

NEWSLETTER

Vol. IX No. 1 April 1987 Limited Circulation

FORUM OF PARLIAMENTARIANS FOR ADULT EDUCATION

The Forum of Parliamentarians for Adult Education sponsored by the Indian Adult Education Association will hold its first meeting in August this year in New Delhi under the Chairmanship of Prof. N.G. Ranga, Deputy Leader of Congress(I) Parliamentary Party and one of the founders of the Association.

The Forum would strive to involve Parliamentarians for providing a meaningful coordination to the adult education programme and to provide the necessary support for its implementation. It will also secure support at the grass-root level and would provide assistance in creating proper climate for making the eradication of illiteracy a broad based movement under point 10 of the 20 Point Programme - 1986.

The following Members of Parliament have agreed to be the Founder-Members of the Forum:

1. Smt. Sheila Kaul
2. Shri Khursheed Alam Khan
3. Dr. Sarojini Mahishi
4. Dr. Phulrenu Guha
5. Shri Hayatullah Ansari
6. Shri Sat Paul Mittal
7. Shri R.C. Rathi
8. Shri D.P. Roy
9. Smt. Meira Kumar
10. Dr. C.S. Tripathi
11. Shri Ganga Ram
12. Shri Nirmal Khatri
13. Smt. Krishna Kaul
14. Prof. B. Ramachandra Rao
15. Smt. Ela Bhatt

contd.....p/2-

L. PERUMAL IS NO MORE

We deeply regret to record the sad, sudden and untimely demise of Dr. L. Perumal, Member of the Executive Committee of the Indian Adult Education Association in a road accident near Madras on April 11, 1987. He was 43.

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

IAEA RECEIVES JAMES DRAPER AND PAUL FORDHAM

Dr. James Draper, Professor of Adult Education, Ontario Institute for Studies in Education, University of Toronto, Toronto(Canada) and Dr. Paul Fordham, Director, Department of Adult Education, University of Southampton(U.K.) visited Indian Adult Education Association(IAEA) recently.

Welcoming, Dr. James Draper on April 20, 1987, Shri J.C. Saxena, Hony. General Secretary, IAEA said Dr. Draper had sufficient experience in adult education in India as he had worked in various universities as adviser and consultant and his sharing of experience of the Adult Education movement in India should be of considerable interest to adult educators in India.

Dr. Draper mentioned about four major aspects of his 23 years experience of adult education in India. They are:

- a) Change in concept of adult education
- b) Role of Voluntary Organisations in promotion of Adult Education
- c) Selective Programmes of Adult Education, and
- d) Support system in adult education

He said that people were now understanding adult education in the broader perspectives but concentration still continues on adult literacy because of widespread illiteracy in the country. Continuing, he said, that literacy is now linked to functional and meaningful aspects like Literacy for Employment, Literacy for Health, Literacy for Human Resource Development, etc.

India, he said, has long and rich tradition of voluntary organisations which are meeting educational and social needs of the people in a meaningful way. But he was not happy on over dependence of voluntary organisations on Government grants. He pleaded to voluntary organisations to work collectively so as to make it a grass root level movement.

He said that it was now clear that if the animator was motivated, there would not be any problem in motivating the learners.

Dr. Draper felt that not much progress has been made in promoting adult education as a discipline in universities and there was urgent need for research to strengthen the adult education programme.

Shri J.L. Sachdeva, Director, IAEA, proposing a vote of thanks said that still concept of adult education was still not clear to many people. The term adult education was still used to mean adult literacy. Lot of work is yet to be done to dispel this misconception.

Shri Sachdeva hoped that the mass programme for functional literacy would go a long way in achieving the target of elimination of illiteracy in the age-group 15-35 by 1995.

Dr. Paul Fordham spoke on Adult Educators as professionals on April 1, 1987. He appealed to the Universities and other practitioners of Adult Education to foster professional growth of workers in this field. This will help in achieving desired results not only in this sector of education but in the fields of other socio-economic and educational development. It will lead to better understanding of the problems and finding their solutions.

Among others who attended the meeting were Sarvshri Jahangir Alam and R.A. Kazi from Bangladesh, Dr. H. Gordon from Jamaica, Mr. S. Aologe from Nigeria, Dr. A.K. Sen, New Delhi and ^{Shri} GBK Hooda former Vice-Chancellor of Gurukul Kangari, Haridwar.

MASS PROGRAMME FOR FUNCTIONAL LITERACY

The Indian Adult Education Association in collaboration with Delhi Adult Education Association and the All India Committee on Eradication of Illiteracy Among Women will launch shortly a mass programme for functional literacy thru' school students to eradicate illiteracy from the trans-Yamuna Areas of Delhi. A Committee known as Delhi Shakshtira Mohim Samiti (Delhi Literacy Campaign Committee) has been formed. Shri Purshotam Goyal, Chairman, Delhi Metropolitan Council will be the Chairman of the Committee. Shri S.P. Milind, General Secretary, Delhi Adult Education Association is the Convener. To begin with, 50 senior secondary schools in trans-Yamuna areas of Delhi will be taken. Each school will involve 50 students to undertake 'each one teach one' programme during the summer vacations. The follow-up will be undertaken in autumn vacations.

At an informal meeting of the Standing Committee of the All India Committee on Eradication of Illiteracy among women (AICEIW) held under the Chairmanship of Mrs. Lakshmi Menon in New Delhi on March 4, 1987, it was decided to collaborate with IAEA in launching mass programme for literacy in trans-Yamuna areas. The Committee also decided to promote literacy among backward colonies in Kanpur in collaboration with UP Branch of All India Women Conference.

Waltair

The Department of Adult and Continuing Education, Andhra University, Waltair is launching a mass movement of adult education to provide education to one lakh illiterate adults during summer vacations. 50000 copies of the Primer are being published by the Department.

The Department proposes to make 10 lakhs persons in the age-group 15-35 literate during 1987-88 in which all educational institutès of Andhra Pradesh will be involved. The help of voluntary organisations like Rotary, Lions etc. is being taken.

Visva Bharati

The Department of Rural Reconstruction (Palli-Samgathana Vibhaga) has made 450 illiterate adults literate by involving 150 student volunteers and 300 village youths upto March 1987. It proposes to cover 4000 adult illiterates by involving 2000 volunteers (students, youths teachers/housewives etc.) during 1987-88.

contd.....p/5-

WORKSHOP ON WASTELAND DEVELOPMENT
AND ADULT EDUCATION

The Bengal Social Service League (BSSL) in collaboration with National Wasteland Development Board, New Delhi organised a three-day workshop on "Wasteland Development and Adult Education" from January 19-21, 1987 in Calcutta.

The broad objective of the workshop was to explore ways and means of linking wasteland development programmes and activities in West Bengal with the on-going Adult Education Programme with which BSSL has been involved.

60 delegates representing West Bengal Government's Departments/Directorate of Land Survey and Settlement of Reforms, Agriculture (Soil Conservation); Forests and Adult Education attended. Representatives of voluntary organisations working in adult education, Panchayat Institutions and the Society for Promotion of Wasteland Development, New Delhi also participated.

It was inaugurated by Shri Satyen Maitra, Secretary, BSSL. The valedictory address was delivered by Dr. D.K. Sinha, Pro-Vice-Chancellor of the University of Calcutta. Shri Subhas Chakraborty, Minister, Youth Welfare and Sports, Govt. of West Bengal also addressed the participants on the last day.

The main recommendations of the Workshop were:

1. The Workshop recommends that, in addition to the Non-formal Education Programme, the agencies concerned with Formal Education also should incorporate components of Wasteland Development and Social Forestry in their curriculum. Without a joint effort both by the Formal and non-formal Education the potentiality of Wasteland Development through education will not be realised.
2. The Workshop strongly recommends that the Adult Education Centres should form strong linkage with the Panchayats and the Forest Departments to secure their active cooperation in their efforts to make people aware of the benefits of Social Forestry through the Adult Education Centres.

3. The Workshop recommends that Adult Education Centres should invite community leaders and Resource Persons from the local areas for comprehensive discussions on the measures to be taken for the implementation of the programme of Wasteland Development. They, along with the learners, should also be encouraged to attend the group meetings which it is understood are held on Holidays at some Forest Beat Offices in the northern districts of West Bengal.

4. A short training for two or three days should be given to the Instructors and the Social Workers about the manner of survey, mapping, etc. and also on rudiments of ecology, environmental pollution, proper land-use and Kissan (Peoples') Nursery and also its management on business lines.

ZAKIR SELECTED FOR U.P. AKADEMI AWARD

Shri K.L. Zakir, Associate Secretary, Indian Adult Education Association, Chairman, Chandigarh Sahitya Akademi and a noted Urdu Writer has been selected for an award by the Uttar Pradesh Urdu Akademi, Lucknow for his latest collection of short stories "Mera Aanchal Maila Hai".

He also got in March this year the Ghalib Award for Urdu Prose from President Giani Zail Singh.

PILLAI NOMINATED NATIONAL CHANCELLOR
OF INDIA OF IAEWP

Dr. K.S. Pillai, Chairman of the Editorial Board of Indian Journal of Adult Education and Director, Centre for Adult Education and Extension, University of Kerala, Trivandrum has been nominated as the National Chancellor of India by the General Chapter of the International Association of Educators for World Peace (IAEWP) at its meeting held in Austria. The nomination is for a period of four years.

REGIONAL WORKSHOP ON LEGAL LITERACY
THROUGH UNIVERSITIES AND COLLEGES

A three-day workshop on legal literacy thru' universities and colleges was held at Trivandrum under the joint sponsorship of the Indian University Association for Continuing Education and the Centre for Adult Education and Extension (CAEE), University of Kerala from Feb 27 to Mar 1, 1987. 60 delegates from Faculties of Law and Departments/Centres of Adult and Continuing Education of the Universities of Maharashtra, Andhra Pradesh, Karnataka, Tamil Nadu and Kerala and from Legal Aid Board and Bar Council attended the workshop.

It was inaugurated by Justice Shri V.R. Krishna Iyer, Former Judge of the Supreme Court. He mentioned the need for legal literacy and the role of adult education in the spread of awareness of law among the masses. Shri P.S. Habeeb^{Mohamed} Vice-Chancellor of University of Kerala presided.

In the concluding session, Pro-Vice-Chancellor, Dr. A. Sukumaran Nair was the Chief Guest. He pleaded for making curricular provisions for the study of law from +2 stage onwards

LITERACY SITUATION IN ANDHRA PRADESH

- According to 1981 Census, the total population of the State was 5,35,49,673 (2,71,08,922 males and 2,64,40,757 Females) with a literacy rate of 29.94 per cent.
- Though in the alphabetical order of States/Union Territories Andhra Pradesh comes first, in the matter of literacy it ranks only 23rd among States/Union Territories.
- Out of total of 23 districts in the State, as many as 20 are below the national literacy average.
- Scheduled Castes and Scheduled Tribes constitute 14.87 per cent and 5.93 per cent respectively of the total population in the State with literacy rates of 17.65 per cent and 7.82 per cent respectively.
- The total number of illiterates in 15-35 age group in the State was around 107.47 lakhs as per 1981 Census (estimated).
- The literacy rate for men was 39.26 per cent as compared to 20.39 per cent for women. The female literacy rate in 18 districts is below the national average.

- The total number of Adult illiterates covered by the programme from 1980-81 to 1986-87 (upto 30.9.1986) was 19.44 lakhs.
- Nearly 97 lakh adult illiterates are yet to be made literate in the coming years.
- It proposes to cover 28.98 lakhs upto 1989-90.

(DAE Newsletter)

SUPPORT TO EMPLOYMENT PROGRAMME (STEP)
FOR WOMEN

The Government of India will shortly launch a major women's welfare programme aimed at widening employment opportunities. To be known as "Support to Employment Programme" (STEP), the programme would promote greater involvement of women in economic activities with the hope of building their self-reliance and self-confidence. STEP envisages taking up "action projects in prime employment sectors like agriculture, dairying, animal husbandry, fisheries, Khadi and Village industries, handlooms, handicrafts and sericulture. It would make interventions in each of these sectors to ensure increased economic returns to women workers. The programme would seek to analyse need and context of various sectors in each state and repose faith in organisation of women. It would network women producers organisations, women extension workers, and, women's grass-root organisations for formulation and implementation of these projects. The target groups especially sought to be covered include women wage earners, unpaid family workers, female-headed households, migrant labour, tribal and other marginal groups. STEP would provide a broadbased and flexible support mechanism for infrastructure development, modernisation of production process through new technology and training, cheap credit, increased remuneration, and, raising awareness of women's status and rights including legal, property and marital.

(-Courtesy:IUAEE Newsletter)

INDIA'S POPULATION MAY EXCEED 800m

India's population is expected to exceed 800 million by mid-1987, according to the Population Reference Bureau, a Washington-based organisation.

It is likely to be 800.3 million to be exact.

By the year 2020, India's population is expected to be 1310 million against China's 1361 million.

Actually, China's assumptions about China's population have become risky because China has relaxed its one-couple-one-child population policy "at a time when China's reproductive age population is bulging as a result of the post-great leap forward baby boom of the sixties".

If Beijing continues to ease up on its population policy, according to demographer Carl Haub, it will shatter current assumptions about a continuing slowdown in the global population growth rate. China's sheer size dominates the entire demographic picture".

Already China's birth rate has increased from 18 to 21 per 1000 population since last year's annual report.

Birth Rate

The world's birth rate went up from 27 to 28 per 1000.

The Bureau contrasts the relatively stable population of 1.2 billion, a high annual per capita GNP of 9930 and an aging workforce in the developed world with the 3.8 billion population of the less developed countries whose annual per capita GNP is just 660 (India's per capita GNP in 1985 is estimated at only \$ 250).

Among other countries of the region, Afghanistan is expected to have a population of 14.2 million in mid-87 and 39.1 million in 2020; Bangladesh 107.1 million in mid-87 and 201.5 million in 2020; Bhutan 1.5 million in mid-87 and 2.5 million in 2020; Maldives 0.2 million in mid-87 and 0.6 million in 2020; Nepal 17.8 million in mid-87 and 37.4 million in 2020; Pakistan 104.6 million in mid-87 and 242.2 million in 2020 and Sri Lanka 16.3 million in mid-87 and 24.2 million in 2020.

Africa's most populous country, Nigeria, is expected to have a population of 108.6 million in mid-87 and 273.6 million in 2020.

In Southeast Asia, Indonesia is expected to have a population of 174.9 million in mid-87 and 284.2 million in 2020.

SHRAMIK VIDYAPEETH, CHANDIGARH

The Shramik Vidyapeeth, Chandigarh, organised a course on doll making from December 2-17, 1986. 85 trainees from M.C.M. D.A.V. College and Shrami School attended the course.

It also organised a course on Gota work from December 5-12, 1986 - A Course on Woolen knitting was held from December 3-12, 1986.

A four-day course on social awareness and general education was organised for workers of Punjab University, Chandigarh from December 17-20, 1986. Resource persons from U.T. Health Department, Bal Bhawan, Family Planning Association, Haryana spoke on balanced diet and nutrition, personal and environmental hygiene, child care, immunization and population education. 45 women belonging to weaker sections of the society participated in the said course.

A course on candle making was organised from December 25-27, 1986. A three-day course on soaps and detergent making was held from December 24-26, 1986.

A seven-day course on furniture polishing for the learners who got training in course for carpenters was held from December 18-25, 1986.

A seven-day course on the operation of duplicating machine and 16 mm Projector and its maintenance was organised from December 4-11, 1986. 20 learners attended.

PM FAVOURS SPECIAL UNITS TO DEAL WITH WOMEN'S PROBLEMS

Prime Minister Rajiv Gandhi urged the Ministry of Agriculture and Rural Development to "set up special units to look into problems of women in a very special way."

Inaugurating a two-day National Convention of National Cooperative Union of India on Involvement of Women in Co-operation at Vigyan Bhavan, New Delhi on April 21, 1987, Mr. Gandhi said he would like every Ministry to have a separate section to see how programmes that affect women could be strengthened.

He said in the two methods in which the status of women could be raised, he found the manner of reservations "to demean for women.". He was more for bringing about a material change in the attitude of the society to induct women in the mainstream of production as independent income-earning members.

Underscoring the need for women to be better trained and educated, he told the distinguished gathering of women representatives of various cooperatives from all over the country that leadership of women must develop from within the co-operative movement. "There are a lot of men heading women co-operatives. You must change all this by ensuring that the democratic process percolate to the grass-root." Among the audience were delegates from Bulgaria, China and Nepal.

Referring to the 20-Point and IRDP programmes, Mr Gandhi said there were large allocations for women's education. "In the new Education Policy, education for girls was made free till the Higher Secondary level. Yet the drop-out rate of girls was high, for which women, the mothers themselves, are responsible," he said.

He called upon voluntary agencies to create an atmosphere in which women realise that not sending their daughters, to school for using them for domestic chores, especially looking after other children, would be detrimental to their total development in life.

"When we look at the basic problems, invariably the workload goes to women and the extra income goes to men. Even in the weaker sections and backward classes, women are the weakest of the weaker sections. Social deprivation added to economic one makes women the worst sufferers."

Mr Gandhi said on his several tours of rural and tribal areas, he had had to personally intervene to correct the wage discrimination of women farm labourers. "We have passed several new laws last year to help women to give them protection and to involve them more in the development process, but laws by themselves cannot bring about such changes. Cooperative movement was a major way to change the status of women in Independent India."

NOMINATIONS SOUGHT FOR CYRIL O HOULE AWARD
FOR LITERATURE IN ADULT EDUCATION

The American Association for Adult and Continuing Education (AAACE) has sought nominations for fifth annual Cyril O Houle Award for Literature in Adult Education. Publications released in English with 1984 or later copyright dates are eligible for consideration.

AAACE recognises literature that reflects the universal concerns of adult educators.

To be eligible, a publication must be supported by a letter that indicate the following (1) the ability of the nominee to personally accept the prize at 1987 American Adult and Continuing Conference in Washington D.C. in October 1987, (2) how the publication reflects the unity of the field and universal concern of adult educators.

Nomination alongwith five copies of the publication can be sent to Professors Huey B. Long and Sharan Merriam, Adult Education Department, Tucker Hall, University of Georgia, Athens, Georgia 30602, USA. The last date for nominations is July 1, 1987.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and objectives of Adult Education

Jayawardana, W. Ananda Ed. Adult Education, Development and Peace. Colombo, National Association for Total Education, Sri Lanka (NATE), 1986, 87p.

The document is a collection of articles on the theme "Adult Education, Development and Peace". Some of the articles in this collection are:

- 1) Adult Education for Total Development and Peace
by Hon. R. Premadasa
- 2) Adult Education - First, Second and Third Phase
by Malcolm S. Adiseshiah
- 3) Non-Governmental organisations - rustproof links
in the chain of support by Chris Duke
- 4) The Role of Youth in Rural Reconstruction and Peace
by A.T. Ariyaratne
- 5) Social Action and Development : A Liberating Power
by Dame Nita Barrow
- 6) Adult Education - Peace Education - Peace Action
by Piet Dijkstra

contd.....p/13-

- 7) Peace Education for Adults by Helena Kekkonen
- 8) Saemaul Training as an Education/Innovation by Ji (al) Woong Cheong

Vir, Kusum. Conscientization of Learners as a Basis for Voluntary Participation in a Literacy Programme. A Paper. Ghaziabad, District Adult Education Office, 1986. 12p.

The paper critically analyses the different ways by which learner's voluntary participation in the literacy campaigns could be achieved. It also discusses participation of learners, definition and pre-condition of participation, implication of participation, methodological principles of participation, various factors which influence participation of learners and conscientization of learners.

You and The Adult Education Programme, New Delhi, Directorate of Adult Education, 1986. 21p.

to This booklet gives some basic information regarding on-going adult education programme in the country. The booklet is in question-answer form and deals with the questions such as what is adult education programme, is this programme for all adults or some group will receive priority over others? How is the programme being operated in the country? What can an educated citizen do/help in this important task of national concern? How to mobilise and motivate people to participate in the adult education programme. If I wish to teach illiterate, how do I begin? Where do I get the material for making people literate?

Seminar Reports

Joshi, Nanubhai Ed. Protection of Civil Rights for the People (PCR) Surat, Department of Continuing Education and Extension Work, South Gujarat University, 1985. 108p.

This book contains papers and proceedings of the State level Seminar on "Effective implementation of PCR act 1955". The Seminar aimed at identifying religious, cultural, economic and sociological factors responsible in hindering the meaningful and effective realisation of civil rights accorded by the constitution to Harijans. The Seminar also took up for deliberation the related issue of assessing the role of voluntary agencies.

Stultz, Erma Ed. Hands of Knowledge - "Adult Education, Development and Peace" - Report of the World Assembly of Adult Education Buenos Aires, Argentina, November 22-30, 1985. Canada, International Council for Adult Education, Toronto, Ontario, 1986. 114p.

The document is a report of the World Assembly of "Adult Education, Development and Peace" held in Buenos Aires, Argentina from November 24-30, 1985. It was attended by nearly 600 adult educators from 91 countries, it was also the first international adult education event of its kind to be held in Latin America.

The following were the topics for discussion in the assembly

- 1) Human Right and Peace, 2) Popular Theatre and Communication, 3) Participatory Research, 4) Rural Adult Education, 5) Adult Education in Prisons, 6) Indigenous Peoples, 7) Worker Education, 8) Self Management, 9) New Technology, 10) Literacy and Post-Literacy, 11) The History of Adult Education, 12) Adult Education and Women, 13) Education and the older Adults, 14) The Training of Adult Educators, 15) Civic Education, 16) Primary Health Care, and 17) The Disabled.

contd.....p



IAEA

NEWSLETTER

Vol. IX

No. 2

May 1987

Limited Circulation

IAEA ORGANISES SOUTH ZONE CONFERENCE OF ADULT EDUCATION IN MADRAS

The Indian Adult Education Association (IAEA) in collaboration with Tamil Nadu Board of Rural Development (TNRD) organised the South Zone Conference of Adult Education in Madras on March 12-13, 1987. 70 participants representing voluntary organisations, Government Departments, State Resource Centres, Universities from the States of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Pondicherry attended.

It was inaugurated by Dr. M. Nannan, Doordarshan Expert. He said that teaching methods should be designed properly and literacy teaching in standard national or regional language without confining to dialects should be imparted.

Dr. G. Rangaswamy, former Vice-Chancellor, Tamil Nadu Agricultural University who presided over the function said that even illiterate villagers could cope with modern technology if it was transferred properly. He cited the examples of green and white revolutions. But if the people remained illiterate they could not become part and parcel of the development process of the country, he said. Dr. Rangaswamy said that voluntary organisations were in touch with the people in rural areas and were best suited for adult education work.

Dr. S.C. Dutta, President, Indian Adult Education Association in his address said that in the mass programme of functional literacy all educated people should be involved and be not restricted to college students and NSS volunteers only. He said that a mass movement should start from the grass-root organisations and educated women in particular should be motivated to take-up this work. He said that unless women were educated the impact of development would not be felt.

contd.....p/2-

Shri L. Vedapuri, President, Tamil Nadu Board of Rural Development welcomed the participants.

Presenting the Working Paper, Shri J.L. Sachdeva, Director, IAEA referred to the problems faced by field agencies in some places such as insufficient environmental support and inadequate physical and material facilities. Efforts to spread literacy among women needed to be given vigorous support, he added.

The delegates were divided into five groups to discuss various facets such as women's adult education programme, mass literacy campaign, finance and materials for adult education and post literacy projects (AEP/PLP), problems of voluntary agencies in implementing Adult Education and Post-Literacy Programmes.

The Group Chairmen were Mrs. Suguna Davey, YWCA, Madras, Shri S.L. Prasad, Andhra University, Dr. Sivadasan Pillai, University of Kerala, Dr. Thillainayagam, Bharathidasan University, and Prof. T.N. Kumaraswamy, Vidhata Education Society, Bangalore.

Prof. C.V. Sethunathan, former Registrar of IIT, Madras acted as Coordinator of the Conference.

Valedictory Session

The valedictory session was presided over by Shri J.A. Ambasankar, IAS (Retd.). He reviewed the pre-independence and post-independence programmes on Adult Education and specially the mass literacy programme now launched. He stressed the important principle to be followed in each social service programmes, namely, "Set a good and honest example by your own commitment to the cause of the illiterates and others will follow suit".

Shri N.C. Rajamani, Producer of Educational Programmes of Madras Doordarshan highlighted the entire canvas of useful coverage by Doordarshan and the other media in furthering the cause of Adult and Non-formal Education. He also emphasised the various avenues in the Doordarshan which can be put to use to give motivation to all concerned in adult literacy and post literacy programme.

Recommendations

The main recommendations of the Conference were:

1. Subjects of Adult/Non-formal Education should be included in the common curriculum in all Senior Secondary Schools and Colleges. As far as possible, extension should be treated as the responsibility of all schools just as it has been accepted by the Universities.
2. Preference should be given to Adult Education Learners and Neo-Literates in Vocational Training Programmes organised by Development Departments, District Industries Centre, Shramik Vidyapeeths, TRYSEM, NREP, DRD, IRDP, etc. Out of this, special allocation should be given to Women Learners.
3. Industrial Establishments should be requested to make donations to Voluntary Organisations taking up AEP/PLP Projects - the donations being exempt under Section 80G of the I.T. Act so that these funds can be used for Accommodation, Vocational Training Programmes and the like (Not provided for in the Government of India Budget).
4. The media, like Educational Films, T.V., the Radio, the Newspapers are doing excellent work in motivating the learners. It is recommended that full use may be made of these media to make the AEP/PLP Programmes very effective.
5. Marketing Agencies like Khadi Craft & Central Cottage Industries, Super Markets and similar Public Sector Organisations should accept for sale products produced in the Vocational Programmes of the AEP/PLP Learners on a preferential basis.
6. Mass Literacy Programme kits may be made available to any establishment/educated individual/retired person etc. who comes forward to implement the Programme.
7. There should be flexibility provided in the utilisation of the grant specially in Learning - Teaching Materials.
8. The Project-wise allocation of the present Rs.140/- per learner may be increased to Rs.200/- to have more funds for Vocational Training and other Motivational Programmes.
9. Disparities in the funding for AEP run by Voluntary Agencies, State Government and UGC should be removed.
10. There is great difficulty in finding suitable accommodation for the AEP/PLP Centres. It is urged that all School Buildings, Nutrition Meal Centres and the like, Slum Clearance Board Buildings, (Non-Residential Portions), Panchayat Buildings and Buildings available with other Development Projects to be made available for the AEP/PLP Centres since these Programmes do not interfere with the normal working of the concerned authorities.
11. In the New Education Policy, Grant for Voluntary Organisations may include atleast 50% of the cost of putting up a Shed for the Centres, where this is unavoidable the rest 50% being met by contribution from the Community and Organisations like the Lions Club, Rotary Club etc.

