Centre for Adult Education, Utkal Navajeevan Mandal, Angul (Orissa) and Associate Secretary, Indian Adult Education Association visited the Socialist Republic of Vietnam for a period of two weeks from November 26 to December 10, 1982. His visit was sponsored by Unesco Regional Office, Bangkok.

During his visit Shri Mohanty participated in the National Seminar on Complementary Education for Peasants and Workers on Specialised Subjects; Studied the Mass Media system in Vietnam and its application in Adult Education and exchanged experience with the Vietnamese adult education personnel.

The brief report of the study visit says that adult education is called complementary education in Vietnam. All the people in plain areas have acquired literacy, but some ethnic minorities in the highlands are illiterate. Complementary education, in three stages, is catering to the needs of the village cadets, peasants and workers including women and young people who had dropped out of school. After completing the third stage of complementary education equivalent to 12 years school, one can join a College or an University. Part-time courses are also offered in complementary education.

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NEW OFFICE BEARERS OF BIKANER ADULT  
EDUCATION ASSOCIATION

The General Body of the Bikaner Adult Education Association at its meeting on January 4, 1983 has elected Shri Nand Kishore Acharya as its President.

Shri R.P. Pandiya and Shri C.S. Mehta have been elected Vice-President and Secretary respectively. The General Body also elected Smt. Sakina Begum as Joint Secretary and Shri D.S. Bhargava as Treasurer.

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'EDUCATION FOR ALL' PART OF UNESCO'S PLAN

The Indian National Commission for Cooperation with UNESCO considered the draft Second Medium Term Plan of UNESCO for 1984-89, on October 18, 1982. Shrimati Sheila Kaul, Education Minister presided.

The Commission broadly endorsed the draft Plan which indicates five essential tasks, emphasising thirteen major programmes, one of which is "Education for all" and another "Communication in the service of man".

"Education for all" includes, Adult Education, Promotion of general access to Education: Development and renewal of primary education and intensification of the struggle against illiteracy, and Equality of educational opportunity for girls and women.

In a note on the Draft Plan, the Commission states: "there is also need to further accelerate the process of decentralising UNESCO's activities without prejudice to the guiding role of the UNESCO Secretariat. There is further need for equitable distribution of Regional Centres amongst different Member Countries, more precise definition, assessment and promotion of the role of Regional Co-ordinators, of National Commissions of UNESCO and the relation of UNESCO with other U.N. bodies.

The Indian Adult Education Association was represented by Dr. S.C. Dutta, Vice-President of the Association.

Welcoming the members, the Education Secretary and Secretary-General of the Commission, Smt. Anna R. Malhotra said, "the major programme relating to 'Education for all' is of vital concern not only to India but to all the developing nations. This programme no doubt lists the objectives of promotion of general access to education, development and renewal of primary education and intensification of the struggle against illiteracy. But one gets the impression that while UNESCO is eager to create awareness of the scale and seriousness of these problems, the Medium - Term Plan does not appear to offer comprehensive strategies and programmes of action for overcoming these problems". She hoped that the UNESCO General Assembly would rectify this short coming.

In her presidential address, Smt. Sheila Kaul said that there is an increasing awareness all over the world that the final goal of development is a steady rise in the well-being of the entire population of the world without distinction of inequalities and symmetrical relations among nations and peoples. Smt. Kaul added, "measurable progress depends chiefly not only upon the growth of investment but also upon the building up of education and vocational training and the intensification of resources and development activities".

Concluding, the Education Minister said that UNESCO must become an instrument of engineering radical changes in human consciousness, committed to the ideas of peace and a new International order devoted to the pursuit of wisdom and harmony, justice and solidarity.

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OPEN UNIVERSITY OF U.K.

The Open University was established in 1971 and admitted 25,000 students in the first year of commencement. Today it has an enrolment of 70,000 students of whom 40% are women. Over 40,000 students have been awarded degrees in the last decade. The oldest student of Open University is 90 years. His objective was self-fulfilment. The enrolment in 1980 was 20,000 and annually 6,000 i.e. one sixteenth of other University graduates, pass out of Open University. The Open University today is located at Milton Keynes near London.

The University enrolls people who are 21 years and may be working full time. Students need not have school qualifications for admission to Open University. The University is open to people having no formal qualifications prescribed, open to places with its 13 regional offices and 260 study centres, open to methods through the multi-media approach and open to ideas.

There are six main areas of studies :

Arts, Educational Studies, Mathematics, Science, Social Sciences and Technology.

The undergraduate courses leading to the award of the B.A. degree and the B.A. degree with honours, comprise correspondence and broadcast material supplemented by tutorial and counselling services. These courses are meant primarily for those people who would not otherwise have the opportunity for a university education. There are no formal entrance requirements for these courses. At present, the University is offering over 140 degree level courses. The students are awarded B.A. degree whether they take science or arts or mixed course.

The Undergraduate course developed by the University is of 36 weeks duration, the successful completion of which leads to the award of credit. To increase the range of courses, some part-time courses based on 18 weeks teaching are also offered. This qualifies for a half credit. A student has to earn 6 credits i.e. complete six courses successfully to earn the award of the basic degree of Bachelor of Arts. Two of these courses have to be at Foundation level and the remaining four at second or higher level.

For B.A. Hons. course the student has to earn two more credits by doing two 3rd or 4th level courses (roughly equivalent to third or fourth year courses at Universities teaching full time residential students). Each course credit is awarded on the basis of assignments done during the course and an examination at the end of the course. Maximum two credit courses can be taken in one year.

The University also offers a number of Post-experience Courses for employees to acquire further education or training to improve their knowledge in specific fields of study to retain themselves or to improve their job-opportunities. These courses will lead to either a course certificate or a letter of course completion.

The Open University prepares its own materials and is the biggest academic publisher of the era. The course team has to prepare printed material for correspondence lessons, T.V. broadcasts, radio lectures and performances, home kits, etc. 65% of courses are dealt through printed material which leads to postage of 35 tonnes of materials a month. The home-kit is a miniature laboratory. Every year, nearly 1,00,000 instruments have to be checked. Over 5000 tutors on part-time basis assist in the work besides counsellors and self help groups. Library facilities are attached to regional offices, which also maintain complete records of students with a computerised operation. BBC national broadcasting network has recently set up its studio at Milton Keynes.

The University has also developed a programme of post-graduate studies leading to B. Phil., M.Phil and Ph.D. The degrees are awarded on submission of a dissertation or thesis after completion of a programme of research or advanced study and not by course work.

(Based on the report of study visit of Smt. Kamalini H. Bhansali, Registrar, S.N.D.T. Women's University, Bombay)

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KENYA'S NEW LITERACY PROGRAM

In Kenya in 1978, a Presidential declaration set forth the goal of universal literacy by the end of 1983. The program actually began in January 1982. Following on the long experience it had accumulated in its program of distance teaching to upgrade primary school teachers, the Kenya Institute of Adult Studies developed, a distance teaching program to train the literacy teachers even as they began their teaching assignments. The program combines print materials and a daily radio program that covers eight subject areas dealing with the specifics of teaching adults.

Three thousand teachers were recruited for the literacy program, most of whom had been trained as primary school teachers. Teaching and training began simultaneously in January 1982 and will continue hand-in-hand to the end of 1983. Among the subject areas of the training are Methods of Teaching Adults, Human Relations and Communication, Psychology of Adult Learning, Policy and Philosophy of Adult Education, Adult Education and Development, Curriculum Planning and Admin

tration, and Effective Evaluation. The end purpose is to enable the trainees to teach more than literacy : They will be able to transmit an understanding of how people can shape their lives through their own actions.

