

NEWSLETTER

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RANGA TO HEAD FORUM OF PARLIAMENTARIANS AND LEGISLATORS ON ADULT EDUCATION

Prof. N.G. Ranga, Deputy Leader of the Congress-I Parliamentary Party was nominated Chairman of the Forum of Parliamentarians and Legislators on Adult Education at a meeting of the Forum held in New Delhi on May 5, 1984.

The Forum sponsored by the Indian Adult Education Association would strive to involve Parliamentarians and Legislators in boosting up the adult education movement at the grass root level and to create a proper climate for the organisation of educational programmes for uneducated adults and making it a broad based movement.

Prof. Ranga, one of the founders of the Indian Adult Education Association exhorted the Association to prepare short informative leaflets on adult education and to distribute them to members of Parliament.

Praising the 20 point programme of Prime Minister Indira Gandhi for having stressed the importance and urgency of adult education, Prof. Ranga felt that advantage should be taken of mass media like television and radio for reaching the masses. He added that the Government had earmarked Rs. 50 crores for developmental TV programmes.

He stressed that non-formal education, NSS programmes, adult education programmes had to be properly exploited to reach the maximum number of uneducated. He suggested that the scheme of rural libraries as had been adopted in Andhra Pradesh by voluntary organisation, could be introduced all over the country.

The Prime Minister Smt. Indira Gandhi had sent her good wishes for the first meeting of the Forum.

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Shri Khurshed Alam Khan, Minister of Tourism and Civil Aviation who has agreed to be the founder-member of the Forum has said, "I am glad to learn that the Indian Adult Education Association is taking steps to accelerate the pace of their programme for eradication of illiteracy in consonance with the new 20 Point Programme of Prime Minister Smt. Indira Gandhi and that an organisation titled "Forum of Parliamentarians and Legislators on Adult Education" has been constituted to help early achievement of the objective in view. It is in the fitness of things that proposed Forum will function under the direction of Prof. N.G. Ranga, MP as its Chairman. I wish these laudable efforts of the organisers all success".

NATIONAL WORKSHOP ON DESIGNING
TRAINING PROGRAMMES FOR ADULT
EDUCATION FUNCTIONARIES

A national workshop on "Designing Training Programmes for Adult Education Functionaries" was organised at Sriniketan (Viswa Bharati) from April 5 to 12, 1984 by the Directorate of Adult Education in collaboration with State Resource Centre, West Bengal and Palli Sangathan Vibhag, Sriniketan, Viswa Bharati.

Inaugurating the workshop Prof. Amlan Datta, Vice-Chancellor of Viswa Bharati said that adult education programme is concerned with the betterment of the lives of the people and not for literacy alone. Adults today must act cooperatively and acquire interest in their environment, country and the world around; they must have scientific temper and inculcate national attitude, and national outlook.

Shri S.K. Tuteja, Director, Directorate of Adult Education welcomed the Chief Guest and the participants and highlighted the importance of training in implementing the adult education programme effectively.

Shri Satyen Maitra, Hony. Director, SRC, West Bengal and Vice-President, Indian Adult Education Association, also welcomed the participants and hoped that the ideals of Gurudev Tagore and the experiments conducted by him and his colleagues in Sriniketan will provide the correct backdrop to our discussions and inspire us in our endeavours to design relevant training programmes for this ever-widening field of adult education.

Shri T.M. Sakya, Educational Adviser, UNESCO Regional Office, Bangkok said that special efforts to achieve cent percent literacy in the Asian-Pacific region by 2000 are being mounted, and India's effort was the most significant and on its success depends the success of achieving the literacy target. He said UNESCO was keenly interested in India's resolve to achieve cent percent literacy in the age-group 15-35 by 1990. He assured the participants UNESCO's help in making the training guidelines practical and effective and in their proper implementation.

The workshop, on the basis of the experience gained, modified the guidelines prepared in 1978 to make these more relevant and more practical. It also evolved new guidelines for the training of resource persons from various agencies and departments, personnel of SRCs, District and higher level functionaries of the State Directorate and promoters and mobilisers of adult education programmes. It laid stress on promotional and public relation role of adult education functionaries at the top level.

The workshop unanimously stressed the need for residential training to achieve the objectives of adult education and discovered the need for training in certain new areas and new categories of functionaries. It emphasised the need to identify and practice new methods to bring about attitudinal changes among the trainees.

The workshop could not go into the details of the training design for women adult education functionaries, because many eminent women adult educators could not attend. Therefore, the participants suggested certain broad issues for in-depth consideration by those who are experienced and knowledgeable at a meeting to be convened later by the Directorate.

The workshop expressed the view that the support and cooperation of voluntary organisations and educational institutions is of utmost importance for the implementation of the Adult Education Programme and called upon the Indian Adult Education Association to organise conferences of these agencies, preferably at the regional level. This, the workshop said, would secure the needed mass support for the present programme. Selected SRCs could be the focal points for such conferences.

Other recommendations were:-

1. The workshop is of the opinion that to improve and expand the Adult Education Programme in the country, training courses of high quality should be organised and for this facilities should be provided. Therefore, it urges upon the Govt. at the centre and the State to strengthen the SRC's by -

- (i) granting block grants for the construction of suitable buildings to enable them to conduct residential training.
- (ii) reviewing the pay structure of the staff of the SRCs so that the present turn over of the staff is stopped and better and qualified staff is attracted by making the SRCs a permanent feature of the Adult Education Programme.
- (iii) Providing funds for mounting a systematic and well conducted variety of training programmes for all the functionaries in the field of adult education, experimenting with traditional performing arts to create community participation and community consciousness, and for preparing relevant materials.

2. The workshop reiterates the fact that the A.E.P. is to be viewed as a development programme of the weaker sections of the society and more particularly the SC/ST and women.

To obtain a better insight into the development programmes and their inter-related character and also keeping in view the importance of the formation of development ethos and development psychology, the workshop is of the opinion that in addition to role specific and job specific training programmes, a regional residential training institution could be set up for all the development workers with the cooperation of the concerned development departments, where prolonged exposure to dedicated constructive workers might help to bring about required changes in the personality of the trainers and also make them realise that without a concerted and coordinated effort, no sectoral programme can succeed. This can complement the existing courses and fill up this important gap.

3. The workshop holds the view that in the post-literacy stage, the occupational, vocational and skill development training programmes should be conducted by the concerned development departments. Appropriate training and instruction materials could be prepared for this purpose by the SRCs in cooperation and consultation with the departments. The post literacy development programmes should be viewed as a responsibility of the development departments rather than of the Education Ministry alone.

4. In view of the fact that an effective training programme can only be based on the proper utilisation of learning materials, this workshop urges upon all the SRCs to prepare relevant materials incorporating the components of functionality and awareness and the additional responsibilities which have been agreed upon and accepted in this workshop.

TRAINING OF ADULT EDUCATION
FUNCTIONARIES IN REWARI, HARYANA

The Janta Kalyan Samiti, Rewari (Haryana) organised a training programme for adult education functionaries from May 11-17, 1984. One Assistant Project Officer, nine Supervisors and 298 Instructors attended the training programme.

It was inaugurated by Shri D.V. Sharma, Joint Director, Directorate of Adult Education, New Delhi on May 11, 1984.

The subjects covered during the seven-day training programme included: (i) involvement of village leaders and community in Adult Education Programme, (ii) supervision and administration of adult education centres and maintenance of record by Supervisors and Teachers, (iii) integration of Population Education with Adult Education, (iv) welfare and community services by adult educators, (v) role of Adult Educators in Socio-Economic development, (vi) need and importance of family welfare programmes, (vii) dry farming in rural area and transfer of modern technology to farmers, (viii) importance of income generating project and self employment schemes, (ix) prevention of general diseases and their cure by applying simple methods, (x) improvement of agriculture production thru water and soil testing, (xi) role of block development officers and staff in implementing and helping the AE Programme, and (xii) role of school teachers and students in Adult Education Programmes.

Two-day field training was also arranged for the participants in different villages. They were divided in groups to discuss problems like water scarcity, irregular supply of electricity, unemployment etc.

In the valedictory function on the 17th May, besides the trainees, village leaders, (Sarpanch, panch and lumbarbars) from Bawal, Rewari and Khol Blocks also participated. Shri J.L. Sachdeva, Acting Director, Indian Adult Education Association was the chief guest on the occasion. Capt D.S. Chikara, DAEO, Narnaul presided over the function.

Shri Sachdeva in his address said that dedication, devotion and commitment of the instructor is very essential for the success of the programme. He asked the participants to meet the development functionaries and see how the adult education programme could fit into their programme rather than to expect them to help them in their work.

NEWS FROM STATE RESOURCE CENTRES

SRC, Karnataka

The State Resource Centre, Karnataka State Adult Education Council, Mysore organised a five-day training programme for District Adult Education Officers and Project Officers of SLE from January 25 to 29, 1984. 7 DAEOs and 14 POs attended the programme.

The training programme covered curriculum development in adult education, recent changes in adult education programme, linkage of adult education with environmental education, process of adult learning and group dynamics, integrating population education with adult education, research in adult education, preparation of teaching/learning materials, preparation of training kit for adult education functionaries, evaluation and monitoring etc.

The SRC organised a three-day workshop on Integrating population education with adult education in the primary and reader at Tunga Vidyapeeth, Shimoga from March 21 to 23, 1984. It also prepared training materials on population education covering different aspects. 19 participants attended the workshop.

The Karnataka Government has launched a literacy programme "Akshara Sainya" from January 1, 1984. Eight districts have been selected in the first instance for this programme. The first phase was completed on April 10, 1984. The SRC has taken up the evaluation of this programme. Evaluation is being done in the effectiveness of the programme and the learners achievement.

The SRC in collaboration with Indian Adult Education Association organised a one-day training camp on population education for opinion leaders. A film show on population education was also shown on the occasion.

A study on readability achievement of neo-literates was taken up by the SRC to ascertain the standard of literacy that can be achieved during the 10 month course. 79 neo-literates were tested for the purpose. The major findings were:

Out of 79, three could not recognise even letters, one could recognise only letters, three could read words, three could read sentences, one could read all the lessons in the text books. 64 could read the material prepared for this study.

With regard to speed of reading, 49 persons could read at speed ranging from 5 to 40 words per minute, 12 at a speed of 41 to 45 words per minute,

32 persons expressed that they were interested in reading short stories. Second place went to agriculture and allied subjects and the third to stories related to epics.

The SRC continued to publish bi-monthly newsletter 'Vārtha Vishsha' which provides information about adult education activities in the State.

SRC, Tamil Nadu

The State Resource Centre for Non-formal Education, Madras organised the following programmes in the quarter ending March 31, 1984:

1. Workshop on the use of Puppet shows in adult education from January 19 to 21, 1984.
2. Seminar on Role of Public Libraries in Post-Literacy and continuing education from February 21 to 23, 1984.
3. Workshop on Curriculum for the two year package programme of adult education from March 14 to 17, 1984.
4. Workshop on Designing Tools of Evaluation for the current adult education programmes from March 21 to 23, 1984.

The SRC evaluated the adult education programme run by the YWCA of Madras.

The SRC has initiated the Vacation Literacy Project which aims at imparting literacy content mainly to the illiterate learners teaching 85 letters of the alphabet in Tamil which are frequently in use and to impart the numeracy content, limited to three digits.

A handbook called "Become Literate in 30 days" has been produced.

The SRC has brought out 42 supplementary readers which could be used as post literacy and follow-up material.

SRC, Uttar Pradesh

The State Resource Centre, Literacy House organised two training programmes for adult education supervisors from January 16-30 and February 28 to March 13, 1984. The major change in the training strategy was from the subject area oriented training to identification of basic skills required by the supervisors to discharge their responsibilities.

A ten day course for 32 lady supervisors in five crafts was organised so that they may train in turn the adult education instructors.

A compendium "Prōddh Shiksha Salahkar" in Hindi has been brought out. It has five chapters covering every aspect and information of adult education in India and abroad.

It brought out 'Nai Rah' Primer for the State Directorate of Adult Education which is being used in the projects. An instructors guide book for the same has been brought out.

Sets of visual and written prototype materials on "Orbit" and "Eye Care" have been prepared under the project co-sponsored by the Directorate of Adult Education, New Delhi and UNICEF.

15 puppet stages were supplied to different adult education projects.

A self learning kit for silkscreen printing was developed for artists and printers.

A three-day course in evaluation and monitoring techniques for statistical assistants was organised from January 11-13, 1984.

Another course for preparation and use of learners evaluation tools was organised from February 13-17, 1984. 27 supervisors deputed by Directorate of Adult Education, U.P. prepared and practised the use of the evaluation tools through role plays as well as practicals at the adult education centres organised by the SRC.

A workshop in collaboration with C.E.T., NCERT on "teach yourself to draw self learning instructional materials" was organised from January 20-24, 1984. An illustrated handbook was produced during the workshop.

A Continuing Education Centre has been started in the village Mati of the service area of the SRC to prepare girls for entering the main stream of formal education.

SRC, Haryana

The State Resource Centre (Haryana), Chandigarh organised training programmes for project and assistant project officers at NDRI, Karnal in Platform tests in milk and preparation of milk products from January 16 to 22, 1984 and from January 30 to February 4, 1984.

A workshop to prepare learning material was held in Kurukshetra from February 13-19, 1984. The collaborator in this conference was NCERT.

It has produced the following booklets for neo-literates:

- a) Phal Thatha Sabjiyo Ka Paarshikhan
- b) Santulit Aahar
- c) Savasthya Ke Niyam
- d) Murci Palan

SRC, Bihar

A two-week training programme for adult education functionaries was organised by the State Resource Centre (Bihar) Patna from January 30 to February 12, 1984 which included a four day practical training in the Rajole project of district Navada.

A workshop to prepare supplementary material under the adult education programme for the prisoners was organised by the SRC from January 24 to 30, 1984. Senior officers from the prison administration participated. Lessons on facilities for prisoners were prepared during the workshop.

The following booklets for neo-literates have been produced by the SRC during the quarter ending March 31, 1984:

1. Meri Ram Kahani (Population Education)
2. Swarojagar Ke Liye Niyojan
3. Ma Bache Ke Dekh Bhal
4. Supplementary Material for Ankur Primer
5. Three booklets on Nutrition:
 - a) Khoon Ke Kam
 - b) Patiwali Sag Sabjiyan
 - c) Kaya Khain

TOWARDS A LEARNING INDIA

The Indian Express in its editorial on April 19, 1984 has stressed the need of adult education for parents to achieve the goal of Universalisation of Elementary Education by 1990.

We reproduce below the Editorial for the benefit of our readers :

"The Madhya Pradesh Government deserves to be commended for its decision to make all school education free, beyond the class as today, from the next academic session. In the case of girls the benefit extends to college education up to post-graduation, and those of them whose fathers are not alive will also get scholarships (presumably for educational expenses other than tuition-fees). Free school education is expected to benefit about 415,000 students and free college education some 50,000 girls. It is possible, however, that the number of beneficiaries will rise as a result of the freeships. As of now, in the country as a whole and almost certainly in Madhya Pradesh, while there are more children on the rolls than ever before, there are more children out of school than ever before. Universal primary education remains an elusive goal, a quarter-century after the deadline set in the Constitution. The parents' inability to afford the fees for their children's schooling has been a major inhibiting factor - one of several, but an important factor nevertheless.

Removing this particular hurdle is welcome. However, there is much more to the phenomenon of illiteracy than the question of tuition fees. Jammu and Kashmir has had free school and college education since soon after Independence, but this has not enabled the state to achieve universalisation of even primary education. For one thing, if many children do not go to school, it is because there are no schools to go to. Secondly, tuition fees is only one of several expenses the student has to incur - on such things as states and pencils, books and notebooks, school uniform, etc. Thirdly, the unchanging moth-eaten syllabus unrelated to the realities and the environment and irrelevant to their problems makes many people justifiably sceptical about the benefits of such schooling. Last but not least, sending children to school means fewer hands to help at home or in the fields. All this together explains not only the tardy progress towards universalisation of education but equally the staggering dropout rate at various stages of school education. In the event, abolishing tuition fees may not amount to much in terms of higher enrolment and fewer dropouts. It is a welcome step but only the first of many that need to be taken, in Madhya Pradesh and elsewhere, if every school-age child is to be in school, to his benefit as well as to the benefit of the society and country.

However, the importance of education and universal literacy and numeracy is so fundamental to the kind of social and economic transformation that India must make, that more imaginative and vigorous measures need to be devised, especially in the informal sector. The problem is particularly acute in certain states, including Madhya Pradesh and others in the Hindi belt, and more so in respect of girls' education. The content of primary education needs revision and must be related to the environment in which the children live. Maybe, parents in certain categories may need to be compensated for the opportunity cost of foregoing the use of a child to work or take care of household chores. Madhya Pradesh has introduced an incentive scheme for teachers to reduce the horrendous dropout rate that prevails in primary classes. The school schedule, including hours and seasons may need to be modified from region to region to fit into the agricultural cycle. The Education Minister has said that the universalisation of primary education and adult literacy are to be twin priorities for the Seventh Plan. These are well chosen. Adult literacy is not merely important in itself but could be an important means of promoting primary education as there is ample evidence that literate parents promote schooling. Having raised the age of marriage, there should be a drive to enrol educated girls as primary school teachers in villages in their own districts or tehsils. None of this is simple and the entire community will have to join in a movement to promote a learning India."

PRIMARY SCHOOLS AS COMMUNITY CENTRES STRESSED

Shri Jagmohan, Governor, Jammu and Kashmir and former Lt. Governor of Delhi in his presidential address to the conference of National Progressive Schools in New Delhi on February 28, 1984 stressed the need for a new approach to education by making every primary school function as a community centre, a youth centre and an adult education centre. He said schools and teachers should become effective tools of social, economic and cultural change.

Shri Jagmohan said sixty four per cent of Indians are illiterate despite the fact that Rs.4,000 crores are being spent on education every year.

He said that it was sad to note that of the 4.75 lakh primary school in the country, 2.82 lakhs were without drinking water, over 1.88 lakh had no blackboards, 1.62 lakhs were without mats for children, 1.5 lakh had only one teacher and 3000 primary schools were without a teacher.

Shri Jagmohan said that the drop out at primary level was very high. Only 25 per cent of those who joined class I reached class VIII.

Advocating an overall reform of the education system Shri Jagmohan said that education was a sub-system of the social and political set-up and it was not possible to reform one without reforming the other.

He pleaded that voluntary agencies and educational trusts should come forward in promoting education in this country, "Good education provides knowledge and promotes rationality, humanism, tolerance and experimentation in ideas and search for truth".

DAEA RUNS ADULT EDUCATION CENTRES IN DELHI

The Delhi Adult Education Association had organised four adult education centres in Delhi, two each in Salempur and West Nizamuddin. It organised a function to give away certificates to the learners who have completed the four months course.

The certificates were distributed to the learners by Shri Mahender Singh Sathi, the Mayor of Delhi. In his address Shri Sathi said that space in schools run by Corporation would be provided to DAEA for starting adult education centres.

FPAI KUNDAM RURAL INTEGRATED PROJECT

The Family Planning Association of India(FPAI) under Kundum (Jabalpur) Rural Integrated Project started in March 1984. 20 adult education centres for Gond tribal men and women through local voluntary groups like 16 youth clubs and 4 women's adult clubs.

620 men and women are beneficiaries of these classes.

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The broad objectives are:

- a) to integrate developmental as well as Family Planning and MCH activities
- b) to encourage community to develop centre where adults could learn literacy and also make effort to improve their educational level through continuing education.

CONFERENCE ON LIFE-LONG EDUCATION INITIATIVES IN MEDITERRANEAN COUNTRIES

The University of Malta, Msida, Malta is organising a Conference on Life-Long Education Initiatives in Mediterranean Countries from November 5-7, 1984.

The Conference will discuss people's participation in education, education and communication, cultural action and education, individual and collective self learning and education and rural development.

Further information : Kenneth Wain, Conference Secretary (LEIMC) Faculty of Education, University of Malta, Msida, Malta.

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and Objectives of Adult Education

Ansari, N.A. Adult Education in India. New Delhi, S. Chand, 1984. 168 p. Price Rs.65.00

The book is divided into three parts. Part I gives a brief history of adult education in India, concept and scope of adult education and the adult education in the Sixth Five Year Plan. Part II presents a brief discription of some of the programmes of adult education, such as - social education, Farmer's Training and Functional Literacy, Non-Formal Education, National Adult Education Programme, Urban Adult Education, Adult Education for Women, Adult Education in Development Departments. Formulation of curriculum, Preparation of Materials, Training and Orientation of Personnel, Follow-up and Continuing Education, Monitoring, Evaluation and Research have been discussed in Part III. The appendices provide information on (1) Literacy in India (2) Administrative, Advisory and Resource Structure for Adult Education in India. A bibliography has been/at the end of the document. /given Raza, Moonis, Aggarwal, Y.P. Inequities in the levels of literacy in India: The Regional Dimension. New Delhi, NIEPA, 1983. 32p. (Mimeographed).

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The booklet/concerned with identification, measurement and explanation of inequities in territorial distribution of literacy. The analysis is based on districtwise data on literacy for the year 1981 and an attempt has been made to explain its relationship with disparities in literacy rates and economic base characterstics.

Media, Methods and Material in Adult Education

IIALM. Literacy, Adult Education and Social Sciences : A Bibliography List. Vol.1 No.1 and 2, 1984. Tehran, Iran, International Institute for Adult Literacy Methods (IIALM), 1984. 35 and 18 p.

The bibliography has two sections. Section A lists books and section B gives a list of periodicals on literacy, adult education and social sciences available in the documentation centre of IIALM.

Parvatiye, Leeladhar Sharma and others Ed. Proudh Shikshan, Khelon Per Adharit Vidhayen. New Delhi, Centre for Educational Technology, NCERT, 1984. 71 p. (Mimeographed).

The document contains 20 games and simulations which can be used in adult education classes by the instructors. These games are related to the components of Literacy, Numeracy, Functionality, Awareness, Cooperation, Health and Hygiene, Child Care etc.

Unesco, The Site Experience. Paris, Unesco, 1984. 58 p. (Reports and Papers on Mass Communication No.91).

The document presents a summary and a critical assessment of the majority of the research studies related to the operation of SITE programme in India. It specially examines their methodological adequacy and the validity of their findings. The report has also tried to answer in some degree the more general questions as to whether the SITE experience has been worth while and can perhaps be transferable in suitable circumstances to other nations and regions.

The document is divided into five parts. The first part analyses the studies on school programmes. The second part deals with the Teachers Training; the third part examines the studies on Adult Education and National Development; Televisions Impact on Rural Society. Part fourth/devoted to the studies on Management and the concluding part provides an insight into prospects of space communication.

Verma, S.C. Proudh Shikshan, Nare Apne Bade Kam Ke. New Delhi, Centre for Educational Technology, NCERT, 1984. 26 p. (Mimeographed).

The book is a collection of slogans which can be used by instructors in literacy centres. Slogans are related to literacy, national integration, family welfare, dowry and child marriage, functionality, development, forestry, health and hygiene and small savings.

Planning and Administration of Adult Education Programme

Bhola, H.S. and Bhola, Jogunder K. Planning and Organisation of Literacy Campaigns, Programmes and Projects. Bonn, German Foundation for International Development, 1984. 198 p.

The monograph is divided into two parts. The first part discusses the general principles of planning and organization. It consists of three chapters : Planning and Organization of Literacy in the context of Development; understanding the Planning Process; and understanding organizations : Design, Renewal and Change. The nine separate chapters in the second part deal with the issues and problems of planning and organization of the Policy and Planning Sub-systems; Administrative and Instructional Delivery system;

Technical Support System; Social Mobilization System; Curriculum and Material Development System; Teaching-Learning System; Post-Literacy System; Training and Staff Development System; and Evaluation System of the overall literacy system.

Evaluation Studies

Aikara, J and Henriques, J. Achievement of the adult education programme : A triple stage study of adult learners in Maharashtra. Bombay, Unit for Research in the Sociology of Education, Tata Institute of Social Sciences, 1983. 36 p. (Mimeographed).

This is a study of 138 adult learners from 20 adult education centres in three districts of Maharashtra. The main objective of the study is to find out to what extent the adult learners benefited from adult education programme as far as literacy, functionality and social awareness components are concerned.

The analysis shows that the gains in functionality were much more than those in literacy. The improvement in social awareness was not so marked as in the case of functionality. The level of literacy possessed by the adults at the end of the AEC was much lower than that of functionality and social awareness.

General

Feranda, Marcus. Voluntary Associations and Local Development in India. New Delhi, Young Asia Publications, (355 p. Price Rs.150.00)

The organization and programmes detailed in this volume are related to some of the major experiments that have taken place in the voluntary rural development and cottage industries sectors. The document also gives a few instances of local self-help in educational and extension enterprises.

Werner, David and Bower, Bill. Helping health workers learn: New Delhi; Voluntary Health Association of India, 1982. Various Paging.