12. A state level Adult Education Liaison Committee may be formed under the Directorate of Non-formal Education or an equivalent authority to help the Voluntary Agencies to sort out their problems in the field.
13. The idea of establishing Jana Sikshan Nilayams (JSN) in the New Education Policy was welcomed by all. The new two year pattern has to lead to the establishment of JSN (Community activity Centres) for a group of villages within a radius of not more than 2-3 kms so that further work of AEP/PLP that remains to be completed will rest with the local authority vested with the Management of the JSN, preferably a Voluntary Agency encouraged to grow side by side with the AEP/PLP Programmes. Consolidated Grants should be released specifically for the further activities of the JSN for a period of 5 more years. This has to come from the funds allocated to AEP/PLP in the New Education Policy.

GAYATONDE GETS MOHAN SINHA MEHTA
RESEARCH FELLOWSHIP

To perpetuate the memory of Dr. Mohan Sinha Mehta, former President of the Association, and an eminent educationist of the country, the Indian Adult Education Association has instituted Mohan Sinha Mehta Research Fellowship.

The fellowship for 1987 has been awarded to Dr. N.V. Gayatonde of H.J. College of Education, Bombay for his research study entitled "A Study of the Factors that Influence the Motivation of Adult Learners with Special Reference to Attitude of Adult Learners and Selection of Programmes".

Dr. Gayatonde will receive Rs.3,000/- as the fellowship amount.

WORKERS EDUCATION COURSES

The Indian Adult Education Association organised four one-day non-residential Workers Education courses in Delhi Cloth Mills in March this year.

The topics covered were : Socio-economic situation in the country, Population Education, Trade Unions and Democracy and Trade Unions and National Integration.

Shri L. Vedapuri, Joint Secretary, IAEA, delivered the valedictory address.

85 workers participated.

contd.....p/5-

LITERACY PROGRAMME THRU' SCHOOL STUDENTS LAUNCHED

The Mass Programme for Literacy thru' School Students has been launched in Delhi. About 1000 students from 30 Senior Secondary Schools of Delhi will undertake 'each one teach one' programme during the summer vacations in June-July 1987.

A meeting of the Principals of the Senior Secondary Schools of trans Yamuna area was held in office of the Indian Adult Education Association on May 6, 1987. It was addressed among others by Shri Kali Charan, Additional Director of Education (Adult Education), Delhi Administration. It was followed-up by an orientation programme for teachers incharge of the adult education programme in schools on May 20, 1987. Sarvshri Mushtaq Ahmad, Ashraf Ali from SRC, Jamia Millia Islamia, Dr. S.C. Dutta, S. Kalicharan, S.P. Milind and J.L. Sachdeva acted as resource persons to the orientation programme.

The State Resource Centre, Delhi has supplied the literacy kits to students.

RESULTS OF 28TH NATIONAL PRIZE COMPETITION FOR LITERATURE FOR NEO-LITERATES

60 manuscripts in various languages have been selected under 28th National Prize Competition for Literature for Neo-literates organised by the Directorate of Adult Education, Department of 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>Sl.No.</u> | <u>Language</u> | <u>Title</u> | <u>Name of Author</u> |
|---------------|-----------------|------------------------------|------------------------|
| 1. | Assamese | Surujpura R Sujakanta | Smt. Nirupama Phukan |
| 2. | -do- | Dhanbaror Dinlipi | Sh Mukut Singha Phukan |
| 3. | -do- | Alka-Kanakar Chithi | Sarbeswar Kalita |
| 4. | Bengali | Dushito Hochchay Poribesh | Ujjal Singha |
| 5. | -do- | Mora Sab Naya Kalidas | Palash Sharangi |

contd.....p/6-

| | | | |
|-----|----------|---|-------------------------------|
| 6. | Bengali | Kaliyuger Bi Eem | Smt. Chhanda K. Chattopadhyay |
| 7. | Gujarati | Mangal Aranbha | Smt. Krishna H. Mistry |
| 8. | -do- | Samaj Ni Pankhe | Sh Pravin H. Shah |
| 9. | -do- | Sukh Na Vavetar | Smt. Pushpa K. Shah |
| 10. | -do- | Gamni Dikari - Mari Dikri | Narayan Tapodhan |
| 11. | -do- | Saval Sava Lakhno | Laxmanbhai D Avaiya |
| 12. | Hindi | Manushyata Ka Adhikar | Rajesh Sharma |
| 13. | -do- | Aap Ka Apna Bank | Chandra Shekhar Vyas |
| 14. | -do- | Kudrat Ke Vardan | Haritima |
| 15. | -do- | Andhera Chhant Gaya | Shri Shyam Lal |
| 16. | -do- | Jal Se Jeevan | Shri Shyam Narayan |
| 17. | -do- | Mala | Ms Namita Gupta |
| 18. | -do- | Mehnat Ka Phal | Shri M.A. Hanfi |
| 19. | -do- | Ujale Ki Ore | Ms Aparna Deshpande |
| 20. | -do- | Sapna Sach Hua | Sh Gadre Vasant |
| 21. | -do- | Pashuo Se Manushyo Me Failne Wale Kuch Mukhya Rog | Dr. R.K. Sharma |
| 22. | -do- | Bees Saal Baad | Smt. Rama Prabhakar |
| 23. | -do- | Bharat Ki Pahchan | Ku Vimal Kanth |
| 24. | -do- | Sinchai Mein Bara Bandi | Smt. Sulochana Sharma |
| 25. | -do- | Samtaghar | Chanchal |
| 26. | -do- | Sukh Ka Adhar | Jawahar Lal Shrivastava |
| 27. | -do- | Kagaj Ka Kamal | Ku Indira Shrivastava |
| 28. | -do- | Iha Meri Beti Hai | Smt. Kamla Shrivastava |
| 29. | -do- | Kalyan | Ku Archana Shrivastava |
| 30. | -do- | Sahakarita Ka Vardan | Dr. Vipin Gupta |
| 31. | -do- | Jeene Ki Rah | Dr. Deepak Gupta |
| 32. | -do- | Samaj Ka Kalank | Smt. Kamla Garg |
| 33. | -do- | Van Devi Van Devta | Sh Jagdish Kumar |
| 34. | -do- | Pati Kaun Pachhe | Smt. Prabha Tripathi |
| 35. | -do- | Utpadan Aur Utpadakta | Arvind Kumar Joshi |
| 36. | -do- | Teeka Lagaiye | Dr. Chinmoyee Chose |
| 37. | Kannada | Environment Is Ours | Sh N. Nagachandra |
| 38. | -do- | Sarakare Nave | T.R. Nagappa |
| 39. | Malyalam | Colony | Sh K.P. Krishnan |
| 40. | Marathi | Lok Sawand | Prof. Eknath Pagar |
| 41. | -do- | Badali | Sh M.V. Joshi |
| 42. | -do- | Manus Majhe Nao | Sh Dilip Faltankar |
| 43. | -do- | Swapna He Sakarale | Smt. Anjali Kulkarni |
| 44. | Oriya | Gadia Ganga | Sh B.K. Bhuyan |
| 45. | -do- | Kaliar Karamati | Sh Arttatan Dash |
| 46. | -do- | Samaya Asichi | Sh Sukadev Swain |

| | | | |
|-----|--------|---|----------------------------|
| 47. | -do- | Bohar Dee Chhawayn | Sh Surjit Singh |
| 48. | -do- | Punn Te Phalian | Ms Balwinder Kaur |
| 49. | -do- | Mata Balak Ain Sansar | Smt. Poonam S Balwani |
| 50. | Sindhi | Kudi Thanneer | Sh V. Mahadevan |
| 51. | -do- | Dignity of Life Through Dignity | Sh D. Baratha |
| 52. | -do- | Kurinatha Vilayil Koodudthalana Sathunave | Sh 'Kalvi' Gopala-krishnan |
| 53. | -do- | Oru Sukhamawa Amuphavam | Sh V. Nallathambi |
| 54. | Telugu | Sukha Jeevanam | Sh G. Chakradhar |
| 55. | -do- | Sastriya Vijnanam Tho Vyavasayam | Sh C.V. Sarveswara Sarma |
| 56. | -do- | Manku Telisina Vaatavaranam | Dr. D. Sanyasi Rao |
| 57. | -do- | Velugu Bata | Sh V.V. Swamy |
| 58. | Urdu | Energy of Machine | Sh Kunal Saliya |
| 59. | -do- | Bachon Ki Dekhbhal | Sh Inderjit Lal |

TECHNOLOGY MISSION TO END ILLITERACY PLANNED

The government proposes to launch a technology mission for eradication of illiteracy and to impart functional literacy to approximately 80 million illiterates in the 15-35 age group, the Minister of State for Education and Culture, Mrs. Krishna Sahi, told the Lok Sabha recently.

Eradication of illiteracy implies that persons made literate would:

- achieve self-reliance in literacy and numeracy;
- become aware of the causes of their deprivation and move towards amelioration of their condition through organisation and participation in the process of development;
- acquire skills to enable them to improve their economic status and general well being;
- imbibe the values of national integration, conservation of the environment, women's equality and observance of the small family norm, among other things.

The mission will be implemented in all the states and union territories.

contd.....p/8-

PRESIDENT ZAIL SINGH STRESSES EQUAL CHANCES FOR WOMEN

President Zail Singh called for equal opportunities for women and said that unless this was done the country could not make any progress.

"We have to adopt correct values in our social life" he said after formally inaugurating the Annai Maniammayar hostel building of the Perayar Centenary Girls Polytechnic at Vallam near Thanjavur (Tamil Nadu) on May 25, 1987.

He said though the principle of equality had been enshrined in the Constitution, in actual practice women were at a great disadvantage. Girls were given inferior treatment compared to boys in education and nutrition and other aspects of life. It was still a man's world, he said.

However, women had proved that they were not behind men in energy and enterprise. Women had shown their mettle in various walks of life and they were excelling men in the field of education.

"We cannot think of progress if we cannot provide equal chances to women in self development" he said.

NSS WORKSHOP FOR FUNCTIONAL LITERACY

A one-day workshop was organised in the Lady Irwin College, Delhi on May 2, 1987 for training the students for the "Each-one-Teach One" project.

Eighty students participated in the workshop. They were given training for working with adult learners during the summer vacations. The students worked in two groups. Video films and slides for making them aware of the magnitude and problem of illiteracy in India and the methods of working with adult learners were shown. Literacy kits developed by the College were supplied to them.

BOARD OF ADULT EDUCATION APPOINTED
BY RAJASTHAN VIDYAPEETH

The Academic Council of the Rajasthan Vidyapeeth, a deemed University has set up Adult Education Board, to plan, promote, implement and coordinate activities concerning adult and continuing education, being undertaken by the various institutions of the University.

This decision was taken by the Council at its first meeting held at Udaipur on May 4, 1987, under the chairmanship of the Vice-Chancellor, Shri Janardhan Rai Nagar.

The Vice-Chancellor or his nominee will be the Chairman of the Board which will have a nominee of the Indian Adult Education Association.

The Council also appointed an Expert Committee consisting of Dr. S.C. Dutta, Shri Bhawani Shankar Garg and three others to recommend courses for training in adult education and concerning activities and programmes to be undertaken by the Lok Shikshan Pratisthan.

The Council also decided to start vocational courses at various levels, including part-time and short-term.

QUILON SOCIAL SERVICE SOCIETY

The Quilon Social Service Society, Quilon (Kerala) under the National Volunteer Corps for Eradication of illiteracy of the Indian Adult Education Association enrolled 30 volunteers in 1986. 150 illiterate adults were made literate by the end of 1986 through voluntary efforts. The literacy kits were supplied by SRC, KANFED.

LIGHT A CANDLE

The AIR, Trivandrum station, in collaboration with the State Resource Centre (KANFED) and the Kerala University Centre for Adult Education & Extension has launched a novel programme for offering continuing education for adult education functionaries in the State. The programme is relayed from 9.16 to 9.30 p.m. every Monday, beginning on 6.4.1987. Listeners group have been registered and their reactions and queries are

answered. There are about 6000 adult education centres in Kerala run by various agencies and nearly 1500 will be brought under this scheme which will last for one year. A pamphlet describing the 32 topics has also been published.

GODE GETS PH.D. IN ADULT EDUCATION

M.A. Gode, Assistant Director, Department of Adult and Continuing Education and Extension, University of Bombay, has been awarded Ph.D. by the University of Bombay for his thesis "A Study of NAEP as included in New 20-Point Programme of the Government of India with reference to the Project Devised and Implemented by the University of Bombay".

DIPLOMA IN DEVELOPMENT PLANNING

The School of Development Planning, Poona is offering a two year post graduate Diploma in Development Planning of the University of Poona. The focus is on rural development planning and management. It will incorporate knowledge mainly from Management, Economics, Geography, Public Administration, Research Techniques and Sociology.

Graduates having minimum Second Class are eligible for admission .

Last date for receipt of completed application form is July 10, 1987.

For application form , prospectus, kindly contact Director, School of Development Planning, CDSA, Deccan Gymkhana, P.B. No.843, Poona-411 004 with crossed postal order or a bank draft for Rs.25/- in favour of 'CDSA Poona'.

KULSUM SAYANI PASSES AWAY

We regret to record the death of Smt. Kulsum Sayani, former Vice-President of Bombay City Social Education Committee in Bombay on May 29, 1987. She was 87.

Smt. Sayani received the 1969 Nehru Literacy Award of Indian Adult Education Association for outstanding contribution to the promotion of adult literacy in India. The Award was

presented to her by Shri V.V. Giri, President of India on March 10, 1970 at Rashtrapati Bhavan.

Smt. Sayani was the Editor and Publisher of fortnightly 'Rahber' in three scripts - Urdu, Hindi and Gujarati which provided suitable reading material to the neo-literates and at the same time promoted national integration.

Smt. Sayani served in various national and international committees to promote education and the eradication of illiteracy.

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

H.C. SHARMA IS DEAD

Shri H.C. Sharma, former Associate Secretary of the Indian Adult Education Association died in Nandeshma, Dist. Udaipur (Rajasthan) on April 24, 1987. He was 50.

He was Headmaster of Government Secondary School, Nandeshma.

The Association mourns his sad and untimely demise and conveys its heartfelt sympathies to the bereaved family.

BANGLADESH COUNCIL FOR MASS EDUCATION (BCOME)

BCOME is an association of NGOs engaged in Mass Education, Cooperating in new joint programmes and offering assistance to Bangladesh Government ⁱⁿ implementing a national programme for the eradication of illiteracy and providing universal access to education.

Bangladesh has a literacy rate of 24 per cent and number of illiterate adults increases by about 1 1/2 million every year.

BCOME enables NGOs to play their full part in achieving UNESCO goal of education for all by the year 2001. It supports the Appeal principle of the integration of literacy with goals of universal primary education (UPE) and continuing education (CE).

BCOME immediate goal is to enable small local organisations throughout Bangladesh to conduct effective literacy programmes.

Further information can be had from Shri Kazi Rafiqul Alam, Chairman, Bangladesh Council for Mass Education, House No.33, Road No.11(New) Dhanmondi, Dhaka 1209, Bangladesh.

ANTHYA MADIATH FROM ORISSA GETS ROBY KIDD AWARD

Ms Anthya Madiath, founder of Gram Vikas a non-government organisation in Orissa has been awarded 1986 Roby Kidd Award. Ms Madiath has worked among tribal women and men of Orissa for over 10 years. The focus of Gram Vikas has been on organising poor tribal people of Kerandinals in the Ganjam District of Orissa to regain their land and trees from money lenders and liquor merchants.

In 1974, Anthya graduated with a B.Sc. in Nursing from the College of Nursing, Christian Medical College Hospital, Vellore, Tamil Nadu. Because of her commitment to work towards the education and empowerment of poor tribals, Anthya attended several courses in rural development, including a three-month course on Development Studies for Aid Administration at Selly Oak College, Birmingham, England in 1978.

Through her work in health, Ms Madiath established a rapport with tribals and has trained illiterate tribal women to become para-medical health workers in villages. She also helped to build a tribal women's organization in the 100 villages in which she worked. In the past three years, she has initiated a social afforestation programme where tribal women have become very active. The programme is largely managed by women. In several villages, she helped in setting up non-formal education centres for children.

Ms Madiath receives \$1,500 as winner of the J. Roby Kidd Award.

Annotated List of Books on Adult Education

Evaluative Study

Pillai, K. Sivadasan. Impact of Adult Education Programmes in Kerala(1983-84) - An Evaluative Study. Trivandrum. Centre for Adult Education and Extension, University of Kerala, 1987. Various Paging(Mimeographed).

It is an evaluative study of impact of adult education programme in Kerala(1983-84). This research project was sponsored by Directorate of Adult Education, Government of India. The major objectives of this study were:

1. To study the impact of the Adult Education Programme on learners.(This includes achievement and changes on attitude and behaviour).
2. To compare the effectiveness of the Adult Education Programmes organised by the (a) University of Kerala through its Centre for Adult Education and Extension and the affiliated Colleges, (b) Voluntary organisations with special reference to Kanfed, (c) Development Departments of Kerala, and (d) State Adult Education Programme.
3. To attempt a cost benefit analysis of the Adult Education Programme considering the total input.

Some suggestions for effective implementation of Adult Education Programme have been made in the study. These are divided into three broad categories:

- a) For implementation at the national level
- b) For implementation at the state level
- c) For further research

Under category (a) it suggests that participation in the programmes aimed at eradication of illiteracy should be made obligatory for every college student and appropriate weightage/incentives be given to them. It also suggests that in-built evaluation should be made compulsory and retention of records for atleast 5 years be insisted upon.

Under category (b) the study suggests that area approach for should be insisted upon all agencies involved in the programme irrespective of their approach(MPEL or CBAEP) and they may be asked to continue in the area till the last illiterate is made literate and their literacy ensured through appropriate post literacy or follow up measures. An external evaluation of all learners in adult literacy classes may be made for declaring anyone as literate. Study also suggests that neo-literates convocations should be organised to honour such people and encourage them to study further.

Under category (c) study suggests some of the areas which need further research to be done. These are:

1. Comparative assessment of training programme
2. Study of Motivational Factors
3. An experimental study may be conducted to evolve a shorter course for making people literate.
4. Study of Reading Interests of Neo-literates
5. The Poverty - illiteracy relationship

7. Critical examination of the organisation and conduct of Mass Programme for Functional Literacy
8. An enquiry into the working and contributions of State Resource Centres may be made with definite time frame.

Review Committee Report

University System and Extension as the third Dimension. Report of the Review Committee appointed by the University Grants Commission. New Delhi; UGC, 1987. 200 p

The document presents the review of the current programmes of adult education undertaken by the Universities and Colleges. It identifies their shortfalls, problems and achievements, and it makes recommendations for greater and more effective involvement of universities and colleges in the programme.

The document has been divided into four parts. Part one discusses the University system and the eradication of illiteracy, adult education programme and Government of India, adult education and the UGC, performance and appraisal, problems and solutions. This part also discusses the Seventh Plan directions and strategies, women : issues and suggested programmes, institutionalisation of curriculum and the adult education research and universities.

Part two reviews some other extension programmes such as continuing education, population education, planning forum, rural development, science for the people, legal literacy, environment education and national integration.

Part three summarises some of the important observations made by the review committee.

Part four presents dimensions of extension, libraries as centre of learning, community education centre, models for eradication of illiteracy through involvement of students and teachers, strategies for mass movement; viewpoint, area approach to social development; a note on involving university community and a blue print for a scheme for legal literacy as part of extension programmes.

Adult Education in other countries

Buberwa, A.K., Kiyenze. B.K.S. Mwansasu, B.U. Non-formal Education, and Training for Productivity and Self Reliance in Tanzania. Dar-Es-Salaam, Institute of Adult Education, 1984. 42 p. (Studies in Adult Education 46) Mimeographed.

This paper is concerned with Tanzania's experience in non-formal education. It begins with a discussion of the meaning and content of the concept of non-formal education both in its general and Tanzanian context. It is followed by an examination of the organizational structure of adult education as a particular form of non-formal education in Tanzania. The paper then moves to a discussion of the implementation of various programmes of adult education. This discussion focusses on the experiences and lessons learned as well as the successes and failures of those programmes. This is followed by the examination of the problems of planning and organization of non-formal education for integrated rural development.

General

Tilak, Jandhyala B.G. Educational Finances in India. New Delhi, National Institute of Educational Planning and Administration, 1987, 72p. (Mimeographed).

The paper presents a review of growth of educational finances in India during the post-independence era, diagnose the problems associated with educational finances. The paper analyses in detail, both at current and constant prices, (a) the growth in expenditure on education in absolute terms and as a proportion of GNP, budget, etc., (b) source-wise contribution of finances to education: the governments, local bodies, non-governmental sources such as students/parents in the form of fees, and other maintenance expenditure, and other voluntary contributions such as donations and endowments, (c) pattern of allocation of resources to education, (d) pattern of intra-sectoral allocation of resources within education, i.e. between different layers of education and (d) unit costs of education.

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

Tele No. 331 9282

us|



IAEA

NEWSLETTER

Vol.IX

No.3

June 1987

Limited Circulation

ROUND TABLE ON ROLE OF ADULT EDUCATION IN PROMOTION OF NATIONAL INTEGRATION

Dr. AR Kidwai, Chancellor, Aligarh Muslim University said in New Delhi on June 12, 1987 that adult education should help in producing conscientious citizens, who are knowledgeable and could help in achieving the goal of national integration in the country. Adult education, he said, should enable people to keep national interest higher than the personal interest.

Dr. Kidwai was inaugurating the Round Table on Role of Adult Education in the Promotion of National Integration organised by the Indian Adult Education Association. He said that to get recognition as a leading country in the world, unity was the need of the hour. He called for adherence of teachings of Mahatama Gandhi to create an atmosphere of unity in the country.

Shri GBK Hooja, former Vice-Chancellor, Gurukul Kangri University, in his key-note address, said that adult education could serve as a means to reduce social, economic and sex disparities. The programmes of literacy, he said, could become meaningful only if they were accompanied by a package comprising practical information on matters of health, farm practices, acquisition and improvement of skills relating to employment and general awareness regarding national goals development programmes and social liberation. He said that adult education and national integration should be developed as a mass movement. Shri Hooja said that Media - electronic, traditional, print, cultural - were powerful agents of change and they should help in nation building programmes. The need is to produce more of relevant softwares to be fed into them, he added. He also stressed the importance of women's education on top priority basis.

contd.....p/2-

Dr. Amrik Singh, former Vice-Chancellor, Punjabi University, in his presidential address said that adult education could play a role in creating awareness to people to discriminate between right and wrong. If we succeed in spreading awareness, we are likely to get better results, he said.

Earlier, Dr. SC Dutta, President, Indian Adult Education Association (IAEA) in his welcome address said that the Round Table would draw a practical plan of action so as to promote national integration through adult education. He said that departments of adult and continuing education of the universities should help in undertaking research on problems of national integration.

Shri JC Saxena, Hony. General Secretary, IAEA in his vote of thanks said that adult education should help to spread values enshrined in the Indian Constitution, so as to help bring people closer. Those, who tried to divide the country, had to be identified and had to be brought to sanity through the spread of adult education, he added.

50 persons participated.

Recommendations

The Round Table made the following recommendations:

1. The Round Table suggests that the concept of an integrated nation should mean a community of people where everyone has a sense of belonging to and a feeling of oneness with the nation overriding all differences of caste, creed, regional and cultural disparities, accompanied by tolerance, respect for and appreciation of the views, beliefs and ways of life of others.
2. The Round Table recommends that adult education programmes should create awareness in people about the need of national integration and should help them to discriminate between right and wrong.
3. The component of national integration should invariably be included in the training of all types of adult education functionaries, particularly for the functionaries at the grass-root level.
4. The Round Table recommends that there is an urgent need to undertake research on problems of national integration and feels that Departments of Adult & Continuing Education of the Universities should come forward to undertake research on this subject and they should also facilitate monitoring and feedback on programmes of national integration.
5. The Round Table is of the view that intensive use should be made of governmental, statutory and voluntary organisations for the promotion of national integration thru' adult education.

6. It feels that media is a powerful agent of change and should help in nation building programmes. It asks the adult educators to assist in production of relevant softwares to feed the media.
7. The Round Table recommends that the content of adult education programme should give more and more knowledge about life, customs and traditions prevailing in various parts of the country. It should also give emphasis on the people, places, events and movements which have contributed towards utilisation of objectives of national integration. and audio-cassettes
8. The Round Table recommends that special books/on the theme of national integration should be produced in Hindi and other Indian languages on large scale. These should be for learners, animators and other adult education functionaries. The Round Table requests the Indian Adult Education Association and other agencies to produce books on national integration.
9. The Round Table recommends that movement for secular values and political education should be launched. It requests the Indian Adult Education Association to take a lead in this regard.

AGEING AND SOCIETY

The Government should step in to aid the poor, the helpless and the old citizens residing in slums and rural areas said Shri C Subramaniam, former Union Finance Minister, presiding over the inaugural function of a Seminar, "Senior Citizens and Society", held on May 27, 1987 at Bombay. The Seminar was organised jointly by the Association of Senior Citizens, Bombay and the Citizenship Development Society, New Delhi.

Shri Subramaniam said : Even those who had retired from active life and salaried services and did not know what to do should be employed to take advantage of their skill and experience.

Smt. Sharda Mukherjee, former Governor of Gujarat and Andhra Pradesh said industrialisation had led to a comfortable life and it was imperative to harness retired talent in useful ways. She advised that issues should be tackled with knowledge and faith and a proper study of problems.

Shri Lalji Mehrotra, President of the Association, regretted that there was no organisation of an all-India status spearheading a movement to create awareness in society, particularly in the young, of their responsibility towards senior citizens.

The Association, he said, proposed to act as an information centre for the aged to guide and counsel them and render advice to enable them to deal with their problems.

Prof. TK Tope, former Vice-Chancellor of Bombay University, said in his keynote address that Winston Churchill served Britain till he was 81, Mahatma Gandhi started the Quit India movement when he was 73 and Oliver Wendell Holmes was able to serve his nation competently at 91.

He wanted the senior citizens to be drafted in furthering the government's education policy as part-time teachers, catalysts in social reform and inculcating moral values.

Dr. SC Dutta, President, Indian Adult Education Association who attended as a resource person, said that the entire field of adult education and non-formal education was open for the senior citizens to serve the poor and disadvantage. The adult education movement would welcome them and be benefitted by their advice, guidance and active help, specially in rural areas and urban slums. The programme for the eradication of illiteracy was a fruitful field of national endeavour for the Elders and the Ageing.