The radio component of the training is used to pace the teacher/trainees, serving to provide them with motivation, explanation, and reinforcement in their studies. With the co-operation of the Voice of Kenya (VOK), three subject area programs of 15 minutes are broadcast daily in Swahili on the national service station.

In the second year, the program will be expanded to include an additional 5,000 volunteer teachers from non-governmental community service organizations, bringing the total number of teachers to be trained as they teach up to 8,000.

For further information on the program, contact Peter Kinyanjui, Director of Adult Studies, University of Nairobi, P.O. Box 30197, Nairobi, Kenya.

- Development Communication  
Report  
Washington, Sep. 1982

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#### WORLD CONFERENCE ON ADULT EDUCATION

Unesco will be organising fourth international conference on adult education in 1984-85. It is at present collecting information on present state of adult education in member-states and its development during the five years following the adoption in 1976 by the General Conference of Unesco held in Nairobi - of the Recommendations on the Development of Adult Education.

The previous three conferences had covered the following areas :

1. Elsinore 1949: (25 countries represented)
  - a) Aiding and fostering movements which aimed at creating a common culture to end the opposition between the so-called masses and the elite.
  - b) Stimulating a genuine spirit of democracy and tolerance.
  - c) Giving youth the hope and confidence in life that had been shaken by world disorder.

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- d) Restoring the sense of community to people who live in an age of specialization.
- e) Cultivating an enlightened sense of belonging to a world community.

2. Montreal 1960: (51 countries represented)

The theme was "Adult Education in a Changing World".

- a) The aims of adult education were enlarged : namely it now transcended both liberal and vocational education and included any organized attempt to educate adults. The eradication of illiteracy became a major concern.
- b) Adult education was recognized as an integral part of the overall educational plan; and at the same time it was considered important to diversify adult education to meet the needs of adults in many walks of life.
- c) The generation gap has become a matter of universal concern and adult education was considered as a means of bringing youth and adults together.
- d) The growing awareness and need for the equal rights of women to technical and vocational education, the need for parent education, and for civic consciousness and international understanding had contributed to enlarge the scope of adult education.
- e) The voluntary role of non-governmental organizations was recognized as important but an increasing emphasis was given to the role of government agencies.
- f) International co-operation was stressed and the need for appropriate co-ordinating machinery became a priority concern.

3. Tokyo 1972: (83 countries represented)

The focus of Tokyo Conference was on how to establish adult education policies and programmes effectively within the national systems of education, and also how to contribute more effectively to the development of lifelong education systems.

The contributions of the Tokyo Conference could therefore be considered as follows :

- a) That adult education was recognized as an integral part of a national system of education and overall national plans of socio-economic development and also of educational development. Thus the complementary role of formal and

non-formal education and co-operation between governmental and non-governmental agencies was clearly noted.

- b) The role of adult education in the development of lifelong education schemes was more clearly recognized.
- c) Cultural development, importance of which had once been overshadowed by the needs for adapting to rapid scientific and technological changes was once again stressed and the corresponding role of adult education was recognized.

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INTERNATIONAL JOURNAL OF  
LIFELONG EDUCATION

A new Journal dealing with adult and continuing education, the International Journal of Lifelong Education, has been created. It is edited by Dr. Peter Jarvis of the Department of Adult Education, University of Surrey, and Dr. J.E. Thomas of the Department of Adult Education, University of Nottingham, both of the United Kingdom, supported by a panel of editorial consultants including scholars in the field of lifelong education.

The Journal aims to provide a forum where the principles and practices of lifelong education may be debated in a context which is both international and academic. Contributions will consist of academic papers, research reports and book reviews.

The first issue (Volume 1, No.1, 1982) includes articles on the role of the adult student, education and work, trade union education, and changing perspectives of the adult in relation to contemporary society.

Published by the Falmer Press Limited, this quarterly Journal may be obtained from Taylor and Francis Limited, Rankine Road, Basingstoke, Hampshire, RG24 0PR, United Kingdom.

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ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Mehta, Prayag. People's self action for socio-economic development : participatory education of rural workers. National Labour Institute, AB-6, Safdarjang Enclave, New Delhi. various paging (Mineographed).

This document discusses the process of organisation of Rural Workers Education Camps. The camps are organised by the National Labour Institute to help rural poor develop necessary skills, readiness and motivation for moving toward organising themselves in various ways and for various purposes. They also help participants develop participatory skills.

Rane, Asha J. Some innovative action projects for development of children in Maharashtra. The Indian Journal of Social Work, Volume XL III, No.3, October 1982.

The paper seeks to identify some of the innovative action projects for development, care and welfare of children in Maharashtra. It describes six innovative action projects in the field of child welfare which aims at reaching the unreached child. These projects are classified in four categories : (a) Sponsorship programme, (b) Area Development Projects, (c) Sponsorship and Area Development Combined, and (d) Integrated Services for the children of urban, rural and tribal areas. The paper concludes with an emphasis on periodic appraisal and continuous evaluation of these projects.

Rastogi, K.G. Non-formal education, concept, nature and scope, and A Model for NFE Models. National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi, (n.d.) 12 p. Universalisation of Elementary Education, Brochure-1. Non-formal Experimental Programme, 9-14 age group.

This mimeographed brochure on non-formal education programme for the age groups of 9-14 includes following two papers

1. Non-formal Education - Concept, Nature and Scope.
2. A Model for Non-formal Education Models.

The first paper compares the concepts, formal, non-formal and informal, as approaches, types of education and the corresponding programmes. It attempts to identify the relationship of non-formal education with the National Adult Education Programme and the formal education programme. The paper also discusses in brief, the dimensions of non-formal education programme and the different approaches and strategies being adopted by the NCERT.

The second paper discusses the requirements of a model for non-formal education. Flexibility, relevance and practicality being the criteria for non-formal education programme the author suggests that a variety of models will have to be developed for non-formal education. The models may differ in respect of the number of dimensions and the aspects of the programme. They may also differ in respect of specific content under different dimension and aspects. The paper describes some of the dimensions and aspects of non-formal education, some of the possible strategies and approaches with their strengths and weaknesses and certain questions which are to be answered by a model.

Seetharamu, A.S. Education in Slums. Ashish Publishing House, 8/81 Punjabi Bagh, New Delhi, 1983. 128 p. Rs.50/-

This is a study of the utilization of educational facilities by the slum-dwellers of Bangalore City. It has compared social, economic, demographic and other features of 500 families of dropouts with 500 families of regular attenders.

Unesco. Population Education in Asia and the Pacific, in Bulletin of the Unesco Regional Office for Education in Asia and the Pacific, Bangkok, Number 23, June 1982.

This Bulletin is in four sections. Section one contains an article dealing with change and development of population education in Asia and the Pacific and a demographic analysis.

In section two there are country reports and country papers which were presented at a regional workshop in Bangkok in 1981; and articles by Pacific countries adopted from seminar-workshop held in Suva in 1979. These are followed by an article which synthesises the innovative experiences in population education by different countries.

Section three deals with quality of life themes as related to population. The bibliographical supplement makes up section four and consists of basic reference materials developed and published since 1974. Each entry provides complete bibliographical information and the addresses of sources.

Indian Council of Social Science Research, New Delhi. A Union List of Social Science Periodicals Received in Delhi Libraries. Social Science Documentation Centre, Indian Council of Social Science Research, 35 Ferozeshah Road, New Delhi-110001, 1982 381 p. (Mimeographed) unpriced.

The union list of social science periodicals records the availability of 5174 periodicals in 91 libraries in Delhi in 1982.

Periodicals on the following subjects have been included in this list. Anthropology, Commerce, Demography, Economics, Education, Geography, History, Journalism, Law, Library Science, Linguistics, Management Studies, Political Science, Psychology, Sociology and Social Work, Statistics, Town and Country Planning.

