





IAEA

# NEWSLETTER

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## MASS PROGRAMME OF FUNCTIONAL LITERACY THROUGH STUDENTS LAUNCHED

The Government of India have started a mass programme of functional literacy from May 1, 1986. The programme involves two lakh NSS students and one lakh non-NSS students in the Universities and Colleges. The students volunteers will teach two to five adult illiterates in the neighbourhood during the summer vacations according to his/her convenience.

The Directorate of Adult Education has brought out a set of five folders which contain, in a capsule the objectives of the Mass Programme for Functional Literacy and its other essential components like literacy kit, training of volunteers, monitoring and media support.

The literacy course is to be imparted for approximately 150 hours by the student volunteers. During summer vacation intensive teaching of two to three hours daily will be done. It will be followed by once or twice week session from July till October and a concluding session in October vacation of 10-12 days of daily intensive teaching.

The kit which includes basic primer, supplementary reader, book on arithmetic, exercises materials and volunteer's guide will be supplied free of cost to the students.

Shri P.V. Narasimha Rao, Minister of Human Resource Development and Smt. Sushila Rohatagi, Minister of State in the Department of Education and Culture have issued appeals to the community for participation in this mass programme. Their appeals are reproduced below:

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"On the path to development we are on the threshold of momentous scientific and technological changes which have the potential of changing the existing social and economic conditions in the country. The development programmes of the country can be strengthened only by harnessing the productive energies of all sections of society, especially those of the economically productive age group 15-35, by proper education and training. The delivery and absorption of benefits of health and family welfare measures as well as the success of the socio-economic programmes and the schemes of poverty alleviation depend on the willingness and capability of the beneficiaries to actively participate in them.

Despite phenomenal progress in the field of education, due to socio-economic conditions, a larger section of our population do not avail of the schooling facilities and thus add to the increasing number of illiterates. The mass illiteracy, which Gandhiji called India's sin and shame has to be removed. This calls for determination to eradicate illiteracy within a realisable time-frame. In our situation, the potential of the educated population, especially colleges and university students has to be harnessed in eradication of illiteracy and in providing functional education to the illiterates.

As a first step towards launching a mass programme, we are starting a programme of voluntary involvement of students in imparting functional literacy during the forthcoming summer vacation. The students and youth have been the vanguard of our nation in its struggle for independence and in building a democratic society based on a more equitable and just social order. The same spirit of dedication and service, has to be rekindled today to take the country faster on its course of national reconstruction and development. We have to create through a mass programme - a universal learning environment, an environment of change and development through adult and continuing education. This would call for the best that every educated person can give to the society - selfless service, team spirit and cooperation.

I would personally appeal to every student studying in colleges and universities, to participate in this national endeavour. You can contribute your best, in lighting the lamp of learning in the family living next door or nearby your house, which may have one or more illiterate persons - to whom you may be giving the most cherished gift of his or her life - 'Vidyadaan'."

- P.V. Narasimha Rao

"A sizeable number of the country's work force in the age 15-35 is illiterate with little or no access to education. The bulk of the population in this age group are engaged in diverse fields of activity like agriculture, animal husbandry and industry in organised and unorganised sectors. It would be necessary to equip them with the basic ability to read and write since that is the main instrument of learning.

Women constitute bulk of the illiterate population in India particularly in rural areas. Along with the need of upgradation of skills it is essential that we impart to them basic literacy, functionality and awareness. In this mammoth task cooperation of all educated sections of our society is an essential pre-requisite.

A nation-wide programme of adult education is being implemented by Government. It will be our endeavour to eradicate illiteracy within the shortest possible time. Hence it is absolutely necessary to harness the enthusiasm and energies of young men and women who are studying in colleges and universities. We are launching a mass programme with the help of nearly 3 lakh students for eradication of illiteracy starting from this summer vacation.

I personally appeal to all my young friends from Kashmir to Kanyakumari and from Arunachal to Kutch to participate with missionary zeal. Each one of us must contribute in removing the darkness of illiteracy from the life of at least one adult illiterate and light the lamp of learning at least in one family living nearby your home.

Our dynamic Prime Minister has called upon the nation to prepare for the twenty-first century. I am confident the youth-the educated youth will accept this challenge and extend their full support."

- Sushila Rohatagi

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RESULTS OF 27TH NATIONAL PRIZE  
COMPETITION FOR LITERATURE FOR  
NEO-LITERATES

52 manuscripts in various languages have been selected under 27th National Prize Competition for Literature for Neo-literates organised by the Directorate of Adult Education, Ministry of Human Resource Development. The authors of prize-winning manuscripts have been awarded a cash prize of Rs.1,000/- each and a certificate. Besides, copies of the prize-winning books will also be purchased by the Directorate after their publication.

The details of prize-winning books are given below:

<u>S.No.</u>	<u>Name of the Author</u>	<u>Title of the Manuscript</u>	<u>Language</u>
1.	Dr. B.K. Bhattacharyya	Lankar Banijgha- rate Paba	Assamese
2.	Sh Debi Mukhopadhyay	Din Badlar Pala	Bengali
3.	Dr. S.M. Pandya	Sukhno Suraj	Gujarati
4.	Sh Shraddha A.Trivedi	Rampuraman Soo- ryadaya	Gujarati
5.	Sh Vinubhai T. Mangukia	Apanu Gaam, Apnu Ghar	Gujarati

IAEA RECEIVES BUDD HALL AND ALAN ROGERS

Dr. Budd Hall, Secretary-General of the International Council for Adult Education (ICAE) and Dr. Alan Rogers, Secretary-General, Commonwealth Association for the Education of Adults (CAEA) visited Indian Adult Education Association (IAEA) recently.

Welcoming, Budd Hall at a reception jointly organised by IAEA and Society for Participatory Research in Asia (PRIA) on April 4, 1986, Shri J.C. Saxena, Hony. General Secretary, IAEA said that Dr. Hall had made immense contribution to the cause of Adult Education by providing opportunities to people to share information and experience in far removed areas of the world.

Greeting Dr. Rajesh Tandon, Regional Coordinator, PRIA on being unanimously elected as one of the Vice-Presidents of IC AE, Dr. Hall spoke at length on global issues in Adult Education. The adult education scene, Dr. Hall said had been very dynamic. A positive trend visible Dr. Hall said, was that of emergence of Non-Governmental Organisations (NGO's) at national and international level. This had led to the people at the local level sharing information to participants in issues at national and international level.

Dr. Hall said that women's movement was taking shape all over the world. Their role in political and social change is being widely recognised.

Adult Educators, Dr. Hall said, had an important role to play in the social movement which was shaping up. They had to organise and catalyse the new vision which was emerging. However, he said, adult educators will have to have first dialogue and discussion with the people to find out what they want or need before taking adult education to them.

Citing the example of Tanzania, Dr. Hall said that though the country had high literacy rate, it was still fighting with its economic problems. There was, however, a lot of awareness among people and cultural richness. On the other hand, he pointed out, there were industrialised countries which were rediscovering illiteracy - some of these were found to have

5-25 per cent functional illiteracy. However the content of adult education had changed in developed countries because of the strengthening of their economic structure.

Dr. Alan Rogers, Secretary-General of the recently formed CAEA shared his experiences on university adult and continuing education on March 7, 1986. He said that it was wrong to send somebody from alien culture to impart education specially literacy to adults. Universities he said, were gradually moving away from literacy teaching to professional continuing education updating courses.

Dr. Rogers emphasised the need to use the existing community structure for adult education rather than creating new structures for it.

Literacy programme, he said will not be successful unless we find out what people want to learn and start learning with them. Let social action programmes come first and literacy follow as a sequel to them.

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#### TRAINING PROGRAMMES AT LITERACY HOUSE, LUCKNOW

The newly set up I.D.A.R.A. in Literacy House, Lucknow is organising a series of one-day training programmes for the benefit of Programme Officers and N.S.S. Coordinators during the current vacations. The training is to equip the University and College teachers for the successful implementation of the Mass Programme of Functional Literacy to be carried out by students in their charge.

Shri J.C. Saxena, Hony. General Secretary of the Indian Adult Education Association was invited as the Chief Guest and Resource Person for the Training Programme held on May 18, 1986. Shri Saxena addressed the trainees about the National Programme of Eradication of Illiteracy and its importance in the present programmes of socio-economic development. He exhorted the trainees to do their best to make the programme a success.

Shri Saxena also distributed certificates to the 45 participants from the two Universities of Meerut and Avadh.

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CONVOCATION FOR HONOURING  
NEO-LITERATES IN KERALA

The Centre for Adult Education and Extension (CAEE) of the Kerala University organised a Convocation in Karakulam in Nedumangad Block near Trivandrum for presenting certificates to 300 neo-literates on March 30, 1986. Nearly 80% of the recipients were women. The certificates were presented by the Hon'ble Speaker of the Kerala Assembly, Shri V.M. Sudheeran on their successful completion of 12 months Adult Education Programme. About 100 recipients were also presented with a neo-literate book kit in recognition of their creditable performance during their discussions, field work and examination as judged through continuous evaluation and final testing.

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FUND TO ERADICATE WOMEN'S ILLITERACY

A National Appeal for Funds for Eradicating Women's Illiteracy was released in New Delhi on April 29, 1986 by Shrimati Kamladevi Chattopadhyaya. Smt. Phulrenu Guha, M.P. presided over the function.

The All India Committee for Eradication of Illiteracy Among Women on whose behalf the appeal was issued will use the funds to assist women's organisations in building up the effort to eradicate illiteracy among women.

Nine women's organisations have come together to form All-India Committee for Eradication of Illiteracy among Women. The organisations are Kasturba Gandhi National Memorial Trust, All-India Women's Conference, National Council of Women in India, Bhartiya Grameen Mahila Sangh, Young Women's Christian Association of India, National Federation of Indian Women, Indian Federation of University Women's Associations, Indian Association for Women's Studies and the Centre for Women's Development Studies.

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CITIZENSHIP CONCEPT NEEDS VALUE SYSTEM

Mr. P.N. Haksar, former diplomat and civil servant, asserted that citizenship in India had yet to emerge as a normal concept because of the primordial consciousness of caste and religion that the political system instead of dissolving was actually reinforcing. He said that a thought structure and a value system was needed for this concept.

Mr. Haksar was delivering keynote address at the inaugural session of a two-day national seminar on "Citizenship Development for Economic and Social Progress" organised by the Citizenship Development Society at the India International Centre in New Delhi on April 5, 1986. The former external affairs minister, Mr. Dinesh Singh, delivered the inaugural address, while the noted jurist, Dr. L.M. Singhvi, gave the presidential speech.

Mr. Haksar said that we had to think afresh about our wonderful traditions and said that our greatest failure lay in the field of education. Those relying on bringing about change through economic measures were living in a fool's paradise.

He decried the blatant communal atmosphere in the country. In spite of our rich, diverse traditions and our Constitution we were still busy inciting and organising hatred.

He referred to the massive poverty on the one hand and the vulgar display of affluence on the other hand and warned that moral sickness would corrode us.

Earlier, Mr. Dinesh Singh lauded the Indian Constitution and noted that it incorporated both idealism and pragmatism. The duties of the citizens were added much later to the Constitution in 1976 to emphasise the obligations of the citizens to promote harmony and the spirit of common brotherhood. If we cherished our fundamental rights, and relied upon the freedom and security our country offered, we had to fulfil our obligations.

Dr. L.M. Singhvi in his presidential address said that education has to play a great role in inculcating a basic faith in the minds of the people in the values of democracy and for understanding the basic rights and obligations of citizenship in a parliamentary democratic system. He also referred to pioneering work done by Indian Adult Education Association in promoting parliamentary democracy through adult education.

The Seminar discussed Citizenship Development for Economic Progress, Citizenship Development for Social Transformation and Education and Training for Citizenship Development.

Shri P. Chidambaram, Minister of State for Personnel, Public Grievances and Pensions delivered the valedictory address.

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WOMEN'S BODIES SHOULD INSTILL  
SELF RELIANCE AMONG WOMEN

The Minister of State for Youth Affairs, Sports, Women and Child Development, Mrs. Margaret Alva, has called upon all women's voluntary organisations to reorient their functioning so as to play a more effective role in instilling self-reliance among women.

Inaugurating a seminar on "Voluntary women's organisations and contemporary challenges" organised in New Delhi on April 23 1986 by the Delhi Social Welfare Advisory Board, the Minister advocated more programmes which would help the women to stand on their own feet instead of relying on charity. In this context it was pointed out that though the government had announced that 30 per cent of the beneficiaries of all rural development programmes had to be women, this could not be fulfilled as there was a dearth of women's organisations in the rural areas.

Underlining the need for having crash courses for women to train them in rural work and leadership, Mrs. Alva mentioned that such courses had already been started in places like Anand in Gujarat and in some of the southern states. The government on its part would provide the necessary grant and encouragement to start similar courses in other parts of the country. She said the voluntary organisations had a vital role to play in ensuring that the benefits of a particular programme percolated to those they were meant for. At the same time it was necessary that the schemes should now become people-centred instead of people-oriented so that the target groups and indeed the entire community as a whole could be involved in the implementation of the programme or scheme.

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RURAL FUNCTIONAL LITERACY PROJECT,  
NAGAOON (ASSAM)

The Rural Functional Literacy Project, Nagaon is going to launch its 7th phase of Programme in May in Kaliaber, Lowkhowa and Laharighat Dev. Block. The Project will involve 9,000 beneficiaries through 300 centres for 12 months duration during which they will be imparted literacy -- making them aware of their condition and improving their potentiality. The Project is co-ordinated with other Development Departments to provide economic benefit to the learners. Ten centres have been allotted for the model village Telichapari Tup under Lowkhowa Dev. Block. The Field Functionaries will look after the centres as special programme, associating other Development Departments for all round development of the masses. A Model Library is also to be opened in the village to spread education among the villagers. Productivity orientation programme and family welfare programme will create impact upon the women during the period.

The 6th Phase had made 6780 adults functionally literate.

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ROUND TABLE ON LABOUR AND  
NEW EDUCATION POLICY

A round table to discuss the new education policy draft in a trade union perspective was held in New Delhi on April 11-12, 1980. The round table convened by the Asian and Pacific Regional Organisation of the International Confederation of Free Trade Unions (ICFTU-APRO) was attended by 34 trade union leaders, educationists and workers education experts.

Inaugurating it, Shri P.A. Sangma, Minister of State for Labour and Employment emphasized the need of inter-relating education with other areas of development, specially employment and eradication of poverty among people. He stated that education was the best means of development. He stressed that informal education was more relevant to the needs of the working class. He said that although literacy was important, it should not be equated with education. He hoped that the trade unions will play a vital role not only in relating the contents and methods of education to the

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requirements of the working class but for harnessing the cooperation of the working class in more effective spread of education among people.

Shri Anand Sarup, Education Secretary, Ministry of Human Resource Development said that education can enrich humanity, unfold its creativeness and harness its ability for development.

Earlier, Shri V.S. Mathur, General Secretary, ICFTU-APRO in his welcome address said that obstacles to education are many, basic being poverty, poor environment in home and slums and village communities. Unless Socio-Economic situation improve the participation of the poor in education cannot be appreciably promoted. He emphasised the need for raising the general levels of education for people through recurrent education, folk high schools, community and adult education programmes. He urged for more active participation of trade unions as pressure groups for ensuring spread of education among the working people.

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EDUCATION IS THE KEY TO HUMAN  
RESOURCE DEVELOPMENT - UNESCO

The total number of adult illiterates in the Asia/Pacific region is estimated to be 618 million. This number is increasing by 15,000 each day. In addition there are about 350 million out-of-school children who have no opportunity for education. Sixty per cent of adult illiterates are women.

These and other facts were revealed by Makaminan Makagiansar Assistant Director-General for Coordination of Unesco programmes in the Asia/Pacific region, in his address to the ESCAP Commission, in Bangkok last month.

Speaking on "Human resource development" - the theme of the ESCAP Commission - Mr. Makagiansar said that the critical factor that can transform a resource gobbling population into a wealth generating "human resource" is education. In the decades ahead, nations whose education level is low and restrictive will be unable to benefit from the scientific and technological revolution, now occurring all around. The Asia/Pacific region exemplifies that statement, he added. Countries of this region that have invested a equately in education were able to take full benefit of the latest technologies and become leaders in production and manufacturing industries.

The Unesco representative declared that to meet the growing demand for more widespread education in this region, Unesco was about to launch a Regional Programme for the Universalization of Primary Education and Removal of Illiteracy by the year 2000. This programme of "Education for All" will address itself to around 970 million people.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and Objectives of Adult Education

Bhatia, S.C. Identifying Alternative Educational Needs of a City. Delhi, Department of Adult Continuing Education and Extension, University of Delhi, 1983.

This document gives a theoretical background to the identification of educational needs of a city and manner in which programme planning can be effected. These needs are sought to be met through an alternative educational strategy wherein the system of formal schooling is understood to be discharging its regular functions and at the same time being amenable to the use of its resources - manpower, technocratic and revenue - in coordination with resources available elsewhere.

Raza, Moonis, Ahmad, Aljazuddin and Nuna, Sheel Chand. Tribal Literacy in India: The Regional Dimension. New Delhi, National Institute of Educational Planning and Administration, 1985, p 71 (NIEPA Occasional Paper-9)

The paper reviews the changing situation of literacy among the scheduled tribes of India as recorded by the successive censuses from 1961 to 1981. It identifies the broad regional framework of tribal literacy and points out the major trends of change. It compares the performance of the tribes with the non-tribal population in terms of their literacy attainments thus indirectly reflecting on the success or otherwise of the different literacy drives adopted by the official agencies in the predominantly tribal states of India.

Sat Pal. Shramik Vidyapeeth for Polyvalent Education and Personality Development of Workers. Delhi, Adult Education Literature House, 459/1-A Gali No.17 Vishwas Nagar, 1986. Rs.40/-

'Institutions devoted to workers education' is the literal meaning of 'Shramik Vidyapeeths'. The scheme of Shramik Vidyapeeths started by the Department of Education of the Ministry of Human Resource Development symbolises the growing awareness of the need for educational, vocational and occupational growth of the workers and their families employed in various sectors. The document explains the basic idea behind the

multi-dimensional or the polyvalent approach to the education of workers.

It discusses the aims and objectives and also programmes of the Vidyapeeths. The book also gives information regarding various employment opportunities to the unemployed workers/youth/students/school drop-outs. The book indicates how after a short training of 3-6 months, unemployed youth were able to secure self-employment earning income between Rs.500-1000 p.m. in trades like radio/T.V. repairing, motor winding, watch repairing, tailoring, scooter repairing etc. There are a large number of such training programmes available all over India through 40 Vidyapeeths. It also contains success stories of Shramik Vidyapeeths.

#### Research Reports

Ahmad, Mushtaq. A Study of Relationship Between the Period of Learning and Level of Literacy and Reading Interests of Neo-Literates. New Delhi, Indian Adult Education Association, 1985. 156p Rs.40/-.

The Indian Adult Education Association undertook a two-year research study on the relationship between the period of learning and levels of literacy attainment and what adults would like to read after they have become literate during 1982-84. This document is a report of the study.

The main objective of the first study was to find out the exact level of literacy attainment in a given period of learning say 70 hours(3 months), 138 hours(6 months), 207 hours(9 months), etc. The second study probes into type of books the new literates would like to read and then determines the general factors contributing to the readability of books preferred by them.

The document in its recommendations has stated that attainments of major desirable literacy level could be attained by a great majority of learners in a period of seven months and additional months do not seem to add very much to the levels.

It also recommends that 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. They may prove to be the cheapest and most effective follow-up programme.

Deepayatan. Planning and Management : Strategies for Ensuring Sustained Community Participation. A Research Report. Patna, Deepayatan, Bihar State Resource Centre for Adult Education (n.d.) 56p. (Mimeographed).

The basic objective of the present study is to analyse the planning and implementation of the programme in identified successful and unsuccessful projects (Masarakh and Baikunthpur Projects). Besides this, the study also identifies the level of awareness, participation of elites and non-elites in these projects. Efforts have also been made to ascertain the maintenance, i.e.: membership, influence feelings, communication, individual differences, collaboration, team-building that exist in the planning and implementation of the programme by the project functionaries of the said two projects.

#### Adult Education in other Countries

Fieldhouse, Roger T. Adult Education and the Cold War: Liberal Values under Siege 1946-51. Leeds, Department of Adult and Continuing Education, University of Leeds, 1985. 121p (Leeds Studies in Adult and Continuing Education)

The document examines the relationship between one small part of the educational system and the state. It assumes that as part of the superstructure of society, education inevitably reflects the prevailing ideology; but also that the dialectical process inherent in any educational system that has not been reduced to a mere propaganda machine means that it cannot be confined totally within the perspectives or parameters that are laid down for it by the state. Therefore, "it is always possible for an ideologically unorthodox perspective to challenge the status quo, raise the political consciousness of the students, win the argument, and equip and encourage people to pursue a social purpose very different from the one favoured by the educational providers!"

Following this assumption, after a brief review of adult education's 'liberal tradition', the author sets out to identify the ideological parameters of the adult education provided by the University Extramural Departments and the Workers' Educational Associations, during the first cold war of the late 1940s. He shows how the perceived need to preserve western "free, democratic" society from communism seriously endangered the liberal tradition within the extramural departments (particularly at Oxford, where Marxism was believed to be threatening the traditional liberal approach); in the W.E.A.; in the adult education exported to the colonies (most notably West Africa) and in the civil contribution to adult education for H.M. Forces.

UNESCO. Towards a Regional Strategy for Eradicating Illiteracy in the Asia and Pacific Region: Report of the Panel of Literacy Experts. Bangkok, Unesco Regional Office for Education in Asia and the Pacific, 1984. 59p

Chapter one of the report presents regional perspective literacy plan of Asia and the Pacific. Chapter two gives an analysis of the present literacy situation in the Asia and Pacific Region. The future magnitude of the literacy problem is discussed in Chapter three. Strategies to achieve universal literacy are discussed in Chapter four. Aims and objectives, area of regional cooperation and mode of cooperation in literacy among different countries of the region are given in the last chapter.

#### General

Malik, Madhu. Traditional forms of Communication and the Mass Media in India. Paris, Unesco, n.d. 101 p. (Communication and Society-13).

The purpose of the present study is to focus precisely on the relationship between folk and mass media in India. The study consists of three sections: (a) A review of traditional forms of communication that exist in India, with an emphasis on those forms which have been or can be utilized effectively for the transmission of message relevant to social and cultural development; (b) A selective account and analysis of experience gained in India with regard to the utilization of traditional forms of communication to disseminate information, and the last section (c) gives concluding remarks, suggestions and recommendations.