In his paper, Dr. Dutta stated that there was a need for a national policy on and for the senior citizens in harmony with societal need and demanded that a policy for the Aged should be enunciated by the Government. He also said that the Citizenship Development Society and the Association for Senior Citizens should initiate national debate for creating a national consensus on a national policy. In the process of national debate, the senior citizens would get organised and could act as a pressure group for the implementation of the policy on the Aged.

Outlining the programme for the aged, Dr. Dutta suggested that continuing education, recreational activities, community service, training for income generation, health improvement should be the basic components. Functional and continuing literacy programmes specially designed for the Aged, particularly women, should form an essential activity. In order to make old people happy, they must be busy.

Among the resource persons who attended were Dr. KD Gangrade, Pro Vice-Chancellor, Delhi University, Shri RS Shrivastava, Member-Secretary, Citizenship Development Society, Shri BR Patil, ICS(Retd.) and Prof. IP Desai, Tata Institute of Social Sciences, Bombay.

ERADICATION OF FEMALE ILLITERACY STRESSED

Delivering the valedictory address at the closing-day function of the two-day workshop on Project Preparation for Eradication of Illiteracy Among Women, Prof. KD Gangrade, Pro Vice-Chancellor of the University of Delhi said that the goal should be integrated development since economic development devoid of social development was not effective.

He emphasised the distinction between literacy and education, the latter being made encompassing and extremely necessary. Pointing out that too much dependence was laid upon government grants for educational activities, Prof. Gangrade called for a move away from grant-oriented activities towards people-oriented activities.

The two-day project preparation workshop was organised by the All India Committee for Eradication of Illiteracy Among Women.

Earlier, eminent educationist, social worker and chairperson of the Committee, Mrs. Lakshmi N Menon, pointed out that till the employment generating activities initiated by the government in the rural areas found suitability with the physical realities of the place they would be unsuccessful. Literacy, she further observed, is basic to progress.

According to government reports, 75 per cent of the women in our country are illiterate. Mrs. Menon, however, said that those who had worked at the grass-root level have found that the percentage is much more. Delineating a practical 'new strategy' she said that voluntary agencies and social workers should eradicate illiteracy from a small area first which would serve as a model for more areas instead of opening far-flung centres for the same.

Smt. Aruna Asaf Ali observed that women wanted to know why literacy was so important; so they had to be first educated about the advantages of learning the three R's. She emphasised that social awareness should form part of the literacy programme.

Earlier, in her welcome address, Mrs. Vimal Raghuraj, Honorary Treasurer of the Committee, said that the literacy of men was complementary to literacy of women.

contd.....p/6-

JANATA KALYAN SAMITI, REWARI
ORGANISES A TRAINING PROGRAMME

The Janata Kalyan Samiti, Rewari organised a training programme for instructors and supervisors from May 1-10, 1987. 308 persons participated.

It was inaugurated by Smt. Sarla Sharma, District Adult Education Officer, Narnaul.

The training programme covered the following topics:

i) Importance of Adult Education Programme; ii) Involvement of village leaders and communities in the Adult Education Programme; iii) Preparation of report and conducting surveys; iv) Supervision and Administrative control in Adult Education Centres; v) Role of Adult Educators in Socio-Economic development and Income Generating Projects; vi) Population Education and its necessity; vii) Importance of National Integration and its propagation through Adult Education Centres; viii) Material Production, Monitoring, Evaluation of Adult Education Programme; ix) Preventive methods of general diseases; and x) Dry farming in rural areas.

Among the resource persons were Shri JC Saxena, Deputy Adviser(Education), Planning Commission and Hony. General Secretary, Indian Adult Education Association(IAEA) and Shri JL Sachdeva, Director, IAEA.

The valedictory function was also attended by village leaders (Sarpanch, Panch & Lambardars of Bawal, Rewari and Khol Blocks). Dr. SC Dutta, President, IAEA was the chief guest of the occasion. Dr. Dutta said Adult Education Programme would be successful if instructors were committed to their work. He asked the village leaders to give full cooperation for the success of this programme.

Shri Kayur Bhushan, Member Parliament from Raipur(MP) and General Secretary, Akhil Bharat Rachnatmak Samaj and Convenor, All India Kisan Cell also addressed the trainees.

Shri RN Mahlawat, was the Director of this programme.

NEWS FROM STATE RESOURCE CENTRES

SRC, Jamia Millia Islamia, Delhi

The State Resource Centre, Jamia Millia Islamia, Delhi published the following post-literacy and follow-up material during the quarter January-March, 1987:

1. Meri Kitab (Hindi Reader)
2. Kachchi Dewarain (on dowry)
3. Nawlakha Haar (story book)
4. Makri Aur Makhi (story book about social environment)
5. Anushasan (on discipline)
6. Chaar Payee (on different national values)
7. Aas-Paas (on civic sense)

The SRC published two books for instructors and advanced learners. The first is entitled God Lena Aur Guzarah (On adoption and maintenance) and the second book is on Kamkaji Mahilaon Ke Liye (Factories and other Acts related to working women).

The SRC organised the following training programmes during the period under report:

(a) for instructors of Delhi Women's League, Indian Council of Education from January 13-23, 1987 in which 28 instructors participated.

(b) for social/workers of Delhi Administration from January 27 to February 6, 1987 in which 35 social workers participated.

(c) for instructors of A.V. Baliga Memorial Trust from February 12 to 21, 1987; in which 40 instructors participated; and

(d) for instructors of A.V. Baliga Memorial Trust from February 24 to 28, 1987, in which 21 instructors participated.

It is also preparing slides on the role of instructors.

The SRC is also running experimental adult education centres in collaboration with voluntary organisations like Bharat Sewak Samaj, Delhi, Zakir Husain Memorial Society, Bhartiya Adimjati Sevak Sangh and Dr. A.V. Baliga Memorial Trust. The major thrust is to link income generating activities with adult literacy.

SRC, Gujarat

The State Resource Centre, Gujarat Vidyapeeth, Ahmedabad organised a training course for Supervisors of voluntary agencies from February 8-22, 1987. 77 persons participated. A five-day practical training was also organised for them.

It organised a training programme for NCC Officers under the Mass Programme for Functional Literacy on February 24, 1987 in which 12 officers participated.

The SRC organised an orientation workshop for coordinators and programme officers of on-going Adult Education Centres from March 17-19, 1987 in which 10 Coordinators and two Programme Officers participated.

The SRC organised two workshops for preparation of post-literacy material. The first was held on February 4, 1987. 17 participants comprising authors and publishers were apprised of the concept, objectives, norms, methods and form etc. of the post-literacy reading material. The second workshop was held from March 24-26, 1987, in which 12 creative writers participated. 14 manuscripts were prepared on various subjects under the guidance of Prof. Yashvanthbhai Shukla.

The SRC organised a script writer's workshop for the preparation of software for radio programmes from March 24-26, 1987. 10 participants prepared 12 manuscripts for "Parasmani Programme", a special feature on Women Adult Education meant for Women's social awareness and enhancement of vocational competence through handicrafts and self-earning programmes.

SRC, Haryana

The SRC, Haryana (Chandigarh) organised a training programme for Project Officers and Assistant Project Officers at Hissar Agricultural University in collaboration with the NCERT from February 16 to 20, 1987. The main focus of the training programme was on the teaching methodology of the book entitled 'Anmol Gehna' for women adult learners.

An Urdu Primer 'Noor-e-Mewat' prepared by the SRC was tried out from March 23-25, 1987 at Hathin, Kot (Mewat area) and Faridabad with the help of instructors and supervisors.

The SRC organised two one-day training programmes for NCC officers under mass programme for functional literacy on January 2, 1987 at Ambala and on January 6, 1987 at Rohtak. During the training the main emphasis was on the motivation of adult learners and on the methodology for using the literacy kit. 2,000 literacy kits were given for students who will be involved in the mass literacy programme.

A poster on Jan Saksharta Andolan was produced for motivation and promotion of mass programme for functional literacy.

SRC, Karnataka

The SRC, Mysore conducted two training programmes for Adult Education Supervisors and the President/Secretaries of Voluntary Agencies. The first programme was held at Tunga Vidyapeeth, Shimoga District from January 29 to February 4, 1987. 56 Supervisors representing the Directorate of Adult Education, Bangalore and voluntary agencies of Karnataka participated. The second programme was held at Mysore from March 25-26, 1987. 26 persons participated. The resource persons from development departments, health and family welfare, population education etc. participated in these training programmes.

The SRC organised a three-day Social Education Camp from March 19 to 21, 1987 at Mysore. Talks on women education, health, nutrition, population education etc. were delivered. 40 persons participated.

SRC, Maharashtra

The State Resource Centre for Non-formal Education, Pune has prepared a project on Folk Media for the promotion of Adult Education and Development in Rural Areas in Maharashtra as a part of its programmes during 1987-88. It organised a Seminar of folk artists at Sangli in collaboration with Lokarangabhumi, Sangli on March 28-29, 1987, in which 180 artists participated.

During the period under report the SRC produced the following teaching-learning material:

1. Pragat Wachan
2. Pragat Sarav
3. Praudhansathi Ankadnyan

The SRC has produced a set of six cassettes for use in the Adult Education Programme in Maharashtra.

The SRC organised (1) a training course for students of Diploma Course in Adult Education of Shivaji University from January 9-11, 1987, 13 students participated; (2) a training programme for Supervisors was organised from January 12-17, 1987. It was attended by 22 Supervisors; (3) Another programme for Supervisors was organised from January 19-24, 1987, in which 18 Supervisors participated.

The SRC organised an Orientation Workshop for NCC Officers for implementing the Mass Programme of Functional Literacy. The workshop was held on February 26-27, 1987. 21 NCC Officers from Maharashtra participated.

A comprehensive project for Health, Family Welfare and Community Development has been undertaken by the Indian Institute of Education and KEM Hospital Research Centre, Pune. The SRC is providing training to personnel, producing literature, film scripts, kits, etc. A Workshop of Writers for Health literature was organised on March 29, 1987 in which 24 persons from All India Radio, Pune, senior doctors and social workers participated. The Workshop drew up a list of topics on which booklets, folders, songs, posters, slides, video cassettes, etc could be prepared.

SRC, Rajasthan

The SRC, Jaipur organised a Workshop of poets and lyric writers in Jobner from January 11 to 15, 1987 to prepare songs for the rural poor for creating awareness towards their problems. Nine poets participated. The following books were produced as a result of this workshop:

1. Vakrat Pare Jo Bola
2. Bagar Ke Vidrohi Sant
3. Gauv Gauv Mai Roshni

The SRC organised a residential training programme for Project Officers in Agriculture College, Jobner from January 5-15, 1987.

During the training programme the participants were exposed to various problems, situations and needs of their actual field work.

11

It was participatory in nature and the participants solved many problems in the spirit of collective thinking. They performed some awareness building activities, discussed adult education issues and decided socio-economic steps to be taken.

The SRC also conducted orientation programmes for the NCC Officers under the Mass Programme for Functional Literacy at Kota and Jaipur. About 10,000 literacy kits were distributed under this programme.

SRC, Uttar Pradesh

The SRC, Literacy House, Lucknow organised the following training programmes during the period January-March 1987:

1. Orientation Training of Representatives of voluntary organisations, Degree Colleges, Roorkee University from January 5-14, 1987, in which 34 persons participated.
2. Orientation Training Course in Screen Printing Techniques for Instructors of the Pilot Integrated Comprehensive Women Literacy Project from January 16-25, 1987, in which 20 persons participated.
3. Orientation Training in Mass Literacy Programme for Officers of NCC Units, Programme Officers and part-time officers deputed by NCC Directorate (7 courses) from January 19 to February 18, 1987, in which 192 persons participated.
4. Orientation Training Courses in Screen Printing Techniques for the Assistant Project Officers from January 27 to February 5, 1987 and from February 17-26, 1987. 35 persons participated.
5. Two Orientation Training Courses for Adult Education Supervisors and APOs was organised from February 1-6, 1987, in which 32 persons participated.
6. Vocational Training Course for lady Supervisors was conducted from March 3-12, 1987, in which 10 women participated.

The SRC organised a Workshop on preparation of teaching/learning material from January 27-31, 1987. Another Workshop on preparation of Non-projected A.V. Aids was organised from February 7-16, 1987. Two one-day conferences of Women Voluntary Organisations were organised on March 10, 1987, and March 24, 1987

The SRC organised Workshops on Advance Puppetry Skills for participants from various departments. About 150 people participated in these workshops.

The SRC organised a Dental Camp on January 16, 1987 and Mothers/Children Health Camp on February 16, 1987.

A Course for House Mothers/Fathers working in Children's Institutions (Destitute Homes) was conducted by SRC from January 28 to March 13, 1987. 24 persons including 13 women participated.

ANNUAL CONFERENCE OF RAJASTHAN ADULT
EDUCATION ASSOCIATION

The annual conference of Rajasthan Adult Education Association was held in Jaipur from April 11-13, 1987. The theme was "Role of Adult Education and Voluntary Agencies in the Context of the New Education Policy".

It was inaugurated by Shri Harideo Joshi, Chief Minister of Rajasthan. He said that nobody has doubts about the utility of literacy. But the Government alone can not undertake the responsibility of providing literacy education to over 60 percent illiterate population in the country. The voluntary organisations have to play a great role in the task, he said.

We have to inculcate missionary zeal for this work. Shri Joshi stressed the need for partnership role between the Government agencies and the voluntary organisations.

The Education Minister of Rajasthan, Shri Damodar Das Acharya said that objective of adult education should be to prepare persons for meeting the challenges of daily life. Adult Education should result in all round development of the personality.

Among others, the Conference was attended by Shri Anil Bordia, Secretary, (Education) Ministry of Human Resource Development, Smt. Kumud Bansal, Joint Educational Adviser, Ministry of Human Resource Development, Shri Anil Sinha, Director, Directorate of Adult Education, Government of India, Dr. S.C. Dutta, President, Indian Adult Education Association (IAEA), Shri J.C. Saxena, General Secretary, IAEA and Dr. A.K. Jalaluddin, Joint Director, NCERT.

UK HONOURS INDIAN JURIST

Dr. LM Singhvi, eminent Indian jurist and a member of the Executive Committee of the Indian Adult Education Association has been elevated as honorary bencher and master of Middle Temple, one of the four British inns of court.

Dr. Singhvi is the first and only Indian elected as an honorary bencher and master of Middle Temple.

Dr. Singhvi's election to the highly prestigious and honorary office by benchers and master of Middle Temple, assembled in Parliament, was a rare and exceptional distinction and is one of the highest honours in the gift of the community of British judges and lawyers.

Dr. Singhvi said he regarded his election as not only a personal honour but a tribute to the Indian legal system and a friendly gesture by British judges and lawyers to the Indian legal profession.

IFWEA NEW EXECUTIVE COMMITTEE

At the 14th General Conference of International Federation of Workers' Educational Associations (IFWEA) held in Vienna (Austria) on October 22-25, 1986, the following were nominated to the Executive Committee for a term of three years (1986-89):

| | | |
|--------------------------|---|---|
| <u>PRESIDENT</u> | : | Prof. Kurt Prokop (Austria) |
| <u>VICE-PRESIDENTS</u> | : | Jan Aaboen (Norway) Sheila Conroy (Ireland) Nachum Fassa (Israel) |
| <u>SECRETARY-GENERAL</u> | : | David Frankfurter (Israel) |
| <u>OTHER MEMBERS</u> | : | Norbert Alise (France) Ole Askvig (Denmark) Rita Bladt (Belgium) Victor Botelho (Portugal) Hanns Brauser (Fed. Rep. of Germany) Robert Lochrie (UK) Francisco Vinacua (Spain) |

Edited by JL Sachdeva, Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002.
Tele : 3319282

US|-

NEWSLETTER

Vol. IX No. 4-5 July-August 1987 Limited Circulation

RANGA ELECTED PRESIDENT OF THE FORUM OF PARLIAMENTARIANS FOR ADULT EDUCATION

Prof. NG Ranga, Deputy Leader of the Congress(I) Parliamentary Party and one of the founders of the Indian Adult Education Association was unanimously elected President of the Forum of Parliamentarians for Adult Education at its meeting held in New Delhi on August 8, 1987.

Sarvshri Hayatullah Ansari and Sat Paul Mittal were unanimously elected as Vice-Presidents. Shri Mittal will also perform the duties of the Working President to help Prof. Ranga in day to day work.

Shri Ganga Ram, Dr. Sarojini Mahishi and Shri Ajit Jogi were elected as Joint Secretaries of the Forum.

Earlier, Dr. SC Dutta, President, Indian Adult Education Association welcomed the participants to the meeting. He said that for Adult Education to become mass movement it was necessary that the peoples' commitment should be there and the best way to have people commitment was to involve Parliamentarians in this work. He hoped that the Forum under the leadership of Prof. Ranga will provide the necessary momentum to the programme of Adult Education in the country just as he provided to the freedom struggle.

The Forum decided that the former Members of Parliament should also be admitted as Associate Members of the Forum.

Shri Anil Sinha, Director, Directorate of Adult Education, Govt. of India, gave the salient features of the National Literacy Mission. He said that the basic idea behind the Mission was to provide technological and scientific input for the eradication of

contd.....p/2-

illiteracy. In this Mission adult education will not be the task of only of the Department of Education, Ministry of Human Resource Development, but hundred other agencies would also collaborate in eradication of illiteracy from the country, he added.

Prof. NG Ranga in his address thanked the Indian Adult Education Association for taking the initiative to sponsor the Forum of Parliamentarians for Adult Education. He said that Adult Education was the greatest need of the hour, but it was not receiving the attention it deserved in Parliament. He hoped that through this Forum the Adult Education Programme will receive the necessary support for its effective implementation.

Prof. Ranga said that elementary education was not progressing because of the high illiteracy rate in the country. He hoped that with the spread of literacy the enrolment rate in elementary schools would go up and drop-out rate will fall. He said that Adult Education is life long education and the illiterates, semi- literates and the educated people should all be involved in this programme.

Shri Hayatullah Ansari in his vote of thanks said that the Members of Parliament should take the responsibility to remove illiteracy from their constituencies.

Among others, the meeting was attended by Smt. Sheila Kaul, former Minister of Education and Culture, Smt. Krishna Kaul, MP, Shri DP Ray, MP and Joint Secretary, All India Congress Committee, Shri Tarlok Singh, former Member, Planning Commission, Shri Satya Bhushan, Director, National Institute of Educational Planning and Administration, Prof. CJ Daswani (representing Director, NCERT), Shri Mushtaq Ahmad, Director, State Resource Centre, Jamia Millia Islamia, Shri JC Saxena, Hony. General Secretary, IAEA, Prof. BB Mohanty, Professor, Oral and Visual Communication, Indian Institute of Mass Communication and Treasurer, IAEA, Shri Sidrat Ansari, Director, All India Taleem Ghar and Shri JL Sachdeva, Director, IAEA.

NATIONAL MOVEMENT OF CITIZENSHIP

Dr. LM Singhvi, eminent jurist and a member of the Executive Committee of Indian Adult Education Association said at Bangalore that the crying need of the hour was to start a broad-based national and world wide movement of citizenship. He was delivering the key-note address at a national seminar on "Citizenship and Fundamental Duties", organised by the Gokhale Institute of Public Affairs, Bangalore and the Citizenship Development Society, New Delhi to mark Dr. DV Gundappa's birth centennial on July 4&5, 1987.

Inaugurating the Seminar, the Karnataka Chief Minister Shri Ramakrishna Hegde said that "Citizenship Cards" should be issued to all citizens of India, to instil in them a sense of belonging to the country, and to make them conscious of their fundamental duties. He suggested that violation of fundamental duties enshrined in the Constitution should be made an offence. He regretted the lack of orderliness in public life and the emphasis almost entirely on the right of citizens rather than on their duties.

The Chief Minister released a book brought out by the Citizenship Development Society, entitled "Good Citizenship: Duties, Rights and Responsibilities".

Mr. Justice ES Venkataramaiah of the Supreme Court in his presidential address stressed that every one of us today should perform his duty to the country irrespective of whether others did or not. He said many of the problems facing the country today stemmed from the ignorance of both the rulers and the ruled. It was interesting to note that the Constitution did not prescribe any qualification for a minister.

Dr. Singhvi, in his address, defined citizenship and said, it postulated the belonging of a person to a state and the intent of continuing that relationship. He said people were not aware of what was expected of them in different roles they had chosen to play in society, and regretted that India was facing both a failure in leadership and a failure in citizenship. He said India could be saved only if there was re-definition of the citizenship development and a resurrection of the ideal of dedication to the country's welfare.

Dr. Singhvi congratulated Shri Hegde for introducing the system of mandal panchayats and Zila Parishads in Karnataka.

Dr. SC Dutta, President, IAEA in his address on "Citizenship Education" on July 5 stressed the need for a nation-wide programme of citizenship education. After clarifying the basic traits of good citizenship, including duties and responsibilities of a citizen in a democracy, Dr. Dutta outlined a programme of citizenship education, to be organised in three phases, and said new techniques and methodologies should be evolved to serve our purpose in the emergence of a new society based on effective, capable, cooperative, participative and self-reliant citizens. Stressing that enlightened citizens are our permanent and most valuable resource, he asserted that citizenship education would enable common men and women to take part in decision-making process, shoulder political responsibility and promote democratic values as a force for cohesion and unity.

Among those who took part were Mr. Justice Nittoor Sreenivasa Rau, Chairman, Gokhale Institute of Public Affairs, Mr. Justice Rama Jois of Karnataka High Court, Mr. Justice PB Sawant of Bombay High Court, Dr. KB Lall, ICS(Retd.), Sarvshri GVK Rao, former Member, Planning Commission, TR Satishchandran, Chief Secretary, Karnataka, SC Sundaraswamy, former Advocate General, Karnataka, A Ramaswamy, IAS, Secretary, Institute of Public Administration, Dr. Zafar Saifullah, Development Commissioner, Dr. Mumtaz Ali Khan, Sarvshri RS Shrivastava, AN Jayaram, BM Baliga, Varadarajan, Smt. A Choodamani, Dr. TK Oomen of JNU, Dr. PB Sangal of Delhi University, Dr. M Khajapeer of Bangalore University and Dr. DN Saxena.

APPEAL

The UNESCO has launched a Regional programme under the title "Asia Pacific Programme of Education for All(Appeal). The document on the subject points out that "the centre of gravity for illiteracy seems to be in this region. Nearly three quarters of the world's 857 million illiterate adults - an estimated 618 million women and men - reside in Asia and the Pacific. In addition, some 350 million school aged young people (aged 6-23 years), a large majority of these being girls - remain outside the education system. The document states that a populace of this magnitude needs to be canvassed if the region is to attain the goal of "Education for All" by the year 2000.

contd.....p/5-

The Appeal comprises of:

- i) Universalization of Primary Education (UPE), with its emphasis on enrolment, retention and achievement;
- ii) Adult literacy of a non-formal kind thereby causing minimum disruption to the role of this population in the economy; and
- iii) Continuing Education with a view to provide support mechanism to ensure reinforcement of literacy and to respond to the changing core of functional and relevant education vis-a-vis societal changes.

The purpose of Appeal is to support national efforts by promoting regional cooperation among the Member States and through the development of new strategies scaled to ameliorate the problem of UPE and Eradication of illiteracy, in its vastness, utilizing existing resources and mobilizing new ones.

The literacy situation in the Asia Pacific Region, leaving aside countries which have almost attained universal literacy, is stated below:

- i) Ten countries in the region with 80 per cent of higher literacy rates : Fiji, Lao People's Democratic Republic, Maldives, Phillipines, Samoa, Singapore, Sri Lanka, Socialist Republic of Vietnam, Thailand and Tonga.
- ii) Four countries with 50 to 80 per cent literacy rates: China, Indonesia, Malaysia and Turkey.
- iii) Seven countries with below 50 per cent literates: Afghanistan, Bangladesh, India, Iran, Nepal, Pakistan and Papua New Guinea.

Among the dominant problems and issues listed are socio-cultural barriers to motivation among women, implementational bottlenecks in mass literacy campaigns, lack of people's participation and inadequate community resource mobilization, absence of or weak linkages of literacy programmes with socio-economic development activities, lack of financial and management resource and lack of proper planning and development of post literacy and Continuing Education programmes.

The problem of illiteracy and universalization of Primary Education are interrelated. Illiteracy is more widespread in these countries where primary enrolments are lowest and children who are not enrolled in schools are the ones who will swell the ranks of adult illiterates in the future. The problem of dropout in the primary schools is also very severe and children who drop out of the primary education cycle, invariably relapse into illiteracy, if they are not provided learning opportunity through literacy and post literacy programmes.

contd.....

Appeal is built on the premise that education is a fundamental human right, and that it is a critical means for Development It is realized that education cannot be treated as a closed system. It should be regarded as a sub-system of the wider society, having interfaces with the economic, political, social and cultural domains, actions should be planned taking into account all these domains.

The Appeal proposes to initiate the following steps in the area of Eradication of Illiteracy (EOI):

- i) Development of phased and viable literacy strategies to cover all illiterate adult populations;
- ii) Development of literacy programmes with special focus on women, out-of-school youth, and disadvantaged groups;
- iii) Development of Post-literacy and continuing education and creating learning environments for socio-economic development;
- iv) Mobilization of community support and resources;
- v) Learning Resources and materials development; and
- vi) Research and innovation for linking literacy with development.

(-IUACE NEWS)

FPAI ADULT EDUCATION PROJECT DEVELOPS
TEACHING/LEARNING AIDS

Under the Family Planning Association of India (FPAI) Integrated Adult Education Project, the Karnataka Project has developed a number of materials which can be used in adult education centres. Following a series of workshops involving experts, the Project evolved an indigenous episcopes and epidioscopes for the projection of pictures either on a screen or a white-washed wall. It is a simple plywood box, fitted with electric wires, holders, switch, mirror and a lens. Any inverse picture of 3"x4" size inserted into the scope can be magnified into a maximum size of 5'x3'. The epidioscope however does not need inverse pictures for projection. Easy to operate and maintain, it is suitable for literacy centres which are normally run late in the evenings. It is low cost also.

Seventy-six coloured pictures on various subjects like the population problem, health and hygiene, environmental education, breast-feeding, preparation of nutrition powder,

contd.....p/7-

human reproduction and family planning with simple captions in Kannada have been screen printed for use through the epidioscope. These will enable teachers to explain the subject and adult learners to read these captions at a later stage.

Another learning aid are cut-outs of thin aluminium foil which the learners can use to construct any alphabet or word in the Kannada language. These cut-outs were supplied to the learning centres in the form of kits, each containing 395 pieces.

The Project has also produced a video film of about 15 minutes duration entitled "Hebberalu"(The Thumb). The story revolves round an illiterate farmer who was being exploited by many and ultimately decided to become literate. Field tests have shown that the film has a good impact on illiterate audiences. The cassette has also been dubbed in the English language.