Periodicals and Newsletters received in the Library of Indian Adult Education Association have also been included in this list.

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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. IV      No. 11      February 1983      Limited Circulation

## INTEGRATION OF ADULT EDUCATION PROGRAMME WITH POPULATION EDUCATION STRESSED

Prof. Rais Ahmed, Vice-Chairman, University Grants Commission said in Chandigarh on January 13, 1983 that adult education programme and population education should be integrated. He said that illiteracy was holding back development work and personal happiness in homes and families and synthesis of the two could produce the maximum results. Prof. Ahmed said that adult education and population education programmes would help in improving the quality of life and in changing the attitude of the people. Enabling the people to take rational decisions should be the main concern of both population and adult education programmes, he stressed.

He suggested that people with strong creative bend should be associated with the task of producing material for adult learners. He asked the creative writers to take production of literature on adult and population education as a challenging job because it would help in changing the outlook of the neo-literates and at the same time would save them from relapsing back into illiteracy.

Prof. Ahmed was delivering the inaugural address at a six-day workshop for development of materials on population education organised by the Regional Resource Centre of Panjab University in collaboration with Indian Adult Education Association.

Prof. R.C. Paul, Vice-Chancellor of the University said that the problems of the country stemmed from over population. He suggested that the adult population should be imparted functional literacy to change their attitudes towards their life.

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Shri K.L. Zakir, Coordinator, Regional Resource Centre welcomed the chief guest and the participants.

Shri S.P. Ghawla, Coordinator, Population Education, Indian Adult Education Association in outlining the objectives of the Workshop said that the Workshop would orient the potential writers about the need and concept of population education; evolve guidelines for preparing materials for the new reading public and would suggest ways in integrating adult education with population education.

Shri Ujjal Didar Singh, DPI(Schools) Panjab proposed a vote of thanks.

The valedictory address was delivered by Shri Sewa Singh, Finance and Education Secretary of Union Territory of Chandigarh. He stressed the need of controlling fertility among the rural poor and slum dwellers. He suggested eradication of illiteracy for achieving this objective.

Over 35 writers and resource persons from different parts of the country participated in the Workshop to prepare books for neo-literates in Hindi, Punjabi and Urdu. At the end of the Workshop seven manuscripts in Hindi, five in Punjabi and one in Urdu were produced.

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#### NEWS FROM STATE RESOURCE CENTRES

##### SRC, Orissa

The State Resource Centre for Adult Education (Orissa) Angul with financial assistance from the Ministry of Education and Culture, Government of India, has undertaken an Experimental Adult Education Project of 20 centres. It is one of the three SRCs in the country which has undertaken the project to try out its innovations, methods and materials under experimental conditions.

##### The Project

The centres are located in 17 villages belonging to four zonal Panchayats in the Angul block; all within a distance of 3 to 26 km. from the SRC. A village committee has been organised in each of the villages to look after the proper and effective functioning of the centre. The population related Adult Education Project is also operating in the eleven villages.

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Out of the 20 Centres, 11 are exclusively for men, 4 for women and 5 are combined centres. Of these Centres, 13 were launched on 8 September and the other 7 on 1st October, 1982.

### Teaching/Learning Materials

The basic literacy materials; the primer, two supplementary readers and one alphabet chart, all produced by this SRC, are being used in the centres.

The Primer 'Janile Jiniba' (Knowledge is Power) based on a need based curriculum is also oriented towards both functionality and social awareness. The two supplementary readers, namely 'Ama Gaan Ama Maa' (Our village - our Mother) and 'Sadeira Sapana' (Sadei's Dreams) are meant to follow the primer.

Three follow-up books, 'Sikshara Chaka Ghuruthiba' (The Wheel of Education will go on revolving), 'Lunara Guna' (On the Salt Satyagraha) and 'Pruthvi Kshana Kshanak Ana' (The world changes every moment) based on giving and taking of education in the learning systems, Salt Satyagraha and Science and Technology in daily life respectively, developed by this SRC are given to the instructors to enhance their knowledge and understanding, before these are given to the learners during the post-literacy stage.

### Awareness/Functionality

Discussions around useful and relevant topics i.e. personal cleanliness, family planning, prevention and cure of malaria, environmental health and hygiene, precaution against scabbies, childcare, eye care, safe drinking water, how to prepare pickle papads and badis, kitchen garden, paddy, potato, brinjal and sugarcane cultivation, equal rights for all, privileges as a citizen, voting rights, minimum age prescribed for marriage, minimum wage prescribed by law, prohibition, exploitation, superstition, prejudices, savings, facilities for bank loans and co-operative loans, facilities for bidiworkers, evils of caste system are arranged at the centres. These discussions help the learners to make them aware about themselves, their family, their community, their environment besides giving them the necessary functional knowledge.

Local resource persons are being utilised to help the learners. The project has been getting the help and cooperation of the local Government officials, i.e. Revenue Inspector, A.N. and Medical Officer in organising discussions, demonstrations

and talks. Thirteen centres in the eleven villages are also getting the help of the staff of the Population Education Project. (This Project is being run in collaboration with Indian Adult Education Association).

The local folk media are identified, revitalised and utilised whenever possible. Bhajanas and Kirtans are organised at each centre regularly and the learners are encouraged to participate in such cultural activities in their respective villages. Weekly adult education broadcasts and other developmental broadcasts are also utilised.

The Supervisor and Assistant Supervisor visit each centre at least twice a month and submit their diaries and returns. The instructors' monthly reports give necessary inputs for the monitoring service.

The bench mark survey has been completed. As a result of the bench mark survey the village profiles are being completed.

#### SRC, Haryana

In order to prepare teaching/learning material for the Rural Farmers of Haryana, a Survey was conducted in three districts i.e. Bhiwani, Rohtak and Kurukshetra by the State Resource Centre, Haryana, Chandigarh. The survey report underlined the following main features of the Rural Farmers :

1. The problem of small holdings stands out very predominantly. 51 percent of farmers' own agricultural land from 1 to 5 acres. 26 percent are engaged in cultivating other farmers' lands on Batai basis. Only 5.5 percent farmers own 15 acres of land or more.
2. Women play an important part in farming in Haryana.
3. Over 60 percent farmers face the problem of shortage of water.
4. Need for improved variety of seeds - 72 percent farmers do not get seeds of improved variety on time.
5. Difficulty of marketing - 63 percent farmers face the problem of selling the produce in the market at reasonable rates. 46 percent farmers face the problem of transportation for marketing.

Based on the survey, teaching and learning materials are being prepared by the SRC.

Teacher's Guide in Adult Education

A research project for the preparation of 'Model Teacher's Guide in Adult Education' has recently been taken up by S.R.C. The project aims at studying available printed Teacher's Guides in Adult Education. It intends to suggest improvements in the preparation of Teacher's Guides in Adult Education.

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RISING ILLITERACY GRAPH

There seems little hope of India ever living down its unenviable reputation of being the world's "most illiterate" country. Of the estimated 824 million illiterates in the world, 424 million belong to India, which means that every second illiterate person in the world is an Indian. Uttar Pradesh and Bihar alone contribute 16 per cent of the world's population of unlettered adults. Statistics such as these can be galling except for the fact that in this country both the government and the people have taken these facts as immutable natural phenomena. The denial of education to such a large proportion of the population nearly 64 per cent, according to the 1981 census-perpetuates the distortions in the social, economic and political milieu of a nation. Poverty and illiteracy are interlinked and the uneducated are more susceptible to economic exploitation and political deception. The plethora of documents involving land alienation, rural indebtedness and bonded or contract labour has one thing in common-the thumb impression where a signature should be. Thirtyfive years of independence have produced two opposing numerical explosions one in education and the other in illiteracy. Education continues to get a low priority in the State's budgetary allocations and the centre has been able to do no more than nibble at the problems of higher education or adult literacy on the ground that education is a State subject. The rate of school dropouts-seven out of ten children enter primary school but only one remains till the completion of school education-remains alarmingly high. The stage has come when the Centre should seriously consider stepping back and further expansion in higher educational institutions and diverting resources and attention to ensuring 100 per cent elementary education. Free compulsory education up to the age of 14 is a statutory obligation under Article 45 of the Constitution.

