



IAEA

NEWSLETTER

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FOURTH INTERNATIONAL CONFERENCE ON
ADULT EDUCATION ASSERTS "RIGHT TO LEARN"
FOR ALL

More than 800 delegates coming from 122 Unesco Member States participated at the Fourth International Conference on Adult Education at Unesco's Paris headquarters; this compares with 30 countries represented at the first international conference at Elsinore, Denmark, in 1949, 60 at the second in Montreal in 1960 and 79 at the last, in Tokyo, in 1972.

In ten days of debate, from March 19 to 29, participants agreed that the priority in educating adults was to enable them to participate more effectively in the progress of their own societies and also to aid them to develop their own personalities and open up to current social and cultural problems. This was recognized by both industrialized and developing countries.

They unanimously adopted a declaration on the "right to learn," whose recognition was a major challenge to humanity, "for without it there can be no human development." Learning is not only an instrument of economic development but must be recognized as one of the fundamental human rights, says the text, for it "changes human beings from objects at the mercy of events to subjects who create their own history."

In a package of recommendations, the conference laid down guidelines for the evolution of adult education. They were mainly concerned with the aims and politics of adult education, use and transfer of appropriate, low-cost and innovative technologies, training of adult educators, relations between adult education and traditional training, and illiteracy and the drop-back illiteracy now affecting industrialized

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countries, as well as international co-operation, the contribution of adult education to development and the exchange of information.

From the debates, it emerged that adult education has very widely expanded in recent years, many delegates ascribing this progress to Unesco initiatives, particularly the Recommendation on the Development of Adult Education adopted at the Organization's 1976 General Conference in Nairobi. Spectacular growth in the number of institutions specializing in this field was reported by several participants, who also reported marked increases in adult enrolment in training programmes.

In Canada, one adult out of every five is enrolled in further educational courses. In Sweden a third of the population between 18 and 65 follows popular education courses. In Japan 70 per cent of the working population, nearly a third of them women, are involved. In China, 1,500,000 adults have been made literate in a few years, bringing the illiteracy rate down to 23 per cent in 1982. In Kenya in the past six years, 2,000,000 adults took courses and this year the number will be 350,000, 80 per cent of them women.

In the Soviet Union 4.1 million adults took training at 11,300 institutions between 1983 and 1984 and 1,100,000 are currently taking evening courses. One adult out of every three is taking courses in Cuba, a total of 3,200,000 out of a national population of 10,000,000. Mexico brought its illiteracy rate down from 16 percent to 12 percent between 1980 and 1984. In Zimbabwe, adult education courses have enrolled 380,000 people, 60 per cent of them women.

Urging Unesco to work out a large-scale project to develop the total educational system in the future, many delegates called this "the basic challenge of today." Concentration of the Organization's work was urged so as to increase its impact on literacy, women's education, the education of the general public, as well as of immigrants and the handicapped, and also professional training of disadvantaged sections.

International co-operation prompted a large debate from which it emerged that participants considered that it was a major factor for understanding and peace in the world. Many of the delegates considered that regional co-operation was the most favourable form, it being easier to ensure exchanges in information between countries with cultural affinities and similar problems.

The conference stressed the need for systematic diffusion of research and experiment results as well as experience in training educational administrators and developing programmes of study and teaching material.

Research and experimentation to develop approaches to using mass communication, such as radio, television and computers, were urgently needed, the conference stressed, for the new technologies appeared promising for education in general and the training of adults in particular. "The irreplaceable role" of non-governmental organizations, 59 of which were represented at the conference, was widely recognized by the conference, many delegates urging that these organizations deserved support from Member States and Unesco, so as to co-ordinate and distribute the vast intellectual resources at their disposal. NGO's specializing in adult education have more than doubled since the 1972 conference, from 40 to 90.

Summing up the results of the conference, Unesco Director-General Amadou-Mahtar M'Bow, declared that participants had considered that "for adult education to play its full role as a factor in the democratization of education and of society, it must continue to be inspired by a concern for equity."

Speaking on the occasion, Mr. K.C. Pant, Union Education Minister of India said that adult education programmes should be viewed as an attack on mass poverty and not merely on mass illiteracy.

Mr. Pant said statistics provided by UNESCO showed that there were 800 million illiterate and an equal number of poor in the world. This indicated that illiteracy and poverty were inexorably linked, he added.

Mr. Pant stressed that adult education programmes be viewed as "a means for liberation of the people from the shackles of mass ignorance and mass poverty".

The minister said accent on adult education programmes in the western countries was more on imparting new skills than on making people literate.

It was in the Asia-Pacific region where three fourths of the illiterate population exists (a staggering 618 million of a total 857 million), where attention must be focussed by all national and international agencies in combating illiteracy.

Pointing out that the goals of the national governments to increase productivity, employment and poverty alleviation could not be achieved if two-thirds of the population was illiterate. Mr. Pant stressed that objective attempts be made to include literacy and functional education as an integral component of all developmental programmes.

Suggesting that UNESCO help its member states to develop appropriate technologies and media materials for adult education, Mr. Pant said there was a growing realisation of the importance of mass media and appropriate technology and providing education to the poor, backward and relatively disadvantaged sections of the society.

At the closing ceremony, representatives of different regions stressed its valuable results. Mrs. Irina Semenovna Khomenko, Deputy Education Minister for the Ukraine, declared that the results underlined the irreplaceable role of Unesco in co-operation to advance education in the world. Mr. K. Shepande, Zambian Minister of State for Education, underlined the total success of the conference, adding that "Unesco must survive despite its current difficulties. We owe it our political and moral support. We must mobilize our material and moral resources for the cause of education."

ROBY KIDD FOUNDATION

The second meeting of the Board of Trustees of the Roby Kidd Foundation was held at Seva Mandir, Udaipur on February 5, 1985. The Chairman Barrister M.G. Mane presided. Among other members who attended was Dr. Mohan Sinha Mehta.

The Trust decided to adopt a village for total development. The village to be selected could be one which will be nearer to Delhi either in Uttar Pradesh or Rajasthan. An attempt would be made to channelise all the developmental projects in that village. The village when developed would be named after Dr. Roby Kidd.

The Trust also decided to establish a training institute to be named after Dr. Kidd for training field level workers in rural development. The training institute will be of residential type.

The Trust proposes to raise funds for the two projects from the Central Government, national and international agencies concerned with rural development, Philanthropic organisations and private sector industries concerned with rural reconstruction will also be approached.

CONTRIBUTIONS TO THE TRUST

Sri Sathya Sai Institute of Higher Learning, Prasanthimlayam, Andhra Pradesh (Deemed University) has contributed Rs.1,000/- towards Roby Kidd Foundation.

NEWS FROM STATE RESOURCE CENTRES FOR ADULT EDUCATION

SRC, Orissa

The State Resource Centre for Adult Education, Utkal Angul Navajeevan Mandal, organised a 3-day Workshop on 'Adult Education for Women' for the workers of the Kasturba Gandhi Memorial Trust, Utkal Branch to discuss the role of women in Adult Education during 28-30 January at Kantiapada, Keonjhar. Twenty women from five villages participated.

The Workshop discussed the problems faced by the women workers in implementing the Adult Education Programme and how to involve large number of women under this programme.

The SRC organised a Writers' Workshop from 18-24 March 1985 to prepare a package of teaching-learning material for the Dongaria Kondh Tribe. It was directed by Shri I.B. Mishra former Deputy Director of Education, Government of Orissa. Besides the resource persons, the Ex-Sarpanch, the Sarpanch and the Wardmember of the Dongaria Tribe participated.

A Directory of Voluntary Agencies in Orissa is being published by the SRC.

The SRC is preparing basic literacy material for integrated population education and Adult Education Programme under the United Nations Fund for Population Activities (UNFPA) sponsored project.

The SRC continued to publish monthly bulletins 'Halchal', 'Chetna' and Wallnewspaper 'Tundabaida' for neo-literates.

The SRC will be producing 5000 sets of flashcards, Khadigraphs and posters on safe drinking water under the UNICEF assisted Project through its silk screen printing unit.

SRC, Tamil Nadu

The State Resource Centre for Non-Formal Education, Madras organised two workshops for preparing primers and supplementary readers for use in the Union Territory of Pondicherry. One Primer named NAMUM KARPOM and three Supplementary Readers named PUDUVAI THIRUVIZHA, PUDUVAIYIL THOZHILKAL and PUDUVAI VARALARUM AATCHI MURAIYUM were brought out.

The SRC has prepared a report on Voluntary Agencies in Tamil Nadu. It collected data for the second and third phase of the Action Research Project of the RFLP and the report is being prepared.

The Director of the SRC, Dr. R. Gomez attended the Fourth International Conference on Adult Education held at Paris from March 19-29, 1985, as a member of 5-member delegation of the Government of India.

The Documentation Centre of the SRC brings out the bimonthly bulletin 'SRC Non-formal Education Clearing House'. It contains an annotated list of books and articles on various aspects of Adult Education.

The SRC continued to publish monthlies YETRAM for Adult Education workers and CINTHANAIKALVI for neo-literates.

SRC, Bihar

The State Resource Centre for Adult Education (Deepayatan), Patna organised two 3-day orientation training programmes for the Trainers from January 28-30 and January 31-February 2, 1985. 68 persons participated.

An orientation programme for Project Officers and Supervisors was organised from February 4-9, 1985. 91 persons participated in this programme.

It also organised two participatory training courses for the inspecting officers (project officers) appointed by the State Government at the block level from February 11-16, 1985 and from February 18-23, 1985. 72 Project Officers participated.

The SRC organised a 15-day training programme for Instructor-couples of Sauriya Pahariya Tribe from March 21-April 4, 1985. Besides the theoretical training they were also provided practical training in the hospitals, farms, cottage industry centres etc.

The following strategies were adopted for this training programme : i) Role play; ii) Group work; iii) Group discussion; iv) Motivational Games; v) Learning from experiences; vi) Face to face interaction; vii) Active participation; and viii) Learning by discovery.

It published flashcards on Population Education and Mothers' First Milk. A video film Wajan Kundali Ewam was prepared by the SRC. It is also preparing material on income generating projects like match box, bee-keeping, soap-making and silk-rearing.

The SRC undertook following research projects during the year 1984-85:

1. Integration with Development:-
 - a) Mechanism for integrating Adult Education into the process of Development.
 - b) Perception/Expectations of Development Agencies from the Adult Education Programme.
2. Identification of barriers in the participation of Scheduled Castes and Scheduled Tribes women in the Adult Education Programme and of factors that would facilitate their participation.
3. Management and planning of strategies for sustained community participation.

It organised a two-day workshop on 'Dialogue with Voluntary Agencies' working in the field of Women Development on the 28th and the 29th of March, 1985. 15 representatives of voluntary agencies working in the field of women literacy and development programmes attended.

The Deepayatan proposes to publish a yearly Journal of Adult Education and Human Resource Development entitled "CONCOURSE".

SRC, Haryana

The State Resource Centre, Chandigarh organised a 7-day training programme recently for the Project Officers and Assistant Project Officers of the State in collaboration with the Extension Education Department of Haryana Agriculture University, Hissar and Directorate of Adult Education, New Delhi.

The participants discussed and prepared four write-ups on Wheat, Oil-seeds, Pulses etc.

The SRC organised five film shows in the villages of District Hissar, Sirsa and Kurukshetra.

SEMINAR ON POPULATION EDUCATION
IN CHANDIGARH

The Shramik Vidyapeeth, Chandigarh in collaboration with Family Planning Association of India, Haryana Branch organised a Seminar on Population Education on April 16, 1985 in Chandigarh. 35 women workers from slum areas led by Mrs. Shanti Devi, a women social worker and member, Chandigarh Advisory Council participated.

The Seminar was inaugurated by Shri S.K. Tuteja, Director, Directorate of Adult Education, Ministry of Education, Government of India. Shri Tuteja in his address said that awareness among the learners to their responsibilities in meeting the great challenge of population explosion should be created. Shri Diljang Singh Jauhar, Chairman, Shramik Vidyapeeth in his presidential remarks expressed hope that the women attending the Seminar would go home wiser and better informed and propagate among other members of their families and neighbours the need of controlled families which was the need of the hour.

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Shri K.L. Zakir, Director, Sahamika Vidyapeeth outlined the objectives of the Seminar. He said that the Seminar aimed at creating awareness among women to the problem of growing population which is nullifying all efforts to make India free from poverty.

Dr. M.L. Sharma, Organising Secretary, Family Planning Association of India, Haryana Branch, Chandigarh stressed the need of acquainting the masses especially the women of the weaker sections about the harms of early marriage of girls and not properly phasing the child birth.

Two films prepared by the Family Planning Association of India were shown during the Seminar.

KEDAR NATH SHRIVASTAVA PASSES AWAY

We deeply regret to record the death of Shri Kedar Nath Shrivastava, former Director of Literacy House, Lucknow who died at Jaipur recently.

Shri Shrivastava was Associate Secretary of the Association during 1966-67.

He was associated with Vidya Bhavan and Seva Mandir for a long time.

The Association deeply mourns this loss and conveys its heart-felt sympathies to the bereaved family.

SACHDEVA ON CONSULTATIVE PANEL
OF EDUCATIONAL BROADCAST
PROGRAMME OF AIR

Shri J.L. Sachdeva, Officiating Director, IAEA and Editor of this Newsletter has been nominated as a member on the Consultative Panel of Educational Broadcast Programme of All India Radio, Delhi Station for a period of two years.

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RAJASTHAN VIDYABEETH GETS FICCI
AWARD FOR OUTSTANDING WORK IN
RURAL DEVELOPMENT

Rajasthan Vidyapeeth, Udaipur has shared with Gandhi-gram Trust the Federation of Indian Chambers of Commerce and Industry (FICCI) Award for outstanding work in Rural Development.

The Award was presented by Shri R. Venkataraman, Vice President of India at the 58th annual session of FICCI held in New Delhi on May 18, 1985.

NEW JOURNAL FOR INSTRUCTORS
OF ADULT EDUCATION

The Jeevan Nirman Sansthan, Bharatpur has started a new monthly Journal in Hindi entitled "Proudh Shala". The Journal contains materials which can be used by instructors in the Adult Education Centres.

For further information, kindly write to : Shri G.P. Jain, Editor, Proudh Shala, Jeevan Nirman Sansthan, Golebagh Marg, Bharatpur-321001.

MAGADH UNIVERSITY ORGANISES
ORIENTATION PROGRAMME IN ADULT
EDUCATION

The Centre for National Adult Education and Extension Programme, Magadh University, Bodh Gaya organised a four-day orientation programme in Adult Education for Principals and Teachers-in-Charge of the Colleges at Bodh Gaya from April 21-24, 1985. Thirty participants representing 20 colleges attended.

Inaugurating it, Shri F. Ahmed, Vice-Chancellor of the University said that for all round development of the country adult education has to play an important role. Bihar, he said, is one of the nine educationally backward states in the country and all out efforts should be made to improve the situation in the State.

Dr. K.B. Lal, Professor and Head, Department of Philosophy, Magadh University in his presidential remarks said that provision of opportunities for adults to continue learning is not only desirable but also essential in the present age.

Earlier, Dr. B.K. Prasad, Director, Adult Education of the University in his welcome address stressed the need for adopting the Programme "Each one Teach one".

Shri S.N. Singh, Deputy Director, Adult Education, Government of Bihar in his key-note address suggested some of the strategies to be adopted during the actual implementation of the programme. He said that for elimination of illiteracy in the State, the State Government, Universities, Colleges and voluntary organisations all have to make joint efforts.

Shri A.H. Khan, Assistant Director, Adult Education of the University proposed a vote of thanks.

Shri Sidrat Ansari, Director, All India Talim Ghar, New Delhi demonstrated the new technique developed by Talim Ghar to teach illiterate adults. He claimed that through this technique learners could be made literate within ninety six hours spread over three months.

On the second day, Shri J.L. Sachdeva, Acting Director, Indian Adult Education Association spoke on the role of universities/colleges in continuing education. He said that continuing education is concerned with planned opportunities to learn new and necessary occupations as present skills for jobs become technologically obsolete; to learn the basic knowledge of reading, writing and arithmetic by those who have not been able to acquire even the necessary minimum of education during their childhood; to learn about essential facts of health and welfare; and to continue personal development for emotional and intellectual growth throughout life.

Shri G.P. Chaudhary, Director, Adult Education, Bihar University spoke on the role of universities and colleges in eradication of illiteracy. He said that creation of proper climate was a prerequisite for launching this programme. He asked the participants to start 'Each one Teach one' programme during the summer vacations.

On the third day, Shri J.L. Sachdeva speaking on the topic, Community involvement in adult education programme said that community involvement should not be restricted to getting accommodation for adult education centres and in persuading the learners to attend the centres. It was also necessary that community leaders should be exposed to information like the need of adult education and other development schemes so that as agents of influence in the village area they would be able to create a better atmosphere not only to implement but also to sustain the programme, he added.

Shri U.D. Choubey, Director, Adult Education, Government of Bihar in his valedictory address said that a firm national will was necessary to eliminate illiteracy from the country and India was fortunate enough to have political will to achieve literacy in a planned way. He said if drop outs in elementary education are checked up, the problem of illiteracy in the country would be solved in some years.

INVOLVEMENT OF NSS VOLUNTEERS
IN ADULT EDUCATION WORK

The National Service Scheme of Delhi University organised a meeting of voluntary organisations, government officials, NSS functionaries and universities in New Delhi on May 8, 1985. The purpose of the meeting was to identify the areas of service which could be provided by the students during summer vacations.

Shri J.C. Saxena, Hony. General Secretary of IAEA stressed the need for involving the students in adult education work during summer vacations and offered the services of the Association in training the students for this work.

MEETING OF NGOS

The United Nations Information Centre organised a meeting of Non-Governmental Organisations in New Delhi on May 16, 1985. Mr. Anatoly Mkrtchyan, Director, External Relations Division, Department of Public Information, United Nations, New York spoke to the participants.

Shri J.C. Saxena, Hony. General Secretary attended the meeting on behalf of the Indian Adult Education Association.

MPs PANEL FOR EDUCATION MINISTRY

The Government has constituted the new Consultative Committee of MPs for the Ministry of Education.

Headed by Education Minister, Mr. K.C. Pant the Committee will have 15 members from the Lok Sabha and 13 from the Rajya Sabha. Mr. Ghulam Nabi Azad and Mrs. Margaret Alva, Minister of State for Parliamentary Affairs, will be the ex-officio members.

The members from the Lok Sabha included in the Committee are Mr. Hardwari Lal, Mr. A.E.T. Barrow, Prof. K.V. Thomas, Mr. P. Ananda Gajapatti Raju, Mr. Sudhir Roy, Mr. Bhisim Deo Dubey, Mr. Balasaheb Vikhe Patil, Mr. Mohan Lal, Prof. Saif-ud-Din Soz, Mr. K.N. Singh, Mr. Keyur Bhushan, Mr. Rahim Khan, Mrs. Indumati Bhattacharya, Mrs. Rajendra Kumari Bajpai and Mrs. Phulrenu Guha.

The Rajya Sabha members on the Committee are Mr. D. Basumatari, Mr. M.P. Kaushik, Dr. Mohammad Hashim Kidwai, Mr. Shank Prasad Mitra, Mr. Sudhakar Pandey, Mr. Hayatullah Ansari, Dr. Bapu Kaldate, Mr. Mostafa Ben Quasim, Mr. Azad Madani, Mrs. Krishna Kaul, Prof. Asima Chatterjee, Mrs. Vijaya Raje Scindia and Mrs. Rattan Kumari.

A LIFETIME OF ENCYCLOPAEDIA

When a young man with formal education up to Class X resolved to author a 75-volume Oriya encyclopaedia, most people sniggered at his daring. Scholars took it as an affront to their domain. They were not amused.

Today, that youth from Mallipur, now turned 73, best-rides them all like a colossus with 36 of the 75 volumes of his "Popular Oriya Encyclopaedia" and 40 of the projected 500 books for children already published. This is exclusive of the manuscripts for a four-volume history of the freedom movement in Orissa and a 1,30,000-word technical dictionary. All this over a span of 30 years - a classic effort by a lone man.

"No one who has not seen him and his work," says the former Vice-Chancellor of Osmania University in Hyderabad, Prof. Satyanarayan, "would believe that such a man can exist and that such work is possible by one individual."

Mahatma Gandhi's call - "no nation grows without education" and that "basic education is the real education" - rung in the ears of the Mallipur youth. This was followed by spells of imprisonment - a blessing in disguise. There he pondered over people's freedom from ignorance and poverty, over the need for adult education and over books for the neo-literates. By then he had read hundreds of books, taken copious notes and written 10,000 pages on subjects ranging from evolution to electronics.

VORACIOUS READER: When he came out of his last prison term in 1945, Mr. Bonode Kanungo resolved to write books for adult education. He started reading voraciously at the legendary Ravenshaw collegiate school library in Cuttack and, preparing himself by all means, inched towards the realisation of his dream.

By 1954 he had embarked on his monumental encyclopaedia project and the first volume appeared in 1961. Mr. Kanungo is no longer bitter that the only "patrons" he had then found were moneylenders, who came to his rescue with funds at 120 per cent interest. He still possesses the receipts. Mr. Kanungo has not looked back ever since.

Today he is busy penning volume after volume of the encyclopaedia for the vast Oriya-speaking population, himself confined to the small library of the local Jnanmandal foundation. "I am a symbol of adult education," says Mr. Kanungo in all humility as he refers to his incomplete formal education, while leafing through the 36th and latest volume of the "Popular Oriya Encyclopaedia". Each volume, titled "Jnanmandal", is priced as low as Rs.20 and marketed on a no-profit, no-loss basis.

In his project, Mr. Kanungo has not overlooked the interests of the neo-literates who constitute the state's backyard. On completion, the 75 volumes of the encyclopaedia will have thousands of pages on 15,000 items with 10,000 illustrations. Out of the estimated cost of Rs.40 lakhs over the encyclopaedia project, Rs. 15 lakhs is claimed to have been spent so far.

(The Times of India,
News Service)

IPPF WINS UN POPULATION AWARD

The United Nations Population Award for 1985 has been awarded to the International Planned Parenthood Federation, the largest voluntary family planning organisation in the world. The Award is presented every year for "the most outstanding contribution to the awareness of population questions or to their solutions".

Instituted by the UN General Assembly in 1981, this is the third Award to be presented by the world organisation. The first Award was shared by India's late Prime Minister, Smt. Indira Gandhi and Dr. Qian Kinzhong of the People's Republic of China.

The IPPF, a federation of autonomous Family Planning Associations in 119 countries, was founded in Bombay in 1952. The Family Planning Association of India (FPAI) is one of the eight founder members. The current President of the IPPF, who is also the President of FPAI, is Smt. Avabai B. Wadia, a pioneer and well-known voluntary worker in the family planning field.

IPPF programmes recognise the close relationship between population and development, and interlink family planning education and services with a variety of developmental measures, including primary health care, literacy, women's development, youth programmes, rural betterment etc.

The Award which carries with it a diploma, a gold medal and U.S. \$25,000 will be presented at a ceremony to be held at the UN Headquarters in New York in June this year.

ROBY KIDD INTERNATIONAL
AWARD PRESENTED

Dr. Roby Kidd International Award was presented to Dr. Karl Gasper, on March 26, 1985 at Davao (Southern Philippines) by Dr. S.C. Dutta at a largely attended function.

Presenting the Award, Dr. Dutta said, "Roby, a citizen of the world, worked ceaselessly during his life time for the upliftment of the poor, disprivileged and deprived. He believed that organisation gives strength. Poor must be organised to reflect on their miseries, identify obstacles and impediments and take decisions to remove these impediments to a better and meaningful life".

Addressing Karl, Dr. Dutta said, "Your past record of service and sacrifice for the deeper objectives of the adult education movement, your commitment to the cause of the poor, and your dedication to fight against exploitation amply justifies our confidence that the legacy of Roby Kidd will be carried forward by you".

Accepting the Award, Dr. Karl Gasper, 38 year old Filipino Human Right activist, organiser of the poor through non-formal education, said, "Together we commit ourselves to our liberation", and said in solidarity with oppressed but struggling poor and powerless, let us forge a just and humane society".

Expressing his embarrassment at receiving the Roby Kidd International Award, Karl said, "perhaps there is value in celebrating our simple joys, for coming together so, that we can encourage and affirm each other's commitment as well as deepen our solidarity with one another and with our people. Perhaps, I am only a symbol of where we are as community and this award is not so much to recognize what I have done as educator, but to confirm the value and relevance of what we have been doing along with the marginalised sectors to transform our society".

Expressing thanks to all, Dr. Gasper said "we thank, our people for what they continue to teach us, each other for what we learn from one another to evolve and develop appropriate education methodologies, rooted in the people's aspiration for liberation and nourished by their struggle for a just humanity and for empowering us to struggle towards self-determination".

Concluding, Karl said "we are an awakened and struggling nation. Let us sustain our commitment to the non-formal education programme which has a progressive and nationalist orientation. Let us chart new courses and support people's assertion of their humanity and a better future for their children and grand children".

Earlier, a drama written and directed by Dr. Gasper was presented. An exhibition by the political prisoner-artists was also put up.

Annotated List of Books on Adult Education

Aims and objectives of Adult Education

Lawson, K.H. Analysis and ideology : Conceptual Essays on the Education of Adults. England, Department of Adult Education, University of Nottingham, 1982. 100 p. (Nottingham Studies on the theory and practice of the Education of Adults).

Each of the essays in this collection deals with some conceptual aspect of the education of adults and in a rather broad sense of the term they are exercises in the application of conceptual analysis to educational questions.

The essays attempt to explore a variety of concepts and in particular show that concepts rest upon sets of presuppositions or ideologies. One of the essays also explores the way in which conceptual analysis itself introduces values and ideologies, thus revealing complex way in which values are embedded in all discussion about educational issues.

Rao, G. Sambasiva Ed. Problems of Women's Literacy; Mysore Central Institute of Indian Languages, 1979. 177 p.

The document is a collection of papers which deals with various aspects of literacy among women. The papers included in this volume have been divided into following six sections:

1. Functional Literacy
2. Motivation
3. Vocational Training
4. Women's Education
5. Voluntary Organisations
6. Society and Literacy

Media, Methods and Material in Adult Education

Sinha, Arbind K. Mass Media and Rural Development. New Delhi Concept Publishing Company, 1984. 134 p.

The study provides a micro-level, in-depth, qualitative understanding of the process of socio-cultural changes triggered by the introduction of satellite television as a new medium of communication in a village of North Bihar.

