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# IAEA Newsletter

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

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## RECOMMENDATIONS FOR 1983 NEHRU LITERACY AWARD INVITED

The Indian Adult Education Association has invited recommendations from its Institutional and Life-Members, Directors of Education and Development Commissioners of various States and Union Territories for 1983 Nehru Literacy Award.

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

The following types of work are considered for the Award :

- i) Literacy work among illiterates
- ii) Follow up work for neo-literates
- iii) Continuing Education work
- iv) Organisational/Supervisory work

The last date for receipt of recommendations on prescribed form is July 30, 1983.

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Two workshops for material preparation were organised as a part of the first training programme. In one workshop they discussed various topics to be dealt within instructors training. In the other workshop the participants discussed Gandhiji's thought on adult education and wrote dialogues.

In the second training programme special panel discussions on the following topics were held:

- (a) Methods of Adult Education
- (b) Adult Education and its linkages with development programmes
- (c) Educational programmes for weaker sections - viz the SC, ST and Nomadic Tribes and Women from all castes and tribes.

As an experimental follow-up project, ten reading centres have been started by the SRC to enable neo-literates to continue general reading and further studies under the guidance of a librarian instructor who would hold reading classes for about an hour or two every day. Monthly lectures, discussions, camps, celebrations and competitions are organised.

The SRC is running 10 experimental centres - five each in urban and rural areas.

#### SRC, J & K

The State Resource Centre for Jammu & Kashmir has produced the following publications in Urdu for use by the adult learners in the state:

1. Behtar Zindgi (for males)
2. Behtar Zindgi (for females)
3. Khad Ka Istimal
4. Sabziyon Ki Kasht
5. Shali Ki Kasht
6. Maa aur Bacho Ki Sehat
7. Murgbani
8. Acchi Adten
9. Vote

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POPULATION EDUCATION THROUGH  
UNIVERSITIES AND COLLEGES

The Indian University Association for Continuing Education in collaboration with the University of Delhi, the Jamia Millia Islamia and the Jawaharlal Nehru University recently organised a three-day workshop on Population Education through Universities and Colleges at Delhi. Inaugurating the workshop, Shri B. Shankaranand, Union Health Minister, called for an innovative and flexible approach to population education making the fullest use of active learning and development of communication methods to promote family planning in the community.

Under the national population education programme launched in 1980, 16 states in the country had evolved population education syllabi for primary and middle school stages and 14 states for the secondary stage. Further 21 states and 6 Union Territories are currently participating in the project at an estimate cost of Rs.52 million in collaboration with the Health Ministry, Shri Shankaranand pointed out.

Dr. (Mrs) Madhuri R. Shah, Chairman, University Grants Commission and President of the IUACE said that the Education Ministry was planning to have TV serials on population education programmes to create an awareness on the need for family planning. She further pointed out that the University Grants Commission was making efforts to introduce population education in universities and colleges. The universities had been urged by the UGC to also send meaningful research projects and these would get 100% grant. Also population education cells have been set up for promotion of foundation courses in family welfare and population education, she added.

The report adopted by the workshop appears below:

- i) that universities and colleges have a vital role to perform in promoting the spread of population education as part of its extension efforts to cover such priority target groups as illiterates/neo-literates, out-of-school youth and college youth;

- ii) that universities and colleges can draw on experiences gained in population education at the school stage by the NCERT and for the other groups by some voluntary organisations in such aspects as project formulation, training of trainers and grassroot functionaries, production of learning materials and appropriate communication strategies;
- iii) that some universities and colleges have already acquired considerable experience in population-related studies (through teaching, research and extension) and in population education (through adult, continuing education and extension);
- iv) that universities and colleges need to widen their involvement both in population related studies (through teaching, research and extension) through an intensive utilization of existing infrastructures in population related studies and in population education;
- v) that universities and colleges need to be helped through a process of dissemination of resource information in project formulation, training, learning materials, communication media and research; and
- vi) that in concrete terms, universities and colleges need to integrate population education in their adult education/community education programmes, informal curricula in higher education, and through short-term courses and co-curricular activities both for the college youth and youth in the community.

In order to operationalize these points, it is suggested:

- i) that the University Grants Commission should formulate a scheme with a Project Officer in Population Education in all centres of Adult, Continuing Education and Extension with programme grants to cover both the functions of the centre at the University level and to implement the programme in the colleges;
- ii) that the University Grants Commission should initiate a review of population related studies and population education efforts already being conducted by universities and colleges;
- iii) that the IUACE should undertake efforts to set up a unit on resource documentation and dissemination in population-related studies and population education in and through universities and colleges;
- iv) that the IUACE should undertake a project on training of trainers and grassroot functionaries in population education in universities and colleges and that this effort should result in a training manual;
- v) that the IUACE should set up a pool of resource persons to help universities and colleges formulate and implement efforts in population education;
- vi) that the Ministry of Health and Family Welfare be requested to consider making available films and other publicity media dealing with population-related issues and population education; and

vii) that the Ministry of Health and Family Welfare be requested to consider initiating pilot projects in Population Education for youth.

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PROGRAMME OF KANJIBHAI DESAI SAMAJ  
SHIKSHAN BHAVAN TRUST

The Kanjibhai Desai Samaj Shikshan Bhavan Trust, Surat, has so far published 64 books which include Mahila Primers for Adivasis, need-based primers, and follow-up books.

The library of the Trust has four sections:

- (a) Reading Room
- (b) Reference Section
- (c) Children Section, and
- (d) General Library

About 900 readers are taking benefit of the library service.

It organises continuing education lectures from time to time. Some of the topics covered during the last four years include (1) astrology and science (2) marriage life and women (3) care of health and eyes (4) Gita and Ayurved (5) Gyan Yagna of Shrimad Bhagvad Gita (6) Canning class for women, etc.

On the first Monday of each month it organises Sandhya Goshthi in which a topic is introduced and then discussed by the participants.

The Trust had run 200 centres under the NAEP in Pardi Taluka, Distt Valsad and in the Surat city.

A Shramik Vidyapeeth is also working under the Trust to organise general and vocational course for industrial workers. It had organised 85 programmes last year. Most of the programmes were organised for women.

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CARITAS INDIA ORGANISES TRAINING  
IN NON-FORMAL EDUCATION

The Caritas India (Official national organisation of the Catholic Bishops' Conference of India) organised a ten-day training programme in non-formal education at Muzaffarpur and Nantan, West Champaran, Bihar recently.

The objective of the programme was to prepare and equip the Diocesan Directors of Central region for promoting non-formal education in their dioceses; to discuss the ideology, methodology and content of non-formal education programme to be implemented at the grassroot level and to provide an opportunity to the Directors to see non-formal education programme in action.

19 Diocesan Directors from Madhya Pradesh, Maharashtra, Bihar and New Delhi participated.

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#### DIPLOMA IN COMMUNITY HEALTH MANAGEMENT

The Voluntary Health Association of India and the Rural Unit for Health and Social Affairs (RUSHA) is organising a diploma course in Community Health Management from July 15, 1983. The duration of the course is one year and will be held at RUSHA of the Christian Medical College and Hospital, Vellore, RUSHA P.O. K.V. Kuppam, North Accot District, Tamil Nadu-632201.

Last date for receipt of application with fee of Rs.15/- is May 31, 1983. It can be had from RUSHA at the address mentioned above.

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#### SAMVAD - A NEW MONTHLY STARTED BY M.P. GOVERNMENT

The Panchayat and Social Welfare Department, Govt. of Madhya Pradesh, Bhopal has started a monthly newsletter "SAMVAD" for the use of functionaries implementing the adult education programme in the State. It informs them about the progress in implementation of the programme and the major accomplishments through it.

The newsletter presents the changes being brought out in rural areas through literacy and awareness. The impact of adult education in enabling the villagers to adopt improved varieties of cultivation is also being highlighted in the Newsletter.

The newsletter is providing an important link between the managers of the programme and field functionaries.

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The Groups held detailed discussions about the relevance of the content areas in planning and management of literacy programmes. It was observed that in most of the participant countries there is a need for sustaining and generating community participation. As most of the illiterates in this region are poor literacy is not their immediate priority. Therefore, literacy programmes should include teaching of vocational skills to the illiterate poor so that the programme becomes attractive and relevant to their needs. It was, therefore, felt that the different development agencies working at the field level should be involved in the literacy programmes to impart vocational skills and knowledge to the learners. It was also observed that the training of the front line personnel is very inadequate in the participant countries, and it should be improved. In order to prevent relapse into illiteracy of all those learners who have finished basic literacy courses it was felt that regular follow-up programmes should be organised by the participant countries. The working group also suggested that there should be regular monitoring and evaluation of the literacy programmes.

In the last week the participants discussed the field reports and prepared follow-up programme for their respective countries. Most of the participants felt that motivation of learners, community participation, inter-agency collaboration, training of personnel and follow-up programmes are important areas where proper planning should be done for better management of literacy programmes.

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BI-CENTENARY OF N.F.S. GRUNDTVIG  
1783-1983

N.F.S. Grundtvig is well known as an educational thinker and the originator of the folk high school idea. He is the most original Danish contributor to the global philosophy of education-especially, but not only, the education of adults. September 8, 1983 will mark 200 years since his birthday.

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TOLLEY MEDAL FOR PAUL H. BERTEISEN

This year the William Pearson Tolley Medal for Distinguished Leadership in Adult Education is awarded to Paul H. Bertelsen (Denmark), Chief of the Adult Education Section, UNESCO, Paris. The Board of Trustees of the Syracuse University (USA) confers the Medal upon outstanding scholars and leaders whose contributions have been in the international sphere.

Paul Bertelsen has devoted years of service to the field of adult education, from his early work in the Workers' Education Association in England when he was a student at University, to his pioneering work in Ghana and Tanzania. In Tanzania he was the first Director of the Institute of Adult Education from 1963 to 1968. He then worked as an adviser to the UNESCO work-oriented literacy project at Mwanza in Tanzania before going to Paris to serve as Chief of the Adult Education Section in the Literacy, Adult Education and Rural Development Division.

It may be recalled that Dr. Mohan Sinha Mehta, former President of the Indian Adult Education Association had received this Award in 1969.

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SEMINAR & ICAE EXECUTIVE MEETING IN IRAQ

The Iraqi Supreme Literacy Council, in cooperation with the Arab Literacy and Adult Education Organisation (ARLO), will host the Meeting of the International Council for Adult Education (ICAE) Executive Committee in Baghdad, December 3 & 4, 1983.

The meeting will be preceded by an International Seminar on "Adult Education and Culture in Arab Society", November 28 to December 1, 1983.

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INTERNATIONAL LITERACY SEMINAR  
IN WEST BERLIN

An International Seminar "Cooperating for Literacy" will take place in West Berlin between October 16-20, 1983, as a follow-up to the Udaipur Seminar on Mass Literacy which took place January 1982. The Seminar is being organized by the International Council for Adult Education (ICAE) and the German Foundation for International Development (DSE).

The objectives of the Seminar are to :

- \* gain an overview on the world's literacy situation and to examine literacy work in the context of the world economic crisis;
- \* discuss and scrutinize large-scale approaches and review the steps involved in the process of planning and implementing large-scale literacy programmes;
- \* exchange experiences and explore new ways of supporting large-scale literacy programmes;
- \* incorporate women's perspectives on large-scale literacy programmes in view of the fact that women represent an overwhelming majority in these programmes; and
- \* articulate the necessary links of literacy work with post-literacy and continuing adult education programmes.

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J. ROBY KIDD ANNUAL AWARD

For Significant New Contributions to Adult Education

To honour and continue the work of Roby Kidd in the development of adult education, his friends have established an annual award of Canadian \$1,500 to an individual, or individuals, who, in the opinion of their peers, have made a significant new contribution to adult education. The Award is not made to an organization or association, although such groups may submit a nomination on behalf of an individual or individuals.

The general sense of the Award is that it will also recognize and encourage the contribution by women and men of whatever age who could be considered as recent workers in adult education, and thus carry out Roby Kidd's interest in attracting new people to the field.

The J. Roby Kidd Trust Fund was established by the International Council for Adult Education (ICAE) following the death, in March 1982, of Roby Kidd, a pioneer in the field and founding Secretary-General of the ICAE. The Fund is administered by the ICAE Management Advisory Committee.

Applications forms are available from J. Roby Kidd Award Committee, ICAE, 29 Prince Arthur Avenue, Toronto, Canada M5R 1 B 2.

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J.L. SACHDEVA IS DEPUTY DIRECTOR  
OF IAEA

The post of Documentation Officer held by Shri J.L. Sachdeva in the Indian Adult Education Association has been upgraded to Deputy Director with effect from April 1, 1983.

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ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Media, Methods and Material in Adult Education

Unesco, Folk media and mass media in population communication. France, Unesco, 1982 59p. (Population Communication : Technical Document No.8)

This technical document has been organized in four sections : in the first section are presented the dynamics of folk media and their potentiality for deployment in communication strategies in support of population and development programmes.

Section II dwells upon definition of the methodology for utilization of the folk media and care to/exercised in the use thereof.

Section III presents the result of a unesco-sponsored study in Haiti to demonstrate the need for developing a scientific approach to the utilization of folk media and the evaluation of their impact.

Section IV contains the report of the Unesco Experts Meeting on the Integrated use of Folk Media and Mass Media, held in London in November 1972.

Seminar and Conference Reports

Bhatia, S.C. Eradicating illiteracy through students. proceedings of the Jammu Workshop, 1982. New Delhi, Indian University Association for Continuing Education, 1982 125 p.

The document is a report of three-day regional workshop which was organised by the Indian University Association for Continuing Education in collaboration with the University of Jammu on August 17-19, 1982. The main objectives of this Workshop were :

1. to review the existing programmes of adult education in the country and to identify major weakness in their implementation,
2. to identify the role of student community within the framework of Adult Education Programmes and to devise ways and means to increase their involvement, and
3. to consider alternative models for involvement of students and teachers in the national effort.

### Recommendations

Some of the recommendations of the Workshop are given below:

1. Special consideration and priority should be given to the formulation of need-based Adult Literacy Programmes for women and other weaker sections of the society as well as other groups in the rural and urban set-up in the backward area of the country having literacy level below the national level.
2. Universities should be ensured about the continuation of the programme at least for a period of ten years so as to enable them to plan long term programmes.
3. The local non-students and educated youth may also be allowed to function as instructors to maintain continuity.
4. Literacy programmes be linked with development programmes of the region. Active involvement of the development departments in the programmes of universities was called for.

### Evaluation Reports

Sharma, Atul and others. Adult Education Programme in Gujarat - Revisited. Sardar Patel Institute of Economic and Social Research, Thaltej Road. Ahmedabad. 380054, 1981. 206 p. (Mimeographed)

The study examines the working of the adult education programme in Gujarat, identifies the strength and weakness of the programme and indicates the areas for policy action. It covers the adult education centres run by 56 voluntary agencies and 11 Sarvodaya Kendras during the period February 1- June 15, 1979.

The document has been divided into six chapters. Methodology adopted to carry out the study is discussed in chapter two. Chapter three presents findings of the field survey. Chapter four discusses the role and working of the State Resource Centre. In Chapter 5 findings of the field visits by the member of the evaluation team are presented. Chapter six contains summaries, conclusions and findings of the study. It also contains a discussion of broad policy implications of findings and some recommendations.

Madras Institute of Development Studies. Adult Education Programme in Tamil Nadu : An Appraisal of the role of State Government, December 1982. Madras Institute of Development Studies, 1982. 132 p. unpriced (Mimeographed)

The study evaluates the adult education programme in Tamil Nadu and the role of State Government in it. The study investigates the following :

- (1) Who are the beneficiaries of the programme and to what extent do they benefit?
- (2) What seems to be the expectations of people who join the programme and how far do they perceive these expectations to have been fulfilled?
- (3) Are the majority of the target population motivated to participate in the programme? What are the reasons for the motivation and lack of it?
- (4) Why do people drop-out the programme?
- (5) What are the perceptions by the functionaries who deliver the programme, regarding the strengths and weakness of the programme?
- (6) How congruent are the goals of the programme as perceived by the programme planners at the top, the functionaries at the different levels downstream, and the people who are supposed to benefit by the programme?
- (7) What aspect of the programme needs further detailed study before major decisions concerning the implementation of the programme in future can be taken?

Some of the findings of this study are:

- i) Almost 40% of the centres have to depend on some private property such as the animator's house or a learner's house for the classes to be conducted.
- ii) Nearly a fifth of the centres are held in open spaces.
- iii) More than 60% of the learners felt that the facilities provided were inadequate or unsatisfactory. The major complaints were that of inadequate space and lighting.
- iv) Though the mean enrolment in the sampled centres, as reflected in the attendance registers, was 31 learners, the mean attendance on the day of visit was only 18, for the sampled centres.
- v) The dominant activity in the centres was literacy/numeracy teaching. Other activities which took place in about 40% of the centres visited, were confined to lectures on small saving and kitchen garden. Discussions on poverty, minimum wages, land reform, fundamental rights etc., were absent.
- vi) Even though eight to ten development officials (such as the BDO; Agricultural extension officers; health workers; gram sevak; etc.) function in each block, the centres had been visited by them very rarely. Evidences are very flimsy to indicate that adult education has been used as a vehicle for dissemination of the benefits of the 'Development Programme'.
- vii) The dominant reasons for the drop-out phenomenon seem to be the pre-occupation with work and consequent irregularity in attendance. Majority of the people who dropped out, did so within the first two months of the programme.

Madras Institute of Development Studies. Adult Education Programme in Tamil Nadu: An Assessment of the Internal Evaluation Practices, December 1982. Madras Institute of Development Studies, Madras-600020, 1982. 52 p. unpriced (Mimeographed).

This report is a supplement to the report 'Adult Education in Tamil Nadu : An Appraisal of Role of the State Government'. The Study examines the following questions:

1. What are the major components of the internal evaluation by the functionaries and how frequent are the evaluation?
2. How systematic are the methods of evaluation and how is the feed back from continuous evaluation, if any, utilised?
3. How effectively are the formal evaluation procedures carried out in the field and what are the associated difficulties?
4. How reliable are the results of the internal evaluation specially from the point of view of planning further strategies?

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## IAEA STARTS TWO RESEARCH PROJECTS

The Indian Adult Education Association with financial assistance from Friedrich Ebert Stiftung, Bonn (West Germany) has recently started two research projects:

- a) Study of Research in Adult Education, and
- b) Reading Needs and Interest of Neo-Literates.

The objectives of the project on Study of Research in Adult Education are:

1. To identify and collect information on studies and researches on adult education conducted by individual researchers/universities and other institutions/organisations;
2. To evaluate and critically review the research studies in terms of the direction which they can give to policies and programmes of adult education;
3. To identify the gaps and limitations in research on adult education from the point of view of content, coverage and methodology;
4. To identify and suggest priority areas/aspects/topics/subjects of adult education which need to be researched;
5. To suggest directions that future research activities may take in the field of adult education and to evolve a broader national research strategy in adult education with long-term and short-term perspectives.

The second project on Reading Needs and Interest of Neo-literates has been undertaken in collaboration with Jamia Millia Islamia. The objectives are:

- (a) To examine the relationship that exists between the period of teaching and the level of attainment (Study A).
- (b) To examine the readability factors of the literature adults actually do read and prefer to read (Study B).

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(c) To examine the system of distribution of literature for neo-literates prevailing at present with a view to identify the bottlenecks and improve its efficiency (Study C).

The Study 'A' will be conducted in four Hindi Speaking States namely Madhya Pradesh, Uttar Pradesh, Bihar and Rajasthan. One district from each of the States is being selected for conducting the field study. It will have a total sample of 2000 respondents.

For Study 'B' a number of follow-up books of different types will be left with the learners/ex-learners and they will be interviewed after a period of time to get their reactions and preferences.

For Study 'C' the distribution system of the literature for neo-literates, the criteria for purchasing the literature will be studied with the help of interview schedules and questionnaire administered on DAEO, Basic Shiksha Adhikaris, Project Officers, Supervisors, Instructors, School Librarians and ex-learners in the study area.

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#### CABE ASKS FOR MORE FUNDS FOR EDUCATION

The Central Advisory Board of Education (CABE) which ended its two day 39th session in New Delhi on June 7, 1983 has recommended that education should be given a higher priority in the seventh Five Year Plan.

The Board emphasised that the central and state Governments should provide significantly enhanced allocations for education with high priority in elementary education and removal of illiteracy.

Recognising the limited potential of the conventional education system to cater to the need for spreading universal elementary education for the age-group 6-14 the Board emphasised increasing resort to innovation.

In this connection it felt that special incentives would have to be provided to encourage girls' admission in schools and non-formal education centres since education of the girls would make a subsequent impact on promotion of family planning and child care and general improvement in the quality of life.

The CABE felt that the remuneration for instructors and supervisors in the adult education programme as well as provision for contingencies should be considerably increased. It felt that

a substantial stepping up of the level of performance under this programme was necessary so that all adult illiterates in the age-group were covered by 1990.

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RESULTS OF 24TH NATIONAL PRIZE  
COMPETITION FOR LITERATURE FOR  
NEO-LITERATES

The Directorate of Adult Education, Ministry of Education and Culture, Government of India has selected 40 manuscripts in Indian languages for award under the 24th National Prize Competition for literature for neo-literates. The author of each prize winning book will get an award of Rs.1,000/-.

Out of 40 manuscripts selected, two are in Assamese, four in Bengali, three in Gujarati, twelve in Hindi, three in Kannad, four in Marathi, one in Malyalam, two in Oriya, one each in Punjabi and Sindhi, three in Tamil, two each in Telugu and Urdu.

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

For further information and details of results, kindly write to Director, Directorate of Adult Education, 34 Community Centre, Basant Lok, Vasant Vihar, New Delhi - 110057.

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NEWS FROM STATE RESOURCE CENTRES

SRC, Delhi

The Jamia State Resource Centre, Delhi organised a one-week training programme for 28 instructors of Non-Formal Education Centres for age-group 6 to 14. Six supervisors also attended the training programme.

The training programme was inaugurated by Shri O.P. Kelkar, Director of Education, Delhi Administration, Delhi. He said that the problem of drop-outs at the primary stage should be solved by making education relevant to the needs of the children. Those who stop going to schools should be brought back into the formal stream through Non-Formal Educational methods and techniques.

The Vice-Chancellor of Jamia Millia Islamia, Shri A.J.Kidwai who presided over function said that use of traditional media of mass communication should be utilised to attract the children to non-formal education centres and helped to go back to the formal stream.

Earlier, the Director of State Resource Centre, Shri A.H.Khan welcoming the Chief Guest and the trainees said that if we can plug the drop-outs at the primary level, the problem of adult illiteracy will become less difficult. He expressed the hope that during the training programme, the SRC will be able to help the instructors to use the guide-book prepared for integrated primary education course introduced in some of the primary schools run by the Administration and N.D.M.C. through the assistance of UNICEF.

Shri B.R. Vyas, Additional Director of Education while thanking the Chief Guest and others present said that universalization of elementary education has been given the highest priority and all our efforts should be concentrated in making this programme successful. This training programme is the first step in this direction. He announced that the Delhi Administration has decided to start 50 new Non-Formal Education Centres for drop-outs.

In the training programme, attempt was made to help the instructors to understand the guide-book prepared by the State Institute of Education. The participants were divided into groups and assisted by experts to prepare lessons in language, numeracy, science and social studies.

#### SRC, West Bengal

The State Resource Centre for Adult Education (Bengal Social Service League) Calcutta organised a 2-day symposium on "Rural Environment and Dissemination of Scientific Ideas and Attitudes as a part of the Adult Education Programme" in Calcutta on March 25-26, 1983. The topics discussed during the symposium were :

- i) Environmental problems in rural areas
- ii) Family life education (including anti-natal and post-natal care of the mothers; and
- iii) Health, food and nutrition.

The symposium in groups discussed (a) environmental pollution (b) mother - craft and child-care (c) food and nutrition.

39 persons including eight Project Officers, One Asstt. Project Officer, 12 Supervisors of Rural Functional Literacy Projects and seven Resource Persons participated in the symposium.

### Training Programme

The SRC during the quarter January-March organised 22 Training Camps for instructors. Of these Camps, four were for the functionaries of West Bengal Comprehensive Area Development Corporation, two for the Instructors of Calcutta Urban Service Consortium, one for functionaries for Socio-Economic Development Project (a church organisation) and two for the functionaries of adult literacy in the functional literacy project of ICDS and 12 for the instructors for Government run RIF Projects and one for the Labour Welfare Workers of the West Bengal Labour Welfare Board.

1608 functionaries participated in these Camps.

### SRG, Maharashtra

The State Resource Centre for Non-formal Education (Indian Institute of Education) Pune organised a Workshop on Learner Evaluation for representatives of Universities and Colleges of Maharashtra on March 24-25, 1983. The Universities of Bombay, SMDT, Nagpur, Marathwada and Pune deputed representatives for this meeting. It was decided that a set of tools for evaluating adult learner's progress prepared by the SRC, Maharashtra on cards should be presented in the form of a booklet. Representatives of the universities agreed to try out such a tool on an experimental basis in 1983-84.

### RRC, Punjab University

The Regional Resource Centre, Panjab University, Chandigarh organised a 3-day training programme on Functional Literacy for the trainees of the ICDS in Mohali on January 25, 27 & 29, 1983.

The subjects covered included concept of adult and functional literacy, methodology of training in adult education programme and the setting up of adult education centres. About 60 trainees attended the programme.

The RRC also collaborated with the Education Department, Punjab and the Department of Extension Education, Punjab Agricultural University, Ludhiana in organising three training programmes for supervisors.

40 Supervisors from the districts of Patiala, Ferozepur, Ropar and Ludhiana attended the programme in the first phase, 30 from the districts of Sangrur, Bhatinda and Faridkot in the second phase and 40 from the districts of Amritsar, Jullundar, Gurdaspur, Hoshiarpur and Kapurthala attended the programme in the last phase.

The RRC also organised a 2-day Seminar-cum-Reorientation Programme on Functional Literacy of trainees of Anganwadi Training Centre, Mohali on March 2-3, 1983. The Seminar was inaugurated by Shri K.L. Zakir, Coordinator of the RRC.

Among the topics covered were : importance and concept of functional literacy, organisation of an adult literacy centre, follow-up programmes, and the role of women in the socio-economic progress of the country.

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#### WORKSHOP ON ERADICATION OF ILLITERACY

The Indian University Association for Continuing Education in collaboration with the Centre of Continuing Education, Adult Education and Extension, University of Poona, organised a four-day Regional Workshop on Eradication of Illiteracy through Students and Teachers on February 3-6, 1983 at Pune.