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Just as serious, if not more, as the dropout problem is the magnitude of adult illiteracy. There are as many as 350 million unlettered men and women in the country, all mute victims of traditional economic forces and of the new political elite. The Janata Government in 1978 launched a comprehensive National Adult Education Programme (N.A.E.P.) which sought to provide basic primary education to all people in the age group 15-35 in five years. As usual with projects of this sort, implementation fell far short of good intentions, and in three years barely 6 million people were covered<sup>ed</sup> against the target of 100 million. The programme was hastily launched, insufficiently funded, sparsely implemented and swiftly shelved. The Kothari Committee, reviewing the progress of N.A.E.P. found that 58 percent of the allocation for the programme was consumed by salaries and expenses of the administrative set-up in the States. The committee recommended an outlay of Rs.1500 crore for the revival of the programme. The Government rightly dismissed the proposal for lack of funds. Now the N.A.E.P. in a different garb is part of the 20 Point Programme, to achieve the same old target by 1990. Even this is a far cry, but the Government's decision to involve voluntary agencies in the campaign is sound. Perhaps the time is ripe for a fresh look at the programme to redefine its aims. Does the Government want to thrust a modicum of literacy on the people or would it like to spread social awareness among them on the benefits of universal education. Social awareness can lead to the spread of education faster than any imposed literacy programme. The States should follow the examples of Kerala and Tamil Nadu, which have maintained a high level of literacy with relatively low outlays.

(The Tribune, Chandigarh  
October 19, 1982)

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EDUCATING THE JAWAN TO  
GRASP THE LATEST

Set amidst the sylvan hills of the Satpura ranges, the Army Education Corps College and Centre at Pachmarhi (Madhya Pradesh) has given the Indian Army a sound basis for understanding the outside world teaching the officers and NCOs the wherewithal of military science and foreign languages like Chinese, Tibetan and Bhutanese.

In today's complex war strategies involving the use of sophisticated weapon systems, the soldier must master them to effectively employ them in the battle-field.

Thus the education of the soldier has taken an important place in the Army and is part of the regular training. The Corps does this gigantic job both in peace and field areas.

It is ironic that books and war should go hand in hand because the gun has long been a symbol of the soldier and books come second in the order of priorities.

But the AEC has made them both concomitant. The facilities given to the lowly jawan and officer are tremendous.

Most of the army formations and units give the soldiers an opportunity to acquire the basic educational qualifications and even higher degrees like M.Ed., B.Ed., Diploma in Library Science, etc. recognised by the Central Board of Secondary Education and also by the Universities and State Education Board. It is affiliated to Saugor University.

The methodology followed by the instructors to teach students most of the subjects through audio-visual, graphs and models made by the students themselves.

(Hindustan Times,  
Feb 22, 1983.)

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#### PRESIDENT OF KSAEC

The Government of Karnataka has appointed the Divisional Commissioner, Mysore as the President of the Karnataka State Adult Education Council.

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#### TRAINING PROGRAMME FOR SUPERVISORS AND INSTRUCTORS IN H.P.

A training programme for supervisors and instructors was organised by the Department of Adult Education and Extension programme, Directorate of Correspondence Courses, Himachal Pradesh University, Simla in collaboration with the Regional Resource Centre, Panjab University, Chandigarh from November 2-6, 1982.

It was inaugurated by Dr. S.P. Sinha, Vice-Chancellor of the H.P. University. He said that work in promotion of literate education should be made a pre-condition for the award of degrees/diplomas.

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Eight trainees including five lecturers, one supervisor and two instructors from Chamba District participated in the training programme.

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GIIL BOOKS ON ADULT LITERACY

The Central Institute of Indian Languages, Manasagangotri, Mysore-570006 has published the following books on Adult Literacy :

1. Look and Add	Rs. 3 - 00
2. Diglossia and Literacy	Rs. 8 - 00
3. Literacy Methodology	Rs. 13 - 00
4. Ani Sar Paise (Assamese Adult Literacy Primer I)	Rs. 3 - 00
5. Problems of Women's Literacy	Rs. 16 - 00
6. Ahangi Manipuri Mapi Lairik (Tribal Adult Literacy in Manipur) with copy book	Rs. 4 - 00 per set
7. Ghenguno Akimi (Tribal) Adult Literacy Reader in Soma	Rs. 3 - 00
8. English for Adult I	Rs. 2 - 50
9. Hindi Proudh Shiksha Mala I	Rs. 2 - 50
10. Literature for Neo-literates	Rs. 20 - 00

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PROGRAMME OF THE SHRAMIK VIDYAPEETH, INDORE

The Shramik Vidyapeeth, Indore is running programmes on duplicating machines' operation and maintenance; knitting machines; population education; spinning and weaving training programme; adult education for illiterate women; training in sewing and bamboo art.

Further information : Shri Pratap Sinha, Director, Shramik Vidyapeeth, 47/7 Nanda Nagar, Indore (M.P.).

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NON-FORMAL EDUCATION DAY CELEBRATION IN WARANGAL

In connection with the National Library Week Celebrations the Warangal Adult Education Association celebrated the Non-formal Education Day in the District Central Library, Warangal on November 16, 1982.

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Inter-college Elocution competition was conducted in which the subject was "Literacy - not University Education - is our immediate problem".

A discussion on Non-formal Education vis-a-vis the present day conditions in Rural India was arranged. Dr. T.V. Su Rao, President of the Association presided. The inaugural address was delivered by District Education Officer, Warangal, who explained the various programmes under implementation by the State Government. He emphasised the need of Non-formal Education in the context of the socio-economic conditions of the rural masses.

Dr. V. Bhaskar Rao, Principal, Arts & Science College, Warangal, Dr. Sivarama Krishna Rao, Head, Department of Economics, Kakatiya University, Warangal and Shri S. Satyanarayana Social Worker participated in the discussion. A deep concern was expressed at the slow rate and lack of commitment in the execution of the various programmes of adult education. It was felt that more determined and realistic efforts were necessary to combat conservatism and the hurdles posed by the feudal forces of rural India. The meeting called for greater political commitment of the ruling as well as opposition parties in the country for adult education. It showed concern over the fact that a lion's share of the staggering amounts spent on Education is benefitting only the upper strata of society. The meeting urged upon the people, the educated youth in particular, to popularise these programmes and to shape it into a people's movement, with the increasing participation of voluntary organisations.

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REGIONAL WORKSHOP ON ERADICATION  
OF ILLITERACY THROUGH STUDENTS

A four day Southern Regional Workshop on 'Eradication of illiteracy through involvement of students and teachers' was organised by Indian University Association for Continuing Education in collaboration with Madurai Kamaraj University between 30th October and 2nd November 1982. Prof. J. Ramachandran, Vice-Chancellor, Madurai Kamaraj University, who presided and who while recollecting his college days, pointed out that only a few had the privilege of studying in colleges and universities and that many many thousands of people, though willing were denied opportunities due to socio-economic circumstances.

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He felt that Adult Education Programme should form an integral part of the curriculum of colleges. Dr. M. Aram, Vice-Chancellor, Gandhigram University who in his inaugural address, reiterated that unless all the colleges in Indian Universities participate in the programmes on eradication of illiteracy, illiteracy is bound to persist and continue to negate the development programmes of the Government. Dr. D.S. Tiwari, Deputy Programme Adviser, NSS, Government of India delivered the key note address. Earlier Shri J.D. Sharma, Honorary Secretary, Indian University Association for Continuing Education, explained the objectives of the workshop.