It studied the process of existing rural communication in a village of Bihar and its role in rural development; ascertained the barriers of communication hindering rural development; and observed the socio-cultural implications of a technological innovation like television.

Population Education

Unesco. Teaching Methodologies in Population Education. Bangkok, Population Education Programme Service, Unesco Regional Office for Education in Asia and the Pacific, 1984. 150 p.

The volume is the fifth in a series of abstract-bibliographies dealing with various issues and problems raised by population education workers in the course of undertaking population education programmes. It attempts to answer the questions : What are the most effective teaching methods in delivering population education content and methodology? What are the most effective teaching strategies that can help bring about the programme's objectives of increasing the students' as well teachers' knowledge, attitudes, behaviour and skills in population education?

General

Bhasin, Kamla and Agarwal, Bina Ed. Women and Media New Delhi, Kali for Women, N.84 Panchila Park, 1984. 131 p.

The document has two parts. The first comprises analysis of the ways in which women are portrayed in different media; and the second focuses on attempts made by various women's groups to fight against existing negative portrayals and to create alternatives.

Mehra, Rekha and Saradamoni, K. Women and Rural Transformation. New Delhi, Concept Publishing Company, 1983. 176 p.

The two studies in this book provide a critical view of rural transformation, planned policies for transformation, and women. Both studies start with the premise that policies for rural transformation or for social/legal change which result in some transformation are invariable based on middle class, male criteria. In operation, therefore, either the policy fails to effect any change in the socio-economic lives of women, or when it does, this is often for the worse.

Raghavan, J. Veera Ed. Education and the new International Order. New Delhi, Concept Publishing Company, 1983. 147 p.

This is a collection of papers most of which were presented at a Seminar held in January 1979 at New Delhi on Education and the New International order organised jointly by the National Institute of Educational Planning and Administration and the International Institute of Educational Planning, Paris.

This volume highlights the fundamental role that education can play towards bringing the New International order closer to realization. It deplores the fact that this role of education has not hitherto been recognised adequately and pleads for the need to do some rethinking regarding the direction in which education ought to proceed in order to realise the full potentialities of its role in moving towards the New International Order.

Tellis Nayak, Jessie B. Indian Womenhood, then and now Indore, Satprakashan Prachar Kendra, 1983, 302 p.

This book in five parts aims at creating an awareness of the situation of women and girls in India. The first traces their story then and now. The second treats some problems-purdah, dowry, wife beating and others that are peculiar to her sex.

Third part describes and analyses some efforts made by women to improve themselves economically and socially. The fourth part presents profiles of women, great and small who have struggled and overcome difficulties to achieve their goals. Finally in the fifth part, a few selected cartoons, poems and songs are included that give women's voice to new ideas, feelings and vision.

UNESCO The drop-out problem in primary education: Some case Studies, Bangkok, Unesco Regional Office for Education in Asia and the Pacific, 1984. 240 p.

This publication brings together the experiences of six countries of the region in dealing with the problem of dropping out of children from the schools. The six case studies included in this volume are from China, India, Peninsular Malaysia, Socialist Republic of Vietnam, Sri Lanka and Thailand.

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DR. MOHAN SINHA MEHTA IS DEAD

It is with profound regret and sorrow that we record the death of Dr. Mohan Sinha Mehta, former President of the Indian Adult Education Association at Udaipur on June 25, 1985. He was 91.

An eminent educationist, a brilliant scholar, a great gentleman, a creative thinker, Dr. Mehta was one of the most outstanding adult educators of the country.

Born on April 20, 1895 at Bhilwara, Dr. Mehta received education in Ajmer, Agra, Allahabad, and London. In his early years, he taught Economics in Agra and Ajmer and later joined services in the State of Mewar in 1922. He was Diwan of Banswara State (1937-40) Finance and Education Minister under the Maharana of Udaipur (1947-48).

Dr. Mehta was a member of the Constituent Assembly of India, Ambassador to the Netherland, High Commissioner to Pakistan, Ambassador to Switzerland, Austria and Vatican. He was a member of the Indian Delegation to United Nations in 1959.

He founded Vidya Bhawan in Udaipur in 1931. He was Vice-Chancellor of Rajasthan University (1960-66) and President of Indian Adult Education Association (1958-74).

Dr. Mehta was awarded Padma Vibhushan in 1969. He was given Nehru Literacy Award in 1975. He has received awards for outstanding work in adult education from the Syracuse University of the United States and the Asian South Pacific Bureau of Adult Education.

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

A condolence meeting will be held on July 1, 1985 and its report will appear in our next issue.

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ORIENTATION PROGRAMME FOR OFFICE-BEARERS
OF VOLUNTARY ORGANISATIONS AND KEY-LEVEL
FUNCTIONARIES IN ADULT EDUCATION

The Indian Adult Education Association (IAEA) organised a seven-day orientation programme for office-bearers of voluntary organisations and key-level functionaries in Adult Education in the premises of the Association in New Delhi from May 26-June 1, 1985. 21 participants from Bihar, Haryana, Madhya Pradesh, Rajasthan, Uttar Pradesh and Delhi participated.

Inaugurating it, Barrister M.G. Mane, President of IAEA said that the purpose of the orientation programme was not only to train the participants to discharge their obligations in an effective manner but also to help them to train more people in the field.

Adult Education, he further said is a programme for which enthusiasm and missionary zeal are essential. He urged the participants to take initiative in forming small groups of sincere and dedicated people for providing literacy education so that the target of eliminating illiteracy in the country in the age-group by 1990 could be achieved.

Shri Satya Bhushan, Director, National Institute of Educational Planning and Administration in his presidential address said not much progress has been made in the field of adult literacy during the last 50 years which shows that the task of adult education is not easy and our strategy needs rethinking.

The general impression, he said is that social demand for adult education is to be generated and is not there by itself. For generating this, he said we must first identify with the target audience and try to know what they want. Education, he said might be low in priority in their charter of needs and their priority may be health. In such a case health is to be made the entry point and literacy has to be achieved thru' it.

Stressing the importance of identification with the target population he said that voluntary effort could play a very important role in this regard.

He said that it was wrong to presume that the rural illiterate were completely ignorant. They, for example, had their own numeracy culture. In fact contact with them could even add to our knowledge, he added. Participation of the community in planning Mr. Satya Bhushan stressed is essential and for that linkage has to be established through their culture.

Earlier, Shri J.C. Saxena, Hony. General Secretary, IAEA welcoming the participants and guest speakers said that the orientation programme was the first in this series to be undertaken in the current year. Introducing Prof. Satya Bhushan, he said that he had been closely associated with adult education both at the field and planning levels. Shri Saxena also expressed gratefulness to Barrister Mane who had come to Delhi to inaugurate the programme.

Shri J.L. Sachdeva, Acting Director, IAEA, proposing the vote of thanks said that training is an effective tool for generating self confidence, job-competence and favourable attitude. But it is painful to note that so far it has not been given the importance it deserves, he added. He further said that though there is provision for 21 days training, either it is not organised at all or divided into a number of parts over a period of time defeating the very purpose of training. Non-availability of resource persons, he said, is another problem at some places. The current programme he said was for the northern and central zone and programmes for other zones would be organised in the latter part of the year.

The topics covered during the training programme were: Concept and Philosophy of Adult Education; Present Adult Education Programmes of Central and State Governments; Components of Adult Education Programme; Continuing Education; Programmes of Central Social Welfare Board for Voluntary Organisations; Linking Adult Education with Population Education; Linking Adult Education with Development; Field Problems of Adult Education; Management and Administration of Voluntary Organisations; Role of Mass Media in Adult Education, Material Production in Adult Education; Psychology of Adult Learners and How to Create Favourable Climate for

Adult Education Programme; Laws for Weaker Sections of Society; Role of Banks and Credit Institutions in Adult Education; How to Form Cooperatives and Organisations of the Poor; Follow-up Programmes and Monitoring and Evaluation.

The resource persons were Shri Satyen Maitra, Secretary, Bengal Social Service League, Calcutta and Vice-President, IAEA; Shri J.C. Saxena, Deputy Adviser(Education), Planning Commission and Hony. General Secretary, IAEA, Shri Geeta Ram, Under Secretary, Ministry of Education, Dr. V. Venkata Seshaiyah, Additional Director, Directorate of Adult Education, Dr. M.L. Mehta, Joint Secretary, University Grants Commission, Shri R.C. Tripathi, Joint Director, Central Social Welfare Board, Dr. J.P. Gupta, Deputy Director, Directorate of Adult Education, Dr. S.C. Dutta, Treasurer, IAEA, Prof. B.B. Mohanty, Professor, Oral and Visual Communication, Indian Institute of Mass Communication and Jt. Secretary, IAEA, Smt. Bimla Bhatnagar, Jt. Director, Directorate of Adult Education, Shri S.K. Bhatnagar, Deputy Director, Adult Education, Delhi Administration, Dr. C.K. Ambastha, Principal, Staff Training College, Syndicate Bank, Shri K.C. Jain, OSD, National Cooperative Union of India, Shri B.R. Vyas, former Addl. Director of Adult Education, Delhi Administration, and Member, Executive Committee, IAEA, Shri R.S. Mathur, Jt. Director, Directorate of Adult Education and Shri J.L. Sachdeva, Acting Director, Indian Adult Education Association.

Field visit to five experimental adult education women centres run by IAEA in trans-yamuna colonies of Delhi was also arranged.

Valedictory Function

At the valedictory session on June 1, 1985 Shri J. Veera Raghavan, Adviser(Education), Planning Commission was the Chief Guest and Fr. T.V. Kunnunkal, Chairman, Central Board of Secondary Education presided.

Shri Raghavan said that an illiterate person may be educated but the importance of literacy and knowledge that goes with it cannot be underrated. Literacy is an important tool for mental and social development of the individual and the society.

Adult Education Programme; Laws for Weaker Sections of Society; Role of Banks and Credit Institutions in Adult Education; How to Form Cooperatives and Organisations of the Poor; Follow-up Programmes and Monitoring and Evaluation.

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Shri Raghavan said that an illiterate person may be educated but the importance of literacy and knowledge that goes with it cannot be underrated. Literacy is an important tool for mental and social development of the individual and the society.

He said that in our development programme development of human capital has not been given the importance it deserves. He said it is necessary to provide literacy education, basic skills and technical skills to the people to accelerate the pace of development in the country.

Shri Raghavan urged the participants to reflect as how we can organise a massive adult education programme which is not expensive, is result-oriented and makes full use of human resources especially the educated and the young.

Fr. Kunnunkal in his presidential address said that for achieving the target of eliminating illiteracy by 1990 it is essential that a sense of national commitment at all levels should be created. He further said that proper use of mass media particularly TV can go a long way in creating a sense of national commitment.

Earlier, Shri J.C. Saxena, Hon'y. General Secretary, IAEA welcomed the guest speakers. He said that adult education has been included under the minimum needs programme and the new 20 point economic programme and all out efforts should be made to eradicate illiteracy in the age-group 15-35 by 1990.

Smt. Asha Vohra, Assistant Editor, IJAE presented the report of the seven-day orientation programme. The representative of participants Smt. Ranjana Ray and Shri M.H. Ansari gave their impression of the programme.

Shri J.L. Sachdeva, Acting Director, IAEA proposed a vote of thanks to Shri J. Veera Raghavan, Fr. Kunnunkal and the participants.

Shri A.H. Khan, Assistant Director, Centre for National Adult Education Programme and Extension, Magadh University, proposed a vote of thanks on behalf of the participants.

CHANGE IN TELEPHONE
NUMBER OF IAEA

The telephone number of the Indian Adult Education Association has been changed from 261796 to 3319282 w.e.f. June 21, 1985.

ASPBAE 21ST BIRTH ANNIVERSARY CELEBRATIONS
AND ASIAN PACIFIC SEMINAR ON "ROLE OF ADULT
EDUCATION AND MASS MEDIA FOR CIVIC EDUCATION"
NEW DELHI, SEPTEMBER 8-14, 1985

The Asian South Pacific Bureau of Adult Education will celebrate its 21st birth anniversary in New Delhi on September 8, 1985 i.e. International Literacy Day. Highlight of the celebrations would be the issue of a Souvenir and coming together of some of the founding members of ASPBAE. The Souvenir will include contribution on the history of achievements of ASPBAE and on adult non-formal education in general. The Indian Adult Education Association will host the celebrations.

It will be followed by meetings of the Executive Committee of Region I and III of ASPBAE. Participatory Research in Asia and Pacific will also be taken up for discussion during the course of forthcoming events.

ASPBAE-IAEA-UNESCO Seminar

The Indian Adult Education Association on behalf of ASPBAE and UNESCO Regional Office for South East Asia, Bangkok will organise a five-day Seminar from September 10-14, 1985 in New Delhi.

The theme of the Seminar is "Role of Adult Education and Mass Media for Civic Education" and it will be discussed under the following broad topics:

- a) Adult Education for the year 2000: Challenges and Prospects;
- b) Role of adult education promoting civic rights and responsibilities in general and with specific reference to civic education for disadvantaged sections of the population especially women, minorities etc.; and
- c) Role of Mass Media for Adult Education and Civic Education

A Souvenir on the occasion will be brought out by IAEA.

Further details can be had from Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002.

NATIONAL CONFERENCE ON POPULATION
AND DEVELOPMENT

The Indian Association of Parliamentarians on Population and Development organised the National Conference of Parliamentarians on Population and Development on May 13, 1985 in New Delhi. It was inaugurated by Shri Rajiv Gandhi, Prime Minister of India. Dr. Balram Jakhar, Speaker, Lok Sabha presided.

The Prime Minister emphasised that family planning had to be linked with every facet of development. It could not be treated in isolation. The spread of education giving the due status to women in society and ushering in social reforms should all receive simultaneous attention for making a significant dent in population control.

Shri Gandhi said his Government was launching a major education programme which could also be the basis for population control. But as this would be a long term effort, other ideas should be tried out. Folklore and modern media techniques alike should be employed to popularise the small family norm.

Shri Gandhi said in the new education drive, women and illiterate adults should get attention. He felt that adult education should be given enough importance in reaching out to the rural areas.

Earlier, Mr. Takashi Saito, Chairman, World Association of Parliamentarians on Population and Development said that the world population was increasing by 80 million every year. However, some of the Asian countries had done well and had brought down their birth rates significantly. The countries included China, South Korea, Thailand and Indonesia. He said that the United Nations has at the request of his Association agreed to treat the population problem on the same footing as that of disarmament.

Dr. Rafael M. Salas, Director-General, United Nations Fund for Population Activities (UNFPA) said a distressing feature of the population boom was that the developing countries accounted for 90 per cent of the increase in numbers. The population growth rate in Africa had increased from 2.6 per cent two decades back to 3 per cent now.

Shri Sat Paul Mittal, Chairman of the Indian Association of Parliamentarians on Population and Development in his welcome address suggested the formation of population commission to determine the priorities of various population control programmes and specify resource allocation for them. It should also have monitoring powers to watch actual implementation.

Shri Mittal said the commission should be inter-ministerial and multi-disciplinary autonomous body with appropriate representation from the voluntary sector. It should be answerable to Parliament. No Ministry need function under it. But it should have the authority to ensure that its decisions were implemented by all.

Shri Yogendra Makwana, Union Minister of State for Health and Family Welfare presided over the valedictory session and the valedictory address was delivered by Shri HKL Bhagat, Union Minister for Parliamentary Affairs.

NEWS FROM STATE RESOURCE CENTRE

SRC Karnataka

The SRC, Karnataka State Adult Education Council (KSAEC), Mysore organised a six day residential training programme for adult education supervisors from February 11 to 16, 1985 at Shivaragudda Vidyapeeth. 21 Supervisors and two Assistant Project Officers from KSAEC and eight Supervisors from voluntary organisations attended the training programme. Field visits were also arranged to nearby adult education centres.

In the closing function, Special Deputy Commissioner of Mandya District, Deputy Director of Food and Supplies Department, Mandya and Tehsildar of Maddur Taluk addressed the trainees.

The SRC provided resource support to many training programmes for instructors organised in different parts of the State. The Coordinator of SRC participated as a resource person in the adult education training programme of college lecturers organised by NAEP unit of the Karnataka University, Dharwar.

The SRC has brought out 15 booklets on different aspects of adult education in Kannada for use of different levels of adult education functionaries. The booklets are on the following subjects:

1. Education - its meaning and its role in development. The three channels of education.
2. What is adult education? Why adult education? and an introduction to the present adult education programme.
3. Adult Education in Karnataka - its origin and development.
4. Administrative structure in adult education programme and different agencies working in the field of adult education.
5. Organisation of adult education centres and programme designing.
6. Roles and functions of adult education supervisors and adult education instructors.
7. Adult Psychology - How to deal with adult learners - Principles of adult learning and teaching.
8. Motivating the community and adult learners.
9. Curriculum designing in adult education and principles of text book construction.
10. Adult teaching methods; merits and demerits - present method i.e., lead sentence method.
11. Audio-visual and supplementary materials in adult education (Preparation and use).
12. Problem of drop-outs in adult education centres - Reasons and solutions to overcome it.
13. Evaluation in adult education - Learners evaluation.
14. Post-literacy and follow-up activities - Principles of neo-literate's literature production.
15. Adult Education and Population Education.

The SRC has also published a booklet containing motivational songs written by the field functionaries.

The SRC brings out a bi-monthly 'Vartha Vishesha' which contains articles on different aspects of adult education, interview with adult educationists, success stories in adult education, neo-literate letters, etc. This is supplied free of cost to all field functionaries.

The SRC organised a workshop on March 18 and 19, 1985 to chalkout a programme for production of post literacy materials in the light of the changes suggested by the Centre in making the programme a two year programme instead of a three-year programme earlier.

REGIONAL WORKSHOP ON CONTINUING
EDUCATION THRU' UNIVERSITIES AND
COLLEGES

A three-day regional workshop on "Continuing Education thru' Universities and Colleges" in the States of Madhya Pradesh, Uttar Pradesh, Rajasthan and Haryana was organised by the Indian University Association for Continuing Education (IUACE) in collaboration with Vikram University, Ujjain on February 22-24, 1985. Dr. P.K. Bhattacharya, Director, Adult and Continuing Education, University of Vikram was the Director of the workshop.

The workshop discussed in three groups two short-term courses each for urban, rural and tribal population on the basis of following parameters (a) concept, (b) function, (c) role of universities, (d) role of colleges, (e) role of community/industry/Government Departments/voluntary agencies, (f) resource management, (g) orientation/training of personnel, (h) advertising techniques, (i) monitoring and evaluation, and (j) UGC guidelines.

U.P. URDU AKADEMI AWARD FOR ZAKIR

Uttar Pradesh Urdu Akademi has given Award to Shri K.L. Zakir on his collection of short stories entitled 'Barion Wala Faqeer'.

Shri Zakir is a member of Executive Committee of IAEA and Director, Shramik Vidyapeeth, Chandigarh.

J.D. SHARMA NOMINATED UGC REPRESENTATIVE
ON ADVISORY COMMITTEES ON ADULT, CONTI-
NUING EDUCATION AND EXTENSION OF EIGHT
UNIVERSITIES

The UGC has nominated Shri J.D. Sharma, former Director of the Indian Adult Education Association as their representative on the Advisory Committees on Adult, Continuing Education and Extension of the following eight universities in the State of Uttar Pradesh: Agra, Bundelkhand, Garhwal, Meerut, Rohilkhand, Roorkee, Gurukul Kangri and Kanpur.

ALIGARH MUSLIM UNIVERSITY

The Department of Continuing/Adult Education, Aligarh Muslim University invited Shri Surender Singh Chauhan, Minister of State in U.P. Government for a day's discussion on a mass movement in Literacy in Aligarh. Shri J.P. Tewari, Director, Adult and Continuing Education, AMU is working towards this plan.

GRAMA ABHYUDAYA SAMSTHA, PRODDATUR
CUDDAPAH (A.P.) ORGANISES TRAINING
PROGRAMME

The Grama Abhyudaya Samstha, Proddatur, District Cuddapah Andhra Pradesh organised a 11-day training programme in adult education for 30 animators from May 6 to 16, 1985. It was inaugurated by Shri P.S. Naga Bhushana Rao, Principal, Government Polytechnic, Proddatur.

The following subjects were covered during the training programme : Psychology of adults, awareness of social, political activities of the rural people, community health and sanitation, linking adult education with development etc.

Among the resource persons were Dr. VLN Reddy, Professor of Adult Education, S.V. University, Tirupati, Shri Nagabhushanam Chetty, Deputy Director, Adult Education, Cuddapah and Shri H. Hussain Peeran, Secretary, G.A. Samstha, Proddatur.

BAL NIKETAN, PANCHKULA, HARYANA

A home for orphan/destitute children was started in Panchkula (near Chandigarh) Haryana on October 2, 1983 with 10 children. There are now 30 children in the home which is being run on SOS pattern. A registered society called SOS Children's Village Association (Bal Niketan) manages the affairs of the Home. The Society is spending about Rs.230/- per mensum per child which includes board, lodging, education, recreation, medical and other expenses.

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CHEINA NEWS

A recently started quarterly newsletter in English and Hindi of the Centre for Health Education, Training and Nutrition Awareness, Ahmedabad. It contains materials, case studies, on health care and nutrition needs of women and children and a publications information list. For details write to : Chetna, Drive-In Cinema Building, Second Floor, Thaltej Road, Ahmedabad - 380 054.

RECURRENT EDUCATION PROGRAMME

The Centre for Continuing Education (CCE) at the Australian National University has started a newsletter which will keep people informed on the developments in the CCE's Recurrent Education Programme and in other related projects across the country. Write to : CCE, Australian National University, G.P.O. Box 4, Canberra, Australia.

REGIONAL CO-OPERATION IN EDUCATION

The Advisory Committee on Regional Cooperation in Education in Asia and Pacific was held at Bangkok on March 12-15, 1985, immediately following the Regional Conference of Ministers of Education and those responsible for economic planning in Asia and the Pacific. Mr. Sman Sangamahli (Thailand) was elected Chairman and Mr. Isao Amagi (Japan) and Mr. Anand Sarup (India) Vice-Chairmen. Prof. P.W. Hughes of Australia was the Rapporteur. Dr. S.C. Dutta attended the meeting on behalf of ASPBAE.

The Advisory Committee suggested that a major regional programme should be launched for the next biennium (1986-87) for the eradication of illiteracy and universalisation of primary education in the region before the end of the century. This was considered necessary because this region has the problem of illiteracy and lack of educational provision at the primary level; the target of eradicating illiteracy before the end of the century has been adopted by UN globally and by the member states of this region, therefore the time factor was very crucial; Latin America and the

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Caribbean and Africa have already undertaken similar programmes with considerable support from UNESCO and other UN agencies. The Advisory Committee also recommended that this major regional project should be implemented as the key programme area of APEID.

The Committee also recommended that the regional mechanism of APEID should be strengthened with additional staff and finance and extend the programme areas to include eradication of illiteracy, universalisation of primary education, non-formal education and expansion of vocational and technical education with special emphasis on science for all.

The Committee also recommended that financial provision be made in the budget for 1986-87 for the setting up of planning groups at both regional and national levels and the development of concrete action programmes for the promotion of the participation of girls and women in formal and non-formal education at all levels.

About higher education the Committee recommended that the emphasis of the regional programme should be on such priority areas as staff development, development of training materials, new forms and structure particularly distance education and the open structure associated with it, curriculum renewal and innovation, planning and management of higher education and studies and research on problems of higher education.

The Committee also recommended that UNESCO provide funds in the regular budget for the regional population education programme because rapid population growth is hindering development efforts as well as lowering people's quality of life and that the demographic situation in the region has implications for educational development. The Committee also recommended that UNESCO should make special efforts to help member states in the design of population education programmes for special interest groups such as the illiterate and under-privileged out-of-school youth and adults in the re-productive age range.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Methods, Media and Material in Adult Education

Jaiswal, N.K. and others. Development Communication : process and impact. A micro study in Mahbubnagar District, Andhra Pradesh. Hyderabad, National Institute of Rural Development, 1981. 151 p.

This study was conducted during 1978-79 in Mahbubnagar district of Andhra Pradesh, the research presented in this report sought to assess the status of planning for developmental communication.

The specific objectives of this study were:

1. To explore formal and informal channels of communication in rural areas.
2. To assess how far communication channels and content are effective to convey the developmental information to the rural population.
3. To study utilization of developmental information by the target audience.
4. To study the integration of communication channels, inputs and development functionaries.
5. To study the shape of communication policy planning for rural areas.

UNESCO. Education in Asia and the Pacific: reviews, reports and notes (21): December 1984. Bangkok, UNESCO Regional Office for Education in Asia and the Pacific. 118 p.

This publication contains special reports on educational developments, together with reviews and reports of recent documents on education available with Unesco Regional Office, Bangkok.

Reports

Fordham, Paul Ed. One Billion Illiterates : One Billion Reasons for Actions: Report on the International Seminar 'Co-operating for Literacy' Berlin (West), October 1983. Bonn, German Foundation for International Development. (n.d.) 201 p.

The document is a report of the international seminar on "Co-operating for Literacy" held in Berlin (West) from October 16-21, 1983.

The Seminar "Co-operating for Literacy" builds upon the experience of three other international seminars on literacy, namely the Seminar on mass literacy campaigns held in 1982 in Udaipur and two more specialized seminars on issues in planning and implementation of literacy programmes 1980 in Arusha (Tanzania) and 1982 in Madras (India).

The objectives of this Seminar were:

- to review the major issues and problems of literacy work and to examine it in the context of world economic crisis;

- to discuss and scrutinize large-scale approaches towards literacy in comparison with selective and intensive approaches;
- to incorporate women's perspectives on literacy programmes in view of the fact that women represent an overwhelming majority in such programmes;
- to articulate the necessary links between literacy and adult continuing education programmes;
- to review the steps involved in planning and implementation of large-scale literacy programmes; and
- to examine and initiate possibilities of international co-operation.

The document contains discussions under the following headings:

1. The case for literacy : a world overview
2. Literacy in context
3. Women and literacy
4. Beyond literacy : the need for continuing education
5. What can be done now?
6. The meaning of co-operation

The document also presents 12 case studies. These are from Caribbean, China, Ethiopia, Burma, India, Botswana, Kenya, Mozambique, Spanish speaking countries of Latin America and Malawi.

India, Ministry of Education. Annual Report 1984-85, New Delhi
Government of India, Ministry of Education(1985). 143 p.

This report covers the activities of the various wings of the Department of Education during the period 1984-85. Chapter five presents the report on Adult Education.