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## PRIME MINISTER RAJIV GANDHI'S MESSAGE ON LAUNCHING OF MASS PROGRAMME OF FUNCTIONAL LITERACY

"Literacy is essential for personal and national progress. We have, it is true, millions of illiterate people in our land who are imbued with wisdom. But if they were able to read, they would be even better persons, less liable to being exploited and misled by others. Education gives greater inner strength to people. It also helps them to improve their skills.

Our Seventh Five Year Plan and our New Education Policy attach great importance to programmes of literacy and social education.

The success of our endeavours required the full involvement of teachers, students, youth and voluntary organisation. It will also make full use of the newly developed communication facilities and media insights.

I am glad that a mass literacy programme is being launched on a nationwide basis with the voluntary participation of 300,000 college students during their summer vacation this year.

Our young men and women could render no better service than to take the gift of education to the people who are in need of it. I give them my good wishes."

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CENTRAL ZONAL CONFERENCE OF  
IAEA IN FAIZABAD (U.P.)

The Indian Adult Education Association (IAEA) in collaboration with Department of Adult Continuing Education and Extension, Avadh University, Faizabad (U.P.) organised a two-day conference of Central Zone comprising States of Bihar, M.P. and U.P. in Faizabad on May 24 and 25, 1986. 60 delegates representing Education Departments of the States, Universities, Colleges and Voluntary Organisations attended the Conference.

Inaugurating it, Dr. A.C. Banerjee, Vice-Chancellor, Avadh University said that adult education has a great role in promoting national integration. He stressed the need to give priority to functional literacy among women. He appealed to students to undertake the functional literacy programme in the spirit of providing help and service to those who are at the lowest rung of the ladder.

Shri J.P. Tewari, Chairman of Central Zone of IAEA in his presidential address said that education provided to adults should be need-based and should help them in improving their economic conditions. He said that teachers have a great responsibility in educating the uneducated and the under-privileged. The ultimate aim of adult education should be to improve the quality of life of the illiterate people, he stressed.

Earlier, Shri J.C. Saxena, Hony. General Secretary, IAEA outlining the objectives of the Conference said that most of the districts in the three states have literacy rate below the national average which is a cause of great concern to adult educators. He said that the region has a tradition of learning and the mass programme of functional literacy should be more vigorously undertaken in the three states which is the heartland of India.

Earlier, Dr. A.C. Sinha, Director, Department of Adult Continuing and Extension Education, Avadh University in his welcome address said that adult education has to play a great role in alleviation of poverty. He said that 1500 students of the Avadh University are participating in the mass programme of functional literacy.

Shri J.L. Sachdeva, Director, IAEA extended a hearty vote of thanks. He emphasised the need to create proper climate for the adult education programme and lauded the role which TV and Radio are playing now in building the climate.

The Conference made an overall view of magnitude of the problem related to adult education of the zone; examined the problems faced by field agencies for carrying out their programmes and discussed the role of students and youth in the mass programme of functional literacy.

The valedictory address was delivered by Shri Roshan Lal, Commissioner, Faizabad Division. He said that adult education has a great role in development of the country. Shri Roshan Lal said that benefits of many development programmes are not reaching the people because they are illiterate and ignorant. Education of the adults should receive priority in all development programmes, he stressed.

#### RESOLUTIONS

The Conference adopted the following resolutions:

1. The Conference of Central Zone comprising of States of Bihar, M.P. and U.P. of Indian Adult Education Association (IAEA) held at Faizabad, deeply appreciated the initiative taken by the Government of India to launch the Mass Programme of Functional Literacy from May 1, 1986. It pledges support to it and request all the Universities, Colleges and Voluntary Agencies to intensify their efforts to achieve its objectives as soon as possible preferably before 1990.
2. The Government of India, University Grants Commission (UGC), State Resource Centre (SRCs) and Universities were urged to sanction and release grants, arrange training, and distribute literacy kits and other training aids, etc. as early as possible. Greater coordination among all the agencies was emphasised.
3. Necessary preparations be made for implementation of post-literacy and follow-up programmes as soon as AECs and MPFL Phase is over.
4. The Conference is of the opinion that in order to make the movement really massive and effective, the learning and teaching material be produced regionally preferably in the universities in sufficient quantity and made available to volunteers and voluntary organisations ahead of time. This material should be evaluated and revised frequently.
5. The Mass programme should also involve educated youth, students of senior secondary schools, school teachers, educated housewives, ex-servicemen, voluntary organisations and service clubs like Rotary and Lion Clubs etc.

6. Training should be given at all levels every year. All the colleges, universities and voluntary organisations must have proper infrastructure for this training.
7. The Conference stressed that periodic monitoring, internal evaluation should be undertaken by the implementing agencies and external evaluation by professional institutions like Indian Adult Education Association and Indian University Association for Continuing Education (IUACE).
8. Extensive individual and group contacts be encouraged to develop rapport with masses. Electronic, and traditional media be also used.
9. All the three components of adult education be stressed and literacy be linked with all the development schemes and governmental assistance be linked with participation in Adult Education programme. Adult Education Committees may also be organised at village, block, district and nagar nigam levels.
10. Centre/project method be continued along with mass programme of each one teach 2-5 illiterate adults.
11. Statutory Department of Adult and Continuing Education be established or strengthened in all the universities and colleges with suitable infrastructure for formal Adult Education and field work. Uncertainty of temporary nature of posts and funding of programme be eliminated as soon as possible.
12. Serious efforts be made for the professional development of workers. Suitable aptitude and attitude for social service, professional qualifications and experience be prescribed for workers of various levels. Volunteers be selected on the same basis.
13. Household approach be emphasised. Two to five learners may preferably be from the same family.
14. Voluntary donations may be invited through various social service organisations.

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NEWS FROM STATE RESOURCE CENTRE (SRCs)  
FOR ADULT EDUCATION

SRC, Bihar

The Bihar Resource Centre for Adult Education (Deepayatan) in collaboration with Directorate of Adult Education, Government of India organised a national training workshop of District Adult Education Officers (DAEOs) of Haryana, Himachal Pradesh, Madhya Pradesh and Bihar at Patna from January 16-21, 1986. 27 persons attended the training workshop.

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Inaugurating it, Smt. Uma Pandey, Education Minister, Bihar stressed the need to wipe out illiteracy in the age-group 15-35 by 1990. The valedictory address was delivered by Shri R.N. Dash, Education Secretary, Bihar.

The subjects covered were : concept of adult and non-formal education; role of DAEs; organisation of different adult education programmes; field contact and coordination; material development; monitoring and evaluation; supervision; adult education and mass media; linking population education and development programmes with adult education; simulation games; research and evaluation and adult education programme and ICDS.

Deepayatan also organised three pre-service training courses for newly appointed project officers during March 1986. 100 project officers were trained in these courses, each of which was of 10 day's duration.

Some of the topics covered during the training programmes were educational development in India and Bihar; adult education- its role in development; project planning,; selection of the area and centre; principles and methods of instructors training; psychology of adults; learners evaluation; post-literacy and follow-up; Management - its general principles - inter personal relationships and communication process - methods and media.

The SRC produced 66000 literacy kits for the mass programme of functional literacy.

The following books/posters were produced by the SRC:

- a) Ek aur Baital Pachisi (stories on population education)
- b) Dudho Nahao, Futo Phalo ( " " " " )
- c) Saksharta Abhiyan (A pamphlet for the guidance of voluntary workers/learners under the mass functional literacy programme)
- d) Maa Bachhe ke Dekh Rekh
- e) Papita Se Papen Banaven

SRC, Haryana

The SRC prepared literacy kits under the mass programme of functional literacy thru' students during the period under report.

It organised training programme for Project Officers and Assistant Project Officers in vegetable production and horticulture in collaboration with Agriculture Department, Haryana at Gind from January 5-11, 1986. The topics discussed were layout of orchard and its methods; cultivation of vegetables - Kharif and Rabi; pruning of fruit plants, irrigation and manuring; diseases of vegetables in general and how to save them from attack of pests; different loan schemes in the state of Haryana, availability of fruit plants and vegetable seeds and different loan zones suitable for fruit and vegetable cultivation.

Another training programme on Fishries Development was organised at Rohtak from February 9 to 15, 1986. The subjects covered under this programme were introduction of fish and fishries in Haryana, role of fishries cooperative and finance in fisheries, fish culture management in village pond, prospects and problems in fish culture, conservation, transportation, marketing of fish, fish nutrition, production, procurement of fish seed and farmer's experience in fish culture.

#### SRC, Karnataka

The State Resource Centre, Karnataka State Adult Education Council organised a one-day training programme for Master Trainers in Mysore on May 16, 1986. 59 participants including NSS Programme Officers of Colleges and district adult education officers from Karnataka participated.

The subjects covered were literacy situation in India; national goals of adult education programme, mass literacy programme; case studies of literacy achievements - Cuba, Nicaragua, Burma etc.; use of present administrative set up for mass programme of functional literacy, guidelines for arranging training programme for student volunteers and evaluation and monitoring.

It also organised a training programme for supervisors from February 4-10, 1984 in which 26 persons participated.

About 100 slogans on Adult Education were coined and published in the Vartha Vishesha (News Special) of the SRC.

The SRC has produced two charts on literacy statistics of Karnataka. They are "Percentage of Literacy of Karnataka from decade to decade" and "District wise percentage of literacy in Karnataka" - 1981".

It conducted a two-day Workshop to prepare evaluation tools for the second phase of the Adult Education Programme in Mysore on May 20-21, 1986. 25 participants from Directorate of Adult Education, Bangalore, Karnataka State Adult Education Council, Freedom Fighters Association, Mysore and University of Mysore attended.

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MAGADH UNIVERSITY ORGANISES TRAINING  
PROGRAMME FOR MASTER TRAINERS

The Centre for National Adult Education and Extension Programme (NAE and EP) Magadh University, Bodh-Gaya in collaboration with Bihar Directorate of Adult Education, Bihar State Resource Centre, Patna and NSS Unit of Magadh University organised a one-day Master Trainer Training Programme in Bodh-Gaya on April 23, 1986. 89 persons attended. It was inaugurated by Prof. Mangal Dubey, Pro Vice-Chancellor of Magadh University. Dr. Shafi Ahmed, Reader and Programme Officer, NSS Nalanda College, Bihar Shariff presided.

Prof. Dubey in his address said that illiteracy is a great impediment in the development of the country. He asked the teachers and students to participate in large number in this programme as it will help to reduce percentage of people below the poverty line.

Dr. Shafi Ahmed in his presidential address stressed the need to motivate students to participate in the mass programme of functional literacy so that the target of involving 7000 students from Magadh University could be achieved.

Earlier, Shri A.K. Khan, Assistant Director of NAE and EP of Magadh University in his welcome address said that half of the illiterates of the world are in India and all out efforts should be made to remove this blot from the country.

Adult psychology, methodology of adult teaching and field problems were discussed during the training programme.

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CONSULTATION MEETING ON  
MASS LITERACY PROGRAMME

A consultation meeting of Programme Officers of Colleges was held on May 7, 1986 in the Madurai Kamraj University City Complex(West) under the joint auspices of the Department of Adult, Continuing Education and Extension and the National Service Scheme of the University.

Shri D.V. Sharma, Joint Director, Directorate of Adult Education, Government of India, New Delhi addressed the participants on the topic and the role of college students. He appealed to Universities/Colleges to involve large number of students in the mass literacy programme.

Earlier, Shri S. Raju, Coordinator, NSS programme welcomed the participants. Shri G. Ramakrishnan, Project Officer, Department of Adult, Continuing Education and Extension, extended a vote of thanks.

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RURAL ENTREPRENEURSHIP DEVELOPMENT  
PROGRAMME (REDP) IN NAGPUR

The Indian Institute of Youth Welfare, Nagpur has recently completed its eighth batch of REDP course. 35 Rural Youth (mostly dropouts) attended the course. The aim of the course was to train rural youth in functional literacy for six months so that they are able to carry out their work effectively.

The training, besides vocational input covers topics on social and non-formal educational aspects and thus prepares young people both for his life as well as for rural development work in his/her own village. The Banks have assisted all needy trained youth at the Institute.

The ninth batch is being conducted at Nagpur and Latur in Maharashtra and in all forty eight rural youth are being trained.

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ANTI-POVERTY DRIVE MAKES HEADWAY

Various poverty alleviation and employment generation programmes, launched from time to time, have been reoriented to reduce the percentage of people below the poverty line to less than 10 by 1994-95, a goal which has been reiterated in the Seventh Plan document.

According to a year-end review, new measures were adopted during 1985 to revamp Integrated Rural Development Programme (IRDP). Although this programme, made appreciable progress during the Sixth Plan period, certain weaknesses with regard to identification of beneficiaries, low per capita investment, poor coverage of women, absence of linkages etc. were noticed. New measures adopted include higher investment (minimum of Rs.6,000) per family, supplementary dose of assistance to families assisted during Sixth Plan but which were not able to cross poverty line, increased coverage of women beneficiaries to 30 per cent, new approach of selecting beneficiaries and a new system of concurrent evaluation.

During 1985 the programmes had assisted about 24.96 lakh families of which 11.19 lakh belong to scheduled castes and scheduled tribes constituting 44.8 per cent of the families. The total expenditure incurred during this period was Rs.322.89 crore.

During 1985, employment-oriented programmes like the National Rural Employment Programme (NREP) and the Rural Landless Employment Guarantee Programme (RLEGP) also made considerable headway. NREP launched in 1980 generated employment to the extent of 265.66 million mandays as against 264.22 last year. Utilisation of foodgrains was about 1,146,956 tonnes during the year as against 1,29,142 in 1985 and funds utilised were Rs.439.67 crore as compared to Rs.409.08 crore in 1984.

Under RLEGP, a programme launched in 1983 to generate employment opportunities for rural landless people, 258.69 million mandays of employment were generated during 1985 as against 105.60 in 1984 amounting to a 144.5 per cent rise. Similarly, expenditure incurred during 1985 was Rs.403.53 crore against Rs.152.86 crore last year marking a rise of 163.99 per cent. Foodgrains utilisation was of 1,01,270 tonnes compared to 55,109 tonnes in 1984.

To enable rural youth in the age group of 18-35 to take vocations of self-employment, Training of Rural Youth for Self Employment (TRYSEM) was launched on a nation-wide basis in 1978. Under this scheme, which aims at providing necessary skills and technology to rural youths, a target of covering two lakh beneficiaries for the year 1985-86 was fixed. Till November 1985 over 56,500 youths have already been covered under this programme.

The scheme for Development of Women and Children in Rural Areas (DWCRA) with its objective of organising rural women below poverty line into groups and enabling them to take up income-increasing activities made considerable progress during 1985.

Several area development programmes such as Drought Prone Area Programme (DPAP) and Desert Development Programme (DDP) were also launched during 1985-86 to restore ecological balance, to arrest desertification and to improve productivity of land.

Rural drinking water supply has been brought under the Department of Rural Development. During the Seventh Five-Year Plan period, the aim is to provide adequate safe drinking water facilities to the entire rural population.

In November 1985, a new Central scheme, "Organisation of Beneficiaries of Anti-Poverty Programme" was adopted initially for two years at a cost of Rs. 2 crore. The scheme intends to increase awareness and strengthen the bargaining position of beneficiaries to help them get maximum benefit from the programmes meant for their economic uplift.

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ADULT EDUCATION AND THE CHALLENGES  
OF THE 1990's

The Section of Social Pedagogy (youth work, adult education and community education) of the Catholic University of Leuven (Belgium) is organising an international conference on "Adult Education and the Challenges of the 1990's" at Leuven from September 29 to October 1, 1986.

The Conference will discuss labour and employment education; environment and ecological education, peacemaking and peace education in a conflict ridden world, intercultural relations, development between north and the south and University and adult education.

Further information : Afdeling Sociale Pedagogiek,  
K-U Leuven, Vesaliusstraat 2 B-3000 Leuven (Belgium).

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BOOKS ON ADULT EDUCATION

Unesco, Teaching Methodologies for Population Education, Bangkok  
Population Education Programme Service, Unesco Regional Office  
for Education in Asia and the Pacific, 1985.

This document is the companion material for the Abstract-  
Bibliography Series 5 entitled "Teaching Methodologies for  
Population Education" and 30-minute video programme of the  
same title. It focuses on more substantive procedural  
guidelines and sample lessons for two teaching methods: the  
discovery or inquiry approach and values classification as  
applied to population education. The document demonstrates  
step-by-step how these methodologies are used and more  
concretely, how they can be applied in teaching specific  
issues in population education.

Pillai, K. Sivadasan Ed. Health Education for Adult Educators.  
Kerala University, Tvd. Centre for Adult Education and Extension,  
1986, 43 + illus.

The document is a collection of 10 papers presented at  
the Health Education Seminar which formed a part of the 38th  
All India Adult Education Conference of Indian Adult Education  
Association held at Trivandrum from 20-23 December 1985 under  
the joint sponsorship of the Centre for Adult Education and  
Extension (CAEE), University of Kerala and KANFED, SRC  
Trivandrum.

Ten papers which were contributed by the 10 specialists  
have been compiled in this hand book. These are:

1. Role of Health Education Adult Education  
by Dr. R.P. Raja
2. Ageing by Dr. K.N. Pai
3. Sex Education for Adults in Adult  
Education by Dr. S. Venugopal
4. Heart Diseases by Dr. C.G. Bahuleyan
5. Vaccination of children by Dr. N.S. Suguna Bai
6. Blood Donation - Myths and Facts by  
Dr. M. Narendranathan
7. Diseases Caused Through Food by  
M. Ramchandran
8. Mental Health and the Role of Social  
Agencies by Dr. V. Surarajmoni
9. Some Facts About Leprosy by Dr. B.K. Harendran Nair
10. Relevance of understanding of Urinary Diseases  
by Dr. G.K. Bahuleyan Nair.

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IAEA

# NEWSLETTER

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## IAEA ORGANISES TRAINING PROGRAMME FOR ADULT EDUCATION INSTRUCTORS

The Indian Adult Education Association (IAEA) organised an 8-day Training Programme for 30 Women Adult Education Instructors who will run adult education centres of the Association in trans Yamuna colonies of Delhi from June 2-9, 1986.

The training programme was inaugurated by Dr. R.P. Singhal, Executive Director, National Institute of Educational Planning and Administration (NIEPA). In his address, Dr. Singhal congratulated the Indian Adult Education Association for starting 30 Centres for women only and said that adult education programme for women will be of considerable help in raising their standard of living.

Dr. Singhal said that the Adult Education Programme aims to meet the national priorities which are alleviation of poverty; providing equal opportunities to women; promoting national integration and helping the beneficiaries to observe small family norms. He said it will also help in reducing drop-out rate from the elementary schools particularly among the girls.

He said that in adult education programme for women special emphasis should be given to personal hygiene, nutrition, mother and child care, etc.

Earlier, Shri J.C. Saxena, Hon'y. General Secretary, IAEA welcoming the guest speaker and the participants said that the 30 Adult Education Centres for Women will be experimental in nature and the Association would see that all the three components i.e. literacy, awareness and functionality are properly taken care of in these Centres.

contd.....p/2-

Shri J.L. Sachdeva, Director, IAEA proposing the vote of thanks said that the response from women in the five experimental centres run by the Association earlier has been quite encouraging and women were interested in getting education so as to help their children in their school studies. He said that the participants would be given further training after two months field experience.

The subjects included in the training programme were Need for Adult Education; Components of Adult Education Programme; Present position of literacy among women, their problems and strategies to solve them; how to teach illiterate adults; how to run adult education centre effectively; linking population education with adult education; personal health and hygiene; production of material in adult education centres; Some Do's and Don'ts while teaching adults; Income generating programmes; and monitoring and evaluation.

In addition, practical demonstrations were given on production of detergents, soap and fruit preservation.

The valedictory address of the training programme was delivered by Shri Kalicharan, Additional Director, Adult Education, Delhi Administration. He said that illiteracy and poverty are twins of the same womb and eradication of illiteracy will go a long way in alleviation of poverty. The Adult Education Programme, he said, will also help the adults to become good citizens. He stressed that in the adult education centres for women special emphasis should be given on personal hygiene.

Shri J.P. Tewari, Vice-President, IAEA proposing the vote of thanks said that adult education programme will help in reducing the percentage of people below the poverty line. For proper functioning of democracy, adult education has a great role to play, he emphasised. He suggested the participants to develop perfect rapport with the learners which will help them to motivate learners to the Adult Education Programme. He exhorted participants to develop self-confidence and if this was done, the programme would be successful.

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LAW SUGGESTED TO EDUCATE WORKERS

The experts group on educational planning has suggested enactment of a law requiring employers in the organised sector to provide for education of working children and adults at the work-place during working hours.

The proposed legislation should also provide for protecting children from working in hazardous industries, says the working group of the seminar on "implementation strategies of the national policy of education" which concluded in New Delhi on June 29, 1986.

The experts group went into universalisation of elementary education with special reference to non-formal education of working children and adult education, as an input for development.

The group says the implementation strategies for both the clientele groups should be considered in unison as the programmes are complementary.

The experts suggest that the district education board, as envisaged in the policy statement, may be designated as district education authority (DEA) and given a statutory status.

The working group recommends that institutions, social activist groups and voluntary organisations engaged in rural education should be identified, reviewed and recognised as rural institutes and that the national council should work out a time frame for this exercise.

Referring to the recommendation of the task force for allocation of Rs.66.25 crore for rural education in the Seventh Five-Year Plan, the working group suggests that allocations be made to support the rural institutes.

A mechanism should be found to influence the national system of education with scientific approaches emphasising the relationship between education and the world of work.

The draft report suggests that the five major tenets of Gandhian ideals be considered for their implications in education in general and rural education in particular.

These are : dignity and uprightness of rural people, self-reliance of community, effort to meet the needs (but not the artificial demands), work as source of learning and non-violence as an instrument for social change.

The report says that rural transformation is a function of multi-sectoral effort which needs integrated micro-level planning. The scheme of rural education should emerge round a proper framework providing inputs as well as receiving inputs from other sectors of development.

The rural university institutes, it says, should be more 'rural' and less 'university'.

It says some schools and colleges in rural areas should be identified to place emphasis on rural study, as recommended by the Radhakrishnan Commission, and treated as nodal institutions, granted autonomy and given financial support.

The draft report says the existing rural institutes should act as resource centres for preparation of innovative course material, training, orienting teachers for rural studies and monitoring rural education programme.

A few rural universities would have to be established, the report says. They would be unitary, multi-level institutions, from elementary stage to post-graduate and research programmes.

The report says that by the Seventh Plan end, there should be one or two autonomous colleges in each state providing rural study programmes.

At least 15 social activist groups and voluntary bodies including trade unions, cooperatives, worker education boards (rural workers) should be identified and accorded recognition as rural institutes/universities, the report recommends.

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SUCCESS STORY OF NON-FORMAL  
EDUCATION INSTRUCTOR FROM BHILWARA(RAJ.)