45 delegates from different parts of the country discussed in groups the Report of the first workshop at Jammu, the changes required in the University Grants Commission guidelines on Adult Education and Extension and Post Literacy and follow up programmes with Dr. Rajammal P. Devadas, Dr. R. Jayagopal and Dr.K.Sivadasan Pillai as chair persons for each session respectively.

The valedictory session was presided over by Prof. J. Ramachandran, Vice-Chancellor, Madurai Kamaraj University. Shri S. Ramamoorthy, Joint Secretary, Ministry of Education and Culture, Government of India while delivering the valedictory address felt that the involvement of students and teachers in the programmes on Eradication of illiteracy would give them an understanding of the sum and substance of Adult Education Programme and also of the nuts and bolts of the problems prevailing in the society. He compared the Adult Education Programme in India with those of the other countries in the south East Asia to drive home the point that if illiteracy was wiped out in India, not only the burden of illiteracy in South East Asia, but of the whole world would get reduced.

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SOCIETY FOR PARTICIPATORY RESEARCH  
IN ASIA

The Society for Participatory Research in Asia, New Delhi is conducting a study on "the Role of Adult Education in Community Involvement for Primary Health Care". It is developing case studies of those community projects where adult education principles and methods are utilised in promoting and strengthening **community involvement in primary health care. Case studies are being prepared in Canada, Chile, India, Indonesia, Kenya, Nicaragua, Phillippines, Tanzania and Venezuela.**

The Society has also started participatory evaluation of development projects, groups and organizations, in particular adult education projects. It will be carried out with and by participants themselves.

The Society is also engaged in participatory evaluation and training with a non-formal education project in Delhi, a rural development agency in Rajasthan, a development promoting group in Orissa and a tribal organisation in Maharashtra.

Further information can be had from Dr. Rajesh Tandon, Society for Participatory Research in Asia, 45 Sainik Farm, Khanpur, New Delhi-110062.

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ARIYARATNE NEW CHAIRMAN OF ASPBAE

Mr. A.T. Ariyaratne (Sri Lanka), Chairman of ASPBAE Region 1, will act as President of Asian South Pacific Bureau of Adult Education for 1983. This position is one which rotates among the Regional Chairmen and in 1982 it was held by Prof. Jong-Gon Hwang, Chairman of Region 3, and Dean of the Graduate Centre, Keimyung University, Korea.

Mr. Lim Hoy Pick, President of the Singapore Association for Continuing Education, has been made Chairman of ASPBAE Region 3 for the three years commencing 1983. Mr. Lim has succeeded Prof. Jong-Gon Hwang.

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ICAE INTERNATIONAL CONFERENCE IN PARIS

Over 1,000 adult educators from more than 110 nations were present at UNESCO headquarters in Paris on 25 October for the official opening of the Conference organised by International Council for Adult Education. The theme of the Conference was "Towards an Authentic Development : The Role of Adult Education".

Major themes of the Conference were introduced by :

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|-----------------------------|---|
| Dame Nita Barrow (Barbados) | - "Social Action and Development"             |
| Joffre Dumazdier (France)   | - "The Development of Education"              |
| Budd Hall (ICAE)            | - "International Cooperation and Solidarity". |

The Director-General of Unesco, Mr. Amadou-Mahtar M'Bow, in his opening address to the General Assembly paid special tribute to the work of Mr. James Robbins Kidd (Roby Kidd), first Secretary-General of ICAE and said that "his ability and untiring devotion so greatly contributed to the development of adult education".

He went on to say:

"Development is beginning to be perceived more and more clearly as a project that must be centred essentially on man; rooted in his aspirations and abilities; forward-looking and at the same time instrumental in solving the practical problems facing every country and the international community as a whole. Development, then, is a process that encompasses all aspects of community life, draws on the specific contribution of all social groups and enables them all to reap the fruits of national endeavour. It entails the general mobilization of the resources of each people's will power and creativity, the continuous deployment of its capacity for mastering modern scientific and technological knowledge and the utilization of all the material resources at its disposal.

This being so, the community must offer each citizen both the possibility of taking an active part in the national progress and the opportunity to find in it the setting for personal self-realization and individual and family fulfilment. It is for this reason that adult education has an irreplaceable role to play, when seen as one of the chief means whereby people can benefit from the continuous proliferation of knowledge that characterizes our age and adapt to it throughout their lives; whereby they can constantly keep up with, or even anticipate, the changing pattern of things, instead of being, at some time or other, cruelly outstripped by it.

Such education, over and above its initial function of promoting literacy, indeed helps to afford everyone access to that knowledge which is essential for them to be able to exercise their full rights as citizens, become aware of the realities of modern life - its glories and servitudes alike - strengthen their resolve to participate in the process of change and develop their own capacity for doing so".

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ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and objectives of Adult Education

Tough, Allen. Intentional changes : A fresh approach to help people change. Follett Publishing Company, Chicago, 1982. 192 p.

The book focuses on the total array of intentional changes that people achieve in themselves and in their lives. It describes their choice for such major changes as developing self-awareness, becoming physically fit, changing a personal relationship, choosing a new job, and growing spiritually. And it describes what steps they took to make those changes.

It has been found that men and women are remarkably successful at choosing, planning and implementing intentional changes, with the most help being obtained from friends and family rather than from books and professionals.

Khitpen : Non-Formal Education Newsletter. Non-Formal Education Department, Ministry of Education, Thailand.

Volume 1, No.1 of this small Journal appeared in July 1979 and it is to be monthly from that date. It was begun by the Non-Formal Education Department to promote better understanding and coordination among non-formal educators. The intention is that the Newsletter will act as a basis for the accumulation and dissemination of technical information, and also on the activities of the government and private agencies dealing with non-formal education in Thailand. It contains articles, reports of seminars, book reviews etc.

AVAILABLE FROM : Non-Formal Education Department,  
Ministry of Education,  
Rajdamnern Avenue,  
BANGKOK. THAILAND

Media, Methods and Material in Adult Education

Bhola, H.S. Curriculum development for functional literacy in non-formal education programmes. German Foundation for International Development, West Berlin, 1979. 277 p.

This monograph seeks to provide an introduction to the processes, issues and problems of curriculum development in functional literacy and non-formal education. The term "non-formal education" has been used comprehensively to cover all out-of-school education settings, such as adult education and community education; agricultural extension and cooperative education; nutrition education, public health and family life education; environmental education and political education; and community development in general.

The monograph also contains a bibliography and a glossary of words used in adult and non-formal education.

Gomez, R. Training of Functionaries for Non-formal and Adult Education. State Resource Centre for Non-Formal Education, 221, Pyyeroft Road, Madras-600814, 1980. 18 p. (Mimeographed)

This mimeographed document gives step by step training procedure to train functionaries for non-formal and adult education programmes. This module uses participatory methods of training along with other methods, such as :

- (1) Lectures
- (b) General Discussion
- (c) Group Discussion
- (d) Field visit
- (e) Film
- (f) Demonstration.

Organization, Administration and Finance in Adult Education

Unesco. Directory of adult education, training and research institutions. Unesco, 7, Place de Fontenoy, 75700 Paris, France, 1982. 287 p.

The directory includes information on 300 institutions in 79 countries which offer professional courses of study or short courses for educators of adult and/or which conduct research in the field of adult education. It is trilingual (English, French, Spanish) and indexed.

Unesco. Planning, administration and monitoring of literacy programmes; portfolio of literacy materials. Series 2: Monograph no. 1: Planning of literacy programmes. Bangkok, Unesco, 1982. 13 p.