The inaugural session of the Workshop was addressed by Shri S. Ramamoorthy, Joint Secretary, Ministry of Education and Culture, Government of India, and Shri V.V. Chiplunkar, Director of Education, Maharashtra State. Prof. R.G. Takwale, Vice-Chancellor, University of Poona presided over the session.

The objectives of the Workshop were :

- (i) to promote greater awareness among and involvement of colleges and universities in the region in programmes of eradication of illiteracy through students and teachers;
- (ii) to review the work initiated in the Jammu and the Madurai workshops in regard to models for adult education centres and programmes in post-literacy;
- (iii) to consider problems encountered in organizing training programmes for functionaries at various levels with special emphasis on the training of instructors and supervisors;
- (iv) to seek participants' views on the manner in which the post-literacy programme can be effectively undertaken; and

(v) to initiate work on evaluation of learner efficiency.

The Workshop in groups discussed training, post-literacy and evaluation of learner proficiency.

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WORKSHOP ON PREPARATION OF TRAINING  
MATERIAL FOR SHRAMIK VIDYAPEETHS

The Directorate of Adult Education, Ministry of Education & Culture, New Delhi in collaboration with Shramik Vidyapeeth, Ajmer organised a Workshop on preparation of Training Material for Shramik Vidyapeeths at Ajmer from March 10-16, 1983. The Shramik Vidyapeeth, Ajmer working under the aegis of Ajmer Adult Education Association hosted the Workshop. Shri D.V. Sharma, Joint Director, Directorate of Adult Education, New Delhi and Shri S.V. Gupta, Director, Shramik Vidyapeeth were Co-Director of the Workshop.

The Workshop was inaugurated by Shri J.S. Mehta, Chairman, Board of Secondary Education, Rajasthan. Dr. G.R. Toshniwal, an industrialist and an educationalist was the Chief Guest at the concluding session held on March 16, 1983. About 40 participants from Delhi, Kanpur, Lucknow, Surat, Indore, Bombay, Jaipur and Ajmer participated.

This was the first workshop organised for preparing some training material for Shramik Vidyapeeths with a view to strengthen the quality of the programme, all over. The participants were divided in four groups. Each group consisted of a writer, subject specialist, an Artist and a Programme Officer of Shramik Vidyapeeth and was responsible for developing material in reference to a particular programme frequently organised by Shramik Vidyapeeths.

The strategy followed in the Workshop included study of curriculum, analysis of existing material, discussion with subject specialists and worker groups and field visits and preparation of material on different aspects.

The material developed included theoretical contents, stories, one act play, posters, charts, content sheets, flash cards etc.

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954 m ILLITERATES BY 2000 AD

Education experts at the United Nations warn that if present trends are unchecked, an estimated 954 million adults will enter the 21st century unable to sign their names or read simple road signs.

But the experts also point to a reason for hope. Although the absolute number of illiterate adults is climbing, the percentage is dropping in many developing countries.

And in some countries such as Tanzania and Nicaragua where mass literacy campaign have been launched, literacy figures have skyrocketed.

In 1980 there were an estimated 814 million illiterate adults or about 30 per cent of the world's population, according to UNESCO. Highest illiteracy rates are in Africa and South Asia.

About 60 per cent of those who cannot read or write are women and in seven countries nearly 100 per cent of the women were illiterate.

The map of illiteracy coincides almost exactly with that of poverty.

(Indian Express, June 4, 1983)

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BANGLADESH LITERACY SOCIETY (BLS)

A national level voluntary organisation, Bangladesh Literacy Society (Bangladesh Saksharta Samiti) has been set up recently in Bangladesh.

Among the current programmes conducted by BLS, the most significant and widespread is Integrated Mass Literacy Programme. This is intended to (1) provide functional literacy and non-formal education (NFE) to illiterate adults, unschooled youths, and out of school and drop out working children and (2) impart readiness education to illiterate parents to motivate them to send their children to formal schools. This programme forms part of the national Mass Education and Universal Primary Education Programme.

BLS is also planning to develop and publish a new quarterly journal called "The Campaign" in Bengali which would act as a NFE extension medium and also as essential reading material for NFE practioners and learners.

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ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Media, Methods and Material in Adult Education

Adam, Felix and Aker, George F. Ed. Factors in Adult Learning and Instruction. International Institute of Andragogy, Graduate Programme in Adult Education, 107, Stone Building, Florida State University, Tallahassee, Florida 32306 U.S.A., 1982. 61 p. (Theory, Innovation and Practice in Andragogy No.1).

In this document two papers written jointly by Coolie Verner and Calherrine V. Davison have been included. First paper deals with the 'Psychological Factors in Adult Learning and Instruction' and the second paper discusses 'Physiological Factors in Adult Learning and Instruction'.

The first paper deals with:

- (1) Learning and Instruction as processes - The Nature of Learning - The Nature of Instruction.
- (2) The Stages and conditions of Learning and Instruction - Internal Conditions - Stages of the Learning Sequence. - The Instructors Role - The Progression of Learning.
- (3) Remembering and Forgetting - Memory, Remembering - instructional factors affecting retention.
- (4) Designing and Managing Instruction - Identifying objectives - ordering the learning tasks, selecting instructional processes - Assessment of Achievement.

The second paper 'Psychological Factors in Adult Learning and Instruction' has been divided into the following parts :

- (1) The aging process
- (2) Vision
- (3) Hearing
- (4) Learning
- and (5) Performance.

Tellis-Nayak, Jessie B. Education and Income Generation for women: non-formal approaches. Indian Social Institute, Lodi Road, New Delhi 110003, 1982. 79 p. Price Rs.20 (Indian Social Institute, Women's Development Series 3)

This book places emphasis on non-formal education of girls which includes training for income generation. It describes some existing programmes, outlines planning steps by step and provides some practical aids to implement the programme. Chapter seven discusses income generating activities for women, and some principles related to income generation.

Training of rural youth for self-employment (TRYSEM) is also explained in this book.

It also contains a useful bibliography of published and unpublished materials.

## Evaluation Reports

Harihar, R.; Rao, T.V. Adult education in Rajasthan - third appraisal (Jhunjhunu District) Public system Group, Indian Institute of Management, Ahmedabad, 1982. 102 p. (PSG Monograph 46)

The document provides an in-depth study of NAEP in Jhunjhunu district of Rajasthan. The document has been divided into five chapters. Chapter one gives an introduction of study and methodology used in it. The second chapter gives an analysis of data based on responses given by the instructors, learners and supervisors with respect to various aspects of the programme. Daily diary maintained by field investigators have been given in the chapter third. Summary of findings, suggestions and recommendations are listed in the chapter fourth and fifth.

### Adult Education in other countries

#### Adult Education in Socialist Republic of Vietnam

Introduction: Since the early days of national independence the Vietnamese government has attached great importance to adult education by promoting the literacy campaign and the movement for complimentary education of the employees, young people and the working masses.

Adult education in the Socialist Republic of Vietnam is meant to bring enlightenment to all walks of life with a view to carrying on the intellectual and ideological liberation of the working people. This in turn means the execution of educational equality as only a minority of people could formerly afford to get education, and now in the new regime all are entitled to instruction to become educated people.

Adult Education is aimed at encouraging people to train to become all round workers. It is also meant to promote social development; transformation of the old society and construction of a new, just and prosperous new society.

Today there is a large network of schools and classes for adult learners which reaches almost every part of the land, both urban and rural areas, and annually enrolls about 1.5 million people in on-the-job and full-time courses. Various types of curricula, syllabuses and textbooks have been compiled to meet the demands of all types of learners, from literacy to primary and secondary education, lower and upper levels. They have often been improved for fundamentality, simplicity and practicality.

Special efforts have been made to bring the fundamentals of technology, economic management and so on into the syllabuses of adult education with a view to meeting the goals of the adult learners and improving their living conditions.

Adult education has also helped the people to emerge from the darkness of illiteracy and build an educated society. Now-a-days in almost all of the villages there are information halls, radio-diffusion networks and newspaper-boards. From the individual way of farming, the peasants have advanced to the collective way of working and living with each other in unity and fraternity.

Economically adult education has helped promote production by arming the working people with scientific and technological fundamentals. It is due to complimentary education that people could understand technical problems and improve their skills.

In the rural areas, the role played by complimentary education is more marked. Thanks to the high cultural standards, the Vietnamese peasants have advanced from the stage of using rudimentary farm-tools to the stage of handling improved and mechanized implements in agricultural production such as ploughing machines, threshing machines, pumping machines and food-processing machines. Now they know how to apply various types of chemical fertilizers, micro-biological fertilizers, azolla, insecticides, pesticides, and herbicides, and plant short-term high-yielding rice varieties and breed high-yield hybrids.

### Conclusion

It is clear from the above facts that the social, cultural and economic developments in the Socialist Republic of Vietnam are linked to a certain extent to the adult education movement.

(By Le Son in the Bulletin of the Unesco Regional Office for Education in Asian and the Pacific, Special Issue, January 82.)

Roberts, Hayden. Culture and adult education : A Study of Alberta and Quebec. Canada, Alberata, The University of Alberta Press, 1982. 274 p.

This is a study of the Socio-politics of adult education. By studying the history and trends of adult education in two Canadian provinces, the author pursues the hypothesis that the general pattern of programming in a defined region is shaped by the dominant social philosophy, or culture, of the region. The study shows that

in Alberta, with an individualistic, conservative social philosophy, personal advancement is emphasized, whereas in Quebec, with a more collectivist, social democratic tendency, community enrichment is a major goal. The study identifies a public and a private sector in adult education, and their different emphasis on adult education needs and resources. Government and non-governmental institutions, native organisations, labour unions and agricultural societies and cooperatives that have been involved in adult education have been examined in both provinces.

### General

Fernandes, Walter; Tandon, Rajesh. Participatory Research and Evaluation : Experiments in Research as a process of Liberation. Indian Social Institute, Lodi Road, New Delhi, 216 p. Price Rs.20.

This book deals with participatory research as an alternative that is relevant to the needs of the weaker sections of the people. Based on experiences and experiments in different parts of the country, this book presents a data - based perspective on participative research and evaluation as an integral tool in the process of liberation. The first part discusses the theoretical approaches to participative research and evaluation and suggests alternative ways of its implementation. The second part presents a number of case studies which illustrate both the theory of participative research and the problems involved in actual situations.

A bibliography has also been given at the end of the book.

Unesco, Bangkok. Out of the School Science Education in Asia and the Pacific. Bulletin of the Unesco Regional Office for Education in Asia and the Pacific. Special Issue, December 1982.

This special issue of the Bulletin presents reports on out-of-school science and technology education in the countries of Asia and the Pacific region.

The first section of this issue comprises an introduction to the concept, some suggested approaches and a review of the strategies employed by the different countries of this region.

The country articles from Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, Phillipines, Republic of Korea, Singapore, Socialist Republic of Viet Nam and Thailand are given in section two. A bibliography on out-of-school science education activities is given at the end of the Bulletin.

Unesco. Education of Women in developing countries. Educational documentation and information bulletin of the International Bureau of Education, 56th year No.222, 1st Quarter 1982.

This bibliography reflects the state of research on women's education in developing countries since 1975.

The prime focus is on education but studies of women's role in the family, their relationship to men, their participation in both pre-industrial and industrial sectors of the economy, the women's movements, women's political participation and women's contribution to development have also been included. It has been divided into following sections:

(1) Overview (2) Histories of Women's Education (3) Status of Women's Education (4) Access to education (5) Process of Education (6) Achievement (7) Higher Education (8) Aspirations and attitudes of female students (9) Non-formal education (10) Women's education and development (11) Education and the work force (12) Women and the professions (13) Education and Women's Social Status (14) Education and the family

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

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# IAEA Newsletter

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

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## IAEA TO ORGANISE REGIONAL CONFERENCES

The Indian Adult Education Association in collaboration with some of its institutional members will be organising shortly three regional conferences in different parts of the country.

The objectives of the Regional Conference will be:

1. To have an overall view of the magnitude of the problems related to adult education in the region;
2. To identify the official and non-official agencies engaged in adult education, the types of programmes organised by them and the extent of coverage of the target population;
3. To discuss the problems faced by field agencies in carrying out their programmes;
4. To discuss the nature and extent of cooperation and the coordination between official and non-official agencies;
5. To formulate effective strategies for promoting and strengthening adult education movement in the region; and
6. To discuss as to how Indian Adult Education Association can help agencies and institutions for adult education in the promotion of 'adult education' movement in the region.

Delegates from voluntary agencies, Government Departments, Universities and Resource Centres are expected to participate in these Conferences.

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ADULT EDUCATION PLANS

The Union Ministry of Education has asked all the State Governments to prepare operational plans for achieving a target of covering the 10-crore illiterate population under the Adult Education Programme by the year 1990.

The States have been asked to give their year-wise targets and financial and administrative requirements.

This information was given to members of the Parliamentary Consultative Committee by Minister of State for Education & Culture, Smt. Shiela Kaul in New Delhi on June 28.

She said that by the end of the third year of the Sixth Plan, nearly one crore adult illiterates in the 15-35 age group would be covered under this programme.

The Government, she said, had broadly accepted the recommendations of the Review Committee which went into all aspects of the Adult Education Programme to make its implementation more effective and meaningful. The grants-in-aid to voluntary organisations working in the field of adult education and had no communal leanings would be continued.

The Minister said that student participation in the programme would also be encouraged. Districts having the literacy rate below the national level would be covered and priority given to women, the Scheduled Castes and Scheduled Tribes and other weaker sections of society. The potential of the electronic media would also be utilised in the context of the INSAT programme, she added.

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TRAINING SEMINAR OF DISTRICT ADULT  
EDUCATION OFFICERS IN CHANDIGARH

Chandigarh University was the venue of the 14th Orientation Seminar for District Adult Education Officers, organised by the Directorate of Adult Education in collaboration with Regional Resource Centre, Panjab University from May 28 to June 3, 1983. Eight states and Union Territories, i.e. Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Punjab,

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Rajasthan, Uttar Pradesh and Chandigarh were represented by 28 officers. Besides the officers of the Regional Resource Centre, Panjab University, Chandigarh and the Directorate of Adult Education, New Delhi, the team of resource persons comprised of experts from the State Resource Centre, Uttar Pradesh, Planning Commission, Ministry of Education, Panjab Agriculture University, All India Radio, Doordarshan, Panjab University, Directorate of Health, Union Territory of Chandigarh, Directorate of Education (Punjab, Rajasthan and Union Territory of Chandigarh) and voluntary organisations.

The objectives of the Seminar were:

1. To develop an understanding of the rôle of DAEO in the implementation of adult education programme.
2. To understand the problems being experienced by the field functionaries and DAEOs in implementing this programme, and how these problems are being solved through their own initiative and resourcefulness.
3. To develop an understanding of the technical dimensions of the adult education programme, viz. curriculum and material, training, and monitoring and evaluation.
4. To develop an understanding of the post-literacy dimension of the programme and the possibilities of using appropriate models to continue the learning arrangements for the neo-literates.
5. To understand the rôle of various other agencies, including voluntary organisations in promoting and strengthening the adult education programme and to evolve ways and means of securing their maximum involvement in the programme.

The Seminar was inaugurated by Dr R.C. Paul, Vice-Chancellor, Panjab University and valedictory address was delivered by Shri K. Banerji, Chief Commissioner of Union Territory of Chandigarh. The vote of thanks were proposed by Shri S.K. Tuteja, Director, Directorate of Adult Education, New Delhi.

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TRAINING PROGRAMME FOR PROJECT OFFICERS IN BIHAR

A Training Programme for Project Officers was organised by the Training Wing of 'DEEPAYATAN' (State Resource Centre for Adult Education), Bihar from May 16-25, 1983.

It was inaugurated by Sri G.R. Patwardhan, Education Commissioner, Bihar. Twentyeight project officers attended the training programme.

During ten-day training programme, three days were spent in the field (Graul Project) where they got practical experiences of survey work, practice of primer teaching, examination of monitoring form at the centre-level and sharing experiences with the project personnels etc.

The subjects covered under the training programme were: adult education, project planning and mobilization of resource, environment creation, organising training programme and other group activities, project management, financial management, adult education development programme, special needs - tribal, scheduled castes and women, curriculum planning and instructional material development at the project-level and centre-level, information management system, post-literacy and teaching methodology etc.

The technique used during the training programme were: role-play, group-discussion, question-answer, lecture, slide-show, simulation games etc.

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OPEN VARSITY TO START NEW MODE OF EDUCATION

The Andhra Pradesh Open University, Hyderabad will launch its first session in two months with about 7000 candidates, with or without formal education.

About 10,000 people were put through eligibility tests. The only qualification they needed was that they were aged 20 or above on June 1.

The test was intended to assess the candidates' ability to absorb the lessons which will be delivered by mail and audio-visual means.

About 20 per cent of the candidates were women, including housewives.

The first year of the undergraduate programme will consist of four foundation courses common to all the three disciplines- humanities, social science and science. Two of these will cover languages: a modern Indian language and English.

The University will adopt a multiple approach to instruction. This would include instruction through correspondence, contact programmes at study centres, summer school workshops, laboratory, and broadcasting and telecasting of lessons.

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PM STRESSES INVOLVEMENT OF VOLUNTARY AGENCIES IN DEVELOPMENT OF TECHNOLOGY FOR VILLAGES

Prime Minister Indira Gandhi made an impassioned plea for development of technology in the rural areas, particularly to reduce the drudgery of rural women.

She called for special extension efforts to propagate the use of new developments covering the village, small-scale and cottage industries.

Addressing a conference of directors of National laboratories in New Delhi on June 28, 1983. She said voluntary agencies should be associated with this work. The bio-gas programme needed to be expanded over larger areas. She hoped that CSIR laboratories could do much more in identifying various technologies to help the rural population, directly and indirectly.

The country's brilliant scientists and technologists, doctors and engineers were the apex of the society but the common people were its foundation. Therefore, they had to be educated in the widest sense of the word, made science-minded and given higher and more decent standards of living.

Referring to the need for creating an environment of development of technology, she said that the country's strong agricultural and industrial base and manpower reserve needed constant technological inputs for further progress. One should not hesitate to introduce changes in procedure to be able to use younger and creative scientists.

The Prime Minister said that technology must suit local needs and made an impact on the lives of ordinary citizens by better and more cost-effective use of existing materials and methods of work. But this, however, did not mean that sophisticated technology be excluded, she added.

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WOMEN TO DETERMINE  
POPULATION TRENDS

It will be largely the women's influence that will decide future population trends in the third world.

Research shows a strong link between the education that women receive, the opportunities they get to work outside the home and away from agriculture and the decision to limit the number of children they bear.

But indications are that many poor women are having more children than they want. The world fertility survey estimates that in 29 developing countries, only half of the women who wanted fewer children were actually using some method of contraception.

Parents in rich countries want on an average two children per family, while in poor countries the number of children wanted is on an average between three and five, according to this year's world population report from the United Nations Fund for Population Activities.

At present there are four-and-a-half billion people in the world, a number that will at least double in the future. But for population growth finally to come to a stop, the number of children will have to be no more than needed for "replacement". This will mean parents on an average choosing to have only two children.

Children in poor countries by the age of eight may earn in cash or labour more than the cost of their upkeep. Many parents also see children as an investment for security in their old age. So meeting the immediate expenses of a child who was not yet productive was quoted as the chief disadvantage of having children for most poor parents.

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PLANNING FORUMS UNDER ADULT EDUCATION  
AND EXTENSION PROGRAMME INTRODUCED IN  
PUNJABI UNIVERSITY

Planning Forums under the Adult Education and Extension Programme have been introduced in Punjabi University, Patiala with financial assistance from University Grants Commission.

The main activities of these Forums would include:

1. Organising exhibitions of Five Year Plan with the help of charts and audio-visual aids available in the institution, with specific references to the provision made in the plan.
2. Undertake survey keeping in view the priorities in the Plan and local as well as regional needs to see how far the objective and provisions made in the plan are being achieved and utilized.
3. The Forum may serve as Plan information centre in the area and develop Plan consciousness among students and teachers and community in the immediate neighbourhood by organising talks, debates, seminars, etc.
4. Planning Forum could adopt village for integrated rural development programme with additional assistance from the local/state authorities. The main emphasis in adopting a village would be to provide necessary information and assistance to the people in the village for utilizing the available resources effectively and to the best advantage of the local people.

Dr. Amrit Kaur, Incharge, Centre for Adult and Continuing Education, Punjabi University, Patiala will monitor and coordinate the activities of these Forums.

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NATIONAL SEMINAR ON "INVOLVEMENT OF  
N.S.S. VOLUNTEERS IN ADULT EDUCATION"

A three-day national seminar on "Involvement of N.S.S. Volunteers in Adult Education" was organised by Osmania University and Department of Sports, Government of India in Hyderabad recently.

Shri L.R. Shah, Adviser to the Government of India who presided over the inaugural function said that more teachers and students should take to community service specially in the rural areas. He said by serving the weaker sections the students would learn more about the people's problems. He urged the students and teachers to take adult education work in a big way as they owe their debt to the toiling masses of the country.

Shri P.K. Patnaik, Joint Secretary, Ministry of Education, Government of India, in his key-note address said that there was need for constant monitoring of adult education programmes. He opined that the University should be taken as a single unit and all extension activities should function under a single set-up.

Shri Syed Hashim Ali, Vice-Chancellor, Osmania University said a spirit of dedication and service should be developed among students through N.S.S.

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### WORKSHOP ON PERFORMING ARTS

A three day workshop on "Performing Arts" was organised (9-11 April, 1983) under the joint auspices of the Centre for Adult Education & Extension, University of Kerala and the Literacy Forum in Trivandrum with a view to forming a troupe enacting dramas to popularise non-formal education and creating awareness among the people on the evils of illiteracy. The workshop was directed by Prof. Vayala Vasudevan Pillai a veteran drama writer and actor with the support of Dr. V. Sukumaran Nair, Arts Secretary of the Forum.

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### "DO NOT TEACH NEW PRACTICES BEFORE THEY ARE MOTIVATED TO SEEK THEM"

In the Rubrica to the book "Education for Human Needs-NEE Field Experiences and Designs" ( published by IAEA recently) the author, Shri C. Bonnani, former Unesco Expert has a message for adult educators that new practices should not be taught unless the people were so motivated to seek them.

The Rubrica based on his experience in Somalia is reproduced below:

"While working twenty five years ago in an internationally assisted Fundamental Education Programme in Somalia, we introduced to some villagers a more efficient potter's wheel than that which they were using. The craftsmen learned very quickly how to use the new tool. They thanked us sincerely for our help and promised that, although they did not intend to use the new wheel, if we would just give them a day's notice of the arrival of any United Nations visitors, in order to show their gratitude, they would pull it out from the corner and demonstrate their ability to use it.

- 9 -

The explanation of this surprising announcement was quite reasonable; they had no need to produce pottery more efficiently than they had been doing.

The programme was neither needed nor expected by them. It was carried out simply because funds had been allocated for it.

Fabula docet : do not teach new practices before the people are so motivated to seek them, for your action, if not wanted, will fail".

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### INTERNATIONAL EDUCATOR - A NEW JOURNAL FROM TRIVANDRUM

A new international journal in education entitled "International Educator" has been started recently. Prof. K.S. Pillai and Dr. Bernd Pflug O Velil are its Hony. Editors.

The April 1983 issue published recently has focus on adult education though it also includes articles from other fields of education.

The journal will be published three times a year - April, July and October. Its subscription is Rs.45/- per annum.

Further information : Kalaniketan Publishers, Nandavanam, Trivandrum-695001.

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### MEDIA AND NON-FORMAL EDUCATION

A six day workshop on "Media and Non-formal Education" was held in Kuala Lumpur, Malaysia, from 10-15 January, 1983. The programme was organised by the Malaysian Press Institute with assistance from the Association for Continuing Education and ASPBAE. Participants came from Malaysia, Singapore, Philippines and Indonesia.

Some of the topics covered in the workshop were:

The Media and Environmental Issues  
Consumerism and Consumer Issues for the Media  
The Media and Family Planning  
Using the Media for Non-formal Education

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LITERACY 81

UNESCO has produced a broadsheet publication on LITERACY 81. This gives information about the current situation regarding illiteracy and discusses the various points of view currently being put forward in the fight against illiteracy. This would be a valuable source of information for anyone involved in the literacy movement. For further information contact:

Division of Literacy, Adult Education and Rural Development,  
UNESCO,  
7, place de Fontenoy,  
75700 PARIS. FRANCE

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"IT'S NEVER TOO LATE TO LEARN"

An album containing 180 photographs has recently been published, illustrating the importance of education in stimulating greater mutual understanding and greater solidarity between human beings. The photographs, which were taken in over 60 countries, come from the Organization's Photographic Library and are accompanied by quotations from classical or contemporary writers from all the continents.

Prefaced by the Director-General, Unesco the album gives a panorama of the various styles of teaching and levels of education - from nursery school to literacy, from primary school to higher studies, from education for handicapped children to technical training - highlighting the efforts made by the Third World countries to achieve the symbiosis of education, cultural identity and social and economic development. As Mr. M'Bow writes in his preface: "Education must be concerned with the individual as a whole in all his different aspects, intellectual and moral, physical and spiritual, civic and professional."

This trilingual album is the third in a series dealing with the major problems of our times. The preceding albums were entitled Women and Precious Waters and a fourth is in preparation on the theme of communication.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and Objectives of Adult Education

Coles, Edwin K. Townend. Maverick of the education family: two essays in non-formal education. Oxford, Pergamon Press, 1982. 111 p.

In the first essay on "Non-formal Education : the Maverick of the education family", the essential features of non-formal education have been given. It also underlies the role of NFE as an integral part of National Development and of the education system.

The second essay "Botswana" where the Maverick is being tamed" mentions the non-formal education programme run by the Government of Botswana in Southern Africa.

The Appendix "Non-formal Education : its Vital Role in Development in Botswana", gives synthesis of those parts of the National Development Plan V (1979-85) which relate to Non-formal Education.

EVALUATION REPORTS

Council for Social Development. Study of the functional literacy programme of ICDSS-Mylliem Block, Upper Shillong, Meghalaya. Council for Social Development, 53 Lodhi Estate, New Delhi, 1982. 145 p. (Mineographed).

The study was conducted to evaluate the functional literacy programme of the Integrated Child Development Service Scheme (ICDSS). It was carried out in 55 villages of Khasi Hills in Meghalaya in 1981.