Shri Udailal Parikh is a young enthusiastic instructor working in one of the non-formal education centres run by Bhilwara District Adult Education Association, Bhilwara, Rajasthan. With a keen interest and devotion in teaching rural illiterates, Shri Parikh first made literate the young boys in the NFE Centre, improved their capability of reading, writing and then latter enrolled them in class 3rd, 4th and 5th and 6th of formal school through an open eligibility test. All of the boys are from the weaker section of the society and work with their parents to supplement the income of the family either grazing the cattles or working in agriculture. It was only in NFE Centre they started learning alphabets.

This is not the first success story of Shri Parikh. Earlier, he had also got his students admitted in class eight of the formal school. Now eight out of eleven are studying in class 9th.

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INDIA - 11TH POOREST COUNTRY

India remains the 11th poorest country in the world with a per capita gross national product (GNP) of 260 dollars.

Given all the hazards of such cross-country comparisons, the world development report 1986 ranks India not only below China (per capita income 310 dollars) but Pakistan(380 dollars) and even Sri Lanka (360 dollars).

Not only is the country's per capita income one of the lowest, but it is growing at a meagre annual rate of 1.6 per cent compared to China (4.5 per cent), Sri Lanka (2.9 per cent), and Pakistan (2.5 per cent).

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ADULT AND NON-FORMAL EDUCATION IN THE  
NATIONAL POLICY ON EDUCATION-1986

Adult Education

Our ancient scriptures define education as that which liberates - i.e. provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence the crucial importance of adult education, including adult literacy.

The critical development issue today is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Since participation by beneficiaries in the developmental programmes is of crucial importance, systematic programmes of adult education linked with national goals such as alleviation of poverty, national integration, environmental conservation, energisation of the cultural creativity of the people, observance of small family norm, promotion of women's equality, etc. will be organised and the existing programmes reviewed and strengthened.

The whole Nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. The Central and State Governments, political parties and their mass organisations, the mass media and educational institutions must commit themselves to mass literacy programmes of diverse nature. It will also have to involve on a large scale teachers, students, youth, voluntary agencies, employers, etc. Concerted efforts will be made to harness various research agencies to improve the pedagogical aspects of adult literacy. The mass literacy programme would include, in addition to literacy, functional knowledge and skills, and also awareness among learners about the socio-economic reality and the possibility to change it.

A vast programme of adult and continuing education will be implemented through various ways and channels, including-

- a) establishment of centres in rural areas for continuing education;
- b) workers' education through the employers, trade unions and concerned agencies of government;
- c) post-secondary education institutions;

- d) wider promotion of books, libraries and reading rooms;
- e) use of radio, TV and films, as mass and group learning media;
- f) creation of learners' groups and organisations;
- g) programmes of distance learning;
- h) organizing assistance in self-learning; and
- i) organising need and interest based vocational training programmes.

### Non-formal Education

A large and systematic programme of non-formal education will be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools.

Modern technological aids will be used to improve the learning environment of NFE centres. Talented and dedicated young men and women from the local community will be chosen to serve as instructors, and particular attention paid to their training. Steps will be taken to facilitate their entry into the formal system in deserving cases. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with formal education.

Effective steps will be taken to provide a framework for the curriculum on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment. Learning material of high quality will be developed and provided free of charge to all pupils. NFE programmes will provide participatory learning environment, and activities such as games and sports, cultural programmes, excursions, etc.

Much of the work of running NFE centres will be done through voluntary agencies and panchayati raj institutions. The provision of funds to these agencies will be adequate and timely. The Government will take over-all responsibility for this vital sector.

### A Resolve

The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass-roots level

all over the country, to ensure children's retention at school. This effort will be fully coordinated with the network of non-formal education. It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age.

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NEWS FROM STATE RESOURCE CENTRES FOR ADULT EDUCATION

SRC, Gujarat

The State Resource Centre, Gujarat Vidyapeeth, Ahmedabad organised the following four training programmes for Supervisors from January-March this year:

- a) Pre-service intensive training of first phase from January 15-29, 1986 in which 37 persons participated;
- b) In-service orientation training of second phase from February 10-14, 1986 in which 23 persons participated;
- c) In-service training from February 21-March 6, 1986 in which 34 persons participated; and
- d) Pre-service for supervisors and instructors from voluntary organisations from February 4-5, 1986 in which 40 persons participated.

The SRC organised a 3-day Workshop for the preparation of revised guidelines for Instructor's training. Seven experts participated from January 9-11, 1986.

The Gujarat Vidyapeeth had organised 140 Adult Education Centres in 46 villages in the year 1984-85. It is running 230 Centres in 70 villages during 1985-86.

The SRC organised two short courses on Mother and Child Care alongwith indigenous treatment with the help of herbal medicines available in villages. In the first course 42 women working in Balvadies participated. The second course was arranged at Krishi Vigyan Kendra, Randheja in which 17 women participated. It also organised short courses on Smokeless Chullas, Gobargas Plant, Population Education during March 1986.

The SRC also organised two Workshops on Population Education and prepared a handbook in two volumes.

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In the first workshop seven experts participated from January 9-11, 1986 and in the second six experts participated from January 21-22, 1986.

The Gujarat Vidyapeeth organised a two-day national workshop in March on mass movement for functional literacy. The representatives of Adult/Continuing Education Department of 46 universities attended the workshop.

The Workshop discussed various issues connected with the programme including area-based mass movement for functional literacy; teaching/learning models for mass movement; training, monitoring and evaluation requirements.

#### SRC, Maharashtra

The State Resource Centre for Non-formal Education, Indian Institute of Education, Pune organised 45th Training Programme from January 20-30, 1986 for 20 Supervisors. The 46th Training Programme was organised for the District Adult Education Officers and Project Officers from February 10-15, 1986. 3 District Adult Education Officers, 7 Project Officers and 2 from the Directorate of Adult Education, Pune, participated.

The SRC organised a Training Programme for 30 Instructors in Pune from March 10-15, 1986.

It organised three workshops for writers and artists to prepare film strips for the Population Education Project.

It also organised a Workshop on new modes and methods in Adult Teaching and Learning designed by Dr. Ulrich P. Ritter, University of Frankfurt, West Germany from March 17-19, 1986. It was attended by 26 persons including representatives from SNDT Women's University.

#### SRC, Orissa

The State Resource Centre for Adult Education, Utkal Navajeevan Mandal, Angul organised two Writers' Workshops on January 14-16 and 27-29, 1986 to prepare a package of follow-up and training materials linking population education concept in Adult Education under the UNFPA Project.

The SRC has produced a follow-up book entitled "Pathara Sansara Sukhara Sansara" by Prof. Satrughna Nath. It also produced "The Chart" linking population education concept in adult education programme through its Silk Screen Printing Unit.

#### SRC, Rajasthan

The State Resource Centre for Adult Education, Rajasthan Adult Education Association, Jaipur organised a Media Workshop in April 1986. Local artists and artists from Delhi School of Drama participated to explore possibilities of using softwares for Adult Education. The Workshop decided to prepare a video cassette on Prem Chandra's Story "Sawa Ser Gehun".

It organised the 3-day annual conference of Rajasthan Adult Education Association in Jaipur from April 11-13, 1986. About 300 participants from voluntary and Government agencies discussed Adult Education in New Education Policy. It was inaugurated by the Education Minister of Rajasthan.

The SRC produced the Literacy Kit for mass programme for functional literacy which contained the following material:

- 1) Aao Seekhe Aakhar, 2) Har Aakhar Main Seekh, 3) Hisab-Kitab,
- 4) Aakhar Se Ujiara, 5) Aakhar Mande, 6) Yoon Sikhlaye Aakhar,
- 7) Forms : i) Shiksharathi Vivran, ii) Shikshak Vivran, iii) Upasthithi Patra, and iv) Shiksharathi Moolyakan.

These things were put in a cloth bag named "Aakhar Thaili".

The SRC in collaboration with Director of College Education and Adult Education, Rajasthan organised a training programme for Master Trainers in Jaipur on 22 April 1986 under the mass programme for functional literacy.

The SRC organised an eleven day re-orientation programme for Assistant Project Officers at Bikaner from May 20-30, 1986. 13 persons from Rajasthan Adult Education Department and voluntary organisations participated.

The trainees prepared audio-visual aids and prepared write-ups to improve literacy kit.

It produced a booklet on selected poems entitled "Bolti Kavitayan". It relates to day to day life of the people in rural areas.

SRC, Uttar Pradesh

The State Resource Centre for Adult Education, Literacy House, Lucknow organised the following training programmes:

- a) a state-level training seminar for Statistical Assistants from March 5-17, 1986 in which 47 persons participated;
- b) training/workshop in puppetry skills at Nehru Yuvak Kendra, Rampur from January 8-19, 1986 for Youth Leaders;
- c) training programmes for Assistant Project Officers of follow-up work in U.P. from January 3-12, 1986 in which 21 persons participated;
- d) training programme for Supervisors of voluntary organisations from February 17 - March 3, 1986. It was attended by 13 persons; and
- e) three-month job-training course of ICDS Supervisors from December 2 - March 1, 1986. 29 participants from the Department of Harijan and Social Welfare, U.P. participated.

A Workshop for preparation of two readers "Apni Dharti-Apna Desh", "Dharm Anek Ham Sab Ek" for post-literacy programme was organised from January 21-25, 1986.

A Workshop to prepare follow-up material was held from February 14-20, 1986 in which 20 persons participated. 16 stories, short novels, eight plays, seven poetry books and five pamphlets were prepared.

It organised a Workshop on preparation of basic learning material from March 17-21, 1986. A primer entitled "Nai Roshni" was finalised during the workshop.

It produced supplementary reading materials, follow-up material, science series, flash cards sets, posters and charts during the period under report.

It continued to publish monthly Journals Ujala and Anudesh.

It organised a Workshop on preparation and use of simple visual for the supervisory staff and the officers of the integrated comprehensive literacy project for girls and women in Lucknow. 17 persons participated. A one-day Seminar on Integrated Use of Mass Media for Adult Education was held on February 1, 1986.

It organised a Workshop on preparation and use of simple  
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### Aims and Objectives of Adult Education

Coombs, Philip H. The Tarnished Literacy Myth in the world crisis in Education: The view from the Eighties. New York, Oxford University Press, 1985. p 265-81.

This chapter critically discusses "literacy doctrine" that emerged in early 1950s and swept around the world like a new universal religion. The underlying theory of the doctrine was that learning the mechanics of reading and writing was the touchstone that could liberate poor and uneducated people everywhere from the bond of ignorance, disease and hunger. By giving them access to the wide world of modern knowledge and skills, literacy would enable children and adults alike to pull themselves up by the bootstraps, whoever and wherever they were and whatever their environmental circumstances and life-style. The article analyses efforts of adult education by Unesco and other agencies and looks critically into the balance sheet of literacy of three decades and concludes that widely heralded literacy doctrine was a myth, resting on spurious assumptions.

The article also discusses three critical questions for future strategy. First, for whom is literacy crucially important? When and under what circumstances? Second, what kind of literacy in what language, what form and how broad and deep? Third, what are the most effective ways to motivate and assist people in acquiring such literacy?

### Media, Methods and Material in Adult Education

Pillai, K. Sivadasan Ed. Health Education for Adult Educators. Trivandrum, Director, Centre for Adult Education and Extension. University of Kerala, 1986, 43 + illus.

The document is a collection of 10 papers presented at the Health Education Seminar which formed a part of the 38th All India Adult Education Conference of Indian Adult Education Association held at Trivandrum from 20-23, 1985 under the joint sponsorship of the Centre for Adult Education and Extension (CAEE), University of Kerala and KANFED, SRC Trivandrum.

Ten papers which were contributed by the 10 specialists have been compiled in this handbook.

These are:

- 1) Role of Health Education in Adult Education  
by Dr. R.P. Raja
- 2) Aging by Dr. K.N. Pai

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- 3) Sex Education for Adults by Dr. S. Venugopal
- 4) Heart Diseases by Dr. C.G. Bahuleyan
- 5) Vaccination of Children by Dr. N.S. Suguna Bai
- 6) Blood Donation - Myths and Facts by Dr. M. Narendranathan
- 7) Diseases caused through food by M. Ramachandran
- 8) Mental Health and the Role of Social Agencies by Dr. V. Suraraj Moni
- 9) Some Facts About Leprosy by Dr. B.K. Hareendran Nair
- 10) Relevance of Understanding of Urinary Diseases by Dr. G.K. Bahuleyan Nair.

### Research Reports

Pillai, K. Sivadasan, Sasikumar, V.M. and Hameed, Shakul, Y. Identification of Motivational and Facilitating Factors as well as barriers in the adult education programme with special reference to Scheduled Castes and Scheduled Tribes and Women in Kerala. Trivandrum, Centre for Adult Education and Extension, Kerala University, 1986. 31p. (Mimeographed).

The question of motivating adults is of great importance. It is rather difficult to attract the illiterate adults to the adult education centres. There is lack of motivation on their part. Barriers are many in their joining the centres. Even after joining, many drop out due to various reasons. Sustaining the interest of learners is still another hurdle, which every instructor has to face and overcome. This is true of all categories of learners and all parts of India. It is more so with scheduled castes and scheduled tribes and also women who have so many excuses for not joining the programme and for dropping out. Many relapse into illiteracy even after becoming neo-literates. Hence the present study aims at identifying the motivational and facilitating factors as well as barriers in the implementation of adult education programme in Kerala with special reference to SC/ST and women. The study also suggests measures for improving the efficiency of the adult education programme in the light of the conclusions arrived at on the above mentioned points.

The following are some of the conclusions arrived at and suggestions made by the study:

1. The adult education programme has to be given wider publicity among illiterates and the adult educated alike. Lack of awareness of the objectives, process of implementation, tools used etc. among the functionaries and beneficiaries has been found to be a real problem confronting the organizers of the programme.

2. The main lacuna is that prospective beneficiaries do not know why they should become literate and what benefit they could derive out of the programme. Organising a centre in the locality at a convenient place and choosing a committed instructor/ animator are also found to be major problems. Lack of proper incentives has emerged to be one of the important barriers.

3. Committed workers, use of appropriate methods and materials, adequate training of the functionaries will go a long way in the successful implementation of the programme. Knowledge of results at every stage and due recognition to successful learners might also help the programme.

4. An important factor to be borne in mind is that no circumstances should false hopes be given to the learners. This would ruin the programme. Instead it would be better if the learners are helped to receive all kinds of support from the Government and Welfare agencies in token of their involvement in the programme. Adequate recognition by way of certificates and awards may also be attempted.

Department of Rural Development. For the Rural Poor : Gram Vikas. New Delhi, Government of India, Department of Rural Development, Ministry of Agriculture, 1986. 6p.

This booklet gives in brief the various anti-poverty programmes undertaken by the Department of Rural Development of the Government of India for the benefit of the poor. It provides the broad outlines of the current rural development /whom/ programmes, what they are, for / they are meant for and what chances they offer for the speedy uplift of the poor.

Department of Rural Development. Integrated Rural Development and Allied Programmes : A Manual. New Delhi, Department of Rural Development, Ministry of Agriculture, Govt. of India, 1986. 156p.

The document presents a concise set of instructions and guidelines to make the 'Integrated Rural Development Programme (IRDP), Training of Rural Youths for Self Employment (TRYSEM) and Development of Women and Children in Rural Areas (DWCRA), programmes easily comprehensible by those for whom these are intended; those who implement these, and who participate directly or indirectly in the evolution of these programmes.

The document has been divided three parts :

Part I discusses the IRDP, its basic concepts, procedure and implementation of the programme, planning and project formulation, sanction of schemes and procurement of assets, funding pattern and financial procedures. This part also looks into the problems of administration, public participation, follow-up, monitoring and evaluation and awareness building and publicity.

The second part is devoted to the training of Rural Youth for self-employment (TRYSEM). This part gives introduction, objectives and approaches of the programme.

Development of women and children in rural areas (DWCRA) is discussed in chapter third. It analyses different components of the scheme. It also discusses the objective, strategy and support services for the DWCRA.

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IAEA

# NEWSLETTER

Vol. VIII      No.5-6      August-September 1986 Limited Circulation

## 39TH ALL INDIA ADULT EDUCATION CONFERENCE IN SURAT, OCTOBER 25-28, 1986

The Indian Adult Education Association in collaboration with Department of Continuing Education and Extension Work, South Gujarat University is organising 39th All India Adult Education Conference in Surat from October 25-28, 1986.

The theme is "Role of Adult Education in the Promotion of Science and Technology".

The Nehru Literacy Award for 1986 will be presented to Dr.(Mrs) Madhuri R. Shah, former Chairman of University Grants Commission during the inaugural function of the Conference.

The Zakir Husain Memorial Lecture will be delivered by Shri Janardan Rai Nagar, Kulpati, Rajasthan Vidyapeeth, Udaipur on October 26, 1986.

The venue is Jeevan Bharti, Nanpura, Surat.

The contact person in Surat is Prof. Nanubhai Joshi, Director and Head, Department of Continuing Education and Extension Work, South Gujarat University, Surat-395007.  
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### NEHRU LITERACY AWARD FOR MADHURI SHAH

Dr.(Mrs) Madhuri R. Shah, former Chairman of the University Grants Commission(UGC), has been awarded the 1986 Nehru Literacy Award of the Indian Adult Education Association for her outstanding work in the promotion and development of adult education in the country, particularly in the university sector.

contd.....p/2-

Dr. Shah was education officer in the Municipal Corporation of Greater Bombay (1961-75), Vice-Chancellor of S.N.D.T. Women's University (1975-81) and Chairperson of UGC (1981-86).

As Vice-Chancellor of S.N.D.T. Women's University, she introduced the open university to provide education to women of any age-group and of any level of education. As Chairperson of UGC she introduced, expanded and institutionalized non-formal education in the higher education system.

Dr. Shah has been associated with a number of social, educational and cultural organisations.

She has written extensively on various aspects of education including non-formal education.

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WRITERS' WORKSHOP ON PRODUCING SCIENTIFIC LITERATURE FOR NEO-LITERATES

The Indian Adult Education Association organised a two-day Writers' Workshop on production of literature on topics related to science and technology in the Association's premises on July 26 and 27, 1986.

Delivering the welcome address, Mr. J.C. Saxena, Hony. General Secretary, IAEA said the main objective of the Workshop was to focus on those topics in Science and Technology which were related to a common man's day-to-day life. The Writers, he said, were expected to provide information on topics like the use of science in rural development and health, the relevance of technology in a common man's life, environment and energy, adopting any form of literature - story, short novels, drama, etc. The language of the literature, he stressed, should be simple and interesting enabling a learner who has studied upto 4th or 5th standard to understand and discuss the messages conveyed. Success of any communication, he said, lies in whether the message reaches the audience or not. A message that has reached here, Mr. Saxena said, has a multiplier effect, giving rise to curiosity and resulting in more education. He said if no effort is made to impart knowledge, the social and educational disparities will get accentuated further. The writers therefore, he said, would do a great service by producing such literature.

Dr. N.K. Sehgal, Head, National Council for Communication in Science and Technology, was the chief guest on the occasion. He said for him a clear definition of the objectives and the output expected was the most important aspect of any project.

Stressing the importance of having a clear profile of the neo-literates who would be addressed through the literature, Dr. Sehgal said that this will not only help to select relevant topics but will also make position with regard to other aspects like language and printing clear. For neo-literates, Dr. Sehgal said, literature dealing with their immediate concerns like how to fill M.O./loan and other forms would have greater attraction. Interest, he said, depends on the utility of literature and need not necessarily be determined by economic benefit.

This literature, he said, will have to be taken to the learners' homes. Our literacy drive, he said, could not be a success mainly because we stuck to the traditional class-room/school system expecting the learner to come to us rather than going to him or her.

Literacy, Dr. Sehgal said, should be the first step, and the standard set for it should be that a learner is able to write and read an article in his/her own mother tongue. Lastly, he emphasised that literature for neo-literates should be attractive and in type size which they find easy to read. Immediate availability of literature, he stressed, is important and would require efforts on a mass scale.

In the post-tea session, Prof. B.B. Mohanty, Professor in Oral and Visual Communication, Indian Institute of Mass Communication, New Delhi and Joint Secretary, IAEA spoke on how to write on scientific subjects in the language of the masses. Prof. Mohanty said that to presume that popularisation of science would lead to scientific temper, was wrong. He cited instances from his personal experience to show that at times not just educated people but even those who have adopted science as their profession can throw all their reasoning and scientific knowledge to winds and be guided by superstition in their actions; and on the other hand simple illiterate rural folk can be remarkably scientific in their simple commonsense talk or behaviour.

As for good writing, Mr. Mohanty said that it requires talent as well as skill. Advising writers to be simple, unambiguous and committed in their writing, he said they should use short sentences and "operative words". If a rickshawpuller understands "secretariat" rather than "Sachivalaya", then the former would be a better choice, he said. Mr. Mohanty said for the selection of the topic, the writers should consider their target readers as the supreme judges. Clarity with regard to general and specific objectives, would make the selection of topic easier, he added. Advising against lengthy introduction and technical jargon, Mr. Mohanty said all the key points should be visible in the text in a very subtle way. Feedback from the target readers, he observed is the best test for manuscript.

Visuals, Prof. Mohanty further said, can sometimes explain a point better in scientific writing, however we need to be very careful in using this, for if the artist has failed to grasp the point you want to make, the whole purpose would be lost, he said. Finally, he said there is no harm in repeating and summarising thoughtfully the main points towards the end of the book.

In the post-lunch session, the topic was "Different Non-Conventional Sources of Energy", and the speaker was Dr. S.S. Sharma, Editor, Vigyan Pragarati. Focussing on ocean as a non-conventional source of energy, Dr. Sharma said it is ironical that despite our age-old link with the ocean and a long sea shore we have not given much thought to exploiting it. The difference in temperature of the different levels of the ocean, and the tide, Dr. Sharma informed, are the main sources of energy, and that in many countries turbines had already been set up.

In the session after the tea-break, Dr. N.P. Jain, Director(Training), Ministry of Rural Development speaking on 'Rural Technology' said the term had been coined with the objective of integrating science with the traditional knowledge. Urging the participants to base their literature on realistic needs, Dr. Jain said they must approach the target readers before choosing a topic. Writing only for creating awareness, he felt, was a weak objective. He said topics like sanitation, community bio-gas plants, smokeless chullahs should find a place in the literature for neo-literates.

In the first session, on July 27, 1986 Dr. Ravi Kapoor of Loknayaak Jai Prakash Hospital, spoke on Health Care particularly the precautions to be taken while working in day to day life. Shri J.L. Sachdeva, Director, IAEA spoke on some dangerous and disabling diseases like Heart and Circulatory system, Diabeties, Strokes, Cancer etc.

In the post-tea session, Dr. R.D. Sharma, Editor 'Krishi', Ministry of Agriculture and Rural Development spoke on environment.