UNESCO. Development of Education in Asia and the Pacific : A Statistical Review. Paris, UNESCO, 1985. 99 p.

The Fourth Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia and Oceania (Colombo, 24 July - 1 August, 1978) reviewed the quantitative development of education in the Region during the period 1965-1976. The booklet in addition to analysing trends observed since the conference took place also reviews trends since 1970 and examines some implications of continuing the enrolment trends observed until the year 2000.

The analysis on illiteracy, disparities in the levels of illiteracy and educational attainment has been given in the second chapter of the document.

General

Kananaikil, Jose. Ed. Seventh Plan and Development of Weaker Sections. New Delhi, Indian Social Institute, 1985. 188 p.

The document is a collection of papers which were presented in 'The Seminar on Seventh Plan and Weaker Sections' held at the Indian Social Institute, New Delhi from January 29-31, 1985.

What is the aim of planning in our country? Who are the architects of planning and for whom do they plan? What attention the poor, disadvantaged and the oppressed sections receive in our five year plans? Where is the planning process taking all of us? These are some of the questions dealt with in this book.

The document has been divided into four sections. Planning for the weaker sections ; some salient feature is discussed in the first section. The second section discusses some sectoral issues in planning for the poor. Functional requisites for the development of weaker sections have been analysed in the third section. Fourth and the last section presents some creative alternatives. A selective bibliography has been given at the end.

Mathur, J.S., George, P.T.; Mohd. Aslam. Economic and Social Impact of Development Programmes. Hyderabad, National Institute of Rural Development, 1982. 107 p. (NIRD Monograph-2).

The document is a study of economic and social impact of development programmes. It was undertaken in Hissar district of Haryana. The following were the main objectives of the study:

1. To find out the impact of the development programmes on the economic conditions of the beneficiaries and non-beneficiaries in the study area; and
2. To examine the relationships between economic and social aspects of the development programmes on these two groups.

In analysing the economic aspects, the variables studied have been income, investments, assets and liabilities, production, marketable surplus, levels of consumption, and levels of living. The variables selected to analyse the social aspects have been mobility and media exposure; contacts and participation; social status; health, education, family and marriage; values and aspirations. Increase in income levels have been taken as an independent variable and the social aspects have been treated as dependent variables. The differences observed between beneficiaries and non-beneficiaries have been highlighted in the study.

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



IAEA

NEWSLETTER

Vol. VII No. 4 July 1985 Limited Circulation

IAEA ORGANISES REGIONAL CONFERENCE ON ADULT EDUCATION IN GUWAHATI

A call was made to the students, youths and teachers to conduct campaigns for the promotion and development of adult education all over the country. This call was made at the conclusion of the Eastern Regional Conference on Adult Education organised by the Indian Adult Education Association in collaboration with the Directorate of Adult Education, Government of Assam held at Guwahati from June 15-17, 1985. The valedictory address was given by Prof. J.M. Choudhary, Vice-Chancellor, Guwahati University and the function was presided over by Dr. S.C. Dutta.

IAEA ORGANISES REGIONAL CONFERENCE ON ADULT EDUCATION IN GUWAHATI

Dr. Choudhary commended the initiative of the IAEA in convening this conference of adult educators of eastern and north-eastern region to mobilise their resource to make a concerted, coordinated and integrated attack against adult illiteracy and for promoting adult education as a continuing programme.

Dr. Dutta urged the institutions of higher learning, universities and colleges to join hand with the voluntary agencies and government departments to achieve the national goals of eradicating illiteracy and reducing poverty and inequality by the turn of the century. He suggested that a state level agency for adult education be set up.

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An ad hoc preparatory committee should be set up with the Vice-Chancellor as President and Mr. Kalita as Working Chairman with one of the life members as convenor. Prof(Dr.) K.L. Bhownick of the Dr. Bidhan Chandra Krishi Vishwavidyalaya, Kalyani presented the report and the recommendations of the Conference which was accepted unanimously.

Shri N. Ngully of Nagaland proposed a vote of thanks.

Shri Nanidhar Kalita, Additional Director, Adult Education, Government of Assam also addressed the valedictory function.

The Conference, attended by 52 persons from the States of Orissa, West Bengal, Nagaland, Manipur and Assam was inaugurated on June 15 by Shri Mukut Sarmah, Minister of Education, Assam at Union Hall of the Cotton College, Guwahati. He said "Youth is a vast energy of the nation; if it can be harnessed properly, the development of the country would be much easier, and added that the sacrifice made by them in the struggle for freedom was a matter of pride to every Indian and we must mobilize this vast reservoir of force towards constructive programme of adult education".

The Education Minister said that the role of adult education is to make every citizen conscious of his obligations to the society and the nation for achieving the aims of development plans.

Shri Luis Islary, Minister of State for Education also addressed the conference. He said that Assam Govt. had already taken steps to mobilise resources to cover the state target of 32.45 lakhs illiterate in the age-group 15-35 years by 1990, and would do more, as we believe that in the absence of literacy, socio-economic development is not possible

Shri Satyen Maitra, President of the Eastern Zone of the Indian Adult Education Association presided and Shri J.C. Saxena, Hony. General Secretary of the Association welcomed the guests and the participants. Shri Nanidhar Kalita also addressed the session.

Shri Saxena stated that the Indian Adult Education Association was fully alive to the need of training of key-level functionaries in the field of Adult Education of this Region and, therefore, it proposed to organise with the help and cooperation of state Governments and voluntary organisations a Regional level training programme in West Bengal and state level training programme in Orissa, Assam, Manipur, Nagaland and Sikkim.

The delegates, representing the Government of India, State Governments, Union Territories Administrations, Universities and Voluntary Agencies, constituted a group by themselves and deliberated on the following four topics:

- i) Problems and prospects of Adult Education in the North Eastern Region of India;
- ii) Coordination and cooperation among the different agencies involved in Adult Education;
- iii) Linking Adult Education with Development; and
- iv) Involvement of Students and Youth in Adult Education

The session which discussed topic I was chaired by Shri D. Sharma. The discussion was initiated by Dr. K.L. Bhowmik and was elaborated by a panel of speakers consisting of one representative from each of the participating states and Union Territories. The Rapporteur was Mr. Rafidul Islam.

The second session which took up topics II and III together was chaired by Shri N. Kalita. The topics were introduced by Shri J.C. Saxena and Dr. S.C. Dutta. The rapporteur was Shri Nimai Roy.

The third session which dealt with topic IV was presided over by Shri Satyen Maitra. Dr. B. Talukdar initiated the discussion and Dr. (Miss) Sulekha Devi Chakravorty acted as the rapporteur.

Arising out of the discussion the following recommen-
dations were made:

1. This Conference reiterates that adult education should not be equated with merely adult literacy but be regarded as a means to an end - the end being reduction of poverty, lessening of inequality, assuring economic self-reliance and working for growth with social justice.

2. This conference recommends that steps be taken to evolve and adopt measures for involvement of students/teachers and youth to conduct the campaign for generation and continuation of the adult education movement all over the country. It is also felt by this conference that the services of the students and youth be utilised for various facets of adult education programme, namely, dissemination of development information, monitoring and evaluation, imparting of social education and enrichment of quality of life through cultural actions.

3. This conference strongly feels that a special emphasis be made to develop situations and techniques for encouraging people's participation in people's programme through organised efforts.

4. This conference recommends that steps should be taken to set up State Resource Centres and Shramik Vidyapiths in States and Union Territories where such institutions do not exist. Measures should also be taken to strengthen the existing State Resource Centres.

5. This Conference strongly recommends that in the plan allocation and execution of adult education programme, a major focus should be on women's education and their development so that they can play an active role to bring about socio-economic improvement in the life of this region.

6. This Regional Conference strongly feels that in those States and Union Territories where a State or Union Territory level adult education Association does not exist immediate measures should be taken to form such organisation for promotion of the cause of Adult Education.

7. Having reviewed the literacy situation in the different States and Union Territories in the North Eastern Region:

- i) The conference feels that much greater effort is urgently called for accelerated coverage by the adult education programme;
- ii) the conference feels that for this purpose the voluntary agencies and Universities should play a greater role than hitherto. It is essential to enlist the services of a much larger number of Voluntary Agencies in this task;
- iii) the current procedure for sanctioning grant-in-aids and releasing funds to Voluntary Agencies should be simplified in order to cut down delays, particularly in case of continuation of Project already sanctioned.

8. The Eastern Regional Conference is firmly of the opinion that there is need for greater inter-Unit cooperation among different States and Union Territories in eastern part of the country to mobilise resources in terms of materials, services and technical expertise for furtherance of adult education programme through mutual support and collaboration. To achieve this objective, this conference is of the opinion that certain concrete measures should be taken right now.

(a) An Adult Education Resource Directorate for this Region should be compiled by the Indian Adult Education Association with full details and particulars about (i) the institutional facilities for training, workshops, research and evaluation studies, etc. (ii) resource personnel with technical competence as trainers, writers, illustrators, material makers, surveyers, researchers, evaluators, performing artists and other eminent personalities and experts of adult education, and (iii) instructional and learning materials such as printed books, charts, audio-visual materials, projected and non-projected aids, software materials for radio and television etc.

(b) A bi-monthly newsletter covering the various activities, programmes, decisions, success-stories, innovative measures etc. pertaining to adult education movement in this region be brought out^{by}/the Regional Chapter of the Indian Adult Education Association.

(c) Regional as well as state-specific training programmes, orientation courses etc. be organised from time to time by the Regional Chapter of the Indian Adult Education Association with the active cooperation and collaboration of Government^{al}/and non-governmental organisations.

IAEA MOURNS MEHTA'S DEATH

The Indian Adult Education Association organised a condolence meeting to mourn the death of Dr. Mohan Sinha Mehta, its former President at its premises in New Delhi on July 1, 1985. Prof. M.V. Mathur, Member, Pay Commission and former Director, NIEPA, presided.

Shri Anil Bordia, Addl. Secretary, Ministry of Labour, Prof. J.C. Kavoori, Executive Director, Family Planning Foundation, Dr. Amrik Singh, Former Vice-Chancellor, Punjabi University and Shri J.C. Saxena, Hony. General Secretary, IAEA paid tributes to Dr. Mehta.

The meeting was attended among others by Dr. WMK Wijetunga, Secretary-General, Asian South Pacific Bureau of Adult Education, Shri Mushtaq Ahmad, Hony. Director, SRC, Jamia Millia Islamia, Smt. Habiba Kidwai, Director, Balak Mata Centre, Prof. L.R. Shah, Director, Centre of Adult/ Continuing Education, Jawaharlal Nehru University, Dr. S.C. Dutta, Treasurer, IAEA and Shri B.R. Vyas, former Additional Director of Education, Delhi Administration.

The meeting passed the following condolence resolution:

"The meeting of the Members and Staff of the Indian Adult Education Association in New Delhi on July 1, 1985 places on record its deep sense of sorrow at the sad demise of Dr. Mohan Sinha Mehta, former President of the Association on June 25, 1985 at Udaipur.

In his passing away, the country has lost an eminent educationist, a great gentleman, an able administrator, a creative thinker, a brilliant scholar and adult education movement a far sighted practical leader.

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

AVADH UNIVERSITY ORGANISES
TRAINING PROGRAMME

Avadh University, Faizabad organised a training/ori-entation programme for College Principals, Programme Officers and Supervisors at Akbarpur from June 22 to July 3, 1985. Participants from over 20 Colleges participated in this programme.

The subjects covered in the programme among others included Motivation, Field Problems in Adult Education, Methods of Teaching Adults, Continuing Education and Follow-up Maintaining Good Health: Some Do's and Don'ts, etc.

Shri J.L. Sachdeva, Acting Director, Indian Adult Education Association participated in the programme as a resource person.

PLANNING AND DEVELOPMENT MEETING
FOR INTEGRATION OF POPULATION
EDUCATION IN ADULT EDUCATION PROGRAMME

A Planning and Development meeting for Integration of Population Education in Adult Education Programme (a programme under UNFPA/UNESCO Project) was organised by the Directorate of Adult Education, New Delhi from April 23 to 30, 1985.

The objectives of the meeting were:

- to explain the UNFPA sponsored Population Education Project to SRCs and other concerned with the programme;
- to review the existing population education contents in basic literacy materials viz. Primer, Workshops, Teacher's guides and other related materials;
- to explain the strategy and methodology for the integration of Population Education contents in these materials;
- to finalise the work plan of integration in respect of each State Resource Centre/Agency;
- to orient the material specialists in printing process for final printing of the materials.

Representatives from SRCs and Directorates dealing with the materials attended the meeting.

The programme consisted of lectures, participatory discussions, panel discussions by experts and individual planning work for integration of the Population Education in the basic literacy package at the State level i.e. primer, workbook, teacher's guide, flash cards etc. etc. Representative of each SRC/Directorate prepared the individual work plan of integration.

It was inaugurated by Shri P.K. Patnaik, Joint Secretary (Adult Education), Ministry of Education, Govt. of India and the inaugural function was presided over by Prof. Satya Bhushan, Director, NIEPA. Shri S.K. Tuteja, Director, DAE welcomed the participants and other persons on the inaugural session. He also shared the experiences of the participants at the concluding session of the Planning and Development Meeting.

NEWS FROM STATE RESOURCE CENTRES

SRC, Haryana

The SRC, Haryana, in collaboration with Regional Resource Centre, Chandigarh organised a training programme for the Project Officers of Haryana, Punjab, Himachal Pradesh and Union Territory of Chandigarh from April 14-19, 1985.

The SRC also organised a training programme for supervisors. This was organised in four groups at four centres i.e. Bhiwani, Hissar, Gurgaon and Kurukshetra from April 17 to May 3, 1985.

The following subjects were covered during the training programme:

- 1) Adult Education Programme and its components;
- 2) Adult Psychology and working with adults;
- 3) Teaching Methodology in Adult Education;
- 4) Linkage with Development Agencies;
- 5) Role of Supervisors in community motivation, post literacy and follow-up;
- 6) Evaluation of Learners;
- 7) Use of waste material with demonstration;
- 8) Preservation of Fruits and Vegetables with demonstration; and
- 9) Self Evaluation

SRC, Bihar

The Bihar State Resource Centre for Adult Education, Patna, organised a three-day orientation programme for the trainers of adult education in Patna recently. They in turn organised a number of training programmes to cover 158 Project Officers and about 1000 supervisors of the new adult education projects started in the State during 1984-85.

The SRC organised a workshop for material preparation from June 24-28, 1985. In it, the five primers were revised in the light of suggestions from field workers, Directorate of Adult and Non-formal Education, Bihar, Directorate of Adult

Education, Govt. of India and others; prepared graded materials for four months literacy programme and incorporated the component of population education in the existing Basic Teaching Learning Materials.

The SRC prepared the audience profile of blocks to provide help to Social Welfare Department and the Bihar office of the UNICEF for preparing support materials for Radio Programme on Mother and Child Care.

The objective for preparing audience profile was to identify areas where emphasis was needed and to know the audience - their perception of the problems and reception to the information and messages.

It is also preparing support material in the form of booklets, charts, posters and other visual material to help the Anganwadi Workers to initiate discussions after the Radio Broadcast and answer questions from the audience.

38TH ALL INDIA ADULT EDUCATION CONFERENCE,
TRIVANDRUM, DECEMBER 20-23, 1985

The Indian Adult Education Association in collaboration with Centre for Adult, Education and Extension, Kerala University, and SRC, Kerala Association for Non-formal Education and Development will organise its 38th All India Adult Education Conference in Trivandrum from December 20-23, 1985.

The theme of the Conference is "Mass Movement for Adult Education".

Shri P.K. Patnaik, IAS, Joint Secretary, Ministry of Education will deliver the Zakir Husain Memorial Lecture during the Conference.

HABIBA KIDWAI CO-OPTED
TO EXECUTIVE COMMITTEE

Smt. Habiba Kidwai, Director, Balak Mata Centre, Jamia Millia Islamia, New Delhi has been co-opted to the Executive Committee of the Indian Adult Education Association.

COLOMBIAN INDUSTRY PROMOTES
LITERACY

More than 4,000 industrial concerns in Colombia have, since 1981, collaborated in a unique literacy and education programme for workers, the effects of which are being felt in various urban slums of Bogota and elsewhere in the country.

The programme was organised by the Family Benefits Fund(CAFAM), a private non-profit making enterprise financed by several industrial concerns to comply with a law requiring that low-paid workers receive subsidiary benefits. Rather than hand out the total allocation in cash, a portion was channelled into social and welfare programmes, among which the educational programme set up for these workers.

In the course of its four years' activity, this programme has benefited some 10,000 persons. Its Director, Dr. Maria Auxiliadora Consuegra Gallardo, points out that the programme is designed to ensure the intellectual and social development of worker participants so that they feel fulfilled as human beings and members of the community. The programme has given these workers the opportunity to acquire enough learning and skills to obtain the basic certificate of primary education and subsequently the intermediary level grade or general certificate of secondary education.

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The outstanding feature of this system is its adaptability and flexibility. The worker does not feel constrained within a traditional school framework since all that is required of him or her is four hours' weekly participation at the locally based class. Participants are allowed to progress at their own individual pace, themselves deciding when they feel ready to sit for an exam to test their knowledge.

The second stage of the programme covers basic primary education comprising four areas of study: Spanish, mathematics, social studies, science and health. The third stage prepares the student to accomplish his secondary studies.

The programme's teaching methods consist essentially of games, modules or cards, tests and questionnaires.

Each class is divided up into groups of seven to eight under the guidance of a leader. The latter is generally a senior intermediary school student discharging his obligatory unpaid social service under Colombian law.

Each worker participant in the EDAM programme is asked to pay a small registration fee equivalent to two U.S. dollars twice a year and to contribute a sum equivalent to six U.S. cents towards the cost of materials.

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and objectives of Adult Education

Campbell, Duncan D. The New Majority, Adult Learners in the University. Canada, University of Alberta Press, 1984. 146 p.

The book analyses the role of the University as an element of higher education network - in the provision of learning opportunities to adults.

The first chapter reviews the development of university continuing education in Canada; the second on the rhetoric of University Continuing Education; the third chapter gives the Continuing Education Programme of the University i.e. part-time courses for university credit, professional and paraprofessional studies, liberal and

several studies, community development and community service. Lastly it gives an analysis of how programmes of continuing education are conceived, developed and delivered.

Sharma, Inder Prabha. Adult Education in India. N.B.O. Publishers, H-39 Green Park Extension, New Delhi, 1985. 160p. Price Rs.90.00

The document analyses the concept and content of adult education in the first chapter. The second chapter deals with the role of adult education in development. Adult Education and Social Change has been discussed in the third chapter. Chapter four, five and six are devoted to "universities and adult education"; 'Population Education' and 'Environment Education'. The last chapter presents suggestions and an alternative framework.

Media, Methods and Material in Adult Education

DAE. Literacy Statistics of India 1981, Vol.I, States and Districts (Total Population). New Delhi, Directorate of Adult Education, Ministry of Education and Culture, Govt. of India, 1984.

This volume is divided into two parts. Part I contains the literacy rate for India and States. Part II contains the district-wise literacy position of the population.

Evaluation Reports

Madras Institute of Development Studies. Adult Education Programme in Tamil Nadu. Study of the Effects of Concentration of Adult Education Centres. Madras, Madras Institute of Development Studies, 1985. 31 p. (Mimeographed).

The Study aims to get a better understanding of the advantages and disadvantages of having several adult education centres for the same target group in contrast to having only one centre. The study suggested that multiple centres need not be discouraged and wherever the size of the target population justifies and the availability of animators renders it feasible, multiple centres may be welcome.

Mathew, Thomas. Adult Education Programme in Gujarat: Organization and Administration. Ahmedabad, Sardar Patel Institute of Economic and Social Research, 1984. 39 p (Mimeographed)

The study discusses the organisational and administrative aspects of the NAEP, analyses the present set-up, probes into the constraints and shortcomings and tries to explore the possibilities for streamlining the system and strengthening the administration. The study looks at the organisation and administration at the lower echelons in the hierarchy of the NAEP.

This study covers the government-run programmes viz. the SAEP, and the RFLP, as well as the UGC-sponsored and university-run programme in Gujarat.

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



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NEHRU LITERACY AWARD(1984) PRESENTED
TO SHRI MUSHTAQ AHMAD

The Nehru Literacy Award instituted by the Indian Adult Education Association was presented in New Delhi on August 30, 1985 by Barrister M.G. Mane, President, Indian Adult Education Association to Shri Mushtaq Ahmad, Director, State Resource Centre for Adult Education, Jamia Millia Islamia, New Delhi for outstanding and pioneering work in the field of Adult Education in India.

Shri S.B. Chavan, Union Minister for Home Affairs, whose speech was read in absentia stressed the need to launch a mass movement of Adult Education to make 87 million people in the age-group of 15-35 literate during the Seventh Five Year Plan. He called upon the youth, students, teachers and workers to engage themselves in the eradication of illiteracy in general and women education in particular.

He called on the adult educators to create grass-root infrastructure in the form of District, Block and Village level committees to meticulously plan for literacy campaigns.

The citation said that Shri Ahmad's great contribution to Adult Education was organisation of experimental adult night schools in various parts of the country for imparting education up to the primary standard.

He has written literacy primers in Hindi and Urdu and produced a dozen of books for neo-literates, the citation said.

Earlier, Shri J.C. Saxena, Hony. General Secretary, IAEA welcomed the chief guest and the special invitees.

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Accepting the Award, Shri Ahmad said that Adult Education would not make much headway if its implementation remains in the hands of Government functionaries. The approvals, sanctions, permissions, delays and rigid controls are the death-blow to this programme, he feared. He suggested the formation of independent literacy Commission or Commissions.

Shri J.L. Sachdeva, Acting Director, IAEA proposed a vote of thanks.

The Award is in the shape of a plaque with a gold medallion of Nehru held by floral intaglio in silver.

NATIONAL SEMINAR TO REVIEW DRAFT REPORT
ON THE STUDY OF RELATIONSHIP BETWEEN THE
PERIOD OF LEARNING AND LEVEL OF LITERACY
AND READING INTEREST OF NEO-LITERATES

The Indian Adult Education Association organised a two-day Seminar to review the draft report of its two-year project taken up in collaboration with SRC, Jamia Millia Islamia to study the relationship between the period of learning and level of literacy and reading interest of neo-literates in New Delhi on July 16-17, 1985. It was attended by 23 delegates representing Universities, SRCs, Governmental and non-governmental organisations including the agencies involved in field work of the project.

Welcoming the participants, Mr. J.C. Saxena, Hony. General Secretary said that report had tremendous policy implications. He said that IAEA was grateful to Shri Mushtaq Ahmad and his Research Associate Dr. (Miss) S. Wadhwa, for the efforts put in by them.

Shri Mushtaq Ahmad presenting the report said that the study explored three major areas:

- a) Relationship between the period of study and level of literacy
- b) Reading Interest of Neo-Literates
- c) Distributions of reading material to neo-literates

The study, Shri Ahmad said, was based on four States, Rajasthan, Madhya Pradesh, Bihar and Uttar Pradesh. One district in each state was selected for the study. Rajasthan Vidyapeeth (for Rajasthan and Madhya Pradesh), Literacy House, Lucknow (for U.P.) and the Xavier Institute of Social Service, Ranchi (for Bihar) helped in the conduct of survey for the Study.

The sample consisted of 500 neo-literates from each district but actual number of neo-literates who responded was only 1774. He said that special care was taken to include scheduled caste and scheduled tribes learners in the sample. The task of finding neo-literates was a difficult one and the reasons for non-availability of neo-literates varied from region to region.

For reading interest of neo-literates Shri Ahmad said that 100 learners from each district were aimed to be studied but only 352 could be covered in the study.

Shri Ahmad presenting the finding said that major desirable literacy levels could be attained by a great majority of learners in a period of seven months.

Regarding the reading interests Shri Mushtaq Ahmad said that highest interest was in story books, followed by religious books, civics, development subjects like agriculture, health, cottage industries etc.

Recommendations

The Seminar made the following recommendations:

1. This meeting of Research Workers, Field Workers and Administrators in Adult Education and Literacy is of the opinion that, as the Study on 'Relationship between the period of Learning and Level of Literacy and Reading Interests of Neo-Literates' confirms, it is necessary to re-examine the present scheme of Adult Education Programme (AEP), specially from the point of view of:

- i) The period of imparting basic literacy to adult learners:- It was found that the major desirable literacy levels could be attained by a great majority of learners in a period of seven months. The additional months did not seem to add very much to the levels;
- ii) Adoption of suitable parameters:- The level of literacy for the 7 month period should be fixed according to the parameters developed by the study;

- iii) The more books in addition to the Primer Required:- While the learners are in the Centre, in addition to the primer at least three more books should be made available to them so that they have more reading experience, develop a taste for reading and thus are in a position to make use of the printed word as a source of pleasure and profit;
- iv) A system of Village Library Necessary:- Since the follow-up distribution system seems to be rather difficult to work out in practice a system of village libraries (may be with the panchayats) should be developed. The SRCs and other agencies should bring out interesting magazines and deliver them to the home of the learners on experimental basis for atleast one year. This may prove the most cheapest and effective follow-up programme.
- v) SRC to examine suitability of Reading books:- Since many of the learners are not aware that books specially written for them are available, the SRCs and other agencies should examine the suitability of such books, even those brought out by private publishers. If found suitable they should be brought to the notice of the learners while they are still in the Centre. The list of such books should be annotated.

The meeting further reiterated the following:

- i) Integrating developmental activities and services with the programme of Adult Literacy;
 - ii) Adopting new parameters of measuring effectiveness of adult learning, keeping in view seven areas of impact of literacy prescribed by UNESCO;
 - iii) Adopting a suitable method of building confidence and personality development in the adult learners through awakening and conscientisation;
 - iv) Emphasising the need of creating a proper climate in the community for the promotion of Adult Education among villagers, tribals/scheduled castes etc., before starting adult education classes; and
 - v) Making more effective use of the funds provided in terms of the input as well as output in form of Adult Education by proper selection of the "effective period of learning by adults".
2. This meeting also desires to emphasise the importance of proper selection and training of instructors of Adult Education to make their influence on adult learners more effective, sufficient and fruitful.
3. This meeting recommends that similar studies on "Relationship Between the Period of Learning and Level of Literacy and Reading Interests of Neo-Literates" be undertaken by all State Resource Centres (SRCs) as well as Adult Education Agencies dealing with field studies (with suitable technical and other assistance), so that an all-India picture of effectiveness of adult learning through Adult Education Classes could be known and the Adult Education Programme of the nation re-organized in the light of the field studies conducted throughout the country.