It gives a detailed description of the on-going programme on various selected components of the scheme based on the data collected from the functional literacy participants in the light of the field realities. The study includes the levels of information, knowledge and attitudes of the functional literacy participants on child care, health, hygiene, maternal care and family planning, food and nutrition, basic literacy skills attained, etc.

Harihar, R & Rao, T.V. Adult Education in Rajasthan, third appraisal (Jaipur District). Public Systems Group, Indian Institute of Management, Ahmedabad, 1982. 189 p.

This is third evaluation study of NAEP in Rajasthan. The first two studies focussed on the work done by voluntary agencies under the National Adult Education Programme and this study assesses the programme run by the State Government in Jaipur District.

Ram Shankar. Literacy House Adult Education Project under NAEP ; Evaluation Report. Research, Evaluation and Monitoring Unit, Literacy House, Lucknow, 1983. 49 p. (Mimeographed).

The report has been divided into five chapters. Chapter one is an introduction to the project. Second chapter deals with the background and training of the instructors. Learners background is discussed in the third chapter. Supervision and monitoring have been dealt in chapter four. Learners evaluation, summary of the findings and recommendations are given in the last chapter.

Sharma, Atul and others. Adult Education Programme in Gujarat-Revisited. Ahmedabad, Sardar Patel Institute of Economic and Social Research, 1981. 205 p.

This study covers the adult education centres run by 56 voluntary agencies and 11 Sarvodaya Kendras during the period February 1 - June 15, 1979. It examines the working of the adult education programme in Gujarat, identify the weakness of the programme as it is in operation and indicate the areas, for policy actions.

It has six chapters. Methodology adopted to carry out the study is discussed in chapter 2. Chapter 3 gives an analysis of survey data relating to the programme and the working of AEC. Chapter 4 contains a discussion of the role and working of the state resource centre (SRC). In chapter 5, the findings of the field visits of the members of evaluation team are presented. Chapter six gives summary, conclusions and findings of the study.

Bernard, Annie and Gayfer, Margaret. Women hold up more than half sky. A third world perspective on women and non-formal for development. Report of a project and workshop of the International Council for Adult Education. Canada, International Council for Adult Education, Toronto, Ontario, 1983. 76+3.

This is a report of the ICAB's Project which was launched in 1980 in the seven Third World Countries to undertake an investigation of programmes for women. The aim was to clarify the extent and nature of programmes and the quality of women's participation in adult and non-formal education, and to identify areas that women think require further research, training and action. It also sought to find out who are the women adult educators and to strengthen communication among them.

## SEMINAR REPORTS

Moro'oka, Kazufuse Ed. Non-formal education for women, proceedings of ASPEAR Region 3 Conference, 10-18 October, 1982, Japan, National Federation of Social Education, Japan, 1982. 243 p.

The document discusses the following aspects of women's lives and education:

1. Women's status and role in social, economic and cultural context.
2. Women's learning and activities of International understanding and cooperation.
3. Vocational education for women.
4. Women's learning as parents.
5. Women's learning for health, welfare and old age.
6. Women's cultural activities and social participation.
7. How to promote non-formal education for women.

The report also includes country papers on status of non-formal education for women in Australia, Hong Kong, Indonesia, Malaysia, Phillipines, Singapore, South Korea, Thailand and Japan.

Muller, J and Biebrach Ed. Training and Orientation in non-formal basic education: A planning meeting on the development of a medium term training and orientation programme with special reference to the anglophone countries of Eastern and Southern Africa, Berlin (west) 10 to 22 October, 1982. German Foundation for International Development, Hans-Bockler-Str. 5. 5300 Bonn 3. 1982. 208 p.

The report analyses training needs of the participating Eastern and Southern African anglophone countries in out of school basic education and development training:

- contains a medium term training and orientation programme, outlines the particular regional and national training activities to be undertaken as part of this programme.
- defines the specific target audience for these training activities, for establishing network of cooperation between the participating countries, institutions, and organisations.

### GENERAL

India, (Govt.of) Department of Family Welfare Camp. Lecture series on population education. New Delhi, University Grants Commission, 1982. 103 p.

The lectures included in this booklet are:

Demographic Picture of India ; Population and Employment; Food and Nutrition, Psycho-Physiological changes at Puberty; Anatomy and Physiology of Human Reproduction; Process of Pregnancy; Family life, Important Aspects of Health and Contraception, Causation and Prevention of Sexually Transmitted Diseases, Economic Development and Population, Social and Psychological implications of Population growth; Environmental Pollution; Changing concepts of Family size in India, Population Policies and Programmes in India; Population Policies and Programmes in the Neighbouring Countries.

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

# NEWSLETTER

Vol.V No.5-6 August-September 1983 Limited Circulation

NEHRU LITERACY AWARD FOR  
BOMBAY CITY SOCIAL EDUCATION  
COMMITTEE

The Nehru Literacy Award instituted by the Indian Adult Education Association has this year been awarded to the Bombay City Social Education Committee, Bombay for outstanding contribution to the promotion of adult literacy and adult education in the country.

The Bombay Committee established in 1939 organises many programmes including literacy programme, follow-up work, continuing education, publication of literature, library service and training of industrial workers in general and vocational education through Shramik Vidyapeeth.

The Committee organises over 1000 adult education centres every year in Greater Bombay in which about 25,000 adults are made literate. Over 16 lakhs adults had been made literate by the Committee. It has published a number of books in Marathi, Gujarati, Hindi and Urdu for the illiterates and the new reading public.

Barrister M.G. Mane is the President and Shri J.M. Gadekar is the Member-Secretary of the Committee.

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MEETING ON RELEVANCE OF  
FOLK HIGH SCHOOLS TO INDIA

To celebrate the 200th birth anniversary of Fr. N.F.S. Grundtvig, and to pay homage to the man who originated the idea of Folk High School in Denmark, a meeting on the "Relevance of Folk High Schools to India" was organised by the Indian Adult Education Association in New Delhi on September 8, 1983.

Speaking on the occasion, Shri V.S. Mathur, President of the Indian Adult Education Association said that the purpose of Folk High School was to make students love and understand their national history, culture and art; to open their eyes to the wealth of spiritual life and to help render the ordinary man fit for civic and democratic responsibility.

Shri Mathur said that folk high school idea was significant enough to be studied as an educational technique of great merit and suitability for adoption in the developing countries. He said that the IAEA had set up a National Committee consisting of distinguished educationists to consider this idea.

His excellency Bjorn Olsen, Ambassador of Denmark in his Chief Guest Address said that Grundtvig was the one to exercise the most marked influence on Danish Society and that influence continued to make itself felt today.

The Ambassador said that Grundtvig was a cleric, a historian, an educator and a writer. He felt that if political reforms were to succeed, education was necessary.

He said that the first folk high school was set up in Denmark in 1844 and there were ninety of them in the country now. He said that none of these were state schools but instituted by private people and groups and provided with grants-in-aid from the State Government. It is a voluntary organisation not aimed at examinations and tests, he said.

The Ambassador concluded by saying that Grundtvig worked for the common good in activating the common man to a full realisation of his potentialities.

Shri J.C. Saxena, Treasurer, IAEA proposed a vote of thanks. He said that Folk High Schools had made unique contribution in the Social, cultural and economic life of Denmark. They have relevance to Indian conditions and the country could benefit by adopting this system of residential adult schools.

Shri Saxena said that the Vidyapeeths established in Karnataka, during 1950s and 1960s on the pattern of Folk High Schools have yielded satisfactory results. They have trained the rural youth and have retained their talent for the benefit of the rural society.

The meeting was attended, among others by Shri P.K. Patnaik, Joint Secretary, Ministry of Education, Shri J. Veeraraghvan, Adviser (Education), Planning Commission, Smt. Kumud Bansal, Deputy Secretary, Ministry of Education, Dr. S.N. Saraf, NIEPA, Smt. Sharda Jain, Principal, Janki Devi College, Delhi University and Prof. S. Shukla, Dean, Faculty of Education, Jamia Millia Islamia.

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PM FOR MORE ATTENTION TO  
ADULT LITERACY

The Prime Minister Smt. Indira Gandhi stressed the need for giving more attention to adult literacy and women's education and warned that left to the Government it would take too long to achieve universal literacy.

She was speaking after laying the foundation stone of the new building of Zakir Husain College in New Delhi on July 19, 1983. Smt. Gandhi said, by denying our women education we were turning them into liabilities.

There could not be any real progress if large sections of our population at present denied educational opportunities, were not brought under some or other kind of educational programme, Smt. Gandhi said.

Instead of depending upon the Government, young people must think of new methods to deal with the problem of illiteracy and the increasing number of dropouts from schools, Smt. Gandhi said.

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NEWS FROM STATE RESOURCE CENTRES

SRC, Tamil Nadu

The State Resource Centre for Non-formal Education, Madras, in cooperation with the Department of Linguistics, Madurai Kamaraj University organised a Workshop on Material Production for Literacy Improvement of the Scheduled Tribes at Madurai from June 20 to 24, 1983. The main objective of the Workshop was to prepare primers for the scheduled tribes in their mother tongue using the Tamil script. The tribes selected for this Workshop were Kota, Irula, Paniya, Kurumba and Kantunayka.

It was inaugurated by Shri T.M. Arumugam, I.A.S., Director of Adidravidar and Tribal Welfare. 29 participants who took part in the workshop were divided into five groups based on the five tribes in such a way that each group was represented by a linguist, a native speaker, a social worker and an adult educator. The groups discussed the application and modification of the Tamil alphabet system to suit the tribal languages and develop five primers along with teacher's notes during the workshop.

P. of. J. Ramachandran, Vice-Chancellor, Madurai Kamaraj University delivered the valedictory address.

The SRC has brought out a Tamil counter-part of the clearing House bulletin called "Thuthu" (The Message). The quarterly bulletin gives latest information on adult education in the State.

Each issue of "Yetram" the monthly bulletin for teachers and learners published by the SRC is now a special number. The March issue was on education of women and April on the scheduled castes and scheduled tribes. Cinthanaik Kalvi (Thought Education) a publication for the neo-literates is sent as a supplement to Yetram.

SRC, Kerala

The State Resource Centre, Kerala Association for Non-formal Education and Development (KANFED), Trivandrum organised a three-day training programme for the KANFED workers of Trivandrum district from July 13 to 15, 1983. 25 workers participated.

Shri Nuruddin, Minister for Forests who inaugurated the training programme said that no efforts should be spared before the last illiterate in Kerala was made literate.

Earlier, Shri P.N. Panicker, General Secretary, KANFED stressed the need for commitment and zeal on the part of workers.

The subjects covered during the training programme included methods of teaching adults, aims and targets, contents of non-formal education, needs and problems of learners, integrated rural development programme, psychology of adults, communication techniques, methods of motivating learners, use of teaching/learning materials, etc.

Kits containing books for neo-literates were distributed among the participants at the end of the training programme.

#### SRC, Bihar

The State Resource Centre (Deepayatan, Patna) Bihar organised two training programmes recently. The first was for the supervisors from May 2 to 11, 1983. The main emphasis in this training programme was to provide practical experience in the field to the participants.

The second training programme for project officers was organised by the SRC from May 16-25, 1983. They were provided practical field experience in Gurala Project of Vaishali District.

The SRC has prepared an instructor's guide for a new primer in Urdu entitled "Nai Roshni".

The SRC collaborated with the Centre for Educational Technology (CET), NCERT, New Delhi, in revision of the village directory which the CET has produced in 1982. A Workshop in this connection was organised by the SRC in Patna from May 4 to 11, 1983. The revised directory is under print.

#### SRC, Delhi

The State Resource Centre, Jamia Millia Islamia, organised a three day writers' workshop for preparing teaching/learning materials for non-formal education centres for the age group 6-14. The workshop which began on August 16, 1983, was attended by non-formal education instructors, supervisors, writers, adult educators and staff of the SRC. A number of stories, songs etc. were produced. These will be pre-tested in the field and published.

The centre has prepared a skit on eve-teasing. This is being played in the buses with a view to arouse the conscience of the passengers against the evil of eve-teasing. The centre has also prepared a drama entitled 'Nai Biradari' portraying exploitation of Harijans. This has been shown in some of the adult education centres.

A Bangladesh team of educators headed by Shri Anis-Ur-Rahman, Senior Deputy Project Director, visited the centre on July 22, 1983, and had discussion on non-formal education programmes for drop-outs now being conducted in India.

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#### NATIONAL POSTER COMPETITION ON ADULT EDUCATION

The Directorate of Adult Education, Ministry of Education and Culture, Government of India has announced the National Poster Competition on Adult Education during 1983. The purpose of the competition is to award prizes for outstanding posters on the theme of adult education with a view to encourage creative artists to prepare visual promotional/motivational material for adult literacy.

Three prizes will be awarded under the competition. The first prize will be of Rs.5,000/-, second of Rs.3,000/- and the third of Rs.2,000/-. A certificate to the winners would also be given by the Directorate.

The last date for receipt of entries is 31st October, 1983.

Further details from : Director, Directorate of Adult Education, 34 Community Centre, Basant Lok, Vasant Vihar, New Delhi - 110057.

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#### 25TH NATIONAL PRIZE COMPETITION FOR LITERATURE FOR NEO-LITERATES

The Directorate of Adult Education, Ministry of Education and Culture, Government of India has announced the twenty-fifth National Prize Competition for Literature for Neo-literates. 40 prizes of Rs.1,000/- each will be awarded to the authors adjudged best in the following Indian languages:

Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri,

Malayalam, Marathi, Odia, Punjabi, Sindhi, Tamil, Telugu and

The purpose of the competition is to stimulate and encourage creative writers to prepare suitable and interesting reading materials for persons with limited reading abilities for their continued learning. The literature should help in increasing efficiency of the adults in work, vocation/occupation, including better citizenship, creative membership of the society and socio-economic and technological advancement. Problems and issues of current interest and of the local, regional and national relevance should be highlighted.

The average length of manuscript should be between 2000-3000 words.

The Directorate will purchase 1500 copies of each of the awarded manuscripts when printed at a price fixed by the Directorate.

The last date for receipt of entries is October 31, 1983.

Entry form and detailed rules, can be had from the Director, Directorate of Adult Education, 34 Community Centre, Basant Lok, Vasant Vihar, New Delhi-110057.

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#### EDUCATION FOR ALL

Education sub-commission of the Indian National Commission for UNESCO met in New Delhi on July 25, 1983 under the chairmanship of Dr. (Mrs) Madhuri R. Shah, President, Indian University Association for Continuing Education, to consider UNESCO'S Draft Programme and Budget for 1984-85.

Dr. S.C. Dutta, Vice-President, Indian Adult Education Association attended the meeting on behalf of the Association.

The Sub-Commission welcomed the major project, "Education for all, but expressed the view that the project should also cover South Asia and South East Asian countries because these regions contain the largest number of educationally deprived people, both men and women. It also felt that more emphasis should be laid on non-formal approaches to education, including vocationalisation. Emphasis should be laid on girl's and women's education and studies need to be conducted on motivational aspect of adult education and participation of men and women as co-partners in developmental activities. The world of work and the world of word need to be brought nearer if not together. It was

suggested that there should be cooperation between formal and non-formal systems of education to achieve the goal of "Education for all".

The Sub-Commission also suggested the setting up of an International Resource Centre, preferably in India.

The major Programme entitled "Education for All" brings for the first time under one single unit, all UNESCO'S programmes aimed at the effective exercise of the right to education for all, which must be made a reality both as a fundamental right of individuals and as a pre-requisite for the progress of societies. UNESCO'S major thrust will be on elimination of illiteracy in a co-ordinated and collective manner, using all instruments under its command and at the disposal of Member States.

The draft programme has suggested that the fourth International Conference on Adult Education be convened in 1985.

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JANTA KALYAN SAMITI,REWARI(HARYANA)

The Janta Kalyan Samiti, Rewari(Haryana) has started 200 adult education centres in Rewari and Bawal Blocks. 125 centres are for females and 75 for males. It has engaged about 150 instructors for this work.

The Samiti organised a training programme for 124 instructors, 6 supervisors, one Assistant Project Officer and a project officer in Rewari from April 15-25, 1983. The main subjects covered were: adult psychology, motivation, methods of conducting interviews, preparation of report, involvement of village leaders and opinion leaders, Linkage of population education with adult education, drying farming, water and soil testing, social evils and their eradication, teaching aids and their preparation and first aid, etc.

Prof. S.R. Mohsini, Director, Indian Adult Education Association delivered the valedictory address. He distributed certificates for training in first aid and prizes for preparing posters, charts and flash cards.

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ADULT EDUCATION PROGRAMMES OF  
DELHI ADMINISTRATION

The Adult Education Branch of the Directorate of Education, Delhi Administration is undertaking the following adult education programmes.

Under the centrally sponsored Rural Functional Literacy Project (RFLP) 298 centres are being run in three development blocks viz. Alipore, Najafgarh and Nangloi(Khanjwala).

1270 adult education centres (937 for women and 333 for men) are being run in urban areas. 12174 ladies and 4373 gents are enrolled in these centres.

74 non-formal education centres for the school drop-outs of the age-group 6-14 are being run by the Delhi Directorate.

The Directorate is also running 60 social education centres for women in rural areas and urban resettlement colonies. In these centres the following programmes are undertaken:

- (a) Balwadi for the children of the age-group 3-5
- (b) Literacy, post literacy and library service
- (c) Organising mahila Mandals for establishing rapport with the local bodies for the successful implementation of the various developmental programmes
- (d) Health, hygiene and Child Care
- (e) Art and Craft including knitting, stitching, embroidery, food preservation etc.

40 part-time social education centres for village youth are functioning in rural areas and resettlement colonies for providing literacy and post-literacy education, recreational activities including games and sports for village youth, and for organising yuvak mandals to enable youth to take benefit of development activities.

250 post-literacy centres are being run.

Three public libraries located at Najafgarh, Alipore and Mehrauli are catering not only to the needs of neo-literates but also meeting the educational needs of the masses of those areas.

It has 12 adult evening schools out of which 8 are of secondary level and four of senior secondary level. 5500 students are enrolled in these schools.

TRAINING IN ADULT EDUCATION FOR  
MCD WORKERS IN DELHI

The Delhi Adult Education Association in collaboration with Community Service Department of the Municipal Corporation of Delhi organised a four-day training programme in Adult Education for the Community Workers of the MCD in Delhi from July 20-23, 1983.

The subjects covered included adult psychology, motivation, extra-curricular activities in adult education centres, causes of relapse into illiteracy and programmes of post-literacy and follow-up etc.

Over 200 workers participated in this training programme.

Shri J.L. Sachdeva, Deputy Director, Indian Adult Education Association was the Director of this training programme.

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ZAKIR HUSAIN MEMORIAL WELFARE SOCIETY, DELHI

The Dr. Zakir Husain Memorial Welfare Society, New Delhi has been re-organised with the Vice-Chancellor of the Jamia Millia Islamia as an ex-officio President. It would help the society to get assistance from the various faculties of the Jamia University and implement its programme more effectively.

It was set-up in 1970 with a view to translate the ideas and ideals of the late Dr. Zakir Husain. It introduced a comprehensive and integrated approach to community welfare in Okhla neighbourhood.

The Society so far has been undertaking among other things: Balwadi Classes, Tailoring and Embroidery Classes for Women, Recreational and Cultural activities for the children of school going age, Socio-Economic programme for helping women to earn including literacy classes.

The other office bearers of the society are: Vice-Presidents, Shri M.K. Kidwai, former Ambassador and Dr. S.C. Dutta, Vice-President, Indian Adult Education Association; Shri Abdul Haq Khan, Director, Centre for Continuing Education & Extension of Jamia is the General Secretary. Among other

members of the Executive Committee are Shri S.R. Mohsini, Director, Indian Adult Education Association, Dr. P.K. Gandhi, Head, Deptt. of Social Work, Jamia Millia, Shri Mushtaq Ahmed, former UNESCO Expert and Consultant, SRC and Smt. Tulsi Patel, Head, Deptt. of Sociology, Jamia Millia Islamia.

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#### CITIZENSHIP DEVELOPMENT SOCIETY (CDS)

A registered society "Citizenship Development Society" has been set up recently in New Delhi. The main task of the Society is to provide citizenship education to the masses.

The CDS has prepared the manuscript of a book on "Citizenship Development : Why, What and How?". Based on the survey for utilising the skills and experience of the aged for their own health and happiness and for the good of society a book entitled "The Aged and the Society" has been published by the Society.

Further information : Shri R.S. Srivastava, R-66, Greater Kailash I, New Delhi-110048.

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#### NATIONAL WORKSHOP ON MICRO PLANNING OF ADULT AND CONTINUING EDUCATION PROGRAMME

The Department of Adult, Continuing & Extension Education, University of Gorakhpur, organised a three-day National Workshop on micro planning of adult and continuing education programme for Eastern Uttar Pradesh in Gorakhpur from July 3-5, 1983.

The Workshop discussed in five groups, area planning, course development, training programmes and manual, implementation and coordination, monitoring and evaluation.

The Workshop recommended that University should seek cooperation of its various teaching departments as well as local governmental and non-governmental organisations for the promotion of the scheme. It also stressed that teaching loads of teachers working as incharge of this programme in the colleges should be reduced.

Prof. B.M. Shukla, Vice-Chancellor of Gorakhpur University in his valedictory address stressed that this programme be given scientific touch and scientific knowledge pertaining to the economic and agricultural development should be made available to adult learners in rural as well as urban areas. Continuing Education programme should be a part of the curricular activities of the universities and colleges. It should be a kind/<sup>of</sup>mass movement for the eradication of illiteracy and awakening of the people in general, he added.

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#### PRIMER IN MALAYALAM

The Centre for Adult Education and Extension, University of Kerala has prepared a Primer in Malayalam exclusively for use in the adult education centres run by college students under the UGC sponsored adult education and extension programme. The Primer was prepared through a series of workshops and field testing. It has been prepared through the basic needs approach and has 21 lessons.

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#### RESEARCH IN ADULT EDUCATION

The Directorate of Adult Education, New Delhi, provides support for research in adult education. It has identified the following three areas in this regard:

- i) for providing better insights into problems relating to adult education,
- ii) for designing innovative approaches and methods for improving the programme, and
- iii) for integrating new ideas and insights of different disciplines for making adult education a vital input for development.

The following areas have been identified by the Directorate: planning and management, motivation, curriculum and materials, language, training, media, testing, monitoring and evaluation, follow-up programmes, workers' education and integration with development. Funding support will mainly be available for short duration project. Research grants would be of two types, individual research projects (upto Rs.10,000/-), institutional research projects.

For details write to the Director, Directorate of Adult Education, 24 Community Centre, Basant Lok, Vasant Vihar, New

ADULT EDUCATION FOR MEN AND WOMEN

The Karnataka Project of the Family Planning Association of India has set up an adult education centre for tribal men with assistance from local authorities of NAEP in Bagrani in Honavar Taluka of Uttara Kannada District. The establishment of the centre was possible because of the help and participation of local leaders. This has created a favourable climate for adult education and an exclusive centre for women has also come up. A balwadi has also been sanctioned by Taluk Development Board.

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SPECIAL ISSUES OF ASPRAE COURIER

Forthcoming issues of ASPRAE Courier Service will have special themes such as "NON-FORMAL EDUCATION FOR WOMEN", "UNESCO INTERNATIONAL CONFERENCE ON ADULT EDUCATION". Articles on the themes can be sent to the Editor, ASPRAE Courier, PO Box 1225, Canberra, 2601, Australia.

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ICAE TO ORGANISE INTERNATIONAL SYMPOSIUM IN ADULT EDUCATION IN CHINA

The International Council for Adult Education, Toronto (Canada) proposes to organise an international adult education symposium in China in May 1984. The Symposium the organisers feel will be a starting point for further bilateral linkages between China and other countries in the field of adult education.

Further information : Dr. Chris Duke, PO Box 1225, Canberra/<sup>ACT</sup>2601, Australia.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Media, Methods and Materials in Adult Education

Dharam Vir. Adult Psychology and Educational Methods, Selected papers: New Delhi, International Cooperative Alliance, 1981. 106 p. (Mimeographed).

This mimeographed document has three parts. Part I explains the principles of adult learning. Part II discusses various methods and techniques of adult education, specially the participative ones. Part III of this publication includes some specimen educational materials for use by cooperative teachers, after suitable adaptation.

Directorate of Adult Education. Adult Education in India: A Bibliography. New Delhi; Directorate of Adult Education, 1981. 433 p.

The bibliography includes the material on adult education produced between 1951 to 1980. It has been classified under following broad headings:

1. Information Sources : Bibliographies, Periodicals and Newsletters, Report of Seminars and Conferences, Reports of Committees and commissions have been included in this section.
2. Policy, planning and administration : Under this head literature related to concept, definition, policy, planning, administration and organisational structure have been grouped.
3. History and Organisation : It includes literature related to general history of adult education, Descriptive Surveys, particularly adult literacy movement, work of agencies and organisations including government, voluntary agencies, NYKs, NSS, University Departments of Adult and Continuing Education, Co-operatives, out-of-school Youth Organisations and other developmental agencies.
4. Methods, contents and Materials: Material related to curriculum, learning, needs and interests of different groups of adult learners, Preparation of teaching learning materials and aids, Mass-media including Radio, T.V. Puppets, Correspondence education and Educational Technology have been included under this group.
5. Post-literacy, Follow-up and Continuing Education: Under this heading the literature related to Libraries and Reading Services, Social Education and Community Centres, Evening Schools, Skill Training, Chetna Sanghs, Youth organisations, Family Life Education, Radio listening and other educational upgradation programmes have been grouped.
6. Personnel and Training: Literature related to selection of staff, categories of staff, staffing patterns, field functionaries, writers, media personnel, development personnel, orientation and training strategies have been grouped under this heading.
7. Evaluation, Statistics and Research: Under this category literature pertaining to statistical data, monitoring and evaluation studies, case-studies, research reports, experimental projects and action research have been included.
8. International Perspective: Under it publications brought out by international agencies such as Unesco, International Bureau of Education, ASPBAE, FAO, International Council of Adult Education, International Institute of Educational Planning, International Institute of Adult Literacy Methods, which have a bearing on adult literacy and adult education have been included.

## Seminar Reports

International Institute for Educational Planning (IIEP), Paris. Report of the Workshop on the Planning and Implementing of Literacy and Post-literacy Strategies. Paris. Unesco, 1982. 31 p. (Mimeographed).