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#### UNESCO AWARD FOR BENGAL SOCIAL SERVICE LEAGUE

The Bengal Social Service League (BSSL), Calcutta has been awarded Iraq Literacy Prize of UNESCO for playing a leading role in the conduct of National Adult Literacy Programme in the State of West Bengal as well as serving as a State Resource Centre entrusted with responsibility for (1) the training of literacy instructors and organizers engaged in the programmes conducted by the Government and voluntary organisations; (2) the preparation and testing of instructional materials based upon development themes and issues in six languages used within the State; and (3) monitoring and evaluating the impact of literacy programmes and conducting research on literacy-related topics.

Shri Satyen Maitra, Honorary Secretary of the BSSL who received the Award in Paris on September 8, 1986 - the 20th anniversary of International Literacy Day said that the BSSL was founded on 26th January 1915 during a lecture on voluntary service by Shri Ramanand Chatterji. Throughout its history the BSSL has had devoted and enlightened supporters like Mahatma Gandhi and Rabindranath Tagore. In fact, Tagore was for a long time the League's President, Shri Maitra said.

The Nadezhda K. Krupskaya Prize was presented to Wu Lien County in Shangdong Province, China for conducting classes in 99 per cent of the <sup>629</sup>villages in the county, <sup>in</sup> making special provision for out of school children and youth, women and girls and for an innovative system of "Contracts" stipulating the responsibilities of townships, teachers and learners in the literacy campaign.

The International Reading Association Literacy Award was awarded to National Literacy Plan of Colombia, 'Camina' for guiding the implementation of highly effective national literacy campaign which enrolled 970,000 adults in literacy classes, 800,000 of whom acquired basic literacy skills-and 391,000 out of school youth, and adults in non-formal continuing education at the primary and secondary levels; for making innovative arrangements to ensure public support for the campaign through the broadcasts of thousand of Radio and Television messages and the publication of hundred of articles in national and local newspapers.

The Noma Prize was given to Literacy Revival Campaign of Congo for the fresh impetus given to literacy and post-literacy efforts throughout the country and for relating the content of literacy materials to important health and development issues and for establishing permanent councils at the national, regional and local levels to ensure systematic and continuing action to promote literacy especially in rural areas, by providing continuing education, producing follow-up reading material and taking measures to ensure opportunities and incentives for applying literacy skills in community and development activities.

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PROJECT ON GADIA LOHAR'S CHILDREN

The Indian University Association for Continuing Education is planning to take up an action-research programme on the development of Gadia Lohars, living on the pavements of Delhi for nearly 40 years. As part of the project, which will deal with the socio-economic and technological level of their work, it is planned to take up an innovative project for the education of their children.

IUACE has set up a Committee to plan detail of this project. It consists among others of Prof. K.D. Gangrade, Dr. B.R. Patil, Prof. K.G. Rastogi, Dr. S.C. Dutta and Dr. M.L. Mehta.

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SEMINAR ON WOMEN AND ADULT EDUCATION

A Seminar on Women and Adult Education was organised by Delhi Adult Education Association (DAEA) in collaboration with NSS Unit of Delhi University at Miranda House, Delhi on August 16, 1986.

Inaugurating it, Shri Purshottam Goel, Chairman, Delhi Metropolitan Council said that educated people should pledge to spread literacy education among the adults specially among the women whose literacy rate is much lower than the men at present.

Shri J.R. Jindal, President, DAEA emphasised the need to create awareness among the women so that they could take benefits of various development programmes launched for them.

Shri S.P. Milind, Hony. General Secretary of DAEA said that the exploitation of women could only be stopped if they were educated.

Dr. S.C. Dutta outlining the objectives of the Seminar said that literacy is essential for personal and national progress. He exhorted the audience - the women - to take a vow to spread education among women if the nation really has to progress.

Dr. T.S. Rukmani, Principal, Miranda House appealed to NSS students to take this work with missionary zeal.

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INDIA TO HAVE LARGEST NUMBER  
OF ILLITERATES BY 2000

The World Bank estimates that India would have the largest concentration of illiterate population in the world by 2000 AD. There will be 54.8 per cent of the world's illiterate population in India in the age group 15 to 19.

Currently the illiteracy level in India is 64.0 per cent. In Iran it is 63.8 per cent, United Arab Emirates 46.5 per cent and Indonesia 43.4 per cent. It is 21.4 per cent in Thailand, 17.4 per cent in Philippines, 16.5 per cent in Yugoslavia, 12.4 per cent in the Republic of Korea, 6.1 per cent in Italy and barely 0.5 per cent in the United States of America.

Quoting these figures, a study on Education conducted by the Association of Indian Engineering Industry says there will be need to enroll 50 million more children by the year 2000 to make up the staggering backlog - despite the massive, quantitative expansion in educational facilities in India.

More than 90 per cent of the educational expenditure was in the form of salary payment and administration. Only 3.6 per cent of Indian gross national product was spent on education.

The Education Commission has recommended that India should spend at least six per cent of its GNP on education. Sweden spends 9.5 per cent, Iran 8.5 per cent, Canada 7.7 per cent, Russia 7 per cent and USA 6.9 per cent.

Only 10 per cent of the Government's expenditure in India is spent on education as against 19.6 per cent in Japan and 17.3 per cent in Canada.

The pupil-teacher ratio is unfavourable in India. At the primary school level the number of students per teacher increased to 40 in 1978-79 as against 33 in 1970-71 at the all-India level. Statewise data reveals that the ratio is worse in many cases.

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PROF. M.V. MATHUR ELECTED TO CCEA

The Commonwealth Council for Educational Administration (CCEA) has elected Prof. M.V. Mathur as its fellow.

This honour has been conferred on Prof. Mathur for his outstanding contribution to educational administration within Commonwealth nations. The council's citation acknowledges him as "a distinguished economist and educationist - highly respected in his country and admired internationally for his qualities of integrity, perceptives and sensitivity".

Prof. Mathur, an eminent person in the field of educational administration, economics and public administration and former director-general of National Council of Applied Economic Research (NCAER), is presently member of the fourth Central Pay Commission.

Prof. Mathur is a life member of the Indian Adult Education Association.

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SEMINAR ON ADULT EDUCATION AND DEVELOPMENT

A one-day Seminar on "Adult Education and Development" was organised by the Centre for National Adult Education and Extension Programme (NAE & EP), Magadh University, Bodh-Gaya on the occasion of International Literacy Day - 8th Sept. 1986 at the University Library Building. It was inaugurated by Prof. Mangal Dubey, Pro Vice-Chancellor, Magadh University and Dr. Kamta Prasad Singh, Dean, Students Welfare, Magadh University presided over the function. Sri Abdool Banqi, District Adult Education Officer, Gaya delivered the key-note address.

Shri A.H. Khan, Asst. Director, NAE & EP in his welcome address appealed to students and teachers to take initiative in spreading literacy education among the illiterates. He said that Magadh University has involved 7000 NSS and Non-NSS students for Mass Programme for Functional Literacy and he hoped that more students will join in the years to come.

In his inaugural address, Prof. Mangal Dubey said that even after the lapse of 39 years since India became independent, the literacy percentage of our people is only 36.17%. More than 50% of world illiterates are in India alone. This is a disgrace and shame for India which boasts of so many other areas including non-alignment, space travel, technological advancement etc. Hence mass literacy is must for a nation for its proper progress, he stressed.

Shri Abdool Banqi said that the illiteracy and poverty are the two sides of the same coin and they should be eradicated together. He also pointed out the several difficulties the Adult Education workers have to face in the field and suggested their possible solutions.

In his presidential address, Dr. Kamta Prasad Singh said that high rate of illiteracy is effecting our social structure. He said that programme of mass literacy must be implemented through NSS & Non-NSS students and educated youths.

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## ZAKIR HUSAIN MEMORIAL WELFARE SOCIETY

The Society which was established soon after the death of Zakir Saheb came under the umbrella of Jamia Millia Islamia in the beginning of 1983.

During the period (1983-86), the Society conducted non-formal preschool education activities for children and craft activities for women in Okhla and cutting and tailoring classes for women in Masihgarh. In addition, established a novel community-health-based Child guidance Centre.

In addition to the regular craft activities for women, which included stitching, embroidery, knitting (in winter) drafting and tailoring, several short term (vocational) courses were organised with the help of Shramik Vidyapeeth (Ministry of Human Resource Development). These included : Tie and Dye, Beauty Culture (hair and skin care), candle making, soap and detergent making, sewing machine maintenance and repairs. Over and above these, in 1985-86, a one month course in leather work and a one week course in tie and dye were organised by the Centre for Adult/Continuing Education and Extension, Jamia.

Apart from the above, extension lectures on health, sanitation, family planning and population education were also organised with the help of Okhla Dispensary and its Family Welfare Centre.

### Condensed Course

The Society will also run shortly a course of education for adult women.

### Craft Activities at Masihgarh

The regular activities of the Centre covered stitching, drafting, tailoring, embroidery and knitting. In addition, several extension lectures on topics related to health, nutrition and population education were organised in this Centre with the help of CACEE, Jamia. Thirty to forty five women, had been taking advantage of these activities every year.

### Programmes at AIIMS

In collaboration with the Shramik Vidyapeeth, several programmes were organised at All India Institute of Medical Sciences (AIIMS) for the benefit of the wives of its karamcharis and other needy/deserving women residing in or around AIIMS.

These included : short duration courses in hand embroidery, machine embroidery, basic cutting and tailoring, advanced tailoring. In addition, short courses in health care, tie and dye were also conducted. Information about sewing machine parts and machine repairing was also imparted.

### Child Guidance Centre

The Child Guidance Centre which had come into existence in September 1983 has since marched ahead with its community health oriented approach, evolving and adopting innovative techniques in meeting the multifarious psycho-educational needs of children and their families.

The inter-disciplinary team of the Centre has been providing both community and clinical services to the children (and their families) belonging to economically deprived and socially underprivileged segment for the communities residing in the vicinity of Jamia.

At the General Body Meeting of the Society held on August 5, 1986, the following office-bearers were elected:

President : Prof. Ali Ashraf  
Vice-  
Presidents : Dr. S.C. Dutta and Shri MHA Jaffery  
Hony. General Secretary : Shri Mushtaq Ahmad  
Secretaries : Sarvshri Ashraf Ali and Abrar Ahmad

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### ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

#### Aims and Objectives of Adult Education

Jaygopal, R. Adult Learning: A Psycho-Social Analysis in the Indian Context. Madras, Dept. of Adult and Continuing Education, University of Madras, 1985. 282 p. Price Rs.40/--.

The book consists of two parts. Part A describes aspects of adult learning as related to psycho-social phenomena, non-traditional programmes, adulthood theories of learning, socio-economic stratification and learning environment. The chapter on literacy and other rural development programmes provides useful information regarding new methodologies for literacy. It describes the adult education communication strategies including media utilisation and the role of cinema in delivering development messages.

The concept of development literacy is operationalised in Part B of the book which gives three village studies. These case studies have brought out healthy/unhealthy situations, animator-learner interaction, efficiency of the learning environment as well as the part played by the student animator in shaping the learning environment.

Dutta, S.C. History of Adult Education in India. New Delhi, Indian Adult Education Association, 1986. 169p. Rs.60/-.

The document gives an objective narration of the continuous growth of adult education in India since ancient days. The book is mainly meant for the students at university level.

The document has been divided into eleven chapters. First three chapters deal with the development of adult education activities in pre-British period, during British period and upto 1950. A Chapter each has been devoted to the development of Adult Education during Five Year Plans. Chapter nine discusses the NAEP, Kothari Review Committee and its recommendations and the present on-going programme of Adult Education such as RFLP, SAEP, Adult Education through students and youth, Nehru Yuvak Kendras, Shramik Vidyapeeths, Central Board of Workers Education, Functional Literacy for Women, Post-Literacy and Follow-up Programmes and Adult Education through Voluntary agencies.

Role of universities in promotion of Adult Education has been discussed in chapter ten and a separate chapter highlights the role of Indian Adult Education Association in promotion of adult education programme in India.

The document also includes a note on the work of some of the important adult education agencies in Appendix I. A select bibliography on adult education has been given at the end of the document.

Japan, Ministry of Education, Science and Culture. Outline of Education in Japan 1985. Japan, Ministry of Education and Culture, 1985. 87p.

The document has been divided into two parts. Part I outlines the education system in Japan and Part II presents major educational innovations introduced in recent years and efforts towards educational reforms. Part I has been divided into seven chapters. Chapter one gives fundamental principles of education. Chapter two presents Institutions of Formal Education, process for admission to schools of higher level, and social education.

In Japan the term 'Social Education' (Shakai Kyoeku) is used as a general term for organised educational activities (including those for physical education and recreation) mainly for adults and young people, other than those provided in the curriculum of elementary and secondary schools and institution of higher education.

Activities in social education are carried on in different and diversified ways, on the basis of peoples voluntary and spontaneous desire for learning. Major public facilities for social education include "citizens' public halls", libraries, museums, "youth houses" and "children's centres".

Chapter three deals with quantitative development of education. Chapter four is related to curricula and text books. School teachers, work load of teachers, training and certification of teachers; their appointment and economic status have been discussed in chapters five and six respectively. Educational administration and finance, and international educational exchange have been reviewed in chapters six and seven.

Part II is also divided into two chapters. Chapter one gives major innovations in the field of elementary and secondary education, higher education and non-formal education. Chapter two deals with the efforts made towards educational reforms.

### Evaluation Reports

Aikara, J. and Henriques. Retention of the Learning Outcomes: A Study of the Adult Education Programme in Maharashtra. Bombay, Unit for Research in the Sociology of Education, Tata Institute of Social Sciences, 1985. 32 p. (Mimeographed)

The major objective of this study is to ascertain the extent to which adult learners who were made literate through the Adult Education Programme retained their level of literacy, functionality and social awareness after a lapse of 3-4 years. It covers 95 adults who had gone through the adult education centres. They were first contacted at the time of their completing the programme and once again after a period of 3-4 years.

Analysis of data on literacy shows that half of the adults who have left the Adult Education Centres (AEC) with the level of literacy that they were capable of retaining in normal circumstances, have been able to retain it. On the other hand half of these who left the AEC with retainable literacy skills have relapsed into illiteracy. The study also shows that very few adults have made any serious use of the literacy skills, such as reading newspaper and post-literacy materials.

Analysis of other two components shows that the level of retention of functionality was very high. Retention in social awareness was similar to that in literacy. In functionality, most of the adults retained their knowledge. In addition majority of them improved on the knowledge they had at the time of leaving the AEC.

Mathew, Thomas. Adult Education and Women's Development with Special Reference to Fertility and Childcare. Ahmedabad, Sardar Patel Institute of Economic and Social Research, 1985. 67 p. (Mimeographed).

The study examines the linkages between adult education and development, specially exploring the areas of fertility and childcare and the study is focussed on three things:

- 1) Does adult education of the type we are having today represent an important step in the journey towards women's development in general.
- 2) In particular, what is the impact that adult education and literacy have had on the fertility levels of women. It is possible, in this context, to distinguish between adult education programme per se on the one hand, and literacy attained through adult education. Even if one

does not become a literate it is still possible to visualise a situation where one has imbibed certain norms of family size and values of family life and attained some worthwhile information on family planning which could have contributed to the decline in fertility.

- 3) In particular, has adult education of women had any visible impact on their children's development? It is probable that adult education has effected some changes in women's attitudes towards and provided them some better ideas on childcare. The study attempts to show how far these changes have led to perceptible improvement in the lives of children.

Ramkrishnan, K. Adult Education in Tamil Nadu : The Role of Evaluation Research. Madras, Madras Institute of Development Studies, 1985. (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. The document also identifies the positive role the evaluation exercise can play and emphasises the need to incorporate evaluation in the planning process.

Gangrade, K.D. Social Work and Development. New Delhi, Northern Book Centre, 1986. 132p. Price Rs.120.00

The present volume is a study of three villages around Delhi. The study aims to show process of decision making in these villages to organise them on the basis of their felt needs and the struggle that takes place to elect representatives to the statutory panchayat.

The book consists of seven chapters; Chapter 1 on Community Development gives an over-view of rural development programmes in India. It also discusses relevance of social work to Community Development. Chapter 2 on Field Setting describes some salient characteristics of the block and the three villages. Chapter 3 on Organizing the People has three sections. Each section deals with each village separately in detail. In this chapter specific self-help projects based on felt needs of the people have been selected to analyse the process of organizing the people from identification of the need to the solution of the problem. In chapter 4, the various aspects of the role of social worker as a catalyst are summarised. Chapter 5 graphically describes the struggle for power that takes place in these villages during the successive panchayat elections. This chapter also discusses the role of kinship, religion, caste and factions in connection with the elections. It also includes discussion on how the panchayat elections affect the fate of development programmes in these villages directly or indirectly. Chapter 6 is concerned with the opinions of the people on the working of the Panchayati Raj. The last chapter gives the summary and conclusions of the findings.

Aikara, J. Implementation of the Adult Education Programme in Maharashtra. Bombay, Unit for Research in Sociology of Education, Tata Institute of Social Science, 1985. 118p. (Mimeographed).

This study evaluates the implementation of the Adult Education Programme in Maharashtra. It is the fourth in the series of the sample surveys conducted to assess the functioning of the AEP in Maharashtra. The current survey has studied

228 AEC distributed in six districts of Maharashtra. The study analyses the following aspects of the AE programme:

- 1) Target Group Covered
- 2) Instructors : Role, Training
- 3) Physical Facilities of the AEC
- 4) Educational Facilities - Teaching Learning Materials
- 5) Content of Teaching
- 6) Collaboration with other Agencies
- 7) Community Involvement
- 8) Supervision
- 9) Adult's response etc.

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IAEA

# NEWSLETTER

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NATIONAL POLICY FOR PROMOTING  
NATIONAL INTEGRATION SUGGESTED

Punjab Chief Minister, Mr. Surjit Singh Barnala, emphasised the need for evolving a national policy for the effective use of media and for national integration and the preservation of our cultural heritage.

Inaugurating a Seminar on "Adult Education and National Integration" organised by the Indian Adult Education Association (IAEA), New Delhi and the Adult Education Association, Chandigarh on September 25, 1986, the Chief Minister called upon adult educators to impart learning not only to the illiterate and semi-literate but also to the elite groups so that they could design practical programmes for national integration.

Mr. Barnala suggested special training programmes for character building to inculcate a sense of discipline among the youth. He also emphasised the need for organising inter-state camps and the joint celebration of festivals of each community for fostering national integration.

Earlier, the Chief Minister inaugurated an exhibition in which the work of trainees of the Shramik Vidyapeeth and publications of IAEA were displayed. He appreciated the efforts made by the Vidyapeeth to impart functional skills and increase the productivity of workers.

About 70 delegates from Rajasthan, Uttar Pradesh, Jammu and Kashmir, Himachal Pradesh, Punjab, Haryana and the Union Territories of Delhi and Chandigarh participated.

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Earlier, Mr. Diljang Singh Jauhar, President, Adult Education Association, Chandigarh said that by accepting the invitation of the Association the Punjab Chief Minister had shown his faith in the role of education in promoting national integration.

Mr. K.L. Zakir, General Secretary of the Association outlined the objectives of the Seminar and said it would highlight the role of writers, the youth and the mass media in the promotion of national integration.

Mr. J.C. Saxena, Hony. General Secretary of the Indian Adult Education Association (IAEA) proposed a vote of thanks.

Semi-Conductor Complex Ltd., Mohali, presented a computer to Mr. Barnala for use by the Shramik Vidyapeeth, Chandigarh in promoting literacy and vocational skills.

Dr. Jasbir Singh Ahluwalia, IAS presented the working paper of the seminar. Among others, who spoke on the occasion were Dr. Virendra Mahendiratta, Head, Deptt. of Hindi, Punjab University, Shri J.L. Sachdeva, Director, IAEA, Shri Anil Sarwal, DAV College, Chandigarh, Shri R.K. Saxena, Regional Director, Indian Council for Cultural Relations and Shri S.P. Kapil, Programme Executive, AIR, Chandigarh.

The Seminar made the following recommendations:

1. Adult Education programme should undertake a special training programmes for character building to inculcate a sense of discipline.
2. There should be more occasions for interactions like interstate camps, visits, religious festivals.
3. Effective use of media be made for national integration and communication media should cooperate and collaborate with voluntary organisations, Universities, Colleges, Panchayats, etc.
4. Model centres to demonstrate the application of national integration should be established in which adult education should play a leading role.
5. Exhibitions, pictures, posters and models depicting the life, culture and national resources of each state should be prepared.
6. Research studies may be carried out by suitable agencies on problems of national integration in order to ensure effective monitoring and feed-back on all programmes of national integration.

SEMINAR ON ADULT EDUCATION IN HILLY AREAS

The Indian Adult Education Association in collaboration with Adult Education Association, Chandigarh organised a Seminar on "Adult Education in Hilly Areas" in Chandigarh on September 26, 1986.

Inaugurating it, Smt. Sharda Rani, Education Minister, Haryana stressed the need for educating women specially in rural and hilly areas.

Smt. Sharda Rani said that adult education helps in broadening perspectives besides creating a confidence and awareness in women to face the challenges of life.

Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association proposing a vote of thanks said that 21 per cent is hilly area in the country and only 9 per cent live in it. He said special programmes in adult education for hilly areas have to be devised keeping in view the special problems faced by them. Making people self reliant should be the main aim of adult education, he stressed.

Among others, who spoke on the occasion were Shri S.K. Bahl, Deputy Director(Adult Education) Government of Himachal Pradesh, Shimla, Dr. G.N. Siddiqui, Director, State Resource Centre and Dean of Colleges, Kashmir University, Srinagar and Dr. N.N. Pangotra, Director, Centre for Continuing Education, Adult Education and Extension, Panjab University, Chandigarh.

Shri J.L. Sachdeva, Director, Indian Adult Education Association in his paper suggested the setting up of one 'Jan Shikshan Nilayam' in every village in hilly areas instead of one for a population of 5000 as proposed in the New Education Policy. He said that the Mass Programme for functional literacy would be more successful in hilly areas than the centre-based approach because of scattered nature of hamlets.

The Seminar made the following recommendations:

1. The local conditions available in hilly areas should be taken into account in all programmes of Adult Education and the norms suggested on All-India basis for such programmes should be suitably modified to suit the needs and requirements of these areas.

In particular, it recommended that there should be no insistence on 30 learners per centre in such areas as it will be very unrealistic to do so.

2. The physical requirements in all adult education programmes should be ensured as also the timely supply of teaching/learning and follow-up materials.
3. The State Governments should foster and encourage voluntary agencies in these areas, so that they may organise adult education programme with the cooperation and involvement of the local people.
4. The programmes of adult education should be linked with all development programmes currently being carried out and effective linkages may be developed with various departments e.g. Agriculture, Animal Husbandry, Industries etc.
5. The existing programmes of eco-restoration, eco-preservation and eco-development may be emphasised in all adult education centres, in order to ensure an effective participation of all local people in all programmes.
6. Necessary awareness may be promoted among the hill people, and particularly among the youth, in order to ensure better understanding of the resource-base, eco-system and ecology.