It is a book of methods, aids and ideas for instructors at the village level. It is based on community approach to help people analyze and change the situation that surrounds them.

Edited by J.L. Sachdeva, Acting Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002.

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NATIONAL WORKSHOP ON EDUCATIONAL PROGRAMMES FOR ADULT WOMEN

The Indian Adult Education Association organised a national workshop on Educational Programmes for Adult Women in New Delhi on June 23-24, 1984. Over 50 adult educators from different parts of the country attended it.

Inaugurating it, Smt. Manmohini Sehgal, President, Indian Council for Child Welfare said that education of the adults had to be linked to promotion of scientific attitudes and problem solving skills. It should serve the needs and requirements of the learners and should be flexible and functional.

Smt. Sehgal said that adult education programme should not only aim at literacy development but should spread know-how and fundamentals of village crafts and trades. She stressed the need for using radio, films, film strips, tapes, cassettes to impart knowledge to the adults. Recreational and cultural activities need also to be organised with a view to imparting the knowledge and information, she added.

Barrister M.G. Mane, President, Indian Adult Education Association in his presidential address said that for successful functioning of democracy literacy education of the voters was very essential. He said that educated women could play a great role in creating awareness and eradicating illiteracy from this country.

Earlier, Shri J.C. Saxena, Hony. General Secretary of the Indian Adult Education Association in his welcome address said that point 16 of the new 20 point programme is a charter of emancipation of downtrodden in this country. The education of women need special attention because 63% of the illiterates in the age-group 15-35 are women. He said that adult education

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programme should help in changing the outlook of the women. Shri Saxena appealed to all voluntary organisations to actively involve themselves in the eradication of illiteracy so that the target of covering all the illiterates in the age-group 15-35 by 1990 could be achieved.

Prof. Yashwant Shukla, Vice-President of the Indian Adult Education Association proposed a vote of thanks.

Plenary Session

In the first plenary session on the 24th June 1984 Dr. (Smt) Mridula Seth, Lecturer, Lady Irwin College, New Delhi spoke on the income-generating programmes undertaken by the Lady Irwin College. She said that to create the motivation for literacy the women must be helped to supplement their income thru income-generating programmes. It ^{would also} help to sustain their motivation to continue with the programmes. But before undertaking any income generating programme it was essential that details like marketing, procurement of raw material etc. are properly worked out, she said.

In the second plenary session Dr. (Smt) Sharda Jain, Principal, Janki Devi Mahavidyalaya said that craft education has a great role in motivating the women for adult education work. She also emphasised the need for providing cultural support for the success of the programme.

The delegates were divided into three groups. The group chairmen were Dr. (Smt) Mridula Seth, Shri B.R. Vyas and Dr. K.S. Pillai. The rapporteurs were Shri S.D. Bareth, Dr. (Miss) Surinder Wadhwa and Mrs. Asha Vohra.

Valedictory Address

The closing function of the workshop was addressed by Smt. Aruna Asaf Ali. She said that the problem of motivation could be solved if the women were made aware of the things happening around. She said the general feeling was that the people were poor because of the will of the God and this misconception has to be removed from their minds. They have to be prepared to meet challenges.

Smt. Asaf Ali said that voluntary organisations should not be considered as organisations seeking charity. They have a great role as a partner in all development programmes and should be taken in that spirit.

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The delegates were divided into three groups. The group chairmen were Dr. (Smt) Mridula Seth, Shri B.R. Vyas and Dr. K.S. Pillai. The rapporteurs were Shri S.D. Bareth, Dr. (Miss) Surinder Wadhwa and Mrs. Asha Vohra.

Valedictory Address

The closing function of the workshop was addressed by Smt. Aruna Asaf Ali. She said that the problem of motivation could be solved if the women were made aware of the things happening around. She said the general feeling was that the people were poor because of the will of the God and this misconception has to be removed from their minds. They have to be prepared to meet challenges.

Smt. Asaf Ali said that voluntary organisations should not be considered as organisations seeking charity. They have a great role as a partner in all development programmes and should be taken in that spirit.

Smt. Asaf Ali concluded that instructors has a big role in this programme and they should take it as a mission and not for the small honorarium which is offered to them.

Barrister M.G. Mane in his presidential remarks said that upliftment of the masses should be the main objective of any adult education programme.

Dr. K.S. Pillai, Vice-President of the Indian Adult Education Association proposed a vote of thanks.

ROBY KIDD FOUNDATION

The Indian Adult Education Association has set up recently a Roby Kidd Foundation(Trust) as a memorial and tribute to the contributions of Dr. Roby Kidd for the promotion of adult education at the international level.

A large number of friends and admirers of Roby Kidd from India and abroad have sent their contributions towards this Foundation. The names of those who have contributed so far are given below:

1. Dr. M.S. Mehta Udaipur	Rs.102/-	13. Dr. M.S. Gore Bombay	Rs.100/-
2. Dr. Jong-Gon Hwang, Daegu, Korea	\$ 100/-	14. Dr. Josef Muller, Bonn, W.Germany	DM100/-
3. Dr. John Friesen, Vanconver, Canada	Rs.200/-	15. Dr. Chris Duke, Canberra, Australia	\$ 100/-
4. Dr. Dharm Vir, New Delhi	Rs. 50/-	16. Smt. K.H. Bhansali, Bombay	Rs.151/-
5. Dr. Alan Rogers, Londonderry, North Ireland	£ 50/-	17. Dr. Chitra Naik, Pune	Rs.100/-
6. National Institute of Adult/Continuing Education, Leicester, England	\$ 100/-	18. Fr. T.V. Kunnankal, New Delhi	Rs.150/-
7. Dr. James Draper, Toronto, Canada	\$ 100/-	19. Dr. S.C. Dutta, New Delhi	Rs.100/-
8. Xavier Institute of Social Service, Ranchi	Rs.200/-	20. Shri J.C. Saxena, New Delhi	Rs.101/-
9. Shri J.M. Gadekar, Bombay	Rs.101/-	21. Mr. Yehezkel, Jerusalem, Israel	\$ 50/-
10. YMCA of India, New Delhi	Rs.100/-	22. Shri N. Purshottam, Secunderabad	Rs. 21/-
11. Shri T.S. Avinashi- lingam, Coimbatore, T.N.	Rs.100/-	23. Shri Suresh Mehta, Kishanganj, Bihar	Rs. 30/-
12. Shri M.C. Nanavatty New Delhi.	Rs.100/-	24. Dr. T.A. Koshy, Bangalore	Rs. 40/-
		25. Shri B.B. Mohanty, Angul, Orissa	Rs. 80/-

26. Shri N.C. Pant, Mhow, Indore	Rs. 75/-	32. Prof. Yashwant Shukla, Ahmedabad	Rs. 101/-
27. Smt. Vimla Pant, Mhow, Indore	Rs. 55/-	33. Shri C.R. Bhatt, Surat, Gujarat	Rs. 51/-
28. Shri H.C. Sharma, Khelwara, Udaipur	Rs. 51/-	34. Dept. of Adult Edn. University of Nottingham, England	\$ 100/-
29. Shri Bhai Bhagwan, Udaipur	Rs. 51/-	35. Dr. Pushpita John, Trivandrum	Rs. 50/-
30. Shri B.S. Garg, Udaipur	Rs. 101/-	36. University of Leeds Yorkshire, England	\$ 100/-
31. Dr. R.C. Nema, Jabalpur, M.P.	Rs. 101/-	37. FIDEA, Lima, Peru	\$ 100/-

NEWS FROM STATE RESOURCE CENTRE

SRC, Orissa

The State Resource Centre, Utkal Navjeevan Mandal, Angul, organised a 11-day orientation course on Adult Education for the supervisors of voluntary agencies in Angul during 20-30 March, 1984. 13 Supervisors from ten agencies participated.

The following subjects were covered:

- i) Adult Education Programme - Past and Present
- ii) Basic concepts of sociology, social work, rural development and social psychology with specific reference to Adult Education
- iii) Communication Process and Media
- iv) Social Survey
- v) Organisation of Adult Education Centres
- vi) Curriculum and Instructional Material Development
- vii) Planning, Supervision and Management
- viii) Monitoring and Evaluation
- ix) An overview of agencies and their developmental programmes
- x) Public Relations, and
- xi) Job description of the supervisors

The last two days were devoted for practical work. The trainees were given individual assignments according to which each of them prepared a plan for 30 adult education centres. They also identified traditional folk media of their respective project areas and prepared plans of utilising them in their projects.

The SRC published a booklet for neo-literates titled "Ama Saga Tiana" on the utility and methods of cooking green leafy vegetables.

The SRC in collaboration with the SRCs of Bihar and West Bengal, organised a Regional Seminar on "Development of Communication through Rural Press" at Calcutta during 13-15 March. The purpose of the Seminar was to try and assess the nature, quality and quantity of information, news and views served by the rural newspaper and more importantly to explore how this powerful medium of the rural press can be utilised for furthering the cause of adult education and development.

A skit on adult education entitled 'Balinananka Thikana' (Address of Balinana) published by this SRC was enacted by the supervisors under training at this SRC to demonstrate the educational and motivational potentialities of this medium of communication.

NEW DELHI YMCA RURAL AGROPOLY TECHNIC
CENTRE, HODAL (FARIDABAD) HARYANA

In support of the National Plan for Rural Development, the New Delhi YMCA has established a Krishi Vigyan Kendra (Agro Poly Technic Centre) at Village Bhulwana, Hodal in Haryana. It is located about 90 kms. from Delhi on Delhi-Agra highway. The project is spread over an area of 17.5 acres and consists of an agricultural demonstration farm, a Boys' Home, a Rural Clinic with X-Ray plant, a small dairy farm, training cum demonstration, Bio-gas digester and a wind-mill for demonstration. It is conducting the following programmes and activities in the project area (40 villages) in the radius of 25 kms;

1. Organising extension services so as to achieve higher production in agriculture by adopting the modern scientific agricultural practices applicable to the rural situation.
2. Organising seminars and informal group discussions to educate the rural people on health and hygiene, nutrition, family management etc. and also to organise them for special justice to improve the quality of life in their own situations.
3. Providing opportunities of custom hire services to the marginal and small farmers in the project area.
4. Organising farmers fairs, recreational and cultural programmes for rural people.
5. Organising and conducting Adult Education Centres for illiterate men and women in 14 villages of the project area. 27 centres - 13 for women and 14 for men are being run.
6. Running a Boys' Home for the destitutes, waifs and stray boys.
7. Improving the genetic status of local non-descript cows, specially those owned by the small and marginal farmers for improving milching animals.

8. Developing scientific dairy farming management and make available effective veterinary services for better cattle health care.
9. Promoting Bio-gas as an effective economical alternative energy for house-hold purposes.

STILL MOVING SLOWLY

The Education Ministry's plan to more than double adult literacy centres from the present 150,000 to 350,000 by 1990 under its Illiteracy Eradication Programme is an impressive target. Its success in terms of bringing some 150 million adults to literacy by the end of the decade will depend on the seriousness with which state governments approach this challenging programme. In the past the educationally-backward States have also been those showing the least enthusiasm for adult literacy. Last year the Education Ministry revealed that 12 States and four Union Territories had large unspent balances in their adult literacy budgets. Use of resources varied from 76.5 per cent left unspent by Orissa to 94 per cent utilisation in Kerala, which has a literacy rate of over 60 per cent. The Ministry also admitted that only 40 per cent of the teaching centres were operational. Like many schools without teachers and students, adult literacy centres also existed only on paper. Another fault found in the programmes conducted thus far was in the relevance of teaching materials. For men and women, whose entire day is taken up in earning the bare minimum to survive, literacy has to have an immediate relevance to their lives to be attractive. The previous programmes also lacked follow-up. A shortage of trained staff to run the programmes was another major hurdle.

The Education Ministry is well aware of these shortcomings and also has on hand the recommendations of the D.S. Kothari Committee which assessed the first two years of the National Adult Education Programme (NAEP) launched by the Janata government in 1978. In the light of past experience it is important that the Government does not merely aim for numbers at the cost of the content and depth of the programme. While raising the stipend for teachers from Rs.50 to Rs.100 will help in enlisting more staff and represents a more realistic approach, it is equally important that adequate thought be given to content, keeping in mind regional variations. The Government's decision to enlist voluntary agencies, despite initial reservations, is a positive step because ultimately the most effective programmes can be conducted by such groups having a sense of commitment and involvement.

(Editorial of Indian Express,
June 29, 1984)

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POPULATION EDUCATION THROUGH
UNIVERSITIES/COLLEGES

The third National Workshop on Population Education through universities/colleges was organised by the Indian University Association for Continuing Education (IUACE) and University of Bombay at Panjim, Goa on June 8-10, 1984. Participants from 25 universities, 8 colleges and 3 voluntary organisations took part in the deliberations.

Lt. Governor K.T. Satarawala inaugurated the Workshop. He said that the country has achieved rapid progress, but the gains of this progress have been neutralized/eaten away by the growing size of population. In fact, population control through population education is an important key to rapid growth and equitable distribution of gains from planned development. He stated that Goa had made a remarkable progress in this regard, since its birth rate was 21 per thousand and death rate was 6.89 per thousand. The average death rate in the country was around 14 per thousand and the government's intention was to bring it down to 9 per thousand through a provision of better health services and other measures aimed at improving the quality of life. Many factors were responsible for these conditions in Goa; these include higher family literacy rate, better developmental infrastructure and compulsory registration of marriage, births and deaths. He urged the participants to study these conditions in Goa for a better understanding of the situation.

The following were the main recommendations of the workshop:

1. The IUACE through support from Ministry of Health and Family Welfare should plan a Training Workshop for Master Trainers in population education as a part of Adult and Continuing Education within the period of next three months.
2. The Ministry of Health and Family Welfare should make speedy efforts to convert the existing Audio-visual material on family planning on Video Cassettes and locate in a few places in the country projects under which population education programmes could be produced with video technology.
3. The University Grants Commission should consider setting up a few resource centres for materials and activities packages to support activities of population clubs.
4. The University Grants Commission should provide support for orientation/training in population education through universities for Principals, Teacher's-in-charge, Youth Leaders and Community Leaders.
5. Universities and colleges should work out mechanisms by which they could seek help from voluntary organisations.
6. Colleges should keep mass education media of research of the health services on the Advisory Committee of the population clubs.

POONA UNIVERSITY ORGANISES TRAINING
PROGRAMME FOR PROJECT OFFICERS

The Department of Continuing, Adult and Extension Work, University of Poona organised a one-week training programmes from Feb. 1 to 6, 1984 for project officers in Adult Education of the universities of Maharashtra, Madhya Pradesh, Gujarat and Rajasthan. 15 project officers participated.

Subjects covered during the training programme among others included getting people's participation in adult education programme, concept of adult education and extension work, Research methodology, Historical Perspective of Extension Activities, Continuing Education and follow-up programmes, linking adult education with population education strategies for development, Motivation of Instructors and Evaluation of learner's proficiency and evaluation of adult education centres.

The participants discussed in groups the following:

1. Revised Guidelines of UGC
2. Selection of students/non student instructors and supervisors
3. Preparation of project proposals

Field visits to Bharat Agro Industrial Foundation, Indian Institute of Education and SRC Maharashtra were also arranged.

A film show on population education "Down to the Earth" was also organised.

DISTANCE LEARNING CELL AT
MADRAS UNIVERSITY

The University of Madras, Department of Adult and Continuing Education has established a Distance Learning Cell within the Department.

The Cell will aim to find out whether the objectives of distance learning systems in selected regions of India are being realised and whether they are relevant to the educational needs of the clientele. They will also conduct periodical surveys to look for new and innovative distance learning programs, and keep distance learning institutions fully informed of current trends. They will also seek to find out the effectiveness of media such as Radio and TV in distance education in selected areas.

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NEW ADULT/CONTINUING EDUCATION NEWSLETTER

The Department of Adult and Continuing Education, University of Rajasthan has started a Newsletter to provide information about the activities and programmes of the Department and its faculty members.

The first issue (Jan.-March 1984) covers the programmes and activities of the Department from July to December 1983.

It will be published three times a year.

Smt. C.K. Dandiya, Hony. Director, Department of Adult and Continuing Education, University of Rajasthan is the Editor of the Newsletter.

RS.70 LAKHS FOR ADULT EDUCATION IN DELHI

The executive councillor (education) Mr. Kulanand Bhartiya said in New Delhi on June 28, 1984 that the Delhi Administration has earmarked Rs.70 lakhs to intensify the adult education programmes in the Union Territory of Delhi during the current financial year.

He said about 50,000 illiterate men and women were imparted the knowledge of three R's last year. This year's target was to cover more than 80,000 people.

LITERACY FOR WOMEN : A DEVELOPMENT PRIORITY

- * 29% of adults in the world are illiterate; 60% of illiterates are women;
- * In 26 countries more than 80% of women are illiterate;
- * In 7 countries (including 5 in Africa) nearly 100% of women are illiterate;
- * More than 38.6% of girls age 15-19 in developing countries are illiterate, among them: in Africa, 51%; in West Africa 70.3%; in 7 countries of Africa and Asia, more than 90%.

NETWORK LITERACY : NEW PERIODIC PUBLICATION OF ICAE

The International Council for Adult Education (ICAE) has brought out recently a Newsletter titled 'NETWORK LITERACY'. The Newsletter edited by Anil Bordia, Chairman ICAE Literacy Committee is published on behalf of ICAE by Sandhan Society for

Study of Education and Development, Jaipur.

It provides information and news about persons, events, institutions and organisations engaged in promotion of literacy in the world.

NATIONAL COUNCIL OF ADULT EDUCATION,
NEW ZEALAND

The National Council of Adult Education is an advisory and consultative body, established under the Adult Education Act 1963, reflecting the needs and interests of individual organisations and institutions concerned with life-long learning in New Zealand.

It promotes

- life-long learning, non-formal learning opportunities,
- adult basic education,
- innovative community projects, and
- education for social change, personal development and leisure and recreation.

It publishes PACE (Paragraphs About Continuing Education) a network magazine; a professional journal - The New Zealand Journal of Adult Learning (Twice yearly) operates a National Clearing House on Adult Education and distributes resource materials.

Further information : Iain Galloway, Executive Officer, National Council of Adult Education, 192 Tinakōvi Road, P.O. Box 12114, Wellington North.

SEMINAR ON DISTANCE EDUCATION IN PAKISTAN

A Regional Seminar on Distance Education was held at the Allama Iqbal Open University, Islamabad, Pakistan from 8-18 August, 1983. It was under the auspices of the Asian Program of Educational Innovation for Development and was attended by representatives of Pakistan, India, Indonesia, Malaysia, Philippines, Sri Lanka, Republic of Korea and Nepal.

One of the main points of the discussion focussed on identification of different categories of personnel engaged in distance education, the large variety of tasks performed by them and their training needs. The seminar prepared a broad training program for distance education personnel to be held in each of the participating countries as a follow-up exercise.

ANNOTATED LIST OF ARTICLES AND BOOKS

Aims and objectives of adult education

Duke, Chris. Adult Education and Poverty: What are the connections? Adult Education and Development No.22, March 84, p.79-88.

This article gives an account of some of the major findings of research conducted by ICAE on the relationship between adult education and poverty. The research is based on extensive study material from more than 10 countries around the world and a critical look is taken at different forms of adult education and their possible contribution to the reduction or alleviation of poverty.

The analysis shows that though it is difficult to demonstrate direct cause-and-effect relationship, yet there is compelling cumulative evidence of the importance of adult education to the process of reducing poverty and removing its causes - provided certain conditions are met. Adult education is necessary but not a sufficient condition for the reduction of the poverty of groups, communities and classes: it is frequently a crucial element in such development work, whether national or local in scale. Adult education can remove deficiencies which are obstacles to development - deficiencies of skill, or communication (such as illiteracy), and of attitude (such as low self-esteem and sense of powerlessness).

Subbarao, D and Vasudeva Rao, B.S. Adult and Continuing Education: Some Perspectives, Waltair, Department of Adult and Continuing Education, Andhra University, 1984. p.73 Rs.12.00.

The booklet contains articles on various aspects of adult and continuing education contributed by the authors in various journals and presented at different seminars.

Seminar Reports

Bihar State Resource Centre, Patna. Seminar on Communication strategies in adult education. Report. Patna, Bihar, State Resource Centre, 1982. Various paging (Mimeographed).

The document is a report of the seminar on Communication Strategies in Adult Education organised by SRC, Bihar. The Seminar discussed following specific issues:

- (1) How to ensure best utilization of audio-visual aids and other communication media available at field level i.e., Radio, Cassette Recorder, 16 mm Sound Projector etc. in Adult Education.

- (2) Role of A.I.R., Field Publicity Department, T.V. and other extension departments in making the communication media more effective in Adult Education Programme.
- (3) Role of traditional media in communication.

Directorate of Adult Education, New Delhi and Bihar State Resource Centre for Adult Education, Patna. National Seminar on Adult Education Programme for Linguistic Minorities and Tribal Population, November 24 To November 28, 1982. Report. Patna, Bihar State Resource Centre for Adult Education. Various Paging. (mimeographed)

This is a report of the Seminar on Adult Education Programme for Linguistic Minorities and Tribal Population jointly organised by Directorate of Adult Education, New Delhi, SRC, Bihar and Xavier Institute of Social Service, Ranchi.

The Seminar reviewed teaching/learning materials available for the linguistic minorities particularly the scheduled tribes; identified approaches for the preparation of basic literacy materials with reference to tribal and regional languages; advised on bridge, supplementary and follow-up material in the context of regional communication perspectives; discussed special training needs of the field level workers; determined modalities of the basic literacy course in the context of social, economic and cultural characteristics, and determined methodology for learners evaluation.

Adult Education In other countries

Onushkin, V.G.; Suhabskaya, G.S. and Tonkonogaya, E.P. The Eradication of Illiteracy in the U.S.S.R. Paris, Unesco. 1982. 55 p.

The document is a case study of literacy campaigns of U.S.S.R. It gives a detailed account of literacy programmes beginning from 1918 to 1980. Apart from background, preparation of the campaign, implementation of the campaign, it deals with the organizational and pedagogical problems, preparing personnel for literacy education; content of teaching-focus and methods.

Unesco. List of documents and publications in the field of mass communication, 1982. Paris, Communication Documentation Centre, Unesco, 1982. 271 p.

This document constitutes the eighth "List of Documents and Publications in the field of Mass Communication" available at Unesco. It consists of three parts: (1) Main List (2) Subject Index, and (3) Personal Name Index.

Yu Bo. China's Experience in Anti-Illiteracy Work. Unesco, Paris. 1982. 56 p.

The document gives a detailed account of anti-illiteracy work done by China. The document has been divided into four chapters:

The first chapter deals with the significance and goal of anti illiteracy work. Second chapter analyses the processes, and results of anti-illiteracy work. Measures and methods are dealt in the third chapter. The basic summary and perspectives have been provided in the last chapter.

General

Chahil, Ramu Comp. Studies of the Rural Community. New Delhi, Lady Irwin College, 1972. 252 p.

This publication is a compilation of abridged reports of dissertations conducted in the Rural Community Extension Department of the Lady Irwin College, New Delhi.

70 studies included in this volume have been classified into the following seven categories: (1) The Rural Family (2) Nutrition (3) Family Planning (4) Communications (5) Horticulture (6) Economics (7) Rural Programmes.

Nair, Sukumaran V. Workers Education. Kayamkulam, Professor & Head, Dept. of Political Science, M.S.M. College, 1983. 28 p.

The monograph is divided into three sections. Section one gives brief background of workers education movement. Section two deals with workers education abroad (Russia, Britain, America, Germany, Japan). Section three is devoted to workers education in India. Prospects of workers education in Kerala are discussed in section four.

Varshney, Uma. Education for Political Socialization. Meerut, Meenakshi Prakashan, 1983. 168 p.

This study revolves around the theme of citizenship education. It examines the present civics curriculum of schools from the point of view of citizenship education and finds out whether 'boys and girls', and 'urban and non-urban students', are 'politically socialized' as a result of the study of civics.

Varghese, N.V. Education, Technology and Development: A Perspective. New Delhi, National Institute of Educational Planning and Administration, 1983. 29 p. (occasional papers-2).

The paper is divided into ten sections. Section one gives an introduction of the paper. Section two discusses the definition of technology. Section three tries to analyse technology in the context of changing perspectives on development where it is shown that at present technology forms an important instrument of domination of the poor countries by the rich. Section four discusses various facets of indigenous technology in the context of self-reliant development. Section five provides a brief account of the pattern of technological development in less developed countries in general and in India in particular. Section six is devoted to a historical account of educational development in India and in section seven an attempt to draw parallels between educational and technological development in India has been made. Section eight argues for the setting up of a national agency to co-ordinate and recommend the judicious import of technology. Section nine shows how the educational system can be used to generate and disseminate technology and finally section ten draws conclusions from the study.

Edited by J.L. Sachdeva, Offg. Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002.