4. It recommends that the Indian Adult Education Association should undertake further studies in the field of Adult Education and literacy.
5. This meeting records with appreciation the valuable work done by Shri Mushtaq Ahmad and his colleague Dr. (Miss) S. Wadhwa in carrying out the Research Project and records its heartfelt thanks for the valuable work put in by them.

This meeting also records its appreciation for the valuable cooperation given by the Jamia Millia Islamia to the Indian Adult Education Association in carrying out the Research Project and specially for making available the valuable services of Shri Mushtaq Ahmad for conducting the Research.

6. In conclusion this meeting recommends that the report of the Research Study, after due editing and printing, be circulated to all member agencies of Indian Adult Education Association and other Developmental Agencies, all State Resource Centres, all State Departments of Adult Education, Directorate of Adult Education in the Ministry of Education, Government of India and University Grants Commission for their consideration and necessary implementation of the findings as considered suitable.

It also recommends that a systematic follow-up should be maintained by the office of the Indian Adult Education Association in implementing the findings and recommendations of the Research Study.

WORKSHOP ON COLLEGES IN
CONTINUING EDUCATION

A University level six-day workshop on "Colleges in Continuing Education" was organised in Trivandrum by the Centre for Adult Education and Extension (CAEE) of the University of Kerala from July 15-20, 1985. Principals and Programme Officers in 30 colleges affiliated to the University and engaged in adult education and/or population education club activities attended.

Seminars on 'educational journalism' and orientation courses for functionaries in adult education are not considered 'continuing education' as such. Hence the workshop was a novel one. It was planned to enable the participants to prepare continuing education programmes based on an awareness created on ongoing programmes in other universities so that at least 10 to 15 colleges could launch programmes during 1985-86 itself.

It was inaugurated on July 15 by Dr. (Mrs) Rajammal P. Devadas, Director, Shri Avinashilingam Home Science College for Women the Vice-Chancellor, Mr. P.S. Habeeb Mohammed presiding, Smt. Kamalini Bhansali, Registrar, SNDT Women's University, Bombay (Member, UGC Review team) delivered the felicitating address.

It was felt that adult education, to be more meaningful, should be followed by continuing education, if not preceded by it, at least in certain contexts. The topics dealt with included meaning and scope of continuing education, involvement of universities and colleges in promoting it, etc. The continuing education programmes organised by the German Adult Education Association in West Germany, by the Extra Mural Studies Departments of the Universities in the U.K., and in Indian Universities with special reference to Madras, Pune and SNDT were presented and discussed. The programmes launched by Saurashtra and Delhi Universities were also discussed for identifying programmes suitable for Kerala based on the needs of the community and available resources as well as future possibilities.

The participants identified continuing education programmes suited to various localities and colleges keeping in mind the needs of the people as revealed through surveys already conducted as part of adult education, and the resources available (men and material) and also avoiding duplication of course in any area, to the extent possible. Individual needs, community needs and the needs and aspirations of the colleges were integrated in choosing programmes.

The courses chosen ranged from scooter repairing, radio, mechanism, computer training, typing, coaching classes for competitive examinations, interview techniques, personality development, soil testing, cottage industries, language courses (Arabic, Russian, Hindi etc.) book binding, film appreciation, textile designs, health and hygiene, mother and child care, human relations, banking, tourism, self-employment etc.

Dr. K. Sivadasan Pillai, Director, CAEE (Director of the Workshop) welcomed the gathering and Dr. N.D. Joshi (Project Officer) proposed a vote of thanks.

The Workshop unanimously accepted certain resolutions for the effective implementation of adult and continuing education programmes with all the wings attached to it. The need for a faculty of non-formal education at the University and a full-time programme officer at the college level were highlighted besides suggesting incentives for the functionaries and participants alike. It was felt that 'continuing education' alone can make education really 'lifelong', 'realistic' and 'meaningful'.

26TH NATIONAL PRIZE COMPETITION FOR
LITERATURE FOR NEO-LITERATES - RESULTS
ANNOUNCED

The results of the 26th National Prize Competition for Literature for neo-literates was announced recently. The competition is organised by the Directorate of Adult Education every year. The authors of the prize-winning manuscripts are awarded a cash prize of Rs.1,000/- each. Besides, copies of the book are also purchased by the Government as and when these manuscripts are printed and published.

The languages and names of the prize winning manuscripts along with the names of the authors of the 26th Competition are given below:

- Assamese : Moi Dhaniramar by Dr. Laxmi Nandan Bora
- Bengali : Kather Mala by Durga Basu; Anander Cacikatali by Shri Ashwani Dutta; Alore Mela by Dr. Debi Mukhhopadyay; Jansankhya Elisava Siksha by Shri Nani Dutta.
- Gujarati : Gokuliyum Gam by Shri Bhehlum; Dharti No Sad by Smt. Pushpa K. Shah; Ganan Teerat by Prof. S.M. Pandey;
- Hindi : Woh Abhagan by Shri Shiv Kumar; Bin Pani Sab Son by Shri Niranjan Singh Yogman; Tooth Ki Jubani Manav Ki Kahani by Shri Atar Singh; Kesari Ko Kan Hathon Ko Man by Shri Pramod Kumar; Jal Jeevan Hai by Shri J.L. Srivastava; Maa Ka Doodh by Smt. Prem Lata Vatsayan; Kaumi Ekta by Smt. Sudesh Saran; Hamare Pahle Rashtrapati Dr. Rajendra Prasad by Smt. Beena; Ham Vot Sarkar Hamari by Shri Mahendra Kumar Gupta; Ajabial Ka Sapna by Amar Nath Shukla; Sone Ke Kheti by Mrs. Sadhna; Chah by Dr. Rajendra Kumar; Pukar by Shri S.M. Sha; Ann Aur Tan by Smt. Kamla Jain; Mali Ek Phool Anek by Shri Jagdish Kumar; Garbhavati Aur Bachcha by Smt. Nandini; Samasya Pradosha by Dr. Vinod Bala Sharma

- Kannada : Budukuva Dari by Shri H.M. Parmeshwariah
- Marathi : Surya Ugavala by Shri P.C. Nagpurey;
Women Welfare & Their Role in National Development by Shri B. Kachhava.
- Malayalam : Monkey Fever (Kurangan Pani) by Shri S. Kesavan Pitti; Danam Kittiya Bhoomi by Shri Sukumar Koorencherry; Oru Pavakkuttiyude Chitram by Shri R. Prabhakaran
- Oriya : Bada Bada Gale Jeun Batare by Shri Ramesh Patri
- Tamil : Vaazhvalikkum Cuuriyam by Shri N.Rajendran; Kulandegai Valarppu by Shri S. Chandra
- Telugu : Puttaboye Bujjai Kosam by Dr. P.Gayatri Devi; Saura Sakthi Katha by Shri Alla Naghavaiah; Aksharanto Akkara by Shri Padmarjan Krishnamaraji; New Source of Energy by Shri C.V. Sarveswara Sarma
- Urdu : Dulhan Ki Bebasis by Shri Ram Lubhaya; Aaj Ka Badshah by Smt. Nadira Abbas.
- Punjabi : Bachche Di Dekh Bhal Te Sambhal by Smt. Kiran Siddhu

27TH NATIONAL PRIZE COMPETITION
FOR LITERATURE FOR NEO-LITERATES

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

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

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

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

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The Directorate will purchase 1500 copies (when printed) of each of the awarded manuscripts in all the languages other than Hindi. In case of Hindi 500⁰ copies will be purchased at a price fixed by the Directorate.

The last date for receipt of entries is October 31, 1985.

Entry form and detailed rules can be had from the Director, Directorate of Adult Education, Government of India, Block No.10, Jannagar House, Shahjahan Road, New Delhi-110011.

NATIONAL PRIZE COMPETITION FOR
POSTERS ON ADULT EDUCATION

Directorate of Adult Education, Ministry of Education, Government of India has announced the 3rd National Prize Competition for Posters on Adult Education. The poster should contain a small slogan of promotional nature on Adult Education in the following languages:

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

The purpose of the Competition is to encourage creative artists to prepare motivational designs for Adult Education Programme.

The design should not be in more than two colours and the size of the poster should be 51 cm X 76 cm.

Three prizes will be awarded in the Competition. The Ist, IInd and IIIrd prizes will carry Rs.5,000/-, Rs.3,000/- and Rs.2,000/- respectively.

The last date for receipt of entries is October 31, 1985. For entry forms and rules, write to :

Director,
Directorate of Adult Education,
Ministry of Education,
Block No.10, Jannagar House,
Shahjahan Road,
New Delhi - 110 011

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and Objectives of Adult Education

Duke, Chris. Combatting Poverty through Adult Education : National Development Strategies. Sydney, Croom Helm. 1985
251 p.

How can adult education bring about the reduction of poverty? What is the place of literacy campaigns in this? Can governments bring about the social and economic changes necessary for development which benefit the poorest sections of the community, or do large-scale national programmes inevitably tend to widen the gaps? This book addresses important questions about the nature and meaning of development as these concern adult education in third world.

It also deals with role of adult education in reducing poverty and inequality.

This book consists of seven case studies by adult educators and researchers involved in adult education programmes in Africa, Asia and Latin America. The introductory, linking and concluding sections draw out and highlight common issues and themes leading to conclusions about the potential of large-scale, mainly governmental, adult education programmes to effect social change.

Ministry of Education. Challenge of Education - A Policy Perspective. New Delhi, Ministry of Education, Government of India, 1985. 117 p.

This document contains an over view of the present state of education and pointers to the direction of future initiatives, based essentially on the views and suggestions from educational planners, teachers, students, parents, intellectuals and citizens interested in education.

It presents an important stage in the process of re-viewing and reshaping the education system to enable it to meet the challenges of the future and also improve its efficiency and quality.

This approach paper to new education policy has been divided into four chapters - chapter 1 discusses 'Education, Society and Development'. An over view of Educational Development in India has been presented in Chapter 2. Chapter 3 deals with critical Appraisal and chapter 4 discusses 'An Approach to Educational Reorientation'.

Media, Methods and Material in Adult Education

Cassirer, Henry R. Co-operation between the Media and Adult Education Bodies. Unesco, Literacy, Adult Education and Rural Development Division, 1985. 77 p.

The document contains three Unesco sponsored comparative studies on Co-operation between Media and Adult Education. These are :- 1) The Media and Adult Education : Indian Experience - by J.S. Yadav; 2) The Contribution of Media to Adult Education : A Hungarian Experience - by Katalin Hanak, and 3) Adult Education and Broadcasting in the United Kingdom : A Partnership to promote Personal and Social Development in the Adult Community - by John Robinson. In the concluding part of the document, a systematic Co-operation Between Adult Education and Broadcasting has been discussed from the point of view of adult education bodies, broadcast media and society.

DAE. Catalogue of Post-Literacy Material. New Delhi. Directorate of Adult Education, 1985. 182 p.

This catalogue of post-literacy material has been divided into eight sections. Section 1 contains books and booklets. Folders, posters and charts are listed in Section 2 and 3. Section 4 contains slides, films, puppet shows, games, flannel graphs etc. Periodicals for neo-literates and functionaries are given in Section 5. Section 6 provides technical material. Manuscripts awarded under the national prize competition for literature for neo-literates have been listed in Section 7 and names and addresses of the agencies are given in Section 8.

Research Reports

Mahanta, D. Non-Formal Education for the Illiterate Adults of Rural Areas in West Bengal. University of Burdwan, 1984. 58 p.

The document is report of the research project which was undertaken in the Gangajalghati Block in the District of Bankura (West Bengal). The main objectives of this study were:

- 1) Identification of essential needs of learners and also of the local communities.
- 2) Development of a need-based curriculum and the related teaching-learning materials of non-formal nature, for use with the learners and the community concerned.

Seminar Reports

Asian Cultural Centre for Unesco, Department of Non-Formal Education, Thailand and the Unesco Regional Office for Education in Asia and the Pacific. Preparation and Field-Testing of Materials for Neo-Literates. Final Report, Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, Chiangmai, Thailand, 3-12 October 1984. Tokyo, ACCU, 1984. 144 p.

This report consists of proceedings of the Seminar and three chapters: I) Preparation and Field-Testing of Materials by Participants; II) Materials Produced under Asian/Pacific joint production programme of Materials for Neo-Literates(AJP); and III) Planning of National Follow-up Activities and appendices.

The chapter on preparation and field-testing of materials should be of help in developing different types of materials for neo-literates e.g. printed book materials, printed non-books materials, electronic media materials and games.

Adult Education in other countries

Arbab, Farzam. Rural University : Learning about Education and Development. Ottawa, International Development Research Centre, 1984. 71 p.

This is the account of an experience in rural education and development. During 1974-1982, FUNDAEC (Fundacion para la Aplicacion y Ensenanza de las ciencias) a voluntary organisation of Colombia developed a rural university as an institution of learning for the inhabitants of Norte del Cance, a rural region near the city of cali in Colombia. The tasks of rural university have been defined in terms of series of learning processes which are to be set in motion in all the villages of region. These learning processes fall into three main categories, the development of human resources, the application of science, and the strengthening of community structure. At the heart of the strategies of the rural university has been an educational programme to endow the region with a pyramid of workers in rural well-being ; engineers, technicians and promoters. The details of the successful educational innovation that made accelerated learning possible for the youth are discussed in this document. The experience of the students and their professors in setting in motion learning processes, especially those concerned with alternative production systems, associations for production, propagation of technology, and marketing systems are also described in this document.

Hunter, Carman St John and Keehn, Marth Mekee Ed. Adult Education in China. Sydney, Croom Helm, 1985. 147 p.

The document presents Chinese experience in adult education with both its success and its weakness.

Two study teams sponsored by the International Council for Adult Education (ICAE) visited China in 1981 to get first hand experience of Chinese adult education programmes. Their findings, updated by subsequent ICAE visits and enriched by further readings form the basis for this book.

The document has been divided into five chapters. Background and scope of Adult Education in China are discussed in chapter one. Chapter two describes the four modernisations; adult education in socialist modernisation, specific targets, the adult education departments, structure and administration. Chapter three presents the programmes of education of workers and peasants, curriculum and teaching methods, costs and financing. Non-formal and informal modes, literacy, women and education are discussed in chapter four. Chapter five discusses lessons, issues and unanswered questions.

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

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NEWSLETTER

Vol.VII No.6-7 Sept.-Oct.1985 Limited Circulation

DUTTA GETS 1985 NEHRU LITERACY AWARD

Dr. S.C. Dutta has been awarded the 1985 Nehru Literacy Award of the Indian Adult Education Association for his outstanding contribution to the promotion and development of adult education in the country.

Dr. Dutta was founder-Chairman of the Asian South Pacific Bureau of Adult Education from 1964 to 1976; was founding Secretary of the Indian University Association for Continuing Education and Hony. General Secretary of Indian Adult Education Association for 22 years. He edited the Indian Journal of Adult Education for several years.

Dr. Dutta was Unesco Consultant to Asian Regional Conference in Saigon in 1962 and Sydney in 1964. He has participated in all important national and international conferences on Adult Education including Asian Ministers Conference convened by Unesco at Colombo in 1979 and Bangkok in 1985.

During his forty five years voluntary service to the cause of adult education, Dr. Dutta has given form and content to adult education movement in India and the Asian Pacific Region.

He is a prolific writer and has written number of books on various aspects of adult education and has contributed articles to national and international journals.

TRAINING WORKSHOP FOR SECRETARIES OF
NATIONAL ASSOCIATIONS OF ASIAN AND
PACIFIC REGION

A training workshop for Secretaries of National Associations of Asian and Pacific Region was organised by International Council for Adult Education (ICAE), Asian South Pacific Bureau of Adult Education (ASPBAE) and Indian Adult Education Association (IABA) at Sarafkunda, New Delhi (near New Delhi) from September 4-6, 1985.

The participatory residential workshop discussed the following:

- a) The roles and functions of the Secretary of the Association;
- b) the difficulties experienced in playing these roles;
- c) management, organisational and development skills needed for effectively playing the roles of a Secretary;
- d) the relationship of the Secretary with other office-bearers of the Association; and
- e) difficulties faced in promoting adult and non-formal education in various countries.

13 participants representing the National Associations of Bangladesh, Fiji, Hong Kong, India, Nepal, Nepal, Pakistan, Singapore and Sri Lanka attended the workshop.

CELEBRATION OF INTERNATIONAL LITERACY DAY
AND 21ST BIRTH ANNIVERSARY OF ASPBAE

The joint function to celebrate the International Literacy Day and the 21st birth anniversary of Asian South Pacific Bureau of Adult Education (ASPBAE) was held on September 8, 1985 at the Navalankar Hall, New Delhi.

Dr. Prem Karmal, former Chairman of Unesco Executive Board and former Education Secretary was the Chief Guest and Hon'ble Shri. Kallasad Pharti, Executive Councillor (Education), D.M. Administration presided.

Dr. S.C. Dutta in his capacity as the President of ASPBAE welcomed the Chief Guest, Shri Kulanand Prasad and other distinguished educationists, administrators and freedom fighters. He also welcomed the participants from foreign countries - Australia, Bangladesh, Bhutan, China, Fiji, Hong Kong, Korea, Malaysia, Macau, Nepal, Nigeria, Pakistan, Philippines, Singapore, Sri Lanka and Thailand. He also welcomed the representative of DVV Dr. Wolfgang Lauter. Narrating his experience about the difficulties faced in building up the Bureau he expressed the hope that having come of age the Bureau is poised to undertake programmes and initiatives which will have a much larger impact than it had hitherto done in the Asian Pacific region.

The President of the Indian Adult Education Association, Barrister M.G. Mane welcomed the participants and foreign visitors and expressed the hope that they would find their stay in the country worthwhile. He narrated the growth and development of the Association since 1939 and expressed the hope that the effort of the Association to assist its neighbouring countries in the promotion and development of Adult Education in this region would bear fruits. He offered the neighbouring countries all cooperation and support in their task.

Explaining the various programmes that the Association has undertaken for the removal of poverty and inequality, Barrister Mane said that the Association had established as a memorial and tribute to the most outstanding thinker and practical leader Jawaharlal Nehru an Award named as 'Nehru Literacy Award'. The 1985 Nehru Literacy Award has been awarded to Dr. S.C. Dutta for his outstanding and meritorious contribution to the cause of Adult Education not only in India but other developing countries also.

Dr. Prem Kirpal before delivering his address released the book 'ASPEAE Comes of Age'.

In his address, Dr. Kirpal highlighted the importance of Adult Education specially in developing countries. He expressed the hope that the members of ASPBAE will work hard to make Adult Education a normal provision of educational endeavours in their respective countries. He said that adult education programme will succeed if literacy is combined with skill and knowledge to enable the learner to improve his or her job prospects. Education, he said, is a way of life - and

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not merely teaching with rules and system - which is not the aim of our society. He said in the field of adult education we have reached a stage when we can't merely think of establishing institutions, will have to approach our goal in entirety with all - teachers and all others - striving towards education which is based on functional literacy and cultural renaissance. We have to make the entire society participate in education and if we can make our society aware of the importance of education it would be our highest achievement, he said.

Shri K.C. Pant, Union Education Minister in his message on International Literacy Day called for multipronged strategies to achieve cent percent literacy in the age-group 15-35 by 1990. Mr. Pant said that the magnitude of illiteracy in the country was quite high and was a serious handicap in the country's socio-economic development. The Government proposed to expand the scope of adult education programme by involving all educated sections of society, he said.

Mr. Pant appealed to State Governments, Voluntary Organisations and educational institutions to launch a mass campaign to eradicate illiteracy.

The UGC Chairman, Dr. Madhuri R. Shah in a message said that programme for the eradication of illiteracy should be an integral part of all our developmental activities. Population Education, Environmental Education and Workers Education can only be successful if literacy education becomes an essential component of these programmes.

Hon'ble Shri Kulanand Bharti in his presidential address stressed the need of eradication of illiteracy and urged the people to work for the upliftment of the poor and down-trodden. He said, about 2000 Adult Education Centres are likely to be started during the course of this year in re-settlement colonies and rural areas of Delhi. Calling upon adult educators to derive inspiration from our Prime Minister's efforts to reach the far flung areas, he said 'Shiksha Daan' is the greatest 'Daan' (Charity) and urged all those present to take pledge to make at least one person literate. This, he said, would at least take us near to our goal even if we do not achieve it fully.

Mr. Lim Hoy Pick, Chairman, ASPBAE Region III also addressed the meeting.

Dr. W.M.K. Wijetunga, Secretary-General, ASPBAE, proposing a vote of thanks to the Chief Guest and others said that ASPBAE was trying to give directions to adult education movement and was trying to initiate countries which have not been able to generate interest in adult education, into it. Dr. Wijetunga said that ASPBAE was trying to reach its mission by raising above all barriers of race, class and creed.

Shri M.C. Verma, Secretary, Education, Delhi Administration proposed a vote of thanks on behalf of Delhi Administration which had arranged this function in cooperation with voluntary organisations in the city.

Shri J.C. Saxena, Hony. General Secretary, IAEA thanked the Delhi Administration, ASPBAE and all those who cooperated in making the function a success.

Later a skit about women's literacy was enacted by students of Lady Irwin College highlighting their experience of working in villages and effectiveness of each one teach one method. The programme concluded with a puppet show pointing out the advantages of being literate and educated presented by the Song and Drama Division, Ministry of Information and Broadcasting, Government of India.

ASIAN PACIFIC SEMINAR ON THE "ROLE OF ADULT EDUCATION AND MASS MEDIA FOR CIVIC EDUCATION"

The five-day Asian Pacific Seminar on the "Role of Adult Education and Mass Media for Civic Education" which concluded in New Delhi on September 14, 1985 stressed that the problem of Adult Education should be viewed from the angle of human resource development and all necessary inter-departmental link should be developed.

The Seminar hoped that adult education will be able to bring about the necessary attitudinal changes, enabling the poor and disadvantaged sections to organise themselves in order to improve their own lot, to receive justice and to reduce disparities.

The Seminar recommended that mass programmes of adult education can create the necessary motivation enabling people to become not only functionally literate but also learn the necessary skills, take advantage of the scientific and technological developments and to improve their productivity and living standards.

In order to improve the quality of life and standard of living of disadvantaged people it is essential that the citizens are made aware of their rights and responsibilities as enshrined in the constitution of their countries. But, in order to do this people should be provided knowledge about their civic, political, economic, cultural and social rights alongwith their responsibilities.

The Seminar suggested the use of traditional and folk media, drama and comics to give civic education to the people. It also suggested that distance education should also be tried.

The Seminar called upon Unesco, ASPBAE and other international organisations to give more attention to arouse awareness for civic education in the region.

The Seminar recommended that removal of inequality, injustice, poverty and exploitation and promotion of awareness, social justice, international understanding could be the major concern of civic education programmes.

The Seminar jointly organised by Unesco, Regional Office of Education for Asia and the Pacific (ROEAP), Bangkok, Asian South Pacific Bureau of Adult Education (ASPBAE) and Indian Adult Education Association (IAEA) was attended by over 100 delegates from 17 countries in the region i.e. Australia, Bangladesh, Bhutan, China, Fiji, Hong Kong, India, Korea, Malaysia, Macau, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand and West Germany.

Inaugurating the Seminar, Dr. A.T. Ariyaratne, Chairman, ASPBAE and a noted Sarvodaya Leader from Sri Lanka said that we are confronted with two main problems i.e. poverty and violence. In such a situation, he said, we have to question everything. Every human being, Dr. Ariyaratne said, has a moral and legal right to intervene and tell those in authority that awakening of the individual's personality is the answer to our problems. He said we have created big institutions but the common human being has been ignored. He further said it would perhaps not be correct to talk of first, second and third worlds for there are people who are

living first world life in third world countries and there are many others in the first world countries who are leading third world life. Hailing our age-old principles and goal of life - Sat-Chit-Ananda (meaning truth-advancement of mental faculties-and joy of life) he said we have to create a state in which every human being would participate in deciding the type of life he or she would like to live. Dr. Ariyaratne said we as adult educators have to persuade the makers of opinion-the media-to uphold the goal of development of mind and life of joy for all.

Mr. T.M. Sakya, Educational Adviser, ROEAP said that the mass media today was playing an increasingly important role in inculcating civic education.

The weaknesses in some countries' primary education programmes have resulted in an increase in the number of illiterates.

Most Governments tend to concentrate on formal education policies. It is essential that non-formal adult education programmes be integrated into these policies. And the mass media can play its part through special programmes meant for certain specific target areas. And civic education should be incorporated in these programmes.

He said the Asia and Pacific Region has 3,047 million people - 63 per cent of the world's population. And three quarters of the world's illiterate population of 15 years and above live in this region.

According to Mr. Sakya the problem of dropouts is a serious one. According to the available data in some countries the rate of dropouts in primary schools is as high as 80 per cent. The education and training of out-of-school children are vitally important, noted Mr. Sakya. Mr. Sakya read out the Message from acting director, UNESCO, ROEAP, Mr. A. Chiba to the Seminar.

Barrister M.G. Mane, President, IAEA in his presidential address said with 50% of our population living below the poverty line, it is our responsibility to reach the people at the lowest level to enable them to solve their own problems and participate in national activities. He said we have to make sure that these people not only receive knowledge but

also realise its importance. All sources, he said, should be mobilised to achieve the goals of our adult education programme in the next five years. He said, it is a happy sign that most of the Universities are now getting interested in adult education.

Earlier, Shri J.C. Saxena, Hony. General Secretary, IAEA welcoming the participants said he was happy that the region had been represented in full strength in the Seminar.

Barrister Mane also presented on the occasion Arnold Hely Memorial Awards to eight people for the promotion and pioneering work done in the field of adult education in Asian Pacific Region.

Dr. W.M.K. Wijetunga, Secretary-General, ASPBAE, proposed a vote of thanks. He said it is for the adult educators to see how they can eliminate various types of oppression - Social, political, legal etc. He said we may not be able to eliminate it completely but atleast can make a dent into it.

ARNOLD HELY AWARDS PRESENTED

The Arnold Hely Memorial Awards for the promotion and pioneering work in the field of Adult Education in Asia and Pacific region were presented by Barrister M.G. Mane, President, IAEA during the inaugural function of the Asian Pacific Seminar on the "Role of Adult Education and Mass Media for Civic Education" in New Delhi on September 10, 1985.