This is a report of the Workshop on the Planning and implementing of literacy and post-literacy strategies, which was organised by IIEP in cooperation with Unesco Division for Literacy, Adult Education and Rural Development at Madras Institute for Development Studies, Madras, from December 14-21, 1982.

The subject of the Workshop was studied under the following heads:

1. The conceptual Framework
2. Organisation of Planning Activities - Planning Process, sequence of activities in planning, planning methodology and process, planning for different clientele and training of administrative personnel.
3. Mobilisation of People's Participation
4. Evaluation and Technical Resource Development  
- use of Mass Media particularly Television, Resource Development Structure, Monitoring, Evaluation and Testing.
5. Articulation of Literacy and Post Literacy Programmes with formal schooling and basic services.

National Institute of Educational Planning and Administration. Technical Workshop on Monitoring and Evaluation of Educational Programmes with particular reference to universalisation of Elementary education, July 18-22, 1983. Report. National Institute of Educational Planning and Administration (NIEPA), 17-B, Sri Aurobindo Marg, New Delhi, 1983. 54 p. (Mimeographed).

The document is a report of a 'Technical Workshop on Monitoring and Evaluation of Educational Programmes with particular reference to universalisation of Elementary Education, which was organised from July 18 to 22, 1983 by NIEPA with the following objectives:

1. to review the existing system of Monitoring and Evaluation of educational programmes;
2. to suggest a general system of monitoring and evaluation for educational programmes and schemes under plan; and
3. to formulate a workable system design and also organisational structure for comprehensive monitoring of the programme of universalisation of elementary education, particularly at the local level.

The themes covered included conceptual framework for monitoring and evaluation of educational programmes, review of existing system of monitoring and evaluation of Adult Education Programmes, Elementary Education Programmes and Plan Schemes, Study of existing system of monitoring and evaluation of integrated Child Development Service and health programmes, development of a workable system design for general monitoring and planning operational, organisational and resource impli-

General

NCERT. Proudh Shikshan, amadani badhane Ke Kuch dhandhe, Sandarabha pustak. New Delhi, NCERT, 1983 p. 88 + (Mimeographed).

This mimeographed document in Hindi has been prepared by the Centre for Educational Technology (CET) of NCERT in a Workshop organised at Social Service Institute, Ranchi.

The document meant for the use of neo-literates gives information regarding rural house hold industries.

Unesco. Out of School Science Education in Asia and the Pacific. Bulletin of the Unesco Regional Office for Education in Asia and the Pacific. Special Issue. December 1982. 227 p.

This special issue of the Bulletin presents reports on out-of-school science and technology education in the countries of the Asia and Pacific region.

The first section of this issue comprises an introduction to the concept, some suggested approaches and a review of the strategies employed by the countries represented in this Bulletin.

The country articles have been given in the section two.

A bibliography on out-of-school science education activities have been included in chapter three.

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Edited by J.L. Sachdeva, Deputy Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002.

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IAEA

# NEWSLETTER

Vol.V No.7 October 1983 Limited Circulation

36TH ANNUAL CONFERENCE IN MYSORE  
DECEMBER 15-18, 1983

The 36th Annual Conference of the Indian Adult Education Association will be held in Mysore from December 15-18, 1983. The theme is "Relevance of Folk High Schools to India". The Conference shall discuss the concept of Folk High School and examine with what changes and modification it can be started in India. A national plan will be prepared for the revival of the institutions for residential adult education.

The Nehru Literacy Awards for 1982 to Shri N. Bhadrish and for 1983 to Bombay City Social Education Committee will be presented during the Conference.

The Zakir Husain Memorial Lecture will be delivered by Shri J. Veeraraghvan, Adviser(Education), Planning Commission, New Delhi.

The venue of the Conference is Central Food Technological Research Institute(CFTRI), Mysore. The last date for registration is 30 November, 1983. The registration fee is Rs.15/-.

The contact person in Mysore is Shri L. Anjeneya, General Secretary, Karnataka State Adult Education Council, Krishnamurthypuram, Mysore-570004. Telegram : VIDYA Tele No.23828 STD : 0821.

The following business meetings of the Association will be held during the Conference:

1. December 17, 1983 at 12.00 noon; Individual members will meet to elect 25 members to the Council.
2. December 17, 1983 at 2.30 p.m.; Institutional members will meet to elect 75 members to the Council.

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3. December 18, 1983 at 9.00 a.m.; General Body Meeting.
4. December 18, 1983 at 10.00 a.m.; the newly elected Council will meet to elect office-bearers and members of the Executive Committee.

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IAEA ORGANISES REGIONAL CONFERENCE  
IN BARDOLI, SURAT

The Indian Adult Education Association in collaboration with Kanji Bhai Desai Samaj Shikshan Bhawan Trust, Surat organised a regional conference in Bardoli (Surat) on September 24-25, 1983. 80 participants representing voluntary organisations, State Governments and Universities from Gujarat, Madhya Pradesh, Maharashtra, Rajasthan and Delhi attended the Conference.

Inaugurating it, Shri G.D. Chhokhawala, former Minister of Education, Gujarat, said that the huge illiteracy rate in the country was due to the heavy drop-out rate at the primary level and of the old belief that girls' education was not necessary.

Shri Chhokhawala called upon the teachers and students in the schools and colleges to participate in large numbers to wipe out the stigma of the illiteracy from this country. He emphasised the need for providing non-formal education for the out of school children of the age group 9-14 and ensuring multi-point entry system for them.

Shri V.S. Mathur, President of the Indian Adult Education Association said that though the literacy percentage had increased during the last 35 years but absolute number of illiterates had also increased because of the fast population growth rate.

Shri Mathur said that the traditional medias of education like Bhajan, Kirtan, Dramas, Puppet shows were important medias for adult education and should be extensively utilised.

He said that the limited resources in the country should be utilised to the maximum possible extent. The schools should become community centres so as to meet the educational needs of children, men and women around the school. If schools could

be made focal point for developmental activities the participation of the community would increase which would ultimately lead to overall improvement in the standard of education in the country.

Earlier, Prof. Yashwant Shukla, Trustee of the Kanji Bhai Trust and Vice President of the Indian Adult Education Association in his welcome address said that motivation was a difficult task in adult education but equally difficult was to retain the illiterates in the centres. He said that traditional medias of education should be part of the social education scheme. Shri Shukla said that Gujarat had large number of Lok Shalas established on the pattern of Folk High School and the basic education scheme of Mahatma Gandhi and were meeting the educational and vocational needs of adolescents and adults.

Shri C.R. Bhatt, Trustee, Kanji Bhai Trust and Associate Secretary of the Indian Adult Education Association proposed a vote of thanks.

#### Resolutions

The Conference passed the following resolutions:

1. The Conference puts on record its appreciation of the point 16 of the 20-Point Programme which contemplates the involvement of voluntary agencies in Adult Education. The Conference is convinced that in a democratic welfare state, the Government has to assume increasing responsibilities in promoting adult education and that it has to get this work done through voluntary agencies as the very nature of adult education demands that it should be developed as a people's programme. But finding that not many voluntary agencies have been associated with the programme so far, the Conference urges the Government to involve more and more voluntary agencies in the Adult Education Programme.
2. The Conference notes with concern, that in spite of great emphasis given in the national scheme of adult education on awareness and functionality, adult education is still being treated at the implementation stage as a time bound and target oriented programme of making people literate. This results in adult education programme being run on ad hoc basis, creates hinderance in building up an efficient cadre for adult education and proves a great barrier in effective implementation of the programme. The Conference strongly feels that ad hoc nature of adult education programme should immediately come to an end and that the programme must gradually be based on a permanent and continuing basis. To begin with, the Conference urges the Government to sanction adult education projects hence forth for the plan period.

The present arrangement of providing funds in piecemeal creates insecurity and delays and breaks the continuity of the Adult Education Programme. The sanction of financial assistance for the plan period, will not only maintain the continuity in the adult education programme but will also help in building an experienced cadre for it.

3. The Conference agrees fully with the recommendations of the Kothari Review Committee that adult education programme be designed and implemented in three stages to meet the needs of illiterate, neo-literate and literate adults. The Conference, however, is of the opinion that the programme for all the three stages should be simultaneously started. It will create the atmosphere of a learning society and strengthen the motivation to learn and to continue to learn. The Conference, therefore, urges the Government to sanction, at the time of approving the project, the grant for all the three stages.
4. The Conference finds that financial provisions for adult education under the Central Scheme do not provide opportunities for experimentation. According to the existing financial pattern adult education projects have part-time instructors. The voluntary agencies are not permitted to adopt a different model such as the one with full-time instructors and part-time Supervisors and Hony. Project Officer. The Conference urges the Government to allow the voluntary agencies to try different models and to make their own budget within the overall ceilings fixed for salaries and allowances and for programmes and contingencies.
5. The Conference is of the opinion that District Resource Centres are urgently needed for effective implementation of the adult education programme. They must be assigned the functions of providing technical support to the programme, training of the Instructors, and working for coordination and cooperation of all organisations and departments working in a district. The Government is requested to provide necessary funds for the purpose and to create such centres by assigning this work to a suitable voluntary organisation of good repute in the district.
6. The Conference notes with concern that in some of our states, there is no state level organisation. The Conference strongly feels that state level Adult Education Associations should be established in all states where they do not exist so that by the joint and cooperative efforts of the voluntary agencies Adult Education movement is strengthened and the programme is improved through sharing of experiences and pooling of resources. The Conference, therefore, calls upon the Adult Education workers and voluntary agencies working in the field of Adult Education to make serious efforts to organise state Adult Education Association if it already does not exist in their state and help it to become effective.

7. The Conference notes with concern that the grant-in-aid, specially the second instalment is not released to voluntary agencies in time. This is affecting the continuity of the Adult Education Programme. The Government is requested to adopt such financial procedures which will avoid delays as far as possible.
8. The Conference feels that in view of the rising prices there is an urgent need of increase in the budgetary provisions for salaries and allowances, reading material, equipment and rent of building etc. The Government is, therefore, requested to revise the budget estimates of the adult education project.
9. The Conference notes with concern that remuneration for the instructor has not been increased in spite of the demand from all quarters during the last 4 years. It requests the Government to suitably increase his remuneration immediately.
10. The Conference feels that voluntary agencies are in urgent need of establishing greater credibility by self-appraisal and improvement. The Conference, therefore, calls upon the voluntary organisations not to depend entirely on the government for financial assistance and should try to raise funds of their own.

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#### INTERNATIONAL LITERACY DAY CELEBRATIONS

##### Chandigarh

International Literacy Day was celebrated in Chandigarh on September 8, 1983. It was organised by the Regional Resource Centre and Centre for Continuing Education of the Panjab University and Environment Society, Chandigarh. The theme was "Environment Education and Adult Education - Need for Linkage".

In his inaugural address, Dr. R.C. Paul, Vice-Chancellor, Panjab University, stressed the need for environment education to improve our living condition. He explained how adult education can help to carry the message of environment education to the masses.

Dr. N.L. Ramanathan, Director, Department of Environment, in his keynote address gave goals of environment education and indicated programmes of adult education which could incorporate these goals. Concluding, Dr. Ramanathan said that a knowledgeable public was a necessary precondition for improving the environment. Public cooperation and participation was essential for the success of the environmental movement. An environmental thrust in adult education programme would help achieve this objective effectively and soon.

Dr. S.C. Dutta, Vice-President, Indian Adult Education Association, in his address on the theme said that making adults aware of the relative importance of flora and fauna was part of adult education activities and this was also part of environment education. Hence the need for linkage between the two. Problem-solving, skill-development, value orientation and sensitivity to the reality surrounding us are the main features of Adult Education and Environment Education. Both seek to establish a new international order, which will ensure improved life style for the common men and women and establish a better tomorrow through the involvement of the communities in their developmental activities.

Concluding Dr. Dutta said that the objectives of Adult Education and Environment Education were common and therefore there should be operational linkage between the two. Integrated perception of our goals and objectives should enable both the movements to take coordinated action to meet the social needs of bringing improvement in the life styles of our common people by creating a healthy social and economic environment through improving the resource base of the poor.

Shri K.B. Zakir, Coordinator, Regional Resource Centre, Panjab University, speaking on "Mental Environment" said that pollution of air, water and soil was not so harmful for the existence of man as the pollution of his mind. A civilisation lives not on air, water and trees but on its culture and values. You deprive a nation of its cultural heritage and kill it. Shri Zakir called upon the writers, the poets, the artists to come forward and use their creative talent to stop the mental pollution prevailing all around.

Dr. M.S. Randhawa addressing the closing function called upon the people and the government to save the environment from pollution by creating awareness among the masses, industrialists, businessmen and bureaucrats.

Among those who attended the function were Brig K.I. Kumar, President, Environment Society of Chandigarh, Shri S.K. Tuteja, Director, Directorate of Adult Education, Ministry of Education, Prof. I.S. Luther, Dean, University-Instruction, Shri Aditya Prakash, Former Principal, College of Architecture and Maj Jiwan Tewari, Coordinator, Centre for Continuing Education, Panjab

University, Chandigarh.

Delhi

To celebrate the International Literacy Day the Adult Education Branch, Directorate of Education, Delhi Administration organised a public function in New Delhi on September 8, 1983.

Addressing the function, the Chief Executive Councillor of Delhi, Shri Jag Prवेश Chandra called upon the students and the educated women to help illiterate persons learn to read and write.

He said that the administration was planning to set-up an adult education committee to bring about cohesion in the work done by various agencies in this sphere.

Shri Chandra advised the women to start a movement "Ladies for Literacy" as they were most suited to take up this challenge of eradication of illiteracy from the country. He said that if they took an interest in the movement every home could be converted into a literacy centre.

Jabalpur

The Mahakaushal Chhatra Samiti, Jabalpur organised a public function to celebrate the International Literacy Day. The Chief guest was Shri M.L. Maheshwari, Editor, Nay Bharat Times and Member of the new 20 Point Programme Committee. In his address Shri Maheshwari pleaded for active involvement of voluntary agencies in the eradication of illiteracy. He emphasised the need to link adult education programme with development programmes. Shri Maheshwari said that in organising adult education programme, the weaker sections of the community should get priority.

Shri G.P. Patel, former Mayor of Jabalpur presided over the function.

Dr. R.C. Nema, President, Mahakaushal Chhatra Samiti assured the support of all voluntary organisations in complete eradication of illiteracy from the state by 1990.

Trichur, Kerala

The Kanfed, Trichur and other voluntary organisations jointly celebrated the World Literacy Day at Trichur on September 8, 1983. A procession in which over 600 workers participated started at

9.00 a.m. from C.M.S. School and reached the District Co-operative Bank at 10.00 a.m. Shri C. Achutha Menon, former Chief Minister of Kerala addressed the workers. The District Collector of Trichur inaugurated the new 55 Kanfed ideal centres for 1983-84 and distributed two district awards.

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#### NEWS FROM STATE RESOURCE CENTRES

##### SRC, Delhi

An orientation training programme for the investigators of the research project on learning interest and need of neo-literates was organised in collaboration with the IAFA in Literacy House, Lucknow, from September 12 to 17. Investigators from the four states along with their supervisors, came from St. Xavier Instt. of Social Sciences, Ranchi, Rajasthan Vidyapeeth, Udaipur and Literacy House, Lucknow. During the period all the questionnaires, schedules etc. were discussed and recast. Investigators also went to villages to pre-test these tools. These were again recast in the light of responses from the learners. Shri Mushtaq Ahmad, Consultant, SRC, conducted this orientation training programme.

A three day writers' workshop for preparing teaching/learning materials for non-formal education centres for the age group 6-14 was organised from August 16, 1983. It was attended by non-formal education instructors, supervisors, writers, adult educators and staff of the SRC. A number of stories, songs etc. were produced. These will be pre-tested in the field and published.

##### SRC, Haryana

To prepare teaching-learning material for the rural farmers of Haryana, the State Resource Centre organised a workshop in Hissar from April 24 to 30, 1983.

8 resources persons from NCERT, Hissar Agriculture University, SCERT, Gurgaon and SRC, Chandigarh participated in the workshop.

During the workshop 11 lessons of the Primer, six stories and 11 lessons of the workbook were prepared.

Another workshop on the same subject was held in Chandigarh from June 22 to 28, 1983. In this workshop the content chart was reviewed and finalised, problems and subject areas of rural farmers were identified. Lessons for the workbooks and teachers guide in Mathematics were prepared.

The SRC organised a workshop in Kalka to produce teaching learning material for rural women of Haryana. 13 persons participated. The purpose of the workshop was to review the first draft of the teaching-learning material, to try out the prepared material in villages and to prepare Charts and Flash Cards. To improve the attendance of school children in non-formal education, the SRC has undertaken a study in motivation of out of school children for non-formal education.

It is preparing a number of follow-up books on various subjects. To prepare booklet on "Saral Awa Saste Pashtik Vyanjan", a workshop was organised in Chandigarh from June 8 to 10, 1983. The Directorate of Health Services, Haryana collaborated in this workshop.

The SRC organised a training programme in crop vegetable and fruit production for Project Officers/Assistant Project Officers of the State in Karnal from April 18 to 23, 1983.

The training programme on the same theme for supervisors<sup>WA</sup> from April 28 to May 3 and for instructors from May 9 to 14, 1983

#### SRC, Maharashtra

The SRC, Indian Institute of Education, Pune, organised a Seminar on participatory training on April 26 and 27, 1983. Dr. John Oxenham from the Institute of Development Studies, University of Sussex, England presented the lead paper.

The Seminar felt that while training would have to be partly prescriptive and partly participatory for functionaries working according to Governmental job charts, it be largely participatory for voluntary workers as well as the target groups in adult education and development. 19 persons participated.

It produced the following materials:

- a) Bird life in Maharashtra - 2 booklets
- b) Horticulture (Pomegranate and Anja, Custard Apple and Guava, Mango) - 3 booklets
- c) The solar system - 14 folders
- d) Everyday Science - 8 folders
- e) Nove Vachan Mahal, 1st book (New Reading Series for Neo-literates)

A training programme for supervisors from voluntary agencies was organised by the SRC from May 2 to 14, 1983. It was attended by 27 supervisors (including 2 women) from 23 organisations. It was inaugurated by Shri R.S. Jambhule, Director of Adult Education, Government of Maharashtra. A set of adult education material was given to each trainee.

The training of instructors of the Experimental centres in urban slums was held on April 7, May 18 and June 9, 1983.

SRC, Orissa

The SRC, Utkal Navjeevan Mandal, Angul has recently produced the following teaching/learning materials:

- 1) "Gramina Patra Patrika" (Rural Newspaper) a book on rural newspapers by Shri B.B. Mohanty, Director, SRC.
- 2) Bali Nataka Thikina - (address of Bali Nana) a motivational drama on exploitation.
- 3) Ame Aei Pani Pibna (We will drink this water) a poster on the concept of safe drinking with assistance from UNICEF.

A flashcard and a "Khadigraph" has also been produced together with the respective guide books on certain aspects of safe Drinking Water.

The SRC carried out a mid-term learner evaluation for the learners of experimental adult education project to assess their level of reading and writing ability, comprehension and numeracy skills.

SRC, Uttar Pradesh

The State Resource Centre, Literacy House, Lucknow is publishing three Journals viz "Ujala" and "Ghar Grahasti" for male and female neo-literates and "Anudesh" for adult education functionaries.

The SRC with assistance from UNICEF is preparing material for eye care and Goitre. A set of Proto-type-material (an illustrated booklet, a flashcard for education and care of eyes) has been developed.

It conducted a three day workshop on status of post-literacy material in Urdu in Simla from June 18-20, 1983. This was done in collaboration of Regional Resource Centre, Chandigarh and Education Department, Himachal Pradesh. 27 persons representing adult educators, Urdu Writers, journalists attended the workshop

The SRC conducted a training programme for 35 National Service Scheme Volunteers from Gujarat, Rajasthan, H.P., M.P., U.P. and Bihar from May 30 to June 28, 1983.

A special Orientation training in 'audio-visual aids' - use of - was conducted for two Health Education Workers of State Health Education Bureau, Lucknow from June 2-8, 1983. SRC, Literacy House has two farms in Bijnour and Neewan. These are for animal husbandry and agriculture respectively. Integrated Rural Development Scheme for the 40 village around these two farms has been drawn up. Some of the major activities conducted are non-formal education centres for 9-14 age-group, adult education centres for the age-group 15-35, customer service for agriculture, animal husbandry including artificial insemination by jersey bull, horticulture, short-term Trysem courses,

Balwadis, Yuvak Mandals, Mahila Mandals, Educational film shows, puppet shows etc.

It brought out the following publications for the quarter April-June, 1983:

- a) Pahli Kiran (Primer)
- b) Nai Rahen (Primer)
- c) Poster on five different topics
- d) Calendar for awareness
- e) 12 posters

The SRC organised a five day workshop for members of district resource units to be organised in U.P. from June 30 to July 4, 1983. 27 persons discussed the concept and programme of district resource units, operational structures and roles with respect to training of functionaries and development of material related to local needs.

The valedictory address was delivered by Shri P.K. Shukla, Director of Education, U.P.

'Child is the father of man' - A Seminar on Innovation of Education" was organised by the SRC on June 17-18, 1983. Educational philosophy and experiments of Gija Bhai Bodhaka, Gujarat and David Hershburgh, Karnataka were discussed.

SRC, West-Bengal

The State Resource Centre for Adult Education Bengal Social Service League, Calcutta published a new book entitled "Byabhatik Saksharta" (Functional Literacy). This explains to the neo-literates how to use their newly acquired literacy skills for various purposes in their every-day life i.e. for writing

simple letters, applications, petitions and how to fill in Money Order Forms, for deposit and withdrawal of money in and from banks. Illustrations of various forms and examples of how to fill them in have been given in this book.

The SRC organised three training workshops each of 15 days duration for the supervisors of Rural Functional Literacy Projects in the post-literacy and follow-up programme in three different parts of the State, 104 supervisors received the training. The project officers of the 14 centrally sponsored R.F.L.Ps. were given a 3-day orientation training in this programme.

The SRC also conducted six training programmes for instructors from April-June 1983. Over 450 instructors attended the training programmes.

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#### NAM MOVE TO END ILLITERACY BY 2000

"Collective self-reliance" and radical and novel methods will be used by the member nations of the non-aligned movement and other developing countries to eradicate illiteracy by 2000.

This was stated in New Delhi on October 2, 1983 by the Minister of State for Education, Mrs. Shiela Kaul, on her return from the first five-day conference of the ministers of education and culture of the non-aligned and other developed countries in Pyong Yang, North Korea.

She said that it had been decided at the conference, which ended on September 28, that this target would be achieved through collaborative efforts by them.

It was also decided that India would host a youth festival in 1985 to coincide with the Year of the non-aligned countries.

Mrs. Kaul said that one method to end illiteracy was pasting the alphabets in the villages to familiarise the people with it.

Another scheme was to set every newspaper in every language to carry a special page every week which would then be given to an illiterate person by a reader, who would help him to learn how to read and write.

This, she said, could be subsidised by the Government perhaps by paying the cost of the paper and the newspaper owners could contribute towards the printing and composing and thus a big literacy programme could be started.

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#### 10CR SCHEME FOR EDUCATING GIRLS

The Ministry of Education had started a Rs.10 crore scheme for the promotion of education of girls and women.

The scheme would provide education to 72 per cent enrolled girls and 75 per cent of the country's illiterate adult women.

Launched under the 20-point programme, it was directed at achieving the twin objectives of universal elementary education and adult literacy during the sixth plan.

The amount would be largely spent on adding and expanding the existing infrastructure to promote education of girls and women and the allocations would be made at all implementation levels, including the panchayats.

While allocating the sums, special attention would be paid to extending the scheme for women and girls in tribal areas and in essentially backward States.

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#### STATE GOVERNMENTS TO FIX PRIORITIES

The State Governments have been asked to fix their Plan priorities for educational development for formulating Seventh Plan proposals, particularly in respect of universalisation of elementary education and adult literacy for the 15-35 age group.

Education Secretary Sarla Grewal told a conference of State Education Secretaries recently in New Delhi that while formulating the proposals particular emphasis should be laid on educating weaker sections, females and minority communities, besides the rural and tribal sector. She stressed the need to vocationalise education at the plus-two stage and improve the standards of English teaching. Innovative approaches were needed to improve the quality of learning.

Mrs. Grewal impressed upon the States to identify the voluntary agencies in all educational programmes and ask them to present case to the Finance Commission in respect of their financial requirements for school building.

The State Governments were advised to take steps to convert all single-teacher schools to double-teacher or multi-teacher schools as early as possible.

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CHOUBEY NEW ADULT EDUCATION  
DIRECTOR OF BIHAR

Shri U.D. Choubey, IAS has taken over as Director of Adult Education, Government of Bihar w.e.f. July 1, 1983. Before joining this post, Shri Choubey was Labour Commissioner of Bihar.

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ADULT EDUCATION PROGRAMME IN BIHAR JAILS

The Directorate of Adult Education, Bihar has decided to start adult education programme in all central and district jails of the State from October 2, 1983.

Under the scheme 10 Centres of a nearby project will be started in every central jail and five in every district jail. Learners upto the age of 50 will be admitted in these centres.

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20m ILLITERATES IN US

The Federal Commission for Education appointed by the U.S. Government had indicated that there were today, 20 million American adults who could not read or write English. Dr.D.S. Kothari, former Chairman of the Indian Education Commission, pointed out in New Delhi on September 8, 1983.

Addressing teachers gathering for the National Seminar, Dr. Kothari emphasised the need for adult education in India.

Knowledge raced ahead at such a fast pace that Education Commission all over the world faced the problem that the information and recommendations contained in their report became outdated by the time the reports began to be considered.

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## 1983 PEACE SYMPOSIUM

"Preparation for Peace" was the theme of the 'Meeting in Finland 1983' which took place at Murikka Folk High School, Teisko, Finland between June 13-19, 1983. The symposium organised by the Finnish Association of Adult Education Organization as one of the activities of the ICAE Adult Education and Peace Network, was attended by 90 participants from 21 countries - East and West, and North and South.

The symposium discussed the role of adult education in preparation for peace and peace culture, promoted understanding between the participants representing different cultures and ideologies to work for peace and disarmament education and evaluated the activities of the ICAE Adult Education and Peace Network.

The meeting also discussed the background to, and need for a New International Economic Order calling for just and equal economic relations between the rich and poor nations necessary for ensuring global peace.