IAEA

NEWSLETTER

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37TH ALL INDIA ADULT EDUCATION CONFERENCE IN VARANASI, OCTOBER 16-19, 1984

The Indian Adult Education Association in collaboration with Banaras Hindu University will be organising its 37th All India Adult Education Conference in Varanasi (U.P.) from October 16-19, 1984.

The theme is "Non-formal Adult Education for Women".

Shri S.E. Chavan, Union Minister for Defence is likely to inaugurate it.

The Zakir Husain Memorial Lecture for 1984 will be delivered during the Conference.

The business meetings of the Association will also be held during the Conference.

The last date for registration is 15 September 1984. The registration fee is Rs.15/-.

The contact person in Varanasi is Dr. Y.N. Mishra, Coordinator/Director, Centre for Adult & Continuing Education, Banaras Hindu University, Varanasi-221 005.

TRIPATHI AND KAMBLE CO-OPTED TO THE EXECUTIVE COMMITTEE

Sarvshri P.N. Tripathi, Chairman and Director, Literacy Centre, Dohrighat and General Secretary, U.P. Adult Education Council and B.N. Kamble, Special Executive Magistrate, Bombay have been co-opted to the Executive Committee of the Association.

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NORWEGIAN ADULT EDUCATOR VISITS ASSOCIATION

Mrs. H. Brattset, Assistant Professor, Norwegian Armed Forces Educational Centre visited the Indian Adult Education Association on July 7, 1984. The adult education programme in Norway and India were discussed with her.

Among others, who participated in the discussion were Fr. T.V. Kunnankal, Chairman, Central Board of Secondary Education, Dr. S.C. Dutta, Shri J.C. Saxena, Shri B.R. Vyas, Smt. Kamla Rana and Dr. Dharam Vir, Jt. Director, ICA.

VASUDEVA NEW PRESIDENT OF KARNATAKA STATE ADULT EDUCATION COUNCIL

Shri V. Vasudeva, MLA has been nominated President of the Karnataka State Adult Education Council, Mysore. He is also the Director of the State Resource Centre, Karnataka.

TRUSTEES OF ROBY KIDD FOUNDATION

The following have been nominated as Trustees of the Roby Kidd Foundation set up by the IAEA recently:

1. Barrister M.G. Mane, President, IAEA
2. Dr. M.S. Mehta, Seva Mandir, Udaipur
3. Dr. M.S. Adiseshiah, Madras Institute of Development Studies, Madras
4. Shri V.S. Mathur, P-20 Green Park Extension, New Delhi
5. Dr. S.C. Dutta, Treasurer, IAEA, and
6. Shri J.C. Saxena, Hony. General Secretary, IAEA.

Some more friends of Roby Kidd have sent their contribution towards this Foundation. Their names are given below:

- | | | | |
|---|----------|---|----------|
| 1. Barrister M.G. Mane | Rs.101/- | 6. Smt. Kamla Rana | Rs.200/- |
| 2. Smt. Kusum Godbela, Bombay | Rs. 60/- | 7. Dr. S.N. Saraf | Rs.200/- |
| 3. Mr. Susan J. Hardman Yorkshire, England | £ 100/- | 8. Shri N. Bhadriah | Rs.375/- |
| 4. Peuple Et Culture 130 rue de Rivoli 75001 PARIS-France | \$ 100/- | 9. Kanjibhai Desai Samaj Shikshan Bhavan Trust, Surat | Rs.101/- |
| 5. Prof.Lalage Bown University of Glasgow, Glasgow, England | £ 10/- | 10. Shri J.L. Sachdeva | Rs.101/- |
| | | 11. Dr. B.N. Singh | Rs.300/- |
| | | 12. Shri Ram Shankar | Rs. 51/- |

NEWS FROM STATE RESOURCE CENTRES

SRC, Tamil Nadu

The State Resource Centre for Non-formal Education, Madras organised a training programme of animators in using the tribal primers prepared by the SRC at Coonoor, Nilgiris from June 25 to 29, 1984. Animators handling adult education centres for the Irula, Kotha and Kurunba tribes were trained on how to handle the primers prepared for the respective tribes.

The SRC translated into Tamil the model curriculum published by the Directorate of Adult Education, New Delhi. A supplementary reader on "Kattabomma" (a pioneer freedom fighter in Tamil Nadu) was brought out.

It evaluated the following programmes:

- i) The non-formal education project organised by CODEP at Chettupattu in North Arcot.
- ii) The adult education programme run by Society for Action for Development, Kannigarpar in Chingleput District.
- iii) The training programme of Tamil Nadu Board of Continuing Education, Madras.
- iv) The animators training programme conducted by the YWCA, Madras.

SRC, Rajasthan

The State Resource Centre in collaboration with National Book Trust of India organised a rural writers workshop at Padampura (Jaipur District) from April 21 to 30, 1984. The workshop organised in rural setting enabled the writers to know their live themes and their mode of expressions. Ten manuscripts of post literacy material were produced, discussed and finalised for field use.

In addition to the preparation of post literacy material the participants organised exhibition and puppet shows to create climate for learning.

It organised a rural drama training camp at Deekishanpura near Chandlai. The field and puppet units of SRC along with an expert dramatist staged small open air dramas in rural setting and on rural problems of awareness.

A workshop on reporting was conducted for two days in Jaipur in June 1984.

The SRC published two issues of its monthly "Anopcharika" during the quarter under report.

SRC, Haryana

A training programme of project officers and assistant project officers in Health and Family Welfare was organised at Rohtak from May 22 to 30, 1984. 23 persons attended.

A training programme for lady supervisors was organised at NDRI, Karnal in "Clean Milk and Milk Products".

A workshop to prepare material for neo-literates was held at Kalka from June 21-23, 1984. Lessons for Primer, Workbook and Teacher's Guide were prepared.

UNIVERSITIES AND COLLEGES TO
ADOPT VILLAGES FOR ERADICATING
ILLITERACY

Every university and college should be required to adopt a minimum number of villages or area to undertake a programme of total removal of illiteracy in five years, according to a working group set up by the Education Ministry.

The group, which was headed by Mrs. Madhuri Shah, Chairman of the University Grants Commission, reviewed the working of the programme on adult education and extension through universities and colleges.

It has recommended that at least 50,000 centres should be organised by universities and colleges all over the country for removal of illiteracy in the period 1985-1990. The programme is now being implemented by 68 universities and 705 colleges.

Institutions of higher education must participate in programmes of adult literacy not only for their contribution to the educational and other developmental needs of the poorer sections of society but also to assimilate a greater part of such insights into the processes of their curriculum planning and youth development, the working group says.

The group found some serious shortfalls and difficulties in the implementation of the programme. There was lack of awareness of the seriousness of the problem of illiteracy among university functionaries, principals, teachers and students.

Faculty members, staff of colleges and elite believed that extension work was something un-dignified and this resulted in lack of support for the programme, the group said.

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Other problems were: delays in sanctioning of funds, non-availability of teaching-learning materials on time, no special recognition for work and no reductions of workload, lack of intensive training and orientation of instructors, and lack of co-ordination among the agencies involved in the programme.

The group has suggested that a single mechanism be created in the university system whereby all activities like adult literacy, national service scheme, national cadet corps, and continuing and extension programmes are brought under one umbrella.

As the literacy rate among women, scheduled castes and tribes, and people from rural and backward areas is low, high priority should be given to adult literacy programmes for these groups, it says.

The group has recommended that the programme should find a place in the curriculum and provide academic credit to the participating students and teachers.

ROLE OF UNIVERSITIES AND COLLEGES
IN ADULT EDUCATION: REPORT OF WORKSHOP

A workshop on the Role of Universities and Colleges in Adult Education was held in Patna, Bihar on June 11, 1984. It was organised jointly by Directorate of Adult Education, Bihar and the SRC, Deepayatan, Bihar.

Inaugurating the workshop, Chief Minister of Bihar, Shri Chandra Shekhar Singh urged the educated persons to work for the upliftment of rural masses. He said that Universities could play a great role in preparing the youth for working in rural areas.

The Chief Minister asked the experts to evolve new systems to make the programme interesting so that it creates an aptitude among the illiterate adults towards education.

Dr. Nagendra Jha, Education Minister, Bihar in his presidential address said that the gigantic task to educate the illiterate cannot be completed by Government machinery alone and needs an active cooperation of the people from all sections of the society.

Shri S.K. Tuteja, Director, Directorate of Adult Education New Delhi also addressed the participants. Contd.....P/6-

Dr. M.L. Mehta, Deputy Secretary, UGC urged the authorities in Bihar to make special efforts to implement adult education programme in 29 districts of the state which were below the national level in literacy.

Earlier, Shri U.D. Choubey, Director, Adult Education, Bihar in his welcome address said that 150 colleges would be brought under the programme during 1984-85. In the seventh five year plan, all universities and colleges would be involved in the programme and 50,00 centres would be set up through their efforts.

A.E.C. TRAINING COLLEGE AND CENTRE, PANCHMARHI (M.P.)

The Army Education Corps(AEC) Training College and Centre was founded as the "The Army School of Education" in 1921 in two separate wings at Wellington and Belgaum. In 1924 both these wings were brought together at Balgaum. In 1939 it moved to its permanent home at Pachmarhi in Madhya Pradesh.

The main objectives of the Training College and Centre are to:

- a) provide basic Corps training to non-commissioned officers, Junior Commissioned Officers and Officers of the Army Education Corps;
- b) provide advanced in-service training in the field of education to instructors and Educational Administrators of the Army;
- c) train musicians and music instructors of the Armed Forces in all spheres of Military Music and to impart advanced training in music to individual bandmen and bandmasters and to Military Bands as bodies;
- d) organise band of demonstrations and concerts by the Army Demonstration Band with a view to improving the over-all standard of military music;
- e) teach foreign languages upto interpretership standard;
- f) encourage all the instructional wings for carrying out action research;
- g) develop suitable aids for educational and map reading training in the Army;
- h) run Army Pilot Projects and to carry out experiments for developing new approaches, methods and techniques of instruction in all the fields of learning; and
- i) train instructors in the organisation and conduct of co-curricular activities and maintenance of Unit Information Rooms.

The institution runs 15 long duration courses including three degree courses and 14 short duration courses each with a frequency of two to four years.

The degree courses run by the College are affiliated to Dr. Harisingh Gour Vishwa Vidyalaya, Sagar. They are:

- (a) Bachelor of Education
- (b) Bachelor of Library Science
- (c) Bachelor of Educational Technology

It also runs a short audio-visual and library science course.

The AEC Training College and Centre is an institutional member of the Indian Adult Education Association.

LITERACY FORUM, TRIVANDRUM

Literacy Forum has been established in Trivandrum(Kerala) as an extension wing of the Centre for Adult Education and Extension(CAEE) of the University of Kerala.

The Forum organised a three-day seminar-cum-workshop in the preparation and use of teaching aids. Sixteen members participated. It brought out teaching aids out of waste materials. The forum also organised a three day drama workshop for motivating the illiterates towards adult education centres.

It organised many extension lectures in schools for popularising the concept of adult/non-formal education among teachers and students. In order to understand the difficulties experienced in organising adult education centres and attracting learners, the forum organised an experimental "People's Education Centre at Kannaravila, Nellimoodu in Trivandrum district.

CENTRE FOR ADULT EDUCATION AND EXTENSION (UNIVERSITY OF KERALA)

The University of Kerala has been sanctioned 780 adult education centres during 1984-85. 60 centres are being run directly by the Centre for Adult Education and Extension and the rest by 22 Colleges affiliated to the University.

During 1983-84 the University organised 600 adult education centres. The Primer, Handbook for instructors were prepared by the CAEE.

The CAEE also organised short courses on adult and continuing education for B.Ed. trainees, teachers, social workers etc.

A five-day workshop on educational journalism sponsored by the UGC was organised in November 1983. The participants included educational writers, free lance journalists and representatives from newspapers and journals.

The CAEE in cooperation with Directorate of Adult Education, New Delhi organised a regional workshop for statistical personnel in adult education in March 1984.

The Centre started a research project "identification of motivational and facilitating factors as well as barriers in the adult education programme in Kerala" in October 1984. It will be completed in March 1985.

BDAEA ORGANISES TRAINING PROGRAMME
FOR ADULT EDUCATION FUNCTIONARIES

A training programme for adult education functionaries was organised by Bhilwara District Adult Education (BDAEA) during May 12-16, 1984 at Gram Bharati, in natural surroundings. 25 participants including two A.P. Project Officers, 13 supervisors and ten Continuing Education Workers attended the programme.

Inaugurating the camp the Secretary of the Association, Shri Banwar Singh Chaudhary said that training not only increases knowledge but efficiency too. The relevance of a training programme lies in its practicability.

The main topics covered during the training programme were effective supervision of the centres, preparation of the reports, environmental education, linking adult education with development programme, management of libraries and reading rooms etc.

The practical programme included practice of story telling, folk songs, group songs, national anthem, daily news writing on the board and teaching of Hindi and Mathematics.

The importance of the preparation of teaching aids and their use in making the teaching of Hindi and Mathematics simple and effective was discussed in groups. This was followed by actual preparation of teaching aids by the supervisors.

INTERNATIONAL SYMPOSIUM ON
ADULT EDUCATION IN CHINA

The Chinese Adult Education Association in cooperation with the International Council for Adult Education (ICAE) held the first ever international symposium on adult education in China 14-28 May, 1984. Entitled "Theory and Practice of Adult Education", the Symposium was held in Shanghai with 50 participants - 25 from China and 25 from other nations.

The purpose of Symposium was, on the one hand to give the Chinese a broad impression of the field of adult education as it is practised in many countries and on the other hand a picture by Chinese adult education specialists of current national issues and concerns.

Further information : Dr. Budd Hall, Secretary-General, International Council for Adult Education, 23 Prince Arthur Avenue, Toronto, Ont. Canada M5R 1B2.

KOREAN WOMEN DEVELOP NEW FORCES
FOR CHANGE

The strength of the women's movement in South Korea and the importance given by the government to women's issues has created two new forces for change: the establishment of the Korean Women's Development Institute as an autonomous organization funded by the government, and the appointment, by Presidential decree, of the National Women's Policy Commission.

The Korean Women's Development Institute, launched in April 1983, is establishing itself as a comprehensive research centre for women's issues, under the leadership of its President, Dr. Kim, Ying-Ching, and carrying out projects and programmes in research, education and training, resource development and information and publishing. It has started a quarterly newsletter, Korean Women Today, from which this information has been summarized.

The National Women's Policy Commission, affiliated with the Office of the Prime Minister, has the mandate to review and evaluate policies on women and to recommend 'measures based on priority schemes which will result in women becoming full and equal partners with men in development efforts'. It is composed of the Prime Minister as chairperson, with the ministers of Economic Planning Board and of Health and Social Welfare as vice-presidents. The 20 members include four Cabinet members, two high-ranking government officials, the President of the Women's Development Institute, and women specialists.

The Institute has a staff of 150 professionals and support personnel and many volunteers to carry out its work, on seminars and conferences, such as the Asian Workshop on Development and Planning for Women in the 1980s, held in December 1983, and projects of the following four divisions. In research, four major problems are being studied: Labour conditions of female industrial workers; support systems for broken families; involving women with free time as volunteers in public and private welfare sectors; and a survey of unwed mothers. The education and training division is working on specialized vocational training for new and marketable skills; research on conditions of the official training institutes; and a basic survey for developing new jobs for women. Resource development centres on fostering the close cooperation among the over 40 women's organizations and investigation of employment discrimination. Information and publications focus on a resource centre of research monographs, periodicals, and other scholarly works, and the gathering and exchange of information from abroad.

For information : Korean Women's Development Institute,
CPO 2267, Seoul, Korea.

(Convergence, Vol XVII, No. 2 / 1984)

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and objectives of Adult Education

Kundu, C.L. Adult Education: Principles, practice and prospects, New Delhi, Sterling Publishers, (110 Green Park Extn.) 1984, p. 107 Rs. 50.00

The book has been divided into three parts. Part one deals with concepts and contents. Part two is devoted to the learning process and teaching procedures and the last part analyses training and research. The methods of adult literacy have been discussed in the appendix.

Contd....P 11-

Media, Methods and Material in
Adult Education

Bihar Rajaya Proudh Shiksha Sadan Kendra, Patna and St. Xavier Institute of Social Service, Ranchi. Proudh Shiksha Ganit Shikshan Samagree Nirman - Karayashala Report (Preparation of material for teaching arithmetic in adult education) - Workshop Report, Patna, S.R.C., 1982. (Mimeographed).

This Hindi document is a report of the Workshop organised by the S.R.C., Bihar and Xavier Institute of Social Service for preparation of teaching/learning material in arithmetic.

It has been divided into two parts. Part I gives information on organisational aspect of the workshop. Part II provides material for teaching numeracy to illiterate adults and part III is a teacher-guide.

Bay of Bengal Programme, Tamil Nadu. Towards shared learning. Madras, BOBP, 1984. Various Paging. (Mimeographed).

The document provides participatory training approach for trainers of animators in non-formal education. It has been outlined in a workshop conducted by Bay Of Bengal Programme (BOBP) from April 16-23, 1984. Some of the chapters in this manual are:

- (1) Understanding an animator's profile
- (2) Designing the training model
- (3) Looking at the process of training
- (4) Questioning
- (5) Becoming conscious of the learning
- (6) Talking to the trainers
- (7) Presenting the training model

The training model giving daily programme for a block of 12-days has been given in the end.

Evaluation Reports

Directorate of Adult Education. Integration of population education in adult education programmes in India: A Status Report. New Delhi, Directorate of Adult Education, Ministry of Education and Culture, Govt. of India, 1983. Various Paging (Mimeographed).

This report is an out-come of postal survey undertaken by the Directorate of Adult Education to have an appraisal of the activities already done for integration of population education in adult education programme in India. The information was collected from the SRCs, Central and State Governments, Universities, National and State Institutions and Voluntary organisations.

The study has been divided into four parts. The first part gives introduction and methodology, the second part provides findings of the study specially population education work in adult education, efforts made in different areas, material produced, future plans of population education and suggestions offered. The third part presents summaries and recommendations and in the last part appendices have been given. Appendix I gives list of agencies and organisations contacted for the survey and Appendix II gives questionnaire used for data collection.

Jesudason, Victor. Village Dai: her role in the health and well being of mother and child. New Delhi, Council for Social Development, 1979. 67 p. (Mimeographed).

The study examines the attitudes and the birth practices of the dais from the larger perspective of starting training programme especially designed for them. It describes the birth practices adopted by the dais in conducting deliveries. It also examines their socio-economic and demographic characteristics and their attitude towards western medicine.

Adult Education in India and other Countries

Roy, Kalipada. Desh Videsher Bayaska Shiksha - Adult Education in India and other Countries, Calcutta, Udayan Prakashan, PP 240: Rs.14

This book in Bengali is divided into three parts - (1) Background of Adult Education (2) Tradition and Continuity of Adult Education in India and (3) Details of efforts and activities made towards eradication of illiteracy in Pakistan, Bangladesh, Srilanka, Burma, Indonesia, China, Vietnam, Soviet Union of Russia and Great Britain.

Unesco. Use of a Newspaper as a distance teaching medium: A Case Study. Paris, Unesco, Literacy, Adult Education and Rural Development Division, 1983, 37 p.

The document analyses a project on distance teaching which was launched by the Educational Research and Development department of the College Marie-Victorian, Montreal, Quebec, Canada in 1974 in collaboration with the French daily newspaper in North America, La Presse. In this experimental project to start with College-level courses recognised by the Ministry of Education were offered. Five years later, these courses were replaced by extension courses open to all.

Part one of this study gives a description and deals with the inception of the project, its development, the way the college Marie-Victorian collaborated with La Presse and the methods used for carrying out this project.

Part two is analytical in nature. It contains a computer assisted evaluation of the La Presse readers expectation with regard to educational content and of their degree of satisfaction with the communication and human relation aspects.

General

Abdul-Fattah, Ahmed. Communication for population and development programmes: an Egyptian Experience. Paris, Unesco, 1983, 21 p.

The document briefly narrates the philosophy, the modus operandi and the achievements of the population and development project of the Arab Republic of Egypt with special reference to the key role which communication, including community organization work, plays in its implementation.

The document has been divided into six chapters. The first chapter gives introduction and the background of the project. Communication in population/development projects and mass media and community work: integrated planning and implementation have been dealt in the second and third chapters. Implementation of

integrated mass media and community level communication programmes have been discussed in chapter four and communication training for population and development project personnel has been given in the last chapter.

Seetharamu, A.S. Philosophies of Education. New Delhi, Ashish Publishing House (II-12 Rajouri Garden) 1978. 170 p. Price Rs.30.00

It consists of two parts. The first part is devoted to discussion of the meanings of philosophy and education, and their mutual relation.

The second part consists of a discussion of the normative and operational aspects of aims of education in general. It discusses a few aims of education of contemporary interest such as national integration, international understanding, democracy and the relative importance of individual and social aims in education.

The World Assembly of Youth. International Workshop on Youth participation in Population, Environment, Development. Copenhagen World Assembly of Youth, 1983. 116 p.

The document includes a short report and the key note address and background papers presented in the workshop which was organised at Colombo from 28th November to 2nd December, 1983, by the World Assembly of Youth.

Some of the papers presented in this document are:

- (1) Youth has key role in production and reproduction: Important factors of Development by Prof. B. Desai (India)
- (2) 60% of the aid goes back to the giving country in several ways by - Dr. A.T. Ariyaratne (Colombo)
- (3) Adolescent fertility a major concern by James Chui (New York)
- (4) Eco system will be destroyed soon if not saved by Masahiro Ohta (Bangkok)
- (5) Can youth save 40 thousand children who die every day of malnutrition and infection by Sarajidi Abraham (Colombo).

Edited by J.L. Sachdeva, Officiating Director, Indian Political Education Association, 17-B, Indraprastha Estate, New Delhi-110 002.



IAEA

NEWSLETTER

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NEHRU LITERACY AWARD FOR MUSHTAQ AHMED

The Nehru Literacy Award for 1984 has been awarded to Shri Mushtaq Ahmed for his pioneering work in the field of adult literacy for nearly four decades.

Shri Ahmed is the 17th recipient of the Nehru Award instituted by the Indian Adult Education Association.

Shri Mushtaq Ahmed organised experimental adult schools in various parts of the country for imparting formal education upto primary standard. He was Director, Research Training and Production Centre, Jamia Millia (1955-60), Director, Literacy House, Lucknow (1963-65), Unesco Literacy Adviser in Nigeria and Zambia (1965-75).

He is at present the Hony. Project Director for the Research Study on Reading Needs and Interest of Neo-Literates conducted by the Indian Adult Education Association.

Shri Ahmed has written literacy primers in Hindi and Urdu and number of books for neo-literates. He was editor of Gyan Sarovar an encyclopaedia in Hindi for neo-literates published in three volumes by the Ministry of Education.

BHATNAGAR APPOINTED DIRECTOR OF IAEA

Dr. K.M. Bhatnagar has taken over as Director of Indian Adult Education Association with effect from September 1, 1984. He was earlier Regional Director of Bangalore office of the National Institute of Public Cooperation and Child Development, New Delhi. He had also served as Population Education Consultant to F.A.O. of the United Nations for a number of years.

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ZAKIR HUSAIN MEMORIAL LECTURE

Dr. M.L. Sahare, Chairman, Union Public Service Commission, New Delhi will deliver the 1984 Zakir Husain Memorial Lecture during the annual conference of the Association in Varanasi on October 17, 1984.

CONTRIBUTIONS TO ROBY KIDD FOUNDATION

Contributions towards Roby Kidd Foundation have been received from the following:

- | | |
|--|----------|
| 1. Dr. M.S. Adiseshiah | Rs.300/- |
| 2. Shri Mushtaq Ahmed | Rs.200/- |
| 3. Prof. L.R. Shah | Rs.101/- |
| 4. Dr. Rajesh Tandon | Rs.101/- |
| 5. Dr. Paul Fordham | £ 20/- |
| 6. Nomura Centre for
Life-long Integrated
Education, Tokyo | \$100/- |
| 7. Asha Kala Kendra, Mhow | Rs.500/- |

KIDWAI CALLS YOUTH TO ERADICATE ILLITERACY BY 1990

A two-day national conference on Literacy was held in Bodhgaya on September 10-11, 1984 as part of International Literacy Week Celebrations. The conference was organised by the Magadh University.

Inaugurating the Conference, the Governor of Bihar, Dr. A.R. Kidwai called upon the youth of India to join hands with the University teachers and students to eradicate illiteracy in the age-group 15-35 by 1990. He said literacy should not be considered imparting 3 R's but functional literacy enabling individuals to take part in the day to day activities.

Introducing the theme of the conference "To achieve cent per cent literacy", Dr. S.C. Dutta of the Indian Adult Education Association said that Education was necessary input for growth and increased productivity, therefore human resource development was an essential component of all our developmental activities.

Dr. Dutta suggested that the strategy for reducing illiteracy would have to be based on realistic appraisal of the need, requirements and resources of each of the districts of this vast country. He enumerated a number of action-points for the implementation of the programme and suggested that we lower of our sight both about the target as well as the level of literacy of to be achieved. We should be satisfied if we could achieve 75% literacy.