OPINION LEADERS CAMP ON POPULATION EDUCATION

An opinion leader camp on population education was conducted by Population Education Resource Centre(PERC) of the Centre of Adult Education and Extension, University of Kerala on July 6, 1987 at Gandhi Bhavan, Trivandrum. 70 persons representing community level population education clubs in Trivandrum District participated.

Initial presentations were made by Dr. K Sivadasan Pillai, Dr. ND Joshi, Mr. B Vijaykumar and Dr. V Reghu. This was followed by discussions resulting in action plans for the year 1987-88.

A quiz competition was conducted on 'Population Education' on the same day for the participants and prizes were given to the winners.

RAJAMMAL DEVADAS AND VIDYABEN SHAH GET NATIONAL AWARD FOR CHILD WELFARE

Dr. (Mrs) Rajammal P Devadas and Mrs. Vidyaben Shah, Life-Members of the Indian Adult Education Association have been awarded this year's National Award for Child Welfare for their outstanding contribution in the field of Child Welfare and Child Development.

contd.....p/8

- 9 -

1987 UN POPULATION AWARD SHARED BY
BANGLADESH AND TUNISIA

The United Nations Population Award for 1987 has been jointly awarded to Mr. Hussain Muhammad Ershad, President of Bangladesh and the National Office for the Family and Population in Tunisia. President Ershad was chosen for his strong leadership in his nation's family planning programme, and the National Office for representing one of the oldest and most successful population and family planning programmes in Africa and throughout the developing world.

LK SINGHAL GETS PH.D. IN ADULT EDUCATION

LK Singhal, Life-Member of the Indian Adult Education Association has been awarded Degree of Doctor of Philosophy (Ph.D.) by Jamia Millia Islamia, New Delhi for his thesis "Adult Education in the Union Territory of Delhi : A Critical Case Study".

WORKSHOP ON AREA DEVELOPMENT
STRATEGIES IN ADULT EDUCATION

The S.N.D.T. Women's University, Bombay hosted a two-day UGC sponsored Regional Workshop on "Area Development Strategies in Adult Education" on May 8-9, 1987. The main objective of the Workshop was to work out the multiple strategies of involving Universities and Colleges to move towards the goal of Learning Society and work out the educational programmes to reach the poorest and neediest at the grass-root level in all aspects of life.

28 delegates representing Universities of Gujarat and Maharashtra participated.

This was the first regional workshop sponsored by University Grants Commission in five Universities.

WOMEN LITERACY SHOULD GET PRIORITY
TO CHECK POPULATION GROWTH RATE : JRD TATA

Shri JRD Tata, Chairman, Family Planning Foundation said that for family planning to succeed in India it was imperative to give top priority to adult literacy, particularly female literacy.

contd.....p/9-

He said, it was equally important that the marriage-age for girls should be raised from the present 18. These two measures in themselves could have great impact.

Shri Tata was addressing the annual general body meeting of the Family Planning Foundation in New Delhi on June 24, 1987. Expressing grave concern over the increasing population in the country, he said, the country was still facing serious difficulties and uncertainties which had detracted its attention from the major problems of development.

Shri Tata suggested that the scheme of incentives should be given better consideration. He also suggested that television should be fully exploited to communicate effectively with rural population. For this, it was important that the TV sets are installed and maintained properly in rural areas.

ADULT EDUCATION IN THE NETHERLANDS

The Netherlands Association for Adult Education (NCVO) has published a document entitled "Adult Education in the Netherland". It provides a history of adult education in the Netherlands, and contains details of policy and legislation, contents and methods, target groups, organisations and services, plus a list of useful addresses and a bibliography.

Further information may be obtained from Netherlands Centrumvoor Volksontwikkeling, Nieuweweg 4, Postbus 351, 3800 Amersfoort, The Netherlands.

NEW PERIODICAL ON AGING

'The Periodical on Aging' is a new annual publication of the United Nations designed to promote the exchange of information on aging. The first issue was published by the Centre for Social Development and Humanitarian Affairs, Department of International Social and Economic Affairs, United Nations Secretariat, New York. It contains a wealth of statistical information on aging throughout the world, as well as estimates and projections, particularly with regard to those aged 60 and over. The periodical is intended for researchers, decision-makers and professionals concerned with the social and economic consequences of the growth in the number of the elderly.

The publication is available free of charge from the Centre for Social Development and Humanitarian Affairs Unit, Room E 1312, P.O. Box 500, A-1400, Vienna, Austria.

ADULT EDUCATION JOURNAL REVIEW

The 'Adult Education Journal Review' is a quarterly publication of the Council of Adult Education Library, previously published as 'Current Journal Review'.

The review lists, and in most cases summarizes, recent journal articles on adult education issues.

For further details, contact Peter Fraser, Adult Education Research Librarian, Council of Adult Education Library, 4th floor, 256 Flinders Street, Melbourne, Victoria 3000, Australia.

PATURI NAGABHUSHANAN IS DEAD

Dr. Paturi Nagabhushanan, former Secretary, Andhra Pradesh Library Association, died in Vijaywada on July 24, 1987. He was 80.

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

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and objectives of Adult Education

Unesco. The Development of Adult Education : Aspects and Trends Paris, Unesco, 1985. 83p.

It is a working document provided for participants in the Fourth International Conference on Adult Education held at Paris from March 19-29, 1985.

This working document consists of seven chapters. The first, after a brief account of the stages in the development of adult education marked by the Elsinore and Montreal conferences and the respective contributions of these two conferences, contains an analysis of the conclusions and the recommendations

of the Tokyo conference and a summary of the developments which have taken place since the conference, particularly since the adoption of the 1976 recommendation.

The second chapter is devoted to an analysis of the contribution which adult education can make to the democratization of adult education, both from the point of view of broadening access to education and improving opportunities for success, and to the introduction of life-long education.

The third chapter analyses the role of adult education in assisting adults to participate in various aspects of economic, social and cultural life and in solving some of the major problems of today's world.

The fourth chapter provides a description of the increasingly varied methods and techniques used in adult education and of the various kind of the staff who take part in adult education activities, and mentions some of the problems concerning training and status which arise in this connection. This chapter also contains some information on the efforts undertaken to develop adult education back-up services in the fields of information and guidance, research and documentation.

Chapter five contains an analysis of the specific problems of planning which arise in the field of adult education (mainly because of the range of different activities and their decentralized nature) and of the particular problems involved in financing adult education.

The sixth chapter is mainly devoted to the development and improvement of adult literacy programmes which, in a large number of Member States, are a major aspect of adult education, which is closely related to efforts to achieve universal primary education.

Finally, the last chapter deals with cooperation in the field of adult education at the international, regional and sub-regional levels.

Pangotra, NN. Adult Education Project through Universities and Colleges. Chandigarh, Centre for Adult, Continuing Education and Extension, Panjab University (n.d.), 101 p. (Mimeographed)

It contains four chapters. Chapter I discusses the philosophy and objectives of Adult Education.

Chapter II gives an historical background of adult education beginning with British period. It gives salient features of National Adult Education Programme of 1978 (NAEP) and major

findings of the Kothari Review Committee on Adult Education (1980). The Mass Programme for Functional Literacy (MPFL) thru' students has also been discussed in this chapter.

Chapter III highlights the role of universities and colleges in adult education, and discusses the role of students as instructors, students in 'Each One Teach One' programme and students supporting programmes. Conditions necessary for the success of Adult Education Programme have also been discussed in this chapter.

The last chapter deals with methods of teaching and learning, improving of literacy skills, social awareness, functionality and motivation of instructors and learners, monitoring and evaluation etc.

Media, Methods and Material in Adult Education

Muller, Josef Comp. Radio for Literacy, Bonn, German Foundation for International Development, 1985, 455p.

The reader focuses on the use of radio in adult literacy education.

It has been divided into six parts. Part one deals with the educational and developmental context of Radio and TV. Part two presents the use of media especially radio in literacy work. Part three deals with question of programme planning and implementation on the one hand and with the organisation of listeners side on the others. What Radio forums are, the advantages of group listening, the origin of Radio Forums have been dealt in part four. Part five presents case studies and country reports. Some of these are:

1. Mobilizing people for Community Action : The Tanzanian Radio Study Campaigns
2. Not the End of the Story : A Tanzanian Radio Study Campaign.
3. The Radio Education Programme as a support to Literacy (Tanzania)
4. Instructional Radio for Post-Literacy (Tanzania)
5. Radio Broadcasting for Rural Development in Zambia
6. The Rural Radio Forums (Ghana)
7. Radiovision as an aid to literacy teaching in Nigeria
8. Radio Clubs in Nigeria
9. Radio Rural Forums and Radio in Support of Mother Child Care Programmes (India)

10. Innovative contributions of the Radio Santa Maria Model to Life Long and Radiophonic Education (Dominican Republic)
11. The ACPO Education Model (Colombia)

The last part gives summary.

Parikh, Gokul O. Adult Education Programme in Gujarat : A Study of Community Involvement.

Ahmedabad, Sardar Patel Institute of Economic and Social Research, 1985. 143 p.

The evaluation study was undertaken with the following objectives:

1. To assess the level of community involvement in AEP
2. To ascertain the reasons for lack of community involvement in the programme, if any
3. To suggest measures for improving community involvement in the programme, and
4. To find out the effects of lack of community involvement on the working of the AEP.

It was based on a sample survey of 145 AE Centres, 193 village leaders, 144 instructors of such centres and government functionaries of various districts and also four voluntary agencies implementing the programme.

Some of the suggestions were:

- (a) Instructors who are the king-pin of the programme appeared to be overwhelmingly concerned about their meagre salaries. Not only that, they felt neglected both by the local leaders as well as the Government functionaries. The situation can possibly be remedied by considering suitable rise in their remuneration and relative job security as well as issuing directives to local institutions to cooperate with the instructors who could also be appointed as conveners of village level committee.
- (b) Voluntary agencies implementing the programme need and deserve better encouragement and more help from the Government.
- (c) Government directives to Panchayats for their active involvement in the AEP will provide the necessary fillip to the movement of adult education.

General

National Institute of Public Co-operation and Child Development. Programmes and Services for the Aged. Report of a Seminar, New Delhi, 28-30 October, 1986. New Delhi, NIPCCD, 1986. 209 p. (Mimeographed)

The document discusses the magnitude and nature of problems of the aged; reviews the existing social welfare/ social security programmes for them; considers measures to stimulate voluntary efforts for their welfare; suggests measures to upgrade the existing services and to initiate new programmes for them; and identifies areas where the aged can contribute meaningfully to social development.

Unesco. Regional Office for Education in Asia and the Pacific. Programmes of Action to Enhance the Effectiveness of Population education; Final Report of a Regional Consultative Seminar on Population Education, Bangkok, 16-22, /Bangkok, Unesco, 1982. 124 p. (Population Education Programme Service).

The document is a report of the Seminar. The main objectives of the Seminar were:

- 1) to review the developments and trends of country programmes since the 1982 Regional Consultative Seminar on Population Education,
- 2) to assess newly emerging needs and requirements in population education,
- 3) to cooperatively develop forms of action to meet the requirements of the new thrusts and developments to make the programme more relevant and effective.

It contains five chapters. Chapter one gives summary and recommendations. Chapter two provides summary of country reports. Trends, problems and issues have been discussed in chapter three. Chapter four discusses needs, requirements and strategies of action to meet them. The last chapter reviews the regional programme in the population education in Asia and proposed regional programme for 1988-91.

Seetharamu, AS. Planning and Management of Education within Integrated Rural Development Project in India, in Education and Rural Development : Issues for Planning and Research. Paris, International Institute for Educational Planning, 1985. p136-179

This main focus entails several specific objectives : (1) to study the mechanism of vertical coordination within, and horizontal coordination across different sectors of rural development; (2) to assess the interplay of formal education with other

socio-economic variables characteristic of rural life;
(3) to examine the planning, management, monitoring, and
integration of non-formal education in selected rural develop-
ment projects; and (4) to analyse the dynamics of participation
of rural people in development projects.

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

Tele No. 3319282

US|-



IAEA

NEWSLETTER

9

Vol. IX

No. 6

September 1987

Limited Circulation

LITERACY AWARDS FOR NG RANGA AND LAKSHMI MENON

The Nehru Literacy Award instituted by the Indian Adult Education Association in 1968 for outstanding contribution for the promotion and development of adult education has gone for 1987 to Prof. NG Ranga, MP and Deputy Leader of the Congress Parliamentary Party for his pioneering work and inspirational role in the promotion of adult education in the country.

The Association has also instituted the Tagore Memorial Award for Women's Literacy this year. This has been awarded to Smt. Lakshmi N Menon, Former Minister for External Affairs and Chairman, All India Committee for the Eradication of Illiteracy Among Women for her pioneering and outstanding contribution in promoting literacy among women and in motivating and inspiring several agencies to undertake literacy work among women.

Prof. Ranga who returned to India in 1926 after higher studies at Oxford, organised adult education programme as part of the struggle for freedom initially in his village Nadubrolu (A.P.) and later in cooperation with eminent educationists and freedom fighters like Dr. Zakir Husain, he founded the Indian Adult Education Association almost fifty years ago.

By founding the Forum of Parliamentarians for Adult Education, recently Prof. Ranga has given the call to legislators to provide leadership for constituency-wise programme of mass mobilisation for people's participation in all developmental activities.

Prof. Ranga wrote more than thirty books including some books for the benefit of Adult Education workers at the grass-root level. A leader of agricultural labour, he conducted classes for peasantry to help them imbibe democratic ideals and today inspires and guides them to follow the national goal of socialism, secularism and democracy.

- 2 -

NORTH ZONE CONFERENCE OF ADULT EDUCATION IN JAMMU

The Indian Adult Education Association (IAEA) in collaboration with the Centre of Adult, Continuing Education and Extension Work, University of Jammu organised the North Zone Conference of Adult Education in Jammu on Sep 8-9, 1987. 58 delegates, representing Government Departments, voluntary organisations, State Resource Centres and Universities from the States of Himachal Pradesh, Punjab, Rajasthan, Jammu & Kashmir, Chandigarh and Delhi participated.

Inaugurating it, Prof. Satya Bhushan, Director, National Institute of Educational Planning and Administration said that illiteracy was invariably associated with mass deprivation and socio-economic under development and all-out efforts should be made to wipe out illiteracy from the country. He said it would be difficult to achieve cent-percent literacy; but if we could achieve 60 to 70 percent literacy the country will reach a take-off stage. He said that studies have shown that countries which have more than 50 per cent illiteracy, have many problems like high infant mortality rate, under nourishment of children, low life expectancy and acute poverty.

Prof. Bhushan said that the constraint of literacy in overall development of a country could be overcome by national commitment at all levels, mass involvement and de-centralisation of the process. He said that area-specific and population specific planning should be the approach now instead of the centre-based approach. This, he said, would include establishing close linkages with developmental programmes, such as those relating to health, nutrition, environmental sanitation, rural development, family welfare, etc.

The success of new approach will greatly depend on the extent operational part (planning, management and monitoring) is de-centralised, de-bureaucratized and made participatory and ultimately converted into people's programme. Environment building through media, mass meetings, involvement of social activists, voluntary groups of youth and women can serve as powerful educational inputs, he felt.

Prof. Bhushan concluded that in order to reduce inequalities and equalize educational opportunities, priority be accorded to those blocks and areas which are educationally and economically most backward.

Dr. ML Lakhanpal, Vice-Chancellor, University of Jammu, who presided over the inaugural function said that adult education is life-long education and it will still be needed even if 100 per cent literacy is achieved. He said that adult education should result in changing the quality of life.

Earlier, Shri BS Garg, President, North Zone, IAEA in his address said that if illiterates were not brought into the main stream of life the country will never progress. Shri Garg said that adult education should be people's programme and they should be given complete responsibility to run it.

Shri Garg pleaded for timely sanction of projects and timely release of grants to voluntary organisations.

He said that to get the desired results the public opinion should be mobilised; the local worker motivated and the income generating activities invariably be included in all adult education programmes.

Dr. TR Bhatia, Director, Centre of Adult, Continuing Education and Extension Work, University of Jammu in his welcome address said that total development of the area should be the objective of the adult education programme. He said that literacy was essential because it could enable people to handle their problems effectively in the fast changing world.

Shri JC Saxena, Hony. General Secretary, IAEA in his vote of thanks said that our very survival will be jeopardised if we do not remove illiteracy from this country.

The delegates were divided into two groups to discuss problems faced in the implementation of the adult education programme in the zone; mass programme for literacy; women adult education programme and the feasibility of setting up technological demonstration centres under the National Literacy Mission.

Valedictory Address

The valedictory address of the Conference was delivered by Dr. SC Dutta, President of the Association. He said that adult education is not merely an educational programme, but it is synonymous with development. Dr. Dutta said that area-approach should be made to improve the socio-economic conditions of the people in the area.

Dr. Dutta said that poor should be organised if we want them to take advantage of development programmes. In developing societies, Dr. Dutta said that a stage has come when we should concentrate our efforts on education of women. Women, he said, are the best agents of social change and their education should get priority.

Recommendations

The Conference made the following recommendations:

1. The North Zone Conference of Adult Education held in Jammu on Sep 8-9, 1987 feels that the target of elimination of illiteracy in the age group of 15-35 by 1995 as laid down in the New Education Policy seems difficult to attain if vigorous efforts are not made in this direction. But it urges that to achieve the time-bound programme earnest efforts right from now should be started and in no case illiteracy in the age group 15-35 should go beyond the year 2000.
2. The Conference feels that both modern and traditional medias like film, T.V., Radio, Newspapers, Kathputli, Notanki, Yatras etc. can play an excellent role in motivating the learners. It is recommended that full use be made of these medias to make adult education programme an effective one. Special funds should be earmarked for the purpose.
3. There is a great difficulty in getting suitable accommodation for the Adult Education Centre and recommends that provision should be made for rent or a lumpsum grant to put-up a shed where it is unavoidable. The shed grant should be to the extent of 50 percent and the rest should be raised from the community.
4. The idea of establishing Jana Shikshan Nilayam (JSN) in the New Education Policy and the National Literacy Mission was welcomed. But it feels that there should be one Nilayam in one village in order to ensure greater participation of people particularly women. The major responsibility for running these centres, the conference feels, should be given to voluntary agencies/institutions engaged in adult education and a grant for a minimum period of five years to start with, should be given to voluntary agencies for the purpose.
5. The Conference notes with concern that there are not many voluntary agencies in this Zone particularly in the States of Punjab, Haryana, J&K and Himachal Pradesh. It urges that the State Governments should foster and encourage voluntary agencies in these areas so that they seek people's involvement and cooperation and organise programme for the upliftment of the weaker sections.
6. Wide publicity should be given to the mass programme of literacy and those interested in the programme should be given the literacy kit free of cost. This will ensure the participation of large number of people in this programme. Anyone and everyone who comes forward for this programme should be involved.

7. The Conference recommends that local conditions in hilly areas especially in the areas of J&K and Himachal Pradesh and desert areas of Rajasthan should be taken into account and they should have different norms than those suggested on All India basis.
8. The Conference feels that sufficient quantity of teaching learning material is not available at present in many places in the Zone and recommends that universities and leading voluntary organisations should be provided funds so that adult education centres should get timely and adequate supply of such material.
9. The Conference notes with concern that grants to voluntary organisations are not released in time. It is effecting the tempo of adult education programme considerably and will be a great barrier in achieving the target of wiping out illiteracy and urges that funds should be supplied timely to these organisations. The Conference also notes with great concern that some State Governments are not forwarding the application of voluntary organisations or are taking considerable time in forwarding the applications to Central Government. It urges that applications of recognised voluntary organisations should be forwarded speedily so that they become active partners in the national development programme.
10. The Conference feels that cost effectiveness of technological inputs should be taken into consideration before introducing them in the adult education programme under the National Literacy Mission.
11. The Conference feels that area approach for integrated total development should be adopted with a purpose to achieve growth with social justice.

85 INDIVIDUALS JOIN THE ASSOCIATION AS LIFE MEMBERS

85 individuals have joined the fraternity of life-members of the Association in the recent past. The prominent among them are:

1. Mrs. Ashok Gupta, President
All India Women Conference, New Delhi
2. Mrs. Vidyaben Shah,
President, Indian Council for Child Welfare,
New Delhi
3. Prof. Satya Bhushan, Director,
National Institute of Educational Planning
and Administration, New Delhi
4. Dr. PL Malhotra,
Director, NCERT, New Delhi
5. Fr. GJ Gonsalves
6. Smt. Kunti Sondhi,
Former Hony. General Secretary,
All India Women Conference

contd.....p/6-

- 7. Mr. Justice PB Sawant,
Judge, Bombay High Court
- 8. Shri OP Rana,
former Judge,
Allahbad High Court
- 9. Smt. Shobana Ranade,
President,
Gandhi National Memorial, Pune
- 10. Mrs. A Wahabuddin Ahmed,
Chairman,
Bhartiya Grameen Mahila Sangh,
Hyderabad

TAGORE LITERACY AWARD INSTITUTED

The Indian Adult Education Association has instituted Tagore Memorial Award for Women's Literacy to be presented each year for outstanding work for women literacy. This decision was taken by the Executive Committee of the Association which met in New Delhi recently.

The Executive Committee decided to institute Tagore Endowment Fund to mark the 125th birth anniversary of the Poet and in recognition of his great contribution for the upliftment of common men and women and for supporting the movement against exploitation of women. The endowment fund will be utilised for presenting the Tagore Award and for bringing out booklets on problems of women.

The Association has contributed a sum of Rs.5,000/- to create the nucleus. Asha Kala Kendra of Mhow has contributed Rs.5,000/- and the Indore District Adult Education Parishad, Mhow Rs.2,000/-. The Association has sent out an appeal to all institutional and individual members for their contribution.

The following members have sent their contributions:

- 1. Shri Vidyothijali Mandal, Jamnagar Rs.1,000-00
- 2. Fr. David Kandathil, Quilon, Kerala Rs. 500-00
- 3. Sarv Daliya Manav Vikas Kendra,
Behajoi (Moradabad) (Thru' Sh. PD Tandon) Rs. 500-00
- 4. Fr. TV Kunnankal, New Delhi Rs. 250-00
- 5. Yashwant Vidyapeeth, Karad, Gujarat Rs. 250-00
- 6. Dr. R Isri Nalanda, Bihar Rs. 101-00
- 7. Mrs. Pushpa Devi Gupta, New Delhi Rs. 101-00
- 8. Shri SK Srivastava, Lucknow Rs. 100-00

| | | |
|-----|---|-------------|
| 9. | Shri Albert Joseph, Phulbank, Orissa | Rs. 60-00 |
| 10. | Dr. HC Jain, Sagar | Rs. 55-00 |
| 11. | Shri N Purshotom, Secundrabad | Rs. 51-00 |
| 12. | Dr. (Smt.) Pritaba Pandey, Sagar | Rs. 50-00 |
| 13. | Dr. (Mrs) Mercy Mora, Trivandrum | Rs. 50-00 |
| 14. | Ms Jaspal Kaur, New Delhi | Rs. 25-00 |
| 15. | Swami Kedarananda, West Bengal | Rs. 1000-00 |
| 16. | Shri HN Nehru, New Delhi | Rs. 170-00 |
| 17. | Dr. DS Mishra, New Delhi | Rs. 100-00 |
| 18. | Prof. V Ramachandran Kadaladi (TN) | Rs. 300-00 |
| 19. | Dr. SC Dutta, New Delhi | Rs. 100-00 |
| 20. | Shri JC Saxena, New Delhi | Rs. 101-00 |
| 21. | Shri JL Sachdeva, New Delhi | Rs. 101-00 |

Contributions to the Fund should be sent in favour of
"Indian Adult Education Association".

RESOURCE CENTRE FOR CORRESPONDENCE EDUCATION

The Executive Committee of IAEA has decided to set-up Resource Centre for Correspondence Education and Non-formal Education. A working group has been set up to plan programmes of the Resource Centre.

NEWS FROM STATE RESOURCE CENTRES

SRC, Delhi

The State Resource Centre, Jamia Millia Islamia, New Delhi organised four training programmes of 10-day duration each and one training programme of 5-day duration for adult education instructors during the quarter April-June 1987. The first four days of the 10-day training programme were utilized on familiarising the instructors with the national programme of adult education, aims and objectives of adult education, adult education and social change, effective communication and identification of community needs. The next three days were spent on methods of teaching adults, use of primer, preparation of teaching aids etc. Law for the masses, health and nutrition and national integration were discussed on the last three days. The training methodology was participatory in nature.

Under the mass programme of functional literacy, three one-day orientation programmes were organised, in which 54 master trainers and 10 volunteers participated.

The SRC produced a book on integrated rural development programme and two posters entitled (i) Bey Saharon Ka Sahara (IRDP) and (ii) Ruk Jao (TRYSEM).

The SRC during the period under report reviewed 10 Award winning books for neo-literates.

SRC, Haryana

The State Resource Centre (Haryana), Chandigarh organised training programmes for supervisors from April 19-24, 1987 at Sonapat, Hissar, Faridabad and Kurukshetra. The main objective was to equip the supervisors with improved methodology for better and more effective supervision of the adult education centres.

Under the Mass Programme for Functional Literacy, the first Master Trainers Training Programme was organised by the SRC at Kurukshetra on May 5, 1987. District Adult Education Officers NSS Coordinators and Programme Officers participated in the programme. The second training programme was held at Rohtak on May 8, 1987.

SRC, Maharashtra

The State Resource Centre for Non-formal Education, Maharashtra, Indian Institute of Education, Pune has prepared 82,000 literacy kits for distribution to the universities in Maharashtra.

The following teaching-learning material was produced during the period under report:

1. Nehamiche Aushadhapani - Kay Karave? Kase Karave? (Common ailments and remedies)
2. Bhutatki (Ghosts)
3. Upadravi Keetak (Harmful Insects)
4. Gautam Buddha (Life and values of Gautam Buddha)
5. Balacha Vikas (Development of a Child)
6. Mahiti Ghya, Mahiti Dya : Vidnyan and Tantradnyan (Science and Technology)

The SRC organised a training programme for supervisors from May 4-16, 1987, in which 24 supervisors participated.

It organised 4 orientation workshops for implementation of the Mass Programme for Functional Literacy during April-June, 1987, in which about 100 persons participated. A training programme for NCC Commandants was also organised. A Workshop on Folk Media was also convened.

SRC, U.P.

The State Resource Centre, Literacy House, Lucknow organised a training programme for supervisors of Adult Education Programme at Dostpur(Sultanpur) from June 4-13, 1987, in which 29 people participated; an orientation/training of supervisors from voluntary agencies of U.P. was held from June 25 to July 4, 1987. Another course for social skill development for 30 lady instructors was organised from May 18-24, 1987.