The following Declaration emerged from the Symposium:

### \* A declaration from Murikka \*

We, adult educators from 21 countries, gathered at the annual meeting in Finland held at Murikka Folk High School, Teisko, Finland (theme of the 1983 meeting : PREPARATION FOR PEACE): aware that our profession is dedicated to lifelong learning in a world which spends 650 billion U.S. dollars a year on arms, and in which 900 million adults are illiterate, and concerned that our efforts to seek "the full development of the human personality, and the strengthening of respect for fundamental liberties" (from the U.N. Universal Declaration of Human Rights) are increasingly threatened by the technology and practice of repression throughout the world, and by the prevailing international economic order; therefore call on all adult educators numbering today several million, to join with us in a global effort to help stop the arms race and to urge that substantial resources now spent on weapons be used instead to:

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1. promote adult literacy and learning for international understanding;
2. meet basic human needs, such as primary health care and elimination of poverty and unemployment;
3. create the conditions for guaranteeing and enforcing basic rights and freedoms in all countries. As a specific example, examined at the Murikka Meeting, to support the efforts of national liberation movements in Southern Africa recognized by the Organisation of African Unity to achieve self-determination and national independence;
4. help to create an awareness of existing unjust economic relations in the world and to support United Nations' efforts towards the establishment of a new international economic order.

For more information, please contact:

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Srivastava, R.S. The Aged and the Society, Citizenship Development Society, New Delhi; pp.64 Price Rs.30/-.

This booklet is a report of a socio-economic survey of the aged, undertaken by the Society to identify the contours of an action program for harnessing their skills and experiences.

The survey has revealed several facts which were not known very widely. In India, major portion of the aged (60+) are active and cannot be regarded as an unproductive burden on society. The survey also reveals that the aged is an important human resource which can be utilized both for national welfare and for the good of the aged. Government and voluntary organisations should take steps to use their skills and experience for social welfare and human resource development.

The booklet consists of twelve chapters. Chapter 1 gives the "Objective and Methodology. Chapter 2 contains an analysis of socio-economic characteristics of the respondents used as the main variable in the analysis of data. Chapter 3, 4 and 5 deal with topics: Health, Family Relationships and Value Pattern. Chapters 6 to 11 deal with different aspects of the problem of economic and social potential. Chapter 12 presents the main findings and recommendations.

Dove, Linda A Life long teachers education and the community Schools. Hamburg, Unesco Institute for Education, 1982. 147 p. (UIE Monograph 10).

This monograph summarises current ideas and action concerning teacher-community linkages. Based on an analysis of teacher's roles in the community, some case studies of teacher education and training for community roles have been given.

The monograph has six chapters: The first chapter deals with schools and community Development. The second chapter analyses the role of community schools and contemporary innovations. The third and fourth chapters are related with the role of teachers in community and teachers education and training. In chapter five some case studies of teacher education and training from Tanzania, Thailand, Australia, Papua New Guinea, Sri Lanka, Sierra Leone, Canada and Rwanda have been given. Implications for policy, practice and research have been dealt in the sixth chapter.

Graaff, J.F. De V. Youth Movements in Developing Countries. Manchester, Department of Adult and Higher Education, University of Manchester, 1982. 96 p. (Manchester Monograph 20).

This monograph is a study of the 'national youth movements' of less developed countries. The study has been divided into two parts. The first part comprising chapters one and two discusses the role and development of youth movements in Ghana, Tanzania and Israel.

The second part of this study, comprising chapters three and four, analyses the various aims which youth organizations, in general, and youths movements, in particular, often set themselves and examines the various methods and degree of success in attaining them.

In chapter four the author pleads that youth movements have the potential to be a significant agent of change.

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## NATIONAL SEMINAR OF KEY LEVEL FUNCTIONARIES IN ADULT EDUCATION

The National Institute of Educational Planning and Administration (NIEPA) and the Directorate of Adult Education, Government of India organised a National Seminar of key level Functionaries in Adult Education in New Delhi from August 22-25, 1983.

The objectives of the Seminar were to identify and discuss the Key issues in management of adult education and to develop appropriate strategies for effective implementation and strengthening of the programme particularly at the field level.

Inaugurating it, Dr. (Smt) Madhuri R. Shah, Chairman, University Grants Commission said that the weakest link in the whole programme of adult education was the neglect of training needs of adult education functionaries and suggested that suitable steps should be taken to improve upon the methodology and approach in tune with the change taking place in the community.

Dr. Shah stressed the need to provide post-literacy and follow-up programme for the neo-literates. If that was not done, the money spent on literacy education would go as a waste, she feared. She said that short duration courses with assured follow-up programme should be organised to sustain the interest of the learners in the programme.

She said that mass-media had not provided any support to the programme so far and if this media properly utilised could go a long way in strengthening it.

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The students would be best suited to undertake adult education centres alongwith a local worker. This would help to ensure continuity of work at the adult education centre. Course packages of two, four and six months with duly spaced intervals may prove to be more useful both for student instructors and adult learners. She called upon teacher in Universities and colleges to undertake work in preparation of learning materials according to readers' interests. The key to success in adult education lies in working from village to village, block to block, chawl to chawl with a view to achieving 100 percent literacy in a given community.

Dr. Shah made some practical suggestions such as timely release of funds, built-in monitoring, etc.

Prof. Moonis Raza, Director, NIEPA in his presidential remarks said that if the University system through its four thousand and odd colleges in this country could mobilise the support and efforts of the secondary schools, middle schools and primary schools around them to educate adults it would probably be possible to attain the target of cent percent literacy.

Shri S.K. Tuteja, Director of Adult Education proposed a vote of thanks.

47 participants from different parts of the country attended the Seminar.

Shri J.L. Sachdeva, Deputy Director, attended the Seminar on behalf of IAEA.

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INDIA TO SUPPORT UNESCO PROGRAMMES;  
SUB-REGIONAL CENTRE FOR NON-FORMAL  
& CONTINUING EDUCATION

The Indian National Commission for UNESCO at its 17th session held on September 16, 1983 at New Delhi decided to move a number of resolutions at the next General Conference of UNESCO to be held in Paris in October-November 1983. These resolutions seek (i) to set up a sub-regional centre, to promote non-formal and continuing education, (ii) set up an International Resource Centre for Education and (iii) for the development of Auroville in Pondicherry.

The Commission, which was presided over by the Union Education and Culture Minister, Shrimati Shiela Kaul, decided to support the draft programmes and budget of UNESCO for 1984-85, with minor modification. It suggested that the scope of the major programme "Education for All" should be extended to South Asia and South East Asia as the largest number of illiterates and disprivileged people live in this area. The Commission also proposed that special emphasis be laid on women's education and studies on women's education should be promoted on a regular basis.

About major programme, "formulation and application of Education Policies", the Commission suggested that the major share of the programme should be devoted to South Asia which accounts for 1/5 of the world population and has the highest concentration of out-of-school children and adult illiterates.

The Commission also suggested that the popularisation of Science through voluntary agencies should be an aspect which should be encouraged in the developing countries.

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

Earlier in her opening address, Smt. Shiela Kaul said, "for a long time, it was thought that development could be reduced to its economic aspect only, and consequently, all the other sectors of human activity had to be subordinated to the needs of economic growth. We are now deeply aware of the creative and spiritual needs of mankind. We believe that cultural dimensions should be duly taken into account in any enterprise relating to development".

She said that while considering UNESCO's programme and activities, we might not merely keep in view the Indian context but must voice the concern of all developing countries. For instance, the major programme relating to "Education for all", is of vital concern not only to India but to all the developing nations. The learning needs of adults and youth not reached by the formal school system and of the disadvantaged and deprived population groups have become an increasingly important policy concern, a vital part of the problem of equal access in countries of the third world.

Concluding, the Education Minister said, "We have to see that concrete measures are adopted in the field of science, education, culture, social sciences and communication as well as inter-disciplinary programmes involving all these areas to meet the challenges of hunger, disease and illiteracy".

Smt. Serli Grewal, Education Secretary, welcomed the members of the Commission and expressed her thanks to all concerned for helping the Secretariat to prepare documents, reports, resolutions etc. for the meeting of the Commission.

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#### NEWS FROM STATE RESOURCE CENTRES

##### SRC, Karnataka

In order to prepare and revise the training modules for field functionaries in the light of past experiences, the State Resource Centre, Karnataka State Adult Education Council (KSAEC) Mysore organised a three-day workshop in Mysore from August 22 to 24, 1983. 30 participants representing Department of Adult Education, KSAEC, Universities, voluntary organisations and Nehru Yuvak Kendras attended it.

It was inaugurated by Dr. C. Sheshadri, Professor and Head, Department of Education, Regional College of Education, Mysore and presided over by Shri L. Anjeneya, General Secretary, KSAEC.

During the workshop the content areas and the methodology was revised for :

- 1) Pre-service and Inservice training and refresher courses for Adult Education Instructors.
- 2) Pre-service and Inservice training of adult education supervisors.
- 3) Pre-service and Inservice training of Project Officers and Assistant Project Officers.

The valedictory address was delivered by Dr. Annamali, Director, Central Institute of Indian Languages, Mysore.

##### SRC, Haryana

The State Resource Centre (Haryana) Chandigarh organised a training programme for Project Officers and Assistant Project Officers of the State from September 19 to 23 at Hissar. The theme was : Storage of Grains and Pesticides.

Among the main topics covered were : why grains are stored and what are the agents damaging them in the stores; insect pests of fruits with their life history and control measures, important pests of cereals and their control, safe use and storage of pesticides, safe storage and care of grains, and post harvest handling of fruits.

Visits to seed processing plant, seed technology laboratory and to horticulture and experimental areas of Hissar Agriculture University were arranged.

It organised two workshops to prepare teaching/learning materials in Chandigarh and Kurukshetra in August and September 1983.

#### SRC, Chandigarh

The Regional Resource Centre in collaboration with the Centre for Continuing Education, Panjab University organised a Symposium on the 1st of August, 1983 to celebrate the bicentenary of Fr. N.F.S. Grundtvig, Dr. Jaygopal, Head of the Department of Adult & Continuing Education, Madras University chaired the symposium.

Shri K.L. Zakir, Coordinator, Regional Resource Centre, presented the theme paper dealing with the contribution of Grundtvig who gave the concept of folk high schools which stressed on the importance of non-formal education to youth without any formal examinations. The peasantry of Denmark had a spectacular socio-economic development through this movement. Dr. S.S. Mathur, Chairman, Department of Education, Dr. S.L. Sharma, Chairman, Department of Sociology, Major Jiwan Tewari, Programme Coordinator, Centre for Continuing Education and Dr. (Mrs) Vidhu Mohan, Chairman, Department of Psychology discussed the various aspects of the folk high schools in context with the situation in India. The experts were of the view that looking at the disintegration of social values, the philosophy of folk high schools could be of great utility to us. Such experiments which have been tried in Karnataka may also be started in some other states to see the results.

Dr. R. Jaygopal in his presidential remarks said that educational planning should be done keeping in view the needs of the community which could come from the community itself.

Right type of citizenship is the need of the hour and to develop secularism among the youth, the folk high school movement could be of great help to the educationist in general and to the society in particular.

SRC, Jamia

Addressing the concluding function of a one week training programme of supervisors of the Directorate of Education on November 19 Shri S.K. Tuteja, Director, Directorate of Adult Education said that adult education is an essential component of development and therefore it is the responsibility of the supervisor to create linkages between adult education and development agencies. He expressed the hope that the 24 women trainees who are passing out would undertake the work of adult education with dedication and devotion.

The training programme was organised by the State Resource Centre, Jamia Millia Islamia, New Delhi. Among the subjects discussed were approaches to adult education supervision, adult learning, reading interest of learners, method of imparting literacy, teaching learning techniques through visuals, how to conduct group discussion, communication skills, population education, science for the masses, law for the masses and how to organise drama for adult education.

The S.R.C. also organised another one-week training programme for social education workers of the Administration from November 21, 1983. These workers' job includes running of whole time adult education centres with Balwadi, literacy and craft courses for women, cultural and recreational activities etc. Eleven social education workers attended the course.

On November 29, a UNESCO delegation from South East Asia of Population Educators visited the Centre, and had discussion with the staff members. Shri Ansar Ali Khan, Specialist Population Education, Bangkok Office accompanied the team.

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NEED TO COMBAT ILLITERACY IN  
ASIAN COUNTRIES STRESSED

The Minister of State for Education and Culture, Smt. Sheila Kaul has said that special attention must be given by all nations and international agencies to combat illiteracy in Asian Countries where the bulk of illiterate population exists. There is a staggering number of 600 million illiterates in Asian countries who account for over, three-fourths of the total illiterate population in the world.

Smt. Kaul was inaugurating the Asian orientation seminar on development of learning strategies for post-literacy and continuing education of neo-literates in the perspective of life-long education in New Delhi on October 3, 1983.

She said the adult education programme should be viewed as means of liberation of the people from the shackles of mass ignorance and mass poverty. A forward looking adult education programme should comprise basic literacy course, including education on health, family planning and functional programmes relating to learning vocation, she added.

She stressed that the post-literacy programmes should aim at reinforcing basic literacy skills course to promote vocational skills, such as agriculture, dairying, poultry, piggery and village industries.

The two-week seminar was organised by the Directorate of Adult Education, Ministry of Education, UNESCO Institute for Education, Hamburg, in cooperation with the German Commission for UNESCO.

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AUDIO-VISUAL PACKAGE ON POPULATION EDUCATION

The NCERT have produced an audio-visual package on population education. The goals of population education are to develop an understanding of the impact of population characteristics and process on national development, both in the short and long run, as well as their impact on the individual and his family.

The subject of population education has been divided into the following five units for this audio-visual programme:

- 1) The meaning and scope
- 2) Our Growing Numbers
- 3) Consequences of the Growth of Population
- 4) Family life
- 5) National Policy and Programmes

The first unit deals with terminology and concepts used in population education such as density of population, structure and composition of population, migration, etc. It also deals with the need and scope of population education.

The second unit 'our Growing Numbers' tells us how villagers migrate to already overcrowded cities in search of jobs. The unit also explains how population is growing because of widening gap between birth rate and death rate and how this is affecting our quality of life.

The third unit deals with the 'Consequences of the Growth of Population'. It explains how the rapid increase in population has increased pressure on land, both in the rural and urban areas. Rapid growth in population has affected our natural resources. Our efforts to provide better education, medical facilities, housing and jobs are being nullified by the staggering growth of population. On the other hand, the industrialization is threatening to pollute the environment.

The fourth unit deals with 'Family Life Education' through the story of Raj and his family. It attempts to show how the rapid growth of population has affected our family life.

The fifth unit on 'National Policy and Programmes' traces the origin of Family Planning in India and how extension education has been added to the clinical approach. The unit also highlights the national population policy and the role played by the NCERT in the population education programme at the school level.

The package consists of :

- Three cassettes containing five commentaries in English or Hindi on the above five units as well as introduction;
- Colour slides; and
- Teacher's Manual in English or Hindi

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PLANNING FORUMS IN UNIVERSITIES  
AND COLLEGES

The University Grants Commission has agreed to provide assistance to the universities and colleges for setting up of Planning Forums on 100% basis. It has also agreed that the Programme of Planning Forums may be made henceforth a part of the continuing education scheme.

The Planning Forum will be organised by the Universities and Colleges through their Departments/Centres of Adult, Continuing Education and Extension. The Forums will work in close collaboration with the developmental machinery at the district/block levels. The Advisory Committee of the Centres/Departments of Adult, Continuing and Extension Education which will be responsible for the implementation of the programme will, inter alia, include the representatives of the Planning Commission, Ministry of Information and Broadcasting and Development departments etc.

The Commission has agreed to provide financial assistance of Rs.4,000/- p.a. to the universities and colleges for setting up of Planning Forums on 100% sharing basis for a period of five years. The amount upto Rs.4,000/- p.a. to be made available to university/college could be utilised for the purchase of material, zeroxing, preparation of maps, charts, typing, hiring of film strips and travel expenses for undertaking surveys, etc.

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ETHIOPIA WIPING OUT ILLITERACY

In a period of over four years, the national literacy campaign of Ethiopia has achieved what, perhaps; no other country has achieved in the field of literacy.

Illiteracy rate has been reduced from an incredible 93 percent of the population to 47 per cent during the first seven phases of the campaign.

More victories were won during the eighth and ninth rounds and the 10th round has begun this month. If the present of progress is maintained the country will have attained its target of educating everyone in the country by 1987.

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WOMEN'S PROGRAMME NEWSLETTER

The International Council for Adult Education has started publishing a Newsletter of the Women's Programme.

Newsletter is available on request from, General Secretary, International Council for Adult Education, 29, Prince Arthur Avenue, Toronto, Ontario, Canada M5R 1B2.

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LATIN AMERICAN COUNCIL FOR ADULT EDUCATION FORMED

Latin American Council for Adult Education (CEAAL) has been formed recently. It publishes a newsletter in Spanish (Carta Mensual). It has programme in peace and human rights, participatory research, women in adult education, primary health care and Adult Education in support of indigenous people.

The Secretary-General of CEAAL is Francisco Vio Crossi of Chile and the President is Paolo Freire of Brazil. The mailing address of CEAAL's is:

Casilla 6257  
Correo 22  
Santiago, Chile

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NEW ADDRESS OF DIRECTORATE OF ADULT EDUCATION

The new address of Directorate of Adult Education, Ministry of Education & Culture, Government of India is:

Directorate of Adult Education,  
Gali No.5, Block No.10  
Jam Nagar House Hutments,  
Shahajahan Road,  
New Delhi-110011.

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HELMUTH DEFF IS DEAD

We profoundly regret to record the death of Mr. Helmuth De ff of German Adult Education Association in Bonn, West Germany on November 26, 1983.

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ANNOTATED LIST OF BOOKS

Rights of Women : A summarized version of 44 selected United Nations, Unesco and ILO conventions of specific significance to women has been published by the International Women's Tribune Centre (IWTC). Few women are aware of international conventions that legally commit ratifying countries to specific action and of their potential use as instruments for change.

It is designed as a workshop, in binder format, with questions and answers for each convention so that individuals or groups can relate each convention to conditions within their own country, and make their own Manual of UN Conventions Relating to Women as a reference guide for action.

It is available free of cost to women from IWTC, 305 East 46th Street, New York, NY 10017, USA.

WOMEN AND NON-FORMAL EDUCATION FOR DEVELOPMENT : A THIRD WORLD PERSPECTIVE

Toronto, ICAE, (29 Prince Arthur Avenue) 1983

The findings and recommendations of a study on the nature and extent of women's participation in adult and non-formal education, carried out for the International Council for Adult Education by coordinators in seven Third World regions, are summarized in a new ICAE publication, Women Hold Up More Than Half the Sky: A Third World Perspective on Women and non-formal Education for Development: The authors are Anne Bernard, Project Coordinator, and Margaret Gayfer, Project Director.

The report is based on a workshop in India where coordinators and other women, representing 14 countries, examined the implications of the regional findings and proposed guidelines for action on programmes, training and research. The object of the study was to get a better idea of the nature and extent of programmes for women and of what practitioners regard as the gaps and constraints in practice and research.

Shrivastava, Om. Literacy work among small farmers and tribals. New Delhi, Marwah Publications; 1981. 100 p. Price Rs.35/-.

The document is a study of a literacy project which was launched by Seva Mandir, Udaipur in 1969 to eradicate illiteracy from the Badgaon Development block near Udaipur.

The following are the main objectives of the study:

- (1) To systematically outline factual information about the teachers and learners and the centres.
- (2) To determine the effectiveness of the process and goals of the literacy programme.
- (3) To understand the attitudes of the learners and teachers about the programme.
- (4) To study the drop-outs from the Centres of the programme and to understand the reason for their leaving the classes.
- (5) To look at the problems faced by the teachers and the project staff, with a view to being able to correct some of these difficulties in the future.

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Edited by J.L. Sachdeva, Deputy Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002.



IAEA

# NEWSLETTER

Vol.V

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Limited Circulation

## MANE ELECTED PRESIDENT OF IAEA

Barrister M.G. Mane, President, Bombay City Social Education Committee and a former Labour Minister of Maharashtra has been elected President of the Indian Adult Education Association.

The Council of the Association at its meeting in Mysore on December 18, 1983 elected the following office-bearers and members of the Executive Committee:

### PRESIDENT

Barrister M.G. Mane

### VICE-PRESIDENTS

1. Shri B.S. Garg
2. Shri Yashwant Shukla
3. Dr. K.S. Pillai
4. Shri Satyen Maitra
5. Shri J.P. Tewari

### TREASURER

Dr. S.C. Dutta

### GENERAL SECRETARY

Shri J.C. Saxena

### JOINT SECRETARY

Shri B.B. Mohanty

### ASSOCIATE SECRETARIES

1. Shri C.R. Bhatt
2. Shri K.R. Susheele Gowda
3. Shri N.C. Pant
4. Shri H.C. Sharma

### MEMBERS OF THE EXECUTIVE COMMITTEE

1. Shri Bhai Bhagwan
2. Shri J.M. Gadekar
3. Shri K.L. Zakir
4. Smt. C.K. Dandiyia
5. Dr. R.C. Nema 'Rajesh'
6. Shri K.C. Choudhary
7. Smt. Kamla Rana
8. Shri B.R. Vyas

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36TH ALL INDIA ADULT EDUCATION CONFERENCE: A BRIEF REPORT

The 36th All India Adult Education Conference on "Relevance of Folk High Schools to India" concluded in Mysore on December 18, 1983.

The four-day conference convened by the Indian Adult Education Association in collaboration with the Education Department, Government of Karnataka and Karnataka State Adult Education Council considered the concept of Folk High School and examined its relevance to Indian conditions.

250 delegates from 19 States and Union Territories participated in the Conference.

Inaugurating it, Shri B. Rachaiah, Minister of Education, Government of Karnataka stressed the need for organising residential courses for the cultural and vocational enrichment of the rural people. He said that 13 Vidyapeeths on the pattern of Folk High School were functioning in Karnataka, and there was a proposal to set up five more. Shri Rachaiah said that the people enrolled in Vidyapeeths should be so trained that they do not seek job outside but should consider their duty to serve the underprivileged in their own village.

Shri Rachaiah referred to the report of the University Education Commission which had found Danish Folk High Schools relevant to Indian conditions and had recommended establishment of residential institutions for folk education on the model of Danish Folk High Schools with necessary modifications.

Shri V.S. Mathur, President, Indian Adult Education Association in his presidential address said that the issue really was whether there should be concentration on the education of the elites - social, economic, intellectual - or much greater emphasis, than hitherto evident, on the education of the masses. He said that while able and qualified men were needed to man our administration and economic and social institutions, there was also need for fine resources of culture, leadership and wisdom to be distributed throughout the population.

He commended the Folk High School movement which originated in the Scandinavian countries and had now spread in the various parts of the world as one of the excellent ways of spreading mass education. The Danish Folk High School had also challenged the assumption of intellectual elites that long period of study with

conventional cultural subject matter in High School and College was necessary to produce liberally educated men. He pleaded for education to be broadbased and that educational institutions should be living organism of the life of the community.

Earlier, Shri P.G. Puranik, Divisional Commissioner, Mysore and President, Karnataka State Adult Education Council in his welcome address said that adult education covered not only literacy but continuing education in a fuller sense. Adult Education must help to develop the community and improve the socio-economic condition of the people, the community and the country which has almost half of our people unbettered and below poverty line. Unless the people were educated and take an active part in the development programmes, no scheme would succeed and bring about the desired results, he said. Shri Puranik said that adult education programme should be functional, work-oriented and meaningful to the people in their daily life.

Prof. K.S. Hegde, Vice-Chancellor, University of Mysore in his remarks said that 50% of the children in the age-group 6-14 years were out of school and must be provided education through non-formal methods.

To enable the masses to become partners in development, education of the illiterates should receive priority, he said.

Prof. Hegde said that TV and Cinema were effective media in providing information to the masses but we should not become over dependent on them. Literacy education had its own place and should be organised on mass scale. He said that Mysore University is actively participating in adult education programme and 230 adult education centres are being run by 23 colleges.

Dr. T.A. Koshy, Hony. General Secretary of IAEA read out the messages received from Vice-President of India, Prime Minister of India and Union Cabinet Ministers.

Shri K. Shanthayya, Director of Adult Education, Government of Karnataka proposed a vote of thanks.

The Conference discussed in detail the annual report of the Indian Adult Education Association and made the following suggestions:

- (1) The Indian Adult Education Association (IAEA) should move Unesco to get the complete work of N.F.S. Grundtvig translated in English and other major world languages on the occasion of his 200th birth anniversary celebrations.
- (2) IAEA should prepare a project for comparative study of Grundtvig's ideas and the ideas of eminent Indian educationists.
- (3) The annual Report should be more comprehensive and must include, besides detailed account of the Association's activities the analytical review of the adult education in the country, and of the progress report of its affiliated institutions.
- (4) IAEA should move the Central government to appoint a National Commission for Adult Education on the lines of U.G.C.
- (5) IAEA should review the different programmes of adult education and continuing education carried out by various official and non-official institutions or departments and to suggest as to how these programmes and activities could be integrated and coordinated at the field level.
- (6) IAEA should start a campaign to enrol voluntary agencies engaged in adult education as its members according to the existing rules and regulations. Universities in general and Agricultural Universities in particular should be approached to enrol themselves as member of the Association.
- (7) IAEA should approach the authorities concerned to make the small voluntary agencies having credibility eligible for financial assistance to run a minimum of five centres.
- (8) IAEA should take initiative for starting distance learning programme for the training the field workers of the member institutions as no provision has yet been made for having resource centres at the district level and no satisfactory arrangements are available for the training of grass-root workers.

A Sub-Committee with Shri Yashwant Shukla as convenor was formed for preparing guidelines of the annual report and for formulation of action plan for the coming years.

#### NEHRU LITERACY AWARDS PRESENTED

The Nehru Literacy Awards for 1982 and 1983 were presented to Shri N. Bhadriah and Bombay City Social Education Committee respectively by Shri M. Chandrashekar, Minister for Housing & Urban Development, Govt. of Karnataka. Shri Chandrashekar in his speech said that literacy is not the end of adult education and its importance lies in its being one of the effective means of education. He said that in adult education programme literate and semi-literate people should also be covered to enable them to improve the quality of their life.

The Minister said that literacy becomes valuable only when it is used by individual as well as community for bringing social and economic changes and for improving the quality of their individual and collective living. To achieve this goal, facilities have to be provided for comprehensive programme of adult education including literacy, post-literacy, continuing and further education, he added.