Earlier, welcoming the delegates, the Vice-Chancellor of Magadh University, Shri F. Ahmed said that the task of making people literate was very difficult and could be achieved with proper coordination at all levels with the help of grass-root level workers with zeal, enthusiasm, commitment and dedication.

Shri Hayatullah Ansari, MP in his key-note address dealt with various aspects of the problem of illiteracy and emphasis the need for proper method of teaching the illiterates.

Dr. G.B.K. Hooja, Vice-Chancellor, Gurukul Kangri, who presided over the inaugural session suggested that education of adult women was necessary for the success of the programme. Dr. B.M. Shukla, Vice-Chancellor, Gorakhpur University, also spoke on the occasion.

At the end of the two-day deliberations Bodhgaya declaration was adopted. The conference declared that eradication of illiteracy should be treated as an essential component of all developmental activities aimed at reducing poverty, inequality and social injustice.

It said that universities and colleges should set up students brigades for literacy to create climate for literacy and to organise centres for eradication of illiteracy.

The conference asked the universities to undertake responsibility of organising training programmes for the trainer and the key-personnel in the field of adult education and for producing reading material for neo-literates. It should also assist the mass media specially Doordarshan and All India Radio to prepare programmes for the education and information of the people. A package of incentives should be introduced for students and teachers participating in the programme according to local needs.

Literacy should be made an essential component of integrated rural development schemes, National Rural Employment Programme, Training of Rural Youth for Self Employment and other development schemes undertaken by various departments.

POPULATION EDUCATION THROUGH
UNIVERSITIES AND COLLEGES

A Workshop on Population Education through universities and colleges was organised by the North-Eastern Hill University, Shillong, in collaboration with the Indian University Association for Continuing Education at Shillong on September 7-9, 1984. It was inaugurated by the Governor of Assam and Meghalaya, Shri Bhisham Narayan Singh. The Vice-Chancellor of NEHU, Dr. B.D. Sharma, delivered the key-note address and dealt with the problem of population education in its conceptual, operational and evaluative aspects.

After two days' in-depth discussion among the participants, it was resolved that :

- Population Education, apart from being a co-curricular activity, should also become part of curricular activity either through the Foundation Courses as part of restructuring of courses or as part of a paper in Extension Education.

The workshop also decided that resource support to Population Education Clubs be provided in terms of training, learning materials both in print and in audio-visual forms, and research; this support could be operationalized in the form of setting up Regional Resource Centres, and audio-visual programme production and exhibition be made an important part of their activities.

It agreed that a Master Trainers' Programme in Population Education should be organised with a sense of urgency, and suggested that in view of the expanding involvement of universities/colleges in programmes of Population Education and in view of the manpower requirements a Post - MA Diploma in Population Education both short term and medium should be instituted to train the required manpower.

It was also decided that a bi-monthly Newsletter in Population Education be brought out with a view to disseminating information about schemes and activities in Population Education both in the country and outside, and that active coordination mechanisms be evolved to promote meaningful partnership between universities/colleges and Directorates of Health Services and MEM Officers.

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POPULATION CLUBS IN
INDIAN UNIVERSITIES

The University Grants Commission have sanctioned Population Education Clubs to the following universities:

<u>University</u>	<u>No. of Centres</u>
1. Kanpur University	1
2. Allahabad University	1
3. Sardar Patel University	3
4. Indore University	1
5. L.N. Mithila University	3
6. Shivaji University	28
7. Poona University	48
8. Amravati University	30
9. S.V. University	35
10. Vikram University	26
11. Kashi Vidyapeeth	1
12. Ravi Shankar University	21
13. Karnatak University	29
14. Guru Nanak Dev University	4
15. Patna University	9
16. Annamalai University	1
17. Banaras Hindu University	5
18. Tamil University	1
19. Gandhigram Rural Institute	1
20. Gujarat University	1
21. Jadavpur University	1
22. Avadh University	1
23. Jamia Millia Islamia	1
24. SNT Women's University	1
25. Osmania University	1
26. Delhi University	1
27. Kerala University	1
28. Gorakhpur University	1
29. A.P.S. University	1

(Courtesy IUACE
News July-Aug.

CELEBRATION OF INTERNATIONAL
LITERACY DAY IN DELHI

A public function to celebrate the International Literacy Day was organised by Department of Adult Education, Directorate of Adult Education, Delhi Administration in collaboration with voluntary agencies in New Delhi on September 8, 1984. Shri J. Pravesh Chandra, Chief Executive Councillor of Delhi was the Chief Guest on the occasion. In his address he suggested that the Indian Factory Act should be amended to make it mandatory for every factory worker to have adult literacy centre.

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The Chief Executive Councillor said that the administration was determined to achieve highest literacy rate in the country within two years. He said illiteracy was the root cause of all social evils.

Shri B.R. Vyas, Additional Director of Education, Delhi Administration presented a brief report of the work in adult education being done in Delhi by the Government Department and the voluntary agencies. He said that Delhi Administration is running social education programme, Rural Functional Literacy Projects, Non-formal Education Centres for 9-14, Post-Literacy and Continuing Education Programme, Night Schools, Correspondence School and the Public Libraries.

Shri J.L. Sachdeva, Deputy Director, Indian Adult Education Association speaking on the occasion said that an adult education programme is not a programme for mere literacy. It basically is a programme encompassing all aspects of individual and collective learning and puts greater emphasis on social awareness and functional upgradation of the illiterate and the poor. Linkage of literacy and awareness can create a desire for learning which is lacking at present.

Shri Kulanand Bhartiya, Executive Councillor(Education), Delhi Administration presided over the function.

An exhibition of books, charts and material produced at the adult education centres was organised on the occasion by Delhi Administration, Directorate of Adult Education, Indian Adult Education Association and Dr. A.V. Baliga Foundation.

TAKING SCIENCE TO THE MASSES

(By Vaiju Mahindroo)

Popularising science is at best a difficult undertaking. How does one explain complex scientific concepts to a lay person in simple, easy to understand language? How does one translate scientific jargon from the languages of the developed world into the languages of developing countries where such a vocabulary does not exist? In developing countries, where the rate of literacy is often below 25 per cent, popularising science becomes an even more complicated exercise. In an interview at Unesco in Paris, I asked Dr. Abdullah Al Muti Sharafuddin, who with Dr. Oswaldo Frota Pessoa of Brazil

Contd.....P/7-

won the 1983 Kalinga prize for the popularisation of science if this was the case with his country, Bangladesh.

"In my country, which is a developing country with a high illiteracy rate, it is not very easy to take the message of science to the common people. I became involved in doing so when I was young. I used to live in a village and the people around me were mostly illiterate. So whatever science I was taught at school, I tried to communicate to them to help them improve their living conditions. It was very difficult. So I started writing for them, in very simple language, when I was still a student. I have been doing this now for nearly 40 years".

Dr. Sharafuddin says, "I have to make a conscious effort to use language that can be commonly understood by ordinary people who have not received formal scientific training".

Jargon problem

Dr. Sharafuddin also writes for young people. He has published 14 books and several translations from English into Bengali. He has published innumerable articles in the Bengali popular press, and presents radio and television programmes. How does he get around the tricky problem of technical jargon, I asked.

"Our language is rich in vocabulary. So the problem is not as big as it might seem.

"Although I have written on very complex issues, such as cancer research, most of my books are for the young and deal with everyday science. How our life is affected by scientific principles, for example, and how it can be improved by the application of these principles.

"I have written about the monsoon, how it affects people and about the latest findings of the meteorologists on the subject, about improving crop production, about basic hygiene. If we were to use specialised terminology, it would be too difficult for lay people to understand".

Science Clubs

A national science week aims to encourage innovation, self-help and invention in Bangladesh, I asked Dr. Sharafuddin who is one of the administrators in charge of these activities. What efforts are being made to make science an integral part of the country's culture.

"We became independent in 1971. At that time we did not have a single science club in the country. Now 400 such clubs in Bangladesh bring together scientists, or farming experts or doctors or teachers as their associates and helpers. All these clubs, which are organised at the school, district and village level, take part in national project competitions. They develop scientific projects relating to the problems of their community which are then submitted for judgement. This encourages innovation. Many of these clubs have developed libraries of scientific books and journals and set up workshops."

"This is a very hopeful sign for our country. Science is becoming a part of our culture. Previously young people spent their free time in games and sport or in other recreational activity. But science was rarely a part of it. This is now visibly changing, and soon my country will be able to produce better scientists, with a basic understanding of the country. This is something Bangladesh very badly needs".

(Unesco Features)

NEED TO IMPROVE RURAL
SCHEMES STRESSED

The Ministers of Rural Development of all States ended a two-day meeting in New Delhi on September 5, 1984 and felt that programmes like the Integrated Rural Development (IRDP) aimed at alleviating poverty in the rural areas needed a definite improvement during the seventh Plan period.

In order to make the IRDP more effective, greater flexibility had to be built into the programme, they said.

Briefing newsmen at the end of the meeting, Secretary of the Union Ministry of Rural Development Mohinder Singh said the consensus was that the IRDP should be taken up in a bigger way in the seventh Plan. It was basically a sound plan, and if there had been any failures, it had been in the area of implementation, the Ministers felt.

He also said the subsidy for each family under the programme was likely to be doubled from the present Rs.1,100 to over Rs.2,000.

Mr. Singh said that the formulations for the rural development strategy for the seventh Plan was expected to be finalised by the end of the month.

The conference, he said, was of the view that Panchayati Raj institutions should be fully involved in the implementation of the IRDP and other development programmes.

The seventh Plan would also have a new development schemes meant exclusively for women, he said.

Mr. Singh said that the IRDP had brought above the poverty line three million families every year in the 5000 odd blocks in the country during the first four years of the sixth Plan.

W E W E L C O M E N E W S F O R

IAEA NEWSLETTER

Please send to:

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

INTEGRATED APPROACH FOR
DROPOUTS URGED

Attempts to reduce wastage in education will not succeed unless the problem is seen in the proper integral perspective of rural life, says a study on school dropouts.

The family background of dropout children is an essential dimension of this integral perspective, according to Mr. A.S. Seetharamu and Ushadevi, who conducted the study for the Institute for Social and Economic Change, Bangalore.

The micro study was based on 80 schools in 62 villages of nine districts of Karnataka - Bidar, Bijapur, Belgaum, Mandya, North Kanara, Shimoga, Coorg, Bangalore and Kolar.

Efforts to retain children in school should be complemented by parallel and integral efforts to raise the levels of living standard and welfare of the people in rural areas, the study said.

For instance, it was found that children ordinarily spent three to four hours a day carrying water to their homes, which was a major household activity and, perhaps, one of the reasons for their inability to attend school.

Again, it was observed that children who had dropped out were relatively free during the evening, but electricity was required to organise classes at that time. But hardly 37.5 per cent of the villages in the country have electricity, the study said.

The study found that generally the pressure point for children to leave school was the first class itself. It was observed that a great majority who had dropped out at the initial stage had not learnt anything.

The study has, therefore, said that serious efforts should be made to get the children learn the alphabets right from the first day, and progressively teach them to read, write and do number work. If by the end of the first year they are able to read the prescribed textbook with ease, write all the alphabets, and do simple arithmetic, then they would be motivated to attend school.

The study found that most dropouts came from illiterate families. In only one out of six cases the parents or other elders had received primary education. A majority of dropouts was first generation participants, and came from chronically poor families.

A majority of dropouts was found to be working between five to eight hours a day. On the whole, about 20 per cent of the dropouts in the sample was engaged in paid work, mostly agricultural.

The authors of the study say the best possible course of action for the Government would be to link employment opportunity with attendance at non-formal education centres. Providing work to children would mean coordination between the departments of education, agriculture, horticulture, and small industries.

NOMURA CENTRE FOR LIFELONG INTEGRATED
EDUCATION, TOKYO

The Nomura Centre for lifelong integrated education has been established in Tokyo, Japan. It aims to raise human quality and to create civilisation by establishing the basic idea of location, and evaluation of human being on the basis or oriental view of human being and of nature and promoting its learning and practising activities:

It undertakes:

- a) Seminars on lifelong Integrated Education
- b) National Conferences and Lecture Meetings
- c) International Exchanges
- d) Financial support to applicants to learn LIE
- e) Publication of materials
- f) Educational Counselling
- g) Group discussions etc.

Further information: The Director 1-47-12 Yoyagi
Shibuya-Ku, Tokyo 151 Japan.

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and objectives of Adult Education

Prasad, Brajkishore Ed. International Literacy Day 1984 Souvenir (National Conference on "How to Secure 100% literacy in India, Sept. 10-11, 1984). Bodhgaya, Centre for National Adult Education and Extension Programme, Magadh University, 1984.

The document is a collection of papers presented at a two-day national conference on "how to secure 100% literacy in India" held in Bodhgaya on September 10-11, 1984. It also contains statistics on literacy in Bihar.

Media, Methods and Material in Adult Education

Agrawal, Binod C and others. Satellite Instructional Television Experiment : Social Evaluation Impact on Adults Part I & II. Bangalore, Indian Space Research Organisation, 1977. 201. 169 P.

This is study of satellite television broadcast experiment which was conducted during 1975-76 for a period of one year.

The followings were the general objectives of the experiment:

- to gain experience in the development, testing and management of a satellite based instructional television system, particularly in rural areas and to determine optimal system parameters;

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- to demonstrate the potential value of satellite technology in the rapid development of effective mass communication in developing countries;
- to demonstrate the potential value of satellite broadcast TV in the practical instruction of village inhabitants;
- to stimulate national development in India, with important managerial, economic, technological and social implications.

Bamberger, Richard. Promoting the Reading Habit. Paris, Unesco, 1975. 52 p (Reports and Papers on Mass Communication No.72)

The document presents a summary of the finding of international research and of practical work in progress on formation of reading habits. It contains ten chapters:

1. The Importance of Reading for Individual and for Society.
2. A Survey of the Reading Situation throughout the world.
3. Effective Teaching of Reading.
4. Results of Research on Motivation for Reading and Reading Interests.
5. Factors which Influence Reading Interests.
6. Methods for Determining Individual Reading Interests.
7. Promotion of Developing Reading Interests and Motivation and the Reading Habit.
8. Task for Research.
9. Summary (A brief survey of the basic ideas and resultant activities).
10. Concluding Statement.

A bibliography is also given at the end of the document.

Evaluation Reports

Aikara, J. Adult Education Programme in Maharashtra : An Appraisal. Bombay, Unit for Research in the Sociology of Education, Tata Institute of Social Sciences, 1984, 148 p.

The document is a research study, it was conducted in order to find out to what extent the AEP, as implemented in Maharashtra has achieved its objectives. It is the fourth study conducted by TISS on Maharashtra.

The study shows that although there is no improvement over the years in the coverage of women as a special target group but substantial number of illiterate women are being enrolled in the AECs. Enrolment of scheduled castes and scheduled tribes in the AECs has gone up. Thus, the efforts at enrolling the special target groups are fairly successful, although the government target of 50 per cent of the enrolment for these groups has yet not achieved. Regarding the contents of teaching at the AECs centres the study reflects that teaching continues to be centered on literacy. There were some AECs where functionality was taught fairly well. There were also a few centres where functionality was altogether neglected. The case of social awareness was worse than that of functionality.

Madras Institute of Development Studies, Adult Education Programme in Tamil Nadu : An Appraisal of the Programme Implementation by the Universities and Colleges, Madras, Madras Institute of Development Studies, 1983. 62 p. (Mimeographed).

This is the third in the series of quick appraisals of adult education programme in Tamil Nadu. The document evaluates the implementation of AEP programme by the universities and colleges.

The study has been divided into five chapters. The first chapter gives an overview of the study. The second chapter briefly describes the methodology employed and chapter third sets out in some detail the features of the programme as implemented by the universities. Chapter fourth presents the data from field study. Conclusions and recommendations have been given in the last chapter.

Visaria, Leela and Mathew, Thomas. Adult Education Programme in Gujarat. Fourth Evaluation, Ahmedabad, Sardar Patel Institute of Economic and Social Research, 1983. 209 p. (Mimeographed).

This report is the fourth in the series of Evaluation of the Adult Education Programme in Gujarat undertaken by the Sardar Patel Institute of Economic and Social Research, Ahmedabad. The present study covers the adult education centres under both SAMP and RPLP Schemes in fourteen districts of Gujarat and examines the 1982-83 programme.

The district level analysis shows that about 17 per cent of the enrolled learners attend the adult education centres, which works out to be 5 learners per officially functioning centre and about 11 percent of the learners are made literate.

One of the important suggestion of this study is that the 10 month duration of the programme is too long and the enthusiasm of neither the instructor nor the learner can be sustained for 10 long months. Instead, the programme should be so devised that groups of learners are taught the basic 3 R's in a period of about 3 months, at a time convenient to them.

Adult Education in other Countries

Graham, Brian. Nineteen Century Self-Help in Education - Mutual Improvement Societies - Case Study - The Carlisle working men's Reading Room, Vol. 2. Nottingham, Department of Adult Education, University of Nottingham, 1983. 71 p. (Nottingham Studies in the History of Adult Education).

This study on the history of adult education in UK in nineteenth century deals with four basic issues. First of all, what were the factors which promoted people to establish their own mutual improvement groups. Secondly, what were the educational and social issues raised by such voluntary societies? Thirdly, how were they organised and managed? and finally what was the significance of these groups?

Thomas, Audrey M. Adult Illiteracy in Canada : A Challenge. Ottawa, Canadian Commission for Unesco, 1983. 144 p. (Occasional Paper No.42).

This study on illiteracy in Canada attempts to draw together various aspects of the historical developments in literacy, current definitions and attempts at measurement, as well as examining literacy's link with adult basic education. It highlights elements of the global situation and examines more closely some developments in the industrialized world, using Great Britain, Australia and the United States of America especially as case study examples. The balance of the paper is devoted to the Canadian situation. It begins by giving the census data, proceeds with a description of various responses to the adult literacy issue by the federal and provincial governments as well as by a variety of other organizations.

A bibliography and list of Canadian organizations are given at the end of the document.

General

Devadas, Rajamal P. Nutrition and National Development. Coimbatore Sri Avinashilingam Home Science College for Women, 1980. 93 p.

The document is a collection of three lectures on the theme 'Nutrition and National Development'. In the first lecture Swami Vivekanand's views on National development and nutrition have been discussed. The social and economic aspects of national development and nutrition is the subject of second lecture and the last lecture deals with nutrition and mental development. A bibliography on the subject is also given at the end of the document.

Kaur, Malkit and Sharma, M.L. Social Legislation and Rural Women. The Indian Journal of Social Work, Vol.XLIV, No.3, October 1983. 323-328 p.

Ignorance of the majority of rural women about the social legislation which are made for them is a general hindrance in the implementation of these laws. The present study examines the extent of rural women about the legislation related to age at marriage, divorce, dowry and succession and its relationship with exposure to means of communication.

NIPCCD. Perspective Plan on Child Development (1980-2000). New Delhi, National Institute of Public Cooperation and Child Development, 1984, 183 p.

The document sets forth the rationale and objectives for the perspective plan on Child Development, reviews the existing programmes and services for children, discusses the present status in the areas of child health, nutrition, education, recreation, welfare and legislation. It then fixes tentative targets and lays down broad strategies to be followed and mentions programmes which should be undertaken during the next twenty years so as to achieve the various targets set in. The last chapter of the document sketches an overall picture of the child in 2000AD.

Edited by J.L. Sachdeva, Deputy Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110 002.

NEWSLETTER

Vol. VI No. 7

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Limited Circulation

37TH ALL INDIA ADULT EDUCATION CONFERENCE : A BRIEF REPORT

The four-day All India Adult Education Conference on "Non-formal Adult Education for Women" which concluded in Varanasi on October 19, 1984 urged upon the Central, State Governments, Universities and Voluntary Organisations to launch upon a massive time bound programme for eradication of illiteracy from among the women of weaker and oppressed sections of the society.

The conference called upon the Indian Adult Education Association to build up a cadre of women trainers and adult educators who could effectively communicate with the target groups in different programmes of development for the rural and tribal women.

The conference declared that for successful implementation of income-generating activities linked with literacy programmes women's organisations at grass root level should be established. These organisations it said will help the women in decision-making and in improving their self esteem and self respect.

It felt that in income generating activities, marketing was the most difficult aspect; to overcome this it suggested to establish linkages with agencies which would help in marketing their goods.

The Conference extended its full support to the Government and its agencies in achieving the goals of point 16 of the new 20-point programme of the Government of India.

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The Conference convened by the Indian Adult Education Association in collaboration with Banaras Hindu University was attended by 350 delegates from 19 States and Union Territories. Representatives of Central and State Governments, Universities, Department of Adult and Continuing Education, Voluntary agencies, NGOs, Nehru Youvak Kendras, etc. attended.

Inaugurating the Conference Smt. Mohsina Kidwai, Minister of State for Rural Development, Government of India said that it was a privilege and also an emotional moment for her because of her late Uncle Shri Shafiq-ur-Rehman Kidwai's close association with the Indian Adult Education Association. Education, Smt. Kidwai said is a life long process, which as Mahatma Gandhi believed, should draw out "what is best in child and man, body, mind and spirit", and for this an integrated system of education in which non-formal informal and formal education are closely linked will have to be evolved.

Stressing the need to encourage the participation of rural women in all activities of our society, she said that as long as illiteracy among women is rampant, the infant mortality rate and birth rate in our country will continue to be high. She said that women should be given maximum opportunity to know and participate in the on-going anti-poverty programmes and should be given a chance to voice their views in the meetings of Panchayats and other local bodies. Referring to the measures taken under the Sixth Five Year Plan for the development of women and children, especially in rural areas, she said that ~~these will be diversified with more intensity in the Seventh Five Year Plan.~~ Assuring the Government and her Department's help, she said that she would personally like to be in touch with the Association and adult educators in greater measure. Finally, she made an earnest appeal to take action at various levels to develop, educate and honour the Indian womanhood.

Earlier, Prof. Iqbal Narain, Vice-Chancellor, Banaras Hindu University welcomed the chief guest and the delegates.

Barrister M.G. Mane, President, IAEA, delivering the presidential address said educating a woman meant educating not only an individual but a family. One hundred and ninety five districts in the country, he informed, had a literacy rate below the national average of 24.88 per cent for women. For increasing this rate, he said, women organisations at the grass-root level will have to be established.

Referring to the various problems faced by women learners, he said that adult education programmes for women must give importance to low health status- both personal and of the family, inadequate nutrition, social and cultural oppression, and ignorance of protective legislation. Stressing the importance of traditional as well as modern mass media he said that their potential should be tapped fully.

Dr. Y.N. Mishra, Director, Centre for Adult and Continuing Education, BHU, read out the messages received from the President of India, other VIPs and National and international organisations for the success of the Conference.

Shri J.C. Saxena, Hony. General Secretary, IAEA proposing the vote of thanks said, "We are very grateful that a member of the illustrious Kidwai family is with us". He said that 20-point programme is the charter for the emancipation of the poor of this country and that the Association is pledged to make it a success. He further said that programmes of rural development can be successful only if these are linked with adult education programme.

The working paper on the major theme of the Conference was presented by Dr. K.M. Bhattachagar, Director of the Association. It was followed by general discussion.

The conference discussed four sub-themes namely (a) the Education of Rural Women and their Participation in Rural Development Programme, (b) Health and Nutrition Education for Women, (c) Literacy and Social Awareness and (d) Income Generating Activities for Women.

For the sub-theme Education of Rural Women the delegates were divided into four-groups. The Group Chairpersons were Smt. Shahta Krishnan, Smt. Kamla Rane, Smt. Binla Bhattachagar and Dr. K.S. Pillai. The rapporteurs were Dr. A.K. Sen, Smt. Pritam Kaur, Dr. Asha Dixit and Dr. S.K. Nair.

The sub-theme "Health and Nutrition Education for Women" was elucidated by Dr. (Smt.) A Shukla, Head Department Home Science, BHU. She presented a study on the Nutritional and Health problems among housewives living in dongas in Dal Lake in Srinagar (J & K) with the help of slides.

Prof. Krishna Bhadur, Dean, Law Faculty, BHU spoke on the sub-theme "Literacy and social awareness" with special reference to legal literacy. Stressing the need to make legal literacy an integral part of adult education, and an awareness about the legal ^{provision} with regard to matrimony, maintenance and adoption and succession practices should be widespread among the rural masses.

The sub-theme "Health and Nutrition Education for Women" was discussed in group under the leadership of Dr. A. Shukla with Dr. (Mrs.) Nalini Swamidasan as the rapporteur. Shri B.B. Mohanty was the leader of the second group which discussed "Literacy and Social Awareness" and Shri K.G. Balakrishnan Pillai was the rapporteur.

On the sub-theme "Income Generating activities for Women" Dr. (Miss) Kanchanlata Sabharwal, President Bhartiya Grammen Mahila Sangh (U.P. Branch) narrated her experiences. Marketing, she said is the most difficult aspect of such activities. The main reasons for this, she further said are that goods produced are more expensive and inferior in quality than goods sold in the market.