A workshop on oral tradition of Kumaon region of Uttar Pradesh was organised from May 27-29, 1987 at Almora in which 13 folk singers, writers and 6 resource persons participated.

A training workshop for amateur writers on techniques of simple writing was organised from June 1-18, 1987 at Lucknow, in which 60 writers participated.

The SRC conducted 11 courses for NSS Coordinators and Programme Officers of Universities and their affiliated colleges under the Mass Programme for Functional Literacy. 293 persons participated.

It organised six weeks' residential training course for House Mothers/Fathers of Children's Institutions sponsored by National Institute of Public Cooperation and Child Development from May 11 to June 24, 1987. 17 persons participated.

The SRC organised two training programmes in Screen Printing Technology under the 'Self Employed Scheme' for unemployed youths. The first was held from May 18 to June 1, 1987, in which 22 youths participated (2 males and 20 females) from District Barabanki of U.P. and the second programme of youths of District Lucknow was organised from June 3-17, 1987 in which 20 youths (3 males and 17 females) participated.

The SRC continued to publish the monthly magazines 'UJALA' and 'ANUDESH' during the period under report.

SRC, Kerala

Seminar on Jan Shikshan Nilayams

Jan Shikshan Nilayams (JSN) to be established all over the country as envisaged in the programme of action of the National Policy on Education was discussed at a Seminar organised by State Resource Centre, KANFED recently at Trivandrum. Shri PN Panicker guided the discussion.

Shri PT Bhaskara Panicker in his opening address drew the attention of the participants to the vast potential of such a network of JSN in bringing about social change and cultural regeneration in our villages. Dr. NA Karim in his paper on JSN spelt out in detail as to how to go about the organisation of these Nilayams in Kerala to make them as institution for continuing education and as a centre for generation of ideas for transforming our villages into a learning society.

KANFED Clubs in Schools

The Government of Kerala has sanctioned the establishment of KANFED Clubs in schools. All headmasters and teachers of schools have been asked by an order issued by the Directorate of Public Instruction to give all help and cooperation to the KANFED in this regard.

General guidelines for the formation of KANFED school clubs with areas of activities have been issued by the KANFED to schools. This idea of School KANFED Clubs will help to make the growing generation interested in community work and provide them necessary practical training in the field.

AREA DEVELOPMENT APPROACH (ADA) SEMINARS IN UNIVERSITIES

Trivandrum

A one-day Seminar on Area Development Approach in Adult Education was organised under the auspicious of the Centre for Adult Education and Extension, University of Kerala on June 27, at Trivandrum. College level programme officers, Functional Literacy Project Officers, State & District Adult Education Officers and Supervisors of the programme participated in the Seminar. Pro Vice-Chancellor, Dr. A Sukumaran Nair inaugurated the Seminar and the key-note address was delivered by Dr. KS Pillai, Director, Centre for Adult Education and Extension.

The Area Development Approach (ADA) was accepted by the participants.

Gorakhpur

The Department of Adult, Continuing Education and Extension Gorakhpur University convened a Seminar to help the programme officers of affiliated colleges to prepare area profiles under the area development approach of UGC on August 29-30, 1987. 100 persons participated. Dr. YN Mishra of Banaras Hindu University acted as a resource person.

INTERNATIONAL LITERACY DAY

Kurukshetra

The Centre for Adult Education and Extension, Kurukshetra University, Kurukshetra has brought out a poster on International Literacy Day, i.e. 8th Sep 1987. The theme of the poster is "Let us Review Our Pledge Today to Eradicate Illiteracy from India"

Trivandrum

The State Resource Centre, KANFED, Trivandrum has published two posters in Malayalam. The first poster contains an important quotation of Swami Vivekananda, "The educated should teach the uneducated. If they do not do this, I will call them Traitors". The second is on the importance of blood donation.

Baroda

The Centre for Continuing/Adult Education and Community Services, MS University of Baroda started an adult education class for Leprosy Patients at Ansuy Leprosy Hospital on the International Literacy Day. The instructor is also a leprosy patient.

The Sarpanchs, Chairman of the Milk Society and other local leaders addressed the adult learners of adult education centres run by the University in the city and in villages. Cultural programmes like Bhajans, Ras, Garba were organised with the help of instructors and supervisors.

NATIONAL POSTER COMPETITION ON ADULT EDUCATION - 1987

The Fifth National Poster Competition on Adult Education has been announced by Directorate of Adult Education, Ministry of Human Resource Development, Govt. of India.

The purpose of the competition is to award prizes for outstanding posters on the theme of adult education with a view to stimulate and encourage creative artists all over the country to prepare visual motivational material for adult literacy.

Three prizes will be awarded under this competition. The first will be of Rs.5,000/-, the second of Rs.3,000/- and the third of Rs.2,000/-.

The last date of entry is 30th November, 1987.

Further information can be had from:

The Director,
Directorate of Adult Education,
Ministry of Human Resource Development,
Block No. 10, Jamnagar House,
Shahjahan Road,
New Delhi - 110 011

BOMBAY UNIVERSITY ESTABLISHES JAN SHIKSHAN NILAYAM

The Department of Adult & Continuing Education, University of Bombay has taken an initiative in setting up a Jan Shikshan Nilayam without Government grant in DG Ruparel College. A sewing machine, TV set and books have been provided by the Rotary Club of Bombay.

The Nilayam was inaugurated by Prof. Ram Lal Parikh, Vice-Chancellor, Gujarat Vidyapeeth. The inaugural function was attended by students, women learners from Jhoparpatti and by the College staff.

contd.....p/13-

IAEA INVITES ABSTRACTS OF RESEARCH
PAPERS AND NEWS ON ADULT EDUCATION

The Indian Adult Education Association invites abstracts of Research Papers, Ph.D thesis and news on adult education for the Indian Journal of Adult Education and the IAEA Newsletter.

ANNUAL CONFERENCE IN HYDERABAD

The 40th All India Adult Education Conference of the Indian Adult Education Association will be held in Hyderabad during November-December this year.

ICAE

The International Council for Adult Education (ICAE) has moved into its new office in the J Roby Kidd Centre, 720, Bathurst Street, Suite 500, Toronto, Ontario M5S 2R4, Canada.

MASS EDUCATION AND TECHNOLOGY

A one-day meet on Mass Education and Technology was jointly organised by the Department of Adult, Continuing Education and Extension, University of Delhi, Indian Adult Education Association, Council for Social Development and the Indian University Association for Continuing Education in New Delhi on Aug 21, 1987.

The first session on Policy Perspectives on Mass Education and Technology was presided over by Prof. Moonis Raza, Vice-Chancellor, University of Delhi. Shri Harish Khanna, Executive Director, Family Planning Foundation and former Director-General of Doordarshan spoke on the occasion.

The second session on technology and universalisation of elementary education was presided over by Prof. Shib K Mitra, Director (Research), Council for Social Development. Prof. OS Dewal of NCERT was the main speaker.

Dr. Amrik Singh, former Vice-Chancellor of Punjabi University was the main speaker in the session on Technology on Adult and Non-formal Education which was presided over by Dr. SC Dutta, President, Indian Adult Education Association.

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and objectives of Adult Education

UNESCO. Adult Education Since the Third International Conference on Adult Education (Tokyo, 1972). Round-up of Replies to the Survey Carried out by Unesco among National Commissions with a view to Gathering Information on the Development of Adult Education. Paris, Unesco, 1985. 71p + 8.

The document has been divided into five parts. Part I discusses the guiding principles that define major line of emphasis in all countries around the world and outlines some of the major trends in adult education. Part II deals with legal framework and financing of adult education. Part III is on the development of the structures and forms of organization of adult education. Part IV highlights the achievements and programmes in life-long education and discusses the main trends observed during the past five years. This part also discusses the difficulties faced in the implementation of adult education programmes. International cooperation in the field of adult education is discussed in Part V.

Media, Methods and Materials in Adult Education

Bhatt, Chunibhai. A Research Paper on a Scientific Demarcation of Adult Learners. Surat, Kanjibhai Desai Samaj Shikshan Bhawan, 1987, 11p. (Mimeographed).

This is a summary of a research paper on classification and preparation of literature for neo-literates.

The author suggests that learners should be divided into three categories while preparing literature for neo-literates. They are:

- 1) Neo-literates - who have just completed the primer, called 'Sidya Shikshit'
- 2) The second category is of those learners who can recognise all alphabets and have good reading ability, called 'Nava Shikshit'
- 3) The third category is of 'Literates' or newly reading public or 'Shikshit'.

Learners under each category have their own limitations and capabilities which should be kept in mind while preparing the reading material .

International Reading Association, New York. How to Prepare Materials for New Literates. New York, International Reading Association, 1984. 35p.

The book has four chapters. Chapter I and II provide background, they explain the needs and requirements of newly literate people. Chapter III and IV provide specific advice for the new writer, the new editor, or the new publisher. These chapters explain the technical aspects of turning ideas into print, then suggest ways of determining the success of the printed materials which result.

Seminar Reports

Sachdeva, J.L. Ed. Popularising Science and Technology Through Adult Education. New Delhi. Indian Adult Education Association, 1987. 58p. Rs.10.00

This is a report of the All India Adult Education Conference convened by the Indian Adult Education Association in collaboration with Department of Continuing Education and Extension Work, South Gujarat University in Surat from Oct 25-28, 1986.

It discusses the development of science literacy, popularisation of science and technology, creation of scientific temper and the role of voluntary organisations and educational institutions in promotion of science and technology. It includes working paper on Promotion of Science and Technology through Adult Education by B.B. Mohanty and papers on the Role of Adult Education in Promoting Science by K.S. Pillai and Science and Technology for the Masses by S.C. Dutta.

ICAE. Which Side are you on? Workers Education in Changing World. Canada, International Council for Adult Education, 1986.

The document is a report of the International Seminar on Workers Education in Asia which was held in Colombo from Oct 23-27, 1986.

The report discusses the context in which the workers are toiling in different Asian countries. It specially focusses on the workers in the unorganised sectors like construction, plantation, rural workers, workers in free trade zones and women workers.

Population Education

Unesco, Bangkok. Programme of Action to Enhance the Effectiveness of Population Education, Bangkok, Regional Office for the Asia and the Pacific, 1987.

The document is a report of the Regional Seminar on Population Education which was convened at the Unesco Regional Office, Bangkok from Sep 16-22, 1986. It reviews the developments and trends of country programmes since the 1982 Regional Consultative Seminar on Population Education; requirements in population education and considers the new thrusts and developments to make the programme more relevant and effective.

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

Tele No. 3319282

NEWSLETTER

Vol.IX No.7 October 1987 Limited Circulation

INTERNATIONAL LITERACY PRIZES OF UNESCO

An Indonesian School Teacher, the Tanzanian Folk Development College Network, the Thai National Literacy Campaign and the Literacy Programme of the Andalusian Region of Spain have won this year's UNESCO prizes for meritorious work in spreading reading and writing.

The Nadezhda K Krupskaya prize has been given to Mrs. Eriyah, a teacher who has worked since 1971 to reduce the then 40.7 per cent rate of illiteracy among the adults of Kalibodja, a village in Central Java, Indonesia. Depending chiefly on local resources and volunteers, she eliminated illiteracy among villagers aged 13 and above by 1984. This resulted in social and economic development in the same period. The per capita income of Kalibodja rose from 70 dollars to 565 dollars a year.

The Iraq Literacy Prize has gone to Tanzanian's Network of Folk Development Colleges. Launched in 1975, they now numbers 52 boarding institutions, or about one for every two districts in the country. The Colleges offer post-literacy training in agriculture, carpentry, history and other subjects designed to enhance learners' general culture and immediately useful economic skills. More than 100,000 newly literate men and women have taken part in their courses during the last eleven years.

The Noma Prize has been awarded to the National Literacy Campaign of Thailand which has mobilized about one million volunteers from all walks of life to teach reading, writing and numeracy to some 900,000 illiterates. It has made intensive use of both modern communications media and folk culture. All Government agencies and a variety of community resources have been involved in the campaign which has adapted programmes to the needs of different regions and diverse linguistic and ethnic groups.

contd.....p/2-

The International Reading Association Literacy Award has been awarded to the literacy programme of the Andalusia region of Spain for starting a basic education programme for illiterate adults in 1983. Since then, 40,000 adults in more than 300 municipalities have become literate and a further 18,000 have been involved in broad range of other educational and social activities.

The following have been awarded honourable mentions:

The Women's Association of Hunan Province (People's Republic of China), The Bi-Cultural Shuar Radio Education System (Ecuador), The Instructors of Ethiopia's National Literacy Campaign, the National Institute for Adult Education (Mexico), Mrs. Aida Ahmed Shukry (for Radio Education in Egypt), the Municipality of Sandino (near Managua, Nicaragua), Post-Literacy Programme for the Blind, and the National Institute for the Study and Development of Adult Education - SVE - in the Netherlands.

CONTRIBUTIONS TO TAGORE ENDOWMENT FUND

Some more members of IAEA have sent their contribution to Tagore Endowment Fund. Their names are given below:

| | |
|---|--------------|
| 1. Seva Mandir, Udaipur | Rs. 2,000-00 |
| 2. Shri PP Abdul Rahiman, Madras | Rs. 500-00 |
| 3. Shri SA Ologe, New Delhi | Rs. 250-00 |
| 4. Smt. Florence Jacob, Madhya Pradesh | Rs. 201-00 |
| 5. YWCA, Madras | Rs. 101-00 |
| 6. Dr. NSS Chandran, New Delhi | Rs. 100-00 |
| 7. Prof. PK Roy, New Delhi | Rs. 100-00 |
| 8. Dr. RD Sharma, Srinagar (Garhwal) | Rs. 70-00 |
| 9. Shri SV Gupta, New Delhi | Rs. 51-00 |
| 10. Smt. Bimba Dutta, New Delhi | Rs. 50-00 |
| 11. Shri Suresh Chandra Bisoyi, Rai Rangpur (Orissa) | Rs. 25-00 |

RANGA - CRUSADER FOR LITERACY

Prof. NG Ranga, M.P., recipient of this year's Nehru Literacy Award talked to a correspondent of the HINDU about his early experiences in eradication of illiteracy and promotion of adult education in the country. Excerpts from the interview published on September 20, 1987 are given below:

"My work started in 1917 in villages under the inspiration of Annie Besant and her Scout movement. It was Veeresalingam, the great social revolutionary, who started our village schools in Guntur district. Then we went to Krishna and Nellore districts".

In Madras, Prof. Ranga who was then a teacher in the Pachaiyappa's College, worked in slums near the Harbour and Royapuram. His band of student volunteers include CN Annadurai, then a dynamic young man who gave full support to the Professor. "We ran night schools for the homeless people in the city and Annadurai was such a good colleague", says the Professor.

What were his memorable experiences? "We used to collect grain in the villages and then prepare food; we sold the remaining rice and with the money realised, we financed the education of poor children". He had the opportunity of continuing with this work both in and outside the Congress Party.

He recalls wistfully how separate schools for women were organised all over India by his wife, Bharati Devi, some of the Union Ministers, present and past, were students of the village schools, he points out. Even the political schools started before Independence to propogate political beliefs did much in spreading the message of literacy.

Meeting this octogenarian, one is struck by his passion for the adult literacy movement. He mentions several places in Tamil Nadu where they ran these schools. This applies to other States in the country. Very little publicity was, however, available to them in those days. All the recognition the workers needed was a "nod of appreciation from Mahatma Gandhi". Ungrudgingly, Prof. Ranga gives his praise to people like Senivarapu Subba Rao, Puturi Nagabhushana and Avinashilingam Chettiar who did excellent work in the field.

Advocating a revolving fund for adult education, the veteran leader says that this work must receive as much priority as drought and flood relief.

The present Union Government supports the All India Adult Education Society founded by him in 1937, says Prof. Ranga. A few months ago, a forum of MPs was started for promoting adult education, the objective being to press the Government of India for more attention to this work in his view, some States and

universities are doing very good work; the Rayalaseema Seva Samithi which has already won an all-India award from the President has also been engaged in rural literacy and social uplift activities".

INTERNATIONAL LITERACY DAY CELEBRATIONS

Delhi

The State Resource Centre, Jamia Millia Islamia, New Delhi celebrated the International Literacy Day on the 8th September, 1987 at the Nabi Karim experimental centre being run by SRC in collaboration with Bharat Sevak Samaj, Delhi.

About 800 people from the community attended this programme. 500 stickers 'Padho Aur Padhao' were pasted in the locality two days in advance. The participants also carried with them a small flag - Padho-Padhao. Shri L Mishra, Joint Educational Adviser(AE), Ministry of Human Resource Development graced the occasion. Smt. Sudha Joshi, M.P. addressed the audience and emphasised the need of literacy for the masses.

The area Metropolitan Councillor and Municipal Councillor also addressed the participants and urged them to join the literacy programme.

Shri AK Sinha, Director, Directorate of Adult Education, Ministry of Human Resource Development and Shri Mushtaq Ahmed, Director, SRC, Jamia also attended the function and encouraged the participants.

Cultural programmes prepared by the learners of the Centre were staged in the beginning. They included prathana, short skits on evils of dowry, small family norms, drinking habit and folk-dances.

A participatory discussion was organised to make the participants aware of the plight of women and possible steps to give them the status they deserve. Ms Mrinal Pandey, noted Hindi writer and women activist and Ms Sadhna of Saheli led the discussion.

A street corner play 'Roopak' (Dilli Ki Mahilaen Azadi Ki Larai Mein) prepared by Dr. AV Baliga Memorial Trust was staged to make the people aware of the sacrifices of women in the past for the national struggle.

Bareilly

The Non-formal Education and Rural Development Faculty of Rouhelkhand University, Bareilly(U.P.) celebrated the International Literacy Week from September 7-13, 1987. Competitions in poetry, debates, stories, etc. were organised in the Adult Education Centres.

A meeting in the University was organised under the Chairmanship of the Registrar, Shri DS Gupta. The Chief Guest on the occasion was Shri Dharam Dutt Vaid, former Health Minister of U.P. He emphasised the need to involve youth and voluntary organisations in the adult education programme.

A health camp was organised on September 11, 1987.

Udaipur

The Mangal Murti Indira Gandhi Janta College, Rajasthan Vidyapeeth celebrated the 22nd International Literacy Day by organising a function in the college compound in Dabok, Udaipur on September 8, 1987.

Shri SS Vyas, Senior Lecturer in the Teachers Training College speaking on the occasion said that the work of literacy education could be done only with dedication and devotion. He said many countries in the world have eradicated illiteracy and India should not lag behind.

Shri SM Naib, Principal of the College emphasised the need for spreading education among women. He said that if women were educated, the pace of development in the country would accelerate.

Surat

The Department of Continuing Education and Extension Work, South Gujarat University, Surat distributed literacy kits and organised awareness camps in the tribal, rural and urban areas vis. Kungam (Dharampur Taluka), Khazoz(Choryani Taluka, Varachha, Panna, Bhatar Corporation Area(Surat City) on the International Literacy Day. Over 1200 persons participated in these camps. Dr. Indraben Solanki, MLA, Prof. Nanubhai Joshi and Dr. Ansuya Sheth, Director and Assistant Director respectively of the Department of Continuing Education and Extension Work of the University acted as resource persons. About 200 literacy kits were distributed.

Quilon(Kerala)

The Quilon Social Service Society, organised a Seminar on Non-formal Education and National Policy on Education as a part of the International Literacy Day celebrations. 100 volunteers (including some of the neo-literates of non-formal education

centres) pledged to make literate one hundred illiterates under the scheme "each one teach one".

Bihar

The Adult and Non-formal Education Directorate of Government of Bihar celebrated the International Literacy Week from September 8-15, 1987 in various parts of the State. On Sep 8, early morning processions were taken out in different parts of the State. Rallies were also organised to wipe out illiteracy.

A meeting was organised in Patna, which was inaugurated by Minister of State for Education (Primary) Shri Narain Singh and presided over by Shri Lokesh Nath Jha, Minister of Education, Government of Bihar. Prizes were given to four supervisors (including two women) and four instructors (including two women) for distinguished services in promoting adult education in the State. Prizes were also given to four supervisors and four instructors at the district and project level.

The concluding function was held in Patna on Sep 15, 1987 which was presided over by Chief Secretary of the State. Among others, who spoke on the occasion were Sarvshri Kamla Prasad, Commissioner Rural Development, AR Bandopadaya, Commissioner, Social Welfare and AK Sinha, Director, Directorate of Adult Education, Ministry of Human Resource Development, Govt. of India, New Delhi.

Agra

The Department of Adult, Continuing and Extension Education, Agra University, Agra organised a function to celebrate the International Literacy Day at Extension Training Centre, Bichpuri. The Chief Guest on the occasion was Prof. SK Agarwal, Vice-Chancellor of the University. Dr. YP Singh, Principal, VV Rural Institute, Bichpuri presided.

Prof. VP Gupta, Hony. Director of the Department welcomed the Chief Guest and the participants. Dr. (Smt) Sudha Sharma, Assistant Director said that the International Literacy Day draws the attention of the public on the need to eradicate illiteracy for the development of the country. She said that the Department of the University is actively engaged in promoting adult and continuing education since 1979.

Prof. Agarwal in his address said that development programmes in the country will not succeed unless illiteracy is wiped out. He said that people's involvement was necessary for the success

of the programme. He asked the women to give away the old tradition of ghunghat if they want to become active partners in the development of the country.

Dr. YP Singh, in his presidential address, said women should be given priority in literacy education and awareness programmes.

CONFERENCE ON RETENTION OF LITERACY -
CONTINUING EDUCATION PROGRAMME - MADRAS

The State Resource Centre for Non-formal Education and its parent organisation Tamil Nadu Board of Continuing Education organised a Triennial Conference on the theme "Retention of Literacy - Continuing Education Programme" at Madras from Oct 9-11, 1987.

The first day of the Conference was Voluntary Agencies Day. It was presided over by Dr. (Mrs) Rajammal P Devadas, Vice-President TNBCE.

The inaugural session was held on 10th October, 1987. It was presided over by Shri C Ponnaiyan, Minister of Education, Tamil Nadu. Shri Anil K Sinha, Director, Directorate of Adult Education gave the inaugural address.

The theme of the Conference was discussed in five commissions:

1. The Place of Continuing Education Programme in Adult Education Programme - Present and Future.
2. Continuing Education Programme - The various Models Available & proposed.
3. Womens Development and Continuing Education Programme
4. Continuing Education Programmes - Neo-literate materials
5. Administration and Finance of the Continuing Education Programme

The valedictory session was presided over by Dr. Malcolm S Adiseshiah, President, Tamil Nadu Board of Continuing Education and the valedictory address was delivered by Shri K Gopalan, Director of School Education, Madras.

140 persons representing Government departments, universities, colleges and voluntary agencies attended.

NATIONAL INTEGRATION AWARD FOR ARUNA ASAF ALI

Smt. Aruna Asaf Ali, President, National Federation of Indian Women has been selected for the Indira Gandhi Award for National Integration and Understanding 1985.

The Award instituted by the Indian National Congress in its centenary year in 1985 will be presented to Smt. Aruna Asaf Ali on October 31, 1987 by Prime Minister and the Congress President, Mr. Rajiv Gandhi.

The Award has been instituted for promoting national integration and understanding and fellowship amongst religious groups, communities, ethnic groups, cultures, languages and traditions of India and for strengthening nation's sense of solidarity through thought and action.

SP PATI GETS PH.D. IN ADULT EDUCATION

SP Pati, Lecturer in Education, R.N. Training College, Cuttack, Orissa has been awarded Ph.D. by Utkal University, Bhubaneswar(Orissa) for his thesis "An Analysis of Reading Needs and Interest of Neo-Literates in the State of Orissa".

SAXENA ATTENDS ASPBAE REGION I
EXECUTIVE MEETING & P.A.C.A.D.E. SEMINAR

Shri JC Saxena, Hony. General Secretary, IAEA attended the ASPBAE Region I Executive Meeting held at Islamabad (Pakistan) on Oct 11, 1987. He apprised the meeting about the important activities of IAEA carried out during the current year. ASPBAE agreed to support the 50th anniversary of IAEA in 1989 in whatever way it could, subject to availability of funds. Some prominent adult educators connected with ASPBAE and ICAC are likely to attend the IAEA Golden Jubilee celebrations. In the elections held, Dr. AT Ariyaratne of Sri Lanka was unanimously elected President for the ASPBAE Region I for another term of 3 years.

Shri Saxena participated in the Seminar organised by Pakistan Association for Continuing & Adult Education (PACADE) on Oct 9-11 on the following subjects:

- a) Health Education
- b) Science and Technology
- c) Law and the Citizen
- d) Women Education and Development
- e) Review of Literacy Programmes and gave details of the above programmes currently being carried out in India.

CHINESE EDUCATION ASSOCIATION FOR
INTERNATIONAL EXCHANGES (CEAIE)

The CEAIE is a Chinese nationwide social organization for educational exchanges with foreign countries, which is sponsored by experts, scholars and representatives of educational circles under the auspices of the Ministry of Education (presently the State Education Commission) of the People's Republic of China.

The CEAIE engages in promoting exchanges and cooperation in the field of education and science between education circles of China and other countries. Its aim is to enhance mutual understanding and friendship, to work together for the development of education, science and culture of various countries and to contribute to social progress.

The CEAIE seeks to promote and sponsor exchanges and cooperation with educational and research organizations, professional societies, institutions of higher learning as well as cooperation with individual specialists, scholars and professors of various countries and regions.

The CEAIE signs agreements on exchanges and cooperation with counterpart organizations and bodies of different countries in such fields as : exchange of visitors, scholars and students, cooperative research, exchange of publications and materials, cosponsor international symposiums and other activities which are of interest of both sides.

For further information please write to:

Zhao ji,
Secretary-General,
CEAIE,
37 Damucang Hutong,
Beijing, China

contd.....

OUTSTANDING SERVICE AWARD

The Coalition of Adult Education Organizations (CAEO) presented its 1987 Outstanding Service Award to K Patricia Cross recently. The annual award recognized Professor Cross' longtime commitment to the improvement of adult and continuing education in the US. Dr. Cross is currently the chair of the Department of Administration, Planning and Social Policy, Harvard Graduate School of Education.

Each year CAEO, a consortium of 24 national organizations involved in the education of adults in America, presents its most prestigious award to a citizen who has made distinguished contributions to the cause of improving the lives of adult Americans through adult and continuing education. Professor Cross is recognized nationwide for her work in stressing the importance of lifelong learning and in encouraging institutions of higher learning to meet the special needs of those participating in adult and continuing education.

For more information on CAEO, write : Tony Farma, President, CAEO, Post Office Box 308, Needham Heights, Massachusetts 02194.