The recipients were : Dr. Helmuth Dolff (posthumous) of West Germany; Prof. Lim Hoy Pick of Singapore; Dr. A.T. Ariyaratne of Sri Lanka; Mr. A.J.A. Nelson of Australia; Dr. S.C. Dutta of India; Mr. Sman Sanghmal of Thailand; Mr. Chris Duke of Australia; and Prof. Jon Gon Hwang of Korea.

In the first Plenary Session the country reports on provision in the constitution about civic rights and responsibilities for imparting education^{were} presented. Dr. B.M. Singhvi spoke on human rights.

In the second Plenary Session the sub-theme "Adult Education for the Year 2000 : Challenges and Prospects" was elucidated by Dr. S.C. Dutta and Mr. Sunthorn Sunanchai. Shri Anand Sarup, Secretary, Ministry of Education, Government of India presided.

The third and fourth Plenary Sessions were presided over by Shri J. Veera Raghavan, Adviser(Education), Planning Commission, Government of India and Shri P.K. Patnaik, Joint Secretary, Ministry of Education, Government of India respectively.

The sub-theme "Role of Adult Education for promoting civic rights and responsibilities in general and with specific reference to civic education for disadvantaged section of the population specially women, minorities etc." was elucidated by Mr. Satyen Maitra, Secretary, Bengal Social Service League and Vice-President, IAEA. Shri Anil Bordia, Addl. Secretary, Ministry of Education, Government of India presided.

On the sub-theme "Role of Mass Media for Effective Adult Education and Civic Education" Prof. J.S. Yadava, Professor, Indian Institute of Mass Communication spoke. Dr.(Miss) M.C. Alarcon from Philippines presided.

A Souvenir on the occasion was brought out.

A visit to sight seeing places in Delhi was arranged for the delegates. Two cultural programmes were also organised by the Song and Drama Division, Ministry of Information and Broadcasting.

EASTERN REGIONAL ORIENTATION
TRAINING SEMINAR

The regional orientation training seminar on Adult Education for key-level Functionaries and Office-Bearers of Voluntary organisations sponsored by the Indian Adult Education Association and organised by the Bengal Social Service League and the regional office of the Eastern Zone, IAEA, was held from September 20-27, 1985 at Dhyan Ashram, Kanchowki, a place 18 kms from Calcutta.

Inaugurating the training seminar, the West Bengal Director of Adult Education, Shri D.K. Sen Gupta laid emphasis on more active participation and cooperation between the Government sector and voluntary agencies, without which this programme cannot be implemented in accordance with the philosophy of adult education and meet the target of making literate 8.7 crore adults in the age-group 15-35 by 1990.

Shri S.N. Maitra, Chairman, Eastern Zone and Vice-President, Indian Adult Education Association presided. In his address, he gave details about the programmes and activities of IAEA throughout the country since its inception. He commended the leadership, catalytic and coordinating roles of the Association. He put forward his views on the conceptual framework of Adult Education Programmes and new focus highlighted in the Seventh Plan, and spoke about the need for organising such training programmes to exchange ideas and experience and foster cooperation among the States of the Eastern Region.

Earlier, Shri S.T. Banerjee, Chief Executive Officer, Bengal Social Service League, welcomed the Chief Guest and the participants. Shri M. Ghosh Dastidar, Course Co-ordinator proposed a vote of thanks.

About 20 participants from seven states and union territories took part in the programme. Among the Resource Persons were Shri Satyen Maitra, Dr. S.C. Dutta, Shri J.C. Saxena, Dr. K.L. Bhowmik, Shri D.V. Sharma, Dr. J. Basu Roychowdhary and Shri Bijon Chowdhary.

Among the subjects discussed were : philosophy and concept of Adult Education; methodology of teaching adults; central schemes and projects on Adult Education; adult education for women and other weaker sections of the society; curriculum and material development; designing the training programmes for adult education functionaries; initiating adult education programme in a rural community; management of Adult Education Programmes; monitoring and evaluation; post-literacy and follow-up; population education; and linking adult education with development.

THANK YOU

Dr. S.C. Dutta has received hundreds of congratulatory telegrams and letters from well-wishers, colleagues and co-workers on his being recipient of Nehru Literacy Award for 1985 and Arnold Hely Memorial Award of Asian South Pacific Bureau of Adult Education for his outstanding and pioneering contribution for promotion of Adult Education in India and other developing countries of Asia. Since it is difficult to reply individually, Dr. Dutta conveys his thanks to all.

A LOOK AT

THE TRIVANDRUM CONFERENCE

Over 400 delegates from different parts of the country are likely to participate in the 38th All India Adult Education Conference being held in Trivandrum from December 20-23, 1985.

The conference convened by Indian Adult Education Association in collaboration with Centre for Adult Education & Extension, Kerala University and SRC, Kerala Association for Non-formal Education and Development will discuss the theme "Mass Movement for Adult Education".

The Nehru Literacy Award for 1985 will be presented to Dr. S.C. Dutta during the inaugural function of the Conference.

Shri P.K. Patnaik, Joint Secretary, Education Department, Ministry of Human Resource Development will deliver the Zakir Husain Memorial Lecture during the Conference.

The contact person in Trivandrum is:

Dr. K.S. Pillai
Director
Centre of Adult Education & Extension
University of Kerala
Trivandrum 695 033

Telephone - Off : 60923
Res : 65398

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and Objectives of Adult Education

Bhowmik, K.L. Some Observations on Literacy Situation in India, Calcutta, SRC, Bengal Social Service League, 1985. 145 p.

The document contains the report of a study of the literacy situation in the different States and Union Territories in India. It assesses the nature and extent of the

problems of literacy coverage and analyses the nature and intensity of these problems in the background of the existing literacy situation in the country.

Media, Methods and Material in Adult Education

Nagappa, T.R. Literature for Neo-literates. Mysore, Central Institute for Indian Languages, 1981. 102 p.

The document presents guidelines for preparation, presentation and publication of materials for neo-literates. It also discusses the question of what adults want to read and evaluation of reading materials for neo-literate. In Annexure I it gives analysis of the readability of the materials by various investigators. Annexure 2 presents a list of topics suggested by the Ministry of Education for writing books for neo-literates. A list of books and leaflets for neo-literates is given at the end.

Population Education

DAE. Planning and Development meeting for Integration of Population Education in Adult Education Programme, New Delhi 23-30 April, 1985, Report I. New Delhi, Directorate of Adult Education, Ministry of Education, Govt. of India, 1985. 109 p. (Mimeographed).

This is a report of planning and development meeting, organised by DAE from April 23-30, in Delhi for integrating population education contents, ideas and messages in the basic literacy materials. The meeting was preparatory phase of UNFPA Sponsored project, which the Directorate of Adult Education has started implementing from January 1985. This project will be implemented during the Seventh Five Year Plan in all the States in a phased manner. The following are over-all and immediate objectives of the project:

- 1) To introduce a substantial component of population education in the current programme of adult education.
- 2) To institutionalise population education in adult education.
- 3) To strengthen the SRCs as well as the National Resource Centres in population education.

The immediate objectives of the project are:

- 1) To clarify concept and scope of population education in adult education sector by organising a planning and development meeting at the National level.
- 2i) To orient the senior key-level personnel at National level on the programme of population education in adult education by organising a National level orientation programme.
- iii) To develop the core curricula on population education for its integration in adult education for the orientation and training of functionaries.

iv) To prepare core curricula on population education for its integration in adult education encompassing basic learning needs of adults in the rural and urban setting falling within the age group 15 - 35.

v) To prepare and produce the appropriate teaching - learning materials for the functionaries in regional languages.

vi) To prepare and produce the learning materials for target audiences in regional languages.

vii) To prepare and produce the national source book on population education for adult education programme.

viii) To initiate the establishment of a documentation and clearing-house unit in population education.

Family Planning Foundation, New Delhi. People show the way. New Delhi, Family Planning Foundation, 1984. 75 p.

This compendium of successful experiments consists of projects which have been selected for the innovative and creative elements in their work and these symbolise the basic spirit of innovation and experimentation with which the NGOs try in family planning. Some of the projects reported in this document are:

- 1) UPASI : Leading the way for organised labour.
- 2) The Vadu Rural Health Project : Proving existing facilities can be further energised.
- 3) The FPAI Malur Rural Project : Extracting 'Another' Gold from Karnataka.
- 4) Working Women's Forum : Experiment in leadership training that blazes a trail.
- 5) The Varanasi Community Based Distribution Project : Moving social marketing along the Ganges.
- 6) The comprehensive Rural Health Project Jamkhed: An individual commitment that became a community triumph.
- 7) The Athoor Experience : A pioneer in the partnership approach.

Adult Education in other Countries

Arnove, Robert F. Education and Revolution in Nicaragua: The National Literacy Crusade of 1980. New Delhi, Indian Social Institute, 1983. 25 p.

The paper describes the scope, organisation, and content of the Nicaraguan Literacy Crusade of 1980 and its aftermath.

The National literacy campaign of Nicaragua which reduced illiteracy of the population 10 years of age and older, from 50 to 15 percent within a short period of nine months, was part of the struggle for a new social order. Though there was officially non compulsion, the participation of teachers, office and factory workers, house-wives and students was altogether remarkable. The pedagogical concepts of Paulo-Freire were used through his model adapted to meet the specific needs of the people: for example, a primer: 'Sunrise of the People' was used which contained 23 generative themes. The analysis of the outcome of the national literacy programme and its follow-up shows significant change in the political consciousness of the youth who participated; strengthening of people's organisations; new perception of female roles, and cultural integration through the development of new political culture.

Dutta. S.C. Ed. ASPBAE Comes of Age 1964-85. Canberra, Asian South Pacific Bureau of Adult Education, 1985.

The document presents a short history of Asian South Pacific Bureau of Adult Education, which has completed 21 years of its existence in the field of adult education. ASPBAE's history has been divided into two phases. Phase I includes its activities from 1964 to 76 and has been written by Dr. S.C. Dutta. Bureau's programmes and its activities 1976 onwards have been discussed by Dr. Chris Duke. Some of the articles in this document are:

- 1) ASPBAE - 21 years later by Dr. W.M.K. Wijetunga
- 2) ASPBAE comes of Age by Dr. Paul Lengrand
- 3) ASPBAE Fights Poverty by Dr. Wolfgang Leumer
- 4) Masters of the Art of Intelligent Living by Dr. Roby Kidd
- 5) Adult Education Faces Inequalities by Dr. Malcolm Adiseshiah
- 6) Cities and Adult Education by Dr. W.E. Styler.

Hall, Budd L. Man is Health: Tanzania's Health Campaign. Toronto, International Council for Adult Education, 1985. 74 p.

This is an account of the Tanzanian Health Campaign. The purpose of this study is twofold. The first aim is to describe and analyse in detail how the 'Mtu ni Afya' ('Man is Health') campaign came about, how it was planned, what its underlying methodology was, and what impact it had. The study examines the case for mass radio study-group campaigns as an integral and continuous part of national development.

'Man is Health' represents one of the few case studies on a national mass health campaign in which adult educators were significantly involved in planning and implementation. It also provides a historic link with the later development of Adult Education and primary Health care programme of the International Council for Adult Education, and represents part of the ACAE's ongoing programme on radio learning group campaigns.

Jayasuriya, J.E. Education in Korea - a Third World Success Story. Seoul, Korean National Commission for Unesco, 1983. 131 p.

The document presents the history of Korean education system of pre and post independence period, and highlights the success achieved.

Achievements in literacy have been highlighted in the Chapter on Non-Formal Education.

General

Coombs, Philip H. The World Crisis in Education : The View from the Eighties. New York, Oxford University Press, 1985. 353 p.

This book presents the findings of a worldwide assessment of recent major trends and changes in education and the critical problems and opportunities likely to confront education system throughout the world in coming years.

The document examines how the educational crisis that loomed in the late 1960's grew steadily worse in the 1970's. Drawing on evidence from many sources, it looks at the future of education for both developed and developing countries. It identifies and examines such critical future issues as the worldwide growth of learning needs and how to meet them, growing youth unemployment, the financial squeeze, and inequalities between and within countries; the need for radical educational reforms, innovations, and new technologies; and possible ways of coping with these issues through new forms of international cooperation.

In developing this worldwide perspective of past educational trends and various forces that will affect education in future, the author compares and contrasts different types of country situations and discusses both formal and non-formal education within their changing economic, social, cultural and political environments. To support his analysis, numerous specific examples, statistical data, and charts have been given.

Milak, Jandhyala B.G. Analysis of costs of Education in India. New Delhi, National Institute of Educational Planning and Administration, 1985. 57 p. (Mineographed)

The paper has three major objectives: first, to present a conceptual and analytical framework for a comprehensive analysis of cost of education; second, to examine the nature of data available to the practitioners and researchers in the area of costs/financing of education; and third, to present an empirical analysis of costs of education in India for the recent period with the help of original analysis of the data, supported by various empirical studies already conducted in the Indian context.

Unesco. Attitudes of Young People in China to Family Formation. Paris, Unesco, 1982. 127 p.

This study examines the attitudes of young Chinese people to family formation and gives some insight into the varying attitude changes of young men and women according to rural or urban setting, educational levels, type of employment, economic status and proximity to centres of economic and social development. It also provides insight into the population policies and programmes of the People's Republic of China and the perception thereof by young men and women, and especially the latter, living in different social and cultural conditions.

This investigation moreover provides a panorama of changing traditional values and customs surrounding marriage, the number of children desired irrespective of the sex of the child, family formation in husband's household or wife's home, and highlights the concern of young people with overall socio-economic and cultural development within the context in which their own actions are planned.

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

NEWSLETTER

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VOLUNTEER CORPS FOR LITERACY FORMED

The Indian Adult Education Association has formed a National Volunteer Corps for the Eradication of Illiteracy. Its immediate task will be to organise a short-term campaign to eradicate illiteracy and to create an atmosphere for the emergence of a learning society.

A Standing Committee has been formed consisting of representatives of the national organisations of women, youth, workers, scheduled castes and scheduled tribes.

The following institutions have agreed to join:

1. All India Women Conference
2. Indian National Trade Union Congress
3. All India YMCA
4. Indian University Association for Continuing Education
5. Department of Education, Ministry of Human Resource Development

The formation of this Corps was announced by Barrister M.G. Mane, President of the Indian Adult Education Association at the conclusion of the Central Zonal Conference on Adult Education held in Mhow on October 26-27, 1985.

Barrister Mane appealed to the educated youth, housewives, ex-servicemen, pensioners and existing government servants to join the volunteer corps.

The State Resource Centres for Adult Education in various parts of the country will help the volunteers with reading materials suitable to the specific groups of learners.

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Barrister Mane expressed the hope that with the political commitment of the Government and the people's will to eradicate illiteracy, this task of making literate all adults from the rural and slum areas of the country by 1990, will be achieved. The Indian Adult Education Association pledged to achieve this objective is going all-out in this regard. Conferences at zonal level as well as training programmes in educationally backward states are being organised by the Association. Voluntary organisations which are institutional members of the IAEA are joining hands to launch this nation-wide campaign against illiteracy.

Earlier, in his inaugural address, Dr. S.C. Dutta said that adult education programmes are not mere educational programmes but should be treated as developmental programmes and implemented as such. The implication of this shift in emphasis means that its implementation must be decentralised and to a large extent de-officialised. The implementing agencies should be local bodies, panchayats, Mahila Mandals, Yuvak Mandals and voluntary organisations. The responsibility of the Government should be to finance such programmes to be undertaken at the grass-root level.

Dr. Dutta said women should be brought into adult education movement in a big way. The neglect of women's education has been responsible for the slow pace of our development. Unless women are enabled to participate in our development programmes, these programmes will not reach the people for whom they are really meant. He appealed to the nearly 200 women participants of the Conference to take active interest in the education of their unfortunate and ill-educated women.

Dr. Dutta also emphasised the need for organising a mass campaign for eradication of illiteracy from the age-group of 15-35. The nation has spent a lot of money on educating us. Therefore, it becomes our responsibility to repay the debt that we owe to the society by making as many people literate as possible. Vidya daan is the only way to repay our debt.

Addressing the inaugural session, the Hony. General Secretary of the Association, Shri J.C. Saxena said that the Association was established in 1939. From a group of few individuals and institutions it has grown. Today nearly 250 institutions and 650 individuals from various parts of the country are members

of the Association. In view of this large number of organisations and individuals the functioning of the Association had been decentralised. After dividing ourselves into five zones we are holding in addition to the Annual Conferences, Zonal Conferences also.

He emphasised that adult education movement should essentially be a people's movement with governmental support rather than a governmental programme with passive participation of people.

Sari Saxena appealed to the participants to help in the promotion and development of adult education movement in the country by eradicating illiteracy in the areas they are working. He congratulated the voluntary organisations of Madhya Pradesh, Bihar and Uttar Pradesh for organising this conference.

Shri K.C. Choudhary, President, Asha Kala Kendra proposed a vote of thanks. He emphasised the need to include legal literacy in the adult education programme.

In conclusion the Conference decided to form a National Volunteer Corps and also requested the Indian Adult Education Association to apply for adult education projects on behalf of voluntary organisations in the States to avoid delay in the processing of the applications and release of grants.

Shri N.C. Pant, Associate Secretary, IAEA and Zonal Secretary proposed a vote of thanks to Chief Guest and participants. He expressed the hope that representatives of voluntary agencies would make the movement a people's movement by launching a mass-campaign for eradication of illiteracy.

SOUTHERN ZONE ORIENTATION PROGRAMME

24 adult education functionaries and office-bearers of voluntary agencies from the States of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu participated in the orientation programme held in Trivandrum from October 3-9, 1985.

The programme was sponsored by the Indian Adult Education Association and organised by Dr. K. Sivadasan Pillai (Vice-President, IAEA and Zonal Chairman), Director, Kerala University Centre for Adult Education and Extension. This was the third

of the four zonal orientation programmes, the first of which was held at Delhi in May-June 1985.

Shri P.S. Habeeb Mohamed, IAS, Vice-Chancellor, Kerala University inaugurated the programme. Rev. Fr. E.J. Thomas, Principal, Loyola College, Dr. P.K.B. Nayar, Prof. & Head, Department of Sociology and Dean, Faculty of Social Sciences, University of Kerala and Shri P.N. Namboodiri, Chairman, Kerala Pradesh Bharat Sevak Samaj delivered felicitation addresses. The valedictory address was delivered by Dr. (Miss) Pushpita John, Prof. & Head, Department of Education and Dean, Faculty of Education.

Subjects covered in the training programme included 'concept and philosophy of adult education', 'components of adult education programme', 'motivating adults for adult/non-formal education programmes', 'adult learning - techniques and approaches', 'continuing education - meaning, scope and practices', 'role and functions of State Resource Centres', 'population education as part of adult education', 'role of voluntary agencies in adult education', 'science for the masses', 'mass media in adult education', 'monitoring and evaluation' etc. These were dealt with mostly as lecture-cum-group discussion. Topics such as 'linking adult education with development', 'needs and problems of adults', 'sustaining interest of learners', 'organisational and management problems', 'health and hygiene for adults' were mostly of the group activity type combined with audio-visual shows.

Among the resource persons were Dr. R. Jayagopal (Madras University), Dr. A.M. Thanpi (Kerala Agricultural University), Dr. S. Rajappan Nair (Training College), Dr. S. Venugopal (Medical College), Dr. Copinadhan Chettiar (Health Services Department), Dr. R.S. Kurup (India Population Project III, KANFED), Mr. P.T. Bhaskara Panicker (State Resource Centre), Dr. C.P. Aravindakshan (Engineering College), Shri P.N. Namboodiri (Bharat Sevak Samaj) and Mr. A.N. Sreedharan (State Adult Education Officer) - apart from Dr. K.S. Pillai, the Course Director.

The participants visited State Resource Centre, KANFED and studied its working. Visit to five people's education centres run by the CAEE, Kerala University was also arranged.

The participants recommended that there should be frequent meeting and sharing of functionaries at conferences/seminars or orientation programmes convened in different states. Inter Zone meetings were also recommended. External evaluation of the programmes, updating of guidelines of the UGC and the DAE, timely flow of funds, supply of vehicle for effective monitoring and evaluation, formation of District and State level co-ordination besides, wide publicity of success stories, etc. were recommended by the group. It was also felt that only a mass movement for literacy can help in attaining the target fixed for March 1990 and that all educated should in one way or other involve him/herself in this gigantic task of eradication of illiteracy and alleviation of poverty.

NEW EDUCATION POLICY AND ADULT EDUCATION

A one-day Seminar on "New Education Policy and Adult Education" was organised by SRC, Jamia Millia Islamia in New Delhi on November 11, 1985. It was attended by 27 participants, representing all-India voluntary agencies with headquarters in Delhi, three universities of New Delhi, constituent colleges of Delhi University, local voluntary agencies, grassroot level workers and learners. Dr. S.C. Dutta, Hony. Treasurer, Indian Adult Education Association presided.

As a result of the day-long discussion the following consensus emerged:

1. Adult Literacy is a basic tool (i) to enable individuals and communities to seek social and personal justice, (ii) to acquire necessary knowledge for developing courage to raise individual and collective voice against exploitation, and (iii) to learn about modern technology, for improving one's profession or enter new ones.

2. Ability to read and write, is essential to acquire knowledge, and information to be able to take steps to improve the quality of life; right to be literate should be treated as a fundamental right and needs to be incorporated in the constitution.

3. Eradication of illiteracy should be given highest priority and the mass literacy programme initiated by the Ministry of Human Resource Development is most welcome. Conceptually and administratively the implementing of this challenging programme requires the cooperation, of voluntary agencies all over the country. But the procedure of getting their cooperation is combursome and time consuming. For this purpose a National Board consisting of representatives of existing national voluntary organisations should be created. It will be the function of this Board to process applications for grant-in-aid from voluntary agencies and forward them direct to the central government. This responsibility for the time being, be entrusted to the Indian Adult Education Association, which should be requested to take initiative to create the National Board and also to act as a liaison between the Government and voluntary agencies seeking grant-in-aid.

4. No single approach should be considered as 'the pattern'. Any approach found suitable - the centre approach, sub centre approach, individual approach - should be welcome.

5. It should be the declared objective of the Programme to make people 'literate' and not to 'cover' them. Therefore, the word 'to cover' should be dropped from adult education literature produced by Government and replaced with the word 'to make literate'. This would make our focus clear and make the functionaries accountable.

6. The present programme is called 'adult education' and not 'adult literacy' merely because the inclusion of 'awareness' and 'functionality' components. Awareness and functionality are not separate from literacy. They flow from it. There is no fundamental difference between the two. Therefore, the tendency to downgrade literacy work by calling it 'mere literacy' should not be encouraged.

7. The number of 30 learners per centre should not be insisted upon. This has not been found practical. Therefore, instead of insisting that 30 persons should be enrolled per centre it should be insisted that at least ten persons should be made literate per centre, according to the accepted literacy norms.

8. Any structured programme of follow-up as the present models, are expensive and difficult to work in practice. Therefore periodicals for new literates with varied graded content should be delivered to the home of every new-literate by post, for about two years and later on at cost price. Cost of postage should not be charged by the Postal Department. The government should patronise it with advertisements and announcements, regarding it as a vehicle of communication with the people and the people with the government. Similarly, follow-up books, written in an interesting manner should be made available to the neo-literates at subsidised rates. The Ministry of Communication waiving off the postage charge on such materials as its contribution to the education of the masses.

9. In the case of Govt. AECs, the implementation should be decentralised. Establishment, supervision and monitoring of the centres should be entrusted to 'local literacy committees'.

10. All saving effected by making the supervision and implementation local based should be spent on promoting literacy.

11. Education of child labour should be made the responsibility of the employers and suitable non-formal structure should be developed to bring in all children, who due to variety of reasons, are not in a position to take advantage of formal education. Legislation should be enacted for this purpose and its implementation ensured.

12. Elementary education should be extended but the working of the primary schools should be locked into. Many parents do not send their children to school or withdraw them early because there is common complaint that there is little teaching in them and their children remain almost illiterate even after years of schooling. Enough and good primary schools are essential as a cutting off point to adult illiteracy.

13. Mass-media like local Radio and TV should give information about adult literacy centres in their area of coverage.

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14. All developmental agencies should be persuaded to implement 'poverty-alleviation programmes' in areas where adult literacy programmes are being carried on. It will help eradication of illiteracy to become part of the larger programme of reducing poverty and inequality.

Among those who attended the seminar were Dr. K.D. Gangrade, Dean, Faculty of Social Sciences, Delhi University, Dr.(Mrs) V.V. Saiyed, Centre of Adult/Continuing Education and Extension, Jamia Millia Islamia, Prof. Siddiqui, Department of Social Work, Jamia Millia Islamia, Dr. P.L. Govil and Dr. Usha Bannerjee, Department of Social Work, Delhi University, Mrs. Vimla Farooqi, General Secretary, National Federation of Indian Women, Ms Radha Kumari, YWCA of India, Dr.(Mrs) S. Malhan, Director, Institute of Home Economics.

MEDIA POLICY ON ADULT EDUCATION SOUGHT

A separate channel for telecasting programmes on adult education has been suggested by participants of three-day national seminar on adult education which concluded at Vigyan Bhavan in New Delhi on October 12, 1985.

The seminar was attended, among others, by trade union leaders, field workers, government functionaries, senior personnel dealing with development programmes and representatives of research institutions. The participants, who were divided into three groups, recommended that a policy on the use of media for propagating adult education be evolved at the earliest.

The participants felt that adult education could become a mass campaign provided the government demonstrated adequate political will in this direction. Manifestation of political will would mean providing adequate resources to voluntary bodies and development departments and involving the university system in a big way in the entire project, they said.

The three groups were of the strong opinion that adult education programmes should not be confined to spreading literacy but should adopt an integrated approach which would encompass the entire community.

The first group which critically assessed the present objectives of the adult education programme, made a strong plea for conducting special lessons outside the classroom. "The creation and maintenance of a learning environment is necessary for community participation and involvement," the group emphasised.

Arguing that adult education is a basic human right which is indispensable for the development of both an individual's potential and the community as a whole, this group stressed that even if there were constraints on the use of resources, the government could not escape the responsibility of providing assistance to voluntary bodies.

The second group, which made recommendations on motivation, strategy and resources, felt that although the pace of socio-economic changes was slow, illiterate adults could be motivated, if the benefits of education could be effectively demonstrated to them. Talking specifically of eradicating illiteracy, the group recommended a district level plan for illiterate adults in the age group 15-35.

The group was of the view that there was an urgent need for a qualitative improvement in the present programme. Mere literacy would not succeed and the programme must become a tool for ensuring their uplift. It should enable them to increase their general awareness and fight all forms of exploitation, the group said.