Shri B.R. Vyas former additional Director of Adult Education, Delhi Administration said that institutional support was essential for marketing the goods produced in adult education centres.

ZAKIR HUSAIN MEMORIAL LECTURE.

Dr. M.L. Sahare, Chairman, Union Public Service Commission delivered the Zakir Husain Memorial Lecture, on "Eradicating Women's Illiteracy". Quoting figures to show that the Indian women are lagging behind in spite of the opportunities provided by the constitution, Dr. Sahare said, "with the exception of education in no other single programme, however large in terms of investment on its own strength can enable women to become equal partners with men de facto and de jure in running the family and society".

Suggesting measures to improve the situation, he said that suitable women officers at all levels should be appointed particularly in the adult education and non-formal programmes for women and girls. Stressing the need, he said that proper arrangements should be made for keeping children at the adult education centres. Government alone, however, he felt could not handle

~~this task and voluntary organisations must play a more~~
dynamic role. IAEA, he further said, should play a more vigorous role in identifying those voluntary organisations which have acquired experience of working with women, particularly in rural areas.

The valedictory address of the Conference was delivered by Dr. S.C. Dutta, Treasurer, IAEA. Dr. Dutta said that educated women was an asset to the family and the society and an instrument of social change. Greater efforts are this needed for the education of women. He said that dedicated and devoted workers have to join hands to see that the benefit of activities organised by the Government for the poor, depressed and under-privileged reach them. He said that the scheme of adopting a girl of poor family as prevalent in Maharashtra should be followed in other places also.

A visit to Sarnath was arranged for the delegates. A cultural programme in the form of a drama was also organised on the first day of the Conference by BHU students.

R.C. SINHA NO MORE

Dr. R.C. Sinha, Sr. Lecturer in English, Deshbandhu Colleg Delhi University and a Member of the Council of IAEA died in New Delhi on October 15, 1984. He was 45. He is survived by his wife, a son and a daughter.

The Council of the Association at its meeting in Varanasi on October 18, 1984 condoled the death of Dr. Sinha and passed the following resolution:

"The Council of the Indian Adult Education Association deeply mourns the sudden and untimely demise of Dr. R.C. Sinha in New Delhi on October 15, 1984. In his death the adult education movement has lost a dedicated and devoted activist. It conveys its heartfelt sympathies to the bereaved family".

25TH NATIONAL AWARD FOR BOOKS FOR NEO LITERATES

The Directorate of Adult Education, Ministry of Education and Culture, Government of India has selected forty manuscripts in Indian languages for award under the 25th National Prize competition for literature for neo-literates.

Out of the forty books selected, two each are in Assamese, Bengali, and Gujarati, 15 in Hindi; one in Kannada, four each in Malayalam and Marathi, three in Punjabi, one in Sindhi, two in Oriya, one each in Tamil and Telugu and two in Urdu.

Each selected book will get an award of Rs.1000/-. The Directorate will also purchase 1500 copies of each of the prize winning manuscripts when printed.

The objective of the competition is to stimulate and encourage creative writers to write suitable and interesting reading material for persons with limited reading abilities.

Further information can be had from : The Director, Directorate of Adult Education, Block No.10, Gali No. 4 & 5, Jam Nagar House Hutments, Shahjan Road, New Delhi-110011.

CALL TO STABILISE WORLD POPULATION

The UN-sponsored, International Conference on Population has called for "political commitment" by world leaders and willingness ~~on the part of Governments~~ to take a lead in formulating population programmes and allocating necessary resources for further implementation of the updated world population plan of action.

In a document called "the Mexico Declaration", delegates from 150 nations also highlighted the need for "adequate and substantial" International support to be provided "in a spirit of solidarity and enlightened self-interest."

The declaration issued at the end of the week-long conference said: "The message of Mexico City is to forge ahead with effective implementation of the Plan aimed at improving the standards of living and quality of life for all peoples of this planet and in the promotion of our common destiny in peace and security."

The declaration noted that at Bucharest (in 1974), the world was made aware of the gravity and magnitude of population programmes and their close inter-relationship with economic development.

The world population plan of action calls for international co-operation to meet the major challenges in the area of population and stabilise the global population projected to rise from the current 4.7 billion to more than six billion by the end of this century.

Union Minister of Health and Family Welfare B. Shankaranand applauding the declaration, said the message of Mexico conference would go a long way for mankind to march on the right path and achieve a better future.

Besides the declaration, the conference adopted a document of 85 recommendations dealing with socio-economic policies, development of population policies, population goals, status of women, international migration, population structure, promotion of knowledge and research, the role of national governments and international co-operation.

The declaration reiterated the commitment of the participants to the conference and ~~express their re-dedication to the further implementation of the world population plan of action.~~

The declaration called for high priority by ~~Government~~ to the attainment of self-reliance in the management of such programmes and ~~for~~ coordination of international assistance at the national level.

The declaration reflects the concerns of the developing world in terms of overall development participation and the challenges before them in terms of family planning and the need to mobilise their own resources as well as international assistance to push forward the family planning programmes.

The declaration reiterates the clear link between population and development and makes it more comprehensive by stressing the inter-relationship between population, development, environment and resources.

FOLK DANCES ON NATIONAL INTEGRATION

The Department of Adult Education and Extension, Madurai Kamraj University in collaboration with the Field Publicity Office, Government of India, Madurai organised a Programme of "Folk dances and culture performances on the theme of National Integration and communal Harmony" on October 18, 1984 at University city complex (West).

The "Vasant Troupe" of Madras centre, Song and Drama division, Minister of Information and Broadcasting, Government of India gave a two hour programme of Folk dances and songs of various states of India. They also enacted a Tamil Drama high-lighting the importance of Adult Education Programme. Programme officers of NSS & Adult Education; Supervisors and Instructors of Adult Education; faculty members of the University attended the show.

Earlier, this programme was inaugurated by Mrs. Narmathasanthakumar, Principal, Yadava Women's College, Madurai. Mr. Sundaram Subramanian, Field Publicity Officer, Madurai introduced the cultural troupe. Mr. R. Rangasamy, Co-ordinator, Adult Education and Extension in his welcome address outlined the significance and importance of Mass Media and folk-arts in Adult Education Programme.

N.P. PILLAI PASSES AWAY

We regret to record the death of Dr. N.P. Pillai, Director, State Resource Centre (Kerala) in Trivandrum On September 5, 1984. He was one of the founders of the Kerala Association of Non-Formal Education and Development (KANFED).

The Association deeply mourns his death and conveys its heartfelt sympathies to the bereaved family.

INTERNATIONAL LITERACY DAY, UNESCO, PARIS

International Literacy Day was celebrated in UNESCO House, Paris on September 7, 1984, (as September 8 was this year a Saturday which is a holiday in Europe). It was attended by the permanent delegates to Unesco from 50 countries, 30 international non governmental organisations and over 100 adult educators from Unesco and other bodies. The meeting was presided over by the chairman of the Executive Board, the Director General of Unesco and the Chairman of the World Literacy Day.

The Director General opened the meeting with a statement on the continuing challenge presented by the problem of adult illiteracy in our world. He called attention to the worrisome problem of falling illiteracy rates, but rising absolute numbers of illiterates. He said that calculations have shown that illiteracy could be brought to an end by spending the sum of US \$160 billion - i.e. approximately a quarter of the world's expenditure in 1982 on armaments. It clearly illustrated the prospects that would be open to the international community if it decided to devote to the education of men and women a part of the resources currently used to increase the means of destruction. He rededicated Unesco to the goal of eradicating illiteracy totally. He called on the Chairman, World Literacy Day, to present his conclusions.

The Chairman in his address, pointed out that :

a) 8 countries out of 161, namely India, China, Pakistan, Indonesia, Nigeria, Bangladesh, Brazil and Ethiopia account for 76 per cent of the 850 adult illiterates, including the 20 countries, India and China between them accounting for 60 per cent of all illiterates in our world today; this means that if these 8 countries solve their illiteracy problems, the back of illiteracy will be broken: and Unesco must specially help 8 countries, each of them should make a literacy prize subsidised each year, and one of them should receive one of the 4 prizes every year : b) out of 161 countries only 12 is about 22 per cent of the country is the cruel paradox referred to by the Director General, of falling illiteracy percentages, but rising absolute numbers of illiterates, operating (including India and China); and c) child illiteracy expressed in the dropouts.

The Awards presentation followed at which:

- the Nedezhada K. Krupskaya Prize was awarded to Cuba for its unique adult literacy programme for the blind.
- the International Reading Association Award was made to Mexico for its comprehensive literacy campaign,
- the Noma Prize was awarded to China for its making the Bazhong district literate, and
- the Iraq literacy Prize was awarded to Turkey for its massive literacy campaign.

In addition, under the Krupskaya prize special honourable mention was made of

the literacy programme of Uttar Pradesh, India, and the Popular education programme of Madagascar, under the International Reading Association Award Special honourable mention was made of

The Adult Education programme of the Cross River State, Nigeria, and

The Basic Education society, Gujranwala, Pakistan, under the Noma Literacy Prize, special honourable mention was made of:

The Adult Literacy and Basic skills unit of the National Institute of Adult Continuing Education of the United Kingdom, and

the Permanent Education programme of Colombia, and under the Iraq Literacy Prize, special honourable mention was made of:

The Literacy Programme for Women and Girls of Togo, and the National Foundation on Books for Children and Youth, Brazil.

Further the distinguished services to Adult Education was recognised in the case of Mr. A.J.A. Nelson of Australia who is also coeditor of the ASBBAE Journal, Mr. G.J Bretonnes of France for his picture dictionary of basic French for rural people. and Mr. S.A. Metodjo of Benin for making literacy a part of rural development.

Malcolm G. Adiseshiah

'ALTERNATIVE NOBEL PRIZE' TO FOUR WOMEN

Four women from Asia and Africa share the 1984 Right Livelihood Award of 350,000 Swedish Kronor. This is the first time that a major European Award has gone entirely to women from the Third World.

The prize was introduced four years ago by a Swedish-German Alternate Member of the European Parliament, Jakob von Uexkull, who sold his valuable postage stamps to fund it. It is presented in Stockholm on December 9th, the day before the Nobel Prize ceremony to 'honour and support those working on practical solutions to the real problems facing us today'.

The winners of this year's Award are:

- Winefreda Geonzon (Philippines), Lawyer and founder of the Free Legal Aid Volunteers Association in Cebu City which explores new ways to support and rehabilitate prisoners and organise the poor under conditions of martial law.
- Professor Wangari Maathai (Kenya), biologist and women's leader who pioneered the 'Green Belt' reforestation movement.
- Self-Employed Women's Association (SEWA) in Ahmedabad (India) founded by Mrs Ela Bhatt which pioneered the organising of homebased producers. SEWA organises trade unions of homebased producers, small vendors, etc., and helps them assert their rights. The SEWA co-operative bank provides saving and credit facilities to self-employed women who could not have fulfilled normal banking requirements, liberating them from money lenders. SEWA also provides legal aid, social security, productivity and vocational training, education, health and maternity protection and insurance schemes. It helps to set up co-operative production units on all levels from procuring raw materials to marketing. It has now spread to other Indian States, where independent local SEWAs have been created.

~~A special Honorary Award will be presented to Miss Iman Khalifeh of Lebanon who has inspired and organised the Beirut peace movement.~~

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COMPETITION FOR 1985 POSTER ON "YOUTH AND LITERACY"

UNESCO, Paris has announced an international contest for a poster on the theme "Youth and Literacy".

Entries can be submitted by all young women and men aged 15 to 35 years. The name, age, profession, nationality and address of the person(s) responsible for each entry must be indicated on the overside of the poster.

The format of the poster is 50 centimetres by 65 centimetres. In addition to black and white, upto two colours can be used. The following text should appear in some manner on the magnetite "Youth and Literacy - International Literacy Day - 8 September 1985".

The winning entrant and three runner up will receive Diplo-
Diplomas on Honour from UNESCO.

Entries may be sent to the Director Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002 or the Secretary, Indian National Commission for Cooperation with Unesco, Ministry of Education and Culture, Shastri Chawan, New Delhi-110001 by January 15, 1985.

ASPBAE's 21st Birth Anniversary

Asian South Pacific Bureau of Adult Education (ASPBAE) will celebrate its 21st birth anniversary on September 8, 1985 in New Delhi. This decision was taken by the Executive Committee at its meeting held in Kuala Lumpur, Malaysia on October 1, 1984.

The Executive Committee of the Indian Adult Education Association, at its meeting held at Varanasi on Oct. 15, agreed to accept the offer to host the celebration and other related meetings and seminars.

ASPBAE's 21st year celebration will be held in the morning followed by Executive Committee of ASPBAE in the afternoon on September 8.

On September 9 the Executive Committee of Region I will take place. India is part of Region 1.

From Sept. 10 to 14, Asian Regional Conference on Adult

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Education and Mass Media will be held.

Dr. S.C. Dutta has been elected Chairman of the organising Committee by ASPBAE, and Mr. Gunasingham (Malaysia) as Chairman of the Finance Committee.

A souvenir on the occasion will be brought out.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Bhola, H.S. and Bhola, Joginder K. Planning and Organization of Literacy Campaigns, Programmes and Projects. Bonn, The German Foundation for International Development, 1984. 198 p.

The monograph is divided into two parts. The first part discusses the general principles and planning and organization. It consists of three chapters: Planning and Organization of Literacy in the Context of Development; Understanding the Planning Process and Understanding Organizations: Designs, Renewal and Change. The nine chapters in the second part deal with the issues and problems of planning and organization of the policy and planning Subsystem; Administrative and Instructional Delivery Subsystems; Technical support subsystems; Social Mobilization Subsystem; Curriculum and Material Development Subsystem; Teaching-Learning Subsystem; Post Literacy Subsystem; Training and staff Development Subsystem; and Evaluation subsystem of the overall literacy system.

Tandon, Rajesh Our Own Health: Report of the Study on the Role of Adult Education in Community Involvement in Primary Health Care. Ontario, International Council for Adult Education, 1984.

This reports presents the findings of the study on "The Role of Adult Education in Community Involvement in Primary Health Care". The Study was undertaken to document illustrations of effective role of adult education to promote and strengthen community involvement in health care in Canada, Chile, India, Indonesia, Nicaragua, the Philippines, Senegal, Tanzania and Venezuela.

The report concludes that adult education plays an informing mobilizing and integrating role in primary health care. It helps people acquire knowledge and skills; empowers and mobilizes them to act; and it facilitates the integration of health with other sectors of development through the spread of community involvement. Adult education has a strategic role in ensuring 'health for all by the year 2000'.

Bernard, P; Lletard B., Sorel M. Adult Education in Europe: France II. Prague, European Centre for Leisure and Education, 1984. 73 p (Studies and Documents No.18)

The document discusses the role of trade unions in adult education in France. The document is divided into three parts. The first part presents the role of trade unions in adult education in a democratic society. The second part deals with the organization and structures of consultations with representatives of wage-earners and the third part gives an account of concept, structures and functioning of trade unions in France.



IAEA

NEWSLETTER

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IAEA CONDOLES INDIRA GANDHI'S DEATH

With the brutal assassination of Smt. Indira Gandhi the Prime Minister of India on October 31, 1984 in New Delhi, education in general and non-formal adult education in particular has suffered a great loss. She was eminent educationist, a distinguished statesman and a messiah of the downtrodden and oppressed people.

She was very keen on eradicating illiteracy from this country and included it as point 16 in her new 20 point economic programme.

In a condolence message to Shri Rajiv Gandhi, the President of the Association, Barrister M.G. Mane has expressed a deep sense of shock and sorrow on the sad and untimely demise of Smt. Indira Gandhi.

He has said that in her passing away the country has lost an eminent educationist, a distinguished statesman and an enthusiastic exponent of adult education movement.

He on behalf of the Association and on his own behalf has conveyed heartfelt sympathies on this great national loss.

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RAJIV CONGRATULATED

The President of the Indian Adult Education Association, Barrister M.G. Mane, has congratulated Shri Rajiv Gandhi on assuming charge of the Prime Minister of the largest democracy of the world.

In his letter he said "It is heartening to know from your recent broadcast to the nation delivered on 12.11.84 that elementary and adult education will receive greater emphasis. The Indian Adult Education Association which is actively promoting adult education in the country for the last 45 years, pledges all cooperation and support to your Government in the implementation of adult education programme in the country".

IAEA TO START FIVE EXPERIMENTAL ADULT EDUCATION CENTRES FOR WOMEN IN DELHI

The Indian Adult Education Association will launch shortly a project of five experimental adult education centres for women in Delhi to incorporate all the components of adult education i.e. literacy, social awareness and functionality. The project aims to enable women to learn the basic skills of reading, writing and numeracy and through that process also learn certain skills to improve their economic status and increase their awareness of things happening around and the knowledge regarding their better family living including food and nutrition, home management, mother and child care, population education and environmental education.

A meeting of the Project Sub-Committee was held on December 4, 1984. It was decided to run these centres in slum area near to the Association's office and in Trans Yamuna colonies. Among others who attended the meeting were Smt. Ranjna Ray, R.A.V. Baliga Foundation, Dr.(Smt) Mridula Seth, Lady Irwin College, Shri J.C. Saxena and Shri B.R. Vyas.

FOLLOW-UP BOOKS ON POPULATION EDUCATION

The Indian Adult Education Association under its 'Adult Education Linked Population Education Project' has produced four booklets for the Neo-literates:

1. Rashtra Ki Shaan
- Dr. Ganesh Khare Rs.3-00
2. Sursa Ka Muh
- Smt. Bimla Dutta Rs.3-00
3. Dadi Maa Ne Haan Kardi
- Dr. Yogendra Nath Sharma Rs.3-50
4. Durghatna
- Smt. Indu Jain Rs.3-00

The publication will be useful for adult educators as well as for neo-literates in Hindi speaking areas.

AFGHAN POPULATION EDUCATORS
VISIT ASSOCIATION

A team of four population educators from Afghanistan visited the Association on December 5, 1984. The Adult Education and Population Education Programmes were discussed with the visiting team.

Among others, who participated in the discussion, were Smt. Man Mohini Sahgal, Dr. S.C. Dutta, Dr. K.M. Bhatnagar and Smt. Shanta Krishnan from JNU.

CONTRIBUTIONS TO ROBY KIDD FOUNDATION

Contributions towards Roby Kidd Foundation have been received from the following:

1. Shri Satyen Maitra, Calcutta Rs.300-00
2. Dr. L.M. Singhvi, New Delhi Rs.151-00
3. Shri Hayatullah Ansari, M.P.
New Delhi Rs. 25-00
4. Dr. K.S. Pillai, Trivandrum Rs.101-00
5. Literacy Forum, Trivandrum Rs.101-00
6. Smt. Sneha Lata Joshi, Chamoli Rs. 55-00
7. Miss S. Kapoor, New Delhi Rs.100-00
8. Dr. Om Shrivastava and Ginny
Shrivastava, Udaipur Rs.101-00
9. Shri A. Ravinder, Warangal Rs.100-00
10. Dr. S.C. Bhatia, New Delhi Rs.101-00
11. Dr. C.J. Daswani, Pune Rs.101-00
12. Dr. Surrindera, Dhanbad, Bihar Rs.101-00
13. Dr. Kim Shinil, Seoul (Korea) \$ 20-00
14. Prof. J.C. Kavoori Rs.351-00

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SAXENA AND VENKATA SESHAI AH
VISIT NORTH KOREA

Shri J.C. Saxena, Deputy Adviser, Planning Commission & Hony. General Secretary of IAEA and Dr. V. Venkata Seshai ah, Additional Director, Directorate of Adult Education, Ministry of Education and Culture visited recently DPR Korea as a two-member official delegation of the Government of India to study adult education and out of school youth programmes in that country.

During their two-week stay, they visited educational institutions, cooperative farms and factories in and around Pyongyang, Capital of North Korea.

DPR Korea strived hard immediately after liberation in 1945 to liquidate illiteracy through an all-people movement. After making millions of people literate (81% of whom were women), the Government is organising adult education programmes for farmers, workers and other functionaries of farms, factories, study houses and other educational institutions. In service-training is provided to managers of farms, factories and workers in institutes of higher education to keep them abreast about the latest knowledge in scientific and technical know-how and management techniques. Educational and recreation facilities are provided to student and non-student youth at specially designed centres for them.

MEHTA EMPHASISES CREATION OF PUBLIC
OPINION TO IMPROVE LIFE CONDITIONS
OF WOMEN

Dr. Mohan Sinha Mehta, President, Seva Mandir, Udaipur an former President of the Indian Adult Education Association in his comments on the Declaration and Recommendations of Varanasi Conference on "Non-formal Adult Education for Women" has asked the Association to take some steps to move public opinion to improve the life conditions of women in this country.

Dr. Mehta said "While at the top we have a few highly educated women with a broad outlook and who are well-developed all-round, there is at the base millions and millions of women who are leading almost sub-human life. They are the victims of hunger, disease, poverty, ignorance and complete denial of human rights. This great difference between the two ends of the pole are our problem and also our misfortune".

He complimented the Association for covering the subject comprehensively in the Conference but wanted an effective plan of action to implement the recommendations of the Conference.

NEWS FROM STATE RESOURCE CENTRES

Karnataka

The State Resource Centre, Karnataka State Adult Education Council, Mysore organised a seven-day residential training programme for the adult education supervisors and Asstt. Prof Officers from Sep. 26 to Oct. 2, 1984 at Shivaragudda Vidyape Mandya. 46 persons attended the training programme out of which 30 were from the Deptt. of Adult Education in Karnataka and 16 from voluntary agencies.

The participants were divided into three groups to discuss the following:

- a) Motivational methods for community involvement and learners' participation in adult education programme.
- b) Use of folk media.
- c) Problems and hurdles faced by the functionaries and the suggestions to overcome them.

The participants were provided special training in 'Glove Puppetry' by the Media Exploration for Social and Cultural Advancement, Bangalore.

The SRC has prepared a training manual on Population Education to help the functionaries to incorporate the component of population education in adult education programme.

The SRC has prepared two booklets - Evaluation and Monitoring in Adult Education Programme and Problem of drop-outs reasons and solutions.

Orissa

The State Resource Centre for Adult Education, Utkal Navjeevan Mandal, Angul organised a three-day orientation course on adult education for women for the Women Social Workers of the Kasturba Gandhi National Memorial Trust in Cuttack on July 26-28, 1984.

The following subjects were covered:

i) Adult Education Programme in India and in other developing countries, ii) creating a favourable environment for the Adult Education Programme, iii) Psychology of adults, motivation and learning, iv) problems encountered by the field workers and the means of solving them, v) community organisation and methods of social work, vi) training for the field-level functionaries and the content areas of training, vii) simple audio-visual aids, and viii) post-literacy and follow-up programme.

Ten field-level workers of the KGNM Trust and representatives of three other voluntary agencies in Orissa participated in the orientation course.

A nine-day Orientation Course for the NFE Teachers of the 'WHAT' Project of the Lutheran World Service, Rairangpur, Mayurbhanj (Orissa) was organised by the SRC from September 20-28, 1984. 13 NFE Teachers and three senior Project Workers participated.

The following content areas were covered:

i) Non-formal Adult Education Programme - past and present, ii) basic concepts of sociology, psychology, social work, and integrated rural development with specific reference to adult education, iii) communication and public relations, iv) leadership development, v) monitoring and evaluation, vi) resource mobilisation, vii) linkage with development schemes, viii) health and family welfare, ix) audio-visual aids, x) traditional folk media, and xi) job description of instructors.

The SRC produced a motivational poster captioned 'Mu Ebe Tanka Pakhaku Chithi Lekni Parilini' (now I am able to write letters to him) on the occasion of International Literacy Day, 1984.

The SRC continued to produce Halchal, monthly bulletin and Tundabaida, monthly wall newspaper for neo-literates during the period under report.

Maharashtra

The State Resource Centre for Non-formal Education, Pune, (Indian Institute of Education) organised a training programme from May 7-19, 1984. Three DAEs, one Project Officer, one Asstt. Project Officer and 19 Supervisors participated. It organised another training programme from June 4-15, 1984 in which two DAEs, one Asstt. Project Officer and 20 Supervisors attended.

Uttar Pradesh

The SRC, Literacy House, Lucknow organised 15 training programmes for different types of adult education functionaries from July 1 to Sept. 30, 1984. 601 trainees participated.

The SRC has also initiated a series of training programmes for rural women in the construction and use of smokeless chullhas. The first training programme was inaugurated on September 8, 1984 at village Kaurani. 35 women attended the 10-day training programme. During the period 125 smokeless chullhas were constructed in the village.

The SRC will be producing shortly a package of materials on immunization and dental care. A workshop to identify different aspects of the problems, subject content and media with the help of subject matter specialists was organised in August. Two flash cards on care of eyes and family welfare were also brought out.