COMMUNICATION COURSE-CORNELL UNIVERSITY (USA)

Cornell University will offer its eighth annual Communication Planning and Strategy programme in June 1988. CPS is designed especially for managers, project directors, decision-makers, and other key officials in government and private sector agencies whose operations depend heavily on internal and external communication for success. Participants apply communication principles and methods to agriculture, health, nutrition, family planning, adult education and rural development. Included are technology transfer, evaluation, media selection, extension and outreach, message design, persuasion, and target group analysis.

Dates of the course are June 5 to July 1, 1988. Application and registration fee (non-refundable) : \$25. Course fee:\$1800. Estimated cost of housing : \$700.

For information, contact Dr. RD Colle, CPS-88, Department of Communication, Cornell University, Ithaca, New York, USA 14850.

contd.....p/11-

GUIDE TO COMMUNITY EDUCATION RESOURCES

Copies of the 1987 Guide to Community Education Resources Published by the C.S. Mott Foundation are available free from the National Community Education Association of USA.

The annual guide lists all of the State Centres for Community Education Development which provide technical assistance and training. It also lists international community education associations and projects special interest centres in the US and national organisations with interest related to community education.

Request for a copy should be sent to NCEA, 119 North Payne Street, Alexandria, Virginia, 22314, USA.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and Objectives of Adult Education

Leirman, Walter and Kulich, Jindra Eds. Adult Education and the Challenges of the 1990s. London, Croom Helm, 1987. 215p.

It contains fourteen papers which were commissioned for the international conference "Adult Education and the Challenges of the 1990s: Peace, Development, Employment, Environment, Technology" held at the Catholic University of Leuven, Belgium, Sep 28 to Oct 1, 1986.

The essays examine the relationship of adult education and learning to some of the major dilemmas of late twentieth century society and looks at the possible contribution of adult education.

It focuses on the areas of labour and employment education, the environment and ecological education, peacemaking and peace education, intercultural relations and multicultural education, third world development and development education, and the changing role of the university and technological innovation.

Media, Methods and Material in Adult Education

Butterworth, Christine and Macdonald, Monica. Teaching Social Education and Communication. A Practical Hand Book. London, Hutchinson. 1985.

The document examines teaching strategies including discussion, simulation and workshops. It has been divided into two parts. Part I deals with the strategies and analyses teaching and learning strategies such as (a) discussion and small-group teaching, (b) asking questions, (c) using simulation, (d) experimental learning, (e) lectures and exposition lessons, (f) creative writing, literature and media, and (g) communication workshops.

Part II discusses among others unemployment, getting the message across, receiving the message, values and choices and getting involved.

contd.....p/1

Research in Adult Education

Upadhyay, Bharat V. A Case Study on Characteristic of Adult Education Instructors and their Performance. Surat, Kanjibhai Desai Samaj Shikshan Bhawan Trust(n.d.) 31 p (Mimeographed).

The Shramik Vidyapeeth, Surat started 30 adult education centres in 1984-85. A study was undertaken to find out the characteristics of the instructors. The objectives of the study were:

1. To study the performance among male, female Adult Education Instructors.
2. To observe the profile of Adult Education Instructors.
3. To see their characteristics and to compare their performance.
4. To suggest suitable models for selection of Adult Education Instructors.

Some of the major findings of this study were:

1. Among male and female instructors, female adult education instructors have higher performance in terms of average attendance of the month.
2. Adult Education Instructors with primary level of education have higher performance followed by up to SSC level of education with respect to average attendance per month.
3. Among female Adult Education Instructors, who have their occupation as 'Teacher' have higher performance followed by the female who were just housewives.
4. Among Adult Education Instructors, who have other sources of income have higher performance than those without such incomes.
5. The performance of adult education instructors who come from the same area was better than those who were from outside.

Science and Technology

Centre of Science for Villages, Wardha Comp. Science and Technology for Women. New Delhi, Department of Science and Technology, 1983. 169 p.

This compendium of technologies gives information of various technologies for improving the life and status of women together with information on organisations working for rural development and women's welfare programmes. Besides giving a brief account on various technologies it also provides the source for obtaining further information on these technologies.

The compendium is divided into the following five sections:

1. Employment Generating Technologies
2. Drudgery Reducing Technologies
3. Drinking Water and Sanitary Technologies
4. Nutrition and Health Improvement Technologies
5. Hazards and Accident Protection Technologies

Adult Education in other countries

Unesco. Literacy Situation in Asia and the Pacific. Country Study
Burma, Bangkok, Unesco Regional Office for Education in Asia and
the Pacific, 1984. 48p.

The problem of illiteracy is causing deep concern in Asia and the Pacific as it is estimated that 75 per cent of the world's illiterate population lives in this region. The Member States of Unesco which face the problem of illiteracy realize the importance of literacy for development and have adopted a policy of eradication by initiating national literacy programmes as a priority. The eradication of illiteracy is also one of the priority programmes under the Unesco Major Programme II 'Education For All'.

In order to study and analyse the literacy situation and its prospects in the region, the Unesco Regional Office for Education in Asia and the Pacific - ROEAP co-operated with each concerned Member State, in undertaking a National Study of its literacy situation, including the policy and plan for its eradication.

The present document is outcome of the above mentioned co-operation. The study provides information and insight about the dimension of the problem of illiteracy in Burma. It probes into the causes of illiteracy and the effect on development; the literacy programmes being undertaken by the different governmental and voluntary agencies; the national literacy policy and plan; and the strategies being developed to eradicate illiteracy.

Gupta, Shyam Ratna and Schottle, Urs W. Ed. Good Citizenship : Rights, Duties and Responsibilities. New Delhi, Robi Books International, 1987. 136 p.

The document contains twenty papers on good citizenship. These papers were presented in a Seminar organised by the Citizenship Development Society, New Delhi in collaboration with Friedrich Nauman Stiftung, West Germany on Apr 5-6, 1986 in New Delhi. They initiate a wide-range debate on the rights, duties and responsibilities of the citizens in the light of current radical changes in human values in the world.

The articles in this volume are grouped into four main parts. The first part analyses the components of good citizenship and define its parameters. The second part outlines rights, duties and responsibilities of citizens. The thesis that good citizenship is imperative for socio-economic transformation through peaceful methods is stressed in the third part. In the fourth and concluding part, the need for training and education as a continuous process are advocated, along with practical suggestions to arouse the consciousness of civic responsibilities of the people by formulating courses of study for schools, colleges and adult education centres. The Epilogue presents an overview of the significant points made in the discussions at the Seminar.

Edited by JL Sachdeva, Director, Indian Adult Education Association
17-B, Indraprastha Estate, New Delhi - 110 002. Tele : 3319282



IAEA

NEWSLETTER

Vol. IX No.8-9 Nov.-Dec 1987 Limited Circulation

SC DUTTA IS NO MORE

It is with great regret and sorrow that we inform our readers that Dr. SC Dutta, President of the Indian Adult Education Association passed away suddenly in New Delhi on December 4, 1987. He was 69.

A creative thinker, Dr. Dutta was one of the most outstanding adult educators of this country. He had unflinching devotion to the cause of adult education.

Dr. Dutta's public life began when he was just a student. He was actively associated with the Student's Literacy League of the Delhi University to spread literacy among illiterate masses in Delhi since 1937.

Dr. Dutta was connected with the Indian Adult Education Association since 1948. He was its Associate Secretary from 1948-56, Hony. General Secretary from 1956-78, Vice-President from 1980-83 and Treasurer from 1984-86. He was elected President of the Association in Surat Conference in Oct 1986.

Dr. Dutta was founder Chairman of the Asian South Pacific Bureau of Adult Education (ASPBAE) from 1964-76. In 1985 he was awarded the Nehru Literacy Award for outstanding contribution to the promotion of adult education in India and in the same year he was also given the Arnold Hely Award by ASPBAE for his contribution in the development of adult education in Asian and South Pacific region.

Dr. Dutta was instrumental in persuading the Universities in India to undertake Adult & Continuing Education work. He was the founder Secretary of the Indian University Association for Continuing Education (IUACE).

contd.....p/2-

Dr. Dutta was Unesco consultant to Asian Regional Conference in Saigon in 1962 and in Sydney in 1964. He participated in many national and international conferences of adult education and had written extensively on various aspects of adult education.

It will be quite difficult to fill the void created by the death of Dr. Dutta. The Association deeply mourns his sad and untimely demise.

40TH ALL INDIA ADULT EDUCATION
CONFERENCE IN REWARI (HARYANA)

The Indian Adult Education Association in collaboration with Janta Kalyan Samiti, Rewari is organising its 40th All India Adult Education Conference at Rewari from Dec 28-30, 1987. The Conference, which was to be organised earlier in Hyderabad, could not be held there due to some unavoidable circumstances.

The theme is "Role of Audio-Visual Communication in the Promotion of Adult Education".

The Zakir Husain Memorial Lecture will be delivered on the occasion by Dr. AR Kidwai, Chancellor, Aligarh Muslim University and former Governor of Bihar.

The Roby Kidd Award of the International Council of Adult Education will be presented to Ms Anthya Madiath of Orissa during the inaugural function of the Conference.

An exhibition of literature on adult education (books, posters, charts, etc.) will be organised during the Conference.

The venue is Holy Child Public School, Rewari (Haryana).

The contact person in Rewari is Shri RN Mehlawat, President, Janta Kalyan Samiti, Opp. Bus Stand, Rewari (Haryana).

Telephone : Office - 2852
Residence - 3362

contd.....p/3-

ONE MONTH TRAINING PROGRAMME FOR
ADULT EDUCATION FUNCTIONARIES

A one-month training programme for Adult Education Functionaries started in New Delhi on Nov 16, 1987. The training programme organised by the Indian Adult Education Association will discuss among others the concept and objective of adult education, programmes of adult education in India, adult education in new education policy, national literacy mission and its objectives, field problems in adult education, adult education for women and weaker sections, laws for women, communication techniques, role of mass media, linking population education with adult education, and role of educational institutions in adult education.

Field visits to adult education projects in Delhi will be organised during the training programme.

22 participants are attending this programme.

STANDING COMMITTEES SET-UP BY IAEA

The Indian Adult Education Association has set-up Standing Committees on some important national problems. The Standing Committees are:

1. Adult Education for Human Rights
2. Role of Mass Media for Adult Education
3. Women's Education and Development
4. State Resource Centres for Adult Education
5. Adult Education for National Integration

The following have been requested to be the Chairman of these Committees:

1. Dr. LM Singhvi on Adult Education for Human Rights
2. Shri G Parthasarathi on the Role of Mass Media for Adult Education
3. Ms Ila Bhatt, MP on Women's Adult Education and Development
4. Shri SN Maitra on State Resource Centres for Adult Education
5. Shri Hayatullah Ansari, MP on Adult Education for National Integration

SECRETARY-GENERAL, IFWEA VISITS ASSOCIATION

The Secretary-General of International Federation of Workers Educational Associations Dr. David Faran Frankfurter visited the office of the Association on November 9, 1987.

Talking to members of the Association on the role of Histadrut Dr. Frankfurter said that this institute was set up in 1928 in Israel to promote workers education. Its main purpose is to make the worker a good and a happy citizen. It controls 25% of Israel's economy, he said. The Histadrut, he said, is making efforts to make rural people literate and thus enabling them to make better use of agricultural technologies. He said women are taking active part in Histadrut activities and 54 per cent of the members are women. Teaching the national language Hebrew is an important task of Histadrut to promote unity in the country.

CONTRIBUTIONS TO TAGORE ENDOWMENT FUND

The following contributions have been received recently for Tagore Endowment Fund:

| | |
|---|--------------|
| Bengal Social Service League, Calcutta | Rs. 2,000-00 |
| Kalindi College, New Delhi (thru Dr. (Mrs) N Kapil, Principal) | Rs. 1,000-00 |
| Indore Adult Education Association | Rs. 251-00 |
| Shri JM Gadekar, Bombay | Rs. 101-00 |
| Shri L Vedapuri, Madras | Rs. 100-00 |
| Prof. BB Mohanty, New Delhi | Rs. 100-00 |
| Ms Sneh Lata Joshi, Chamoli, Garhwal(U.P.) | Rs. 61-00 |

ADULT & CONTINUING EDUCATION IN UNIVERSITIES

University of Bombay

The Department of Adult & Continuing Education and Extension, University of Bombay involved 27 Colleges of Greater Bombay, Thane, Raigad, Ratnagiri and Sindhudurg Districts in adult education programme during 1986-87. 342 adult education centres

■ ■ ■

were organised in which 9467 adults were enrolled including 4411 women.

It organised a five day training programme for teachers-in-charge of colleges in which 17 college teachers participated. The topics included coordination with development departments, writing stories for neo-literates, demonstration of the new teaching/learning material and planning and implementation of the mass programme for functional literacy. A one-day follow-up training was also organised. It also organised two training programmes for student-instructors during 1986-87.

A three-day workshop of student instructors for preparation of teaching/learning aids in adult education was organised by the Department. 47 students from 20 colleges participated. A two-day writers workshop for writing stories for neo-literates was also organised. 13 participants wrote 20 stories during the workshop period.

1733 students were enrolled to undertake mass programme for functional literacy during 1986-87.

The Department organised the following continuing education programmes during 1986-87:

- 1) Workshop in Counselling Skills (5 days)
- 2) Workshop on Ostomy Care (one day)
- 3) Certificate Course in Enterostomal Therapy (10 weeks)

Gorakhpur University, (U.P.)

The Department of Adult Continuing and Extension Education, Gorakhpur University, organised a Conference on Mass Literacy for Programme Officers on June 4, 1987. It was inaugurated by Prof. VD Gupta, Vice-Chancellor of the University. Prof. Gupta in his address said that education opens the door to knowledge and paves the way for country's progress. Students and voluntary organisations should play an important role in imparting literacy education among the masses, he stressed.

Shri Prabhu Dayal from Literacy House, Lucknow presented a brief outline of the mass literacy programme. Dr. RK Dubey, Director, Adult, Continuing and Extension Education of the University highlighted the aims and objectives of the programme.

Programme Officers from all 92 affiliated colleges who are participating in this programme took part in the deliberations.

The Conference resolved that volunteers should be selected on the basis of their attitude to render social service, their interest in such programmes and awareness to their responsibility. They should be invited at least once a month for discussion about their experience and functioning. It also felt that general public should be apprised of this programme for which a meeting should be called in the educational institutions.

Bhopal University, (M.P.)

The Department of Adult and Continuing Education and Extension Programmes, Bhopal University, Bhopal (M.P.) organised a State level meeting on Area Development Approach on Aug 13, 1987. The objective of the meeting was to discuss the goals of Area Development Approach and to work out the strategies of involving the universities and colleges in this programme. It was decided that each University will adopt a village as a model to carry out the scheme.

BOMBAY CITY SOCIAL EDUCATION COMMITTEE

The Bombay City Social Education Committee is running 500 literacy education classes and 400 post literacy education classes. Over 20,000 adults are enrolled in these classes. Under follow-up it has 300 circulating library boxes; 6 area libraries, 300 study circles and discussion groups.

It has so far published 110 books for neo-literates. It brings out Saksharata Deep - monthly magazine for neo-literates in Marathi with Hindi section.

Under continuing education courses it has 36 classes on sewing and cutting for women; 11 Matru Vikas Kendras, 2 Mahila Vikas Shalass and one community centre.

It is also running a Shramik Vidyapeeth with financial assistance from the Department of Education, Ministry of Human Resources Development, Government of India.

CHIPKO GETS RIGHT LIVELIHOOD AWARD

The Chipko movement of India is one of the four recipients of the 1987 Right Livelihood Awards totalling \$100,000.

The Right Livelihood Awards Foundation every year honours and supports those working on practicable and replicable solutions to the real problems facing us today.

In a citation, the Foundation said "Chipko is honoured, for its dedication to the conservation, restoration and ecologically responsible use of India's natural resources".

A SELECT LIST OF JOURNALS AND NEWSLETTERS ON ADULT EDUCATION
IN ENGLISH IN INDIA

| Name | Periodicity | Published by | Annual Subscription |
|--|--------------------|--|---------------------|
| DAE Newsletter (Bi-lingual) | Monthly | Directorate of Adult Education, Jammagar House, New Delhi-110011 | |
| Prasar | Quarterly | Department of Adult & Continuing Education, University of Rajasthan, Jaipur-302004 | Not mentioned |
| The Education Quarterly | Quarterly | Ministry of Education Govt. of India, New Delhi-110001 | Rs.32.00 |
| G.R.I. News | Monthly | Gandhigram Rural Institute, Deemed University, Gandhigram (T.N.) | |
| IAEA Newsletter | Monthly | Indian Adult Education Association, 17-B, I.P. Estate, New Delhi-110002 | |
| Indian Journal of Adult Education | Quarterly | - Do - | Rs.35.00 |
| Indian Journal of Extension Education | " | Indian Society of Extension Education, New Delhi-110012 | Rs.50.00 |
| Indian Journal of Social Work | " | Tata Institute of Social Sciences, Bombay-400088 | Rs.75.00 |
| International Educator | Three Times a year | Kalaniketan Publishers, Nandavanam, Trivandrum | Rs.40.00 |
| Journal of Rural Development | Bi-monthly | National Institute of Rural Development, Rajendra Nagar, Hyderabad-500030 | Rs.54.00 |
| Naya Shikshak/Teacher Today (Bi-lingual) | Quarterly | Directorate of Primary & Secondary Education, Rajasthan, Bikaner-334001 | Rs.12.00 |
| Workers' Education | Monthly | Central Board for Workers' Education, 1400 West Court Road, Gokulpeth, Nagpur-440010 | |

contd.....p/8-

A DOCTORAL STUDENT AT 80

Ms Satya S. Sharma from India, who is 80 years old, is a doctoral student in Adult and Continuing Education at the University of Oklahoma at Norman in U.S.A. The topic for ~~her~~ dissertation is 'historical perspective of adult education in India'.

Ms Sharma has asked for some books and journals of the Indian Adult Education Association for use in her doctoral work.

In a letter to Shri J.L. Sachdeva, Director, I.A.E.A. she says "I run 80th year of my life and to be honest with you, I am running out of time. I must complete everything and earn my Ph.D latest by the end of the year 1988 when I turn 81."

ADULT EDUCATION SECTION STARTED IN 'DINA MALAR'

'DINA MALAR' a Tamil Newspaper published from Tiruchirapalli in Tamil Nadu has started publishing an Adult Education Section in their Sunday Editions for the benefit of adult learners and neo-literates.

According to the announcement made in the Newspaper, the idea of starting the section is to provide opportunities for continuing education to learners in the adult education centres in Tamil Nadu as also for those learners who would have completed their course of these centres. This would help the neo-literates to retain the basic literacy skills learnt by them, otherwise these learners are liable to forget what they have learnt.

8 SEPTEMBER 1987 : ELIMINATE ILLITERACY BY THE YEAR 2000

Unesco's then Director-General, Mr. Amadou-Mahtar M'Bow, declared that "Unesco is determined to intensify its efforts in the struggle against illiteracy. These efforts, which in 1990 quite likely will be marked by the commemoration of an International Year for Literacy, aim at nothing less than the elimination of illiteracy by the year 2000." The Director-General was speaking during the celebration of International Literacy Day at a ceremony held at Unesco headquarters in Paris on 8 September 1987.

The Director-General noted in his address that Unesco is working closely with its Member States within the context of three major regional projects: the major project on education in Latin America and the Caribbean, the regional programme for the elimination of illiteracy in Africa and the regional programme for the generalization and renovation of primary education and the elimination of illiteracy in Asia and the Pacific. Mr. M'Bow stated that each of these projects aim at the same shared goal - the elimination, once and for all, of illiteracy by the end of the century through a

contd.....p./9

"systematic and continuing effort to expand and up-date primary schooling and adult literacy, combined with education programmes aimed at rural development.

Mr. M'Bow stressed that "if, in effect, the relative number of illiterates is declining in the world's population, their absolute number continues to grow, even in the industrialized countries where universal access to primary education has existed for a long time. The world illiteracy rate, i.e. the proportion of illiterates in the adult population, has fallen from 32.9 per cent in 1970 to 27.7 per cent in 1985, while during the same time period the world's adult population has increased from 2.3 billion to 3.2 billion." This increase translates into the fact that in 1985 there were 889 million illiterates among adults - an increase of 100 million since 1970. Sixty-three per cent of these were women.

Illiteracy strikes above all in the Third World : 869 million people, or 98 per cent of the world total, of which 666 million are in Asia alone. The illiteracy rate is 54 per cent in Africa, 36.3 per cent in Asia and 17.3 per cent in Latin America and the Caribbean.

Mr. M'Bow added that "despite progress in education, 116 million school-age children, 6-11 years old, did not attend school in 1985, and for the same year 202 million 12-17 year olds remained outside any schooling."

Can illiteracy be eliminated between now and century's end? To try and reach this goal Unesco is preparing a plan of action designed to strengthen international programmes for literacy.

LATIN AMERICAN COUNCIL FOR ADULT EDUCATION

The Latin American Council for Adult Education (CEAAL) is a regional non-governmental organisation affiliated to the International Council for Adult Education (CIEA), which is made up of 55 NGOs working in the field of adult education throughout Latin America. Its current chairman is Professor Paulo Freire.

CEAAL operates through self-administered networks coordinated by members in different countries, working through seminars, workshops and exchanges of adult educators. Its current fields of activity are as follows:

1. Participative research. Joao Fco de Souza (Brazil);
2. Popular education for women. Rocio Rosero (Ecuador);
3. Literacy. Cesar Picon (Peru);
4. Mass Communication. Mario Kaplun (Uruguay);
5. Education for peace and human rights. German Molina (Chile);
6. Study of experiments in popular education. Felix Cadena (Mexico);
7. Popular education and basic medical care. Teresa Marshall (Chile);
8. Popular education and ageing. Joey Edward (Chile);

9. Popular education and education for prisoners.
Francisco Prado (Chile);
10. Popular education and Indian communities. Alfredo Prado
(Peru).

The General Secretariat is located in Santiago (Chile), where other services are provided, such as documentation, training programmes and exchanges of educators.

For further information, contact; Consejo de Education de Adultos de America Latina (CEAAL), Diagonal Oriente 1604, Casilla 6257 - Santiago 22, Chile,

FAO BULLETIN AVAILABLE FREE OF COST

FAO monthly bulletin titled "Ideas and Action" is available free of cost from Freedom from Hunger Campaign/Action for Development Food and Agriculture Organisation 00100 Rome, Italy.

NETHERLANDS ORGANIZATION FOR INTERNATIONAL DEVELOPMENT
CO-OPERATION (NOVIB)

The Netherlands Organization for International Development Co-operation (NOVIB) is a Dutch organization instituted by various bodies including trade unions, political parties, and religious movements. It has three official aims, of which the first is the most important and takes up most of its time:

- to provide support for its counterparts and for the needy in the Third World;
- to heighten and spread awareness of the need to share responsibility with the Third World;
- to defend the cause of the needy in the Third World.

Adult education is an integral part of its work, under four main headings:

1. Information campaigns

The need for up-to-date information on technological, political and social developments continues to grow. In this respect there is an enormous gulf separating the Western hemisphere and the educated population of the Third World from the poorly educated or illiterate population groups of the Third World countries. NOVIB supports a variety of projects in this field, providing financial aid for the Inter Press Service (IPS), for an independent news agency in Africa, for a weekly newspaper in Chile, etc., and assistance for technical information programmes on new farming techniques, organisational methods, etc.

2. Public awareness

The poor and under-educated sectors of the population are not always aware of ways in which they could improve their situation as they lack the necessary overall knowledge of social structures. Public awareness programmes have been developed in order to make these people aware of their position in society and of ways in which they could change it. NOVIB has provided aid for popular theatre programmes which promote this kind of awareness, particularly in Zimbabwe, Colombia and India.

3. Educational projects

The poorest and most remote population groups in many countries of the Third World have fewer opportunities for access to formal education than others. While the organisation of the school system is the responsibility of the government, in certain areas NOVIB is helping to improve formal education programmes especially designed for adults. For instance: aid for the production of educational equipment to be used by Eritrean women in technical education programmes (for young farmers) and for the development of management training courses.

4. Education as a part of Integrated Planning

Information, public awareness and formal education are in and of themselves only pre-conditions for participation in the development process. Similarly, the organization of the poor through adult education is only a prerequisite for transforming their living conditions. Bearing in mind current economic circumstances (and particularly the international debt crisis, whose effects are most acutely felt by the poor) more and more project proposals include income-producing activities for the target groups involved. This would not be an end in itself, but an integral part of a broader network of integrated activities designed to achieve the emancipation of the poor.

For further information, contact: Nederlandse Organisatie Voor Internationale Ontwikkelingssamenwerking, Amaliastraat 7, 2514 JC Den Haag, Netherlands.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and Objectives of Adult Education

Chandra, Arvinda and Shah, Anupama, Non-Formal Education for All, New Delhi, Sterling Publishers, 1987. 191 p. Price Rs. 100.00.

The document has been divided into fifteen chapters. It describes the concept of non-formal education, its contents, methods and planning and its evaluation. It also deals with the psychology of non-formal learners, community resources and techniques of community study.

The book underlines the role of non-formal education in rural development, promotion of literacy through NFE. Models and programmes of non-formal education in Denmark have also been mentioned.

POPULATION EDUCATION

UNESCO. Management, Planning and Monitoring Population Education Programmes, Bangkok, Unesco. Population Education Programmes Service, 1987. 56 p.

This issue is the eighth in a series of abstract-bibliographies dealing with issue and problems raised by population education professionals who are undertaking population education programmes. This volume is addressed to the Planning, Management and Monitoring of Population Education Programmes both in the school and out-of-school sectors.

WORKERS EDUCATION

I.L.O. Freedom of Association: A Workers' Education Manual, Geneva, I.L.O., 1987.

The document discusses issues such as: the position of public servants and the definition of "essential services"; the rights of the migrant workers; the changing status of white-collar workers; and the increased number of women in paid employment. It also deals with another major problem concerning the right to strike. If the right is denied, are workers nevertheless free? If it is granted, in which circumstances and under what conditions?

This manual also contains lot of details concerning the relevant principles and procedures established by I.L.O., as well as many suggestions for discussion and exercise.

ADULT EDUCATION ABROAD

Hayhoe, Ruth Ed Chinese Educators on Chinese Education in Canadian and International Education Vol. 16, No.1, 1987 (Special Issue).

Most of the papers in this document focus on policy interpretation, some give substantive details on reform achievements,

most notably the articles on secondary education, adult education and the vocational universities. The article on vocational universities is the first comprehensive analysis in English of these new institutions which have a history of only six years. The analysis deals sensitively with the inter-relations between the rapid expansion of vocational universities and the socio-economic conditions that favoured their development and also draws interesting comparisons with short-cycle higher institutions in the countries of the developed world.

At the end of the document a select bibliography on China's Education and its International Relations has been given.