After considering the possibility of adopting a time frame for eradicating illiteracy, the group was of the strong view that given the national objective of eradicating illiteracy by 1990, all human and physical resources should be mobilised to achieve the goal. "It is inconceivable that India with its vast reservoir of technical manpower and human resource potential, should step into the 21st century with a sizeable illiterate population," the group said.

The third group, which deliberated on issues relating to post-literacy and continuing education suggested that the National Directorate of Adult Education be renamed national resource centre for adult education and armed with more responsibilities. Among other things, the new resource centre was expected to act as a clearing house in the area of adult

education, provide a network of arrangements between various resource centres, establish a documentation centre for reference purposes develop communication strategies and promote schemes involving women.

PLANNING AND DEVELOPMENT MEETING
FOR INTEGRATION OF POPULATION
EDUCATION IN ADULT EDUCATION
AT LUCKNOW

The Directorate of Adult Education, under the UNFPA Project on Population Education in Adult Education Programme, organised the second Planning and Development Meeting for Integration of Population Education in Post-Literacy, Follow-up and Training Materials from 5-10 August, 1985 at Literacy House, Lucknow.

The objectives of the meeting were:

- To review the existing population contents in the post-literacy, follow-up materials viz. post-literacy readers, papers, booklets etc. and training materials for Instructors, Supervisors and Project Officers.
- To explain the strategy and methodologies for integration of population education contents in the post-literacy, follow-up and training materials.
- To prepare and finalise the work plans for integration of population education in the post-literacy, follow-up and training materials in respect of each SRC/Agency to be involved in the meeting.

The programme was inaugurated by the Uttar Pradesh Minister for Education, Shri Sankata Prasad Shastri and the valedictory address was delivered by Shri Shyam Suri, Secretary Medical Health and Family Welfare, Government of Uttar Pradesh.

Nominees from the SRCs and State Directorates of Adult Education attended.

The work plans in respect of post-literacy, follow-up and training materials in respect of population education were prepared.

Shri J.L. Sachdeva, Acting Director, IAEA attended the meeting.

FILMS ON ADULT EDUCATION

The Directorate of Adult Education, Ministry of Human Resource Development has brought out the following documentaries on adult education:

(a) Likh Ke De Do (Hindi), (b) Education for Change (English and Hindi), (c) You can do it (all languages), (d) Shramik Vidyapeeth (English and Hindi), To Hold the Head High (Hindi and English) and (e) Kisan Saksharta Yojana (Hindi and English).

For further information write to Director, Directorate of Adult Education, Block No.10, Jamnagar House, Shahjahan Road, New Delhi - 110 011.

IAEA - A FLAGSHIP ASSOCIATION OF ICAE

De. Budd L. Hall, Secretary-General, International Council for Adult Education with Headquarters at Toronto(Canada) in a letter dated 5 September 1985 to Dr. S.C. Dutta, Hony. Treasurer, Indian Adult Education Association has said:

"We count the IAEA as a flagship association and draw much of our vision from its past and present successes.

I naturally count on your own support in the continued development of the ICAE.

I very much regret not being able to take part in the ASPBAE meeting in New Delhi but feel it is more important to use our modest funds to get stronger Asian participation at the World Assembly in Argentina.

Thank you again for your continued good advice and ideas."

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and objectives of Adult Education

Carron, G.; Bordia, Anil Eds. Issues in Planning and Implementing national literacy programmes. Paris, UNESCO, International Institute for Educational Planning, 1985. 385 p.

The volume contains the report and papers presented in the international workshop on "Planning and Implementation of Literacy and Post-Literacy Strategies". The Workshop was organised by UNESCO:International Institute for Educational Planning and took place in Madras from December 14-21, 1982.

The objective of the workshop was to orient senior-level personnel, engaged in Literacy and Post-Literacy Programmes in issues relating to methods and techniques of planning and implementing such programmes.

The document has been divided into seven parts. In Part I, (Mobilization and People's Participation) three papers are presented which describe the concrete ways in which China, Vietnam and Nicaragua have confronted the problems of mobilization (including the mobilization of literacy teachers) and of peoples participation. Part II, (Planning and Management) deals with the question of setting up appropriate structure for planning and management of national literacy programmes. The paper on Iraq gives a general idea of the planning and management structures created for the organization of massive literacy campaign in a particular country. The paper on Kenya analyses the principal aspects of a decentralization policy while the paper on Ethiopia addresses the specific issue of developing structures for the involvement of political leadership. In Part III, (Planning for different clienteles) two major problems in planning for different clienteles are considered. The first one, based on the Indian experience, relates to programmes with specific focus on women and the second one, of a major general nature, on national literacy policies for different language groups. Part IV, (Planning and Management of Post-Literacy Programmes) consists of one single paper which discusses various dimensions of planning and management of post-literacy programmes. In Part V, (Technical Resource Development), three major aspects of technical resource development are introduced. The paper on the Indonesian experience offers a concrete example of how decentralized resource structures can be set up in order to link literacy activities with learners' need and interest. Another paper referring mainly but not exclusively to the experience of Pakistan, takes stock of what we know about the use of television for functional literacy. A third contribution presents the experience of the UNESCO Regional Office in Asia and the Pacific in the field of training of Human Resource for literacy work. Part VI contains two presentations relating to monitoring and evaluation. The first one presents a conceptual framework for designing a system of evaluation and monitoring for literacy and post-literacy programmes, while the second one gives a concrete example of how the specific issues of learner evaluation have been tackled in the context of Tanzania's literacy programme. Part VII regroups the four contribution dealing with the relationship between literacy programmes, formal schooling and other basic services. A paper on Brazil illustrates the problems involved in organizing literacy and post-literacy programmes as part of a global plan for basic education, on the basis of recent research work carried out in Nepal, a second paper examines the impact of

parents literacy on primary school enrolment and retention. The two other papers, of a more general nature, propose elements for a discussion on the coordination between literacy/post-literacy programmes and primary schooling on the one hand and on the other integration of literacy/post-literacy programmes with the provision of other basic services on the other hand.

Media, Methods and Materials in Adult Education

Directorate of Adult Education. Catalogue of Adult Population Education Materials. New Delhi, Directorate of Adult Education, 1985. 85p. (Mimeographed).

This mimeographed document has been divided into five parts. Part I contains Basic Literacy Materials. Post-Literacy Materials including manuscripts awarded under the National Prize Competition for Literature for Neo-Literates in different languages on population related issues (1978-1985) have been listed in Part 2. Training Materials are given in Part 3. Supplementary and Motivational materials and other population related materials are presented in part 4 and 5.

F.A.O. Farm Broadcasting in Nepal. Rome, Food and Agriculture Organization of the United Nations, 1984. 105p.

The document presents an evaluation of the farm broadcasts programme of the Agriculture Information Service Ministry of Agriculture, Nepal. The following are the main objectives of this programme:

1. To study radio listening patterns in rural areas with special reference to the farm broadcasts.
2. To find out the relevance, understandability and credibility of farm programmes.
3. To obtain listener's opinion on programme format, method of presentation, duration and time of broadcast, source of information and language of broadcast.
4. To prepare a profile of farm broadcast audience.
5. To study problems associated with the case of radio as a means of communicating agriculture information to farmers.
6. To study the effectiveness of the cassette listening centres.

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



IAEA

NEWSLETTER

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WORLD ASSEMBLY ON ADULT EDUCATION

Barrister M.G. Mane, President and Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association were invited by the International Council for Adult Education (ICAE) to attend the World Assembly on Adult Education organised at Buenos Aires, Argentina, from November 24-30, 1985. The biggest ever gathering of Adult Educators organised by the ICAE, the Assembly attracted over 500 representatives from 110 countries for the exchange of views and experiences. The President of Argentina inaugurating the Assembly stressed the role of Adult Education in awakening, improving and developing human beings for self-realisation and peaceful happy life. Adult Education has to promote human rights and dignity as also ensure world peace and security in the present times, he said.

As many as 17 Working Groups met during the Assembly and formulated their proposals, keeping in view the varied situations and systems in different countries. Barrister Mane attended the Working Group on Workers' Education while Shri Saxena joined the Rural Adult Education Working Group. Both of them gave details of the work being done in these two important sectors in India.

Dr. Rajesh Tandon, a life-member of the Association, who was sponsored by ASPBAE, was elected as one of the Vice-Presidents of ICAE unanimously for the next-term.

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TRAINING PROGRAMME FOR KEY-LEVEL FUNCTIONARIES
IN ADULT EDUCATION IN NEW DELHI

The Indian Adult Education Association's six-day training programme for key-level functionaries in adult education began on October 24, 1985 in the premises of the Association. Twenty participants from the States of Bihar, U.P., Haryana, Punjab & the Union Territory of Delhi attended the programme.

Inaugurating the programme, Mr. S.K. Tuteja, Director, Directorate of Adult Education said that training should be conducted in the same environment of circumstances as that prevail in the field, and in this context he suggested that participants, in the course of the training programme, should keep in mind the questions which the learners could ask them. The instructors, he emphasised, should treat learners as their equals and encourage participatory approach. Finally, he said, use of folk culture should be made in reading materials for adult learners.

Fr. T.V. Kunnunkal, Chairman, Central Board for Secondary Education in his presidential remarks observed that the emphasis on adult education programme so far had been on literacy and even in this we had been largely unsuccessful. Stressing the importance of training in skills, Fr. Kunnunkal said the beginning of adult education programme should be made with this. Also, he said a training programme should involve more of interaction, experimentation and intensive use of faculties. The aim of training a person, he said, is to enable him to react with the environment and in the process change both himself or herself and the environment.

Earlier, Mr. Saxena, Hony. Secretary, IAEA welcomed the guest speakers and the participants. He said, IAEA realising the importance of training had drawn up a plan of organising 10 programmes of one-week duration, each. Three 1-month programmes, he informed, were also on the list. The programmes, he said, were also being evaluated by IAEA so that the quality of the following programmes could be improved.

Mr. J.L. Sachdeva, Acting Director, IAEA proposing a vote of thanks said that it is often complained that adult

education workers are not motivated but the fact is that they are not given proper training.

The topics covered in the training programme included Brief History of Adult Education in India; Present Adult Education Programme of Central, State Governments and Voluntary Organisations; Linking Adult Education with Development; Components of Adult Education Programme, Role of Mass Media in Adult Education; Field Problems of Adult Education Programme; Psychology of Adult Learners; Material Production in Adult Education Programme; Laws for Weaker Sections of Population; Linking Adult Education with Population Education; Income-Generating Programme; Continuing Education and Follow up and Monitoring and Evaluation.

The resource persons were Shri J.C. Saxena, Dr. S.C. Dutta, Prof. B.B. Mohanty, Dr. Dhann Vir, Shri Surinder Kaushal, Shri Bhakt Priya, Dr. J.P. Gupta, Shri S.K. Bhatnagar, Shri D.N. Mathur, Shri R.S. Mathur and Shri J.L. Sachdeva.

VALEDICTORY FUNCTION

At the valedictory function on October 29, 1985, Dr. R.P. Singhal, Executive Director, NIEPA, was the chief guest. Appreciating the constructive role being played by IAEA, Dr. Singhal congratulated the Association's Office Bearers for having organised a good programme.

Dr. Singhal said, there is a deep relation between illiteracy and poverty and unless we link the two problems and attack them simultaneously we cannot solve them. Education, he said, is the only means by which we can bring about change in people's attitudes and values. It is also important for making people self-reliant, for preventing exploitation of the weak and the poor, and for enabling people to benefit from scientific and technological development, he added.

With India having 40 crore of the 81 crore illiterates in the world, illiteracy, Dr. Singhal said, posed a serious problems for us. The problem, he said, cannot be tackled by the Education Department alone and till we link our literacy programme with poverty-alleviation programmes, we cannot succeed. The linkage, he said, is important even for the success of poverty-alleviation programmes because ignorance is the main cause of exploitation in various forms.

Referring to an evaluation report from Orissa, he said, child labour is prevalent in the State despite the laws against it. Dr. Singhal said not only the parents but also the employees wanted the children to work rather than go to school because children can be hired at lower wages. Hence, planning for child and adult education must be simultaneous, he stressed.

Finally, emphasising need to identify the role of various organisations like banks and cooperatives, Dr. Singhal said linking adult education programme with income-generating programmes would solve the problem of motivation to a large extent. Training programmes also, he said, should be conducted jointly. Through coordinated or joint approach the problem of resources too can be tackled to a certain extent, he felt.

Earlier, Shri J.L. Sachdeva, in his welcome address said that till recently development was defined as the economic growth of a country i.e. growth in GNP rate. But now GNP has been replaced by people - meeting their demands for equality, removal of poverty, unemployment, illiteracy and ignorance. The adult education programme thus should be considered as a development programme, he said.

Mr. Ghamandi Ram from Bihar, speaking on behalf of the participants said the programme had provided a very good opportunity for exchange of ideas, views and information and the participants had benefited a great deal from it.

Mr. J.C. Saxena, Hony. General Secretary, IAEA, proposing the vote of thanks said if all the sections of the society are involved in the literacy programme, the goal would not be difficult to achieve. Stressing the need to adapt each-one-teach-one approach, involving house-wives, ex-service-men, students and others, Mr. Saxena said, non-formal education will have to be spread all over India to prevent dropping out at elementary stage.

Finally, he expressed the hope that the participants would help extend the benefit of the present programme to other adult education functionaries by training them, and would keep in touch with the Association, information about the problems faced in the field and also suggest possible solutions.

During the programme the following films were shown :

- a) Likh Ke De Do (Give me in Writing)
- b) You Can Do It
- c) Shramik Vidyapeeth
- d) Women and Education
- e) Who seek the Light

TRAINING PROGRAMMES IN OTHER PARTS OF THE COUNTRY

In addition to the training programme in Delhi the Indian Adult Education Association organised the following training programmes in different parts of the country.

ONE-MONTH TRAINING PROGRAMMES

The first training programme was organised in collaboration with Xavier Institute of Social Service, Ranchi from September 20 - October 19, 1985. Twelve key-level functionaries participated.

The second training programme was organised in collaboration with Literacy House, Lucknow from October 10 to November 8, 1985. Eleven persons participated.

The third training programme was organised in the premises of the Association from November 16 to December 12, 1985 in which fifteen adult education functionaries participated.

6-DAY TRAINING PROGRAMMES

Ten six-day programmes were organised during October-December 1985. They were organised:

- 1) At Imphal, Manipur, in collaboration with Manipur Adult Education Association from October 7-12, 1985.
- 2) At Sri Nagar, Garhwal, U.P., in collaboration with NAEP unit of Garhwal University from October 11-16, 1985.
- 3) At the headquarters of the Association in New Delhi from October 24-29, 1985.
- 4) At Indore in collaboration with Asha Kala Kendra, Mhow from November 3-8, 1985.
- 5) At Guwahati in collaboration with Government of Assam, from November 4-9, 1985.

- 6) At Jhabua in collaboration with Asha Kala Kendra, Mhow, Indore from December 1-6, 1985.
- 7) At Udaipur in collaboration with Rajasthan Vidyapeeth from December 2-7, 1985.
- 8) At Calcutta in collaboration with Bengal Social Service League, Calcutta from December 7-12, 1985.
- 9) At Faizabad in collaboration with Awadh University, Faizabad from December 8-13, 1985.
- 10) At Tirupati in collaboration with Department of Adult & Continuing Education, Sri Venkateswara University from December 10-15, 1985.

WRITERS WORKSHOP

The Indian Adult Education Association organised a Writers Workshop at Suraj Kund (Haryana) from November 2-5, 1985. Twelve Hindi writers participated.

During the workshop 12 manuscripts were prepared. They were on environment, dowry, national integration, women education family welfare and rural development.

ADULT AND CONTINUING EDUCATION PROGRAMME OF M.S. UNIVERSITY OF BARODA

The Centre for Continuing Adult Education, M.S. University of Baroda conducted various community courses during the summer vacations. The courses offered were : Ante natal care, Care of FCM Children, Preparation of Cheap Recipes from locally available food stuff, dehydration - its cause and prevention, balanced diet and its importance, Better cooking methods, Environmental hygiene and sanitation, Nutrition education to pregnant and lactating mothers and importance of good diet during pregnancy and lactation.

Some of the job-oriented courses offered were Plastic Processing, Dress Making, Food preservation, Batik and textiles, silk printing, photography for beginners, Automobile engineering, etc.

Some of the other courses offered were interior decoration, painting, astronomy for beginners, beauty care, Shastriya Swar Sangeet, Sangam Sangeet, Bal Geet, Indian Hand Embroidery, Photography etc.

The Centre also conducted Post Graduate Courses in industrial management and marketing management, certificate course in purchasing and material management, Hotel Management and interior decoration.

It is also running 30 adult education centres in slums of Baroda.

NATIONAL PREPARATORY WORKSHOP
ON POPULATION EDUCATION

The University Grants Commission and Department of Adult, Continuing Education and Extension, University of Delhi organised a three-day national Preparatory Workshop on Population Education Programme (the Higher Education) in New Delhi on November 28-30, 1985. It was inaugurated by Dr. (Mrs) Jyoti H. Trivedi, Vice-Chancellor, S.N.D.T. Women's University. Dr. M. Aram, Vice-Chancellor, Gandhigram Rural Institute presided.

The objectives of the Workshop were to acquaint the participants with UGC-UNFPA project, the roles which they, through the institution of Population Education Resource Centre (PERC) in their department/centre for Adult, Continuing Education are expected to play in the specific context of the project and the acquisition of skills required by PERC personnel for the fulfilment of the specific roles and participatory work in the mechanism instituted for such work.

The valedictory address was delivered by Smt. Mohsina Kidwai, Minister for Health and Family Welfare. She said that there was no better way of achieving the objective of the small family than to introduce population education as an integral part of the school and college education. Future parents should know how to start their life and family formation in an informed and responsible manner.

She said that our objective would be achieved only if we teach demographic implications of the increase in population to our youth in schools, colleges and those out of schools must be aware of all the dimensions of population growth and its impact on all walks of life to make them conscious of planned parenthood.

ADMISSION TO RUSKIN COLLEGE, OXFORD

Ruskin College is now inviting applications from trade union and other adult students (men and women over 20 years of age) for entry in October 1986. The College offers a two-year Development Studies Diploma in the Sociology, Economics and Politics of Development designed to meet the needs of students interested in problems of developing countries. Alternatively, the two-year Diploma course in Labour Studies is appropriate to the needs of trade union activists and includes a choice of Labour and Industrial Economics, Industrial Sociology, Politics and Labour History together with Industrial Relations, and Elements of Statistics. Courses are also offered in Social Studies, History, etc.

Formal entry qualifications are not necessary, but experience in trade union and adult education classes and an active record in the community or labour movement helps. Essays set this year include the following subjects:

- "An underdeveloped country must choose either democracy or development: it cannot have both." Does recent experience support this view?
- In what ways have changes in the last quarter of a century in your country affected your life and those of your generation?
- How far should Trade Unions in Third World countries be involved in their government's attempts to improve the rate of economic development?
- How, if at all, does the emergence of a one-party system of government make the expression of 'alternative' political views more difficult?

Enquiries should be made immediately through the Education Ministry in the candidate's home country about arrangements for applications for official scholarships (Technical Assistance Awards, Commonwealth Scholarships, etc.). The British Council office can also give advice.

For further information write to : The General Secretary, Ruskin College, Walton Street, OXFORD OX1 2HE England.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Styler, W.E. Adult Education and Political Systems. Nottingham, University of Nottingham, 1985. 227 p.

The book deals with the relationship between political systems and adult education.

The first part outlines the expansion of adult education on a world scale since the second world war and the format of ideas relating to it.

It also examines the theory and practice of adult education in Western democracies, the so-called Communist States and the countries of the developing world, specially after their independence from the imperialist yoke.

Ramakrishnan, K. Adult Education Programme in Tamil Nadu : The Role of Evaluation Research. Madras, Madras Institute of Development Studies, 1985. 23 p. (Mimeographed).

The document traces the genesis of evaluation of the adult education programme in Tamil Nadu, outlines the approach of the evaluation research; describes the problems faced by the researchers; and examines the possible causes for such problems.

Directorate of Adult Education. Evaluation of Adult Education Programme Through External Agencies. New Delhi, Directorate of Adult Education.

It outlines the need for internal and external evaluation, expectations behind such evaluation, the various studies involved, their coverage and funding etc. It also enlists the external evaluation studies during the period 1979-85.

Colletta, Nat J. Worker - Peasant Education in the People's Republic of China. Adult Education during the Post-Revolutionary Period. Washington, The World Bank, 1982. 86 p. (World Bank Staff Working Papers 527)

The paper reviews and analyses adult education activities in China from the late 1920s to the present time. First, it examines briefly the changing face of adult education in relation to the larger political economic transformations which have taken place in China; and second, it describes and draws lessons from the present policy, programmes, and objectives of worker-peasant education in China.

The study concludes that the most important functions of adult education have been political socialisation, the solving of practical problems in industry and agriculture, and the raising of the basic educational level of masses. The relative priority of these aspects has shifted over the past few decades with ideological shifts. Presently, the educational pendulum is swinging towards the institutionalization of adult education programmes with emphasis on quality and legitimacy (credentialling) over equality and access.

Chambers, Robert. Rural Poverty Unperceived : Problems and Remedies. Washington, The World Bank, 1980. 51p. (World Bank Staff Working Paper No.400).

The paper works on the thesis that there are major obstacles to perceiving the nature and the extent of rural poverty in developing countries. These obstacles originate not only in the nature of rural poverty itself, but also in the condition those, not themselves of the rural poor, who do or, more significantly, do not perceive that poverty. It believes that reversals of current positions and practices are required if the obstacles are to be surmounted, if the nature and the extent of rural poverty are to be truly appreciated, and if further actions are to be tailored to the actual needs of the rural poor.

Turner, Sheila A and Iugle, Richard B. New Developments in Nutrition Education, Paris, Unesco, 1985. 232 p (Nutrition Education Series, 11)

This monograph is based on contributions made to a conference held in the Science Education Department of the University of London, Institute of Education from 12-15 July 1983.

It discusses traditional nutrition education activities which have taken place outside the education sector and points to the widespread suspicion that these type of activities have not been very effective. It reviews experiences in recent years which have included extensive experimentation with new and different approaches, producing impressive changes in nutrition related knowledge, attitudes and behaviours.

A complimentary copy can be had from:

S. Van der Vynckt
Division of Science, Technical and
Environment Education, Unesco,
7, Place de Fontenoy,
75700, Paris France

Farugee, Rashid and Johnson, Ethna. Health, Nutrition and Family Planning in India : A Survey of Experiments and Special Projects. Washington, World Bank, 1982. 97p. (World Bank Staff Working Paper 507).

The paper surveys fourteen experiments and special projects in health, nutrition, and family planning in India. They fall into three broad categories - research projects, pilot projects, and service projects. The paper reviews services, workers and population coverage to distill the lessons for some basic questions.

- Does integration makes a difference in the cost-effectiveness of services for health, nutrition and family planning?
- What is needed for community participation and what are its benefits?
- What work can para-professional do?
- Are effective supervision and training systems essential for the success of projects?
- Do outreach and the targeting of services yield substantial benefits?
- How does the cost of services offered by special projects compare with that of government services?
- What is the best way to monitor the effect of services?

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



IAEA

NEWSLETTER

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MORE CENTRAL FUNDS FOR VOLUNTARY
ORGANISATIONS FOR ADULT EDUCATION
WORK URGED

The 38th All India Adult Education Conference which concluded in Trivandrum on December 23, 1985 urged the Central Government to place adequate funds at the disposal of voluntary organisations so that they can share a sizeable part of the burden of the mass adult education work.

The four-day Conference convened by the Indian Adult Education Association (IAEA) in collaboration with the Centre for Adult Education and Extension, University of Kerala, S.R.C. and Kerala Association for Non-Formal Education and Development (KANFED) was attended by about 400 delegates from 21 States and Union Territories. They represented Central/State Governments, Universities/Colleges, State Resource Centres and Voluntary Organisations.

The Indian Adult Education Association
wishes its members a Happy New Year!

The Conference emphasised the need for launching a mass literacy campaign in addition to the selective programmes being implemented now to achieve cent percent literacy in the age group of 15-35 by the year 1990. It stressed that anyone and everyone in the community who has the time, inclination and capacity for participating in the programme should be involved.

Adult education would become a mass movement only if it becomes part of national endeavour involving all sections and agencies at all levels. Students in universities and schools should be involved in a big way in the mass movement of adult education.

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The functional literacy programme should be made compulsory under the national service scheme, Nehru Yuvak Kendras and other youth organisations. To make adult education a people's programme, more voluntary organisations should be encouraged to participate in it, the declaration said.

To widen and deepen the commitment of political and social leadership in adult education programmes, the Conference demanded the formation of forums of Parliamentarians and social leaders at various levels.

The delegates felt that education of Women, Scheduled Castes and Tribes should receive priority in the mass movement for adult education.

The Conference noted with concern that there was not enough motivation for adult education programmes and for generating this demand, it called upon the mass media to play a greater role in creating a favourable climate for this mass movement. The benefits of acquiring functional literacy and the handicaps arising out of illiteracy should be demonstrated through mass media.

The Conference welcomed the formation of a 'National Volunteer Corps for Literacy' by the Indian Adult Education Association (IAEA) and appealed to voluntary organisations and educational institutions to extend their support to it by starting short term campaigns for the eradication of illiteracy with the assistance of the volunteers.

Inaugurating the Conference in the Senate Hall of the University of Kerala, Shri V.M. Sudheeran, Hon'ble Speaker of Kerala Assembly said non-formal education should receive the same importance as formal education and all out efforts should be made to provide education to illiterate adults in the age group 15-35 by 1990.

Earlier, Dr. K.S. Pillai, Director, Centre for Adult Education and Extension, University of Kerala in his welcome address said that University of Kerala had opened its door to the masses in 1980 and at present 780 adult education centres are being run by the University and its colleges.

Shri J.L. Sachdeva read out the messages received from various dignitaries in different parts of the country.

Nehru Literacy Award Presented

Shri Sudheeran also presented on the occasion the 1985 Nehru Literacy Award for eradication of illiteracy and for the promotion and development of adult education to Dr. S.C. Dutta.

The citation for the Award said that Dr. Dutta has done a voluntary service to the cause of adult education for many years and has given form and content to adult education movement in India and the Asian Pacific Region.

Dr. Dutta in his reply said, "Education of the common men and women should be our concern if we want to die in the world which is better than the one in which we were born".

Shri Sudheeran also released the Souvenir brought out to mark the Conference.