Seven countries of Asia, namely the Democratic Republic of Afganistan, Bangladesh, India, Lao People's Democratic Republic, the Philippines, Thailand and the Socialist Republic of Vietnam, presented status reports and case studies on the planning, administration and monitoring of literacy programmes and participated in the Regional Literacy Workshop held in Ho Chi Minh city, the Socialist Republic of Vietnam from 25 April to 7 May 1980.

The monograph contains the documentation and report of the Workshop and the normative considerations relevant to the planning of literacy and adult education in the context of the countries in Asia.

The following topics have been discussed in this monograph:

1. The formulation of policy guidelines related to literacy and adult education.
2. Policy statements bearing upon literacy and adult education.
3. Political will and the role of leadership.
4. Some principles of planning with special reference to literacy and adult education.
5. The planning process.
6. Evaluation and feed-back.

General

Da Costa, Joao Frank. Twelve 'MUSTS' for development. Asian South Pacific Bureau of Adult Education Courier No.26, December 1982. p 21-22.

The traditional concept of development which focuses on economic growth, is being redefined. A new concept of development is emerging, which has been summed up in the following twelve 'Musts'.

1. Development must be total (2) Development must be original (3) Development must be self-determined (4) Development must be self-generated (5) Development must be integrated (6) Development/respect the integrity of the environment (7) Development must

must be planned (8) Development must be directed towards a just and equitable social order (9) Development must be democratic (10) Development must not insulate less developed countries or regions into "reservations" (11) Development must be innovative (12) Development planning must be based on a realistic definition of national needs.

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Edited by J.L. Sachdeva, Documentation Officer  
Education Association.

Indian Ad.

# IAEA Newsletter

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

Vol. IV                      No. 12                      March 1983                      Limited Circulation

## UNESCO/IEEP WORKSHOP ON PLANNING AND IMPLEMENTING LITERACY AND POST LITERACY STRATEGIES

The Unesco/International Institute for Educational Planning (IIEP) Workshop on planning and implementing literacy and post literacy strategies was held in Madras with the cooperation of the Government of India, Government of Tamil Nadu, Tamil Nadu Board of Continuing Education and Madras University from 14-21 December, 1982. It was attended by 50 adult educators from Brazil, People's Republic of China, Ethiopia, India, Indonesia, Iraq, Kenya, Malawi, Nepal, Nicaragua, Pakistan, United Republic of Tanzania, Socialist Republic of Vietnam and People's Democratic Republic of Yemen and nine Indian Observers.

The main discussion centred around:

(a) The conceptual framework

The point was made that educational activities are a means to meet development needs. Literacy should contribute to the improvement of the people's living conditions and therefore be functional. It was argued that in certain instances functionality can be the starting point while in others it can be introduced at later stages of the learning process.

The meaning of the functionality concept itself was discussed and said to include the following dimensions:

- Literacy and numeracy as communication skills;
- Life orientation of the literacy programmes rather than just skill orientation;
- Literacy as a base for further education;

contd.....P/2-

- Building up awareness on socio-economic structures and conditions which prevent the process of development. (An example of this approach was given during the visit to the Centre for Human Development and Social Change. Literacy is introduced as a part of the process of consciousness raising).
- Strengthening the organisational capacity of the participants and making them able to use whatever resources may be available.

(b) Organisational and Planning Activities

Six basic steps can be identified in planning of literacy programmes.

- The first step consists in obtaining a political commitment which should be a real one and not simply wishful thinking or a lip service. This commitment should be expressed in policy declaration specifying the general and specific objectives of the programme. Right from the very beginning, a conceptual clarity should be arrived at concerning the general development framework in which the programme is going to take place, the linkage between the educational objectives and other development objectives as well as the linkages between the overall and the specific programme objectives.

- The second step concerns a series of preparatory activities among which

1. Recapitulation of the country's past experience and study of the experiences of other countries;
2. Diagnosis of the present situation both at national and sub-national level, and assessment of the magnitude of the problem to be tackled;
3. Strategic planning including definition of objectives (both quantitative and qualitative) definition of specific target groups, identification of patterns of implementation and sequencing in terms of space and time;
4. Costing of the programme under various alternatives and assessment of the financing possibilities;
5. Setting up of an administrative structure. This structure will depend on the specific characteristics and administrative tradition of each country;
6. Negotiation with other Ministries and public or private organisations on the ways and means of coordinating activities at central, regional and local level;
7. Creation of the resource system in terms of curriculum, duration of the courses, production of instructional materials, selection and training of personnel, etc.
8. Mobilization and opinion formation using whatever resources might be available in the country: mass media, public, religious, party organisations, voluntary agencies, etc.

- The third step deals with the development of concrete programmes and projects. There may be situations and countries where there is a uniformity in programmes. Participation and decentralisation, however, may lead to a diversification of programmes and projects.

- The fourth step consists in training the necessary people to carry out the programme - administrative and teaching personnel.

- The fifth step is to develop an efficient system of evaluation and monitoring.

- The sixth and final stage is related to the operationalisation of the programme at the grass root level. It includes planning, programming and management activities at local level. Participation of the people concerned in this stage is a crucial element.

(c) Mobilisation and People's Participation

A general consensus was reached that mobilization and people's participation in literacy programmes depend very much on the following factors:

- i) There must be a strong political will, not just political slogans or political statements. The political will to be reflected in legal enactments, directives and appropriate financial and other human and material resource allocations. The literacy will/commitment should be sustained until the literacy problem has been solved and maintain lifelong education.
- ii) The management of literacy programmes should be decentralised to give people an opportunity to participate in making decision on various issues of literacy programmes.
- iii) Instructional methods should stimulate involvement of participants and correspond to their interests. This could be obtained by using discussion groups, dancing, singing, income-generating activities and other practical which are relevant to the specific learning situations.
- iv) Mass media in terms of the use of radio, television, newspapers and film should be used to highlight success. This can interest the learners as well as the leaders and help to establish credibility.
- v) There should be greater use of voluntary organisations both local and international to strengthen literacy programmes. post-literacy activities in terms of sharing experience and resources.

- vi) The need for literacy should be sustained by transforming the needs into demands and people should see literacy as a continuous necessity in their everyday life.
- vii) Literacy and post-literacy activities should be highly supported with adequate inputs like reading materials, slates, chalks, teachers and others.
- viii) Literacy teachers should be trained to cope up with the teaching of literacy and post-literacy. Financial incentives for the teachers also need to be encouraged.

(d) Monitoring, Evaluation and Testing

Monitoring is a process of watching periodically the progress of a project or programme in order to identify strengths as well as shortfalls for the purpose of taking timely measures. It implies a flow of information on predetermined points of the programme. Evaluation is the process of collecting evidence and using it to judge the degree of worth of all stages of the programme context, input, processes as well as output and impact.

It was generally felt that the system should be simplified so as to become a part of the regular management and implementation process carried out by the existing administrative staff. No specialised professional expertise should be required except at the design stage. Monitoring and evaluation require an appropriate data base. This means that the points chosen for controlling the implementation of the programme, and the indicators identified, should be carefully selected taking into account the objectives of the programmes. Not too much, but reliable, data should be gathered.

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WORKERS' EDUCATION PROGRAMMES IN DELHI

The Indian Adult Education Association, with financial assistance from Central Board of Workers' Education, organised seven one-day schools on various aspects of workers' education in Delhi Cloth Mill during February-March this year. The following topics were covered:

- (1) Population Education and Trade Unions
  - (2) Aims and objects of Trade Unions
  - (3) National and Social Goals of Trade Unions
  - (4) Productivity and industrial workers
  - (5) Apprenticeship Act
- Over 250 workers participated in these programmes.