The citation for Shri N. Bhadriah said that he grew with an awareness of the rural problems and became staunch believer that literacy was the best medium that could surmount them. He was instrumental in establishing Vidyapeeths under Karnataka Council for providing liberal education to young men and women from rural areas. Under his leadership the Karnataka Council had established a net work of libraries all over the State for providing education to the masses, the citation said.

The citation for Bombay City Social Education Committee said that the Committee had educated over 16 lakhs adults in Bombay since its establishment in 1939. It organises about 1000 adult education centres in which 25000 adults are made literate.

The Committee had a well developed system of circulating and area libraries for providing reading material to the neo-literates and teachers. It had produced a number of follow-up books on different subjects in Marathi, Hindi, Urdu, Telgu and Gujarati.

In his acceptance speech, Shri Bhadriah said that programmes for development can not be successful unless the masses take an active part in it with knowledge and understanding of their responsibility.

He said that an important factor in the failure of literacy campaign was lack of motivation not only among the participants but also among the workers. It could succeed only if an adult sees the value of literacy in his own life. He stressed the need to coordinate the work of adult education with other departments such as small scale industries, agriculture, health and family welfare, etc.

Shri M.G. Mane, President, Bombay City Social Education Committee in acceptance speech said that it was not possible

for people to prosper unless they accept new technical knowledge, new methods of production, new incentive to produce more goods. He said that it was necessary to educate those who were educationally underprivileged and economically poor from rural areas. They are very much in need of employment and basic needs of life and the adult education programme should be so geared as to help the adult learners to get employment.

Shri P. Viswanath, Mayor, Mysore City Corporation who presided over the function congratulated both the award winners.

Earlier, Shri J.C. Saxena, Treasurer, Indian Adult Education Association welcomed the chief guest and the award winners.

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

On the third day, the working paper was presented and discussed. A film on Fr. N.F.S. Grundtvig was also shown. A sub-committee with Shri Mushtaq Ahmed as convener was formed to prepare the main conclusions of the Conference.

#### ZAKIR HUSAIN MEMORIAL LECTURE

On the last day of the Conference, Shri J. Veera Raghavan, Adviser (Education) Planning Commission, New Delhi, delivered the Zakir Husain Memorial Lecture. The theme was "Challenges before Indian Adult Education". Shri Veera Raghavan said that Adult education faced three-fold challenge - the challenge of effective linkage with culture, science and work; the challenge of eradicating illiteracy and the challenge of adapting to the new information/communication revolution. He said "Literate and skilled - the vast human resources of India could become an extra-ordinary source of strength and many of our so called "vexing problems" could vanish into the air. What we need is a new dynamism and determination".

#### VALEDICTORY SESSION

The main conclusions of the conference were presented by Sarvshri Yashwant Shykla and Mushtaq Ahmed. Shri D.B. Chandra Gowda, Speaker Karnataka Legislative Assembly delivered the valedictory address and Shri M. Ragupathi, Minister for information and Tourism of the State presided over the function.

Shri Gowda in his address said that absolute number of illiterate had increased and about 20 crores had been added to the number of illiterates during the last three decads. He said that the problem of motivation could be solved if the programme was linked with economic and social problems of the country.

Shri Raghupathi in his presidential remarks said that illiteracy could be banished if it was linked with eradication of poverty and unemployment. He said that the large-scale drop out rate from primary schools was due to vast unemployment among the educated class in the country. The parents do not find advantageous to send children to school in the prevailing vast unemployment in the country.

Visits to Brindavan Garden, Chaumandi Hills and Nanjan Vidyapeeth were arranged for the delegates on the first and second day. The delegates were entertained with a specially organised cultural programme on the 16th evening.

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#### NATIONAL BOARD OF ADULT EDUCATION

The first meeting of the reconstituted National Board of Adult Education was held in New Delhi on November 26, 1983. Addressing the meeting, the Union Minister of Education, Culture and Social Welfare, Shrimati Sheila Kaul said that illiteracy was inextricably linked with poverty and therefore the Government had given high priority to the removal of illiteracy in the task of nation building. Calling upon all agencies engaged in the task of development to include literacy as an essential component of the development programmes, Shrimati Kaul repeated the resolution of the Central Advisory Board of Education, making it obligatory on the part of functionaries of all development departments to contribute actively to the quality and content of adult education programmes, and pool their resources of men, money and material.

Speaking about the voluntary organisations, the Education Minister said that they "have played a very significant role in promoting various ideas and implementing programmes which ordinarily cannot be undertaken by State agencies. Voluntary organisations represent the collective will of the people to innovate, to promote and to implement programmes with or without Government support."

Suggesting massive step up of programme for women, Shrimati Kaul said that it was necessary to build up adequate infra-structure at the national, state and district levels for implementation of women's literacy programmes on priority basis. She also drew the attention of the Board to problems like insufficient need-based teaching learning materials, insufficient emphasis on post-literacy activities and shortage of women instructors.

Stating that a sum of Rs.1312.50 crores would be required to make 110 million adult literate, she called upon the community at large to generate resources to supplement Government's efforts and instil in the minds of learners as well as the functionaries a spirit of self-confidence and optimism. In conclusion, the minister said, "Indian Society and Community with its long tradition of respect for learning has to consciously build up the urgency for the creation of a new society where ignorance has no place."

The meeting was also addressed by the Information & Broadcasting Minister, Shri H.K.L. Bhagat who promised all help of his Ministry in promoting adult education and take its message to all nook and corner of the country through TV, Radio, Films, Field Publicity units and Song and Drama Division.

The Board agreed to step up the programme for women's education for an educated women was the greatest instrument for national development. To educate a women was to educate a family, it was stated. The Board also stressed the need for follow-up and post-literacy programmes. It was suggested that strict scrutiny should be made before sanctioning grants to voluntary organisations, but after selecting an agency the Government must continue to extend full support to it, and not leave it to the mercy of individual state functionary.

The Indian Adult Education Association was represented by Dr. S.C. Dutta. Among others who took part in the discussion were Shri Satyen Maitra, Prof. V. Eswara Reddy, Father G.J. Gonsalves, Shri B. Rachaiah, Education Minister of Karnataka, Shrimati Kamla Singh, Social Welfare Minister of Madhya Pradesh, Begum Sultana Hayat and Shrimati Geeta Mukherjee M.P. The Education Secretary, Shrimati Serla Grewal and Joint Secretary, Shri P.K. Patnaik explained various steps taken by the Education Ministry

to step up adult education programme by involving voluntary agencies, youth and students for removal of illiteracy.

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### 700 MILLION LIVE IN ABSOLUTE POVERTY

Almost 700 million people of developing countries live in absolute poverty, and there is little reason to believe that their condition is improving, according to a latest study by the UN Food and Agriculture Organisation (FAO).

The gloomy assessment is contained in a review of changes in rural conditions since the 1979 World Conference on agrarian reform and rural development, prepared for the recent FAO conference.

In 1982 the report says, an estimated 1.34 billion people lived in the rural areas of the 69 developing countries, with just over half of them living in absolute poverty.

FAO director-general Edourd Saouma commenting on the review says, "If we project the findings of this report on to the population of the developing countries as a whole, we must assume that more than 1.5 billion people - almost every third human being - are living in countries where half the rural population is absolutely poor and exposed to high risk of malnutrition... the situation is even worse than what we had feared."

The report, however, reveals a paradox. Of three indicators of rural poverty measured - food consumption, health and literacy - at least some gains have been made "On average" in all the three in the countries studied, per capita caloria consumption had risen, while infant mortality and rural poverty fell by about 2.5 per cent a year.

Despite these gains, increased population meant that absolute numbers of those not benefiting actually increased.

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TRANSFER OF FLAW PROGRAMME

Functional Literacy for Adult Women (FLAW) Programme was being implemented as a part of Integrated Child Development Scheme (ICDS) by the Ministry of Social Welfare. Government of India have now decided that implementation of this programme should be restricted to such ICDS project areas only where it has already been started. This will continue to be implemented in the ICDS project areas sanctioned up to 1981-82 and those ICDS project areas sanctioned in 1982-83 where some commitment on the implementation of this programme as a part of ICDS has already been made. Thus, in future, there will be no component of literacy for adult women in the new ICDS projects. State Education Departments have been advised by the Ministry of Education and Culture to start, as far as possible, separate adult education centres for women under Rural Functional Literacy Programme and State Adult Education Programme in new ICDS Project areas. State Adult Education Departments have also been advised to utilise the services of Anganwadi Workers for running women literacy centres under the adult education programmes run by education departments in the new ICDS project areas. Thus, the FLAW programme is transferred from the Ministry of Social Welfare to the Ministry of Education and Culture.

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ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATIONMedia, Methods and Material in Adult Education

Tilak, H.H., Bibliography on Workers Education. Nagpur, Central Board of Workers Education, 1983. 462 p.

The Bibliography is divided in five parts (1) Workers Education in India (2) Rural Workers Education (3) Workers Education Abroad (4) Methodology of Teaching in Workers Education (5) Audio-Visual Aids in Workers Education. Under each part the information is further divided by its form i.e. Books, Chapters from books, Reports, Diagnostic Studies, Conference Proceedings, Thesis and Articles from periodicals. The entries are arranged alphabetically by author or title.

SEMINAR REPORTS

Association

Indian Adult Education/Authentic Development: Role of Adult Education. New Delhi, Indian Adult Education Association, 1983. 50 p. Price Rs.7.00

The document is an out-come of the four-day Conference which was jointly organised by the Indian Adult Education Association and Asha Kala Kendra, Mhow, M.P., from December, 19-22, 1982.

The document consists of Group Reports, Working Paper and the declaration of the conference. It also contains six articles contributed to the Conference.

International Council for Adult Education, Towards an authentic development : the role of adult education, Report of the Paris Conference, October, 1982. Toronto, International Council for Adult Education, 1983. 164 p.

The report of the Paris conference of the ICAE consists of edited versions of all the written reports of the various sessions of conference, together with a general introduction, and other supporting material. The various recommendations regarding education of self-reliant communities, adult education for women, primary health care, total literacy, interaction between formal and non-formal education, economic development, worker self-management and the role of adult education, adult education and poverty, evaluation and participation etc., have also been included in this report.

Mohsini, S.R.; Sachdeva, J.L. and Sehgal, Asha Eds. Towards a Comprehensive adult education programme. New Delhi, Indian Adult Education Association, 1983. 146 p. Price Rs.30.00

The document is based on the proceedings of the National Conference of Voluntary Agencies on Eradication of illiteracy which was sponsored by the Indian Adult Education Association in 1982 in New Delhi.

The document contains, Declaration, The Plan of Action and the report of the discussions and includes the material related to the historic perspective of the adult education in India.

Besides the inaugural, presidential address<sup>es</sup> it contains papers on levels and duration of literacy post-literacy and follow-up programme in India, Non-formal Education for adults and strategies for eradication of illiteracy.

Under appendices the following have been included:

Adult/Social Education in Five Year Plans, National Adult Education Programme (a) Policy Statement (b) An outline; Syllabi for Adult Literacy; Adult Education in the Education Commission Report (1964-1966); Major Findings and Recommendations of Review Committee on NAEP; Recommendations of the Committee on Post-Literacy and Follow-up Programmes; selected statistics on Adult Literacy and A select Bibliography on Adult Education.

Regional Resource Centre, Panjab University. Report: Environment Education and Adult Education-Need for Linkage. A Seminar on International Literacy Day, September 8, 1983. Chandigarh, Regional Resource Centre, Panjab University, 1983. Various paging. (Mimeographed)

A Seminar on environment education and adult education - need for linkage, was jointly organised by the Regional Resource Centre, Panjab University, Environment Society, Chandigarh and Centre for Continuing Education, Panjab University, Chandigarh on international literacy day, September 8, 1983. This document is the report of the Seminar and besides valedictory and presidential addresses it contains background paper and recommendations made by the Seminar on making people conscious and aware of the significance of environment education, preparation of materials and training of workers.

#### ADULT EDUCATION IN OTHER COUNTRIES

Dam, Poul. Nikolaj Frederik Severin Grundtvig (1783-1872). Copenhagen, The Royal Danish Ministry of Foreign Affairs, Press and Cultural Relation Department, 1983. 72 p.

This biographical volume deals with the life and work of Danish Scholar N.F.S. Grundtvig. The book has been divided into six chapters: The first chapter gives an historical background in which Grundtvig worked. The second chapter deals with his life and authorship. In the chapters third and fourth his ideas on Folk High Schools and Child Education have been dealt in. His ideas on National Church and Danish Society have been presented in the chapters fifth and sixth. The book is well illustrated and contains many photographs of Grundtvig.

Fletcher, Colin. The Challenges of Community Education : A Biography of Sutton Centre 1970 to 1982. Nottingham, Department of Adult Education, University of Nottingham, 1983, 317 p.

This document is a case study of one English Community Education Centre during the seventies. The Centre contains a comprehensive school, youth service, adult education and recreation facilities. It studies the problem of coordination and offers solution.

Nordic Development Agencies. Workshop on Economic and Social Development: The Possible use of the Nordic Folk High School idea in the Developing Countries, 26th October - 1st November 1980. Nordic Development Agencies, 1980, Various Pag.ing.

The document is the report of the workshop on "Economic and Social Development : the possible use of the Nordic Folk High School idea in the Developing Countries" jointly arranged by the Nordic Development Agencies and the Nordic Folk High Schools. It was held at International Development Centre, Bakkerne, Denmark from October 26th to November 1st, 1980.

It describes the FHS idea in general and identifies some major elements of the FHS idea which are of particular importance to economic and social development in developing countries. It contains case studies of FHS from Ghana, India, Tanzania, Zambia and the Nordic countries. In the plan of action follow-up activities are proposed. The suggestions and views expressed by groups are reflected in the "Summary of Group Discussions".

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Edited by J.L. Sachdeva, Deputy Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002.



IAEA

# NEWSLETTER

Vol. V

No. 10

January 1984

Limited Circulation

## STEPS TO INVOLVE WOMEN VOLUNTARY AGENCIES IN ADULT EDUCATION WORK

The Union Education Ministry has streamlined its procedure for approval of projects made by voluntary organisations engaged in adult education for women.

The Ministry will now be approving projects for 2-3 years at one go instead of on a yearly basis, thus doing away with delays and the need for voluntary organisations to apply afresh every year.

This information was given to representatives of voluntary organisations by Mrs. Serla Grewal, Secretary in the Ministry of Education and Culture, at a meeting in New Delhi on January 17, 1984.

With women lagging behind men in literacy in India (24.82 percent as against 46.8 percent among men), voluntary organisations must play an important role in spreading education among women, Mrs. Grewal said.

In its bid to encourage voluntary organisations, the Government has now started releasing 75 per cent of the total approved grant for a project in the first instalment itself instead of the stipulated 50 per cent so far.

The Government has also decided to meet 100 per cent of the administrative expenditure for a project of five adult education centres meant for women. Hitherto the smallest project undertaken by voluntary organisations for women was required to comprise at least 15 adult education centres. This requirement has now been brought down to just five centres.

Contd.....P/2-

Mrs. Grewal said special efforts should be made to enrol women belonging to Scheduled Castes and Tribes, and landless and migrant labour categories. The realities of their daily life and vocational skills must be taken into account while formulating the educational programme for them.

The Government has instituted a scheme of awards for excellence in its bid to motivate States to enrol women for adult education.

She said that financial patterns are being revised. The honorarium for instructor, the cost of basic teaching/learning material and equipment are being suitably increased.

Shri J.L. Sachdeva, Deputy Director attended the meeting on behalf of Indian Adult Education Association.

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#### REVISED LITERACY TARGETS LIKELY TO BE MET

The revised targets for elementary education and adult literacy for 1983-84 are expected to be fully met by the end of the fiscal year, according to the Union Education Ministry.

The targets envisage additional enrolment of 47 lakh children for elementary education and 51 lakh for adult literacy programmes.

During the year, 360 functional literacy projects are said to have been launched in the rural areas, mostly in districts having a literacy rate below the national average of 36.17 per cent.

The States have their own projects for adult education. Universities and voluntary organisations are being increasingly encouraged to help eradicate adult illiteracy. Currently, 68 universities and 705 colleges are associated with adult education, says an official release.

350 voluntary agencies have been given grant-in-aid to undertake 16340 adult education centres with an approved grant of Rs.288.13 lakhs.

NEWS FROM STATE RESOURCE CENTRES

SRC, Uttar Pradesh

The State Resource Centre, Literacy House, Lucknow has developed two educational kits for Anganwadi workers and helpers with more than two years experience. The kits cover a variety of topics such as childcare, care of pregnant mothers, prevention and cure of diarrhoea, roles of helpers, safe drinking water, health checkup etc. The topics are presented in different forms such as flash-card sets, booklets, posters, charts, strips and handbills.

The SRC organised an orientation course for adult education instructors from October 19 to November 1, 1983. The emphasis was on imparting skills required for organising and conducting adult education centres. 35 persons (21 male & 14 female) attended the course.

Another course for principals, lecturers, was arranged from November 28 to December 7, 1983. 18 persons (14 male and 4 female) participated.

Under the project of Reading Needs and Interests of Neo-literates sponsored by Indian Adult Education Association and Jamia Millia Islamia the training of investigators was conducted during the period under report. The data will be collected in the quarter January-March, 1984.

The SRC conducts a women extension project comprising of five balwadis, four adult literacy and craft classes, and four Mahila Mandals with an enrolment of 150, 85 and 105 beneficiaries respectively.

The SRC continued to publish monthly periodicals 'Ujala', 'Ghargharhasthi' and 'Anudesh' during the period under report.

SRC, Orissa

The SRC, Utkal Navjeevan Mandal, Angul, published three issues of monthly magazine 'Chetana', three issues of the monthly bulletin for neo-literates 'Halchal' and two issues of Tundobaida, a monthly wall-newspaper for neo-literates during October-December 1983.

The two books 'Ama Saga Tiana' and 'Orissara Pithapana' are under print.

It provided operational and academic assistance in the organisation of adult education training programme to different colleges and agencies engaged in adult education programme.

SRC, Haryana

The SRC(Haryana), Chandigarh has prepared booklets on common diseases of animals, cheap and nutritive recipes, religious stories during the quarter ending 31st December, 1983.

Two training programmes for supervisors and instructors on storage of foodgrains, pesticides were organised at the district and block level during october and November 1983.

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LIFE-LONG LEARNING KEY TO GOOD LIVING

Planning Minister, Shri S.B. Chavan said in New Delhi on January 5, 1984 that a society seemed to be that the future trends in education shaping up "where life-long learning will be the key to good living".

Inaugurating the Fifth Commonwealth Regional Conference on Educational Administration jointly sponsored by the Commonwealth Council for Educational Administration and the Indian Association of Educational Planning and Administration, he pointed out that the new information and communication technologies was putting enormous burden on the educators and its administration.

It was their task to organise these resources so that each person could learn according to his choice. In other words, access to learning would get universalised and the artificial divisions like school, higher, adult, non-formal, technical and professional education would break down.

India, he said, had made large investments in education, yet the demand for secondary, higher and technical education was increasing, creating problems for planners and educators.

But, despite financial constraints education was spreading fast. The need today was to make education relevant to social needs. It was here that educational administration became crucial and, organisations like the CCEA and the IAEPA could play an important role.

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INVOLVEMENT OF ENTIRE COMMUNITY  
IN EDUCATION STRESSED

Prof. M.G.K. Menon, Member, Planning Commission said in New Delhi on January 14, 1984 that education was not something which could be left to teachers alone. "Education is something in which the entire community must be involved".

He was delivering the Dr. C.D. Deshmukh Memorial Lecture on "Indian Education: The Challenges and Opportunities".

In the years to come, he said resources will not be available for education in view of the population growth and when society might be called upon to manage it on its own. "The question is whether each one of us has enough commitment to our educational system".

On a statistical basis we have accomplished a great deal since independence, but due to population growth what we have accomplished in real terms is much less than desired. The per capita expenditure on education had increased from Rs.2 in 1947 to Rs.64 now.

We have an under-funded educational system. The allocation was primarily in non-plan areas meeting the educational demands year after year and not in plan areas where now investments were made to bring about changes. The planning process does not include education.

The most single crucial investment was human capital. Education was not as visible in short-term as some other hardware. But it was part of the human capital. Mr. Menon said: "We talk of efficiency and production. They all involve human skill and hence education".

Expanding the present system of education or putting in more resources in it would not solve the problems. "What we really require is a new design for educational system which would be much more meaningful for the Indian Society than anything else".

Education should have some bearing on the cultural heritage of the nation, the environment in which its people live and to some vocation which they can take up later in life.

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Contd.....P/6-

ADULT/CONTINUING EDUCATION PROGRAMME  
OF NAGPUR UNIVERSITY

43 Colleges out of the 73 Colleges of the Nagpur University are participating in the adult education programme under point 16 of the 20 point programme. 355 centres are being run by the Colleges and 60 by the Department of Continuing and Adult Education and Extension of the University. Besides awareness functionality and literacy, population education is also being imparted in adult education centres.

The Department organised the following programmes recently:

- (1) Training of Professors in-charge under removal of Adult Illiteracy and spread of Universal Elementary Education.
- (2) Training of supervisors and Instructors.
- (3) Workshop on Evaluation techniques for Professors-in-Charge and Supervisors, Continuing Education.
- (4) Seminar on Continuing Education for weaker sections of population.
- (5) Extension lectures on various topics.
- (6) District level Seminar on Continuing Education, Adult Education, Population Education, Planning forum and Role of Colleges.
- (7) Seminar for housewives and social workers on family budgeting and meal planning.

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SHRAMIK VIDYAPEETH AT BHU ESTABLISHED

A Shramik Vidyapeeth under the Centre for Adult and Continuing Education, Banaras Hindu University, Varanasi has been established recently. A Management Board under the Chairmanship of Prof. Iqbal Narain, Vice-Chancellor of the University has been set up. The Assistant Director of the Department of Adult & Continuing Education of the University will be the Member-Secretary of the Board.

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ROBY KIDD INTERNATIONAL AWARD  
FOR A CHILEAN

Rafael Pizzaro Alvarado, a 33 year old Chilean who began work as a peddler at the age of 10 to help his family and to finance his education is the winner of the first J. Roby Kidd International Award for significant and innovative work in the field of adult education.

The \$1,500 annual award is drawn from the J. Roby Kidd Trust Fund established by the International Council for Adult Education, Toronto, Canada.

The nomination noted that Mr. Pizzaro "has shown a strong commitment to his professional development", constantly seeking to bring new educational and organisational methods to bear on social change and the reversal of adverse social conditions for the groups he works with, and with whom he has a strong sense of identification.

He worked closely with delinquent youths in a poor neighbourhood of Santiago, identifying and diagnosing the elements that led to their delinquency to help them, by self transformation to change their behaviour and motivating them to develop educational and recreational activities. In designing literacy and other educational programmes with these youths Mr. Pizzaro applied the methods of the famous Brazilian adult educator, Paulo Freire.

The three runners-up who received special citation are from Indonesia, England and India.

Djoko Sutarmo, 51 from Indonesia who has been a prominent member of a literacy work force whose village-level projects in the Melang District, where in 1976 there were 275,000 illiterates in a population of 1,900,000 was credited with providing literacy skills to 95.5 per cent of the illiterates.

Ruth Liddington, 33 from England whose work primarily has been with severally handicapped adults.

Aluri Ravinder, 30 from India who has had more than a decade of experience in programme planning and execution of adult and non formal educational activities. He has organised number of seminars, symposia, workshops, conferences and training programmes in the course of his adult education work.

Shri Ravinder is Secretary, Warangal Adult Education Association, Warangal(A.P.).

INTERNATIONAL SEMINAR ON  
COOPERATING FOR LITERACY

The Seminar organised by International Council for Adult Education (ICAE) and the German Foundation for International Development took place in West Berlin from October 16-20, 1983. It was attended by 72 persons from 27 countries.

Among other things, the Seminar reinforced the urgent need for large scale efforts in dealing with the problem of illiteracy and urged greater cooperation between and among the developing countries in literacy work.

Another outcome of the Seminar was the decision to produce a short and simple newsletter "NETWORK LITERACY" to help build a literacy network. Anil Bordia, the Chairman of the ICAB Literacy Committee will undertake this task using resources from within India.

For information and Report of the Seminar : German Foundation for International Development, Education and Science Branch, Hans Beckler - Str. 5 5300 Bonn 3, Federal Republic of Germany.

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NAME OF BRITAIN NIAE CHANGED

With the amalgamation of the National Federation of Adult Education and the British Institute of Adult Education with the National Institute of Adult Education (NIAE), the NIAE is now known as NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION.

The address remains the same i.e. 19B De Montfort Street, Leicester LE17GE (England).

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DISTANCE EDUCATION IN CANADA

A Canadian Association for Distance Education has been formed to promote and support the effective delivery of distance education and to be a means for exchange of information and ideas. It currently operates under the umbrella of the Canadian Association for University Continuing Education.

For information : Kay Rogers, School of Education, Carleton University, Ottawa, Canada K1S 5B6.

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OBJECTIVE : LITERACY

Objective : literacy is a new tabloid format report issued by Unesco. It also includes a list of resources available from Unesco.

It is available free of charge from

ED/LAR Division  
UNESCO  
Place de Fontenoy  
75007, Paris, France

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WE WELCOME NEWS FOR  
THE IAEA NEWSLETTER  
PLEASE SEND TO

J.L. SACHDEVA  
DEPUTY DIRECTOR  
INDIAN ADULT EDUCATION  
ASSOCIATION  
17-B, INDRAPRASTHA ESTATE  
NEW DELHI-110002

Foreign Journals/Newsletter on Adult Education and Development  
Received at the IAEA Library

Adult Education

Periodicity : Quarterly

Address : The National Institute of Adult Continuing Education  
19 B De Montfort Street  
Leister, LE1 7GE

Subscription : £ 1.70

Adult Education & Development

Periodicity : Twice a year

Address : German Adult Education Association  
Fachstelle Fur Internationale  
Zusammenarbeit, Rheinalle 1,  
5300 BONN 2  
Federal Republic of Germany.

Subscription : Free of charge

Adult Education Clearing House Newsletter

Periodicity : Monthly

Address : Centre of Adult Continuing  
Education,  
Montclair State College  
Upper Montclair  
New Jersey 07043

Subscription : US \$ 16.00

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Adult Education in Finland

Periodicity : Quarterly

Address : Kansahvalistusseura, Museokatu 18 A 2,  
00100 Helsinki 10, Finland

Subscription : US \$ 10

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A.I.D. Research & Development Abstracts

Periodicity : Quarterly

Address : Editor of ARDA, S & T/DIU/DI  
Bureau of Science and Technology  
Agency for International Development  
Washington, D.C. 20523  
U.S.A.