Smt. Lakshmi N. Menon, President, All India Committee on Eradication of Illiteracy among Women in her felicitation address said that people in democracy were the real masters and their education should receive priority. Educated people, she said, have a great responsibility towards the uneducated and the deprived and the need is to make them realise it so that adult education becomes a mass movement.

Barrister M.G. Mane, President, Indian Adult Education Association in his presidential address emphasised the need for organising short duration literacy campaigns for attracting people in large number to the programme. He said women's education should receive priority as large scale illiteracy prevails among them. This would help in enrolling more children in schools and in checking the drop out rate, he felt.

Shri J.C. Saxena, Hony. General Secretary of Indian Adult Education Association proposed the vote of thanks.

Zakir Husain Memorial Lecture

Shri P.K. Patnaik, Joint Secretary, Ministry of Human Resource Development in the Zakir Husain Memorial Lecture, which was read in absentia on December 21, 1985, said, non-retention of students enrolled in schools and the high rate of drop-out are among the important factors which contribute to the increasing number of illiterates in the country.

Functional literacy programmes, he said, have not made substantial impact on the rural beneficiaries because these like other development programmes have been working in isolation. He suggested that beneficial linkages between adult education and other development programmes especially those meant for identified target groups or for alleviation of rural poverty should be developed.

In conclusion, Shri Patnaik said that a mass movement can be a reality only if it becomes a part of national endeavour involving all sections and agencies including trade unions, youth and women, workers and peasants, organisations, non-governmental and voluntary associations and grass-root level agencies in rural areas.

Shri P.S. Habeeb Mohammed, Vice-Chancellor, University of Kerala who was the Chief Guest on the occasion said that liquidation of illiteracy should be the primary national task.

Working Paper Presented

In the plenary session held in the morning of December 21, 1985 the working paper "Mass Movement for Adult Education" was presented by Shri J.L. Sachdeva, Director, Indian Adult Education Association. He said, for mass movement of adult education, active collaboration of voluntary organisations should be sought, students and youth should be involved in large numbers for organising short duration literacy campaigns and special programmes for women, scheduled caste and scheduled tribes and other weaker sections should be undertaken and forums of Parliamentarians and Legislators at all levels should be formed.

Earlier, in his opening remarks, Shri J.C. Saxena, Hony. General Secretary, IAEA said that education alongwith elementary education was included as Minimum Needs Programme (MNP) in the Sixth Five Year Plan and it continues to be part of MNP in the Seventh Five Year Plan. He said students and youth have to play a great role in providing literacy education to 87 million people in the age group 15-35 by 1990.

Session on Health Education

On December 22, 1985 the opening session was on Health Education with Prof. K.N. Pai as the Chairman. Ten doctors from various disciplines presented papers. Dr. R.P. Raja, Assistant Director of Health Services, Kerala, spoke on the necessity of "Health Education for Illiterate Adults". Prof. Pai, former Director and Professor of Medicine, discussed "Aging and Related Diseases". Dr. S. Venugopal, Department of Medicine, Medical College Hospital, emphasised the significance and importance of "Sex Education for Adults".

Prof. Hareendran Nair, Head of Dermatology Department, Medical College Hospital, urged the delegates to lend support in eradicating leprosy. Dr. N.S. Suguna Bai, Professor of Padiatrics, Medical College Hospital, requested the delegates to actively participate in the W.H.O. proposed "Extended Immunization Programme" aimed at preventing the communicable childhood infections.

Dr. C.G. Bahulayan, Cardiologist, Medical College Hospital drew attention to Rhenmatic and Ischemic heart diseases. Dr. M. Ramachandran, Department of Medicine, spoke on "Diet and Health". Dr. V.S.S. Meny, Psychiatrist, stressed the need for educating adults to improve their mental health and prevent mental illness. Dr. G.K. Bahuleyan Nair, Urologist, discussed urological problems with special reference to renacol stones. Dr. A. Kamalasanan, Blood Bank Officer, Medical College Hospital, appealed to the delegates to educate and motivate adults to come forward and donate blood voluntarily.

Valedictory Session

The valedictory address of the Conference was delivered by Shri V. Ramachandran, Chief Secretary, Government of Kerala. He said, we have drawn good plans of action but have not done well at the implementation stage in many developmental and educational programmes including adult education. Shri Ramachandran said motivation of the adult learners is a great

problem and to create it adult education has to be job-oriented. He appealed to State Governments to give priority to adult education programme so that target of elimination of illiteracy in the age-group 15-35 by 1990 could be achieved.

Earlier, Dr. K.S. Pillai in his welcome address said that no voluntary organisation in Kerala is getting financial assistance and it would not be possible to make adult education a mass movement in the state without the active involvement of voluntary agencies.

Barrister M.G. Mane in his presidential address stressed the need to take cooperation of all organisations and individuals to make adult education a mass movement. He said if democracy has to take deep roots in the country the education of the illiterates has to be given a high priority. Barrister Mane said that adult education of parents will help in universalisation of elementary education.

Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association, proposed a vote of thanks.

A session on the necessity and role of non-verbal communication for effective adult education was also organised during the conference.

The Speaker was at Home to the delegates on the 20th December; Sarvshri E. Ahmed, Minister of Industries and T.M. Jacob, Minister for Education also invited the participants to lunch and tea.

A sight seeing programme and two cultural programmes were arranged for the delegates.

J.L. SACHDEVA

Shri J.L. Sachdeva took over as Director of the Indian Adult Education Association on January 1, 1986.

Shri Sachdeva who joined the Association in 1963 has worked in various capacities.

ORGANISATIONS OF THE POOR STRESSED

Any amelioration in the state of the underprivileged is not possible unless they get organised, and it is the social scientists, academicians who are the best people to indicate as to how these people could get organised, "to demand what they want", said Education Secretary, Shri Anand Sarup in New Delhi on January 1, 1986.

He was delivering the valedictory address at the three-day national symposium on the problems of development of the under privileged communities at the Delhi School of Social Work, Delhi University, sponsored by the Indian Anthropological Association and the Commission on Anthropology and Challenges of Development of the International Union of the Anthropological and Ethnological Sciences.

He admitted that implementation of the Government schemes for the under privileged could not be solely left to the civil servants and administrators, and should be taken up by voluntary agencies and workers, who are "intellectually and emotionally committed to it".

The bureaucratic structure is without any face or faith insofar as socio-cultural issues are concerned.

He said the academicians, social scientists, sociologists would do a better job if they work along with voluntary agencies in the field, rather than "interpreting the needs of the underprivileged to the administration".

He said there was no social movement worth the name in this country and "we seem to pin all our hopes on government". There was a need to fight against the false religious propaganda which crushes the desire of the underprivileged "to aspire to be equal".

(Hindustan Times, Jan 2, '86)

STATE-LEVEL DISCUSSION IN WEST BENGAL
ON PROPOSED NEW EDUCATION POLICY RELATING
TO NON-FORMAL AND ADULT EDUCATION FOR THE NATION

A three-day State-level Discussion, organised by the State Resource Centre for Adult Education (West Bengal) of Bengal Social Service League in collaboration with State and Union Governments, Universities, Institutions and Voluntary Agencies was inaugurated on the 6th November 1985 at Rabindra Bharati University.

Shri Sambhu Ghosh, Minister for Higher Education in-charge of Adult Education, Government of West Bengal, inaugurated the discussion and Smt. Chhaya Bera, Minister of State-in-charge of Non-formal & Social Education & Library Services, Government of West Bengal, presided.

Welcoming the delegates, Shri Satyen Maitra, Chairman of the Steering Committee briefly dwelt on the proposed New Education Policy and recalled the inadequacies, short-falls, lacunae and achievements of the existing Education Policy. He observed that the proposed document was placed before the nation to provoke a critical assessment of the defect and shortcomings of the present system and thereby to formulate concrete and practical suggestions and recommendations for defining and adopting an education policy that would accelerate the process of technological revolution. He also stressed the necessity of improving the qualitative aspect of adult and non-formal education.

Shri Jyoti Basu, Chief Minister of West Bengal, in his message observed that Adult Education and Non-Formal Education Centres required to serve as useful media in spreading education. He urged that at a time to step in the twentyfirst century, the task of spreading education among all sections of population should be undertaken on a priority basis.

In his inaugural address, Shri Sambhu Ghosh emphasised on the need for universalisation of education. Shri Ghosh said that growth with social justice could only be attained through the spread of adult and non-formal education and therefore this sector should receive the highest priority.

Smt. Chhaya Bera regarded Human Resource Development and Education as the true indicators of a nation's progress and development. She also dwelt on the role and responsibility of formal education component in this regard. She suggested for going very deep into the problem to make the movement of non-formal and adult education a success.

Sri Ranjit Kumar Mukherjee, Director of Youth Services, Government of West Bengal, on behalf of the Organising Committee, extended a vote of thanks.

In the next session, Dr. K.L. Bhowmik, Secretary of Steering Committee presented the approach paper for discussion, and the panelists comprising Dr. Biplab Dasgupta, Shri Subhas Mukhopadhyay, Prof. H.B. Majumdar, Dr. Balaram Chakraborty and Dr. Alok Sen elaborated the significant issues for the benefit of about 200 delegates who hailed from different walks of life such as functionaries and leaders working in the field of Adult and Non-Formal Education, Social Welfare,

Local Self Government, Voluntary Organisations, Development Agencies, Educational and Social Reforms, Mass Media, Students and Youth, Mass Organisations, Political Parties and Women's Organisations. The delegates got divided into seven groups to carry out group-exercises, and in the afternoon on the third day they came out with their observations and recommendations which were placed in the Valedictory Session, presided over by Prof. Ramaranjan Mukherjee, Chairman of the Organising Committee and Vice-Chancellor of Rabindra Bharati University.

Shri Mihir Ghosh Dastidar, Secretary of Organising Committee, extended a vote of thanks.

Some of the recommendations were:

1. Adult, non-formal and continuing education be brought together under one umbrella of Development Education and this be given much more prominence in the Document as its clientele constitute the great majority.
2. To attain the objectives of Development Education, mass movement and mass support be galvanised through organised forces such as non-communal political parties, mass organisations, Government, Statutory bodies, employees in organised sector and voluntary organisations.
3. Underutilised resources and facilities in the form of accommodations, teaching aids etc. from Formal Education be made available to development education and measure of flexibility be incorporated into the system of Formal Education to enable it to respond to the needs of development education.
4. Curriculum of Formal Education be structured to ensure active participation of College and University students and teachers in Development Education and specific areas be earmarked for project work in consultation with Development Education Board in each State.
5. Specific Educational kits be prepared and made available to educated citizens for their voluntary participation in mass literacy programme.
6. Budget allocation for Development Education be made according to demographic reality and people's funds need to be mobilized to supplement expenditures on Development Education.
7. Learners of Development Education Centres be given a priority to obtain all material inputs and services from different development programmes and conscious efforts be made to organise learners for their active participation in development programmes and in this direction a counselling and guidance service be provided by the students, teachers, mass-organisations, statutory bodies and voluntary organisations.

Leadership in implementing Development Education programme be exercised by National Development Education Board (NDEB) at national level and State Development Education Board (SDEB) at State level.

9. Services of National Volunteers in non-project situation be encouraged and for that purpose an incentive in the form of awarding National Certificate and recognition for their services be instituted. Provision of material benefits in the form of prizes be made for rewarding the Area-Specific-Community for achieving cent percent literacy and/or good performance.
10. Continuous monitoring be done by NDEB and SDEB respectively at national and state level, and responsibility for conducting both continuous and summative evaluation be assigned to competent agencies by the Board.
11. Action Research be organised as a useful aid and ally for providing research support to structuring and implementing the programme.

(Newsletter North Eastern Zone,
IAEA)

UNESCO REGIONAL TRAINING
WORKSHOP IN LITERACY

The Unesco Regional Office for Education in Asia and the Pacific, Bangkok in collaboration with the Union Ministry of Human Resource Development, Department of Education, Govt. of India and the Directorate of Adult Education organised a Regional Training Workshop in Literacy at Vigyan Bhawan, New Delhi from October 23 to November 4, 1985. Twenty participants from Bangla Desh, Bhutan, India, Indonesia, Laos, Nepal, Pakistan, Phillipines, Vietnam and Thailand attended the Workshop.

Inaugurating it, Shri P.V. Narasimha Rao, Union Minister for Human Resource Development said that illiteracy has to be regarded as a major obstacle in the social and economic development of a country and adult education should be considered as an aspect of the right to education. He said literacy opened the door to knowledge through which the adult person who had received little or no formal education could strive for self-employment in his own vocation or for improving the quality of his life. He also emphasised the need for continued learning arrangements for adult learners.

He said, "training should not be considered as an one shot affair, whether, someone happens to be an instructor or a Director of the programme. It will be possible for him to serve the learner only if one continues to be a learner in his own right sharing in his own way, and in the company of a working group, the burdens, the pains, the thrills and the fulfilment which this challenging programme offers to the adult. Training should extend even to professions like script writers, radio, T.V. or graphic prducers, or the like, so that communication with learners is facilitated. Equally important is the need for constant upgradation of professional competence of trainers so that their skills don't become out of date with the fast changing environment around them."

Shri Rao laid stress on the special needs and requirements of women and other priority groups and called for special attention in designing training programmes for literacy workers to be deployed with these groups.

The Indian Adult Education Association gave a reception to the participants at its headquarters in New Delhi on November 1, 1985.

INFORMATION DEVELOPMENT AND
RESOURCE AGENCY FOR LITERACY HOUSE

An Information Development and Resource Agency (IDARA) has been set-up in Literacy House, Lucknow with financial assistance from the Government of India to serve as a resource centre for the Nehru Yuvak Kendras (NYKs) in Uttar Pradesh, Haryana, Jammu & Kashmir, Himachal Pradesh, Chandigarh and Delhi. The IDARA besides providing guidance to youth coordinators will organise training programmes for them and other functionaries of NYKs, bring out a bulletin and undertake research and evaluation of the programmes of the Kendras.

SSDC'S SERVICES FOR SOCIAL
SCIENCE SCHOLARS

The Social Science Documentation Centre (SSDC) of the Indian Council for Social Science Research (ICSSR) provides the following services for social science scholars:

- Short selected bibliographies on request;
- Facility for study on all days of the year except three national holidays. The Centre has a collection of reference materials comprising unpublished doctoral theses approved by Indian Universities and foreign theses on India and periodicals on social sciences;
- Offers financial assistance under study grant scheme for collection of material for research;
- Consultancy to social science institutions in setting up documentation and information centres;

Further information can be had from Mr. S.P. Agarwal, Director, SSDC, 35 Ferozeshah Road, New Delhi - 110 001.

SARAF NEW VC OF SRI SATHYA SAI
INSTITUTE OF HIGHER LEARNING

Dr. S.N. Saraf, former Educational Adviser, Planning Commission, Government of India has taken over as Vice-Chancellor, Sri Sathya Sai Institute of Higher Learning.

Dr. Saraf was Senior Consultant to the International Institute of Educational Planning(IIEP), Paris in 1979-81.

Dr. Saraf was UNESCO-UNDP Adviser on Educational Policy and Planning to the Government of Bhutan in 1982-83. He was Visiting Consultant to the National Institute of Educational Planning and Administration(NIEPA) in 1983-85.

Dr. Saraf is a life member of the Indian Adult Education Association.

FOREIGN JOURNALS/NEWSLETTERS ON ADULT EDUCATION &
DEVELOPMENT RECEIVED AT THE IAEA LIBRARY

Adult Education

Periodicity : Quarterly

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

Subscription: £ 6.75

Adult Education & Development

Periodicity : Twice a year
Address : German Adult Education Association
Fachstelle Fur Internationale
Zusammenarbeit, Rheinallee 1
5300 Bonn 2
Federal Republic of Germany

Subscription : Free of Charge

Adult Education Clearing House Newsletter

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

Subscription : US \$ 16.00

Adult Education in Finland

Periodicity : Quarterly
Address : Kansanvalistusseura,
Museokatu 18 A 2,
00100 Helsinki 10, Finland

Subscription : US \$ 10.00

ASPBAE Courier

Periodicity : Three Times a year

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

Subscription : US \$ 10 (for Individual Membership)
US \$ 40 (for Institutional Membership)

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

Periodicity : Not mentioned

Address : Secretary,
ASPBAE Region 1
30/63A, Longden Place,
Colombo 7, Sri Lanka

Subscription : Not mentioned

ASPBAE Newsletter

Periodicity : Not mentioned

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

Subscription : Not mentioned

Continuing Education in New Zealand

Periodicity : Quarterly
Address : National Council of Adult Education,
Box 12114, Wellington North,
New Zealand

Subscription : \$ NZ 9.00

Convergence

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

Subscription : US \$ 15.00

Development Communication Report

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

Subscription : Not mentioned

Development Dialogue

Periodicity : Twice a year
Address : The Dag Hammarskjold Centre
Ovre Slottsgatan 2,
S-75220 - Uppsala,
Sweden

Subscription : Not mentioned

The Educational Forum

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

Subscription : US \$ 13.00

International Educator

periodicity : Twice a year
Address : Kala Niketan
Publisher,
Nandavanam,
Trivandrum - 695 033

Subscription : Rs. 45.00
US \$ 21.00

Labour Education

Periodicity : Quarterly
Address : International Labour Office, Geneva,
Switzerland
Subscription : US \$ 17.00

The NFE Exchange

Periodicity : Not mentioned
Address : Non-Formal Education Information Centre,
College of Education,
Michigan State University,
237 Erickson Hall, East Lansing,
Michigan 48824 U.S.A.
Subscription : Not mentioned

Social and Labour Bulletin

Periodicity : Quarterly
Address : International Labour Office,
CH-1211 Geneva 22,
Switzerland
Subscription : US \$ 23.00

Scottish Journal of Adult Education

Periodicity : Half-yearly
Address : The Scottish Community Education Council,
Atholl House, 2 Canning Street,
EdinburghEH 3 8EG U.K.
Subscription : US \$ 6.50

Unesco Adult Education Information Notes

Periodicity : Quarterly
Address : Adult Education Section,
Adult Education & Rural Development Division,
Unesco, 7 place de Fontenoy, 75700 France
Subscription : Free of Charge

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

NEWSLETTER

Vol.VII No.11 February 1986 Limited Circulation

ADULT EDUCATION IN THE SEVENTH PLAN

The Chapter 10 in the Seventh Five Year Plan is on Education, Culture and Sports. The relevant portion on Adult Education in the chapter is being reproduced for the benefit of our readers:

10.37 Eradication of adult illiteracy and the development of a programme of continuing adult education is a major thrust area in the Seventh Plan. The task of covering all the illiterates in the age-group 15-35 years by 1990 is a formidable one. As motivation of the learner is crucial for success and as the number to be covered is about 90 million, the strategy to achieve the goal can only be through a mass movement involving social institutions, voluntary organisations, students, teachers, employers and the community. This programme will also have to be linked effectively with various development programmes especially the Integrated Rural Development Programme (IRDP). Active participation of village panchayats, mahila mandals, community centres, etc. is essential. Employers will be required to impart necessary functional education to all their illiterate employees. The programmes of Nehru Yuvak Kendras (NYK) and the National Service Scheme (NSS) will also focus on eradication of illiteracy. Programmes for motivating the learners by holding community meetings and through publicity, through posters, films, broadcasting etc., will be implemented on an adequate scale and with sufficient intensity to create a conducive climate. A network of libraries and the development of literature for neo-literates will also be initiated as a follow-up programme to avoid lapse into illiteracy. Community participation in all literacy programmes will be an essential feature from village levels upwards to give proper direction and orientation and lend effective support to this national programme.

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10.38 Another aspect of education of adults relates to training in functional skills relevant to their respective economic activities. Programmes for this purpose will be strengthened and adequate resource support provided for organising technical and vocational skill-based courses for the benefit of adult learners through Shramik Vidyapeeths and other similar institutions. As a part of the post-literacy and follow-up services, short-duration condensed training courses will be organised for upgrading the skills of the neo-literates and for increasing their awareness of various social events. The existing programmes on rural functional literacy and State adult education programmes and various training programmes for adult learners will be consolidated and dovetailed in the new mass movement programmes of adult education. Citizenship education including adult education, will be a necessary part of the entire education system, and will be specially promoted.

Seventh Plan Outlay by Major Heads of Education

		(Rs. Crores)			
S.No.	Major-Head	Centre	States	Union Territories	Total
1	2	3	4	5	6
1.	General Education of which M.N.P. Component	1518.64	2863.18	393.48	4775.30
	(a) Elementary Edn.	(100.00)	(1549.05)	(181.40)	(1830.45)
	(b) Adult Education	(130.00)	(227.66)	(2.34)	(360.00)
	Total Outlay on MNP Component	(230.00)	(1776.71)	(183.74)	(2190.45)
2.	Technical Education	220.00	388.12	73.67	681.79
3.	Art and Culture	350.00	114.86	17.26	482.12
4.	Sports and Youth Services	300.00	122.55	20.88	443.43
	GRAND TOTAL	2388.64	3488.71	505.30	6382.65

"EACH ONE TEACH ONE" IN ADULT EDUCATION STRESSED

The Lt. Governor, Delhi, Shri H.L. Kapur emphasised that each and every member of the community should take upon himself or herself the task of making atleast one adult illiterate literate in a year.

Shri Kapur was inaugurating the One-day Seminar on ADULT EDUCATION AS A MASS MOVEMENT organised by the Delhi Adult Education Association in collaboration with the NSS Unit of Delhi University in Delhi on February 22, 1986. He also stressed the need to start Library-cum-Reading Rooms so as to provide means for self education for all. He offered financial assistance to the Delhi Adult Education Association for this work.

Shri Purushottam Goel, Chairman, Delhi Metropolitan Council presided over the meeting. He said that development of personality should be the ultimate goal of Adult Education.

Earlier, Shri J.R. Jindal, President, Delhi Adult Education Association in his welcome address gave an account of the activities of the Delhi Adult Education Association for the last 15 years and assured full cooperation of the Association in eradicating illiteracy in the age-group of 15-35 by 1990. He emphasised the need to take up Adult Education as a Mass Movement.

In the post inaugural session, Shri J.L. Sachdeva, Dr. (Mrs) Usha Bannerji and Dr. N.A. Ansari spoke on the theme of the Seminar.

Shri S. Milind, Honorary General Secretary, DAEA proposed a vote of thanks.

NATIONAL AWARDS FOR POSTERS
ON ADULT EDUCATION

Prof. H.M. Asai of Aurangabad has won the first prize of Rs.5,000/- for his Marathi entry in the Third National Poster Competition on Adult Education organised by the Directorate of Adult Education, Government of India. The second prize of Rs.3,000/- has been won by Shri D.T. Jagtap of Guwahati for his Hindi entry while Shri Radhakrishnan of Quilon, Kerala has won the third prize of Rs.2,000/- for his Malayalam entry.

In all 433 entries were received for the competition in various Indian languages.

The competition was started by the Directorate of Adult Education in the year 1983 with a view to stimulate and encourage creative artists all over the country to prepare visual motivational material on adult literacy.

(DAE Newsletter)

NEWS FROM STATE RESOURCE CENTRES

SRC, Tamil Nadu

The Tamil Nadu State Resource Centre for Non-Formal Education, Madras organised a participatory training programme for Project Officers, Assistant Project Officers and Supervisors of Voluntary agencies in Madras from December 17-21, 1985. 33 persons attended.

Reading materials on following topics were given to the participants:

1. Mass Literacy Programme
2. Adult Education-Curriculum and Reading Materials
3. Extracts from the Evaluation Reports
4. The Right to Learn
5. Poverty in the midst of plenty: What can Adult Educators do?

The SRC conducted two Workshops of three days duration to prepare sub-themes in population education linked basic literacy.

The materials consisted of two items (i) Visuals to be shown to learners to initiate discussion and (ii) animators guide sheets on the theme of the visuals to help the animators to generate and lead the discussion. 20 visuals and 20 guide sheets have been prepared. Health and Population Education and Employment and Population Education have been highlighted in the materials.

The special cell for Women/SC/ST in the SRC organised a series of training programmes for animators in collaboration with Rawttakuppam Hemerjick Rural Health Centre at Rawttakuppam.

A pre-service training programme for five-days for the animators to develop the basic skills to speak, read, write, analyse and comprehend was organised.

A check list was also prepared for the animators to enable them to perform their duties effectively.

Another phase of in-service training for three days was organised to review their work and upgrade their skills in literacy techniques.

SRC, Bihar

The Bihar State Resource Centre for Adult Education, Patna(Deepayatan) organised a Pre-Service Training Programme of newly posted Project Officers at Deepayatan from November 24-30, 1985. 25 Project Officers attended the participatory training programme.

An In-service Training Programme was organised for Sauriya-Paharia couples at Borio in the district of Sahebganj from December 4-14, 1985. The trainee couples were taken to B.D.O., Anchaladhikari and other Project Officers of different other Departments to discuss implementation of different development schemes. The female Instructors were given training in cloth-cutting, sewing and making of smokeless chulahs.

The SRC organised 4 Workshops of Writers, Visualisers, Experienced Adult Education workers and Artists from September 30 - November 22, 1985 for preparation of teaching-learning material for "Each One Teach One" programme. Three Primers, three workbooks and three Instructors' Guides were prepared. It also prepared information material on Hamara Desh and Vikas Ki Raste. The SRC prepared the following posters on mother and child care: 1) Bal Vivah Kanoon Se Apradh, 2) Badhai! Aap Ma Banane Wali Hai, 3) In Par Dhyan Den, 4) Maa Ka Ahar, 5) Garbhwati Mahilayan Dhyan Den, 6) Maa Ka Pahala Doodh, 7) Bachche Ko Apna Hi Doodh Pilayen, 8) Char Mah, 9) Pet Men Kire, 10) Paudhe Majboot Kyon, 11) Ab Maa Mera Utna Khyal Nahi Rakhti, and 12) Causes of Diarrhoea.

A 5 day Workshop for formulation of Research Project Proposals was organised from November 11-15, 1985 at Patna. 7 persons participated.

A Workshop on Rights of Women was organised by Deepayatan on November 15-16, 1985 in which persons well acquainted with the problems and legal rights of women participated.

SRC, Orissa

The Orissa State Resource Centre for Adult Education, Angul, is undertaking a Socio-Economic Survey for fishermen in the coastal areas of Balasore district in collaboration with the Institute for Motivating Self-Employment, Calcutta. The study is being conducted in five districts i.e. Puri, Dhenkanal, Keonjhar, Phulbani and Balasore of Orissa.

The SRC continued to publish monthly bulletins "Halchal" for neo-literates and monthly magazine "Chetna".