THE RESOURCE CENTRES  
Date: \_\_\_\_\_  
SEMINAR ON ADULT EDUCATION IN ORISSA

A State-level Seminar on "Adult Education in Orissa" was held in Angul from February 12-14, 1983. It was inaugurated by Shri J.C. Saxena, Deputy Adviser, Planning Commission and Treasurer of the Indian Adult Education Association. Shri Saxena, in his address, said that Adult Education was a very important tool for socio-economic development of the masses. It was a programme of human resource development and of total education of the individual in society and should not simply be taken as a programme of literacy education.

He said that <sup>ill</sup>literacy and poverty were the two impediments to the country's development. They were interrelated. To eradicate poverty, we should first of all make our people literate. He said that such seminars are necessary to make our development programmes successful. He remarked that by 2,000 A.D., India would have a population of 97 crores in spite of the family planning programmes, and this will further worsen the economic condition of the country, besides increasing the absolute number of illiterates. Adult Education is an essential component of both the Minimum Needs Programme and the 20-Point Economic Programme, and to achieve the target by 1990, a coordinated effort is necessary involving the Voluntary Organisations, Universities and Colleges, Nehru Yuvak Kendras and the Government. With limited resources, we should try to get the maximum advantage. He said that we should make the people aware of the different developmental programmes and explain to them their objectives. They should organise the learners into groups, so that permanent structure is created at the local level.

Shri Saxena concluded that efforts should be made by us to make the development programmes look like people's programmes with governmental participation rather than the government's programmes with people's participation.

In his presidential address, Shri G.C. Patnaik, Additional Director of Public Instruction (Adult Education), Orissa said that if we aim at literacy alone then our objective cannot be achieved. Awareness and functionality should be there with literacy. It will be of much help if we can coordinate adult education with other developmental programmes. The Government, he said, will initiate and help, but it is the people at the local level who are to organise and take care of the programme so as to get the maximum benefit out of it. We cannot achieve our objective without the involvement of the people.

### Working Paper

In Plenary Session-I, Shri B.B. Mohanty, Director, State Resource Centre and Director of the Seminar, presenting the Seminar working paper, said that in the Sixth Five Year Plan, non-formal education for adults, particularly in the productive age group of 15-35 years has received priority in view of its potential for immediate impact in raising the levels of the productivity in the economy, and therefore, the need of the hour is a concerted action to implement the adult education programme in all earnestness. He observed that frequent interactions among the field staff themselves and between them and the headquarters staff are necessary so as to understand the mechanics and dynamics of the programme development, operation and evaluation with a view to bring in improvements in the programme.

### Keynote Address

In presenting the keynote address, Shri G.C. Patnaik said that the target to be covered by 1990 can never be achieved by the efforts of the Government alone, unless we seek for the united efforts of the Voluntary Organisations, Universities, and the people. Illiteracy is a problem and it gets cumulative as children are not coming to school and most of them leave schools in the mid-session. At present the Governmental efforts in Orissa can make only 1,40,850 adults literate per year. If this is the case then we have to multiply our effort to reach the target by 1990. He gave stress on continuing education, post-literacy and follow-up programmes.

The Seminar convened by State Resource Centre for Adult Education discussed planning, organisation and administration; training with special reference to project officers, supervisors and instructors; materials and adult education by voluntary agencies.

The valedictory session of the seminar was chaired by Shri S.K. Das, Deputy Secretary, Education and Youth Services Department, Orissa and the chief guest was Shri I.B. Misra, former Deputy DPL.

### MAIN RECOMMENDATION OF THE SEMINAR

#### (A) Planning, Organisation and Administration of Adult Education Programme

1. Planning of the adult education programme should commence from the grass-root level so that the programme becomes flexible and area specific.

2. Adult Education faces continuing opposition from vested interest groups and in the interest of the programme, such opposition should be counteracted by a vigorous and effective public relations programme.
3. The project officers should be adequately represented on both the State Board of Adult Education and the State Steering Committee on Adult Education.
4. Each officer should adopt a village to develop and guide the adult education programme.
5. Yuvak Sanghas and Mahila Samities should be involved in the adult education (including post-literacy) programme.

(B) Training of Adult Education Functionaries:

1. Project Officers should be exposed to the latest thinking on communication, low-cost media, teaching-learning materials, training methodology, management etc., through their participation in refresher training programmes to be organised by the SRC.
2. The Project Officers should organise one-day training programme for their Supervisors on the pay day of every month.
3. Instructors' training programmes should be organised for project officers in three phases, each phase having a duration of seven days with the participation of 100 instructors.

(C) Materials and Media:

1. All efforts should be made to produce need-based materials possessing the necessary readability.
2. Audio-visual libraries should be organised in each district as a part of the district adult education establishments.
3. District inventories of the available traditional media of communication should be prepared by the concerned Project Officers with a view to utilise the folk forms of communication for adult education.

(D) Adult Education by Voluntary Agencies:

1. Participation of Voluntary Agencies in the Adult Education Programme is a part and parcel of the 20-Point Economic Programme of the Prime Minister which has also been reflected in the recent policy decision of the Government of India. Therefore, there should be a positive approach on the part of the Government machinery towards the

Voluntary Agencies, whose involvement in the programme should be encouraged.

2. Existing Voluntary Agencies should be identified and new ones organised, and motivated to take part in the adult education programme, in view of the requirements of the State, i.e. at least 45 Voluntary Agencies, each having a project of 100 centres.
3. The various political parties, particularly the party in power, should take upon the responsibility of educating the party cadres so that they are able to motivate the people for development.

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SRC, DELHI

The Jamia State Resource Centre for Adult Education, Delhi trained 37 Project Officers and Supervisors of Delhi Administration. The one-week training programme was inaugurated on February 24, 1983 by Smt. Sarla Grewal, Secretary, Ministry of Education, Govt. of India. In her address Smt. Grewal said that providing resource support to adult education programme is key to its success. The Jamia State Resource Centre has a very important role to play, specially because it has not only to cater to the adult education programme of the Union Territory but also assume the role of a pace-setter in this direction.

Stressing the need for producing variety of post-literacy materials to meet the needs of neo-literates, Smt. Grewal said that we should produce posters, charts etc. to make an adult education centre an interesting place where the adult learners have variety of things to sustain his/her interest. She also suggested that the programme at the centre should include recreational and cultural activities to enthuse the participants and make the programme interesting. She said that the State Resource Centre should provide continuous training through refresher courses to adult education functionaries. She asked the officers to visit the field frequently more in the spirit of a friend and guide and not as an inspector. She expressed the hope that this training programme would enable them to develop ways and means of strengthening training of instructors and providing them support for implementing the adult education programme.

The Vice-Chancellor, Shri A.J. Kidwai in his address stressed the need for removal of ignorance and creating awareness amongst the people, and for this he said we should use mass media both traditional and modern. He said literacy would not do, we have to find new ways and means to remove ignorance, apathy and inertia from among the people.

Among those who took part in the training programme were Dr. R.P. Singhal, Dean of Training, NIEPA, Shri B.R. Vyas, Director of Education, Delhi, Dr. S.C. Verma, N.C.E.R.T., Prof. James Beveridge, Centre of Mass Communication, Jamia Millia, Prof. Ali Ashraf, Dean, Faculty of Social Sciences, Jamia Millia Islamia and Shri Mushtaq Ahmad, former UNESCO specialist in adult education.

2. The Jamia Millia Islamia is launching a movement for fostering reading habits among the neo literates and educating the population of the area round about Okhla and Jamia Nagar. Five mobile libraries known as Bell-Bicycle libraries have been started. These will reach the doors of individuals and families who are interested in reading books and have enrolled themselves as members of the library.