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#### NORTH ZONE CONFERENCE OF ADULT EDUCATORS

The Indian Adult Education Association (IAEA) in collaboration with Adult Education Association, Chandigarh organised the North Zone Conference of Adult Educators in Chandigarh on September 27, 1986. Over 70 persons representing voluntary organisations, education departments, universities and colleges of the States of Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Rajasthan, Uttar Pradesh, Chandigarh and Delhi attended.

Inaugurating it, Shri J.S. Sethi, Chairman, Rotary Club said that adult education programme should improve the standard of living of the people. He said that education given to adults should help them to be self employed rather than seeking jobs outside.

Prof. S.S. Johl, former Vice-Chancellor of Punjabi University, Patiala in his special address said that literacy is only means to education and should not be considered as an end.

He said that adult education programme should create self consciousness among the people and should help them to lead a life of self respect.

Earlier, Shri J.L. Sachdeva, Director, IAEA presenting the working paper said that volunteer corps should be established at the state level and district levels to enrol volunteers for eradication of illiteracy under the mass programme for functional literacy.

The following recommendations were made by the conference:

1. The Conference welcomes the launching of mass programme of functional literacy through students but feels that to get better and faster results it would be desirable to involve other persons in the programme particularly the exservicemen, housewives, school students, members of the youth clubs and mahila mandals, etc.
2. The Conference feels that everyone and anyone in the community who has the time, inclination and capacity to participate should be involved.
3. The Conference notes that adequate training is not being provided to the adult education functionaries and recommends that governmental and non-governmental agencies should see that the programme is not launched without proper and adequate training.
4. The Conference welcomes the proposal to set-up Jana Shikshan Nilayam in the New Education Policy. But it recommends one that Nilayam for population of two to three thousand should be set-up instead of population of five thousand as suggested in the New Education Policy.
5. The Conference urged that there should be timely release of grants to the voluntary agencies so that the tempo of adult education is not adversely effected because of non-availability of funds.
6. The Conference notes with concern that there are not many voluntary agencies working in the North Zone particularly in the States of Punjab, Haryana, Jammu & Kashmir, Himachal Pradesh and urged that more such organisations should be

established so that the target of making 10 crore people literate by 1995 could be achieved.

- 7. The Conference notes that not sufficient quantity of teaching and learning material is available at present in many places and recommends that Universities and leading voluntary organisations should be entrusted with work of producing teaching/learning material so that the centres could get timely and adequate supply of such materials.
- 8. Disparity in honorarium paid by the State Governments and Central Government to the instructors should be removed.

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CENTRE FOR CONTINUING EDUCATION,  
ADULT EDUCATION AND EXTENSION,  
PUNJAB UNIVERSITY, CHANDIGARH

The Centre for Continuing Education, Adult Education and Extension, Punjab University, Chandigarh organised a two day re-orientation course for student instructors in Chandigarh. 40 students from four colleges attended.

The Centre also made a sample survey to monitor the progress of adult education in 40 colleges. It was found that only 9832 adult learners could be enrolled against the expected strength of 13230.

It also organised a two-day orientation course in andragogy for student instructors on May 21-22, 1986 at Government College, Zira. Ten student instructors, the supervisor and the teacher-incharge participated.

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'JANA BODHANA SENA' FORMED BY CAEE  
OF KERALA UNIVERSITY

The Centre for Adult Education and Extension (CAEE), University of Kerala, Trivandrum has formed 'Jana Bodhana Sena' (JBS) to enlist cooperation of all those who are educated atleast upto Xth standard and are willing to act as volunteer to help at least one adult illiterate to become literate.

The CAEE organised a number of corner meetings in Anad, Karakulam Vembayan and Poovachal Panchayats of Nedumanaged block and in the municipal area on July 25-29, 1986. The vehicle Jatha motivated the learners, distributed teaching/learning materials and created awareness among the masses.

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LITERACY LAMPS TAKEN IN PROCESSION  
IN GUJARAT

Nineteen 'Saksharata Jyotis' (Literacy Lamps) were taken out in procession from different parts of Gujarat on September 8 - the International Literacy Day.

The largest Jyoti was seen off at Gujarat Vidyapeeth, Ahmedabad by the Gujarat Education Minister, Mr. Hasmukh Patel, comprising about 500 people mostly students. The procession on foot after visiting 1200 villages in 24 days returned to Gandhi Ashram on October 2, the Gandhi Jayanti Day.

Speaking on the occasion, Mr. Patel lauded the Vidyapeeth for the initiative and care taken by it for this noble cause. The Minister exhorted youths to take up the responsibility of banishing illiteracy among the elders, which he said was the curse of the age. The efforts should be to make everyone in Gujarat literate by the turn of the century, he said.

The Vice-Chancellor, Prof. Ramlal Parikh said that it was a matter of shame for the whole country that the number of illiterates who were put at 30 crores at the time of Independence had gone upto 44 crores today. Many countries had been able to obliterate illiteracy from among their people in five years. This could be possible only if the task was to be taken on war footing basis, he stressed.

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'ERADICATING WOMEN'S ILLITERACY' -  
A New Bulletin of AICEIAW

The All India Committee for Eradication of Illiteracy Among Women (AICEIAW) has started a monthly bulletin entitled "Eradicating Women's Illiteracy". The first issue for September 1986 has been brought out recently.

Copies of the bulletin can be had from the Hon'ble Secretary, All India Committee for Eradication of Illiteracy Among Women, 6 Bhagwan Das Road, New Delhi - 110 001.

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CHAGAN MOHTA PASSES AWAY

We deeply regret to record the death of Dr. Chagan Mohta, former President of Bikaner Adult Education Association and a well known social worker and adult educator of Rajasthan.

Dr. Mohta was the recipient of Kalyanmal Jaisani Award for distinguished work in adult education.

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FEMALE LITERACY STILL  
DEEMED UNNECESSARY

Despite four decades of planned development to wipe out illiteracy, a majority of Indian women still regard learning as an unnecessary and avoidable distraction.

A recent study on the spread of female literacy in the country has attributed this phenomenon to traditional values which have thwarted the educational endeavour and continue to keep women confined to their homes.

Besides, women have not been able to find any special appeal or meaning in the learning process in the absence of any foreseen benefits. Although female literacy figures compiled by various agencies appear to be impressive in urban areas, the benefits of education have failed to percolate to women in rural areas.

Efforts to promote education among Indian women began during the days of the British Raj when Lord Dalhousie directed in 1850 that separate schools should be established for girls.

The Indian Education Commission (1882) made several important recommendations for spreading education among women. The policy was reiterated in the Government resolutions on educational policy issued in 1904 and 1913.

The new education policy approved by Parliament in June this year says that "education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well conceived edge in favour of women".

Despite these lofty ideals, the advancement of education among women has remained at a low key and an unaccomplished gigantic task. At the dawn of this century, the female literacy rate in the country was only 0.60 per cent as against the male literacy rate of 9.83 per cent, the study points out.

After four decades of planned development, literacy rate among women is only 24.82 per cent.

Talking of the disparities evident in the various districts, the study says that against the national average of 24.82 per cent, there are 41 districts in which female literacy exceeds 44.37 per cent while in 160 districts, the percentage goes below 18.01. Similarly, although the national average for female literacy in rural areas is 17.96 per cent in as many as 163 districts, the percentage goes below 11.30.

The pattern of urban female literacy also shows that it is concentrated in some districts in Kerala, Punjab, Himachal Pradesh, West Bengal. Western coastal states and Tamil Nadu coastal areas reveal high literacy rates because of the overseas contacts of a longer duration.

- Indian Express  
- October 13, 1986

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Helnz Peter Gerhardt, Brazil's Popular Education in the Eighties. Documentation and Report Series 1/86, Verlag fuer Interkulturelle Kommunikation, Pf. 900965, 6 Frankfurt/M 90, West Germany, 5DM

This is a booklet concerning recent developments in the Popular Education Movement in Brazil. It analyzes the movement on its issues, i.e. grass-root organization versus collaboration with the state, directiveness and manipulation, and "organic" teaching. The popular educator's work in the formal educational system of Rio de Janeiro is delineated together with an analysis of an emerging new pedagogy for all types and grades of learning and teaching within the movement.

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Dutta, S.C. Ed. From Literacy to Liberation. Indian Adult Education Association, New Delhi, 1986. 241p. Price Rs.60.00.

The document is a collection of Zakir Husain Memorial Lectures delivered from 1970 to 1985. The following lectures have been included in this volume:

1. Dr. Zakir Husain's Humanism - K.G. Saiyidain
2. How Man is Made - M. Mujeeb
3. Relevance of Adult Education to Educational Crisis - Malcolm S. Adiseshiah
4. Education for Agricultural Progress - MS Swaminathan
5. Some Perspectives on Non-Formal Education - J.P. Naik
6. Illiteracy and Poverty - G. Ramchandran
7. The Vision of a Learning Society - Anil Bordia
8. Wither the National Adult Education Programme - Rajammal P. Devadas
9. Role of Universities and Colleges in Adult and Continuing Education - Madhuri R. Shah
10. Education, Science, Technology and Integrated Development - Hari Narain
11. Challenges before Indian Adult Education - J. Veera Raghvan
12. Eradicating Women's Illiteracy: A Challenge - M.L. Shahare
13. A Mass Movement for Functional Literacy - P.K. Patnaik

All India Women's Conference, Women-Education for Development. A Brief Report the Workshop, All India women's Conference, 6 Bhagwan Das Road, New Delhi P.20.

This is a brief report of the one-day Workshop on Women-Education for Development, organised by the All-India Women's Conference in New Delhi to commemorate the International Women's Day i.e. March 7, 1986.

In addition to inaugural address of Smt. Sushila Rohatgi, it includes summaries of talks delivered on civic education by Dr. (Mrs) K. Lakshmi Raghuramaiah on adult education by Shri J.L. Sachdeva, on Preparation of literature for adult education and status of women by Smt. Bimla Bhatnagar and United Nations and Status of Women by Dr. Bhaichand Patel.

Literacy House (Information Development and Resource Agency (Idara), Literacy House as Resource Centre for Nehru Yuvak Kendras of Six States/Union Territories, Literacy House, P.O. Alambagh, Lucknow. P 30.

Literacy House, Lucknow has been recognised as Resource Centre by the Ministry of Human Resource Development, Government of India for extending resource support to the youth programmes/activities of six states/union territories - namely Uttar Pradesh, Himachal Pradesh, Haryana, Jammu & Kashmir, Chandigarh and Delhi. It is known as Information Development and Resource Agency (IDARA).

This booklet is a brief report of the activities of IDARA for 1985-86.

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IAEA

# NEWSLETTER

Vol.VIII No.8 November 1986 Limited Circulation

## DUTTA ELECTED PRESIDENT OF IAEA

Dr. S.C. Dutta, former Chairman of the Asian-South Pacific Bureau of Adult Education has been elected President of the Indian Adult Education Association.

The Council of the Association at its meeting in Surat on October 28, 1986 elected the following Office-Bearers and Members of the Executive Committee:

### PRESIDENT

Dr.S.C. Dutta

### VICE-PRESIDENTS

Shri B.S. Garg

Shri K.C. Choudhary

Prof. Nanubhai Joshi

Shri R.N. Mahlawat

Dr.(Smt) Asha Dixit

### TREASURER

Prof. B.B. Mohanty

### GENERAL SECRETARY

Shri J.C. Saxena

### JOINT SECRETARY

Shri L. Vedapuri

### ASSOCIATE SECRETARIES

Shri Bhai Bhagwan

Shri K.L. Zakir

Smt. Kamala Rana

Shri N.C. Pant

### MEMBERS

Dr. L. Perumal

Shri K.N. Srinivasan

Prof. Yashwant Shukla

Smt. Sheela Trivedi

Shri M.M. Hoda

Shri K.R. Susheela Gowda

Dr. M.V. Sudhakar Reddy

Dr. G.S.K. Nair

The out-going President, Barrister M.G. Mane will also be the member of the Executive Committee.

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POPULARISATION OF SCIENCE AND TECHNOLOGY  
THRU' ADULT EDUCATION STRESSED

The four-day All India Adult Education Conference which concluded in Surat on October 28, 1986 has urged the Union Ministry of Human Resource Development and the State Education Departments to elaborate the contents of the awareness component of the National Programme of Adult Education so as to include science literacy, science and technology popularisation and creation of scientific temper.

It asked the Ministry of Information and Broadcasting to conceptualise and sponsor appropriate programme for the creation of scientific temper. It also stressed the need to establish more Krishi Vigyan Kendras in rural areas and to involve more adult learners in agricultural demonstration programmes.

The Conference urged that more voluntary organisations to popularise science and technology be promoted.

The Conference convened by Indian Adult Education Association in collaboration with Department of Continuing Education and Extension Work, South Gujarat University, Surat was attended by about 300 delegates from different parts of the country.

The Conference was inaugurated by Prof. CC Shah, former Vice-Chancellor, South Gujarat University.

Prof. M.S. Trivedi, Vice-Chancellor, South Gujarat University in his chief guest address said that economic growth did not mean that poverty and ignorance would be reduced. He said that there were some countries in the world where the growth rate was very high, yet there was lot of poverty and ignorance.

Prof. Trivedi said that adult education has to be designed in such a way that in the process of acquiring literacy, economic conditions of the persons also improve. He said that the aim of adult education should be to help the person at the lowest rung of the ladder.

Barrister M.G. Mane, President, IAEA in his presidential address said that there was an urgent need to intensify Adult Education Programme to ensure people's participation in develop-

ment and in reducing the poverty, disease and starvation.

He said that in spite of various development programmes in the country, the gap between the educated and the illiterate, the haves and have nots has widened. Ignorance of the people was the biggest obstacle in reducing these disparities and it was imperative that Adult Education Programme be taken up on a large scale.

Barrister Mane said that it was a fact that science was benefitting selected pockets of people while the majority of the population remained rooted in ignorance, superstitions and suspicion of new advances. No technology had reached rural areas where the women still laboured with the drudgery of house-hold work, he said.

It was important to create forums where people could obtain basic scientific knowledge pertinent to their way of life. He called upon the voluntary organisations engaged in adult education to inform the people about the hazards of environmental deterioration. They should reach out particularly to the rural poor, he added.

Barrister Mane said that universities should be involved in preparing television programmes meaningful for the rural population, the print media and publishing houses could also help neo-literates by bringing out simple books on science and technology in various languages.

Earlier, Prof. Nanubhai Joshi, Director, Department of Continuing Education and Extension Work, South Gujarat University in his welcome address said that illiteracy and poverty were the two enemies and unless they were removed the nation would not progress. He exhorted 35 lakh students in the universities to take a lead in providing education to the deprived masses.

Sarvshri G.B. Desai, Registrar, South Gujarat University and J.C. Saxena, Hony. General Secretary, IAEA proposed the vote of thanks.

#### First Plenary Session

The Working Paper of the Conference was presented by Prof. B.B. Mohanty, Joint Secretary, IAEA and Professor of Oral and Visual Communication, Indian Institute of Mass Communication. While discussing the role of adult education in the promotion of science and technology, he identified three tasks for adult

education : development of science literacy, populatisation of science and technology and creation of a scientific temper.

Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad speaking on the subject said that adult education has not yet succeeded in creating self-reliant learning community, as a result of which learning has been a monopoly of the few. He said that unless the base of adult education is widened it would be difficult to do anything in the area of promoting science and technology through adult education.

#### Zakir Husain Memorial Lecture

The Zakir Husain Memorial Lecture for 1986 was delivered by Shri Janardan Rai Nagar, Kulpati, Rajasthan Vidyapeeth, Udaipur on October 26, 1986. In his address, he said that the sacred task of adult education is to build adult citizens of a nation into experienced and knowledgeable persons. He said that adult education should lead to development at the various levels - home, neighbourhood, community and nation.

Shri Nagar said that adult education should help in national construction and development, world peace and freedom from fear. He said that adult education should help the man to lead from evil to good, darkness to light and death to eternity.

Shri B.K. Gadhvi, Minister of State for Finance, Government of India who presided over the function called for streamlining of the various adult education programmes in the country with a view to reducing massive illiteracy.

The Minister stressed the need for a strong base to provide basic education to the illiterates whereby their minds were prepared to receive new ideas and thus they should be brought into the mainstream.

Shri Gadhvi said that special efforts should be made to enrol women in the Adult Education Programme and also to see that they do not dropout after joining the programme. He said that science and technology should be imparted in such a way that it is helpful to learners in their day to day work.

Shri J.C. Saxena, Hony. General Secretary, IAEA in his vote of thanks said that inclusion of adult education in the 20-Point Programme was indeed a manifestation of political will for promoting literacy, awareness and functionality. He said that the

promotion of science and technology through adult education would make a significant contribution in the nation's war against poverty.

### Groups

The delegates were divided into four groups to discuss the four sub-themes of the Conference (a) development of science literacy, (b) popularisation of science and technology, (c) creation of scientific temper and (d) role of voluntary organisations and educational institutions in promotion of science and technology. The group chairmen and rapporteurs were:

- |           |   |                                    |
|-----------|---|------------------------------------|
| Group I   | : | Chairman - Prof. T.R. Bhatia       |
|           |   | Rapporteur - Prof. M.C.R. Reddy    |
| Group II  | : | Chairman - Shri K.L. Zakir         |
|           |   | Co-Chairman- Shri M.M. Hoda        |
|           |   | Rapporteur - Dr.(Smt) S. Gayatonde |
| Group III | : | Chairman - Prof. M.R. Dua          |
|           |   | Rapporteur - Prof. Hari Prasad     |
| Group IV  | : | Chairman - Dr. R.S. Nirwal         |
|           |   | Rapporteur - Dr. G.N. Tiwari       |

### Symposium on Adult Education

As a part of the Conference, a symposium on Adult Education and Development was held on October 27, 1986 in which seven distinguished speakers participated.

Shri Rasikbhai Shukla, Vice-Chancellor, Saurashtra University, Prof. G.B. Shah, Professor of Education, South Gujarat University, Shri Narayanbhai Desai, noted Sarvodya Leader, Dr. Alan Rogers, Secretary-General, Commonwealth Association for Adult Education, Prof. Yashwant Shukla, former Vice-Chancellor, Saurashtra University, Dr. K.S. Pillai, Director, Centre for Adult and Continuing Education, Kerala University and Shri Virendra Tripathi, Centre for Social Development, Lucknow spoke on the subject.

Barrister M.G. Mane in his presidential remarks said that education and development are inter-related. He said that literacy education should be taken with a missionary zeal and helping the downtrodden should be the first task of adult educators.

Shri J.L. Sachdeva, Director, IAEA proposing a vote of thanks said that the earlier definition of development is irrelevant these days. It cannot be measured by GNP rate or consumption of steel per head. He said that development is now measured

in terms of how for the basic needs of the people for food, housing, drinking water, health, education are being met.

A visit to Dumas(Sea Shore) was arranged for the delegates on the 3rd day of the Conference. The South Gujarat University, Jeevan Bharti School and the Municipal Corporation, Surat hosted receptions for the delegates. They were also entertained with a specially organised cultural programme on the 26th evening.

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NEWS FROM STATE RESOURCE CENTRES

SRC, Jamia Millia Islamia, New Delhi

The State Resource Centre, Jamia Millia Islamia, New Delhi prepared the following posters during July-September 1986:

- 1. Hatya Ya Atm Hatya : On legal provision of suicide as a result of dowry harrassment
- 2. Accident : Legal compensation for accident victims
- 3. Awaz Ka Shor : On voice pollution
- 4. Bikau Hai : On Anti-dowry Act
- 5. Hirasat Main Kab Tak : On constitutional safeguards and criminal procedure

It also published the following booklets:

- a) Jurum Aur Saza : On Indian Penal Code
- b) Faujdari Qanoon : On Criminal Procedure
- c) Hamara Samvidhan : On Indian Constitution
- d) Hindu Vivah Qanoon : On Hindu Marriage Act

It organised a Seminar on involvement of voluntary organisations and schools in mass programme for functional literacy on July 29, 1986. 17 representatives from 11 voluntary organisations and 3 schools took part in the Seminar.

The SRC organised a ten-day training programme for adult education instructors. 43 persons participated. 15 instructors were trained to use "Khilti Kaliyan" (Prepared by Directorate of Adult Education) and 28 were trained in using Primer "Meri Kitab" (prepared by SRC, JMI).

224 master trainers and NSS Volunteers from 9 Colleges of Delhi were trained during the period by the SRC. It also organised six one-day orientation on teaching methods, monitoring and evaluation of Mass Literacy Programme.

The reports of the following research studies were brought out:

- 1) 'Walk to the Home' Experiment
- 2) Income Generation Activity in Adult Education Centres
- 3) Adults Responses to Population Issues

It has started an experiment to compare the rates of literacy achievement by synthetic and analytical methods of teaching. The primers 'Meri Kitab' (My book) developed on synthetic method and 'Khilti Kaliyan' on analytical method are being used for this experimental study.

#### SRC, Bihar

The State Resource Centre (Deepayatan) organised a Workshop on "Designing Training Programme for Adult Education Instructors on Population and Change" on August 31, 1986. District Adult Education Officers, Project Officers and Supervisors attended.

It was inaugurated by Shri K.N. Prasad, Vice-Chancellor, Patna University and Dr. D.N. Singh, Director, A.N. Sinha Institute of Social Studies, Patna was the Chief Guest. Four groups were formed for designing curriculum on population education.

A training camp for instructors in primer-teaching method was organised by the SRC on September 19 and 20, 1986. 60 participants including DAEs, POs, Supervisors and Instructors attended. Dr. Hayatullah Ansari, M.P. demonstrated the Primer-teaching methods produced by the All India Talim Ghar.

The SRC has revised the Primer "Humlog" and three more lessons on population education, social forestry and family welfare have been added to it.

It published the following booklets:

1. Tassar Udyog
2. Diyasalai Banana
3. Sabun Udyog
4. Lemon Grass Se Arka Nikalana

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#### WORKSHOP ON HEALTH WRITING

A Workshop on the "Development of Media Skills in Health Writing" was organised by the Press Institute of India in Jaipur from September 29 to October 1, 1986. About 50 experts in the

field of health and senior journalists from different parts of the country took part in the Workshop which was co-sponsored by the Asian Mass Communication Research and Information Centre (AMIC), Singapore, the Press Trust of India and Rajasthan Patrika.

The subjects discussed included Health for all by 2000 AD: an approach to primary health care in the Indian context; health and communication; communicable diseases; improvement of nutrition and health of women and children; drug addiction and media's role in its prevention and population control.