ORIENTATION SEMINAR-CUM-WORKSHOP FOR
KEY PERSONNEL IN POPULATION EDUCATION

The Directorate of Adult Education under the UNFPA Project on Population Education in Adult Education Programme organised an Orientation Seminar-cum-Workshop for Key Personnel in Population Education from November 28-30, 1985 at the Indian Institute of Education, Pune.

Directors from the SRCs and State Directors of Adult Education of West Bengal, Bihar, Uttar Pradesh, Rajasthan and Maharashtra attended. Dr. (Mrs) Chitra Naik, acted as a resource person in the programme.

The objectives of the programme were:

- To orient the Senior Key-level personnel in Adult Population Education
- To explain the activities of the five-year project and the strategy for its implementation in five states of first phase of the project
- To prepare and finalise the state projects in respect of five states under phase one.

The Seminar was inaugurated on November 28, 1985 by Shri S.K. Tuteja, Director, Directorate of Adult Education, Ministry of Human Resource Development.

THE CURRENT LITERACY SITUATION IN THE WORLD

In 1985 there are an estimated 3,203 million persons aged 15 years and over in the world: 2,314 million are literate, and 889 million are illiterate. The 889 million illiterate persons represent more than a quarter of the World's adult population. Of these 889 million illiterates, 328 million are males (about one in five of all adult males), and 561 million are females (more than one in three of all females aged 15 years and over). All but 20 million of these illiterates are to be found in the developing countries. When analysed by continent, Asia with 66 million illiterates accounts for 75 per cent of the world's total, Africa with 162 million accounts for a further 18 per cent and Latin America and the Carribean with 44 million accounts for another 5 per cent.

(Unesco Document of the Same Title)

SHRAMIK VIDYAPEETH, CHANDIGARH

The Shramik Vidyapeeth, Chandigarh started the following programmes during January 1986:

- a) One-month course on personal grooming
- b) Six-month course on cutting and tailoring
- c) Six-month course on repair of radio, transistor and television

The Vidyapeeth conducted two refresher courses of two-day each for the sanitary helpers of HMT, Pinjore from January 7-11, 1986.

A six-day course on doll making was organised from January 3-9, 1986. 20 participants attended.

A six-day training programme for the drivers of the HMT was arranged from January 14-20, 1986.

A three-day programme on making of detergent was organised from January 22-24, 1986.

Demonstrations on preparation of liquid soap and health care were also organised by the Shramik Vidyapeeth.

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A production-cum-service centre for the economic upliftment of women was started on January 22, 1986. Washing and cleaning powder will be manufactured in the centre by the women and the products will be sold thru 'Chandigarh Emporium and the super bazar.

TRIVANDRUM CONFERENCE

The Indian Adult Education Association has received letters of appreciation from delegates from different parts of the country for the successful organisation of the All India Adult Education Conference by Dr. K.S. Pillai in Trivandrum from December 20-23, 1985.

Dr. Malcolm S. Adiseshiah, Chairman, Madras Institute of Development Studies in his letter to Barrister M.G. Mane, President, IAEA has written:

" I am sorry that I could not be present at the Conference which I understand was well run and has helped the cause".

MALCOLM ADISESHIAH FELICITATES
NEW DIRECTOR, IAEA

Dr. Malcolm S. Adiseshiah, Chairman, Madras Institute of Development Studies, former Vice-Chancellor of Madras University, former President of International Council for Adult Education and Indian Adult Education Association and former Deputy Director-General of Unesco has sent congratulations to Shri J.L. Sachdeva on his appointment as Director, Indian Adult Education Association. He writes:

"I am very glad and send you very warm congratulations for a fruitful and useful period of directorship of this Association".

Friends, co-workers, colleagues and well-wishers from different parts of the country have also sent congratulations to Shri Sachdeva. He conveys his thanks to all of them

COMMONWEALTH ASSOCIATION FOR THE
EDUCATION OF ADULTS FORMED

An Association named "Commonwealth Association for the Education of Adults" has been formed recently in London.

Dr. Maurice Goldsmith, Chairman of the Commonwealth Professional Associations and Mr. Arthur Stock, Director, National Institute of Adult/Continuing Education, U.K. are the Trustees of this Association.

Professor Alan Rogers, formerly a member of staff of the Department of Adult Education of the University of Nottingham and at present Director of the Institute of Continuing Education of the New University of Ulster, North Ireland is the Secretary-General.

Mr. Jack Robinson, former Education Secretary to BBC, is the Editor of the News Bulletin.

Further information from : Secretary-General, Commonwealth Association for the Education of Adults, The Commonwealth Foundation, Marlborough House, Pall Mall, London SW1Y 5HY, London.

NEW RATES OF MEMBERSHIP FEE OF IAEA

The General Body of the Indian Adult Education Association at its meeting in Trivandrum on December 23, 1985 has raised the rates of membership fee from January 1, 1986. The new rates are as follows:

Institutional

Voluntary organisations and Colleges	Rs.75/-p.a.
Government Agencies and Universities	Rs.400/-p.a.

Individual

Yearly	Rs.30/-p.a.
Life Membership	Rs.250/-

An admission fee of Rs.10/- is to be paid by all members.

SYMPOSIUM ON WORK ORIENTED
EDUCATION IN MADRAS

A UGC sponsored 3-day symposium on work oriented education is planned to be held in the Loyola College, Madras sometime in July 1986. For further information please write to Rev. N. Casimir Raj, S.J., Principal, Loyola College, Madras-600 034.

VISITORS TO IAEA

The Indian Adult Education Association received the following visitors during February 1986:

- a) A two member delegation from the Department of Vocational Training of Skilled Workers, State Secretariat of Vocational Training, GDR; and
- b) 36 Workers Trainees of Workers Education Centre (CBWE), Waltair (A.P.).

NEW EDUCATION-CRIME PROGRAMME

The International Council for Adult Education (ICAE) has announced a new programme in the field of education and criminal justice.

The main objectives of the programme are to introduce an educational approach in the field of criminal justice, specially in the areas of crime prevention and penal administration and to advocate that educational authorities take an increasing interest in and assume a major responsibility for these activities.

The programme will be coordinated by ICAE's International headquarters in Canada.

Further information : J.W. Cosman, 1265 Carson Ave., Dorval, Quebec, Canada H9S 1M5.

IAEA EMPLOYEE RETIRES

Shri Dukhi Ram, peon in the Indian Adult Education Association retired on January 31, 1986 after 23 years of service with the Association.

He was given a warm send-off by his colleagues. Gifts were presented to him on behalf of the Executive Committee and staff of the Association.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and Objectives of Adult Education

Styler W.E. Adult Education and Political Systems. Nottingham, Department of Adult Education, University of Nottingham, 1984. 227p

This book deals with the relationship between political systems and beliefs and adult education. In the first part it outlines the expansion of adult education on a world scale since the second world war and the ferment of ideas relating to it. It then proceeds in successive parts to examine the Western democracies, the Communist States and the countries of the developing world. In the final part the political principles which should govern adult education are discussed and it is argued that from a political point of view the performance of adult education in the Western democracies has been disappointing. It puts forward proposals towards improving the position. It concludes by pointing out that not all adult education can be regarded as good in its political intent and suggests that the agendas for international conferences should be more realistic in recognition of this fact.

Media, Methods and Materials in Adult Education

ACCU. Guidebook for Development and Production of Materials for Neo-Literates. Tokyo, Asian Cultural Centre for Unesco, 198

This guidebook was produced by the Asian Cultural Centre for Unesco (ACCU) in Tokyo, with the cooperation of 12 Unesco Member States in the Asian-Pacific Region and the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), to serve as a guide in the development and production of materials for rural neo-literates in the region. The following are the main objectives of this guide:

- a) to help policy-makers and planners of neo-literate programmes to understand the importance of neo-literate materials for development and the processes involved in preparation and production of those materials.
- b) to help people working in the development and utilization of neo-literate materials to acquire more knowledge and skills in the preparation and production of neo-literate materials.

- c) to serve in the training of personnel engaged in the preparation and production of neo-literate materials.
- d) to help to learn from the experiences of different countries in the field of neo-literate materials development.

Bay of Bengal Programme. Towards Shared Learning, Non-Formal Adult Education for Marinefolk: Animators Guide. Madras, Development of Small-Scale Fisheries in the Bay of Bengal, Madras, 1985.

This guide is for animators or teachers in non-formal Adult Education Centres for fisherfolk in Tamil Nadu.

It covers eight major subject areas - community, occupation, health and nutrition, social problems, leadership, income and saving, cooperation and education. In each of these areas, problems relevant to the fisherfolk, who constitute the learners are highlighted and approaches to analysing them outlined. Background material in the form of discussion papers, statistical data, stories and case studies is also provided. The animator is expected to design suitable lessons for the learners using the materials provided in the guide as reference and the conditions and the problems of the community in which he functions.

Bay of Bengal Programme. Towards Shared Learning Non-Formal Adult Education for Marine Fisherfolk Trainer Manual. Madras, Development of Small-Scale Fisheries in the Bay of Bengal Programme, 1985. 172.

The document is a manual of participatory training for trainers of animators in non-formal education. The manual contains profiles of animators and describes the participatory training approach, its beliefs and assumptions. It includes a twelve day training model divided into five stages. It contains easy-to-use, step by step explanations for trainers in their conduct of various sessions.

DAE. Planning and Development Meeting for Integration of Population Education in Adult Education Programme : Background Papers. New Delhi, Population Education Unit, Directorate of Adult Education, Ministry of Education, 1985. 56p (Mimeographed).

The document presents seven articles on various aspects of population education in Asia and the Pacific. These are: Planning and development of out-of-school population education programmes in Asia and the Pacific, Material Production for out-of-school Population Education, Guidelines on basic literacy and post-literacy population education materials, Types of materials and guidelines for preparing the motivational instructional and follow-up materials, common teaching learning activities, you are a population actor and MexicoCity declaration on Population and Development.

UGC. Training Manual for Adult Education Functionaries. New Delhi, University Grants Commission, 1985. 85p

The document is a report of the group appointed by the UGC to develop a training manual for adult education functionaries for implementing point no.16 of the New 20-Point Programme of the Government of India.



IAEA

NEWSLETTER

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IAEA ORGANISES TRAINING PROGRAMME IN WEST ZONE

The Indian Adult Education Association West Zone Training Programme for Adult Education Functionaries was organised in the aesthetic surrounding of the campus of Samskarteersha, Ajol (Distt. Mehsana, Gujarat State) from March 8-14, 1986. Twenty one Project Officers of adult education from the Gujarat State Adult Education Directorate and two adult education functionaries from voluntary organisations attended the programme.

Shri K. Ramamoorthy, Secretary, Education, Gujarat State inaugurated the programme. The training programme was directed by Prof. Yashwant Shukla, Vice-President, IAEA and Chairman of the Western Zone and Shri Chunnibhai Bhatt, Hony. Associate Secretary, IAEA was the Co-director.

Shri J.C. Saxena, Hony. General Secretary, IAEA, Shri J.L. Sachdeva, Director, IAEA, Prof. R.S. Trivedi, Chairman, Higher Secondary Board of Education, Gujarat State, Dr. Ramabhai Desai, Director, SRC, Gujarat State, Ms Dolly Contractor, Jt. Director, Adult Education Directorate, Gujarat State, Shri Govindbhai Raval, President, Acharyakul Gujarat and Director of Vishvamangalam Anera, Prof. Yashwant Shukla and Shri Chunnibhai Bhatt acted as resource persons.

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Some of the topics highlighted during the programme were: Concept and Philosophy of Adult Education, Some Do's and Don'ts of Adult Education, Seventh Plan and Adult Education, Field Problems, Adult Education and Women, New Education Policy and Adult Education, Linkages of Adult Education with Development, Curriculum Formation, Techniques of Communication, Adult Education and Mass Media, Text-book construction for adult learners and Awakening of Individual Consciousness and Social Awareness.

The trainees evinced keen interest in all these topics and a lively debate followed every time at the end of the talk from the resource person.

The valedictory address was given on March 14, 1986 by Dr. Gordhanbhai Patel, Director, Primary and Adult Education Directorate, Gujarat State.

ORIENTATION WORKSHOP FOR STATE CONVENERES
AND ORGANISERS OF AICEIW

The All India Committee for Eradication of Illiteracy among Women (AICEIW) organised a six-day orientation workshop for state conveners and organisers in New Delhi recently. 66 participants from various parts of the country attended. The workshop was addressed among others by Shri K.C. Pant, Minister of Steel and Mines and former Minister of Education, Shri K.R. Narayanan, State Minister for External Affairs and former Minister of State for Planning, Dr. (Mrs) Madhuri R. Shah, former Chairman, University Grants Commission and a number of senior officials and leading authorities in education. The valedictory address was delivered by Smt. Mohsina Kidwai, Union Minister of Health and Family Welfare. Smt. Kunti Sondhi of the All India Women's Conference acted as the Director and Shri J.L. Sachdeva of the India Adult Education Association as the Co-Director of the Workshop.

The subjects discussed during the Workshop were : Adult Education Programme and Implementation Strategies, Identification of problems in developing women's literacy movement, Role of various agencies, Role of Planning and Rural Development Agencies, Resource Support for Women's Literacy Movement,

for Curriculum and material/ post-literacy and follow-up, Planning of voluntary efforts and harnessing of total community resource, organisation of training programme at various levels, role of universities, corporate enterprise, trade unions and labour movement, socio-economic programmes, legal rights of women, population education and Women's literacy, Problems of Cooperation and Coordination between government agencies and monitoring and evaluation.

Delivering the valedictory address, Smt. Mohsina Kidwai congratulated the All India Committee for Eradication of Illiteracy and its member organisations having taken the task of eradicating illiteracy among women by the year 2000. She said that because of historic and other factors women in India had to reconcile themselves to a second place in society. Illiteracy had remained the basic reason for their backward condition. The problem was grave and cause of concern to all of us. It was mainly because of illiteracy that women and female children were generally discriminated against and remained most neglected members of our society. Though the constitution treated women as equal partners with men, in adult practice there was a pronounced gap between the status of women and of men. Slow progress of education among girls had been responsible for generally low progress, she felt.

Illustrating with reference to population control and the family welfare programme, which was one of the most important development programme, Smt. Kidwai said that this would remain a partial success unless and until women folk were educated to understand and accept the fundamental of the programme. It was important to bring a change of attitude towards modernity and natural thinking and this could come only from education.

The proper implementation of female literacy could go along with amelioration of poverty among women. Female literacy was one of the most important activities for the promotion of the cause of women and for the successful operation of the national family welfare and population control programme. Rise in woman's educational status could encourage her to economic independence through gainful employment and to express her individual personality. The adult literacy movement was intended to ensure that the beneficiaries became active partners in development. Women's literacy and education could eliminate all types of discrimination against womenfolk, she concluded.

COUNCIL FOR ADVANCEMENT OF RURAL
TECHNOLOGY(CART), NEW DELHI

The Council for Advancement of Rural Technology(CART) set-up under the aegis of the Ministry of Rural Development is a registered society under the Society Registration Act. The broad objectives of the Council are:

1. to act as the national nodal point for coordination of all efforts at development and dissemination of technology relevant for rural areas for sectors other than those covered by ICAR and its sister bodies;
2. to act as a catalyst for development of technology, appropriate for the rural areas, by identifying and funding research and development efforts by different organisations;
3. to strengthen existing institutions of research and develop or set up institutions, so that national level institutions on matters of purely or largely rural interest are built up;
4. to act as a clearing house of information and a data bank;
5. to disseminate knowledge on rural technology to manufacturers of machinery, tools, equipment and spare parts so that large scale production of technically improved machinery etc. is carried out in the private, cooperative and public sectors;
6. to act as conduit for transfer of appropriate technology to Government departments, public sector undertakings and members of the public;
7. to conduct or sponsor training programmes for trainers so that improved technology is passed on to the beneficiaries in the rural areas; and
8. to carry out research studies, surveys, evaluation, etc. on the use of appropriate technology.

CART provides financial assistance for projects if they aim at undertaking:

- a) surveys;
- b) research and development of new technologies or refining and improvement of existing technologies;
- c) transfer of technologies through demonstrations, field trials and training programmes;
- d) dissemination of scientific and technological information of relevance through brochures, booklets, films and other audio-visual aids;
- e) establishment of organisational structure for better management and marketing facilities; and
- f) programmes of entrepreneurship development by application of science and technology.

Projects can be sponsored by Government Departments/ agencies, autonomous organisations, cooperative institutions or voluntary agencies.

Further information and proforma for obtaining financial assistance can be obtained from:

The Administrative Officer,
Council for Advancement of Rural Technology,
Guru Nanak Foundation Building,
New Delhi - 110 067

LEARNING BY LAMPLIGHT

The Indian Institute of Education (IIE) Pune, headed by Dr. (Mrs) Chitra Naik, a recipient of Padma Shri this year, launched an action-research project for universal primary education to find out ways and means of stimulating the rural community to formulate their own local plans for education and development.

Involving 1,21,000 people of 100 villages spread over five geographically and economically different regions, the project revealed that villagers were interested in education of their children and were ready to cooperate on the village-community level. However, six hours of schooling during peak working hours was not acceptable to them.

There were other problems too. Parents were reluctant to send their young daughters to classes in distant areas, regular primary school teachers were not interested in part-time jobs, villagers were not in a position to spend money on school buildings, furniture and teaching material, etc.

The IIE team discussed each problem with full community participation and evolved acceptable solutions. Seven to nine p.m. were agreed upon as the best hours for the evening classes, with temples and the panchayat floor areas as the best venues for the schools. In many villages, however, women came forward to offer their own homes.

The IIE programme placed considerable importance on training literate or semi-literate men and women, whom the villagers trusted as volunteer-teachers.

In all 263 locally selected teachers were prepared, of whom 62 were women. This encouraged parents to send their daughters for the evening classes. No information was imposed on the volunteer-teachers, as it was felt that education must be integrated into the living pattern of village life.

Four thousand three hundred and thirty two children in the age-group of 8-15 were enrolled in these "lantern classes", as they were called. They were mostly working children-either engaged in cattle grazing, household work, working in the fields or looking after their own young brothers and sisters. The evening classes were a novelty for them and were received with full enthusiasm by the entire village community. Holidays and vacations were decided by each class as per its requirement.

Each class consisted of 20 pupils and they were further divided into groups of five each. This arrangement proved more congenial for dialogue and discussion than a formal primary classroom. The evening classes came to be regarded as social clubs by the children, places where they can be free from their stresses and strains, and escape the drudgery of their daily life. At the schools, government-provided curriculum is modified into general information covering health, local geography, history, everyday science, observation exercises, etc. A set of about 300 "easy-to-grasp" cards, folders and booklets are given to the children to help them move beyond the curriculum.

On becoming literate, the children are allowed to choose their reading material from the set supplied to each class. The focus is always on group learning, on acquiring the skills of scientific enquiry, on inculcating a spirit of cooperation and problem-solving. At the end of two years, many pupils wished to take the formal grade IV examination and the IIE encouraged them and provided appropriate coaching to enable them to make the transition to formal education.

New words have been coined in place of the old feared ones: bhau (brother) and tai (sister) for teacher, "social clubs" for schools, Bal Jatra for examination, and so on. To get feedback and make an assessment of the system, a periodic bal jatra is held. The bal jatra takes both teachers

and pupils out of their routine atmosphere. Along with the evaluation of their work, songs, dramas, dances and sports are arranged.

During the jatra, the community of the selected village makes arrangements for clean drinking water, a playground, toilet, etc. Children from eight to ten different villages come in one procession, singing a cadre song especially written for "working-learning-children". The progress of each student in games, story-telling, elocution, singing, drawing and painting is recorded during the first half of the day. The second half is utilised in testing his achievements in literacy, numeracy and general information.

According to a Maharashtra Government estimate, the cost of primary education comes to Rs.960 per child on the completion of standard IV. However, the cost of 'lantern classes' conducted by the IIE is only Rs.123.

(Hindustan Times Magazine)

UNIVERSALISATION OF ELEMENTARY EDUCATION
AND COMPLETE ERADICATION OF ILLITERACY
SHOULD BE TOP PRIORITIES:ADISESHIAH

In an interview published in Indian Express recently Dr. Malcolm S. Adiseshiah, a leading educationist and Chairman of the Madras Institute of Development Studies has given his opinions on the New Education Policy. Some excerpts from the interview are given below:

WHAT IS YOUR OPINION OF THE DOCUMENT "THE CHALLENGE OF EDUCATION: A POLICY PERSPECTIVE" PUBLISHED BY THE DEPARTMENT OF EDUCATION?

The document is an outstanding piece of work for several reasons. First, its brevity. The Kothari Commission report on education(1968) was excellent, but no one read it because it was 800 pages long. This is a compact, brief document, so it has been widely read.

Secondly, its analysis of the past and present status(of education) has been presented in statistics. They have based themselves on the NCERT and All India Education census, which makes it incontrovertible. It is refreshing, up-to-date, accurate and the analysis is very good. Its strength is chapters two and three which deal with the present situation.

WHAT ARE THE PRIORITIES IN THE EDUCATION FIELD NOW?

There is growing awareness that the priority in education is for the universalisation of elementary education, and complete eradication of adult illiteracy (which is 110 million). This is top priority. The consensus is that this has to be attained in the seventh plan, and certainly before the eighth plan.

IS THAT POSSIBLE?

It is possible if we really mean it. If we put, at the disposal of this priority, adequate financial and human resources it is possible. Countries like Cuba, Vietnam, China, Thailand have achieved total adult literacy by concentrating their resources by running a campaign for literacy.

Universalisation of elementary education can be attained if we provide the manpower and money for teachers, buildings, black-boards, furniture and other equipment. The problem of elementary education is not enrolment, we can enrol 100 per cent of the children within the seventh plan - 80 per cent are already enrolled, so that remaining 20 per cent is no problem - but how do you keep the students in school? There should be a scheme so that schools have holding power. According to statistics, 60 per cent of the children drop out before class V and 80 per cent before class VIII.

HOW DO YOU PREVENT THIS?

Why do children drop out? Because of the poverty of their parents. They have to work in fields or factories while the girl has to look after the younger children and cook. So the universalisation of elementary education is linked with the eradication of poverty.

CAN POVERTY BE ERADICATED WITHIN THE SEVENTH PLAN PERIOD?

It is not difficult. At least poverty can be reduced from 40 per cent (the present rate) to 20 per cent in this period. It will take time to eradicate poverty, but in the meanwhile some programmes to alleviate poverty can be started, like the free milk and food distribution scheme.

HOW WILL THE FOCUS ON PRIMARY EDUCATION AFFECT HIGHER EDUCATION

It will have serious consequences on higher education. Money will have to go towards education and not universities or colleges. It is a difficult choice and it will create tremendous pressure in political circles, because some people will try to have the status quo retained. But we have to go back, to halt the expansion of higher and secondary education for a limited period of time.

There is strong emphasis on vocationalisation at the higher secondary and secondary level. In Tamil Nadu the CM has very interesting ideas - he advocates that children should learn to use their hands from kindergarten onwards. The term is "life-oriented education". A strong movement is emerging especially for classes IX to XII.

In technical education like engineering, agriculture, medicine, we have reached very high standards. But the corollary for priority for universalisation of primary education is that there can't be any expansion of higher education.

Also, to spread primary education, the heavy State subsidy on secondary and higher education should be lowered by increasing the fees. This can be done by raising fees and starting self-financed institutions which accept donations officially. Those who can afford to pay donations should do so. From secondary school onwards fees should be raised to finance education.

WHO ANALYSIS LINKS INFANT MORTALITY RATES IN THIRD WORLD TO FEMALE LITERACY

Studies involving 160,000 women in some 30 developing countries analysed by the World Health Organization (WHO) show that the higher the female literacy rate, the lower the infant mortality.

"In every economic setting, the children of literate women have a better chance of survival than those of illiterate women" the analysis shows. The studies were carried out earlier, by developing countries themselves, as part of the larger World Fertility Survey and published in 1984 by the International Statistical Institute, the Netherlands.

In countries where the female literacy rate is low—less than 35 per cent—babies run from two to three times greater a risk of dying during the first years of life than in countries where literacy is high, above 90 per cent.

In addition, according to WHO, over 30 per cent of women of child-bearing age with, at least, a high school education use modern contraceptives, such as the pill, and the intra-uterine device. The figure for women without formal education is 10 per cent.

"Women with schooling tend to marry later, delay child-bearing, and are more likely to practise family planning. They generally have fewer children with a wider spacing between births", WHO says, "Women with no schooling, on average, have almost twice as many children as those with seven or more years' schooling".

The analysis is part of the World Health Statistics Annual, 1985, just released. Some 530 pages thick, it is compiled from information made available to WHO by countries. The annual gives mortality rates for 150 causes of death, such as heart disease, cerebrovascular disease, lung cancer, cirrhosis of the liver (alcoholism), and car accidents, as well as estimated infant mortality rates and life expectancy for developed and developing countries.

According to WHO : "The dissemination of this information will hopefully encourage countries to use these data to identify health needs and to improve the management of their health systems".

In a summary of highlights, WHO says: "Mortality from the epidemic of coronary heart disease began to recede in some of the developed nations, and significant progress against this disease has continued". However, "mortality from lung cancer has continued to rise in many countries and, somewhat disturbingly, is now rising proportionally faster for females than for males in a number of countries".

The infant mortality rate (deaths under age one) ranged from 6 to 8 per 1,000 live births for Japan, the Netherlands, the Nordic countries and Switzerland, to over 100 for most African and many Asian nations, the report says.

J.M. GADEKAR

Shri J.M. Gadekar, Social Education Officer and Member Secretary of the Bombay City Social Education Committee and Member of the Executive Committee of the Indian Adult Education Association has been nominated on the Indian Merchants Chamber, Social Welfare Sub-Committee. He has also been appointed as a Member of Family Welfare Advisory Committee of the All India Radio, Bombay.

Abdel-Fattah, Ahmed. Communication for Population and Development Programmes ; An Egyptian Experience. Paris, Unesco, 198

This is the ninth document in the Unesco series Population Communication: Technical Documentation.

It briefly narrates the philosophy, the modus operandi and the achievements of the project with special reference to the key role which communication, including community organization work, plays in its implementation.

The document has been divided into six parts. Part I gives introduction and the background of the project. Part II deals with the communication in population/development project. Part III presents Mass Media and community works: integrated planning and operations. Implementation of integrated mass media and community level communication programmes have been discussed in Part IV. Communication training for Population and Development Project Personnel are analysed in the last two parts.

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