Under the Post-Literacy and Follow-up Programme the SRC continued to run four Bell Bicycle Libraries in the rural areas. 45 villages are being covered and the membership of the library is 1744.

The SRC started 20 Non-formal Adult Education Centres on September 18, 1984, the birthday of the founder late Dr. (Mrs) W.H. Fisher. 800 learners are attending these Centres.

Two health camps of two-day duration were organised in July-August at village Bijnaur and Sarwan Nagar in collaboration with the Primary Health Centre. 120 children were given D.P.T. and polio vaccine.

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Haryana

The SRC, Haryana, Chandigarh organised a training programme for Project Officers and Asstt. Project Officers from September 18-24, 1984 in Ambala on the role of Panchayats, Small Savings, Cooperatives Societies, banks and adult & non-formal education.

It organised a workshop to prepare teaching/learning material for neo-literates from August 22-28, 1984 in Hissar.

Four lessons of primer, four lessons of the workbook, four lessons of the teachers guide, five lessons of mathematics, three lessons of mathematics teacher's guide were prepared. They were tried out in Bal Samand, Neoli, Agroha and Dhani of district Hissar.

CELEBRATION OF INTERNATIONAL LITERACY DAY

Bombay

The Bombay City Social Education Committee (BCSEC) organised a number of functions on International Literacy Day in Bombay on September 8, 1984.

The main function was held in Samaj Shikshan Mandir, Bombay. Smt. Shalinitai Patil, M.P. was the Chief Guest on the occasion. She said that education of women should lead to their liberation. Barrister M.G. Mane, President, BCSEC presided.

Prizes and merit certificates were awarded to successful students who participated in Art and Elocution Competitions.

A health education camp with the help and cooperation of G.S. Medical College and K.E.M. Hospital, was organised by BCSEC. Talks by doctors on bad effects of alcoholism, tuberculosis, anemia, care of expecting mothers, family planning, non-contiguous diseases and cancer were delivered.

TRIVANDRUM

The Centre for Adult Education and Extension, University of Kerala organised functions in the Twon Hall, Nedumangad Girls High School, Nedmanaged and Govt. College, Nedumanged on September 8, 1984 to celebrate the International Literacy Day.

Shri T. Sunderan Nadar, Minister for Transport inaugurated the celebrations at a meeting presided over by Dr. V.K. Sukumaran Nayar, former Vice-Chancellor of the University of Kerala.

Shri Nadar in his address said that people's education helps in bettering the living conditions of the masses, in liberating people from exploitation, in finding out what is true and what is not and in behaving like responsible citizens. People should be made aware of their duties and responsibilities for ensuring the progress and prosperity of the country.

Dr. Nayar in his presidential address said that illiterate should be educated to make them real partner in the nation building activities. He appealed the educated people to help in the eradication of illiteracy from this country.

Earlier Dr. K. Sivadasan Pillai, Coordinator and Head, Centre for Adult Education and Extension, University of Kerala narrated the efforts made by CAEE in promoting adult education.

After the inaugural function, the learners, instructors and local public numbering about 1000 took out a procession holding placards and raising literacy slogans. Cultural programmes like dramas, folk songs, light music, folk dances etc. were presented by the learners.

A report on the working of CAEE since its inception in February 1980 to the end of August 1984 was released on the occasion.

Mysore

The SRC, Karnataka State Adult Education Council organised a function to celebrate the International Literacy Day at Mysore on September 14, 1984. Shri K. Shanthaiah, Director of Adult Education, Karnataka presided.

A street play 'Ratnakshai' was staged. The play depicted the disadvantages of being illiterate in the present society.

Lucknow

The SRC, Literacy House, celebrated the International Literacy Day on September 8, 1984 at Young Farmers Institute, Bijnaur Farm.

Literacy competitions were organised on the occasion in which two best learners from each of the adult education centres established and run by the Literacy House participated. Three best learners of the basis of literacy performance were selected.

A special poster on the occasion was brought out. An exhibition on books and materials on family life education was organised.

The non-formal instructors training programme was inaugurated on that day. The training programme for village women on use of smokeless chulhas was also inaugurated.

SHRAMIK VIDYAPEETH ESTABLISHED
IN CHANDIGARH

The Adult Education Association, Union Territory, Chandigarh has sponsored a Shramik Vidyapeeth with financial assistance from the Ministry of Education and Culture, Government of India. The Vidyapeeth will provide general and vocational education to industrial workers of Chandigarh.

Shri K.L. Zakir has taken over as Director of the Vidyapeeth.

PUNJAB ASSOCIATION IN MADRAS
STARTS 300 ADULT EDUCATION CENTRES

The Punjab Association, Madras has started 300 Adult Education Centres and 300 Post-Literacy Centres in Madras and Chinglepat District.

To launch these centres, a function was organised by the Punjab Association in Madras on August 8, 1984. The Education Minister of Tamil Nadu, Shri C. Arunayagam was the chief guest on the occasion. An exhibition of various teaching aids used in adult education centres and of products produced in the centres like detergent powders, cleaning powder, phenyl, shampoo, hair oil, agar battis, tooth powder, jam, pickles and garments was organised. The highlight of the exhibition was model adult education centre in a rural area with animator and learner actively participating in the teaching-learning process.

DURGA DAS KHANNA IS DEAD

We regret to record the death of Shri Durga Das Khanna, President of the Adult Education Association, Union Territory, Chandigarh in Chandigarh recently.

The Adult Education Association, UT, Chandigarh condoled the demise of Shri Khanna at a meeting held on November 13, 1984 under the Chairmanship of Prof. B. Ghosh, Department of Chemical Engineering, Punjab University, Chandigarh. It passed the following resolution:

"The Members of the Adult Education Association, Union Territory, Chandigarh, place on record their heartfelt condolences on the sad demise of Shri Durga Das Khanna, President of the Adult Education Association, Union Territory, Chandigarh, a veteran freedom fighter, an eminent social worker and a champion of the downtrodden".

FOURTH INTERNATIONAL CONFERENCE ON ADULT EDUCATION

UNESCO fourth International Conference on Adult Education will take place at Unesco Headquarters in Paris, March 19-25, 1985.

FILIPINO WINS ROBY KIDD AWARD; TWO INDIANS GET SPECIAL HONOURABLE MENTION

Karl Gaspar, a Filipino, popular educator, artist, church worker and human right activist, was awarded the second Roby Kidd International Award for significant and innovative work in the field of adult education.

The \$1500 annual award is drawn from the J. Roby Kidd Trust Fund established by the International Council for Adult Education (ICAE), Toronto.

Mr. Gaspar, 37 after getting his M.A. began community organising and community education among farmers, fishermen and plantation workers. He has worked to liberate the masses from the structures oppressing them.

Special honourable mentions have been made of Mrs. Ida Singh of YWCA, Madras for literacy and post literacy work, Mr. Balchan Tanakoor of Mauritius Adult Education Association Mr. Armando Janssens, a Belgair living in Venezuela and Mr. Gan Pandey, a Trade Union leader of Kanpur. He has organised class discussion groups and a library for the industrial workers. He held workshop on theatre, on health for women and on workers'

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EDUCATION AND THE OLDER ADULT:
SPECIAL ISSUE OF CONVERGENCE

The quarterly Journal "Convergence" published by the International Council for Adult Education (ICAE) will publish a special issue on "Education and the Old Adult" in September 1985 in cooperation with Unesco.

ICAE seeks articles from 500 to 800 words from different parts of the world showing techniques and experience of adult and non-formal education in action with and for older people. Articles can be sent by April 1, 1985 to Margret Gayfer, Editor, Convergence, ICAE, 29 Prince Arthur Avenue, Toronto, Canada, M5R 1B2.

NEW DIRECTOR OF GERMAN ADULT
EDUCATION ASSOCIATION

Claus Kerner has been appointed Director of the German Adult Education Association (DVV). He was most recently Director of the Department of Continuing Education in the German Ministry of Education.

DEVELOPMENT AND LABOUR STUDIES
DIPLOMAS AT RUSKIN COLLEGE, OXFORD

Ruskin College, Oxford (England) is offering two diploma courses:

- i) two-year development studies diploma in the sociology, economics and politics of development
- ii) two-year diploma in labour studies.

The applicants should be from trade unions and adult education movement. Formal entry qualifications are not necessary but experience in trade union and adult education classes will be given preference.

The courses will start in October 1985.

Further information can be had from : General Secretary, Ruskin College, Oxford Ox1 2HE (England).

ASPBAE REGIONAL CONFERENCE

ASPBAE Regional Conference on "Non-formal Education for Professional and Occupational Competence" was held in Universiti of Malaysia, Kuala Lumpur from October 3-5, 1984.

The Conference was inaugurated by the Deputy Minister of Education of Malaysia Bujang Haji Alis, who emphasised the need for introducing vocational education at the **school** level.

Nearly 40 representatives of member countries attended the Conference, prominent among them was Mr. Lim Hoy Pick, President of the Bureau, Dr. Chris Duke, Associate Secretary General of ICAE, Dr. S.C. Dutta, Founder President, ASPBAE, Mr. R. Gunasingham, President, Malaysian Association for Continuing Education, Prof. Jong-Gon Hwang, President, Korean Association of Adult and Youth Education, Dr. Sunthorn Sunanchai, Deputy Director -General, Deptt. of NFE, Thailand, Prof. K. Moro'Oka, Japan, Dr. Sponsor Wong of Hong Kong, Dr. Alarcon of Philippines and Dr. John Doraisamy of Universiti of Malaya.

Papers on the status of non-formal education for Professional and Occupational Competence in Japan, Korea, Australia, Singapore, the Phillippines, Hong Kong, Macau, Indonesia, Malaysia and Thailand were presented.

Dr. S.C. Dutta in his paper raised certain crucial issues on the theme of the Conference. He said "in developing societies apart from use of knowledge and competence, professional men need to assume leadership role in pursuit of principles and values of social justice, equality and democracy". They must recognise the need for showing concern for the poor and for building up the rural societies. Non-formal education should by providing these must make an important contribution to social thought and human betterment. The professionals must come back to universities for renewal of use non-formal education stream for keeping abreast of the advancement in knowledge and the changing social, economic and ethical systems and values.

Referring to newspaper industry and radio and T.V. Dr. Dutta said that the programme planning and the content of the programmes must be influenced by adult educators, so that the media become an instrument of social change and alleviation of the poor.

Concluding, Dr. Dutta said, "Literacy, specially that of women is the key to the solution of all our problems" because illiteracy and insufficient education has seriously retarded the process of development in developing countries, and prevented the poor to reap its benefit. Non-formal education must assist the poor to fight against poverty, illiteracy, ignorance and inequality.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and Objectives of Adult Education

Jayagopal, R.ed. Students in Extension Activities. New Delhi, Indian University Association for Continuing Education, 1984. 97p. Rs.20.00

The document is a collection of papers on the theme 'Eradication of illiteracy through students'. Some of the papers in this collection are:

1. The challenge of illiteracy - M.Aram.
2. Literacy in China - S. Ramamoorthy
3. Adult Education Second Phase - Malcolm Adiseshiah
4. Models for Students involvement
- R. Jayagopal
5. Involving Youth - Some Pointers
- Rajammal P. Devadas
6. Involving Students and the teachers
- K.S. Pillai
7. Towards a Post-Literacy Programme
- S.C. Bhatia

The document also includes brief reports of the three regional workshops on "Eradication of Illiteracy through Students" which were organised by the Indian University Association for Continuing Education in Madurai, Pune and Puri.

Joshna, Alexander. Rural Primary Education and Adult Literacy in Tamil Nadu. Madras, Sangam Publishers and Madras Institute of Development Studies, 1978. 152 p.

The monograph highlights the significance of primary education and the role of adult literacy, with special reference to the rural areas of the state of Tamil Nadu.

It identifies the shortcomings of the existing education system, with special reference to Primary Education as applicable to rural areas and also identifies the extent and causes of adult illiteracy in Tamil Nadu. Some changes in the Primary Education System, with special reference to wastage and phased programme for increasing adult literacy in Tamil Nadu have been suggested.

Seetharamu, A.S. Education and Rural Development. New Delhi, Ashish Publishing House, 1980. 302 p. Rs.80/-.

It studies the response of people in rural areas with different levels of education or no education at all to the development programmes of the Karnataka State. Development responses to 21 programmes have been studied in this document. The main thesis of the study has been that education is one of the significant factors in development responsiveness. 'Responsiveness' is defined in terms of awareness of programmes, the interest evinced and the degree and quality of involvement. It has been found that those with education fair far better than the illiterates in development responsiveness.

The study also highlights the need and importance of vitalizing extension services in rural areas. It also presents a case for the provision of development-oriented formal and non-formal education programmes.

Adult Education in other countries

European Bureau of Adult Education. Directory of Adult Education organization in Europe. Amersfoort, Netherlands, European Bureau of Adult Education, 1983. Various paging.

The directory lists agencies and organizations concerned with the education of adults in 14 European countries (Austria, Belgium, Denmark, Finland, France, Fed. Rep. of Germany, Great Britain, Ireland, Italy, The Netherlands, Norway, Sweden and Switzerland).

The Norwegian Association of Adult Education Organizations. Adult Education in Norway : A brief introduction. Norway, The Norwegian Association of Adult Education Organizations, 1984. 14 p.

The booklet contains five sections. The first section presents a historical background of adult education in Norway. The second section deals with act of adult education. The third section discusses providers of adult education. Institutions related to adult education have been presented in the fourth section. Voluntary organizations in adult education, addresses of public authorities and institutions in adult education have been given at the end of the booklet.

General

Pollitt, Ernesto. Nutrition and Educational Achievement. Under Nutrition Education Programme, Division of Science, Technical and Vocational Education, 1984. 40 p.

This monograph presents a selective review of the literature on the effects of nutrition and malnutrition on educational achievement. It provides an interpretative critique of the studies reviewed and focusses on three areas:

- i) the effects of early undernutrition and subsequent intellectual function and school progress.
- ii) the relationship between the nutritional status of the student and progress; and
- iii) the educational consequences of nutrition intervention programmes, such as school feeding.

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



NEWSLETTER

Vol.VI No.10 January 1985 Limited Circulation

TUTEJA INAUGURATES TRAINING PROGRAMME

A 4-day Training Programme for Women Adult Education Functionaries of Adult Education Centres for Women to be run by the Indian Adult Education Association was inaugurated by Shri S.K. Tuteja, Director, Directorate of Adult Education, Government of India in the premises of the Association on 28 January 1985.

In his address, Shri Tuteja said that Adult Education should not be confused with literacy only and besides literacy, social awareness and functionality were two other important components of the Adult Education Programme. He said that literacy as such has no attraction but if it is related to the needs and interest of the illiterates it will get good response. He said that the person who works in Adult Education Programme is not working for his/her salary only but he/she is imparting an important social service to the educationally deprived lot of the community. Adult Education programme should enable the learners to become good citizens of the country, he added.

Shri Tuteja said that out of the 440 million illiterates in India about 110 million are in the age-group of 15-35 and about 2/3 of them are women only. He said that education of women should receive priority because their education will not be education for one person only but it will be education for the entire family.

The following subjects were covered during the Training Programme:

Adult Education and its Needs; Psychology of Adults; How to teach illiterates; Awareness and Functionality in Adult Education Programme; Keeping Good Health; Some Do's and Don'ts; Motivating the Adults; Organisation of Adult Education Centres

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and How to get local Participation; Non-formal Adult Education for out of school children and adults; Linking Adult Education with Population Education; Child Care and Nutrition; Role of Co-curricula Activities in Adult Education Centre; and Relapse into illiteracy: Its causes and remedies.

The Resource Persons in the Training Programme were:

Dr. Dharam Vir, Smt. Bimla Bhatnagar, Dr. D.V. Sharma, Shri V.K. Asthana, Shri S.K. Bhatnagar, Dr. (Mrs) Mridula Seth, Mrs. Sheila Kaushal, Shri J.C. Saxena, Dr. K.M. Bhatnagar and Shri J.L. Sachdeva.

ADULT EDUCATION IN CHINA AND NORTH KOREA

The Indian Adult Education Association organised two Lectures-cum-Discussion on Adult Education in China and North Korea during December 1984.

Adult Education in China

Shri S.K. Tuteja, Director, Directorate of Adult Education, Government of India, Ministry of Education spoke on 'Adult Education in China'. He said that literacy campaign in China is for two years in which 180 hours are devoted each year to teach Chinese language. In slack seasons there may be instructions for 13 hours a week and in busy periods it may be 3 hours a week. If 80% of the people in the village become literate, it is declared literate.

Besides literacy education there are spare time primary, middle, higher secondary schools and colleges which provide the post literacy education to the people. China has a target of achieving universalisation of primary education by 1990 and complete eradication of illiteracy by 1995. He said that there is a favourable response to literacy because of the two factors:

1. One child family, and
2. Non-Migration from Rural Areas to Urban Areas

Shri Tuteja said that the village school headmaster is given the responsibility to eradicate illiteracy from the village. They have also a system of each one teach one and a person is given honorarium only after he has made the person literate. Spare time technical schools are meeting the vocational educational needs of the people, Shri Tuteja concluded.

Adult Education in North Korea

Shri J.C. Saxena, Deputy Adviser(Education), Planning Commission and Hony. General Secretary, Indian Adult Education Association and Dr. V. Venkata Seshaiyah, Additional Director, Directorate of Adult Education spoke on Adult Education in North Korea at a function organised at Andhra Pradesh Bhavan on 26 December 1984.

Initiating the discussion, Shri Saxena said that DPR Korea started the literacy campaign immediately after liberation in 1945. The illiteracy was all together removed from the country within four years with the help of teachers, students and political workers. 2.3 million people were made literate during that period in which 80% were women. Like China, he said that intensive literacy work is done during the slack season.

Shri Saxena said that DPR Korea is a nation which is now constantly learning. They have developed many institutions which help the person to learn constantly. Study and work is closely followed in that country and every Farm and Factory have Colleges which provide education to the people working there. They have also a large number of libraries which are providing opportunities for self education to the people.

Dr. Venkata Seshaiyah said that good results in Adult Education have been achieved in that country because of the following reasons:

- a) Peoples' discipline
- b) Peoples' commitment
- c) Peoples' voluntarism, and
- d) Peoples' patriotism

Dr. Venkata Seshaiyah said that DPR Korea has made utilisation of all buildings for spread of knowledge to its people. Their main aim is to intellectualise people so that their participation in the development of the country is maximised.

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CONTRIBUTION TO ROBY KIDD FOUNDATION

Contributions to Roby Kidd Foundation have been received from the following:

- | | |
|--|-------------------------|
| 1. Bengal Social Service League,
Calcutta | Rs. 1,000-00 |
| 2. Dr. Dharam Vir, New Delhi | Rs. 200-00 (Additional) |
| 3. Shri H.N. Nehru, New Delhi | Rs. 167-00 |
| 4. Shri K. Moro Oka, Japan | Rs. 1,233-00 |
| 5. Shri L. Vedapuri, Madras | Rs. 500-00 |
| 6. Sh. DSarma, Gauhati | Rs. 30-00 |
| 7. Smt. Shanta Krishnan, New Delhi | Rs. 100-00 |

PROF. MUJEEB DEAD

We deeply regret to record the death of Prof. M. Mujeeb, former Vice-Chancellor of Jamia Millia Islamia and former Treasurer of the Indian Adult Education Association in New Delhi on January 20, 1985. He was 82.

He is survived by his wife, one son and a daughter.

Prof. Mujeeb was an eminent educationist, a great scholar, a liberal thinker and an outstanding historian.

Prof. Mujeeb was Treasurer of this Association from 1956-1972. He was member of the Executive Committee from 1954-1956.

Prof. Mujeeb presided over the 15th All India Adult Education Conference of this Association at Lucknow in 1958.

He delivered the Second Zakir Husain Memorial Lecture on "How Man is Made" in Bombay in 1972.

The Association deeply mourns this great loss and conveys its heartfelt sympathies to the bereaved family.

PANT STRESS ON ADULT LITERACY

Union Education Minister K.C. Pant called upon voluntary organisations to take up adult literacy work.

He was addressing the inaugural session of the annual conference of the local district of the Rotary Club in New Delhi on January 19, 1985.

Illiteracy is a drag on progress, he said, but adult literacy programmes lend themselves to voluntary action rather than governmental initiative. "It has to be a people's movement", he added.

Addressing Rotarians of the district, Mr. Pant emphasised the responsibility of "those on whom a lot of money has been spent in the formative years" towards the poor, especially in cities.

NEWS FROM STATE RESOURCE CENTRES

SRC, Bihar

The Bihar Resource Centre for Adult Education (Deepayatan) organised a seven-day training programme for Supervisors of South Chotanagpur Division from October 15 to 21, 1984 at Ranchi. 44 persons attended.

Among the resource persons were Shri K.B. Saxena, Commissioner-cum-Director, Bihar Institute of Rural Development and Director, Tribal Resource Institute, Ranchi.

A workshop of field functionaries for preparation of training manual of instructors and supervisors was organised by the SRC in November 1984.

A workshop for preparation of graded materials for grade was organised in December 1984.

SRC, Gujarat

The SRC, Gujarat Vidyapeeth, Ahmedabad organised the following programmes recently:

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- a) Five training programmes for Assistant Supervisors, Supervisors and Project Officers of RFLP, voluntary agencies and Universities of Gujarat. 145 persons participated.
- b) Orientation training programme on Population Education for 123 secondary school teachers of Ahmedabad.
- c) A training workshop to develop the media of folk art and folk drama for 22 Supervisors and organisers. A street play titled "Andhalanun-Gadu in Gujarati was prepared.
- d) A training in puppetry was given to 19 instructors and supervisors. Lecture-cum-Discussion demonstration was used in the preparation and use of Glove Puppetry.
- e) Two books for neo-literates Bhulva Tyanthi Ganie (Better late than Never) and Bhanatar Nan-Ajavalan (Benefits of Learning) were produced.
- f) A workshop for preparation of Adult Education terminology was held in July 1984. 12 experts prepared 600 words.

SRC, Haryana

The SRC, Haryana, Chandigarh in collaboration with NCERT organised the fourth workshop for preparation of teaching-learning materials. Twenty four lessons of post-literacy and follow-up were discussed. Three lessons of the Primer and two of the teacher's guide were prepared.

Two training programmes were organised at Krishi Gyan Kendra, Ambala and Karnal in October 1984.

The following subjects were covered : Horticulture, Smokeless Chullah, Food Preservation, utilisation of waste material, kitchen gardening, importance of soil testing in agriculture, making of plastic models, dolls and decorative articles.

A research project 'A Study of Drop outs in Adult Education-its Causes and Remedies' is in progress.

SRC, Orissa

A 15-day orientation course on "Adult Education Programme" for the SAEP Supervisors was organised by the State Directorate of Adult Education at Telengapentha, Cuttack during 26 October-9 November, 1984. The SRC provided the necessary resource support, technical and academic guidance to 130 Supervisors/ participants.

The SRC has published the book Pada Paduan (The Lotus Feet) for promotion of Women's education.

The SRC is also preparing a directory of voluntary agencies in Orissa.

The SRC continued to publish its monthlies, Halchal, Tundabaida (Wall Newspaper) and Chetna.

SRC, Karnataka

The SRC, Karnataka State Adult Education Council, Mysore provided resource personnel for 16 training programmes organised in Karnataka for the quarter ending 31st December, 1984.

12 booklets on different aspects of adult education have been prepared. The SRC is preparing a folder in Kannada about the Aksharasena programme launched recently in Karnataka.

SRC, Rajasthan

The SRC, Rajasthan, Jaipur is running 22 experimental adult education centres for post-literacy in Chandlai (Chaksu). In addition to trying out the SRCs post-literacy material the aspects of awareness and functionality in the adults are also undertaken. Person to person contacts are made to solve their socio-economic problems.

The SRC sent its teams of puppetry and folk dramas to Chandlai. They helped in generating interest in adult learning.

It organised a seven-day workshop on puppet making and puppet show. A seven-day workshop on folk drama was held at Thali (Bassi) in which local rural dramatists were trained. These workshops have helped in getting people's participation and motivating them for the programme.

ADULT EDUCATION PROGRAMME IN
BIHAR EXPANDED

The Bihar Government has sanctioned 150 new projects under the adult education programme. With this addition the entire state has been covered under the Adult Education programme. At present 302 projects are functioning in which 258 are state Government and 44 Central Government.

In the 150 new projects, five are experimental projects in Saran district of the State where a four month literacy programme followed by a six month post literacy phase is being undertaken. During the post literacy phase the learners will work on material and will return the material to Continuing Education Workers (CEW) at the week end and get a new set. Three sets of such material have been developed by the SRC. The learning material for the post literacy phase will help the learners to stand on their own feet.