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#### ZAKIR GETS GHALIB AWARD

Shri K.L. Zakir, Associate Secretary, Indian Adult Education Association and Director, Shramik Vidyapeeth, Chandigarh has been awarded the Modi Ghalib Award for 1985 for Urdu prose.

The coveted award instituted by the Ghalib Institute carries a cash prize of Rs.10,000/- and a citation.

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#### PROGRAMME OF ACTION FOR IMPLEMENTATION OF THE NATIONAL POLICY ON EDUCATION

The Central Advisory Board of Education met in Delhi on August 1-2, 1986 to discuss the Programme of Action for Implementation of the National Policy on Education. Shri P.V. Narasimha Rao, Union Minister for Human Resource Development inaugurated the Conference.

According to the Programme of Action on Adult Education, the principal aim of the new policy would be to provide education including literacy to the illiterate population in the 15-35 age-group which numbers about 100 million. The programme would lay emphasis on skill development and creation of awareness among the learners about the national goals, about development programmes and the need for liberation of oppressed people.

The Adult Education Programme has been envisaged as a phased time bound programme covering approximately 40 million by 1990 and another 60 million by 1995.

The main features of the implementation strategy will consist of the following:

- a) Reorganisation of the existing programmes, to introduce in the flexibility and other measures for greater effectiveness.

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- b) Application of science and technology, and pedagogical research for improving the pace and environment learning.
- c) Establishing linkage between adult education and the developmental programmes.
- d) Launching of mass functional literacy programme.
- e) A multi-dimensional programme for continuing education as the instrument for moving towards a learning society.
- f) Creation of dynamic management structures to cope with the targets envisaged.
- g) A distinct slant in favour of women's equality and taking of all measures in pursuance of this resolve.

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CONFERENCE OF DIRECTORS OF  
STATE RESOURCE CENTRES IN DELHI

The Directorate of Adult Education, Government of India organised a one-day Conference of the Directors of State Resource Centres on the 19th August, 1986 in New Delhi to discuss implications of technical resource support for Adult Education in the context of the National Policy on Education and the Programme of Action drawn-up. Shri Anil Bordia, Additional Secretary in the Ministry of Human Resource Development chaired the Conference and Shri Anand Sarup, Secretary, Ministry of Human Resource Development was the chief guest.

Representatives of the SRCs of Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal and Delhi participated.

It was indicated that the technical and pedagogic resource support for Adult Education will have to be greatly strengthened. The emphasis would be on decentralisation and employment of educational technology for quality improvement. The following specific measures were proposed to be taken:

- Greatest attention to be paid to preparation of good learning materials, teachers' guides and to training. For this, as well as for production of learning materials for post literacy and continuing education, latest technologies of printing and communication will be employed. The national level organisation for this purpose will be reviewed and suitably reorganised;
- The work of each State Resource Centre will be reviewed. Much more provision will be made for improvement of infrastructure and staff in SRCs; and

- District Resource Units(DRUs) for Adult Education and non-formal education will form an integral part of District Institutes of Education and Training(DIETS). In cooperation with other staff of DIET, as well as other resource persons available in the district, the DRUs will take responsibility for initial and continuing education of the field level functionaries. They will also design and oversee the methods employed in evaluation of learners.

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CURRENT LITERACY SITUATION IN THE WORLD

The revised estimate of the number of adult illiterates in the world is now 889 million (i.e. 32 million more than the previous estimates) according to the paper on the current literacy situation in the world recently prepared by the Division of Statistics on Education of UNESCO. The paper gives a brief overview of the Literacy situation in the world, major regions and in individual countries for, or around 1985.

Some of the salient features of Table 1 of the statistical annex in the paper are as follows:

Region	Total	Population aged 15+ Literates (Millions)	Illiterates (Millions)
World	3,203	2,314	889
Developed Countries	931	911	20
Developing Countries	2,272	1,403	869
Africa	300	138	162
Asia	1,833	1,168	666
Latin America & the Caribbean	253	209	44
Least developed countries(LDCs)	179	58	121

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ORIENTATION COURSE ON MASS PROGRAMME FOR FUNCTIONAL LITERACY FOR PROGRAMME OFFICERS OF COLLEGES

The Department of Adult, Continuing Education and Extension, M. J. Somaiya University organised a course on Mass Programme for Functional Literacy for Programme Officers of Colleges on

July 30, 1986. The course was inaugurated by Shri R. Venkatachari, Director, State Resource Centre for Non-formal Education and Shri G. Adhimoolam, Deputy Director, Directorate of Non-formal Education delivered the key-note address. Shri R. Rangas Director of the Department presided.

57 Adult Education Programme Officers from four affiliated colleges participated. The topics discussed included Management of Mass Literacy Programme, Resource Support, Enrolment, Motivation and Training of Student Volunteers, Understanding of the Literacy Material and its use and Evaluation and Monitoring, etc.

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SHRAMIK VIDYAPEETH, CHANDIGARH

The Shramik Vidyapeeth, Chandigarh organised the following programmes recently:

1. Course on Maintenance of Duplicating Machine (Four days)
2. Doll Making (15 days)
3. Repairs of Sewing Machine (seven days)
4. Pocket Transistor Assembling (15 days)

The Vidyapeeth also organised a four-day training programme for the Van Loaders of Punjab State Milk Cooperative Producers Federation with <sup>the</sup> objective of ensuring timely supply of milk to the booths in the city.

A four-day Camp for technicians of Semi Conductor Complex Ltd. was also organised during which lectures on good human relations, national integration and first aid etc. were arranged.

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V.S. JHA PASSES AWAY

We deeply regret to record the death of Dr. V.S. Jha, former President of the Indian Adult Education Association in Jabalpur(MP) on November 9, 1986. He was 87.

Dr. Jha was Vice-Chancellor of Banaras Hindu University, President, IAEA(1956-57) and Member of the Education Commission(1964-66).

To mourn his death, the Association organised a condolence meeting at its headquarters in New Delhi on November 18, 1986. Prof. M.V. Mathur, former Vice-Chancellor of Rajasthan University and a close associate of Dr. Jha presided. Among those who attended the meeting were Dr. S.C. Dutta, President, IAEA, Dr. S.C. Bhatia, Professor of Adult and Continuing Education, Delhi University, Dr. A.K. Sen, Professor, National Institute of Health Education, Mr. B.V. Bhakt Priya, Deputy Director, Directorate of Adult Education and Mr. J.C. Saxena, Hony. General Secretary, IAEA.

The meeting passed the following condolence resolution:

"The meeting of Members and Staff of the Indian Adult Education Association held in New Delhi on November 18, 1986 places on record its deep sense of sorrow on the sad demise of Dr. V.S. Jha, former President of the Association.

With his death, the country has lost a distinguished educationist, a great visionary and an able administrator.

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

INTERNATIONAL WORKSHOP ON  
PARTICIPATORY EVALUATION

Society for Participatory Research in Asia (PRIA), New Delhi will host a Workshop on 'Participatory Evaluation' to be jointly sponsored by ASPBAE, ICAE and the International and Regional Networks of Participatory Research in New Delhi in March 1988.

The main purpose of the Workshop is to share cases and experiences of Participatory Evaluation efforts in different adult education and development projects, programmes and organisations.

50 practitioners of Participatory Evaluation representing Africa, Latin America, North America, Europe, Caribbean and Asia are expected to participate in the Workshop.

Further information can be had from Dr. Rajesh Tandon, PRIA, 45 Sainik Farm, Khanpur, New Delhi - 110 062.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Mushtaq Ahmad and Qureshi, Z.H. Responses of Adults to Population Issues : A Study, New Delhi, State Resource Centre, Jamia Millia Islamia, 1986. P 22+27 tables.

The National Steering Committee on Population Education in its meeting on 14th May, 1984 recommended that "in the Seven Five Year Plan suitable provisions should be made for population education programmes in school education - both formal and non-formal, university education and adult education sectors". A programme of Population Education jointly sponsored by the Govt. of India and UNFPA, would be made an integral part of AEP.

The overall objectives of the programme are:

- to integrate component of population education in the current curriculum and programmes of adult education
- to institutionalise population education in adult education
- to strengthen the State Resource Centres as well as the National Resource Centre to provide resource support to the programme.

The State Resource Centre, Jamia Millia Islamia was expected to prepare teaching and learning materials in 1986 as the programme is to be launched in the U.T. of Delhi from 1987. Thus a study was undertaken during Nov-December, 1985 to assess the

attitudes of adults towards some of the population growth issues and problems. The problems selected for the study were from the following six issues:

- Family Size
- Spacing of children
- Responsible Parenthood
- Delayed Marriage
- Customs and beliefs
- Population and Development

The sample was selected from a cross section of illiterates and literates population of Delhi. The illiterate sample included learners from centres in and around Jamia and Mangolpuri resettlement colonies.

The total number of respondents whose views were sought was 269.

Findings: There was overwhelming response in favour of small family, spacing of children and delay marriage. This indicate that perhaps because of the influence of urban life, quite a large number of the common men and women have reached the stage of 'to appreciate', but not of 'to demand'.

Most parents consider their responsibilities towards their children limited to the provisions of basic necessities of life including education. Concern about their future prospects, health, living conditions, knowledge of the competitive society etc. is at a low level.

Their opinion about the right age of marriage for boys and girls conformed to the legal marriage age, though almost 50% of the literates and 76% of the illiterates has no knowledge of the provisions of law.

Majority preferred sons over daughters while some did not give any reasons for this.

Abortion of children was considered sin, murder and act against the will of God by both literates and illiterates though more by the latter. Only a small percentage was against it because of health reasons.

The largest number of both literate and illiterate respondents gave no response on the family planning issue. Majority of those who responded did not consider it against religion.

The respondents by and large agreed that there has been development in the country. Only a few denied it. They shared the general feeling that the fruits of development have not reached the common man while majority of them considered growing population to be the reason for this. 42% of the responses did not agree with this view and felt it was due to corruption of bureaucrat, fate, and lack of education.

Deepayatan. Integration with Development : A Research Report.  
Patna, Deepayatan, (n.d.) P 99 (Mimeographed).

This study is based on the working of two adult education projects in Bihar. One was a government sponsored project and the other one was being run by a voluntary organisation. This study analyses the mechanism for integrating adult education into the process of development and it also looks into the perceptions/expectations of development agencies from the adult education programme. It also studies the existing level of cooperation and coordination between adult education programme and other developmental programmes and suggests strategies for improvement in the existing level of integration of adult education with the development process.

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Telephone No: 3319282



IAEA

# NEWSLETTER

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## MOHAN SINHA MEHTA RESEARCH FELLOWSHIP

To perpetuate the memory of Dr. Mohan Sinha Mehta, former President of the Association, and an eminent educationist, statesman and administrator of the country, the Indian Adult Education Association has instituted Mohan Sinha Mehta Research Fellowship. Individuals are eligible for this research fellowship but the proposal must be sent through the institution where he/she is working.

The object of the research fellowship is to enable the individuals to undertake research studies in improving the on-going programme of adult education.

The amount of fellowship is Rs.3,000/- and it should be completed within one year.

The research proposals for 1986-87 should reach the Association by January 31, 1987.

The guidelines for fellowship can be obtained from Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002.

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## ZAIL SINGH TO PRESENT NEHRU LITERACY AWARD

The President of India, Giani Zail Singh has kindly agreed to present the 1986 Nehru Literacy Award to Dr. (Mrs) Madhuri R. Shah, former Chairman of University Grants Commission in New Delhi in Vigyan Bhavan ~~some time~~<sup>on</sup> in February<sup>28</sup> 1987.

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WORKERS' EDUCATION PROGRAMMES

The Indian Adult Education Association organised three one-day non-residential schools on workers' education in Delhi on December 8, 11 & 12, 1986.

The topics included population education, productivity and National and Social Goals of Trade Unions.

About 100 industrial workers participated.

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CHOUDHARY ATTENDS TRAINING WORKSHOP  
OF EXECUTIVES IN SINGAPORE

Shri K.C. Choudhary, Vice-President, Indian Adult Education Association attended the training workshop for executives of National Adult Education Associations in Singapore from December 1-5, 1986.

The Workshop jointly organised by Asian-South Pacific Bureau of Adult Education, the Singapore Association for Continuing Education and Department of Extramural Studies, National University of Singapore discussed the role of national associations in development, the strengthening of national associations and promotion of adult/non-formal education, the training of future leaders for national associations and strengthening of regional adult/non-formal education network of ASPBAE.

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PROKOP VISITS IAEA

Indian Adult Education Association extended a cordial welcome to Prof. Kurt Prokop, President, International Federation of Workers Educational Associations (IFWEA) on his visit to its headquarters in New Delhi on December 5, 1986.

Speaking on the occasion, Prof. Prokop outlined briefly some of the tasks to be taken up for promoting workers' interests. Drawing attention to the cuts in educational budgets all over the world, he said that now there was a greater need for working towards increasing activities for workers' education at the level of international bodies like the UN. He said more and more symposiums and workshops geared towards specific problems like racialism, women's education, difficulties posed due to increased

mechanization and greater dependability on electronic media, should be organised at higher level. Referring to a study sharing only 30% absorption of the new broadcast on T.V., he said that though T.V. is a powerful medium we should not over-estimate its power.

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DELHI TO HAVE SEPARATE DIRECTORATE  
OF ADULT EDUCATION

The Delhi Administration is to set up a separate directorate of adult education in the Capital for better coordination and implementation of adult education programmes. This was decided at a meeting of the Delhi State Board of Adult Education, presided over by Mr. Kulanand Bharatiya, Executive Councillor(education), on December 16, 1986.

At present there were 2860 adult education centres of which 2300 were being run by Delhi Administration and others by voluntary agencies. The Board also felt the need to involve more voluntary organisations in Delhi so as to make about 7.5 lakh adult illiterate persons literate by 1995.

The Board also recommended that the honorarium paid to adult education and non-formal education instructors be suitably increased. It was further suggested that a literacy programme be started on Doordarshan's channel two and a short-term literacy campaign be launched through school students and teachers during summer vacations. The proposal regarding supply of newspapers and suitable reading material to the adult education centres was unanimously approved by the Board.

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NCC CADETS TO BE INVOLVED IN THE  
MASS PROGRAMME OF FUNCTIONAL LITERACY

The Directorate-General of NCC has prepared a programme for involving NCC cadets all over the country in the Mass Programme of Functional Literacy. Under the programme, each cadet volunteer will undertake teaching at least one adult illiterate learner in the age-group 15-35 near the place of his/her residence.

According to present indications, over 75,000 cadet volunteers are expected to participate in the programme to be launched from 1st of January 1987.

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Preliminary steps for launching the programme are being taken. The State Resource Centres would assist the NCC in the training of Master Trainers and also arrange for supply of literacy kits in the different languages free of cost required for the programme.

The NCC is also making necessary arrangements for monitoring and evaluation of the Programme.

The successful cadet-volunteers completing the programme would be eligible for a graded certificate based on the number of persons made literate by him/her.

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#### NEWS FROM STATE RESOURCE CENTRES

##### SRC, Karnataka

The State Resource Centre, Karnataka State Adult Education Council, Mysore has produced thirty thousand kits under Mass Programme of Functional Literacy. It includes primer, exercise book, attendance book, initial report, final report, note book, instructors' guide etc.

The kit has been distributed to the District Adult Education Officers of 21 districts of the State.

The SRC produced about 100 slogans for motivating the learners to the adult education programme during the period July-Sept, 1986.

##### SRC, Rajasthan

The State Resource Centre, Rajasthan Adult Education Association, Jaipur brought out the following publications on population education during the period July-Sept. 1986:

1. Laddu Unt
2. Larka Larki Ek Saman
3. Abhi Nahi Ho Bacha
4. Sukh Ke Liye
5. Bal Vivah Bara Abishap(Poster)

The following two booklets for adult education workers were also published:

1. Gaon Ke Gandhiji
2. Anaupacharik Shiksha Sankalpana Dishayau

It organised a meeting as a follow-up of training programme for eleven Supervisors of Tonk District at Pipli. Their problems and difficulties in carrying out their field activities were discussed.

An eleven day Supervisor training camp was held in Bheenasar(Bikaner) from July 26-31, 1986. Forty one Supervisors of Government and Voluntary agencies participated.

In addition to their dialogue with various adult educators, thinkers and field workers, Directors of Education, social activists, the supervisor planned their supervisory roles, designed teaching-learning material for adults, prepared audio-visual aids, made stage puppet shows and dramas for generating awareness.

The SRC prepared a video film of 20 minute duration of the 21 day programme of instructors.

The adult education and development programmes in the State are reported and highlighted in the monthly Anupcharika published by the SRC.

It published the poems, write ups and folk stories of creative instructors under the title "Rachna Ke Koshish" and circulated it among the instructors of some of the on-going projects.

#### SRC, Haryana

The State Resource Centre, Haryana distributed the literacy material produced under the Mass Programme of Functional Literacy to all the twelve districts of the State.

It organised a training programme for female Supervisors in milk products at NDRI, Karnal from July 14-19, 1986.

To equip the master trainers in monitoring and evaluation under the mass literacy campaign, two workshops at Rohtak and Kurukshetra were organised by the SRC.

The SRC has prepared sixty one slides depicting various aspects of the adult education programme. They are being synchronised with sound.

It exhibited six film shows at Rohtak and Ambala districts.

SRC, Jamia Millia Islamia, New Delhi

One day 'Adult Education Fair' was organised by the State Resource Centre, Jamia Millia Islamia, in its premises, on 10th November, 1986. Dr. S.C. Dutta, President, Indian Adult Education Association inaugurated it. About 1200 learners under the adult education programme from all over Delhi participated in the fair. The adult learners participated in various competitions like literacy race, dance, drama, song, story writing, poster, slogan, debate, quiz etc. The response for all the items was encouraging. The literacy race drew the largest number of participants. 61 learners participated in it. 13 stories, 40 posters and 169 slogans for the competitions were received.

The winners in various competitions were given prizes. Dr. A.V. Baliga Memorial Trust, which got the maximum prizes in different events, won the 'Fair Shield'. Shri P.K. Patnaik, Joint Secretary, Ministry of Human Resource Development, gave away the prizes.

A Delhi based theatre group, 'Theatre Union' presented a powerful play 'Om Swaha' on this occasion. The play attacked the evil of dowry prevalent in our society. It was a street-corner play and demonstrated to the learners that such plays could be staged by any centre.

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SEMINAR ON FUND RAISING IN VOLUNTARY ORGANISATIONS

The National Institute of Public Cooperation and Child Development (NIPCCD) organised a Seminar on fund raising in voluntary organisations in New Delhi on December 9-10, 1986.

The Seminar was organised with the specific objectives of discussing the fund raising in resource mobilisation efforts of voluntary organisations, reviewing practices and methods adopted by them for raising funds, considering the constraints experienced by agencies in the raising of funds and to suggest suitable measures to eliminate some of these constraints for more effective fund raising endeavours in the voluntary sector.

38 participants comprising representatives of voluntary organisations running various welfare/development activities attended the Seminar.

Smt. Tarali Baig, President SOS Children's Villages in India inaugurated the Seminar. In her address, Smt. Baig remarked that over the years there has been considerable shift in the approach and methodology of raising funds from the community. This has gone hand in hand with an overall shift in emphasis in the voluntary sector from charity to development as evidenced in the numerous grassroots efforts to deal with problems of the poor and underprivileged. She observed that 'giving' traditionally formed a habit with the community primarily with charity and religious considerations. Today fund raising has come to involve considerable professional inputs in terms of knowledge of better methods and techniques including use of media.

Smt. Baig averred that considerable resources in the form of grant-in-aid programmes were available for promotion of development pursuits. However, partly due to ignorance about the availability of such funds and in no small way due to leakages in the pipeline these funds seldom reached the really needy and deserving. She emphasised the urgent need for the voluntary sector to become self-reliant. In this context she referred to various administrative and legal regulations which act as deterrents to voluntary action.

While concluding her address Smt. Baig observed that fund raising techniques and methods as they are being used today suffer from a strong urban bias overlooking financial needs and resources of the agencies located in rural areas. The existing imbalance needs to be set right by evolving methods and techniques which suit the ethos and tradition in the country side.

The Seminar discussed the Prospects and Possibilities of Fund Raising in Voluntary Organisations: Some Key Issues; Statutory Regulations and Fund Raising by Voluntary Organisations; and Strategies of Fund Raising in Voluntary Sector.

#### Recommendations

1. In a democratic setting voluntary action and fund raising are essential expressions of people's participation. Viewed in this context, credibility and accountability of the organisation soliciting funds assumes crucial significance. The past experience has shown that if an organisation can ensure its credibility and accountability, selection of effective, efficient and appealing communication, the availability of funds does not become a problem.

2. The experience of fund raising over the past decades indicates that the donors are more favourably inclined to support a particular social cause or a well-defined programme rather than vague appeals for the financial requirements of an organisation. The trend of cause-based fund raising should be encouraged both by voluntary organisations and the government. Organisations while raising funds should ensure that they are promoting a cause and not their organisation.

3. Professionalism in the planning and organisation of fund raising campaigns and efforts is a crying need in the voluntary sector. It is high time voluntary organisations gave a serious thought to this vital aspect of their work and explored possibilities of the use of modern media and technology in generation of resources and creating social consciousness about a particular cause.

4. Voluntary organisations should work together more often for the purpose of fund raising, obtaining government exemptions, permissions, litigation for special problems etc. Even if they do not collaborate closely for their grassroots level work, they could explore the possibility of coming together for very specific concrete issues or mutually felt needs and problems.

5. Experiences of voluntary organisations in fund raising and problems encountered in the process have not so far received adequate attention of researchers. There was a recognised need for undertaking study of problems faced by voluntary sector in fund raising. The scope of such a study should not confine only to problems in raising funds but also those relating to various laws, procedures and rules governing fund raising practices.

6. While approaching the community for funds voluntary organisations should be in position to ensure that financial investments in the project is commensurate with the number of people likely to benefit. This would motivate the people to contribute maximally and at the same time get convinced about the efficacy of the organisation and the project in question.

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REGIONAL WORKSHOP ON WOMEN'S  
INCOME GENERATING ACTIVITIES

A two-day regional workshop on Women's Income Generating Activities was organised by Society for Participatory Research in Asia (PRIA) in collaboration with Self Employed Women Association (SEWA) in Ahmedabad on July 9-10, 1986.

Participants from 21 organisations discussed problems related to organising and managing women's income generating activities at the State level.

PRIA also organised a training workshop on socio-managerial and technical skills development for women's income generating activities in Udaipur from July 23-31, 1986. 27 activists from 18 organisations across the country involved in managing women's

- 01 -

income generating activities participated in this workshop. It focussed upon identifying, planning and managing appropriate economic activities by poor women themselves.

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THE RURAL POOR -- A NEWSLETTER

The newsletter aims at reaching out to a large number of activists for sharing experiences and strategies in the field of rural development as well as a forum for discussion on socio-economic cultural transformation in the rural society. It is published by the Association for the Rural Poor, No.59 East Moda Church Road, Royapuram, Madras-600 013.