The Vice-Chancellor has appealed to the publishers and the public of Delhi to donate books for the mobile libraries.

3. The State Resource Centre has started five experimental centres for women in the age group 11 and over. These are working girls of marriageable age and need to be prepared for a family life while at parents' home. These centres are located around the Jamia neighbourhood. The objectives of these centres are to impart literacy and numeracy upto IIIrd standard, to prepare them in the arts and crafts and family living and impart cultural skills like story-telling, singing etc. An effort will be made to involve other members of the community in the general educational programme of the centre like health education, crafts and socially useful productive work.

4. The theatre group set up by the SRC, has prepared a play on communal harmony entitled Hatyara. The drama has been played in various localities of Delhi, to create communal consciousness and community participation.

5. The SRC has published the following books for neo-literates:

1. Dharmik Kahanian
2. Sab Milkar

WORKSHOP ON THE INTEGRATION OF FP AND  
POPED IN THE ADULT EDUCATION PROGRAMME

A three-day Workshop on the integration of family planning and population education in adult education for 51 NAEF student instructors from two Bombay Colleges and two professors in charge was organised by the Family Planning Association of India in collaboration with the Centre for Adult Education, University of Bombay from 8-10 November, 1982.

Benefits of family planning, human reproduction and various family planning methods for spacing and limitation were covered during the three days with the aid of lecture-discussions and films. The structure of the family planning programme at the national, state and district levels was also discussed. Participants later worked in groups to discuss ways and means of weaving family planning and population education concepts into the adult education programme.

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KANFED'S CORRESPONDENCE COURSES

The Kerala Association for Non-Formal Education (KANFED), Trivandrum has launched its correspondence courses once again, Jana Vidya-Visarad for graduates and Janavidya Pracharak for undergraduates. The ten months course has contact programme as well. A faculty committee has been appointed by KANFED for organising the course.

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AMERICAN ADULT EDUCATION ASSOCIATION ANNOUNCES

\$1,000 ADULT EDUCATION LITERATURE AWARD

A \$1,000 award for the outstanding publication in adult education in 1982 will be presented by the American Association for Adult and Continuing Education (AAACE) at its annual meeting at Philadelphia in December. This annual prize, known as the Cyril O. Houle World Award for Literature in Adult Education, will recognize outstanding books that contribute significantly to the concept and unity of the field of adult education. Any copyrighted publication available in English from anywhere in the world is eligible for the competition.

In establishing the award, the AAACE intends to recognize outstanding literature that contributes to the unity of the field by treating adult education phenomena from a broad perspective. Any scholarly work available in English may be nominated by any. Neither the author(s) nor the nominator need be a member of AAACE. An independent international panel of qualified judges will select the winning publication from the nominated.

To nominate a publication for the Cyril O. Houle World Award for Literature in Adult Education five copies and a nominating letter are to be sent to Bill Griffith, World Award for Literature in Adult Education, Adult Education Division, U.B.C. 5760 Toronto Road, Vancouver, B.C., Canada V6T 1L2 by September 1, 1983. The nominating letter should tell how the publication contributes to the concept and unity of the field of adult education. Only publications copyrighted in 1982 are eligible for nomination.

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"IT'S NEVER TOO LATE TO LEARN"

"It's never too late to learn", an album of photographs on the theme of education in the world, has just been published by Unesco. It gives a panorama of various educational styles at various levels of teaching and highlight the efforts of Third World countries. Enquiries to Publications Division of Unesco, 7 place de Fontenay 75700 Paris.

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BOOKS AND ARTICLES ON ADULT EDUCATION

German Adult Education Association, Adult Education and Development September 1982, Special issue, No. 19

The special issue of 'Adult Education and Development' edited by German Adult Education Association reproduces a number of articles from its old issues. Some of the material on adult education in earlier issues has been published in this issue. The following are the seven chapters of this volume:

- (1) Involved and Concerned: Voices from the field
- (2) Orientation and issues (3) Africa (4) Asia
- (5) Latin America (6) Dialogue between Cultures
- (7) Cooperation and Development

The Department of International Cooperation of the German Adult Education Association publishes this journal which is available free of cost to the adult educators of third world countries. For a free copy please write to:

Adult Education and Development  
The German Adult Education Association  
Department for International Cooperation  
Rheinallee 1  
5300 Bonn 2  
FEDERAL REPUBLIC OF GERMANY

Muller, Josef Ed. Functional Literacy in the Context of Adult Education, Final Report, International Symposium, 15 to 25 August 1973, Berlin (West).

German Foundation for International Development in cooperation with the International Institute for Adult Literacy Methods, Teheran, and the German Adult Education Association, 1973. 431p.

The document is a report of the symposium on functional literacy in the context of adult education. The symposium was organised by the German Foundation for International Development in cooperation with the International Institute for Adult Literacy Methods, Teheran, and the German Adult Education Association from 15 to 25 August 1973 in Berlin (West).

The objective of this symposium were:

1. To define the problem of illiteracy in relation to other educational needs of adults;
2. To summarize the main lessons learned from experiences gained in functional literacy projects during the last five years;
3. To draw the implications for future actions;
4. To consider the nature and form in which foreign aid could most effectively assist the development of literacy in the context of adult education.

The programme of the symposium concentrated on the three main problem clusters:

- Functional literacy in the context of life-long education;
- Constraints and methods of functional literacy and their implications for staffing;
- Planning and organization of functional literacy.

In methodology, the Symposium discussed information and problem identification and problem solution.

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Lazarus, Ruth, Reflections on Creating a "Literate Environment"  
Convergence, Vol. XV, No. 3, 1982 p. 67-72.

The author in this article discusses the problem of drop-outs from formal and adult education classes in developed and developing countries. To check increasing dropout rate, there is a need of creating a literate environment. A literate environment, according to the author, implies the development of an infrastructure to ensure, firstly, the easy availability of written material, newspapers, books, pamphlets, leaflets, etc., for the new literates at the level of their understanding; secondly, the possibilities of further education, provision through evening schools, correspondence education, etc.; and thirdly, the possibilities of new literates to become their own 'agents of change' by using their new skills in work and in their social and personal lives. Thus, a literate environment creates and ensures a cultural, economic and social environment favourable to the retention of literacy and continuing education.

The complexity of creating the literate environment includes content and structure being geared to local/national conditions. The specific needs of national groups and/or geographical areas might well be different. A multiple language situation further complicates the problem; indeed, if social, cultural and environmental factors are not identified or taken into account, efforts might have negative results. Thus, a strategy must include elements that are flexible, diverse and meaningful to different situations, and it must have the active participation of the learners.

The article also discusses two basic components of literate environment i.e., the retention of literacy and the provision of continuing education. The structuring of the literate environment has implications at the national, regional and local levels and differ from country to country. The creation of a network of structures and activities to serve new literates includes the following: the creation of a legal constitutional framework for literacy, the rallying of support among agencies and public authorities, the involvement at each level of the new literate theme.

Lowe, John, The Education of Adults: A World Perspective Second Edition, Paris, Unesco, 1982 233 p. Price French Francs 45 F.

The second edition of "The Education of Adults: A World Perspective" by John Lowe has recently been co-published by Unesco and OISE Press.

This volume is a revised version of the 1976 edition which was written in the aftermath of the Third International Conference on Adult Education, held in Tokyo in 1972.

The new edition identifies major changes in the worldwide evolution of adult education since the Tokyo Conference. It discusses the significance of the Recommendations on the Development of Adult Education adopted by the General Conference of Unesco at its 19th session, Nairobi, 1976.

The book is available from national distributor of Unesco publications i.e. Orient Longman Ltd., 3/5, Asaf Ali Road, New Delhi - 110002.

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Edited by J.L. Sachdeva, Documentation Officer, Indian Adult Education Association.