Preparations are being made for starting another experiment for the Sauria Paharias of the district of Santhal Paraganas. Sauria Paharias are a primitive tribe. Their member is decreasing year by year. In 1901, their number was 60,000. They are now only 30,000 according to the 1981 census. There is hardly any literacy among them. They inhabit the upper reaches of the plateau where no outside teacher likes to go. It has, therefore, been decided to select wife-husband teams, train them in 9 important areas, give them an establishment allowance of Rs.1,000 for building a hut and for buying/making cots, beds and other household articles and an honorarium of Rs.500/- per couple. They will be expected to lead a clean and healthy life, teach the youngsters as well as the adults, help the paharias in a number of different ways. Besides helping the Paharias, they will provide an object lesson to the tribals. 22 tribal couples have been selected, a training programme has been designed and the scheme will start functioning shortly.

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S.V. UNIVERSITY, TIRUPATI ORGANISES
ORIENTATION PROGRAMME FOR PRINCIPALS

The Department of Adult, Continuing and Extension Education, S.V. University, Tirupati conducted an orientation programme for Degree College Principals on November 28, 1984 to expose them to the implementation strategy of Adult Education Programme.

Inaugurating the programme, Prof. G.N. Reddy, Vice-Chancellor of the University called upon the Principals to involve students in a bigger way for eradication of illiteracy as it is an important instrument for socio-economic development. He stressed that teaching/learning materials should be relevant to the region, culture, social and economic conditions of learners. Prof. K. Sitaram, Principal, S.V. University College of Arts and Science in his presidential address said that literacy is essential for survival of democracy.

Earlier, Dr. V.L.N. Reddy, Director of the Department welcomed the participants and appealed to Principals to implement the programme with devotion and dedication.

The subjects covered were: community relationship, concept of adult education, guidelines on point No. 16 of the new 20 point programme and the Role of Principals, Programme Officers and Instructors.

SUMMER COURSES AT M.S. UNIVERSITY, BARODA

The Centre for Continuing/Adult Education and Community Services of M.S. University of Baroda offers short term summer courses alongwith long-term management courses. The aim is to provide opportunities to the adults for their intellectual, aesthetics, vocational and professional development thru' a variety of courses. The centres offers 58 courses covering different interest groups. The duration ranges from two days to three months.

Further information : Dr. (Miss) M. Chakravorty, Director, Centre for Continuing/Adult Education and Community Service, M.S. University of Baroda, Baroda-2.

HUMAN RESOURCES IN DEVELOPMENT
STRESSED

Vice-President R. Venkataraman said in New Delhi on January 20, 1985 that human resources were perhaps the most strategic and critical determinant of growth - and yet its development had not received the required attention.

Delivering the inaugural address at the four-day national convention on Human resources development for the seventh Plan at Vigyan Bhavan, Mr. Venkataraman said unless there were enterprising people who had developed necessary skills and attitudes there could not be rapid social and economic advancement.

Listing some of the deficiencies facing the country, he indicated that social services like health education were well below the need. There was dearth of entrepreneurial and organisational capabilities as well as skills. The institutional framework was generally ill adapted to the needs of modern economy.

Mr. Venkataraman stressed that traditional skills such as masonry, pottery, carpentry and smithy - that afforded the bulk of rural employment - needed to be modernised. Training would have to be devised to suit local conditions. Rural folk would have to be trained in part or whole-time self-employment schemes, to tackle the massive under-employment in the villages.

The convention's advisory board chairman Mohd. Fazal (former member of the Planning Commission) said in his keynote address that India today was on the same starting line as developed countries, in the matter of new technology.

The world's technology cycle earlier was 100 to 125 years. Now it was faster and unless personnel were trained and re-trained properly, the country would have to "plod with out-dated technology in chaos and misery".

Organised by the Indian Society for Training and Development in collaboration with the Planning Commission, the convention was attended by 86 experts to evolve an action plan for training of personnel to prepare for technology induction in various fields.

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JAGAT MEHTA JOINS SEVA MANDIR, UDAIPUR

India's former Foreign Secretary, Shri Jagat Mehta has joined Seva Mandir, Udaipur as its Chief Executive.

MOHANTY COMES TO NEW DELHI

Shri B.B. Mohanty, Joint Secretary, IAEA has joined the Indian Institute of Mass Communication, New Delhi as Professor of Oral and Visual Communication. Before joining this new assignment, he was Director, State Resource Centre for Adult Education, Angul (Orissa).

S.D. WISHARAD PASSES AWAY

Prof. S.D. Wisharad, Life Member, IAEA and Head, Department of Economics, Indore, Christian College, died in Indore on December 12, 1984.

He was Executive Committee Member of Bhartiya Vidya Pracharni Sabha, Indore.

The Association mourns his death and conveys its sympathies to the bereaved family.

INTERNATIONAL FEDERATION OF WORKERS
EDUCATIONAL ASSOCIATIONS (IFWEA)

The IFWEA formed in 1947 is an Association of non-governmental organisations, concerned with adult and workers' education.

It aims to increase the opportunity for workers to improve the quality of their intellectual, cultural, social and economic lives and seeks to achieve this by organising:

1. international conferences and seminars,
2. the exchange of literature and information,
3. publication of bulletins and newsletter,
4. promoting new organisations for workers education where appropriate movements do not already exist, and
5. representing interest of workers' education in relation to other international organisations whether at the Governmental or non-Governmental level e.g. at Unesco.

It has consultative status category with UNESCO.

Further information may be obtained from Mr. Jack Taylor General Secretary, IFWEA, 9 upper Berkeley Street, London W1H

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Pillai, K. Sivadasan, Non-formal Education in Britain: as an Indian Adult Educator Found it. Trivandrum, Kalaniketan, 1984 Rs.50/- (hard bound) Rs.20/- paper back.

The book gives an account of non-formal education programmes in the United Kingdom - National Institute of Adult Education, Adult Literacy Resource Agency, Open University, Extramural Department of Universities, Workers Educational Associations, Residential Colleges etc. and critically evaluates their functioning.

It contains a select bibliography at the end.

FAO. Fighting Rural Poverty: FAO's Action Programme for Agrarian Reform and Rural Development. Rome, Food and Agriculture Organization of the United Nations, 1983. 43 p.

This booklet surveys some of FAO's programmes and discusses tools for guiding and measuring progress in agrarian reform and rural development; its collaboration among agencies and countries; and programmes and projects that reach people.

Nelson, A.J.A. Ed. On the importance of being literate. New England, The Australian Council for Adult Literacy, 1981. 98 p.

The book contains 26 articles on various aspects of literacy. The main objectives of this publication are: (1) to help develop public awareness of the need for adequate levels of literacy; and (2) to facilitate and promote cooperation among concerned people and organisations in Australia.

Some of the articles included in this book are:

1. The Literacy Issue in Education and Society - Kim E. Beazley
2. Literacy. A Pleasure, Not a Burden - Goven Kelly
3. The Importance of being Literate - Russel Ward
4. Please Speak with me when I am young - Helen Sungaila
5. The Need for Literacy - Kath White
6. Literacy and World View - David Carson
7. On Not being Able to Read or Write - An Adelaide Group
8. Man : The overlooked Protagonist in the Drama of illiteracy and Development - Yusuf O. Kassam
9. Adult Literacy in the United States - Elizabeth Holmes
10. Adult Literacy in the United States - A.L.B.S.U. (London)

Elsdon, K.T. The training of trainers, resource building for professional preparation and development - a descriptive evaluation. Cambridge, Huntington Publishers in association with Department of Adult Education, The University of Nottingham, 1984. 140 p.

This is a report of a research project originally named 'a descriptive and evaluative account of trainers' courses in post-initial education. Its purpose is to provide professional development to those individuals whose function is to train others who in their turn, teach, instruct, or have other comparable educational functions, both formal and non-formal, vis-a-vis adults and young people. The courses surveyed are therefore not concerned with the training of 'direct' teachers, trainers or other workers, but with that of those individuals who train these.

NIPCCD. Report of the Seminar on No Poverty Society, New Delhi, February 23-25, 1981. New Delhi, National Institute of Public Cooperation and Child Development, (NIPCCD), 1981, various paging (Mimeographed).

The document is the report of the Seminar on No Poverty Society which was organised by the NIPCCD in collaboration with Jayprakash Institute of Social Change, Calcutta from February 23-25, 1981 in New Delhi.

The objectives of the Seminar were; to identify and examine reigning paradigms of development; to analyse and assess the consequences of various models of development; to work out the (alternate) profile of a society/development which is free from dysfunctional characteristics if any; and to suggest follow-up action required to operationalize the recommended model and pattern of society.

Unesco. Regional Office for Education in Asia and the Pacific, Bangkok. Population Education in Science; some simple lessons for the secondary level. Bangkok, Unesco; 1964. 45 p. (Population Education Programme Service).

The document consists of six simple lessons integrating population education into science. The sample lessons included in this booklet are a combination of original materials and an adaptation of lessons derived from India, the Philippines and Sri Lanka.

Each lesson contains a box which provides the user with initial information with regard to content, objectives, grade, level and subject into which it should be integrated.

NIRD. Rural Transformation, a select annotated bibliography of special programmes, Hyderabad, National Institute of Rural Development, 1984. 269 p.

This annotated bibliography contains over 1,100 references covering published/unpublished books, journals and signed newspapers articles on 22 special programmes grouped under four heads viz., area-specific programmes, target-group programmes and programmes for employment generation and social welfare. Such of those research publications and reports as could not be grouped strictly under the above programmes have been given in the last section.

An author index has been given at the end which provides cross-references to the entries in the bibliography.

Jain, S.P., Bawa, P.S., Gupta, S.C. comp. Research in Adult Education - A Select Bibliography. New Delhi, Directorate of Adult Education, 1984. 33p. (Mimeographed).

The document is a bibliography and presents 244 research works at one place. Documents have been alphabetically arranged by the name of authors. It includes Ph.D. thesis, Master Degree Dissertations, Technical Reports, Surveys and Evaluation Studies

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



IAEA

NEWSLETTER

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REGIONAL CONFERENCE REVIEWS ADULT EDUCATION IN NORTH

Indian Adult Education Association in collaboration with Adult and Social Education Institute, Rajasthan Vidyapeeth, organised its Regional Conference on Adult Education in Udaipur from February 4-6, 1985. It was attended by 80 representatives from Haryana, Punjab, Delhi and Rajasthan.

The Conference taking an overall view of the problems related to adult education, their magnitude and the difficulties faced by the field agencies in the implementation of the programme, devoted the last day to the discussion on the 'Role of Adult Education in the Growth of Humanity'.

Barrister M.G. Mane, President, Indian Adult Education Association delivering the presidential address said there is a need to decentralise adult education work to make it more dynamic. Rajasthan, he said, is backward in the field of education even though there have been a number of well-known educationists in the State and efforts should be made to improve the situation. The State, however, he further observed, has not only done commendable work but also has been a leader in the field of adult education. Mr. Mane also presented Kalyanmal Jaisani Award for commendable work in adult education to veteran educationist and adult educator Dr. Shambhulal Sharma.

Mr. Mushtaq Ahmed, Director, SRC, Jamia Millia Islamia, New Delhi was the chief guest on the occasion. Discussing the problems faced in literacy work Mr. Ahmed said the country's development depends on education and most of our problems would be solved automatically once the people become literate.

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Earlier, Pandit Janardan Rai Nagar, founder Vice-Chancellor, Rajasthan Vidyapeeth in his welcome address said the formal school system has not even started thinking about the welfare of the child and parents or guardians - it has only formulated a few reforms far removed from life. He further said, if there is any up-to-date and dynamic thinking on adult education it is the thinking of the adult educators meeting and conferring under the leadership of Indian Adult Education Association. Mr. B.S. Garg, Vice-President, IAEA and Chairman of North Zone Committee speaking on the occasion said the country is confronted with the problems related to human values and our society has gone astray. We will have to combine adult and social education with Indian philosophy in our work, he added.

Mr. Udaylal Chandelia, the Co-ordinator of the Conference, read out the messages received from the President, Prime Minister and other important leaders.

Mr. J.C. Saxena, Hony. General Secretary, IAEA, proposing the vote of thanks said that Rajasthan Vidyapeeth had made important contributions in the field of adult education not only at the State but also at the national level.

Dr. D.S. Kothari, the eminent educationist was the chief guest at the valedictory function. Dr. Kothari said if the national task of adult education is done with a spirit of commitment, poverty and ignorance can be removed from the country. He said, in spite of high illiteracy rate, people in India are humane. Adult education programme, he suggested, should also be based on science and health and family welfare along with cultural values.

He said voluntary organisations should be encouraged and fully supported to participate in the adult education programme. The adult education programme should lead to character formation, he added.

Dr. Mohan Sinha Mehta, President, Seva Mandir, Udaipur and former President, IAEA presiding over the function said, all round development of man should be the objective of adult education. He expressed concern that adult education programme could not move in the right direction because of lack of clarity about the objectives of adult education programme and co-ordination between government and non-government agencies.

He said adult education programme has a close relation with the development of the country and removal of disparities of income between the rich and poor should be one of the objectives of adult education.

Earlier, Pandit Janardanrai Nagar urged that adult and social education work should be given the form of a movement. He said, our education should be such that it would lead us from darkness to light.

Mr. B.S. Garg said, India's cultural values should be re-established through adult education. Earlier, Dr. G.C. Rai presented the report of the Conference.

Resolutions

The following resolutions were passed by the Conference:

1. The Northern-Regional Conference on Adult Education feels gratified that special emphasis is being given to adult education and the target to eliminate illiteracy in the age-group 15-35 by 1990 has been set. But to achieve this target the Conference urges that mass literacy campaigns should be launched in the country with the help of students, housewives, ex-servicemen and educated youth with assured follow-up.
2. The Conference feels that financial provisions for adult education under the central scheme do not provide opportunities for experimentation. The Conference urges the voluntary agencies to try different models and to make their own budget within the overall ceiling fixed for running a programme.
3. The Conference notes that plans and provisions for adult education are on ad hoc basis upto now. It feels that adhocism can't leave lasting impact. The time now demands that this ad hoc nature be done away with and programme should be made cadre-based backed by adequate and proper training of the cadres. The diversion of funds allocated for adult education should also be stopped.
4. The Conference notes 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 Govt. to help them in getting training thru' Indian Adult Education Association and its affiliated agencies.
5. The Conference notes with concern that in some of States in the Region, there is no State level organisation. It strongly urges that State level agencies should be set up in all States where they do not exist so that by joint and cooperative efforts of voluntary agencies adult education movement is strengthened and the programme is improved thru' sharing of experiences and pooling of resources.

SEMINAR TO REVIEW DRAFT REPORT ON
STUDY OF RESEARCH IN ADULT EDUCATION

The Indian Adult Education Association organised a two-day Seminar to review the Draft Report of its Study of Research in Adult Education in India on February 9-10, 1985 in New Delhi. 25 persons including researchers, planners and adult educators from various parts of the country attended it.

Dr. Salamatullah, Project Director of the Study presenting the report said that material included in the report covered many aspects of adult education. Anything which helps in improving the quality of life outside the formal education system has been taken as adult education for the purpose of this study.

He said that some studies were quite good, others were mere description of experiences. Among the University researches, he said, that Doctoral dissertations have been abstracted in the study. Abstracts of Master dissertations have not been done because there studies were in partial fulfilment of the requirement of Masters Degree. A small mention about these has been made in the Study.

Dr. Salamatullah said that some of research dissertations touch some concrete problems of adult education like Policy, Methods, Curriculum and Administration. But most of the studies are in the form of surveys only. The two other components i.e. awareness and functionality have not been covered. He said that very few studies have been done on curriculum and on teaching/learning materials. In majority of the cases proper research methods and tools have not been used and in most of the studies methodology of research was rather poor.

Earlier, Shri J.C. Saxena, Hony. General Secretary of the Indian Adult Education Association in his welcome address said that this report will fulfil the long felt need of persons involved in adult education in this country. Dr. K.M. Bhatnagar Director of IAEA introduced the programme of the Seminar.

The Seminar discussed at length whether the comments/opinions of reviewers at the end of each study should be given or not. After considerable discussion it was decided that the opinion of reviewers on the quality of methods and tools used

in the study should not be given at the end of each study but be given separately at the end of each chapter, without naming the particular study.

Shri M.C. Nanavatty in his presidential remarks suggested that Indian Adult Education Association (IAEA) may demarcate the areas for research into the academic studies and field-based studies. The former may be undertaken by universities and the latter by agencies like Indian Adult Education Association. He also suggested consideration for action research and participatory research in Adult Education. Shri Nanavatty was also of the view that the IAEA should organise Seminars to review research efforts in adult education on a regular basis.

The Seminar noted that the quality and effectiveness of an adult education programme depends to a large extent on the research and investigations by which it is backed. Research can give us answers to many questions and problems faced by adult education functionaries. Adult Education as a discipline draws heavily on the social sciences and the humanities and the findings of research in adult education itself. The basis of the research is the scientific investigation of all aspects of adult education, the systematic collection of facts for the purpose of deriving sound generalization that can be applied to the solution of real problems.

The Seminar made the following recommendations:

1. The Directorate of Adult Education should organise and coordinate and promote larger research projects of national importance in collaboration with competent agencies.
2. There should be a well-equipped research cell attached to each SRC and a subsidiary unit located at each district headquarters with a Research Assistant.
3. Indian Adult Education Association should have a research cell on a permanent basis to conduct, monitor, review and disseminate research. Closer coordination should be developed by IAEA to function as Clearing House on Research, Training and Experimentation.
4. Certain basic tools of research should be developed and standardized in different social, cultural settings and languages of the country for its localised use, such as Adult Intelligence tests, Proficiency tests in reading, writing and arithmetic, Attitudinal scales to assess level of awareness etc.

5. The accent in research should shift from the quantitative aspects to qualitative aspects of life. The nature and goals of adult education demand more emphasis on improvement in quality of life. In depth case studies of successful programmes and its impact should be conducted in various parts of the country.
6. Investment in research on Adult Education should be enhanced manifold to provide adequate manpower support as well as institutional support. Universities with departments of Adult and Continuing Education should be strengthened to play an active role in research on a regular basis.
7. Studies on Adult as a learner, his attitudes, characteristics, interest, motivation and abilities should be undertaken.
8. Researches on adult education movement should also be organised.
9. Some other areas of research should be on:
 - Value orientation
 - Methodology of Adult Education
 - Leadership, and
 - Manpower development

The Seminar recorded its thanks for the valuable work in preparing a report on 'Adult Education Research in India' by Dr. Salamatullah as Project Director and Shri S.D. Bareth as Research Associate on behalf of Indian Adult Education Association and endorsed the report with appreciation. It also recommended its publication for wider circulation among University Grants Commission, Ministry of Education, Association of Indian Universities, Departments of Adult/Continuing Education of Universities, Directorate of Adult Education, State Resource Centres, institutional members of Indian Adult Education Association for consideration and adoption.

EDUCATION CAN REMOVE
POVERTY : ZAIL SINGH

President Zail Singh said that despite having one of the largest educational systems in the world, our country has to go a long way in ensuring minimum education to all the people.

Speaking on the occasion of the 125th anniversary of St. Xavier's School and College, Calcutta on February 13, 1985 the President noted that poverty and ignorance were the two major issues to be fought relentlessly. As long as a large

section of the people remained ignorant, the goal of ensuring social justice and equality of opportunity to all citizens would remain an idle dream. "If we have to wage a determined war against poverty and ignorance, those of us who have had the benefit of education have to assume a far greater responsibility in sharing the benefits with our unprivileged brethren", he said. And there was no instrument more powerful than the educational system which could effectively meet this challenge, he added.

Speaking on the role of education in moulding individuals he said that the purpose of education was the development of the total personality of the students. "Education should also endow each and every individual with a deep sense of humanism, reason and tolerance," he said.

Chief Minister Jyoti Basu said that it was unfortunate that after 37 years of independence, 66 per cent of the people in the country were illiterate. As no nation could go ahead with such illiteracy the planners should seek out ways, to spread education in the country as fast as possible.

Among those who spoke on the occasion were West Bengal Governor U.S. Dixit, Calcutta University Vice-Chancellor, Santosh Bhattacharya and Cardinal L.T. Picachy.

NEWS FROM STATE RESOURCE CENTRES FOR ADULT EDUCATION

SRC, West Bengal

The State Resource Centre for Adult Education, Bengal Social Service League, Calcutta organised eight training camps. In three refresher training and in five orientation training was imparted. 386 persons participated in these training programmes.

The following teaching/learning material was produced during the quarter ending 31st December 1984:

1. Meyeder Saksharata
(literacy for women)
2. Amader Pada
(our lessons)
3. Sustha Paribesh
(healthy environment)

4. Ei Prithibi
(this earth)

The following charts/posters were produced:

1. Poster on Jot Bandha
(forming groups for
co-operative effort)
2. Swasther Gorar Katha
(basic facts about health)
3. Charts of Amader Pada
4. Charts of Meyeder Saksharata
5. Poster on Bayaska Sikshar Karmasuchi
(adult education programme)

It also produced four posters in colour to illustrate the inter-connection between development and adult education. The caption in these posters, were as follows:

Poster No. I : The majority of our people suffer from various wants and ills e.g. in the spheres of (a) food & nutrition; (b) health; (c) poverty; (d) social injustice; (e) lack of organisation; (f) ignorance; and (g) illiteracy.

Poster No. II : There are various schemes and projects for the target groups (the weaker sections) e.g. (a) for economic upliftment; (b) for improvement of health and nutrition; (c) various statutory provisions and legal rights for their benefits; and (d) educational opportunities.

But these are not properly utilised because of ignorance and illiteracy.

Poster No. III : Can anything be done about this situation?

Poster No. IV : Yes; for example, through (i) Introduction of relevant and need-based education; (ii) Active co-operation from the government and non-governmental agencies and (iii) Initiative effort and organisation of the rural poor.

The Director of SRC, Shri S.N. Maitra and Vice-President, Indian Adult Education Association attended the second Regional Workshop on the Preparation of Literacy and Follow-up Materials in Asia and Pacific at Chiangmai in Thailand from October 3-12, 1984 as Resource Person. Shri Maitra presented a paper on "Evaluation of Learning Materials for the Neo-Literates" which the Asian Cultural Centre for Unesco proposes to utilise as a reference material in the book for preparation and production of materials for neo-literates.

SRC, Uttar Pradesh

The State Resource Centre for Adult Education, Uttar Pradesh, Literacy House, Lucknow organised an orientation training programme for thirty adult education supervisors of the Directorate of Adult Education, U.P. from December 15-29, 1984. It conducted a residential training programme for instructors of its Adult Education Project from October 26-31, 1984. 47 persons (15 men and 32 women) participated.

A writers workshop sponsored by the Directorate of Adult Education, U.P. was organised by the Literacy House on its campus from November 26 to December 5, 1984 in which 18 adult education functionaries including two Nepalese participated. Thirty six manuscripts in the form of story, chart, novel and drama were prepared.

The Literacy House, continued to establish and run 100 adult education centres in the selected 40 villages of the Sarojini Nagar Block in Lucknow District. Thirty-four primary level and 13 middle level NFE centres continued to be run by SRC

The SRC organised a special training programme on Population Education for four Afghan Educators deputed by the Government of India from December 10-15, 1984.

The SRC continued to publish its periodic publications titled Ujala, Ghargrihasthi and Anudesh.

Four bell bicycle libraries continued to serve the villages covered by the Literacy House with a membership of 1767 and with circulation frequency of 5000 books among the members.

It organised two training courses in the construction and use of Smokeless chulhas in which 53 village women and seven men and 15 adult education instructors participated. 364 smokeless chulhas were constructed.

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ORIENTATION SEMINAR FOR
KEY-FUNCTIONARIES OF SHRAMIK VIDYAPEETHS

The Directorate of Adult Education (DAE), New Delhi in collaboration with Shramik Vidyapeeth, Ajmer organised an orientation seminar for Directors and Programme Officers of Shramik Vidyapeeths at Regional College, Ajmer from December 12-15, 1984. 24 persons from Andhra Pradesh, Delhi, Gujarat, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan and U.P. participated.

Inaugurating the Seminar, Shri J.S. Mehta, Chairman, Board of Secondary Education, Rajasthan, Ajmer said that aim of education is the total development of the personality so that one is in a position to shoulder his responsibilities and as a better citizen fully conscious of his rights and responsibilities. Dr. V. Venkata Seshaiyah, Additional Director, DAE narrated his experiences of developing countries where national feeling play a vital role and made an appeal to work in national spirit without consideration to caste, creed or religion.

Shri A.A. Sahay, Divisional Railway Manager, Western Railway, Ajmer in his valedictory address laid strong emphasis on training aspects concerning all individuals so as to maximise the contribution of all in fullest measure in the interest of the country.

The participants were provided opportunities to discuss various issues and react with representatives of educational institutions, NSS and Adult Education Functionaries, Employers, Trade Union leaders and office-bearers of voluntary organisations. Field visits to watch assembling unit of RICCO and Loco Workshop were arranged for the participants.

Shramik Vidyapeeth, Bombay

The Shramik Vidyapeeth (Polyvalent Adult Education Centre) was the first to be set-up in the country by the Ministry of Education, Government of India. Established in 1967 in collaboration with the Bombay City Social Education Committee and with the technical assistance, guidance from Unesco, the Vidyapeeth has been working since then for that all round development of workers.