Subscription : Not mentioned

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ASPBAE Courier

Periodicity : Three Times a year

Address : ASPBAE Secretariat  
G.P.O. Box 1225  
Canberra, 2601, Australia.

Subscription : US \$ 10 (for Individuals)  
US \$ 40 (for Institutions)

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Asian-South Pacific Bureau of Adult Education - Newsletter  
Region 1.

Periodicity : Not mentioned

Address : Secretary,  
ASPBAE Region 1  
30/63 A, Longden, Colombo 7  
SRI LANKA

Subscription : Not mentioned.

ASPBAE Newsletter

Periodicity : Not mentioned

Address : ASPBAE Secretariat  
P.O. Box. 1225, Canberra City 2601  
Australia.

Subscription : Not mentioned

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Assignment Children

Periodicity : Quarterly

Address : UNICEF, Villa Le Bocage  
Palais des Nations  
1211 Geneva 10, Suisse

Subscription : US \$ 7.50 (For third world and students)

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BRAC Newsletter

Periodicity : Quarterly

Address : Bangladesh Rural Advancement Committee,  
66, Mohakali, Dhaka 12, Bangladesh.

Subscription: Not mentioned

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Comparative Adult Education Newsletter

Periodicity : Twice a year

Address : Secretary, Comparative Adult Education Working  
Group of the Standing Conference on University  
Teaching and Research in the Education of Adults,  
Division of Continuing Education, School of  
Education, University of Nottingham, U.K.

Subscription: Not mentioned

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Canadian and International Education

Periodicity : Twice a year

Address : Canadian and International Education, Faculty  
of Education, The University of Calgary  
Calgary, Alberta, Canada. Canada T2N 1N4

Subscription: \$ 10 (Can.) for Individuals and  
\$ 20 (Can.) for Institutions

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Periodicity : Not mentioned  
Address : 7 place de Fontenoy  
75700 Paris, France  
Subscription : Free of charge

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Continuing Education in New Zealand

Periodicity : Quarterly  
Address : National Council of Adult Education,  
Box 12114, Wellington North, New Zealand.  
Subscription : \$ NZ 9.00

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Convergence

Periodicity : Quarterly  
Address : International Council for Adult Education,  
29 Prince Arthur Ave. Toronto,  
Canada M5R 1B2  
Subscription : US \$ 15

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Development Communication Report

Periodicity : Not mentioned  
Address : 1414, 22nd Street, N.W.  
Washington, D.C.  
20037 U.S.A.  
Subscription : Not mentioned

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Development Dialogue

Periodicity : Twice a year  
Address : The Day Hammarskyöld Centre over Slottsgatan 2,  
S-75220 - uppsala, Sweden,  
Subscription : Not mentioned.

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Development Education Exchange

Periodicity : Twice a year  
Address : Development Education Exchange FPHC/Action for  
Development FAO 00100 Rome, Italy.  
Subscription : Not mentioned.

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Educational Documentation and Information, Bulletin of  
the International Bureau of Education

Periodicity : Quarterly

Address : UNESCO, 7 place de Fontenoy,  
75700 Paris, France

Subscription : 52 FF

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The Educational Forum

Periodicity : Twice a year,

Address : Kappa Delta Pi, P.O. Box A, West Lafayette,  
Indiana 47906, U.S.A.

Subscription : US \$ 13

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Interlit

Periodicity : Quarterly

Address : David C. Cook Foundation,  
Cook House, ELGIN, 1L 60120  
U.S.A.

Subscription : Not mentioned

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International Foundation for Development  
Dossier

Periodicity : Quarterly

Address : 2, Place du Marche,  
Ch - 1260 Nyon, Switzerland.

Subscription : US \$ 15

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International Labour Review

Periodicity : Bimonthly

Address : I.L.O. Publications,  
International Labour Office,  
CH-1211 Geneva 22,  
Switzerland.

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Inter Media

Periodicity : Bimonthly

Address : International Institute of Communications,  
Tavistock House East, Tavistock Squire,  
London. WC1H 9LG

Subscription : £ 18 US \$ 38

ILO Information

Periodicity : Five Times a year

Address : Bureau of Public Information, International  
Labour Office, CH 1211 Geneva 22  
Switzerland

Subscription : Not mentioned

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KHITPEN Non-Formal Education Newsletter

Periodicity : Not mentioned

Address : Non-Formal Education Department, Ministry of  
Education, Thailand.

Subscription : Not mentioned

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Labour Education

Periodicity : Quarterly

Address : International Labour Office, Geneva,  
Switzerland.

Subscription : US \$ 17

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Marga

Periodicity : Quarterly

Address : Marga Institute, P.O. Box 601, Colombo,  
Sri Lanka.

Subscription : Not mentioned

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The NFE Exchange

Periodicity : Not mentioned

Address : Non-Formal Education Information Centre,  
College of Education, Michigan State University,  
237 Erickson Hall, East Lansing, MICHIGAN 48824  
U.S.A.

Subscription : Not mentioned.

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Social and Labour Bulletin

Periodicity : Quarterly

Address : International Labour Office, CH-1211 Geneva 22,  
Switzerland.

Subscription : US \$ 23

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Scotish Journal of Adult Education

Periodicity : Half-yearly

Address : The Scotish Community Education Council,  
Atholl House, 2 Canning Street,  
Edinburg EH 2 8EG U.K.

Subscription : US \$ 10

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Theory into Practice

Periodicity : Quarterly

Address : 149, Arps Hall, 1945 N.High St.,  
Colombus Ohio 43210; (614)422-2501 U.S.A.

Subscription : US \$ 15.00

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Unesco Adult Education Information Notes

Periodicity : Quarterly

Address : Adult Education Section, Adult Education and  
Rural Development Division, Unesco, 7 place de  
Fontenoy, 75700 Paris, France.

Subscription : Free of charge

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Unesco Features

Periodicity : Fortnightly

Address : United Nations Scientific and Cultural  
Organization, 7 place de Fontenoy 75700 Paris.

Subscription : Not mentioned

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Unesco Institute for Education Newsletter

Periodicity : Occasional

Address : Feldbrunnenstra Be 58, D-2000 Hamburg 13,  
Federal Republic of Germany.

Subscription : Free of charge

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Universitas

Periodicity : Quarterly

Address : Birkenwaldstrasse 44, D-7000 Stuttgart 1,  
Federal Republic of Germany,

Subscription : DM 42 Excluding Postage.

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Edited by J.L. Sachdeva, Deputy Director, Indian Adult Education  
Association, 17-B, Indraprastha Estate, New Delhi-110002

Vol.V No.11 February 1984 Limited Circulation

IAEA SETS-UP ROBY KIDD FOUNDATION

The Indian Adult Education Association as a memorial and tribute to the outstanding contribution of Dr. Roby Kidd for the promotion of adult education at the international level has set-up a Trust named "Roby Kidd Foundation".

The aims and objectives of the Trust will be:

- i) To promote voluntary action and activities for Adult Education.
- ii) To promote integration of formal and non-formal education.
- iii) To promote leisure-time education, parenthood and citizenship education.
- iv) To promote national integration through adult education and such other or similar functions.
- v) To promote international understanding, peace, goodwill and cooperation.
- vi) To give financial assistance for the promotion and study of adult education in India and abroad.
- vii) To institute fellowships in adult education.
- viii) To provide financial assistance to the programmes and activities related to (a) organising demonstration/research projects in adult education (b) conducting experiments in linking adult education with population education and other anti-poverty programmes (c) organising training courses in innovative fields of adult education (d) organising special programmes on adult education for women and other weaker sections of the community and (e) publishing literature on adult education and disseminating information about adult education.

The Indian Adult Education Association has made an initial grant-in-aid of Rs.10,000.00 towards this Trust. It will be managed by a Board of Trustees.

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IAEA DECIDES TO SPONSOR FORUM FOR  
PARLIAMENTARIANS AND LEGISLATORS  
ON ADULT EDUCATION

In order to give fillip and to secure all round support for the adult education programme, the Indian Adult Education Association has decided to sponsor an organisation called "Forum for Parliamentarians and Legislators on Adult Education". This Forum will secure the support at the grass-root level and would provide assistance in creating proper climate for making the eradication of illiteracy a broad-based movement under Point 16 of the Prime Minister's 20-Point Programme.

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NEWS FROM STATE RESOURCE CENTRES

ERC, Delhi

Training Programmes

Addressing over 70 adult education instructors, the Additional Director, Delhi Administration, Shri B.R. Vyas said that they were embarking upon a difficult task, but they could achieve their objective through dedication, devotion and hard work. Education of the masses was a priority goal of our national development plans and the instructors were participating in removing one of the major hurdles in achieving our goals. Shri Vyas said the training programme had given a glimpse of what they were expected to do at the grass root level to help the learners to become functionally literate and aware of the problems they were facing in life.

The 11-day training programme was organised by the SRC, Yamia Millia Islamia for the instructors of the Bhartiya Adanjati Sewak Sangh from February 5 to 16, 1984. Most of the instructors were women, who would run adult education centres in the re-settlement colonies of the trans-Yamuna area.

Earlier, the SRC organised a two-week training for 25 instructors of Dr. A.V. Baliga Foundation, which is running adult education centres in Mangolpuri and Dakshinpuri re-settlement colonies, from January 16 to 28, 1984.

Among the subjects discussed were adult learning, methods of imparting literacy, teaching learning techniques through visuals, communication skills, banks in the service of the masses, laws for the masses, environment and its cleanliness, eye-troubles and prevention of blindness.

The trainers prepared a number of charts, posters, and flannelgraphs.

#### Books for Instructors

The SRC has brought out two books for the instructors. One is entitled BANK AAP KE SEVA ME by Shri R.K. Sharma, Manager, Central Bank of India and the other JACHA BACHA by Smt. Bimla Dutta.

#### SRC, Maharashtra

The SRC for Non-formal Education, (Maharashtra) Indian Institute of Education, Pune organised an Orientation Course for NCC Cadets on October 9, 1983. It provided the NCC Cadets a general picture of the on-going Adult Education programme and prepared a plan of action for their participation.

47 Cadets from 15 Colleges attended this orientation programme. The following roles of the NCC Cadets were identified:

- a) Creation of proper environment,
- b) Demonstrations of Science-underlying magic tricks played by Godmen,
- c) Communication of socially useful ideas through dramatization, use of puppets, exhibition of films, etc.,
- d) Preparation of reading and propoganda material, and
- e) Education of the community and/or youth regarding simple first-aid.

The SRC organised a week-long Orientation-cum-Training Programme for the Lecturers of B.Ed. Colleges of SNDT and Pune Universities in view of the inclusion of Adult Education as a subject for study and practical work in their new training curriculum. 12 participants from eight Colleges attended the Programme. The main stress was on demonstrations and workshop

The fourth re-training programme (II phase) for adult education functionaries was organised by the SRC from 26-31 December, 1983. 25 Supervisors from eight districts of Maharashtra participated.

The SRC published 16 folders on science related topics during the quarter ending 31st December, 1983.

SRC, West Bengal

The State Resource Centre for Adult Education, West Bengal, Bengal Social Service League, Calcutta organised 14 Training Camps in which 886 instructors and 15 Anganwadi workers participated.

The SRC in collaboration with Indian Adult Education Association organised five one-day Camps on Population Education for the family welfare leaders at the village level in collaboration with the Project Officers and functionaries of:

- i) the Bangan I & II RFL Project in Howrah district;
- ii) Chanditala-Jangipara RFL Project in Hooghly district;
- iii) Nabagram-Murshidabad-Jiaganj RFL Project in Murshidabad district; and
- iv) Amdanga-Habra RFL Project in Burdwan district.

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NEW FINANCIAL PATTERN FOR THE ADULT EDUCATION PROGRAMME

The Ministry of Education & Culture has announced the following new financial pattern for the field Adult Education programme w.e.f. 1 February 1984:

	<u>Existing</u>	<u>Revised</u>
1. Instructor's Honorarium	Rs.50/- p.m. for 10 months	Rs.100/- p.m. for 12 months
2. TA cost on Supervisor	Rs.60/- p.m.	Rs.150/- p.m.
3. Basic learning material	Rs.7.50/-	Rs.13.50/-
4. Teaching Material	Rs.60/-	Rs.80/-
5. Equipment(per centre)	Rs.85/-	Rs.165/-
6. Kerosene oil/electricity	Rs.200/-	Rs.300/-

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ADULT EDUCATION PROGRAMME IN UNIVERSITIES

The University Grants Commission has sanctioned grant-in-aid to 49 Universities for Adult Education programme. The names of Universities participating in this programme are given below:

- |                                |                           |
|--------------------------------|---------------------------|
| 1. Sri Venkateswara            | 2. Patna                  |
| 3. Gujarat                     | 4. M.S. University of Bar |
| 5. Sardar Patel                | 6. Saureshtra             |
| 7. South Gujarat               | 8. Kurukshetra            |
| 9. Maharishi Dayanand          | 10. Karnatak              |
| 11. Mysore                     | 12. Kerala                |
| 13. Bombay                     | 14. Nagpur                |
| 15. Poona                      | 16. SNTD Women's          |
| 17. Sambalpur                  | 18. Panjab                |
| 19. Rajasthan                  | 20. Udaipur               |
| 21. Birla Instt. of Tec. & Sc. | 22. Madurai               |
| 23. Bharthiar                  | 24. Aligarh Muslim        |
| 25. Banaras Hindu              | 26. Garhwal               |
| 27. Dayalbagh                  | 28. Gorakhpur             |
| 29. Burdwan                    | 30. Delhi                 |
| 31. Osmania                    | 32. Gurukul Kangri        |
| 33. Roorkee                    | 34. Gujarat Vidyapeeth    |
| 35. Gandhigram Rural Inst.     | 36. Himachal Pradesh      |
| 37. Madras                     | 38. Rani Durgavati        |
| 39. L.N. Mithila               | 40. Jiwaji                |
| 41. Bhopal                     | 42. Indore                |
| 43. Vikram                     | 44. Bihar                 |
| 45. Agra                       | 46. Jammu                 |
| 47. Andhra                     | 48. Vishwa Bharti         |
| 49. Utkal                      |                           |

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CONTINUING EDUCATION PROGRAMME  
IN THE UNIVERSITIES

Continuing Education Departments have been started in 50 Universities in India. The names of universities are given below:

- |                  |                       |
|------------------|-----------------------|
| 1. Andhra        | 2. B.H.U.             |
| 3. Bombay        | 4. Delhi              |
| 5. Gorakhpur     | 6. Jadavpur           |
| 7. Jammu         | 8. JNU                |
| 9. Kashmir       | 10. Marathwada        |
| 11. Nagpur       | 12. Poona             |
| 13. Saurashtra   | 14. South Gujarat     |
| 15. Shivaji      | 16. S.N.D.T. (Womens) |
| 17. Jamia Millia | 18. Baroda            |

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- |   |                                   |
|---|-----------------------------------|
| 19. Panjab                                  | 20. Vikram                        |
| 21. Gandhigram Rural Inst.                  | 22. Utkal                         |
| 23. Sambalpur                               | 24. Burdwan                       |
| 25. Dayalbagh Educational Institute         | 26. Kashi Vidyapeeth              |
| 27. Kanpur                                  | 28. Devi Ahilya University Indore |
| 29. Rani Durgavati Vishwavidyalaya-Jabalpur | 30. Himachal                      |

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RS. ONE LAKH INDIAN MERCHANTS' CHAMBER AWARD FOR OUTSTANDING SERVICE TO HUMANITY

The Indian Merchants' Chamber has instituted the platinum Jubilee Endowment Trust in 1983. The Trust has been formed to recognise and reward individuals or institutions in India for outstanding contribution towards alleviation of human suffering or other socially desirable causes including family planning and rural development.

A cash award of Rs. one lakh and a plaque has been announced by the Trust for the year 1984. It will be awarded to an institution or an individual for the services rendered towards helping, educating and rehabilitating mentally retarded persons including children.

For information : Secretary-General, Indian Merchants' Chamber, 76, Veer Nariman Road, Churchgate, Bombay-400 020.

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NEW OFFICE-BEARERS OF ANDHRA PRADESH LIBRARY ASSOCIATION

The General Body of the Andhra Pradesh Library Association, Vijayawada, which is an institutional member of the Indian Adult Education Association at its meeting on February 12, 1984 elected Shri K. Narayana Rao as its Hony. President and Shri N. Venkaiah as its President. Sarvshri G.R. Murthy and S. Lakshmi Narayana were elected General Secretary and Treasurer respectively.

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4TH INTERNATIONAL CONFERENCE  
ON ADULT EDUCATION IN PARIS

Unesco proposes to hold the 4th International Conference on Adult Education at the Unesco Headquarters in Paris in 1985. This International Conference follows the previous international conferences held in 1949 (Elsinore, Denmark), 1960 (Montreal, Canada) and 1972 (Tokyo, Japan).

The Conference would examine in particular:

- a) evolution of adult education since 1972 and its development prospects;
- b) the contribution adult education could make to solve certain major problems in today's world;
- c) priorities in respect of the educational activities aimed at developing the active involvement of adults in economic, social and cultural life, and
- d) forms of international and regional cooperation best suited to promote adult education.

It has undertaken 10 regional and international consultations to identify present problems and trends in adult education and to explore ways of increasing the contribution that regional and international cooperation in the field can make to solving certain major problems of the contemporary world, including illiteracy.

The provisional agenda for the 4th International Conference will be based on the documents and final reports of these consultations.

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SYMPOSIUM ON ADULT EDUCATION  
AND CULTURE IN ARAB SOCIETY

The International Council for Adult Education organised a four-day international symposium on Adult Education and Culture in Arab Society in Baghdad, Iraq from November 28 to December 1, 1983. It was attended by 67 participants drawn from a number of Arab countries as well as from other countries of the ICAB Executive.

The topics of the Symposium included:

- a) Adult education in an authentic and modern framework in contemporary Arab culture.
- b) Education as promoter of peacefully oriented culture.
- c) Iraqi experience in adult education and the liquidation of illiteracy.
- d) The place of culture, its relation to adult education and social transformation within the Sri Lankan experience of the Sarvodaya Shramadana Movement.
- e) Adult education in Islam: Its contemporary implications.
- f) Culture in adult education for Arab society.
- g) Culture and workers.
- h) The role of the Iraqi Women's Federation in adult education and literacy.
- i) Adult education in the Palestinian communities with reference to the Open University scheme.
- j) A new perspective of adult education in Islam in the light of modern trends of adult education.
- k) Adult education and cultural emancipation: The Islamic model.

#### Declaration

The Declaration called for :

1. Recognition of adult education as central to the problem of human survival and individual fulfillment and that it, therefore, needs significant strengthening of its status and resources;
2. Culture to be seen as an important element of adult education, respecting deep-rooted national and regional traditions, as a means of preparing adults for change as a constant features of modern life enabling them to effect the desirable directions of that change and to participate in the creation of their own culture;
3. Promotion, through adult education, of dialogue and mutual understanding, cooperation among different world cultures with particular emphasis on peace education which includes the teaching of universal human values such as respect for human dignity and international solidarity. Women in particular should have full and equal involvement in adult education and the development of their societies.
4. Recognition of world peace which includes disarmament, and end to military and other forms of violence, the presence of universal social justice and the restitution of human and national rights as a central concern for adult education with implications for content, methods and resources.
5. Support to the efforts of international organizations and in particular the United Nations and its Security Council in its resolutions towards world peace including the resolution bearing on the war between Iraq and Iran, and having heard of the Iraqi will for peace, it is our hope that Iran will respond to all peace initiatives.

The report of the Symposium can be had from : International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, Canada M5R 1B2.

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NEW PUBLICATION ON LITERACY

Cooperating for Literacy is the title of the 40-page report of the international seminar on the same theme organised by the German Foundation for International Development (DSE) and the International Council for Adult Education in October 1983 in West Berlin.

The report has synthesized the deliberations of the Seminar under five major themes:

- Why Literacy?
- Literacy in Context
- Beyond Literacy: The Need for Continuing Education
- What Can Be Done Now?
- The Meaning of Cooperation

This publication edited by Prof. Paul Fordham is available at International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, Canada M5R 1B2.

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MONTHLY BULLETIN OF FAO

The monthly bulletin published by FAO on development entitled 'Ideas and Action' is available free of cost. Request may be sent at the following address: The Editor 'Ideas and Action' Freedom from Hunger Campaign/Action for Development, Food and Agriculture Organization of the United Nations, 00100 Rome, Italy.

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NATIONAL LITERACY COORDINATION COUNCIL FORMED IN BANGLADESH

A National Literacy Coordination Council has been formed recently in Bangladesh to propagate literacy and cooperative education in the country. Shri Abdus Salam has been elected Chairman and Shri A.K.M. Zahirul Haque as Secretary-General of the newly formed Council.

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ANNOTATED LIST OF BOOKS AND ARTICLES  
ON ADULT EDUCATION

Aims and objectives of Adult Education

Gillette, Arthur and Ryon, John. Eleven issues in literacy for the 1990s. Assignment children, Vol.No.63/64, 1983. p 19-43.

In this paper, the authors present an overview of the current world literacy situation and review 11 major issues in literacy for the 1990s. "Why literacy? What literacy? After literacy, what?" : these are the first three questions raised. The authors then discuss the choice of national language, primary school and adult education, the price of innovation, the possible danger involved in setting target dates, integration with other development projects and the advantage of an autonomous literacy structure, information, international resources for literacy, and finally, the question of literacy for women. The paper concludes with a discussion of the role of donors, and the implications of the issues discussed.

Media, Method and Material  
in Adult Education

Ahmed, Mushtaq and Kapoor, Kapil. Jamia Grading Criteria to Grade Books for New Literates. New Delhi, State Resource Centre, Jamia Millia Islamia, 1983. 86p. (Mimeographed).

The document is a draft of the seven point Grading criteria evolved by the SRC, Jamia Millia Islamia to grade the books for neo-literates.

Its purpose is to (a) grade books or lessons within a book (except in a primer) in their order of difficulty, so that easier may be placed and introduced first and (b) to help writers to make their books more readable by reducing or removing the elements which are adding to difficulty of the text.

The following criteria has been given:

- Criteria 1 : 6 + letter words
- Criteria 2 : 5 + letter words with 1 + joint letters
- Criteria 3 : Difficult words
- Criteria 4 : Reduced clause construction
- Criteria 5 : 4 + nouns and pronouns
- Criteria 6 : Additional information units
- Criteria 6 : Average sentence length
- Criteria 7 : Appealing format

Bhola, H.S. Some Curricular aspects of Post-Literacy and Continuing Education of Neo-Literates. Hamburg, 41E, 1983. 25 p.

The complex set of problems involved in curriculum development for post-literacy and continuing education of neo-literates is briefly sketched. Four aspects of the problems involved are selected for a detailed discussion, for reasons of their general and practical significance. These are (1) the definition and development of a curriculum agenda for post-literacy and continuing education of neo-literates; (2) the development of a system for curriculum implementation and delivery of instruction; (3) the organisation of curriculum contents into programmes, projects, courses, structured experiences, moduls, materials, unity and lessons; and (4) the validation of the choice of curriculum objectives and contents, as well as of the organisation of contents, by using participative strategies.

UIE. Asian Orientation Seminar on the development of learning strategies for post-literacy and continuing education of neo-literates in the prespective of life long education, 3-5 October, 1983, New Delhi, India. Hamburg, Unesco Institute for Education, 1983.

The folder contains 12 booklets on the development of learning strategies and programmes of post-literacy and continuing education of neo-literates in China, India, Indonesia, Thailand, Brazil, Mali, Nepal, Tanzania, Venezuela and Vietnam.

#### Programmes of Adult Education in India

Saraf, S.N. Functional Literacy Project of India 1968-78 - Decade of Evaluation (the Fundamentals of Educational Planning: Lecture - Discussion, Series No.67). Paris, Unesco, International Institute for Educational Planning (7-9 rue Eugene-Dedacroix, 9015) 1980. P.34.

This booklet has been divided into three parts: Part I presents a brief outline of the Functional Literacy Project of India 1968-78. Part II refers to various evaluation studies of Functional Literacy component of the overall programme carried out at the national level, the procedures adopted by the evaluators and the main findings of their studies under broad headings. Part III presents a synthetic view about the experience of the functional literacy projects of India, relevance of findings of several evaluation studies, improvement required in evaluation techniques as applied to literacy programmes.

The booklet also contains a very useful select bibliography on Farmers Functional Literacy Project.

Saraf, S.N. Literacy in a Non-Literacy Milieu : The Indian Scenario (IIEP Research Report 95) Paris, Unesco International Institute for Educational Planning, 1980. p167.

The Study has been divided into nine sections:

Section I Literacy Profile : the Basics, presents the factual situation and broad magnitudes of literacy in India.

Section II Three Decades : Planned Inaction refers briefly to the literacy backdrop and to the priority or the lack of it, given to adult education and literacy in the Indian constitution and in the Five Year Development plans during 1947-1977.

Section III & IV examine two selected literacy projects in India - The village Literacy Movement (Gram Shiksha Mission) of Maharashtra and the Farmers Functional Literacy Project.

Section V The New Deal : National Adult Education Programme outlines briefly the main philosophy of the National Adult Education Programme. It also reviews some of the problems it has faced during its brief period of implementation.

Section VI The Backbone : Rural Youth - their learning needs, focuses attention on learning needs of rural youth and tries to spell out briefly the broad dimensions of the tasks involved and the possible content of the programme.

Section VII The Reality : Literacy for Development brings out the relevance of the assumption that literacy and adult education to be meaningful and relevant has to have linkages with every facet of development.

Section VIII Literacy Strategy : Micro Planning and Development pleads for a completely decentralised non-mechanistic, debureaucratised and area specific in the planning and administration of literacy and adult education.

Section IX The Synthesis : Emerging Issues makes an attempt to present a synthetic approach and methodology in tackling the problem of literacy and adult education within the context of Indian conditions.

#### Seminar Reports

Adiseshiah, Malcolm Ed. Adult Education Faces Inequalities. Madras, Sangam Publishers, 1981. 448 p. Price Rs.60.00

The document contains papers and report of the "International symposium on the Role of Adult Education in Reducing Inequalities and Raising Professional Qualifications and Cultural Standards". The symposium was organised by the Unesco at the University of Madras from January 28 to February 1, 1980 to examine the contribution of adult education (a) to reduce inequalities between various population groups; and (b) to raising the levels of professional qualification and improving the cultural standards of adults.