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IDEAS AND ACTION

Ideas and Action is the newsletter of the FFHC/Action for Development programme of the Food and Agriculture Organisation (FAO). The bulletin issued every month is available free. Please write to:

FFHC/AD  
Food and Agriculture Organisation  
00100 Rome, Italy

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ICAE PRESIDENT APPOINTED AMBASSADOR TO UN

Ms Dame Nita Barrow, President, International Council for Adult Education has been appointed Barbados Ambassador to the United Nations.

She was Chairman of the NGO Forum at the UN Women's Conference in Nairobi which brought 17000 people to Africa.

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CONFERENCE ON LIFELONG LEARNING RESEARCH

The University of Maryland, USA will hold a conference on lifelong learning research on February 19-20, 1987.

It will discuss the role of international organisations in the development of adult education. Other topics include learning theory, computers in adult education, agricultural extension world-wide and distance education.

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IEUAN HUGHES NO MORE

We are pained to learn about the death of Ieuan Hughes, much loved former Principal of Corleg Herlech, U.K. and former Director of Extra-Mural Studies in Hong Kong University on June 11, 1986. One of the founders of ASPBAE, Ieuan's contribution to the development of adult education in Asian countries was exceptionally memorable. IAEA joins in mourning the loss of a great adult educator and a pioneer in the emerging field of adult education.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Ministry of Education, Government of India. Motivational Aspects of the Adult Education Programme. Report of the Motivational Committee. New Delhi, Ministry of Education, Government of India, 1985. p 34.

The document probes into the problem of motivation of adult learners and recommends certain points to motivate the learners organisers and to create a new learning environment.

Some of the recommendations are:

1. Acquisition of literacy should be viewed in the background of minimum needs of living. Literacy cannot be provided to the people in isolation but should be linked with the basic needs of human life.
2. The voluntary associations which have the local support and goodwill of the people should be encouraged to undertake adult literacy work.
3. Voluntary agencies should not function just as middleman between government and the participants. The acid test of a true voluntary agency lies in the ability to introduce the spirit of initiative and voluntarism among the instructors and the community.
4. Strategies to foster motivation on the basis of learners' profiles should be carefully worked out. There should be separate for rural, urban, tribal areas etc., and also in terms of men and women.
5. The best way to motivate is to have a problem-approach. Problems may be identified and solutions evolved within local frame-work and with the help of local people.
6. The programme has to be need-based and participatory in nature.
7. Attempt should be made to ensure linkages with development.

8. The ultimate ideal for which we could strive, should be to transfer the responsibility of the entire adult literacy programme to the people themselves. This will be possible when people are prepared for such a transfer through proper adult education programme conducive to their needs and requirements, and which responds to their hopes and aspirations.
9. Literacy campaigns should be organised with a view to creating an environmental support for the programme with an ultimate aim of fostering a learning society.
10. Motivation should be an in-built component of the whole programme. Right type of instructors and supervisor-cum-organisers, attractive and need based learning material, appropriate training methodologies, constant awareness of the new dimensions of the programme will facilitate motivation in an in-built manner, use of folk-media like open air dramas, songs, films should be made on widest possible scale to generate a national awakening of this issue.

Ministry of Education, Government of India. States Profiles of Literacy and Adult Education Programme. New Delhi, Ministry of Education, 1985. p 114.

The document is based on the 1981 census report. Chapter I gives a map showing literacy rate according to 1981 census. Chapter II presents the statement showing state wise literacy rates (1981 census) for men, women, scheduled castes and scheduled tribes. Chapter III deals with the on-going adult education programme in states and union territories. Under each state it gives figures on, Population, Literacy Rate, Proportion of Scheduled Castes and Scheduled Tribes - (a) Percentage of total population (b) literacy rate, Number of illiterates(15-35), Number of Districts (a) total (b) Districts below national literacy average (c) Districts below national average of female literacy, Project sanctioned under RFLP, utilization of funds during the 6th Plan. Total number of centres and enrolment during 6th Plan period, total number of centres and learners, scheduled castes and scheduled tribes have also been given.

Verma, Meera. Documentation of Source Material. Rewa, Gandhi Non-Formal and Adult Education Centre, Institute of Rural Research and Development and Department of Adult and Continuing Education, BHU, 1986. p 78(Mimeographed).

This bibliography of source material on adult and continuing education lists material on : Adult Education, Community Education, Continuing Education, Distance Education, Non-Formal Education, Population Education, Recurrent Education other related material. It separately lists the reports, periodicals on above subjects.

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IAEA

# NEWSLETTER

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## SHORT DURATION LITERACY CAMPAIGNS THRU' SCHOOL STUDENTS URGED

The two-day Round Table on Implementation of Adult Education Programme under New Education Policy which recently concluded in New Delhi has recommended that in the mass programme of functional literacy school students should also be involved in organising short-term literacy campaigns so that the target of eliminating illiteracy in the age-group 15-35 could be achieved by 1995.

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

The electronic media, it was felt, had a great role to play in creating a favourable climate for the adult education programme and should be fully utilised. The urgent need, however, the participants felt, was to pay special attention to the preparation of softwares.

The Round Table welcomed the proposal to establish permanent adult education centres to be called Jana Shikshan Nilayams and urged that adequate funds should be provided to these centres for organising vocational programmes and setting up libraries and reading rooms.

It felt that Departments of Adult and Continuing Education in the Universities should not restrict themselves to organise centre-based adult education programmes but should also undertake research, training and production of literature so as to strengthen adult education programme in the country.

The Round Table convened by Indian Adult Education Association was attended by 45 persons representing universities, voluntary organisations and Government Departments. It discussed creation of environment for Eradication of Illiteracy; Continuing Education; Mass Programme for Functional Literacy and Management Problems in Adult Education.

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Dr. Prem Kirpal, former Secretary, Ministry of Education in his presidential address at the inaugural session said that there was a "gap between talk and action". Though he felt this was a worldwide phenomenon, it was more so in our culture.

Stressing the need to utilise our rich traditional and cultural resources, he said, that now when we are in the process of social and economic development, our task would be to join the world of knowledge with culture and the world of work to direct all levels of education in our country. The purpose of education, he said, is to "create creative people, people who can not only take charge of their lives but are also able to take part in the creation of the future". And for this we need to develop certain qualities and attitudes. Education, he said, is a total effort which continues from cradle to grave and compartmentalisation or division is meaningless.

Lifelong education, he observed, would call for a re-orientation of society and its values in which media like radio and TV can play a very important role.

Earlier, Dr. S.C. Dutta, President, Indian Adult Education Association in his welcome address said that efforts would be made to make all people literate in the age-group 15-35 in Delhi by 1990 and a convocation of literate learners will be held in Ferozeshah Kotla on Oct 2, 1989 as a part of the Golden Jubilee Celebrations of the Association.

Dr. Dutta said that short-term campaigns of 2-3 months involving school and college students will be launched during the summer vacation for the eradication of illiteracy in Delhi. He also said that the Association will enrol 20,000 volunteers for literacy for attacking these problems in hilly areas and tribal belts. Mass campaign for eradication of illiteracy from among industrial workers will be launched in important industrial cities.

In all these programmes, emphasis will be on female functional literacy. It is proposed to undertake programmes for the 40% literate population and link them with other developmental activities. Programme like Education for Democracy, Citizenship, Population Education, National Integration, Women's Development and peace will also be undertaken.

Shri Tarlok Singh, Former Member, Planning Commission in his key-note address said that eradication of illiteracy has to be seen as a pre-eminent condition for the success of India as a nation. Without education for all there could be neither justice, nor equality nor a full citizenship nor basic progress in the interest of the people as a whole, he stressed.

He said that eradication of illiteracy had to be linked with measures for alleviating and eradicating poverty and expanding employment. This could be achieved if there was great integration between various development activities at the grass root level.

Shri J.C. Saxena, Hony. General Secretary in proposing a vote of thanks said that inclusion of adult education in minimum needs programme and in 20-point programme is the manifestation of political will and all efforts should be made to eradicate illiteracy by 1995 and funds allocated for adult education should be fully utilised.

On the following day, Shri J Veera Raghavan, Special Secretary, Ministry of Human Resource Development comparing the Education Policies of 1968 and 1986 said while the 1986 policy was in a way continuation of the 1968 policy, it had more realism as it recognised the problems, obstacles faced in the implementation of the adult education programme after 1968, and also because there had been a nation-wide debate on it. The programme of action which followed, he said, was only a concretisation of the policy.

The main reason for the low literacy level in our country Mr. Veera Raghavan said, was that of lack of motivation, both on the part of learners and instructors. As for the approach he said, since we are still experimenting, we should be more flexible and not abandon either the mass approach or the selective approach. He said, we need to adopt 'push and pull' approach in which the environment to be created would act as the pull-factor. Political parties, schools and teachers, and industry, he said, were the agencies which could play an important role in the creation of the environment.

Setting up Jan Shikshan Nilayams equipped with good libraries, and vocational centres for women and other groups, he said, were some other measures which could go a long way in promoting literacy.

Finally, for the resources, he said, that soon there would be addition to the education budget and also to adult education, but the most important thing, considering the priorities for the stability of the country's economy, would be best possible use of the funds available. In addition to this, he said, we should explore the possibility of mobilising non-budgetary resources from sources like industry. However, it is the result-oriented approach which is of prime importance, though it is difficult to adopt in a sector like education, where there can be no immediate output of the inputs provided. Nevertheless, if you succeed in adult education programme, it will be the greatest pay off to the country since our focus is on 15-35 age group which is the most productive section of the population.

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IAEA ORGANISES TRAINING PROGRAMME  
FOR INSTRUCTORS

Indian Adult Education Association organised a three-day in-service training programme, beginning December 22, 1986, for the instructors of the 30 experimental women adult education centres being run by the Association in the trans-Yamuna areas of Delhi.

Inaugurating the programme, Shri Kalicharan, Additional Director(Adult Education), Delhi Administration said that the work being done by IAEA in the socially and economically backward localities of the trans-Yamuna area, was commendable. He said that instructors are actual soldiers and they should be properly equipped for this work.

Recalling the former Prime Minister, Late Shrimati Indira Gandhi's comment that there should have been a basic change in our educational and administrative structure, Mr. Kalicharan said that had we changed our educational structure soon after independence we would not have faced the problem of illiteracy to the extent we face it today.

While the school teachers, Mr. Kalicharan said, were making the future, the instructors of the adult education centres controlled the present. Education, he said, helps in improving the quality of life. Hence no work is as great as that of imparting education. The work being done by instructors, he said was magnanimous and in no way less than that being done in any

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educational institution of the formal system. He said it is not just the society or the nation, but the entire mankind would be benefited by the work our instructors were doing.

Earlier, Mr. J.L. Sachdeva, Director, Indian Adult Education Association welcoming the guest speaker and the participants said that IAEA's effort had been to link literacy with functionality and awareness through its centres. He said one fourth of the girls in our country do not go to school and even among drop-outs the percentage of girls is higher. The main reason for this, the Association has realised, was that most of the parents were not educated. Thus we feel if the parents, specially the mothers are educated, the situation would improve considerably.

The subjects discussed during the training programme were: Women Adult Education - Some Priorities; Laws for Women; Adult Education and National Integration; Population Education; How to run Adult Education Centre Effectively and Interim Evaluation.

The valedictory address was delivered by Shri D.V. Sharma, Joint Director, Directorate of Adult Education, Government of India. He said that the commitment and dedication of the animators towards this programme will help in motivating adults. He said adult education gives immediate benefits while we have to wait for years in formal education for the results to be visible.

Shri Sharma asked the instructors to continue their learning if they want to be effective with the learners. They should also learn from each other, he stressed.

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#### IAEA GOLDEN JUBILEE COMMITTEE FORMED

The Indian Adult Education Association will complete 50 years in 1989. For planning programmes for the Golden Jubilee a Committee under the Chairmanship of Prof. N.G. Ranga, MP and one of the founders of the Association has been formed. The other members of the Committee are:

- |   |  |
|---|--|
| 1. Mrs. Sheila Kaul, MP & former Union Minister for Education & Culture | 2. Mr. Hayatullah Ansari, MP   |
| 3. Dr. M.S. Adiseshiah, Ex MP   | 4. Shri Tarlok Singh, ICS (Retd.) & former Member, Planning Commission |

5. Dr. L.M. Singhvi, Ex. MP
6. Mr. Ramlal Parikh, Ex. MP & Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad
7. Dr. A.R. Kidwai, Chancellor, Aligarh Muslim University
8. Mrs. Aruna Asaf Ali
9. Prof. M.V. Mathur, Member, Pay Commission & Former Vice-Chancellor of Rajasthan University
10. Dr. Prem Kirpal, Former Education Secretary and former Chairman, Unesco Governing Board
11. Mrs. Kamlini H. Bhansali, Vice-Chancellor, SNDT Women's University, Bombay
12. Mrs. Man Mohini Sehgal
13. Mrs. Vidyaben Shah, President, Indian Council for Child Welfare
14. Mrs. Padma Seth, Secy.-General, All India Women Conference
15. Ms Ivy Khan, Secy.-General, YWCA
16. Dr. (Mrs) Chitra Naik, Director, Indian Institute of Education, Pune
17. Mr. S.N. Maitra, Secretary, Bengal Social Service League, Calcutta
18. Shri J.R. Nagar, Kulpati, Rajasthan Vidyapeeth, Udaipur
19. Smt. A. Wahabuddin Ahmed, Chairman, Bhartiya Grameen Mahila Sangh

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#### NEWS FROM STATE RESOURCE CENTRES

##### SRC, Uttar Pradesh

The State Resource Centre, Literacy House, Lucknow has recently brought the following publications:

- a) Bio-Gas Sanyantra )
- b) Grameen Udyog ) Content sheets
- c) Vaikalpik Urja )
- d) Juyen Se Kaise Bachen
- e) Masolen Ke Kheti (follow-up book)

It also published 'Parwat Bharti Praveshika', Abhyas Pustika, Shikshan Nirdeshika and Charts for 9 hill districts of the State. These have been prepared keeping in view topography, culture, dialect etc. of the people of hills.

It organised three orientation training programmes for instructors of pilot integrated comprehensive literacy project for Girls and Women, Chinhat; three orientation training programmes for the Project Officers of Department of Adult and Continuing Education of Universities in the State, a six week training course for 'House Mothers' and 'House Fathers' of voluntary institutions looking after children. 10 persons sponsored by National Institute of Public Cooperation and Child Development,

New Delhi and Directorate of Harijan and Social Welfare, U.P. attended.

A ten day youth leadership training programme was organised for the youths of Nehru Yuvak Kendra, Unnao from Sept 22 to Oct 1, 1986 in the campus of Literacy House. 100 youths participated. 19 of them received training in screen printing technology under TRYSEM.

A brochure on skill development courses was brought out. It included courses on Screen Printing, Technology, Educational, Puppetry and construction and use of smokeless chulhas.

It continued to publish monthlies 'Ujala' and 'Anudesh'.

#### SRC, Delhi

The State Resource Centre, Jamia Millia Islamia, Delhi brought out the following learning material during the period Oct-Dec, 1986:

- 1) Meri Kitab Part I & II
- 2) Abhyas Pustika (Meri Kitab I & II)
- 3) Hisab Ki Kitab (Urdu)

It also published book 'Hindu Vivah Qanoon' (on Hindu Marriage Act) for instructors and learners. It will also be bringing booklets on adoption and maintenance acts, factories and related acts for working women and the Law of Succession.

#### Training

An in-service six-day participatory training programme for project officers of Delhi Administration was organised in which 18 persons participated.

Two in-service training programmes of 5 days duration each were organised. 61 persons from Delhi Administration and Bhartiya Adan Jati Sewak Sangh (BAJSS) participated.

The SRC is running a number of experimental centres in collaboration with voluntary organisations. Income generating activities are being added to motivate people to the adult education programme.

Under the mass programme of Functional Literacy the SRC trained four Master Trainers from the Directorate of NCC and one from Delhi University. In addition to this, 302 volunteers from different colleges of Delhi University and voluntary organisations were also trained by the SRC.

The SRC has also produced literacy kits in Urdu under the Mass Programme of Functional Literacy.

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NATIONAL CONFERENCE ON WOMEN IN  
2000 AD - A GANDHIAN APPROACH

A National Conference on "Women in 2000 AD - A Gandhian Approach" was organised by Kasturba Gandhi National Memorial Trust at Kasturbagram, Indore recently.

Shri R.R. Diwakar inaugurated it. Dr. Rajinder Kumari Bajpai, Union Minister of State for Welfare, who was chief guest on the occasion said that Gandhi's philosophy and thought gave us strength in changing times.

The Seminar discussed cultural heritage, socio-economic development, women and education and status of women.

About 300 persons attended the Conference.

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ALTERNATIVE NOBEL PRIZES

The 1986 Right Livelihood Awards popularly known as Alternative Nobel Prizes worth a total of \$100,000 have been won by two women scientists Dr. ALICE STEWART(UK) and ROSALIE BERTELL (CANADA), world authorities on the dangers of low level nuclear radiation, by EVARISTO NUGKUAG(PERU) principal spokesman for the Amazon Indians; and by the LADAKH ECOLOGICAL DEVELOPMENT GROUP OF INDIA, who work on low-cost solar energy projects and to preserve traditional culture in the high Himalayas.

The Ladakh Ecological Development Group works to preserve traditional culture and values against the onslaught of tourism and development. It has introduced appropriate technologies, such as solar-heated Trombe Wall Houses, solar water heaters, dryers and cookers. A broad educational programme includes traditional

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medicine, village art and plays, radio discussion programmes and a newsletter. THUPSTAN CHEWANG, Director of the Ladakh Ecological Development Group is also programme director of All India Radio at Leh, the capital of Ladakh.

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XAVIER INSTITUTE OF SOCIAL SERVICE, RANCHI

The Adult Education Department of Xavier Institute of Social Service has produced the following slides:

1. Adult Education and Role of Supervisors:  
120 Colour slide with taped commentary in Hindi
2. We are healthy (based on Mother and child care)  
43 colour slide with taped commentary in Hindi
3. Wake up to a New Dawn (based on Population Education)  
50 colour slide with taped commentary in Hindi
4. The critical Axle (based on Environment) 48 colour  
slide with taped commentary in Hindi
5. Up Community Forestry (based on community forestry)  
54 colour slide with taped commentary in Hindi
6. Artificial Insemination & Cross Breed:  
50 colour slide with taped commentary

Further information can be had from Shri M.H. Ansari, Course Director, Adult Education Deptt. Xavier Institute of Social Service, Purlia Road, Ranchi-834 001.

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TELEVISION SHOULD SPREAD EDUCATION : PALKHIVALA

The eminent jurist Mr. Nani A Palkhivala said in New Delhi on December 28 that television should be used for spreading education among the masses.

Delivering a speech on India's heritage : Past, Present and Future, Mr. Palkhivala called for change of priorities in the country's policies. Education, nutrition programme, public health and family planning deserved greater priorities than investment on big buildings and plants, he said. About two third of the country's villages had no drinking water facilities, he added.

He also appealed to the people to develop a sense of national spirit. Japan had become an advanced country because of the spirit of involvement and dedication to work among the Japanese.

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ERADICATION OF ILLITERACY KEY TO DEVELOPMENT

Shri Tarlok Singh, former member of the Planning Commission said that eradication of illiteracy was the key to development of our vast human resources. The distance to be covered was so great and the present scale of effort so meagre that it was difficult to see how the expectation that by year 2000 AD there would be no illiteracy will in fact be realised. Shri Tarlok Singh was delivering the ninth G.L. Mehta Memorial Lecture in Madras on January 7, 1987.

He expressed concern over the inadequate allocation of resources for education in the past several years. While the sixth plan allocation was only 2.4 per cent of public outlays the allocation in seventh plan was 3.6 per cent which "is substantially lower than the proportion in the earlier plans, he said.

The major weakness continued to be in most important areas of mass education including both elementary and adult education, Mr. Singh felt.

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DEEMED UNIVERSITY STATUS FOR  
RAJASTHAN VIDYAPEETH, UDAIPUR

The Central Government has declared the Rajasthan Vidyapeeth of Udaipur to be a deemed University under section 3 of the University Grants Commission Act 1956. Shri Janardan Rai Nagar is the Vice-Chancellor of the University.

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ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and objectives of Adult Education

Bockarie, Abu Mohammed; Hinzen, Heribert; Mambu, Viotor Joe Vandy Eds. International Declarations, Recommendations, Perspectives of Relevance to Adult Education in Sierra Leone. Freetown, Sierra Leone Adult Education Association and Institute of Adult Education and Extra Mural Studies, FBC, USL, 1985. 84p

The document has been divided into three parts. Part one contains declarations of some international conferences on adult education held in recent past. These are - 1) Montreal World Conference on Adult Education 1960, 2) The Harare Declaration 1982, 3) Declaration of the Fourth International Conference on Adult Education 1985 The Right to Learn.

The second part contains recommendations of different seminars and conferences. These are 1) Recommendations on the Development of Adult Education, Unesco General Conference 1976, 2) Recommendations of the Sixth Biennial Conference of AAEA 1978, 3) Recommendations of the Fourth International Conference on Adult Education - 1985.

The third part 'perspectives' contains articles by:

- 1) Julius K. Nyerere : Adult Education and Development
- 2) Michael Omolewa : Change and Continuity in African Traditional Adult Education
- 3) Chris Duke : Adult Education and Development : Some Important Issues
- 4) Lalage Bown : Recognition by Governments of the Importance of Adult Education in National Development Plans
- 5) Budd Hall and Arthur Stock : Trends in Adult Education Since 1972
- 6) Philip H. Coombs : Suggestions for a Realistic Adult Education Policy

Singh, Ranjit, A Textbook of Extension Education. Ludhiana, Sahitya Kala Prakashan, (1405 Beri Road, Ram Nagar, Civil Lines), 1987 pp 394 Rs.100/-.

The book is divided into seven parts. Part one is devoted to process and principles; Part two to teaching, part three to communications, part four to programme planning and evaluation, part five to administration and supervision, part six to leadership and training and part seven to integrated extension system for rural youth and farm women.

Reuke, Ludger and Welzel, Annemarie Comp. Paulo Freire - A Reader. Bonn, D.SE, 1984.

The document has been divided into four parts. First part contains articles and views of Paulo Freire; in the second part two controversies, one from 'Convergence' in 1983, the other from 'Literacy Discussion' in 1974 have been given. The third part contains publications on Paulo Freire by other authors. At the end a bibliography of literature by and about Paulo Freire has also been given.