GENERAL

Brahm Prakash and Aggarwal Yash, Planning for Universalisation of Elementary Education and its Implications. New Delhi, National Institute of Educational Planning and Administration, 1987. 19p (Occasional Papers 14)

This paper examines the programme of universalisation of elementary education and spell out its implications for enrolment, expenditure and teacher requirements upto year 2000. It also points out the on-going nature of the resource commitment and its future implications inherent in extending the coverage under the universalization programme.

Padmanabhan, C.B. Role of Federal Finance in Education for All - Towards a Meaningful Central State Financial Relationship in Indian Education. New Delhi: National Institute of Educational Planning and Administration, 1987. 31p (NIEPA Occasional Paper-10)

In the context of N.P.E. 1986 resolution of a meaningful partnership between the Central and States, this Paper examines the role of federal finance when there is an earnest effort to give education for all. The paper has first examined the inter-State disparities in educational financing and its development. Then it has gone on to examine the role of federal Centre and the case for Central financing of education at least at the compulsory level. Having noticed the predominantly non-plan component in educational expenditure, different kinds of federal grants are examined. The paper concludes with the need for a nationally acceptable minimum standard of per student expenditure and it pleads for the observance of fiscal capacity equalisation and fiscal performance equalisation and in accordance with the above objectives, greater role of Central assistance to the States.

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

Tele. No. 3319282



IAEA

NEWSLETTER

Vol.IX

No.10

January 1988

Limited Circulation

TASK FORCE ON MEDIA FOR ADULT EDUCATION SUGGESTED

The 40th All India Adult Education Conference on the 'Role of Audio-Visual Communication in the Promotion of Adult Education' which concluded in Rewari (Haryana) on Dec 30, 1987 has recommended that the National Board of Adult Education should have a Task Force on Media for Adult Education, so as to maintain liaison with the various media units of the Government of India and other private media organisations and to assist the Board in all matters relating to media utilisation for adult education.

It asked the Doordarshan and Akashvani to formulate, produce and broadcast motivational programmes for Adult Education during their prime time slots on a regular basis.

THE IAEA NEWSLETTER WISHES ITS
READERS
A HAPPY NEW YEAR

The Conference felt that traditional media and inter-personal communication which have great potentials should also be used for promoting adult education along with electronic media.

The three-day Conference convened by the Indian Adult Education Association in collaboration with Janta Kalyan Samiti, Rewari was attended by about 175 delegates representing the Government Departments, Universities and voluntary organisations from various parts of the country.

contd.....p/2-

It discussed the 'Role of Audio-Visual Communication' in motivating the learners and mobilising the people for adult education programme; for design and production of teaching/learning materials; for accelerating the training programme for adult education and for promoting adult education programme for women.

In a message, the Minister for Human Resources Development, Shri PV Narasimha Rao said that adult education was not merely an instrument for imparting alphabetical and numerical literacy but also a tool to provide effective communication skills. As a tool of communication, adult education has a great relevance for large sections of our rural community and socially deprived sections. He stressed the need to develop innovative techniques which will make the learners feel at home and instil in them necessary confidence to learn and to communicate with others.

Inaugurating the Conference, Dr. AR Kidwai, Chancellor, Aligarh Muslim University and former Governor of Bihar recalled that adult education movement was launched by Mahatama Gandhi as part of freedom struggle. In the early 30's he said, the aim of adult education was to create awareness among the people so that they could get rid of their poverty, ignorance and disease. He said that many institutions came into existence to promote adult education in the country due to inspiration of Mahatama Gandhi.

Dr. Kidwai welcomed the proposal of the Government of India to establish Jan Shikshan Nilayams under the National Literacy Mission and said that these would function as community education centres to provide continuing education for the masses.

He stressed that experience and expertise of the Indian Adult Education Association should be utilised by the Government in the implementation of the adult education programme. Unless voluntary organisations, social workers and beneficiaries were involved in the programme, it would not succeed, he feared.

Shri BS Garg, President, Indian Adult Education Association in his presidential address said that all round development of an individual should be the aim of adult education.

He emphasised that voluntary organisations should be fully involved in the adult education programme as they were close to the people. Shri Garg emphasised that every literate in the country has a sacred duty to provide literacy education to the illiterate and deprived people of the country.

Shri JP Kaushik, SIM, Rewari, in his address said that adult education should become a mass movement. He observed that the voluntary organisations were doing adult education work better than the government machinery. Shri Kaushik stressed the need to involve more and more voluntary organisations in adult education.

Earlier, Shri RN Mahlawat, President, Janta Kalyan Samiti, Rewari and Vice-President, IAEA welcomed the Chief Guest and the delegates. He outlined the brief history of Rewari.

J Roby Kidd Award Presented

The J Roby Kidd International Award of the International Council for Adult Education, Toronto(Canada) for significant and innovative contribution to adult education was presented to Smt. Anthya Madiath from "Gram Vikas", Orissa by Dr. AR Kidwai during the inaugural function of the Conference.

In her acceptance speech, Smt. Madiath thanked the Indian Adult Education Association for presenting the Award and said that special attention should be given to the education of the tribals so as to bring them to the mainstream of the national life.

Shri JL Sachdeva, Director, IAEA read out the messages received from the Vice-President of India, the Prime Minister, Minister of Human Resources Development, Chief Minister of Haryana, the Principal Secretary to the Chief Minister of Haryana, Dr. Malcolm S Adiseshiah, Chairman, Madras Institute of Development Studies, Shri Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth and Shri JD Sharma, former Vice-Chancellor of Jammu University.

Shri JC Saxena, Hony. General Secretary of IAEA proposed a hearty vote of thanks to the Chief Guest and to the delegates, who had come from various parts of the country inspite of the cold climatic conditions in Rewari. He said that this showed the enthusiasm of the people to remove illiteracy from the country in the shortest possible time.

He referred to the National Literacy Mission(NLM) and its objective to make 80 million people literate by 1995. The National Literacy Mission had the full support of the Indian Adult Education Association. Shri Saxena hoped that the Government of India and the State Governments would provide the necessary

funds for the implementation of the various programmes envisaged under the National Literacy Mission. Shri Saxena appealed to all the delegates representing government departments, universities and colleges and voluntary organisations to fully cooperate in making the NLM a grand success.

Zakir Husain Memorial Lecture

The Zakir Husain Memorial Lecture for 1987 was delivered by Dr. AR Kidwai. In his address, Dr. Kidwai recalled the services rendered by Mahatama Gandhi and Shri Shafiq-ur-Rehman Kidwai for the promotion and development of adult education in the country. He said that Shafiq-ur-Rehman Kidwai had emphasised that mere propaganda for literacy was meaningless unless it was related to the reality of life of poor people for whom it is aimed at. He said that Shafiq Saheb formulated a scheme of social and community education to encompass all the basic human needs, health and hygiene, up-bringing of children, role of women in family, civic rights and duties, professional needs of various sections, etc. Adult Education, he said, was not merely a programme confined to literacy but a higher mission for creating consciousness about the social, political and economic development. He said that Shafiq Saheb stressed the importance of establishing community centres for creating a learning society and to make the people aware of their rights and responsibilities.

He asked the voluntary organisations to prepare new and innovative programmes and the government should provide financial assistance to them for undertaking these programmes. He also suggested that the Association should present a Memorandum to the Prime Minister emphasising the need to utilise the services of voluntary organisations specially of the Indian Adult Education Association which is serving as an apex body of voluntary organisations.

Plenary Session

In the plenary session Prof. EB Mohanty, Head of the Department of Audio-Visual Communication at the Indian Institute of Mass Communication and Hony. Treasurer, IAEA presented the Working Paper on the Role of Audio Visual Communication in the Promotion of Adult Education.

The delegates were divided in four groups to discuss four sub-themes of the Conference:

- Group I : Role of audio-visual communication in motivating the learners and mobilising the people for adult education programme.
Chairman : Dr. MP Saxena
Rapporteur : Shri AH Khan
- Group II : Role of audio-visual communication in the design and production of teaching-learning materials
Chairman : Dr. NC Jain
Rapporteur : Shri SD Bareth
- Group III : Role of audio-visual communication in accelerating the training programme for adult education
Chairman & Rapporteur Dr. L Misra
- Group IV : Role of audio-visual communication in promoting the adult education programme for women
Chairman : Shri Bhai Bhagwan,
Co-Chairman: Shri BR Choudhary
Rapporteur : Dr. Dileep Kumar

A visit to the Adult Education Centres where adult education is being linked with income generating was arranged. The delegates also visited the Sohna Tourist Complex.

They were also entertained with specially organised cultural programme on 29th evening. The delegates from different parts of the country also presented their items in the cultural programme.

Recommendations:

The Conference made the following recommendations:

1. Adult Education, in all its phases and stages, has communication components, and there are to be enhanced by a multi-media approach;
2. The National Communication Policy, which is being formulated, should have into account the need for communication support for adult education and devise ways and means of utilising the various media of communication for accelerating the process and programmes of adult education;
3. The National Board of Adult Education should have a task force on 'Media for Adult Education' so as to maintain liaison with the various media units of the government of India and other private media organisations; and to assist the Board in all matters relating to media utilisation for adult education.

4. The Ministry of Human Resources Development and the Ministry of Information and Broadcasting should create a dynamic and innovative system to "promote in every possible way the wider use of the mass media for the development of adult education, in particular to spread of literacy and to raise the level of education of adults, particularly women so that they can play more active role in the economic, socio-political and cultural life" of India and in the solution of the pressing problems of our society;
5. The adult education agencies and media organisations should make every effort to see that situation-specific software is produced at a decentralised level so as to encourage the participation of learners in the production of software;
6. The Indian Adult Education Association should establish and develop a National Training and Media Laboratory so that appropriate methods, media and materials for teaching and training are developed as prototypes and applied in a variety of learning and training situations after which these should be recommended for use in the field;
7. The Doordarshan and Akashwani should be encouraged to formulate, produce and broadcast motivational programmes for adult education during their prime time slots on a regular basis;
8. The Indian Adult Education Association should explore the possibilities of establishing a network of rural newspapers through the good offices of its members organisations to support continuing education;
9. Research, evaluation and documentation programmes should be organised under the auspices of various organisations such as universities and other interested institutions so as to set insights into the utilisation aspects of audio-visual media for adult education; and
10. In our anxiety to absorb the new communication technology in our communication system, we should not forget and undermine the potentials of traditional media and inter-personal communication and create a mechanism in which these are used to the best advantage of adult education, if and wherever possible, with the support of the new technology.

IAEA CONDOLES DUTTA'S DEATH

Glowing tributes were paid to Dr. SC Dutta's services to adult education at a condolence meeting organised by the Indian Adult Education Association in New Delhi on Dec 11, 1987. Shri GBK Hooja, former Vice-Chancellor, Gurukul Kangri Vishvavidyalaya, presided.

The President of the Indian Adult Education Association and a veteran adult educator passed away following a heart-attack on Dec 4, 1987 in New Delhi.

Those who spoke on the occasion were : Smt. Aruna Asaf Ali, veteran Freedom Fighter, Dr. AR Kidwai, Chancellor, Aligarh Muslim University and former Governor of Bihar, Shri Tarlok Singh, former Member of Planning Commission, Dr. LM Singhvi, eminent jurist, Shri Anil Bordia, Secretary, Education Department, Ministry of Human Resources Development, Shri RS Srivastava, Secretary, Citizenship Development Society, Shri AK Sinha, Director, Directorate of Adult Education, Government of India, Shri BR Vyas, former Addl. Director of Education, Delhi Administration, Shri JR Jindal, President, Delhi Adult Education Association, Shri BS Garg, Vice-President, IAEA, Shri Bhai Bhagwan, Associate Secretary, IAEA, Prof. BB Mohanty, Treasurer, IAEA, Shri NC Pant, Associate Secretary, IAEA, Shri JC Saxena, Hony. General Secretary, IAEA and Shri JL Sachdeva, Director, IAEA.

The meeting was attended, among others, by Smt. Sushila Nayar, former Minister for Health, Govt. of India, Miss Ivy Khan, General Secretary, YWCA of India, Shri DP Nayar, former Adviser (Education), Planning Commission, Smt. Habiba Kidwai, Director, Balak Mata Centre, Shri KC Choudhary, President, Asha Kala Kendra, Mhow and Vice-President, IAEA, Dr. SC Bhatia, Director, Deptt. of Adult and Continuing Education, University of Delhi, Dr. (Mrs) VV Saiyed, Director, Adult, Continuing Education and Extension, Jamia Millia Islamia, Shri BD Bhatt, former Director of Education, Delhi Administration, Shri MC Nanavatty, former Director of Social Education, Ministry of Agriculture and Rural Development, Shri SA Ologe, Nigerian High Commission, Shri L Mishra, Jt. Educational Adviser, Ministry of Human Resources Development.

The meeting observed two minutes silence and passed the following Resolution:

"The meeting of the members, staff of the Indian Adult Education Association, educationists and adult educators, held in New Delhi on Dec 11, 1987 places on record its deep sense of sorrow at the sad and untimely demise of Dr. SC Dutta, President of the Association on Dec 4, 1987 in New Delhi.

In his passing away, the country has lost an eminent adult educationist of international repute, a great thinker, a farsighted man, who had deep commitment to the efficacy of adult education for social change.

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

NEWS FROM STATE RESOURCE CENTRES

SRC, Bihar

The State Resource Centre, Deepayatan, Bihar organised an 11 day Pre-Service Training Programme for 17 newly recruited Project Officers. A Training Programme of NSS Coordinators and District Education Officers in the use of Literacy Kit-materials under the Mass Literacy Programme was organised on Sep 17, 1987.

A special in-service Training Programme-cum-Workshop of District Adult Education Officers, Project Officers and Supervisors of tribal districts of Gumla and Lehardage was organised from Aug 24-29, 1987. 70 adult education functionaries participated. The participatory Training Programme was based on the following:

- 1) Interview Techniques
- 2) Observation
- 3) Field Visit
- 4) Case-study
- 5) Field problems
- 6) Inter-personal relationship, and
- 7) Role Play etc.

The SRC organised a workshop on "Group-Media Communication Programme" at Patna from July 16-22, 1987. 20 persons participated. The workshop discussed three major themes i.e. i) Community Journal; b) Puppetry; and c) Role Play. All the participants prepared one puppet each. The participants were divided into three groups, each group prepared one play.

Training in poster-making, paper cutting and fixing, painting and drawing was also imparted. Posters on social forestry, environmental education, evils of alcoholism and other subjects were prepared. Health and Population Education were also discussed.

SRC, Haryana

The State Resource Centre, Haryana, Chandigarh organised a Workshop for preparing Post-literacy Material for Adult Women in collaboration with NCERT, New Delhi. 20 content areas, considered suitable were discussed during the Workshop. The material prepared was field tested in a village in Ambala District.

To revise the teaching/learning material of the literacy kit produced for the Mass Functional Literacy Programme, the SRC organised two workshops in which the Co-ordinators of NSS and non-NSS Adult Education Officers of Colleges participated. A one-day training programme for the master trainers was organised by the SRC on July 23, 1987 at Rohtak.

A training programme for Project Officers and Assistant Project Officers was organised from July 3-9, 1987 at Rohtak in collaboration with the Health Department of Haryana. The main emphasis was on family welfare and immunization programme.

The SRC prepared the following training material during the quarter July-Sept 1987:

- Design plan for - Let us introduce ourselves and then introduce others
- An approach to Training in Adult Education
- Consumer Education - How to create awareness among Adults
- Demographic profile of Haryana - Trends in population increase
- Role of supervisors in Teaching/Learning process in Adult Education Centres
- Qualities of an ideal instructor - How to select Instructor?
- Designing the work plan for the Adult Education Centres for (Practical) training
- Norm of small and happy family
- Role of literate women in the welfare of family
- Designing of practising the role of instructor (Role Play)
- How to make Training Programme a success
- Physical Arrangements for Training Programme preparation of training material (practical training)
- Community Motivation and Media support in Adult Education Programme
- Evaluation of Learners-Literacy-Numeracy-Awareness-practical training
- Healthy and Happy Environment

The SRC organised 6 Supervisor's training programmes from Sep 1-5, 1987 at six district headquarters with the cooperation of District Adult Education Officers.

The SRC brought out a handout entitled 'Hamara Akhbar' which provided simple learning material for the neo-literates. It contained experiences of the common people and information on health and general cleanliness. It produced the following posters on the International Literacy Day:

- i) Kal Ki Baaten Jane Do,
Pada Likha Yug Aane Do
- ii) Ab Koi Anpadh Na Rahe
- iii) Maa Shikshit Parivar Shikshit
- iv) Sakshar Bane Ab Ehi Samai Hai

SRC, Karnataka

The State Resource Centre, Karnataka State Adult Education Council, Mysore organised four training programmes for NSS and NCC Programme Officers under the MPFL Programme in Bangalore, Mysore, Karnataka and Gulbarga Universities.

A training programme for Project Officers and Assistant Project Officers of the Directorate of Adult Education and voluntary agencies was organised from Aug 17-23, 1987 at Tunga Vidyapeeth, Shimoga District.

It organised a Workshop in collaboration with Directorate of Adult Education, Govt. of India and the University of Agriculture Sciences to prepare dry land development material for integration with the Adult Education Programme from Sept 1-5, 1987.

The following materials were prepared:

- a) Watershed Principles
- b) Dry Land Farming
- c) Dry Land Horticulture
- d) Pasture Land Development
- e) Forestry in Dry Land and Wasteland

An orientation programme for the academic staff of the SRC was organised from Sep 21-24, 1987 in collaboration with the Central Institute of Indian Languages, Mysore. Topics like material production, testing and evaluation, preparation of audio-visual aids, designing and production in print and programming through computer were covered in the orientation programme.

SRC, U.P.

The SRC, Literacy House, Lucknow organised the following training programmes during the quarter July-September, 1987:

- i) Ten days' training of Supervisors of voluntary agencies from June 25 to July 4, 1987 in which 19 persons participated.
- ii) Ten days' training of Supervisors of voluntary agencies from Aug 19-28, 1987 in which 29 people participated.
- iii) Two 5 days' foundation courses for the District Adult Education Officers and Project Officers of the Directorate of Adult Education from U.P. at Haridwar from Sep 11-15, 1987 and from Sep 16-20, 1987 in which 72 persons including 25 women participated.
- iv) Ten days' training of Supervisors of voluntary agencies was organised from Sep 21-30, 1987 in which 18 persons participated.

During the quarter under report three workshops on preparation of material for women; scheduled castes and scheduled tribes were organised. It organised two courses of family life education in Lucknow from Sep 22-28, 1987. 120 women participated. A six week training course for House Mothers/Fathers of Children's Institutes sponsored by the National Institute of Public Cooperation and Child Development (NIPCCD), New Delhi was organised from Aug 24 to Oct 6, 1987.

The Information Development and Resource Agency (IDARA) of Literacy House continued to publish monthly bulletin 'Yuva Darshan'. It organised four Orientation Training Courses of ten day's duration each for newly recruited National Service Volunteers (NSVs). 186 NSVs participated from NYKs from U.P. and Bihar. The IDARA organised an orientation training programme for the Block Youth Welfare and PVD officers from Sep 15 to Oct 14, 1987. 32 persons participated.

It also organised training programme in 'Screen Printing Technology' from Sep 30 to Oct 14, 1987 for unemployed rural youth from Hardoi district under 'Self-Employment Scheme'. 18 persons participated.

SRC, Delhi

The State Resource Centre, Jamia Millia Islamia, New Delhi published the following follow-up material during the quarter:

1. Amavas Sey Purnamashi Tak (Story Book)
2. Pahla Jhooth (A collection of Short Stories)
3. Tandurusti Khoobsurti Hai (Urdu Book on Health)
4. Virasat (Book on Law of Succession and Inheritance)

The SRC organised three training programmes of 10 to 12 days duration for Instructors and Supervisors of three voluntary organisations during the quarter under report. It also helped the Adult Continuing Education & Extension Unit of Jawaharlal Nehru University in the planning and organisation of a 3-day

training programme for their Adult Education instructors, supervisors and other functionaries.

A one-day orientation of NSS volunteers from Gargi College on MPFL was organised in which 37 students took part.

In collaboration with DAE it organised a 4-day UNICEF sponsored Inter-State Workshop/Seminar on "Child Survival and Development in Adult Education".

B.S. GARG, NEW PRESIDENT OF IAEA

The Executive Committee of the Indian Adult Education Association at its meeting in Rewari (Haryana) on Dec 28, 1987 has appointed Shri BS Garg, one of the Vice-Presidents of IAEA as President of the Association for the unexpired term. The vacancy, caused due to the death of Dr. SC Dutta in New Delhi on Dec 4, 1987, has been filled as per section 10.01 of the Rules and Regulations of the Indian Adult Education Association.

GADEKAR AND PATANKAR HONOURED

Shri JM Gadekar, Social Education Officer and Member-Secretary, Bombay City Social Education Committee and Shri MG Patankar, Director, Shramik Vidyapeeth, Bombay have been honoured by World Development Parliament(WDP), West Bengal by conferring upon them Doctorate in Adult Literacy and Polyvalent Education respectively in a convocation held at W.H. Hall, Indian Merchant Chamber, Bombay on Dec 30, 1987. They have also been given whole life membership of the WDP.

A NEW JOURNAL ON EDUCATION AND SOCIAL CHANGE

The Indian Institute of Education, Pune has started a quarterly titled 'Journal of Education and Social Change'. It focuses on policy research and action for education and social change mainly in the third world countries. Two of its four issues in a year will be on special themes in the field of education and social change.

Further information can be had from the Managing Editor, Journal of Education and Social Change, Indian Institute of Education, JP Naik Road, Pune-411 029 (Maharashtra).

contdp/13-

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Media, Methods and Material in Adult Education

Khajuria, KD and Rahi, AL. Samanya Chetana. Kurukshetra Proudh Shiksha Aur Vistar Kendra, Kurukshetra University, (n.d.) 246 p.

The document in Hindi presents various topics on general awareness which could be discussed in adult education classes and in training of functionaries.

It has been divided into eleven chapters. First three chapters discuss the adult education in general, twenty point programme and on-going adult education programmes. Chapter four deals with various constitutional provisions. Social awareness, health awareness, economic awareness have been dealt in chapters five to seven. The document also touches various aspects of functionality in chapter eight. National symbols and National Festivals are given in chapter nine. Chapter ten presents Haryana at a glance. The biographical sketches of our great leaders and saints are given in chapter eleven.

Kundu, CL. Adult Education : Numeracy Modules. Kurukshetra, Centre for Adult Education and Extension, 1985. 209 p.

This book on Adult Education : Numeracy Modules is based on programme instruction and expository teaching. The book contains nineteen modules meant for illiterate adults to progress from inadequate concepts to meaning of number system. These modules are arranged in such a manner as to get active participation of learner at every step. Each step is a frame.

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

Tele : 331-9282

US|-



IAEA

NEWSLETTER

Vol. IX No. 11 February 1988 Limited Circulation

WEST ZONE CONFERENCE ON ADULT EDUCATION IN SILVASSA (DADRA AND NAGAR HAVELI)

A two-day West Zone Conference on Adult Education was held in Silvassa (Dadra and Nagar Haveli) on Feb 10-11, 1988. 40 delegates representing the States of Gujarat, Maharashtra, Dadra and Nagar Haveli attended.

The Conference convened by the Indian Adult Education Association in collaboration with the Department of Continuing Education and Extension Work, South Gujarat University, Surat discussed the problems faced in the adult education movement in the Zone; strategies adopted to solve them; role of students, youth in adult education promotion of adult education among women and linking population education with adult education.

Inaugurating it, Shri GA Desai, Registrar, South Gujarat University said that universities and colleges are still not very committed to the adult education work and unless they pledge their support to this programme, it would be difficult to eliminate illiteracy from this country by 1995. He said that the Departments of Adult and Continuing Education in the universities are not getting the recognition they deserve from the academic community and this discrimination has to be removed for the success of this programme. He said that the teachers and students should be made to realise that they have to pay the debt of receiving higher education by providing education to the illiterate masses.

Shri BS Garg, President of the Indian Adult Education Association said that adult education programme should be related to the life of the people. It should be employment-oriented and should ultimately lead to reduction of poverty in the country. He said that the main concentration should be on the education of the rural people because they constitute the majority in India.

contd....p/2-

Shri Garg said that adult education is a difficult work and only dedicated and committed people should be employed for this programme. Shri Garg concluded that people be made to realise that they are facing handicaps by remaining illiterate and once they realise this it would not be difficult to motivate them for the adult education programme.

Shri JC Saxena, Hony. General Secretary, IAEA in his address traced the history of Indian Adult Education Association. He said that it was formed to make people literate so that they could improve the quality of their life and could also effectively participate in the functioning of the democracy. Shri Saxena said that in the West Zone comprising the States of Gujarat, Maharashtra, Goa and UTs of Dadra and Nagar Haveli, Daman and Diu only Dadra and Nagar Haveli has a literacy rate which is much lower than the national average and all efforts should be made to raise the level of literacy in this UT so that people could take benefit of various development programmes being undertaken for them. Shri Saxena said that literacy is an important factor in alleviating poverty and it is the duty of adult educators to see that people come above the poverty line and continue to remain above it.

Shri HS Bhavsar, Asstt. Director (Education), Dadra and Nagar Haveli said that it was very essential to check drop out rate at primary education level otherwise it would be difficult to reduce the illiteracy rate in the country. He pleaded for giving regular salary to the adult education functionaries so that they could work with zeal, dedication and devotion.

Prof. NN Joshi, Director, Department of Continuing Education and Extension, South Gujarat University, Vice-President, IAEA and President, West Zone of IAEA in his presidential address said that universities have a social responsibility towards the community and they should make all efforts to eliminate illiteracy. He said that full advantage of various developmental programmes is not taken by the people because of their illiteracy and ignorance.

Shri J.L. Sachdeva, Director, IAEA in his vote of thanks said that proper environment should be created for adult education to get the desired results. He said that slots on adult education during prime time on radio and TV should be given so that it could motivate the learners as well as those who are interested in undertaking this work on voluntary basis.