Evaluation Reports

Heredero, J.M. Rural Development and Social Change : An Experiment in Non-Formal Education. New Delhi, Manohar, 1979. 137p.

This book describes an experiment in rural education for development undertaken by a team of college teachers with special interests in Gujarat. The basic assumption behind this experiment is that development means something more than mere economic progress for it has to do more with human beings than with things, which means that together with economists, agricultural experts, engineers and other professionals, educators have a vital part to play in the composite task of rural development.

This experiment evolves a training programme to educate rural folk to function more effectively both as human beings and as farmers. The training aims at (1) making the recipients to become increasingly aware of themselves and the world they live in, especially of their capacity to transform it; and (2) to help the recipients to remove the obstacles to personal growth.

Mall, M.G. Adult Education In India. New Delhi, Deep and Deep Publications, 1984, 239p. Price Rs.120.00

This study determines the extent of retention of literacy among the neo-literates who have been made literate in social education test classes prior to 1961 and the Gram Shiksha Nohim classes after 1961 on the basis of a sample survey. It also determines the correlation between the retention of literacy and class room focus as (1) motivation (2) method of teaching (3) reading materials (4) duration of the classes and provision of post literacy.

It further estimate the relationship between environmental factors and literacy retention, namely - (a) occupation of the adults (b) area of residence of the adults (c) age.

The findings of this study show that literacy retention by learner is greatly effected by the factors like material (+ 0.7); motivation (+0.5); duration of the classes (+0.4); Teaching Methods (+0.2); Post Literacy provision(+0.2).

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Edited by J.L. Sachdeva, Deputy Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002.



IAEA

# NEWSLETTER

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## IAEA ORGANISES SOUTHERN REGIONAL CONFERENCE IN MADRAS

The Indian Adult Education Association in collaboration with Tamil Nadu Board of Rural Development organised the Southern Regional Conference on Adult Education in Madras on March 24-25, 1984. Over 50 participants representing voluntary organisations, state governments, universities from Andhra Pradesh, Karnataka, Kerala, Pondicherry and Tamil Nadu attended the Conference.

Inaugurating it, Shri R. Soundrarajan, Minister of Noon Meal Scheme, Government of Tamil Nadu said that lack of proper accommodation was a hinderance in the smooth functioning of adult education centres. He assured that all the buildings that had been put up for the noon meal programme would be made available to voluntary organisations for conducting adult education and non-formal centres in Tamil Nadu.

Smt. Sarojini Vardapan, Sheriff of Madras in her presidential address said that socio-economic programmes should be linked with adult education programme so that the learners find it attractive to participate. She felt that devotion and dedication of the animator is also very essential for the success of the programme. Smt. Vardapan called upon all literate persons to make atleast one person literate so that the target of covering 10 crore illiterates in the age-group 15-35 by 1990 could be achieved.

Shri J.L. Sachdeva, Acting Director of Indian Adult Education Association in his introductory address stressed the need of establishing permanent community centres to provide educational facilities for all sections of the community. These centres, he said, would also be helpful in creating a learning environment in which illiterates would be motivated to participate.

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Shri Sachdeva said that adult education programme has boiled down to a mere literacy programme and the other two components i.e. functionality and awareness are not being covered. The major reason is non-availability of funds for these under the budgetary provisions.

He said that ad hoc nature of the adult education programme should come to an end if it was to leave effective and permanent impact on the learners. The instructor who is considered to be the kingpin of the programme is the weakest link between the administrative set-up and vast mass of the people. This person should be provided proper training and an assured career to perform the difficult task with proper skill, confidence, commitment and devotion.

Dr. G. Rangaswami, former Vice-Chancellor of Tamil Nadu Agricultural University in his key note address said that education is essential in human resource development. Human resource development has a four fold perspective, viz. (i) to develop scientific outlook and an awareness of the rights and responsibilities, (ii) to sensitise individuals to ethical, social and cultural values of life, (iii) to impart knowledge, skills and attitudes which enable them to earn better living, and (iv) to prepare the individual for better role as responsible citizen of the nation.

He said that importance of adult education programme for national progress could not be overemphasised. It is required to pull out the downtrodden people from the rut, to make them better citizens, to help them earn a better living and also to help them contribute to the nation building task. He pleaded for the involvement of large number of voluntary organisations in this programme because they were the organisations of the people and were committed to the cause.

Concluding Dr. Rangaswamy said that adult education was the back bone of the development of the nation but it was unfortunate that such an important programme is carried out on an ad hoc basis in the hands of temporary staff working on shift arrangements.

Earlier, Shri L. Vedapuri, President, Tamil Nadu Board of Rural Development welcomed the Chief Guest and the participants.

The Conference discussed the problems faced by field agencies in carrying out their programmes, studied the nature and extent of cooperation between official and non-official agencies and suggested strategies for promoting and strengthening adult education movement in the region.

Dr. K.S. Pillai, Coordinator & Head, Centre for Adult Education & Extension, Kerala University, Trivandrum and Chairman of the Southern Zonal Committee of the IAEA gave an account of the adult education work being carried out in Kerala. He said that 600 centres are being run by the Kerala University and its affiliated Colleges. The KANFED and the State Resource Centre are meeting the needs of teaching/learning materials for these centres. KANFED, he said, has produced 14 primers, 30 technical books and other 200 books for neo-literates.

The valedictory address of the Conference was delivered by Shri M. Sambasivam, Director, Non-formal and Adult Education, Tamil Nadu. He gave a complete survey of the entire spectrum of non-formal <sup>education</sup> work done in Tamil Nadu. He said that about 20,000 <sup>a.d.</sup> centres are being run in Tamil Nadu by State Government, voluntary organisations, Nehru Yuvak Kendras and the Universities 80 percent of the centres are for women. In Madras all the 300 centres run by the State Government are for women. The Director felt happy that the IAEA had organised this Regional Conference which has brought focus to difficulties and problems experienced by organisers working in the field of adult and non-formal education and hoped that the difficulties would find proper solutions.

Prof. C.V. Sethunathan, Secretary, Tamil Nadu Board of Continuing Education presented the brief report of the Conference.

Barrister M.G. Mane, President, IAEA during his presidential address expressed his happiness about the high standard of the deliberations of the Conference. He looked forward for such Regional Conference atleast once in a year in the different states of southern region. He requested the whole-hearted cooperation of all the agencies in the South working in the field of Adult and Non-formal Education through the Southern Regional Committee that has been set up.

Dr. S. Radhakrishna, Chairman of the Centre for Rural Development of IIT, Madras proposed a vote of thanks. He touched upon the inter-relationship between rural development and literacy. He said that literacy should enable the people to earn a better living. Dr. Radhakrishna said the IIT had started the Centre for Rural Development at Narainapuram in 1976 which has now grown into a large appropriate technology complex backed by necessary bank loans giving employment to about 500 rural adults.

### Resolutions

The Conference unanimously adopted the following resolutions:

1. The Southern Regional Conference on Adult Education feels gratified that voluntary organisations have been given an important role in the eradication of illiteracy under point 16 of the new 20 point programme of the Prime Minister. It calls upon voluntary organisations working for the furtherance of the cause of adult education to take advantage of the scheme of assistance to voluntary organisations so that they make special contribution in the rapid development of adult education in the country.
2. The conference notes with satisfaction that the honorarium of instructor has been increased from Rs.50/- to Rs.100/- per month and hopes that this would help in recruiting better qualified persons as animators which would ultimately improve the quality of the programme.
3. The Regional Conference is of the opinion that permanent community education centres for providing life-long education should be established. They would help in creating a learning environment, in which illiterates will have sufficient motivation to get literacy education. This would also help in institutionalisation of adult education.
4. The Conference finds it with concern that many agencies find it difficult to organise proper training programmes for adult education functionaries due to non-availability of resource persons in their areas. It urges upon the Government to establish District Resources centres under the control and budget of state resource centres to help adult education functionaries to get proper training and guidance for effective implementation of the programme.
5. The Conference notes with concern that adult education programme which aims to provide literacy education, social awareness and functional upgradation has been largely confined/literacy education only. It also notes that money for social awareness and functionality has not been provided for in the financial pattern for field programmes. It urges upon the Government to provide funds for these components or to allow voluntary organisations to use savings within the programme budget for this work.

6. The Conference feels that coordination and cooperation are lacking in most of adult education programmes. To make them dynamic a close coordination between various developmental agencies is essential. To make it possible, the adult educators should see how their educational programme could fit into their programme rather than to expect them to help them in adult education work.
7. The Regional Conference notes with concern that adult education programme, so far have been largely unstructured. The plans and provisions are on ad hoc basis and so also the services of the personnel employed for the job. The time demands that the programme should be made cadre based backed by adequate and proper training of the cadres. The adult education cadres thus would work not only for adult education but for other related programmes like family welfare, small saving, health etc.
8. The Conference requests the voluntary agencies to establish high moral standards in spending public funds and the programme of adult education will get a boost if it is conducted in a spirit of equal partnership and mutual cooperation between Government/and /al non-governmental agencies.
9. The Conference notes that voluntary organisations are finding it difficult to meet 25 percent share of the administrative cost. It requests the Government to increase the administrative grant from 75% to 90%. This will invite participation from more voluntary organisations.
10. The Conference notes with concern that no provisions have been made in the post-literacy and follow-up budget in the first and the second year for the following:
  - a) Training of APO and CEW
  - b) Furniture and clerical help for the APO
  - c) Separate travelling allowance for APO apart from what is now included under contingencies.

It requests the Government to provide money for these items.

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#### NEWS FROM STATE RESOURCE CENTRES

##### SRC, Delhi

The State Resource Centre, Jamia Millia Islamia, organised a three-day seminar on "Science for the Masses". It was inaugurated by Shri Khurshid Alam Khan, Minister of State for Tourism and Civil Aviation on March 26, 1984. Prof. Ali Ashraf, Vice-Chancellor, Jamia Millia Islamia, presided over the inaugural session.

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In his address, Shri Khurshid Alam Khan, said that in developing countries, the need of the day is the use of scientific knowledge and researches for improving the living conditions of the masses. However, he added, that it is not enough to transmit science and technology to the masses. What is necessary is to create scientific outlook, and to make them conscious of scientific temper.

The Vice-Chancellor, Dr. Ali Ashraf, in his address dealt with the imbalance and inequality in our socio-economic system and the role of science in reversing the situation. He stressed the need for changes in attitude and behaviour so as to make scientific practices relevant to the needs of the masses.

Earlier, Prof. Mujeeb Rizvi, Hony. Director, State Resource Centre for Adult Education welcomed the participants and said Adult Education must create a scientific temper among the people and help in transferring science and technology to rural areas in such a fashion so that their benefit comes to common men and women.

The Seminar discussed the problem of carrying science to the masses, its needs, problems and perspective; transfer of science and technology for rural development and the role of media in this difficult task, using folk and traditional media, video, film, radio, T.V. etc.

About one hundred delegates representing voluntary agencies, performing arts, electronic media, writers, poets, academicians, scientists, adult educators, professional teachers, social workers attended.

The Jamia State Resource Centre organised two training programmes in the month of March. The first was the one-week training programme for social education workers. These workers are full-time functionaries in the field of adult education and conduct programmes from morning till evening for women and children. Their programmes consist of Balwadi, literacy and craft classes for women and cultural programmes like Bhajan, Kirtans etc. About 30 workers attended the training programme from March 5-10, 1984.

The second training programme was for non-formal education workers. 22 women workers attended the training programme. These workers conduct classes for children in the age group of 9-14 with a view to enable them to enter the mainstream of formal education system. The programme was conducted from March 19-24.

Both the social education centres and non-formal education classes are conducted by the Delhi Administration.

SRC, Tamil Nadu

The State Resource Centre for Non-Formal Education, Madras organised recently a seven-day training programme for the project officers and supervisors of 11 voluntary agencies in Kodaikanal. One Project Officer, 11 Supervisors and 9 Continuing Education workers participated.

On the occasion of celebration of the International Literacy Day, the SRC brought out the first book for women's adult education. Three graded books are being prepared.

The ~~library and documentation~~ unit brings out a bimonthly Library Clearing House Abstracting Service Bulletin for circulation among the field level functionaries. The unit subscribes to about 90 periodicals in English and Tamil. It also maintains paper cuttings related to the field of adult education, non-formal/adult education and management.

The SRC organised its annual conference on October 8 & 9, 1983. The theme was "The New Three Year Pattern of Adult Literacy with special focus on the weaker sections".

The Conference was inaugurated by Shri C. Aranganayagam, Minister for Education, Government of Tamil Nadu, Shri P.K. Patnaik, Joint Secretary, Ministry of Education and Culture, Government of India delivered the presidential address. Dr. M.S. Adiseshiah welcomed the participants.

A follow-up workshop on Pre-testing Literacy materials prepared for the tribals was held at Coonoor from December 5-9, 1983. Linguists from various Universities of Tamil Nadu and the Project Officer of NAEP at Kottaguri participated. The literacy material prepared by the SRC were tested with the tribal learners.

The SRC continued to publish monthlies "Yetram" and "Chinthanaik Kalvi" for neo-literates.

SRC, KANFED, KERALA

The Kerala Association for Non-Formal Education and Development, Trivandrum organised a literacy march in Kottayam on October 1, 1983. Meetings were held in more than 25 places and most of these were addressed by Municipal Chairmen, Municipal Commissioners and other local leaders. Another literacy march was organised by the workers of the Manthodi Block, Wynad on October 27, 1983.

KANFED has started a "School for Social Workers" to provide training to social workers of rural areas.

It brought out the following publications:

1. Some diseases of the coconut tree
2. Diseases of the Paddy
3. A good method of watering plant
4. Our freedom struggle
5. A Panchayat Awakeness
6. Jesus Christ, the Master Teacher
7. Paddy - Type of seeds

The SRC organised a two-day training programme for the KANFED workers of Ernakulum District on October 2, 1983.

Two training programmes of three day duration were organised for the KANFED workers of Mananthodi Block, Wynad and Sultan Battery.

The SRC organised a seminar on adult education on December 13, 1983 in Trivandrum. Among others who participated in the discussions were Dr. N.A. Karim, Pro-Vice-Chancellor of the University of Kerala, Dr. V.K.S. Nair, former Pro-Vice-Chancellor, Shri R.R. Nair, IAS, special Secretary of the Cultural Department, Shri N. Nair, AIR Director, Dr. K.S. Pillai, Head, Centre of Adult Education and Extension and Shri P.N. Panicker, Honorary Secretary, KANFED.

SRC, Orissa

The experimental adult education project of twenty centres launched by SRC, Orissa in September-October 1982 completed its one year in September 1983.

Out of the twenty centres eleven were exclusively for women, four for men and five were combined centres.

A village committee was constituted in each of the village to look after the proper and effective functioning of the centres. These Committees helped to organise village level meetings and discussions and also motivated and encouraged the learners to continue their association with the centres.

The basic literacy materials - one primer, two supplementary readers and one alphabet chart - all produced by the SRC, were used in the centres.

Each centre was supplied with a copy of monthly magazine the 'Chetna', the monthly bulletin 'Halchal' and the monthly wall newspaper 'Tundabaida' which focussed on agriculture, cottage industries, health, primary health care, prevention of diseases and other development issues.

To know the progress of learners, each instructor made and maintained a day-to-day evaluation of the learners. Similarly, supervisor and assistant supervisor also maintained daily diary.

The average monthly attendance in the Centre was 19.15. The percentage of dropouts was 22.66 while 77.34 percent of learners continued and completed course.

The learners had acquired the skill to read words with matras fluently and correctly (81.1%). They were able to write words and simple sentences correctly from the primer (72.9%). They could count, recognise and read figures correctly upto one hundred (80.2%) and were able to write in words and figures correctly upto one hundred (76.9%). They were also able to do simple one-digit and two digit additions and subtractions correctly (76.4% and 76.9% respectively).

In creating awareness, topics such as personal cleanliness, family planning, environmental health and hygiene, prevention and cure of disease, childcare, socio-economic rights of women, voting rights, privileges as a citizen, prohibition, exploitation, superstition, prejudices, savings, facilities for bank and co-operative loans, facilities for bidi workers were regularly organised at the centres.

The functionality aspect was not covered because there was no provision in the budget to organise such activities. The other development agencies also failed to support the learning and production activities.

ADULT EDUCATION IN J & K

The Adult Education programme in Jammu and Kashmir envisages covering 90,000 adults during the financial year 1984-85. This was stated at the first meeting of the re-constituted board of adult education held recently at Srinagar.

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DEVELOPMENT COMMUNICATION THROUGH  
RURAL PRESS

A three-day Regional Seminar on 'Development Communication through the Rural Press' was held in Calcutta from March 13-15, 1984. The Seminar which was co-sponsored by the SRCs in West Bengal, Bihar and Orissa was inaugurated by Shri Provash Phodikar, Minister of State for Information and Cultural Affairs of West Bengal.

Among those who attended the Seminar were editors of mofussil newspapers, academicians, mass communicators and adult educators. Prominent among those who attended were Shri Satyen Maitra, Vice-President of Indian Adult Education Association and Hony. Director, SRC, West Bengal, Shri B.B. Mohanty, Joint Secretary, IAEA, and Director, SRC, Orissa, Dr. B.K. Sinha, Director, SRC, Bihar, Dr. S.C. Dutta, Treasurer, IAEA. Mrs. Varsha Das, Deputy Director, Directorate of Adult Education, Prof. GNS Raghavan of the Institute of Mass Communication and Dr. K.L. Bhowmick, Action Research Institute, Calcutta.

The Seminar noted that out of 25 crores literates in India, 15 crores live in rural areas. Even though these literates are dispersed yet it assures the use and purchase of rural newspapers catering to their needs, interest, hopes and aspirations, and therefore, called upon the Central and State Governments to take suitable steps to assist in the promotion, development, and strengthening of rural press. It requested them to implement the recommendation of the Second Press Commission for the setting up of Newspaper Development Commission to provide guidance and funds to develop the rural press as an instrument of development and social change. The Seminar requested the Governments to help the SRCs to:

- i) start Rural News and Feature service on an ad hoc basis with the help of all developmental agencies;
- ii) start rural periodicals on a selective basis;

- iii) train supervisors, Assistant Project Officers and the staff of existing rural press in rural journalism, in art of simple writing, in making aware of the rural milieu, their needs, interests, predicaments and obstacles;
- iv) develop a data bank of information about the development schemes, and functionaries appointed for the benefit of the rural poor.

The Seminar also requested the IAEA and the Directorate of Adult Education to initiate dialogue with (a) the public sector undertakings, manufacturing goods having market in rural areas and (b) public and development agencies having interest in rural areas to develop rural newspapers for their public relations and publicity purposes on payment.

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#### INDIA POOR IN HEALTH, EDUCATION

A study that compared the overall quality of life in 107 nations and is the subject of a book to be published soon has found India to rank 85th and Pakistan 101st in the world.

The ratings, computed by a professor of social work at the University of Pennsylvania in Philadelphia, were based on a variety of social, political and economic factors and included such component as health and welfare provisions, rights of women, economic growth and inflation.

The author of the study is Dr. Richards Estes, Research Director of the University's School for Social Work, now Visiting Professor at the University of Hawaii.

The USA with all its wealth, ranks 41st on Dr. Estes' list the top 10 positions being taken by Denmark, Norway, Austria, the Netherlands, Sweden, New Zealand, Australia, Ireland, Belgium and Finland.

Pakistan is the only Asian country to figure in his list of the 10 worst, nine of which happen to be in Africa.

In an interview Dr. Estes said that he had given very high marks to India in the areas of political participation, status of women and defence expenditures. But these high ratings were greatly offset by India's poor performance in education, health, overall welfare provisions and what he termed as "lack of political stability".

Asked to elaborate on the last named factor, Dr. Estes said that although India had a firm commitment to democracy, the democratic process was vitiated by "frequent demonstrations, political riots, armed attacks and deaths from violence", which tended to destabilise the democratic base.

India had done rather poorly in health, education, and population control. The average score for health care among the group of 58 was 8.7 as against India's 3. In education also India scored the same 3 points against an average of 8.4 for developing countries. But it was in population control that India seemed to fare the worst. The average score for the group of 58 in this area was 6.6 as against India's minus nine.

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INTERNATIONAL CONFERENCE ON PLANNING  
AND ADMINISTRATION OF ADULT LEARNING  
PROGRAMMES

The Australian Association of Adult Education in cooperation with the Asian and South Pacific Bureau of Adult Education and the Udayana University of Indonesia is organising an international conference on the "Planning and Administration of Adult Learning Programmes" in Sanur, Bali, Indonesia from August 5-10, 1984.

The objective of the Conference is to explore alternatives in the planning and administration of adult education programmes particularly making comparisons between Asian and Pacific methods and those in Australia.

Further information : Conference Secretariat "Perspectives" Adult Learning Conference, 189 Kent Street, Sydney NSW2000, Australia.

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INTERNATIONAL EDUCATOR

With the release of October 1983 issue, the International Educator - an international journal in Education has completed one year of its publication.

The journal edited by Dr. K.S. Pillai and Bernd Pflug is devoted to adult, continuing and non-formal education, participatory research, peace education and formal education etc.

Its annual subscription is Rs.45/-. Further information can be had from Kalaniketan Publishers, Nandavanam, Trivandrum-695 001/<sup>or</sup>from Dr. K.S. Pillai, Head, Centre for Adult Education and Extension, Kerala University, Trivandrum.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Subramaniam, Ashok and others. Managing an Adult Education Project. Public system Group, Indian Institute of Management, Ahmedabad, 1983. 134 p. (P.S.G. Monograph 51).

In the series of appraisals of the National Adult Education Programme in Rajasthan conducted by the Public system Group, Indian Institute of Management, Ahmedabad, the present study is the fourth in series and deals with the managerial strategies of project planning.

The volume is divided into three sections. Section I on Project Management deals with a review of four significant elements - administrative arrangement and systems; personnel development; links with development programmes and community participation - in Managing a project. Section II on Centre Management, gives an account of preliminary and exploratory review of the functioning of adult education centres. Section III is devoted to a brief report of the workshop for project personnel of Ajmer and Dungarpur districts.

Desai, I.P. and Choudhary, Banwarilal, History of Rural Development in Modern India, Volume II. New Delhi, Impex India, 1977. 217p. Price Rs.50/-.

The first part of this volume presents the history of vedcshi movement in Gujarat and the second gives an account of the work done by Friends Rural Centre, Rasulia, Hoshangabad. Both the organisations did not use a professionalized method of development. They concentrated all their work on the apparently undeveloped, and brought in programmes and methods of change that helped the needy and poor.

Bell, Judith and Roderick Gorden. Never too late to learn. London, Longman, 1980. 110p.

The document provides information regarding various adult education programmes being conducted in Gt. Britain for those who are interested in continuing or improving their academic qualifications. Some of the chapters in this document are:

1. Back to learning: where to go to find out about education and training opportunities.
2. Learning opportunities: who provides what?
3. Educational opportunities for handicapped adults
4. Applying for a course
5. Finance
6. Points to consider before becoming a student
7. Job Prospects
8. How to succeed as a student

A list of educational guidance service for adults; Address of local education authorities - England and wales; The Open University; Polytechnics, Colleges and institutions of higher

education and universities; University external departments; Long-term residential colleges, correspondence colleges have been given in the appendices.

Naik, J.P. The Education Commission and after. New Delhi, Allied Publishers, 1982. 258p. Price Rs.120.00

The document examines the Report of the Education Commission (1964-66) and the steps taken to give effect to its recommendations during last twelve years. It briefly reviews why the Education Commission was appointed (Chapter I), what its main recommendations were (Chapter II), the extent to which these recommendations were implemented (Chapter III-VIII), and their overall effect on the educational system as a whole (Chapter IX) and lessons for future have been given in the Chapter X. This Chapter also gives a revised blueprint of the National System of Education.

Yazykova, V.S. The Role of Soviet Trade Unions in the Lifelong Education of Workers. Prague, European Centre for Leisure and Education, 1983. 114 p (Studies and Documents No 17)

The document is divided into five chapters : Chapter I presents the role of trade unions in the USSR in setting up a system of life-long education of workers : Chapter II refers to the participation of trade unions in the development and improvement of the state system of general and vocational education : Chapter III deals with the participation of Soviet Trade Unions in the implementation of informal lifelong education of adults : Chapter IV presents trade union education as part of the system of the life long education of workers. Methods of education have been dealt in the chapter V.

Gomez, R and Selvam, S. Looking Back. Madras. State Resource Centre for Non-Formal Education, 1983. 85 p.

This document presents in brief the report of the activities undertaken by the State Resource Centre, Tamil Nadu from February 1977 to March 1983. The document presents the continued efforts of the S.R.C. to develop programmes and organize activities which enable the institution to continue the training, material development, evaluation and research, follow-up and other resource services needed for adult education programme and some other major developmental programmes such as ICDS, initiated by the central and State Governments and Voluntary organizations.

Pillai, N.P. A Study of the working of the Rural Functional Literacy Project in Perumkadavila Block, 1982-83 and the achievements of the learners. Trivandrum, The Rural Information Bureau (Development Department), The Government of Kerala and the State Resource Centre, 1984. 38 p.

The booklet is an appraisal study of RFLP in Perumkadavila Block of Kerala. It tries to combine and correlate the conditions in which the adult education centres are run in the State and the achievements of the learners in the 3 R's as well as in oracy, awareness of problems of living and knowledge of a vocation.

The following are the seven main areas of the study :

1. Status Survey of the literacy workers
2. Survey of the conditions obtaining in the literacy centres.

3. Survey of the problems of organisation
4. Survey of the problems of attendance
5. Survey of the learning materials and methods
6. Survey of the literacy levels attained by the learners and the social changes accrued
7. Opinions of the learners

Some of the conclusions and recommendations of the study are:

1. The propaganda part of the activity is as important as the conduct of literacy centres, and should be continued systematically through holding meetings and organising jathas and meals even after the starting of centres, through the 10 months period.
2. Unless proper incentives are given, the drop-out rate will continue to be high. If the learners get some monetary benefits, they may stay. In its absence, the provision of minimum physical comforts in the centre like adequate sitting space, enough mats, benches to sit on should be made.
3. On an average only 50% of the learners complete the literacy course and still less qualify as literate.
4. The study recommends that duration of the course and number of the learners to be enrolled should be reduced. If the number of learners required to attend a centre is reduced from 30 to 20 or even 15, it would considerably help conduct of the centres with better efficiency.

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