General

Cochrane, Nancy Joan and Associates. J.R. Kidd : An International Legacy of Learning. Vancouver, Centre for Continuing Education. The University of British Columbia in co-operation with the International Council for Adult Education, 1986. 320 p. \$15.00

The document gives an analytical account of Roby Kidd's work in the field of adult education. Part I contains articles of a number of scholars, close family members and friends commenting upon specific events that they had witnessed in Roby's life.

Part II is an assessment of Roby's impact upon the field of adult education. It assesses Roby's contribution in the field of adult education according to the issues of organisation development, scope of contribution, adult learning theory, adult education practice, major aims and goals, cross culture approach personal qualities/character, personal influence/impact, and overall contribution.

Berstecher, D. Ed. Education and Rural Development : Issues for Planning and Research. Paris, Unesco. International Institute for Educational Planning(IIEP), 1985. 223 p.

The document is an outcome of the research project of IIEP launched in 1981, under the title 'Planning and Management of Formal and Non-Formal/within Integrated Rural Development Projects'. The following were the main objectives of this project:

- 1) to examine the impact of education (Formal and Non-Formal) on rural development;
- 2) to analyse the extent of 'integration' in the planning and management of rural development, between different development sectors as well as between higher and lower levels of the delivery system;
- 3) to assess more specifically the role of education as a vehicle of integration at the community level, notably through increased awareness of and participation in development activities;
- 4) to see what problems of co-ordination and mutual reinforcement may exist within the educational field itself, in particular, between the school and different non-formal programmes

The first part of this document presents the proceedings of the Nepal Seminar which was organised as part of the above mentioned project. Discussions and deliberations took around the following themes : (1) The rural development : the spectrum of views and experience (2) Problems of integrated rural development (3) The role of education under rural development (4) Schooling, literacy and non-formal skill training : The need for linkage.

The second part of this document presents three case studies (1) Education for integrated rural development in Ethiopia : an examination of the problems of transaction; It analyses the term 'integration' as it operates in rural areas - its organisational as well as participatory aspects; (2) Planning and management of education within integrated rural development projects in India. It focuses on an assessment of two integrated rural development projects with a strong element of non-formal education. (3) The role of education in integrated rural development in Bangladesh. It examines literacy levels and school education as an explanatory, but also dependent variables in the context of various social and economic factors relevant to rural development.

Singh, Raja Roy. Education in Asia and the Pacific. Bangkok Unesco, 1986. 187 + VII p.

The document presents retrospect and prospect of education in Asia and the Pacific. Part one gives the images of diversities and unities and discusses the regional cooperation in education. Part two presents situation of education in Asia and the Pacific. Part three discusses the following subjects : (1) Renewing Education for Development (2) Towards the year 2000 : Education for All (3) Science Education - Towards Science for All (4) Education and the World of Work. Part four presents action for educational development : ways and means.

Unesco Regional Office for Education in Asia and the Pacific.  
Selected Entries on Demography and its Bearing on Population  
Education in Seven Countries. Bangkok, Unesco, 1986. 198p

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The document is the seventh in a series of abstract - bibliographies dealing with the issues and problems raised by population education workers in the course of undertaking a population education programme. This seventh volume focuses on the use of demographic information in the teaching of population education and it shows how demographic concepts can be used in planning, curriculum development, training and teaching of population education. It also presents an up-to-date listing and critical survey of demographic studies in selected countries. It provides an analytical review of how materials, concepts and research results in demography can be used to enrich the population education programmes.

186 publications have been abstracted spanning the period 1975-85.

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

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IAEA

# NEWSLETTER

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## PRESIDENT ZAIL SINGH CALLS FOR MASS MOVEMENT FOR ADULT LITERACY

The President, Giani Zail Singh called for people's movement to spread literacy particularly among the adults and less privileged sections of society.

This, he said, could be achieved by making it compulsory for every government employee at the State or Central levels to make at least one person literate in a year.

Giani Zail Singh was speaking after presenting 1986 Nehru Literacy Award of Indian Adult Education Association to Dr.(Mrs) Madhuri R. Shah, former Chairman of University Grants Commission for her "outstanding and pioneering work in the field of adult and continuing education particularly in the university sector" in Vigyan Bhavan, New Delhi on Feb 28, 1987.

He said literacy was indispensable for enabling the masses to appreciate a true significance of social change from a traditional to a modern society. Adult literacy was an essential condition for the smooth working of parliamentary democracy and for achieving social progress, he said.

He regretted that even after 40 years of independence, it has not been possible to make even 40 per cent of the people literate while some countries have achieved a much higher level of literacy in 20-25 years.

Giani Zail Singh said that voluntary organisations should join hands with Government to remove the stigma of illiteracy from this country. He said that development of human resources was essential for the development of the country. He asked for more funds for elementary and adult education.

He said that education is a life-long process and one should be a student throughout the life.

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He called upon the educated citizenry to take a pledge to eradicate illiteracy in the shortest possible time and hoped that in the New Education Policy sufficient funds would be allocated for the purpose.

Stressing the role of electronic media in the spread of literacy, Giani Zail Singh said while the radio and television should give commentaries on sports, they should devote time to educate the people.

He asked the Indian Adult Education Association to consider the possibility of instituting three awards every year instead of one at present.

Earlier, Shri B.S. Garg, Vice-President, Indian Adult Education Association in his welcome address said that literacy education was essential to enable the people to become partners in development of the country. But adult education should not be restricted to literacy only. It should be continuing education for all persons of the country.

The citation read out by Dr. S.C. Dutta, President of the Indian Adult Education Association, said that Dr. Madhuri Shah as Chairman of University Grants Commission had introduced, expanded, and institutionalised non-formal education in the higher education system. As a Vice-Chancellor of SNTD Women's University, she introduced the open university to provide education to women of any age-group and of any level of education.

Accepting the Award, Dr. (Mrs) Shah called for people's movement and active support of voluntary organisations like the Indian Adult Education Association to supplement the efforts and policies of the Government in eradication of illiteracy. It also needed strong political will to make the slogan 'each one teach one' success. Another factor which was essential for spread of literacy was the education of women and needed to be tackled on a war footing. This she felt would also have an impact on the education of children at a primary stage in the rural areas where the drop out rate is very high

She called for vigorous efforts to implement the National Education Policy which had laid a target of providing literacy to four crore illiterate adults by 1990.

She said that there was a need to organise a movement of literacy for all, science for all and health for all to enable us to enter the 21st century with confidence and readiness to stand on our own in the comity of nations.

Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association proposed a vote of thanks on behalf of the Indian Adult Education Association and his own. Shri Saxena thanked the Rashtrapati ji for his kind acceptance of the invitation to grace the occasion and give away the Nehru Literacy Award for 1986 to Dr. (Mrs) Madhuri Behn Shah. He thanked for his kind words of encouragement and advice for the eradication of illiteracy from the country.

He also thanked Dr. (Mrs) Madhuri Behn Shah for her presence and her scholarly address on this occasion. Her noble example will inspire other workers and functionaries in the field of Adult Education to do their best. Shri Saxena thanked the members of the Executive Committee of IAEA and other dignitaries for their presence on this occasion. He assured the Rashtrapati that IAEA would continue to strive for total eradication of illiteracy from the country.

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86 YEAR OLD JP SHAH BECOMES LIFE MEMBER OF IAEA

Shri J.P. Shah, General Secretary, Sharda Sadan Library, Lalganj, Vaishali, District Muzzafarpur (Bihar) who is 86 years old has recently joined the Association as a life-member. We welcome him to the fraternity of Life Members.

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DAEA FELICITATES DUTTA

To felicitate Dr. S.C. Dutta on being elected as President of Indian Adult Education Association, the Delhi Adult Education Association (DAEA) organised a Reception in New Delhi on Feb 6, 1987.

Among others who attended the reception were Shri Anil Sinha, Director, Directorate of Adult Education (DAE), Govt. of India, Smt. Bimla Bhatnagar, Addl. Director, DAE, Shri B.R. Vya former Addl. Director of Adult Education, Delhi Administration, Shri N.R. Gupta, former Deputy Director of Education, Delhi

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Administration, Shri K.D. Gautam, Deputy Director, Sports & Youth Development, Delhi Administration, Shri C.R. Sharma, Assistant Social Education Officer, Delhi Administration, Dr. S.C. Varma, Professor, NCERT and Shri J.C. Saxena, Hony. General Secretary, IAEA.

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NATIONAL POLICY ON EDUCATION 1986  
AND TEACHER EDUCATION

The Silver Jubilee Conference of the Indian Association of Teacher Educators was inaugurated by Prof. P.L. Malhotra, Director, NCERT, on Feb 21, 1987 at Kurukshetra University, Kurukshetra, Haryana. The theme was : National Policy on Education - 1986 and Teacher Education. In his address, Dr. Malhotra said, "It has been rightly recognised that education is the most important input for development of an individual, society and nation", and added that the basic tenets on which the New Education Policy has been formulated are : 1) Education for all; 2) education for material and spiritual development; 3) education for the development of manpower for different levels of the economy; 4) education for national cohesion and scientific temper and 5) education that would further the goals of socialism, secularism and democracy. He called upon the teachers to change their teaching strategies to achieve these objectives as organisational and curricular changes can contribute only to a limited extent.

Dr. Malhotra said "the teachers have the responsibility to change the tone and content of education, to make it meaningful, as also work for a better future". Referring to electronic communication media and its use in education, he said that we must prepare ourselves to cope with it and utilise it for expansion of education to all through non-formal methods and techniques. He also emphasised the need for relating the educational curricula with the life of the community and its implementation with the cooperation and participation of the community.

Learning Society

Dr. V.R. Taneja, in his keynote address said "An important ingredient of human resource development will be the emergence of a learning society in which people of all ages and all sections will not only have access to education but will be enthused to

get involved in continuing education for raising their competence in life as well as in profession, career or calling. In this ideal of holistic education, equality, excellence and social relevance are the main planks for achieving success in the mission".

Concluding, Dr. Taneja said "Instead of cursing the darkness, let us light the candle".

#### Action Programme Unrealistic

In his presidential address, Dr. D.D. Tewari said that the NEP documents lack the thrill of the people's involvement, the courage of conviction and appreciative support of the field workers or teachers by and large. Unless real power vests in local community, the NEP and the programme of action will flop. Moreover, creation of new institutions will create the problem of properly staffing them; unsuitable persons would find place in these institutions.

#### Adult Education & New Policy

On Feb 22, 1987 Dr. S.C. Dutta, President of the Indian Adult Education Association was the guest speaker. Dr. Dutta said the NEP made two fundamental departures from the past. One : Adult Education would be a means for reducing economic, social and gender disparities. The programme will lay emphasis on skill development, creation of awareness among the learners of the national goals, of development programmes and for liberation from oppression. Two : education would be used as an agent of basic change in the status of women to neutralise the accumulated distortions of the past and assist the empowerment of women. He suggested that the teacher educators should devote their attention to these issues and show their concern for the poor, oppressed and disprivileged sections of society including women.

He said that illiteracy was a serious human ailment and it would be a tragedy that we should enter the 21st century with most of our men and women illiterate and poor. Therefore, mass campaign for literacy was the only strategy to make 100 million adults in the age-group 15-35 years literate by 1995.

Dr. Dutta appealing for cooperation, unfolded the plan of action. He said that a campaign is proposed to be launched during the 1987 summer vacation to eradicate illiteracy from the union territory of Delhi by 1990. It is also planned to organise functional literacy campaign in all the major industrial cities and functional literacy programme in hilly areas and

tribal belts. Emphasis in all these programmes would be on female literacy for if we could make 50% of our women functionally literate, we would reach the take-off stage.

In response to a number of questions, he said the teaching community can help adult education movement to improve the quality and the content of the condensed courses for women run by the Central Social Welfare Board, assist in elaborating the concept of school-cum-community centres and implementing it, and accept service to the community as a normal function of all senior secondary schools.

On Feb 23, Prof. D.B. Desai, Centre of Advance Study in Education, M.S. University of Baroda was the Guest Lecturer. Later in the evening Dr. (Mrs) Madhuri R. Shah, former Chairman, UGC delivered the TKN Menon Memorial Lecture.

For more details, kindly write to Prof. C.L. Kundu, Head, Department of Education, Kurukshetra University, Kurukshetra (Haryana).

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MEETING OF ADULT EDUCATION FUNCTIONARIES  
OF HARYANA

A meeting of senior functionaries working for adult and non-formal education, Haryana was held in Karnal on Feb 5-6, 1987. It was presided over by Shri J.P. Sharma, Joint Director, Haryana Education Department.

Shri Sharma in his address asked the functionaries to run adult and non-formal education in the State as a mass movement and special attention should be given to education of women and backward communities.

Shri R.N. Mahlawat, Vice-President, Indian Adult Education Association (IAEA) and Project Director, Janta Kalyan Samiti, Rewari urged the need to conduct orientation programmes for adult education functionaries from time to time. He said that opportunities for promotion of persons working in adult education specially the instructors and supervisors should be provided. He said that learners in adult education centres should be persuaded to continue their education and / <sup>appear</sup> for the secondary school examination of Open School run by CBSE. He said for meeting professional needs of adult education functionaries the Haryana Government should subscribe to the various journals published by the IAEA.

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CONVOCATION FOR NEO LITERATES IN  
LADY IRWIN COLLEGE, NEW DELHI

The Lady Irwin College, Delhi University organised a convocation for neo-literates at its premises in New Delhi on March 7, 1987. 150 learners who have been made literate under the 'Each One Teach One' scheme attended the convocation. Adult learners from two villages - Jaunapur and Mubarakpur also attended.

The certificates to the learners and student-instructors were given away by Shri J.L. Sachdeva, Director, Indian Adult Education Association.

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NEWS FROM STATE RESOURCE CENTRES

SRC, Maharashtra (Pune)

The State Resource Centre for Non-Formal Education, Maharashtra organised a training programme for adult education functionaries of Karnataka at the Indian Institute of Education from Dec 1-5, 1986. 19 district adult education officers and Director of Adult Education, Karnataka attended the programme.

The training programme, among others, discussed motivating the learners and organising adult education centres, training programme for Adult Education Project Officers, Assistant Project Officers and Supervisors and Instructors; SC and ST adult learners and their problems; Role of voluntary organisations and Universities in adult education; Women literacy programmes, Monitoring and Evaluation, Linkage between adult education and other development programmes, Aksharsena programme in Karnataka and the financial and administrative problems in adult education.

It also organised the 12th retraining programme from 15-20 December 1986 for 20 Government supervisors of Maharashtra.

Under the Mass Programme for functional literacy it produced a primer for literacy, primer for numeracy, workbook, guidance booklet for volunteers, monitoring and evaluation booklet, post-literacy booklet on health and household remedies, etc.

For post-literacy the SRC produced Pragat Wachan (Advanced Reading) Pragat Sarav Advanced Workbook and booklet on numeracy (Part II).

The SRC conducted a workshop on Research Methodology in Comparative Education as related to education on Dec 6, 1986. The key-note address was delivered by Dr. G.J. Kerawala, Reader in Education, Bombay University. Dr. Chitra Naik inaugurated the workshop and Dr. S.B. Gogate, Joint Director of Indian Institute of Education presided over the function.

#### SRC, Haryana

To discuss and edit the teaching-learning material for male adults produced by the SRC, Haryana, a workshop was organised in Kurukshetra from November 4-8, 1986. It discussed curriculum and problem areas, key-words and letters, subject matter, language and communication of important messages, points of awareness and functionality, relevance of exercises written for the workbook and teaching methodology used in the teacher's guide.

A Workshop for preparing teaching learning material in Urdu for the adult learners of Mewat area of Haryana was organised at Nuh (Gurgaon) from November 20-23, 1986. Among others, Shri Mushtaq Ahmad, Director, SRC, Jamia Millia Islamia, Delhi, Smt. Nishat Farooq, Incharge, Material Production, SRC, Delhi participated in the Workshop.

A Workshop on evaluation was organised at SCERT, Gurgaon from Oct 26-30, 1986 in which District Adult Education Officers, Project Officers and Assistant Project Officers in the State participated. Resource persons from NCERT, Jamia Millia Islamia and Directorate of Adult Education, Government of India participated.

A training programme in Mushroom cultivation and bee keeping for Project Officers and Assistant Project Officers was organised at NDRI, Karnal.

The SRC will also organise training programme on these two income-generating programmes for supervisors in June-July 1987.

#### SRC, Bihar

The SRC, Bihar, "Deepayatan" organised a special type five-day inservice training programme for project officers and supervisors to provide an opportunity to the field functionaries to analyse and review the adult education programme in the light of their achievements and failures, self evaluation by field

functionaries on the basis of their assigned roles and function, evaluation of present infrastructure and strategy adopted for the adult education programme and to impart required skill and knowledge to the participants on the basis of their learning needs after having worked in the field situation.

The SRC also organised 9 inservice training programmes in the quarter Oct-Dec 1986. 20 Sauriya couples were also given training from Dec 6-10, 1986.

It organised a workshop for preparation of workbook and teachers' guide relating to the primer "Hum Log" from Oct 27-31 1986.

The SRC has produced Video-films on environment, population education and oral rehydration therapy.

The SRC has also produced a book with visuals on some selected yoga postures entitled Asan, Prenayam.

It has also brought out three booklets on indigenous system of medicines particularly Ayurveda and household remedies.

#### SRC, Gujarat

The State Resource Centre, Gujarat Vidyapeeth, Ahmedabad, organised eight training programmes for different level of functionaries during the quarter Oct-Dec 1986.

The main emphasis in the training programmes were on principles of learning, concepts of supervision, adult psychology, methods and techniques of mobilising local community support, proper use of teaching learning materials, ensuring regular attendance and public participation, report writing and evaluation techniques.

The SRC organised four workshops to incorporate new components of population education, environment education in the adult education programme.

In collaboration with "SadvicharSamiti" the SRC organised literacy classes for 25 leprosy patients from Jan-Oct 1986. The neo-literates are now appearing for Elementary Adult Education Examination - a certificate course being started by Gujarat Vidyapeeth. Another experiment with leprosy patients was started in Sindharot (Vadodara). 20 leprosy patients are attending the classes.

To promote environment education, the SRC in collaboration with the Forest Department of Gujarat organised a seminar on December 19, 1986. The theme was "Environment Education Techniques and Materials". 21 persons participated.

A Workshop to prepare software for Radio was held in Palitana from Dec 1-3, 1986. 14 Radio script writers participated for the preparation of 12 AIR programmes specially meant for women with a view to arousing social awareness, enhancing vocational skills and literacy.

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MAGADH UNIVERSITY VICE-CHANCELLOR  
URGES STUDENTS AND YOUTH TO JOIN  
MASS LITERACY PROGRAMME

Prof. E. Ahmad, Vice-Chancellor, Magadh University, Bodhgaya, Bihar in a message has strongly urged the students and youth to join mass programme of literacy. The Message says :

" Education has been enjoined as bounden duty on all humans from cradle to grave. Literacy is a first step in this direction. Without literacy a person, however wise and experienced is greatly handicapped. Literacy, therefore, is a passage from the darkness of ignorance to the illumination of knowledge. Literacy opens a vista of education and learning. It saves men from wrongs and limitations. It is one of the greatest wealths of human society. Compare an illiterate multitude with a literate society and the difference will be apparent in their culture, civilization and economic levels.

So mass literacy is a must for a nation which aims at an honourable entry into the twentyfirst century.

I strongly hope that the students and non-students involved in this noble campaign will achieve ever-increasing success within shortest possible time".

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LITERACY SITUATION IN MADHYA PRADESH - AT A GLANCE

- Madhya Pradesh known as the 'heartland of India' is also the largest State in size but ranks only 24th among States/UTs in the matter of literacy.
- The literacy rate of 27.87 per cent for the State as a whole is below the national average of 36.17 per cent. There are 40 districts (out of a total of 45 districts) in the State where general literacy is far behind the national average.

- The total number of illiterates in the age-group 15-35 was estimated at 98.34 lakhs as per 1981 census. The total population of the State was 521.79 lakhs with SC 73.58 lakhs and ST 119.87 lakhs.
- Percentage of literacy among women was 15.53 as compared to 39.49 for men. When compared to female literacy of 24.88 per cent at the national level the figure of 15.53 per cent lags behind. Female literacy among SC and ST in the State was only 6.87 per cent and 3.60 per cent respectively.
- Scheduled Castes constitute 14.10 per cent of the population in the State with literacy rate of 18.97 per cent. Female literacy rate was 10.68 per cent only.
- The State is home to about 40 per cent of India's tribal population. The all India literacy rate for Scheduled Tribes is 16.35 per cent according to 1981 census. But the literacy rate of Scheduled Tribes in the State was only 10.68 per cent. They constitute 22.97 per cent of State's population.
- Number of illiterates in the Age-Group 15-35 (1981 Census) ----- 94.00 lakhs
- Number made literate during
 

i) Fifth Plan period	-- 5.00 lakhs
ii) Sixth Plan Period	-- 24.22 lakhs
	29.22 lakhs
- No. yet remaining to be made literate 64.78 lakhs
- Number to be made literate during
 

i) Seventh Plan	51.12 lakhs
ii) Eighth Plan	13.66 lakhs
Total :	64.78 lakhs

(Courtesy : DAE Newsletter)

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INTERNATIONAL INSTITUTE FOR STUDIES  
OF NON-FORMAL EDUCATION

The Michigan State University, USA has announced the 9th Annual International Institute for Studies of Non-Formal Education. The theme will be "Staff Training for Non-Formal Education Personnel" and will be held from Jun-15 July 3, 1987.

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Further information can be had from Dr. S. Joseph Levine,  
421 Erickson Hall, Michigan State University, East Lansing,  
Michigan 48824, USA.

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WOMEN'S INTEGRATED LEARNING FOR LIFE (WILL) - PART OF ICDS PROGRAMME

The Integrated Child Development Services (ICDS) scheme would soon have an additional component to provide the basic skills of literacy and general awareness to illiterate girls and young women. Known as Women's Integrated Learning for Life (WILL), the target group will comprise of girls and women between the age-group of 11 and 25 years.

It is proposed to start one lakh 'WILL' Classes in the last quarter of 1987-88 and raise the number to two lakhs by 1990. 50 lakh girls and women will be covered from January 1988 to March 1990.

The objective of the programme would include removal of illiteracy, promotion of health, hygiene, nutrition, family planning and civic awareness.

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FUNDS FOR EDUCATION RAISED

The funds for education have been raised from Rs.352 crores in 1986-87 to Rs.800 crores in 1987-88.

Operation blackboard, the name given to the drive to provide basic infrastructure in all primary schools will get Rs.100 crores, Navodaya schools Rs.44 crores, and vocational education Rs.50 crores. There is also an allocation of Rs.42 crores for setting district institutes for educational training.

The broad areas of increase in terms of priority are as follows : Rs.170 crores more for elementary education, Rs.106 crores more for secondary education, an additional Rs.97 crores for technical education and an increase of Rs.59 crores for university and higher education system.

An increase of Rs.34 crores has been provided for non-formal and adult education.

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