The Vidyapeeth sees the adult worker in different roles such as worker, a family head, a citizen and tries to organise need-based programmes in technical, vocational, cultural and general education. It has conducted 2574 programmes upto March 31, 1984 in which over 40,000 workers have been trained. These programmes covered 140 different categories of workers.

It organises courses in textile, mechanical and chemical and automobile engineering, Arts and Hobby, Health Education, Security Services, Communication, Family life, Civic Education and Small Scale Industry etc.

NOMINATIONS SOUGHT FOR \$1,000
ADULT EDUCATION LITERATURE AWARD

The third annual world award for the outstanding contribution to the literature of adult education will be presented by the American Association for Adult and Continuing Education at the National Adult Education Conference in Milwaukee, Wisconsin in November, 1985. This annual prize, known as the Cyril O. Houle World Award for Literature in Adult Education, recognizes literature that contributes significantly to the advancement of adult education as a unified field of study and practice. Any publication copyrighted in 1982 or later and available in English from anywhere in the world is eligible for the competition.

To nominate a publication, five copies and a nominating letter describing how the publication contributes to the advancement and unity of the field of adult education should be sent to : Dr. Gordon Darkenwald, Chair, Houle Award Committee Graduate School of Education, Rutgers University, New Brunswick N.J. 08903. The deadline for receipt of nominations and copies of nominated publications is July 1, 1985.

ALAN ROGERS TO VISIT INDIA

Alan Rogers, Professor, University of Ulster, North Ireland will visit India for twelve weeks from November 1985 to January 1986.

He has worked earlier with Department of Adult Education, S.V. University, Tirupati. He hopes to work with SNDT University, Bombay during this proposed visit.

DANISH INSTITUTE FOR CULTURAL COOPERATION

The Danish Institute for Cultural Cooperation is an independent non-profit institution under Danish Ministry of Cultural Affairs. It not only spreads information about Danish society and culture abroad but also stimulate cultural relations between Denmark and other countries.

During the last 35 years the Institute has been organising summer schools including hundreds of Seminars and educational courses on a bilateral or a multinational basis. The aim of these courses is to give people from abroad an insight into special subjects thru' lectures, study visits and discussions.

It is organising from March to September 1985 courses on Danish Adult Education, Primary and Special Education in Denmark and Sweden, Women in Denmark, Care of the Aged in Denmark, Meeting Denmark: Young People in Modern Society, the Golden Age in Denmark and Arts and Crafts in Denmark.

Further information Det Danske Selskab (The Danish Institute) 2 Kultrovet, DK-1175, Copenhagen K Denmark.

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and objectives of Adult Education

Bhansali, Kamalini H. Sign posts for a learning society. Nasik, Gokhale Education Society, 1984. 143 p. Rs.36/-.

The book covers important strategies for a learning society with greater thrust on continuing education, mainly in a university set up. The first part of the book gives conceptual clarification of a learning society; the second part with its seven chapters, integrates the sign-posts with the strategies illustrated with studies, both Indian and from other developing countries. An analysis of the term in report of lifelong learning has been given in appendix one. A select bibliography on continuing education, lifelong learning, non-formal education and extension work has also been included in appendix four.

Street, Brian V. Literacy in theory and practice. Cambridge, Cambridge University Press, 1984. 243 p. (Cambridge Studies in Oral and Literate Culture-9)

This book challenges conventional theories about literacy, and the practices which often arise from them. It attempts to provide a new perspective through which the variety of literacy practices across different cultures can be viewed and from which the practical issues that arise in specific literacy

campaigns and programmes can be approached.

Dr. Street first examines the theories developed about literacy within different academic disciplines, on the premise that these underlie statements about literacy within development campaigns and in everyday usage. He analyses in detail arguments about the 'technical' and 'neutral' nature of literacy and its supposed 'cognitive' consequences in the work of some psychologists, linguists and social anthropologists.

The book also gives an account of literacy practices in some Iranian villages where the author took anthropological field work during the 1970s specially the Maktab literacy and Commercial literacy.

The last section gives an account of Unesco and Radical Literacy campaigns and Adult Literacy campaigns in the UK and USA.

Media, Methods and Material in Adult Education

Bhasin, Kamla and Savale, Datta. Training tribal activists: a report. New Delhi, FFHC/AD, FAO, 55 Max Mueller Marg, 1984. 37 p.

The document describes a ten-days training programme held in a village in Central India in 1980.

The purpose of the programme was to help the young tribals to become aware of the development process, and to prepare them to work as development activists in their own area.

The document analyses local problems, cultural action, adult literacy and health-problems of the community.

Yadava, J.S. Media and adult education : Indian experience. A Study conducted for Unesco. New Delhi, Indian Institute of Mass Communication, 1984. (Mimeographed).

The study aims to examine the Indian experience over the years in using mass media, especially the radio and T.V., for adult education primarily from the perspective of co-ordination between the media organization on the one hand and governmental and non-governmental organisations engaged in the task of adult education on the other.

The document critically examines the following studies:

1. Radio Rural Forum : Chareha Mandals
2. Mother-child Care Programme
3. Krishi Dharshan (TV)
4. SITE
5. Kheda Experiment
6. Literacy T.V. Project, Bombay
7. Education for Life

Edited by J.L. Sachdeva, Deputy Director, Indian Adult Education Association, 17-B. Indraprastha Estate, New Delhi-110 002

ROLE OF SHRAMIK VIDYAPEETHS IN
EDUCATION OF INDUSTRIAL WORKERS

The Indian Adult Education Association (IAEA) in collaboration with Bombay City Social Education Committee (BCSEC) and Shramik Vidyapeeth, Bombay organised a symposium on the "Role of Shramik Vidyapeeths in the Education of Industrial Workers" in Bombay on February 24, 1985. Over 50 persons from various parts of the country attended it. Dr. (Smt) Chitra Naik, Honorary Director, State Resource Centre, Indian Institute of Education, Pune was the Chief Guest on the occasion. Barrister M.G. Mane, President, IAEA and BCSEC, presided.

In her address, Dr. Naik said that industrial workers should be provided training in different skills so that the production in the country increases. She asked the Trade Unions to organise programmes for improvement of skills of the workers. She said that in Scandinavian countries if the trade unions did not undertake skill promotion programmes, their registration was cancelled.

Dr. Naik said that for rapid development of the country, the productivity of the workers must be increased through skills upgradation programmes and Shramik Vidyapeeths (Polyvalent Adult Education Centres) could play a great role in this regard.

Shri J.C. Saxena, Hony. General Secretary of the Association in his key-note address traced the history of the first Shramik Vidyapeeth (SVP) set up in Bombay and gave an account of the various training programmes conducted by it. About 30 Shramik Vidyapeeths have been set up in the country after the successful experiment of the Bombay SVP and many more are likely to be set up in near future. The Shramik Vidyapeeths

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have to meet the educational, training, cultural and recreational needs of the youngmen and women in urban and semi-urban areas. Most of youth migrating to towns from rural areas in search of jobs do need adequate guidance and training. SVPs are eminently placed to play this important role. SVPs according to Shri Saxena should not sit on their past laurels but constantly explore new fields and methods of training. The concept of polyvalency itself has undergone a change and the SVPs have to appreciate and accept the same. In a world where technological changes are constantly taking place, training and retraining become highly imperative. Continuous research and surveys of the local areas are required if the SVPs have to justify their existence. The success of the SVPs, Shri Saxena stressed, depended on their capacity to induce the local industries/workshops and enterprises to participate actively in their programmes meant for developing skills and awareness among the participating youth.

Shri J.M. Gadekar, Member-Secretary, Bombay City Social Education Committee in his paper said that Shramik Vidyapeeth should look upon the adult workers as human being, having various facets to his personality, having different roles to play in his life such as worker, a family head, a citizen and its programmes should be tailor made to satisfy these needs of the individual in an integrated way.

Barrister M.G. Mane in his presidential address said that the Shramik Vidyapeeth in Bombay was meeting the varied needs of workers and over 4000 workers are being trained every year.

Recommendations

The following recommendations were made:

1. The Shramik Vidyapeeth should train workers in citizenship education so as to bring in them consciousness of community feeling, awareness of human values and link the programmes with all developmental activities.
2. Grant-in-aid should be given to Trade Unions and Co-operatives to undertake general and vocational education of their members.
3. Efforts should be made to involve larger number of women in the programmes of Shramik Vidyapeeths.
4. There is an urgent need to provide training/orientation to the staff and resource persons of Shramik Vidyapeeths.
5. Evaluation of the programmes of Shramik Vidyapeeths should be undertaken periodically so as to bring improvement in their programmes from time to time. Research in the problems of the workers should be undertaken.

6. Material and visual aids should be prepared in large scale so as to serve the needs of different kind of workers.
7. Efforts should be made to deofficialise the programme.
8. The public relation work of Shramik Vidyapeeths should be promoted so that large number of people could participate in their programmes.

HYDERABAD UNIVERSITY CONTRIBUTES
TOWARDS ROBY KIDD FOUNDATION

Hyderabad University has contributed Rs.1,000/- towards Roby Kidd Foundation.

TARLOK SINGH BECOMES
LIFE MEMBER OF IAEA

Shri Tarlok Singh, ICS(Retd.) has joined the Indian Adult Education Association as its Life Member.

NEWS FROM STATE RESOURCE CENTRES

SRC, Delhi

The State Resource Centre, Jamia Millia Islamia organised a three-day national workshop on "Jamia Grading Criteria"(JGC) in New Delhi from February 19-21, 1985.

The JGC was evolved by SRC, JMI after a field survey for about three years.

The purpose behind developing the criteria was to grade the books or lessons in their order of difficulty so that easier ones may be placed or introduced first. It also aimed to help writers to make their books more readable by reducing the elements which add to the difficulty of the text. The following are the set of criteria:

- | | |
|-------------|--------------------------------------|
| Criteria 1: | 6+letter words |
| Criteria 2: | 5+letter words with 1+Joint letter/s |
| Criteria 3: | Difficult Words |
| Criteria 4: | Reduced clause construction |
| Criteria 5: | 4+Nouns and Pronouns |
| Criteria 6: | Additional Information Units |
| or | Average Sentence Length |
| Criteria 7: | Appealing Format |

The Workshop was inaugurated by Shri P.K. Patnaik, Joint Secretary, Ministry of Education, Government of India. Prof. Ali Ashraf, Vice-Chancellor, J.M.I. presided over the inaugural function. Shri Mushtaq Ahmed, Director, SRC, welcomed the participants and outlined the objectives of the Workshop.

The main objectives of the workshop were to explain the criteria to the participants and to discuss them for improvement and modification, to give practice to the participants with the method of application/computation of the criteria and to finalise the criteria.

30 participants attended the Workshop including representatives from SRCs from Bihar, Punjab, Haryana, Gujarat, Kashmir, Indian Adult Education Association, Rajasthan Vidyapeeth, Universities, Colleges, Directorate of Adult Education, Delhi Administration, Shramik Vidyapeeth, NCERT and Hindi writers. Smt. Kumud Bansal and Shri S.K. Tuteja attended the Workshop on the last day.

The Workshop made the following recommendations:

1. Average writers may find it a little difficult to apply criteria 5 & 6. Therefore a list of few hundred verbs with the number of necessary nouns required by them may be prepared.
2. The JGC takes care of language difficulty, therefore further study should be undertaken to lay down criteria to judge the usefulness and appropriateness of follow-up books for neo-literates. The SRC Jamia may submit a research proposal to Directorate of Adult Education for financial assistance for the study of this very important aspect of neo-literates literature in Hindi.

Vidya Dan

The SRC, Jamia Millia, has launched a scheme of Literacy Volunteers Corps requesting housewife, retired person, ex-serviceman, teacher, student etc. to make illiterate neighbour literate. Stating that "Gyan Dan" is the highest of Dans, the SRC has offered to send a "Literacy Kit" free of cost to all those who join the corps. The literacy kit will contain Primer, Guidelines for teaching progress report form literacy achievement tests and a list of simple to read books.

SRC, Tamil Nadu

The State Resource Centre for Non-formal Education, Tamil Nadu Board of Continuing Education has a special cell for SC/ST and women. The Cell organised meetings to prepare primer for five groups of STs in the Nilgiri district in the State recently.

The prototype of the primer was prepared in collaboration with the learners and linguistic expert who had conducted research on tribal languages. The animators were trained to use the primer with the adult learners in the tribal areas.

The testing of the primer was done on January 9-12, 1985 by an expert committee consisting of members from SRC, voluntary agency, university, government and the local people.

It was felt that tribals were familiar with the spoken Tamil and the primer should have been prepared in standard Tamil avoiding the phonetic symbols which were beyond comprehension.

ADULT AND SOCIAL EDUCATION INSTITUTE,
RAJASTHAN VIDYAPEETH, UDAIPUR

The Adult and Social Education Institute, Rajasthan Vidyapeeth works in both rural and urban areas of Udaipur district. The Institute has the following departments:

1. Lok Shikshan Vibhag, Udaipur
2. Janta College, Dabok, Udaipur
3. Community Centre Department, Udaipur
4. Janpad Vibhag, Udaipur City

Lok Shikshan Vibhag, Udaipur

The Lok Shikshan Vibhag works in the Sarada and Salumber Tehsils of Udaipur District. The activities of the Vibhag include organisation of Adult and Non-formal Education Centres Giyan Goshthi (group discussion meets); Bhajan Mandalies; Mobile Library; Reading Room; News Board Service; and Janpad (Rural Broadcasting Station) in three villages.

The Vibhag has published Adult Education Primer entitled 'Proudh Praveshika' and 'Nai Chetna' in Hindi and 'Naya Quaida' in Urdu. It has also published a number of follow-up books in Hindi for the neo-literates. A monthly magazine entitled 'Samaj Shikshan' is brought out.

The Lok Shikshan Vibhag under the TRYSEM programme organises vocational training in electric wire fitting, weaving and toy making.

Janta College, Dabok

The Janta College established in 1953 in Dabok undertakes the following activities:

- a) Training Courses for Community Teachers
- b) Training of Farmers in Agriculture and Democratic Procedures
- c) Training of Rural Artisans
- d) Education of Destitute Children
- e) Training in Sericulture
- f) Training of Anganwari Workers
- g) Training of Adult Education Instructors, and
- h) Training of Rural Women in Public Cooperation

Community Centre Department, Udaipur

The Community Centre Department established in 1953 is functioning with five community centres covering 150 villages of Udaipur. The main objective of the Department is to bring social, cultural and educational awareness among the rural folk.

The activities of the Department include: Social and Adult Education through night literacy classes; reading room and library; cultural activities; folk dances; pre-school education centres; News-Board Service; Social Welfare and Family Welfare Activities; Community Development Programme; Vocational Training in Crafts; Destitute Children House; and Shishu Krira Kendras.

Janpada Vibhag, Udaipur City

The Janapada Vibhag provides social education to urban masses through broadcasting programme at various places in Udaipur city. It has five broadcasting stations under the name of Lok Manch in Udaipur City. The black board news

service is provided at 12 main cross roads of the city. It also provides reading room, library and mobile library services. It organises gyan goshthiyan (group meets). It also runs a homoeopathic hospital in Udaipur.

Further information can be had from : Shri B.S. Garg, Director, Adult and Social Education Institute, Rajasthan Vidyapeeth, Udaipur.

TRIPATHI VISITS BIHAR

Shri P.N. Tripathi, Hony. Secretary, U.P. Adult Education Council and Member, Executive Committee, Indian Adult Education Association visited Patna recently and discussed the possibility of formation of State Level Adult Education Association in Bihar with adult educators of the State.

CONFERENCE ON ADULT EDUCATION FOR DEMOCRACY AND DEVELOPMENT, WARANGAL

The Warangal Adult Education Association and Adult Education Project (NAEP), Parkal organised a 3-day Conference of Rural Teachers and Adult Education Organisers on Adult Education for Democracy and Development in Warangal on January 25, 28 & 29, 1985. Prof. T. Vasudev, Vice-Chancellor, Kakatiya University was the chief guest on the occasion.

Prof. Vasudev in his address asked adult education organisers to win the confidence of the adult learners in the villages, as a pre condition for the success of the Adult Education Programme.

About 250 rural teacher trainees and adult education organisers participated in the Conference held at Wardhannapet and Hanamkonda. Competition in elocution and in popularisation songs were held at both the places. The winners were given away prizes by Prof. V. Bhaskar Rao, Head, Department of Public Administration of the Kakatiya University.

Prof. Vasudev presented the special citation of Roby Kidd Award for last year to Shri A. Ravinder, Founder-Secretary of the Warangal Adult Education Association during the Conference.

BANGKOK REGIONAL CONFERENCE OF MINISTERS

The fifth Regional Conference of Ministers of Education and those responsible for Economic Planning in Asia and the Pacific, was inaugurated on March 4, at Bangkok by the Prime Minister of Thailand, General Prem Tinsulanonda, who said that Thailand has been guided by the overriding consideration that education, as the key to nation-building, cannot be developed as an isolated sector, but must form an important and integral part of the over-all national development programme, and added that equal opportunity in education is the main thrust of our country's present national plan and underlies our thinking for all levels of education.

The Director General of UNESCO, Mr. Amadou Mahtar M'Bow, said that impressive progress has been recorded in Education since the first regional conference of Ministers of Education in Tokyo. School enrolments in the region increased by 259 million between 1960 and 1982; for primary education alone, the increase amounted to 147,500,000; for secondary education, approximately 96 million, and for higher education more than 15 million.

But serious problems still remain, Mr. M'Bow said. The number of illiterates over 15 years of age is still high. It amounts to about 618 million, which is nearly three-quarters of the total number of illiterates in the world. And this figure will probably reach 677 million by the year 2000.

He said, "it is important to stress that one of the concepts underlying the Major programme 'Education for all', namely, the total eradication of illiteracy at the earliest possible date, obviously calls for a global strategy and planning right down to the local level and paying due regard to post-literacy training". Lastly, Mr. M'Bow said that the broadening of access to higher education has not yet made it fully democratic, since women and children in rural areas are still, in practice, underprivileged where access to education is concerned.

Education for All

The Education Minister of India, Mr. K.C. Pant speaking on the occasion said that the most important concern shared by all developing countries is to achieve the goal of 'education for all'. This would require a meticulously worked-out programme backed by a resolute will and dedicated effort in implementation. Education for all in practical terms means literacy among adults and universal primary education of the children. In our country, a sizeable section of adults still suffers from illiteracy, thus inhibiting their own and society's development and hampering the education of their children. The task is difficult but we are committed to it. This huge endeavour will succeed only if the adult education programme becomes a mass movement and an integral component of all developmental programmes of the governmental and cooperate sectors.

Mr. Pant said that India has expanded the school system manifold in the last three decades but the conventional school system is not capable of taking full care of the special problems of children of backward classes. A flexible and locally relevant non-formal education is the means by which we can educate such children.

The minister said that non-formal education at the primary level, 'open school' at secondary level, and the 'open university' at tertiary level would enable learners at different stages to educate themselves at their own pace.

The task of eradicating illiteracy and universalisation of primary education is indeed challenging. We are looking for major innovations to help us in achieving this task; major initiatives by UNESCO in this region would help Member States.

Reaffirming India's abiding support to UNESCO and its various activities and programmes, Mr. Pant said rapid advances in technology are forcing constant re-adjustments in social structures and values; the educational policies we are following require to be re-oriented to better serve our national goals and objectives. India is therefore taking a fresh look at its education policy. In an increasingly turbulent world, we have to educate our youth about good citizenship and the values associated with it.

Earlier, Mr. Pant said that a large and growing population is a drag in many ways in our efforts towards faster rate of economic growth. A country-wide population education with the assistance of UNESCO and UNFPA is under-way because we feel educating the young about different aspects of the population problem is of considerable significance for success in controlling population in coming years.

Regional Plan for Literacy

Dr. S.C. Dutta representing the Asian South Pacific Bureau of Adult Education said that one of the significant developments that has taken place in the Region is that large number of women are coming forward to take advantage of educational facilities. But unfortunately formal educational structures are not able to meet their demands both in quality and in quantity. Therefore, we must develop non-formal structures for women's education, because an educated woman is in a position to see to the success of our population education programmes and other programmes for reducing poverty and inequality. He also said that women must be recognised as an agent of social change; women alone holds the key to the solution of several of our problems like over-population, ill-health, lack of housing, illiteracy and exploitation. Dr. Dutta suggested that for the next 10 years greater emphasis should be laid on non-formal education of women. A regional plan of action should be drawn up to ensure universalisation of primary education, elimination of adult illiteracy by the year 2000. He also suggested that UNESCO should help the universities in this region to enter into bilateral or regional arrangements by which the continuing education departments in the universities are improved and enabled to participate in improving the life of the people of the region. The universities need to organise training programmes and if necessary have post-degree professional courses in adult education.

Dr. Dutta referred to the need for UNESCO taking up initiatives for eradicating political as well as legal illiteracy. It is as a part of struggle for political and legal literacy that programmes of eradication of illiteracy and universalisation of primary education can succeed.

Recommendations

Among the recommendations adopted by the Conference was one on strengthening and revitalizing the population education programme and treating it as one of the programme areas of UNESCO and allocating funds from the regular budget in addition to the support received from UNFPA.

The other recommendation requested UNESCO to continue to extend support to regional cooperative programmes such as the Asia and Pacific Programme of Educational Innovation for Development and projects of the Asian Cultural Centre for UNESCO. Another recommendation said that considering the priorities of educational development

in the region, APEID be further developed as the major instrument for regional cooperative action in high priority areas, notably: a) universalisation and qualitative improvement of primary education and adult literacy in closely coordinated action within the framework of 'Education for all'; b) non-formal education within the framework of life-long education; c) qualitative improvement and renewal of education and particularly science and technology education for all; d) education in relation to the world of work; and e) new developments in the forms, techniques and content of education including the preparation and continuing education of teachers.

On March 9, Commissions approved 22 Recommendations, the most important among these were, one : concerning primary education and adult illiteracy, two : cooperative programmes in non-formal education including establishment of a UNESCO Resource Centre for NFE in Asia and the Pacific; three : educational innovation and operational measures for increased participation of girls and women in both formal and non-formal education; four : technical and vocational education; five : Education for peace and international understanding; six : establishment of a Regional Science Education Information Centre and to stimulate "Science for All" movement and seven : environment education.

Adult Illiteracy

The recommendation on primary education and adult illiteracy asked among others, the Member States, to consider literacy programmes as an integral part of socio-economic development plans, specially of local development efforts; strengthen training programmes for all types of literacy workers from central to field levels; encourage community participation and utilisation of local resources involving all sectors of society including local leaders, industries, religious and social organisations in the planning and implementation of literacy programmes; emphasise special literacy programme for women and disadvantaged population groups; promote the post-literacy and adult education programme to check relapsing into illiteracy and to upgrade general and vocational skills of youth and adults to make them more employable and productive; take appropriate measures for achieving universal enrolment and retention at the primary level to meet the target of universal primary education well before the year 2000; give special attention to the problem of quality, notably the improvement of science teaching and to improve work-oriented education and its linkage to the world of work. It suggested to UNESCO, the launching of a regional cooperative programme designed to eradicate illiteracy and achieve universal primary education before the end of the century and mobilise international resources from international organisations and development banks, specially to assist the least-developed countries and disadvantaged sectors of the people in the region.

The Recommendation on Non-formal Education, invited Member States of the region to re-orient their formal education systems and to develop non-formal education with a view to establishing a package of educational programmes which will suit the needs and aspirations of the out-of-school children and youth, specially those belonging to underprivileged strata of society, so that all have access to education.

Women

The Recommendation on women said that women are potentially significant contributors to the country's labour force, and community and national development. It requested the Member States that specific innovative and operational measures be taken to develop educational programme focussing on curri-

culum reform in general as well as technical education and training of teachers and educational personnel for increased participation of girls and women in both formal and non-formal education recommended to UNESCO to accord high-priority for assisting Member States in the design and implementation of such programmes.

Science for All

The Recommendation on 'Science for All', invited Member State to increase their efforts in the direction of achieving 'Science for All' by providing everyone with scientific knowledge and skills appropriate to their needs and by developing a minimum level of scientific literacy and recommended that the Member States, stimulate a nation-wide 'Science for All' movement to cover the entire population, organize the development of human resources needed for implementing the various programmes under the 'Science for All' movement and develop and strengthen existing delivery systems and communication technologies and creation of new ones required for providing the scientific and technological knowledge and skills to various target groups.

The Recommendation on environment education said that due attention should be paid to questions relating to environmental education and it should be introduced into school and out-of-school curricula at all levels.

Declaration

The Conference adopted a Declaration which said that regional cooperation should be intensified and expanded, specially in the field of "Science for All" and the struggle against illiteracy. The declaration laid emphasis on universalisation of primary education, effective literacy campaigns at the national level, distance education, population education, environmental education and linking education more closely with the world of work by establishing closer relations between educational institutions and the production sector.

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