RECOMMENDATIONS

The Conference made the following recommendations:

1. The West Zone Conference of Adult Education held in Silvassa (Dadra and Nagar Haveli) on February 10-11, 1988 welcomes the National Literacy Mission (NLM) being launched in the country. It is also gratifying to note that a sum of Rs. 550 crores upto 1990 has been earmarked for the purpose. It urges that the revised guidelines should be released immediately so that work is started vigorously otherwise it would be difficult to achieve the time bound programme of eradication of illiteracy as mentioned in the NLM.
2. The Conference feels that environment of adult education has to be created to motivate the adult learners towards this programme. To create this, the electronic media specially T.V. and Radio have to play a great role. They should be encouraged to formulate, produce and broadcast/telecast motivational programmes for adult education during the prime time slots on a regular basis. Such type of programmes will also encourage many people to undertake this programme on a voluntary basis.
3. There is a great difficulty in getting suitable accommodation for adult education centres and recommends that provision should be made for rent or a lumpsum grant to make a shed should be given. The shed grant should be to the extent of 50 per cent and rest to be raised by the community.
4. The West Zone conference specially welcomes the proposal to establish the ^{Jan} Shikshan Nilayams as community centres. It urges the Government to issue guidelines in this regard urgently so that the people could make use of the services of community centres. The major responsibility for running these centres, the conference feels should be given to voluntary organisations/educational institutions engaged in adult education and a grant for a minimum period of five years to start with should be given to these agencies for this purpose.
5. In the Mass Programme of functional literacy the school students should also be involved. Schools, the conference feels are closer to the community and should be fully used in adult education work.
6. Wide publicity should be given to the mass programme of functional literacy and those interested should be given literacy kit free of cost. Anyone and everyone who comes forward for this programme should be involved.

7. The conference feels that sufficient quantity of teaching/ learning material is not available at present at many places and recommends that universities and some leading voluntary organisations should be provided funds so that adult education centres should get timely and adequate supply of such materials. The material should be graded, area specific and group specific.

8. The conference notes with concern that grants to voluntary organisations and universities are not released on time. It is effecting the tempo of adult education programme considerably and will be great hindrance in achieving the target of wiping out illiteracy from the country by 1995. It urges that fool-proof arrangements should be made for timely supply of funds to these institutions.

9. The conference welcomes the involvement of voluntary organisations under the National Literacy Mission but it urges that more funds should be earmarked for voluntary organisations (VAs). The present allocation of less than 10% for VAs should be raised to at least 20 per cent and linked with targets/achievements.

10. The conference feels that All India Bodies like the Indian Adult Education Association should be utilised to build voluntary movement for adult education in the country. The Indian Adult Education Association and its state level members should help the VA's in the initial period by way of training and sharing of experiences.

11. The conference feels that it is becoming difficult to find a suitable animator for an honorarium of Rs. 100/- only. It strongly recommends that the honorarium should be suitably increased so as to get competent, devoted and dedicated people for this work.

12. The conference recommends that disparities in the funding of adult education programmes run by voluntary agencies, State Governments and UGC should be removed.

13. The ad-hoc nature of adult education programme is not leaving lasting results. It recommends that it should become part and parcel of education programme and its functionaries should be employed on a regular basis.

NON-FORMAL EDUCATION IN CRISIS?

Prof. Edwin K Townsend Coles, Educational Consultant, Oxford, England spoke on 'Non-formal Education in Crisis?' at a function organised by the Indian Adult Education Association on Feb 15, 1988 at its premises in New Delhi. Prof. K.D. Gangrade, Pro Vice-Chancellor of the University of Delhi presided.

Prof. Coles in his address said that non-formal education is used in a very wide sense in many parts of the world while its use is limited to the age-group 6-14 in India. He said that the term non-formal education was being used in preference to adult education in many parts of the world because of the difficulty to define an adult.

He said that non-formal education (NEF) emerged because the formal education could not meet the needs of the people. NEF is learner-centered, need-based and relevant as compared to formal education.

Prof. Coles said that non-formal education is being undertaken by various Government Departments but it is not taken as such. It is considered as a responsibility of the Ministry of Education alone. Non-formal Education is essential for the success of all development programmes, he said. The need is to make people aware of various NEF programmes available in the country.

In his presidential remarks Prof. Gangrade said in non-formal education we should not insist on centre-based approach in our country. He said both political will and the people will have to combine for the success of the programme.

Shri J.C. Saxena, Hony. General Secretary, IAEA proposed a vote of thanks.

VISITOR FROM AUSTRALIA

Mr. Peter Kenyon, Director, Employment, Department of Employment and Training, Government of Western Australia visited the Indian Adult Education Association on January 29, 1988. He had discussions on linking income generating programmes with adult education.

CONTRIBUTIONS FOR TAGORE ENDOWMENT FUND

The following have contributed recently towards the Tagore Endowment Fund instituted by the Indian Adult Education Association

| | |
|--|---------|
| 1. Y.W.C.A. of India, New Delhi | 2000-00 |
| 2. Barrister. M.C. Mane, Bombay City Social Education Committee. | 250-00 |
| 3. Miss H.B. Illava, Mhow | 250-00 |
| 4. Mrs. Katy Ghyara, Mhow | 250-00 |
| 5. Mrs. R.K. Sinha, Bettiah, West Champaran (Bihar) | 151-00 |
| 6. Dr. N.P. Singh, New Delhi | 101-00 |
| 7. Mr. Kalyan Satpathi, Calcutta | 25-00 |

PUPPETRY WORKSHOP

The Centre for Adult Education and Extension and the Population Education Resource Centre, University of Kerala, Trivandrum organised recently a three day workshop on puppetry. The objective was to impart knowledge and information about puppetry in relation to population education and to equip the participants with the skill for presenting puppet show with special reference to puppet preparation, script writing for puppetry, presentation of a puppet play and its evaluation.

24 participants from among the supervisors and instructors attended. 24 puppets were produced during the workshop.

INSTRUCTORS TRAINING IN BHILWARA, RAJASTHAN

The Bhilwara District Adult Education Association organised a training programme for instructors recently. 75 instructors participated.

The topics discussed were: effective running of adult education centre, population and environment education, major diseases of animals and their cures, role of adult educators in drought conditions. Practical training in soap making was also given.

The highlight was a vow taken by 19 instructors not to participate in a feast given after the death of a person in villages in Rajasthan.

NEW BI-MONTHLY ON ADULT EDUCATION IN HINDI

The Department of Adult, Continuing and Extension Education of the Rohilkhand University, Bareilly (U.P) has started a new bi-monthly in Hindi entitled "Shikshit Rashtra".

The first issue has appeared in January 1988. It contains articles on various aspects of adult education and news on adult and continuing education in the region.

Dr. Dilip Kumar, Assistant Director, Department of Adult, Continuing and Extension Education, Rohilkhand University, Bareilly (U.P) is the Editor.

ADULT, CONTINUING EDUCATION PROGRAMME IN TRAINING COLLEGES IN KERALA

The Centre for Adult Education and Extension and the Population Education Resource Centre of the University of Kerala organised a series of extension lectures in some of the Colleges

of Education on "teacher and the community".

Major areas included in the programme were:

- i) Non-Formal Education - its philosophy and background,
- ii) Meaning & Scope of Adult Education/Non-Formal Education
- iii) Organisation of Adult Education Centres
- iv) Functional Literacy - Concept & Programme
- v) Teaching Learning Materials
- vi) Techniques of handling adult literacy classes
- vii) Population Education
- viii) Major Agencies of Adult Education and Involvement of Universities/Colleges in Adult Literacy Work in India.

ADULT EDUCATION CONFERENCES IN ALBERTA, CANADA

The Division of International Development and Faculty of Continuing Education of the University of Calgary, Alberta, Canada is organising a Participatory Research Workshop on May 3, 1988. It will discuss the history of participatory research, the prospect for use in development and the relationship to generally accepted research models.

The annual conference of the Canadian Association for the Study of Adult Education will be held in Calgary on May 4-6, 1988. It will be followed by Adult Education Research Conference on May 6-8, 1988. This conference aims to promote improvement of research and evaluation in adult education and to foster professional collaboration among scholars who promote research, conduct research or utilise research findings in the field of adult education.

The Commonwealth Association for the Education and Training of Adults (CAETA) will hold its third annual conference in Medicine Hat, Alberta, Canada.

Further information can be had from Mrs. Madeleine Aldridge, The Conference Office, University of Calgary, 2500, University Drive, N.W. Calgary, Alberta T 2 N 1N4, Canada.

UNIVERSITY OF THE COMMONWEALTH

The Heads of Government Meeting in Vancouver, Canada in October discussed plans for a University of the Commonwealth for co-operation in distance education. This proposal calls for a pan commonwealth linking body using new communication technologies to bring the courses of colleges, institutions and universities all over the Commonwealth to students in any member country.

It would not itself enrol students but make available to them some of the best distance teaching courses plus new materials it would itself develop.

RESOURCE CENTRE FOR NON-FORMAL EDUCATION NAMED AFTER DUTTA

To perpetuate the memory of Dr. S.C. Dutta, former President of the Association, the Executive Committee of the Association has decided to name the Resource Centre for Non-Formal Education after him.

The first meeting of the Advisory Committee of the Resource Centre for Non-Formal Education (दत्ता अनौपचारिक शिक्षा संसाधन केन्द्र) was held in New Delhi on February 5, 1988. Prof. K.D. Gangrade, Pro-Vice-Chancellor, Delhi University presided. Other members who attended the meeting were Dr. R.P. Singhal, Executive Director, NIEPA, Prof. C.J. Daswani, NCERT, Prof. R.N. Mathur, IGNOU, Prof. B.B. Mohanty, Head, Department of Oral and Visual Communication, IIMC and Treasurer IAFA, Shri J.C. Saxena, Hony. General Secretary, IAFA and Shri J.L. Sachdeva, Director, IAFA. Prof. E.K. Townsend Coles from Oxford, U.K. attended as a special invitee.

It was decided that the Centre should produce need-based learning material for neo-literates so that they do not fall back into illiteracy. It should be based on the vocabulary and functionality of the learners. The Centre should also make a survey of the unorganised labour sector and prepare material for them particularly the Rickshaw Pullers.

TAGORE ENDOWMENT FUND

The following have sent their contributions to Tagore Endowment Fund recently:

| | |
|---|------------|
| 1. Dr. S.N. Saraf, Prasanthinilayam (A.P) | Rs. 531-00 |
| 2. Dr. T.S. Avinashilingam, Coimbatore | Rs. 250-00 |
| 3. Dr. Abdul Karim M. Naik, Bombay | Rs. 200-00 |
| 4. Dr. (Mrs.) Madhuri Shah, Bombay | Rs. 100-00 |
| 5. Mrs. Santosh Mahenderjit Singh, Kanpur | Rs. 100-00 |

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Aims and Objectives of Adult Education

Coles, Edwin K. Townsend, Adult Education in Developing Countries (2nd Edition), Oxford, Pergamon Press, 1978, 199 p.

This book outlines in general terms the theory and practice of adult education in developing countries. It provides a frame work. to be adapted to the particular circumstances of each country, within which this branch of education can be established. It suggests administrative arrangements, which are necessary, together with the resources, both human and material, which are required.

The book in general terms gives the how?, what? and who? of adult education as applied in the third world.

Training in Adult Education

D.A.E. Learning for participation: An approach to training in adult education. New Delhi, Directorate of Adult Education, 1987. p. 187.

The document has been divided into six sections. Section I, deals with the adult education programme in 'National Policy on Education - 1986'. Section II discusses new perspective

of training; Section III discusses roles of adult education Functioners; Section IV describes the training process and various techniques used and their significance in achieving the objectives. In Section V training models have been given. The entire training has been divided into 5 stages covering 12 days. Stage I is devoted to understanding oneself and others in the group. Stage 2 gives guidelines for understanding the community. Stage 3 helps in understanding adult education programme in the present context. Stage 4 gives skills needed in performing the role of instructor. Stage 5 deals with the designing the work plan for the adult education centre.

Section 6 gives some special write-up to be used in between the training for discussion and sharing experiences and views on a particular subject or problem.

Research in Adult Education

Kundu C.L. Adult Education Research Future Directions. Kurukshestra, C.L. Kundu, Professor of Education, Kurukshestra University, 1987. 93 p

The first chapter of this Volume presents an International overview of adult education research. The second chapter deals with the various issues related to the research in adult education in India. In this section types of research, priority areas and researches completed so far have been given.

In the last chapter future directions are classified. These are:

- 1) Research in Institutional Basis
- 2) Research in Adult. Pedagogy
- 3) Research in Andragogy - Development of the Individual
- 4) Research in Development
- 5) Research in fields of study: Psychological
- 6) Research in Motivation
- 7) Research in Typologies
- 8) Research in skills and subject areas
- 9) Research in Professional Training and Teaching

Adult Education and Co-operatives

Lauder, John. Office Management for Cooperatives. London, Intermediate Technology Publications, (n.d). 103 p.

This book looks at the principles of office management, the subjects of staffing and control, and the details of essential records, correspondence and accommodation that are required to provide that service to the manager.

Education for Development

Dijk, Sylvia Van. Recommendations on strategies for development education and research. Mexico, Universidad, 1987. 46 p.

The booklet is a summary of a participatory research project on development education with women. It is specially directed to policy makers and financing agencies in the field of development education.

It has been divided into six parts. It starts with some concrete suggestions regarding the infrastructural support for research education projects in a development setting. The second chapter gives a short frame of reference dealing with the relationship between development and education. The third chapter gives an account of the development of the project in order to give a concrete frame of reference. The fourth chapter deals with the participation. Chapter five gives an account of some tentative observations on education. The last chapter gives some comments on participatory research as this was the methodological instrument used to carry out the project.

Legal Literacy

Mathew, P.D. Do You Know Your Fundamental Rights? New Delhi, Indian Social Institute, 1985. 27 p. (Legal Education Series No.4)

The purpose of this booklet on Fundamental Rights is to raise the legal consciousness of citizens with regard to their rights so that they may exercise them responsibly and prevent government authorities and others from encroaching on them, and in case of their violation, find redress through legal remedies provided in the Constitution.

Population Education

Department of Continuing Education and Extension, Gorakhpur University. Proudh Shiksha Arain Jan Sankhya Shiksha Sangoshthi. Gorakhpur, Department of Continuing Education and Extension, Gorakhpur University, 1987. 22 p. (Mimeographed)

This is a report of the conference on population education held in Gorakhpur on 27 - 29 March, 1987. The conference discussed various issues involved in adult and population education programme. It assessed the development, working and achievement of the programme undertaken by the University and made suggestions for future development.

Kakar, T.R. and Chawla S.P. Curriculum For Elementary Teachers Training Institutes, New Delhi, N.C.E.R.T., 1987. Various Paging.

The curriculum is divided into two parts. In part one, the need, scope and objectives of population education in so far as they relate to Elementary Teachers Training Programmes are given. In part II, the syllabus in Population Education is given. It has been spelt out in terms of understanding: content and activities, beside some information of the syllabus developed in this book is woven round the following major areas:-

- 1) Population Education and Role of the Teachers
- 2) Population Dynamics and Population Situation
- 3) Population Growth and Socio-Economic Consequences
- 4) Population Growth, Natural Resources and Environment
- 5) Population Growth and Quality of Life.

General

Institute of Workers' Education, Evaluation Workshop on Small Farmer Worker Education and Community Development: Final Report, Colombo, IWE, 1987. p.34

The Institute of Workers' Education, University of Colombo (Sri Lanka) launched a Small Farmer Development Programme in 1984 to encourage small farmers and peasant families in a number of pilot poor remote villages in the dry zone districts of Badulla, Moneragala and Hambantota so as to motivate and organise them to upgrade their quality of life and work.

To discuss the objectives and philosophy of the programme, the difficulties faced in its implementation at the grass-root level and to make a formative evaluation of the programme the IWE in collaboration with the Asian South Pacific Bureau of Adult Education and the National Association for Total Education organised a Workshop in Colombo (Sri Lanka) from December 21 - 30, 1987. This document is the final report of the Workshop.

Mobile Creches - Bombay. In the Shadow of the Seaffolding.
Bombay, Mobile Creches, (n.d) 51 p,

The document is a research report about migrant construction workers. The followings are objectives of this study:

- 1) To understand the socio-economic conditions of migrant construction workers, including their migration history, mode of entry into construction work, work conditions, health and education status, level of awareness of resources and facilities in the city, intra-occupation mobility, etc.
- 2) To utilise the understanding and insights gained through such a study to identify new thrusts for mobile creches.
- 3) To inculcate research orientation and basic research skills in all Mobile Creches staff, through their active participation in the design and implementation of the study, including data collection.
- 4) To present the major findings of the study to concerned Government officials and planning bodies, with a view to influencing policy.

Wastelands News Vol.III No.3 Feb-April, 1988. New Delhi, Society for Promotion of Wasteland Development.

This quarterly newsletter carries report about various projects of social forestry, wastelands reclamation, land water-management, etc. For further information please write to:

Editor, Society for Promotion of Wastelands Development,
Sriram Bhartiye Kala Kendra,
1, Copernicus Marg, New Delhi 110 028.

Shukla, P.D. Towards the new pattern of education in India.
New Delhi, Sterling Publishers, 1987.

In this document the author has spelt out the implications of the 10+2+3 concept in education. According to the author the secondary stage of education is likely to be terminal for a large segment of students. Hence, if the 10+2+3 pattern with the accent on vocationalisation is made effective, the pressure on the universities will be reduced considerably. An important point which the author stresses in the context is that the new system of education is not likely to provide employment to all persons. While the proposed system will not solve problems of unemployment, it would certainly produce more employable material. The author also comments on the quality of question papers and the marking systems.

In the section on non-formal education the author has listed examples of non-formal education programmes in progress. The chapter on 'Teachers Education and the Changing Frontiers of Pedagogy' aims at revitalising teachers education programmes.



IAEA

NEWSLETTER

Vol IX No 12 March 1988 Limited Circulation

CENTRAL ZONE CONFERENCE IN BODHGAYA (BIHAR)

A two day Central Zone Conference comprising the States of Bihar, M.P. and U.P. was held in Magadh University, Bodhgaya on February 23 - 24, 1988. 80 delegates representing the Government Departments, Universities, Colleges, Voluntary Organisations from the three States attended.

Inaugurating it, Prof. Mangal Dubey, Vice-Chancellor, Magadh University said that the education of parents was essential for universalisation of elementary education in the country. He said that adult education should be a service-oriented programme and all literate should take it as a sacred duty to provide education to the illiterate on voluntary basis. He said that illiterates should be made to realise that by remaining illiterate they are not only depriving themselves but also depriving their own country in its march towards development.

He said that three things were essential for development i.e. adult education, compulsory elementary education and population education. Prof. Dubey said that concerted efforts are needed to wipe out illiteracy from the country.

Shri BS Garg, President of the Indian Adult Education Association in his Chief Guest address said that adult education should become a mass movement and Government Departments, Universities, Colleges and Voluntary Organisations should join hands to wipe out illiteracy by 1995.

Shri KC Choudhary, Vice-President, IAEA and President of the Central Zone in his Presidential Address said that illiteracy and poverty are inter-related and to eliminate poverty it was essential to liquidate illiteracy from the country. He said that the Government had allotted a sum of Rs.550 crores under the National Literacy Mission upto 1990 and asked the adult

educators to rise to the occasion and 8 crore illiterates in the age-group 15-35 must be made literate by 1995. If we fail to deliver the goods, we may not get another opportunity, he feared.

The Conference convened by the Indian Adult Education Association in collaboration with the Centre for National Adult Education and Extension Education Programme, Magadh University discussed the problems faced in the adult education movement in the Zone; strategies adopted to solve them; role of students, youth in adult education, promotion of adult education among women and linking population education with adult education.

Earlier, Prof. PN Singh, Director, Adult Education, Magadh University in his welcome address said that adult education was essential to enable people to effectively participate in development programmes.

Shri AH Khan, Asstt. Director, Adult Education, Magadh University in his vote of thanks said that incentives have to be provided to motivate students to undertake adult education work.

Plenary Session :

In the first plenary session, Shri JL Sachdeva, Director, Indian Adult Education Association, presented the Working Paper of the Conference. He said that all the three States have literacy level below the national average of 36.23 per cent and all out efforts are needed to bring these States to the national average by 1991. He said out of 244 districts which were below the National Literacy Rate these three States accounted for 114 districts in 1981. He discussed about problems faced in the adult education programme, the National Literacy Mission and the adult education programmes for women.

The delegates were divided into three groups to discuss the sub-themes of the Conference.

Valedictory Function :

The valedictory address of the Conference was delivered by Shri JC Saxena, Hony. General Secretary of the IAEA. Shri Saxena, in his address, said that eradication of illiteracy has to be undertaken on war footing, otherwise it would be difficult to eliminate illiteracy in the age-group 15-35 by 1995. He said that adult education and family welfare programmes should be top priority programmes.

Shri Saxena said that there were 4.45 crore illiterates in the three States out of the 8 crore illiterates in the country and special funds should be provided to these States to eradicate illiteracy by the stipulated time. He said that the money allocated under the National Literacy Mission should be properly utilised and all willing agencies and workers who come forward to implement the programme, should be provided the necessary help.

Prof. Mangal Dubey, Vice-Chancellor, Magadh University in his speech said that if people undertake this programme with devotion, commitment and enthusiasm it would not be difficult to achieve the target of eliminating illiteracy by 1995. He said that 'each one teach one' programme should be undertaken vigorously.

Shri PS Cheema, Commissioner, Bodh Gaya in his Presidential address said that adult education should be launched as a mass movement like the one we had undertaken under freedom struggle. He said that in earlier days people in all walks of life were undertaking this work on voluntary basis and the need is to continue this programme in this spirit. He said that every body has a right to education and all opportunities should be provided to provide relevant education.

Shri KC Choudhary, President of the Central Zone I.A.E.A. in his address outlined the history of Indian Adult Education Association and said that prominent adult educators from Bihar were associated with it in the earlier years of its formation. He said that these three States have lot of tribal and scheduled castes people and our effort should be to educate these people on priority basis.

Prof. Amin Ahmad, Coordinator, NSS Programme, Magadh University in his welcome address said that incentives were necessary to promote adult education in the country. He also pleaded for timely release of grants so that the tempo of adult education is not effected.

Shri NC Pant, Secretary, Central Zone of the IAEA proposed a vote of thanks.

Recommendations:

The Conference made the following major recommendations:

1. The Central Zone Conference of Adult Education (comprising States of Bihar, Madhya Pradesh and Uttar Pradesh) held in Bodh Gaya on February 23-24, 1988 welcomes the National Literacy Mission being launched in the country. It recommends that special consideration should be given to these States while allocating funds as half the illiterates of the country in the age-group 15-35 live in these States.
2. The Conference also welcomes the proposal to set up Jan Shikshan Nilayams as community education centres but feels that there should be one Nilayam in a cluster of 2-3 villages instead of five villages as mentioned in NDM. This will ensure greater participation of all particularly the women.
3. The Conference feels that students can play a great role in eradication of illiteracy but for their effective participation incentives must be given to them. Adult Education should be introduced in the curriculum of colleges and senior secondary schools. Extension should be introduced in all senior secondary schools as has been accepted by Universities.
4. The Conference notes with concern that the functionality and awareness are not covered in the adult education centres as the funds allocated are by and large for literacy only. It recommends in the revised pattern under the National Literacy Mission special funds should be provided for the purpose.
5. The Conference feels that creation of proper environment is essential for the success of this programme. It recommends that the electronic media particularly Radio and T.V. have to play a great role in this regard. Snippets on adult education during the prime time should be broadcast/telecast on regular basis.
6. The Conference feels that active State level voluntary organisations should be formed in the Central Zone so that adult education is properly coordinated in the Zone. They will act as watch dogs in seeing that the work is carried out properly both by official and non-official agencies.
7. The Conference feels that area approach for integrated total development should be adopted with a view to achieve growth with social justice.

NATIONAL CONFERENCE ON ERADICATION OF ILLITERACY AMONG WOMEN

A National Conference on Eradication of Illiteracy among Women was organised by the All India Committee for Eradication of Illiteracy among Women in New Delhi from February 20-22, 1988. The objectives of the Conference were:

- a) to prepare women's voluntary organisations, women workers and panchayati raj bodies to participate fully in the development of the national programme for eradicating women's illiteracy by the year 2000.
- b) to ensure public participation and association of voluntary effort and women's organisations in implementing adult education and related programmes concerning women.

Inaugurating it, Shri R Venkataraman, President of India said that eradication of women's illiteracy is an essential step for achieving complete equality for women and for their full participation in national life. In this task, he said that writers, the media, voluntary agencies, trade unions, cooperatives and industrial organisations must come together to strengthen the illiteracy eradication movement.

Shri Venkataram said that illiteracy has to be seen as an obstacle to the elimination of exploitation, improvement of living conditions, reducing infant and child mortality and controlling the rate of growth of population. He called upon all the development agencies to join hands in removing the blot of illiteracy from this country. He said that there should be opportunities for integrating literacy with development work.

Shri Venkataraman said the women of India have themselves to be taught that women's education is in their interest and it will enable them to play better and more effectively their role due in their family and in society.

The key-note address of the Conference was delivered by Dr. Chitra Naik, Hony. Director of the State Resource Centre, Indian Institute of Education, Pune. The valedictory address was delivered by Prof. Satya Bhushan, Director, National Institute of Educational Planning and Administration. Shri Anil Bordia, Secretary, Department of Education, Ministry of Human Resource Development also addressed the participants.

The Conference called upon the voluntary agencies to work closely with other bodies, such as gram panchayats, local industries, cooperative societies and civic bodies so that the illiterate women could be reached through all available channels.

The Conference urged that extensive use of media like T.V., Radio, posters and songs be made to sensitise the people to the need for speedy eradication of illiteracy.

It recommended that voluntary organisations and women's organisations should be encouraged to undertake innovative pilot projects. Provisions of specific funds for such type of projects should be made by the Government.

The Conference recommended that literacy should be linked with felt needs of women in the community, specially health, family planning, employment, women's legal rights etc.

NO RAISE IN EDUCATION ALLOCATION

Allocation for education during 1988-89 will be Rs.800 crore, that is the same level as in the fiscal year 1987-88.

For the year 1988-89, while general education will get Rs.656.66 crore, technical education has been provided Rs.141 crore.

In the general education sector, the lion's share of Rs.408.79 crore will be for education up to the secondary standard. This outlay includes Rs.69.30 crore for Navodaya Vidyalaya, which are being set up at the rate of one per district.

Non-formal education, one of the approaches towards achieving of universalisation of elementary education, gets Rs.45.05 crore. A sum of Rs.8.50 crore has been set apart for providing free education to girls.

The scheme for vocationalisation of secondary education gets Rs.47.20 crore, while Rs.18.90 crore will be spent on promotion of science laboratories.

The share of university and higher education will be Rs.145.85 crore. Adult education gets Rs.75.50 crore which includes Rs.40 crore for rural functional literacy.

For development of languages including popularisation of Hindi, an outlay of Rs.12.93 crore has been provided.

In the Rs.141 crore budget for technical education, the IITs will get Rs.24 crore, the regional engineering colleges Rs.10 crore, IIMs Rs.6 crore.

NEWS FROM STATE RESOURCE CENTRES

SRC, Bihar

The State Resource Centre for Adult Education, Deepayatan, Bihar, organised a one-day orientation training on population education on Dec 22, 1987. 39 district Adult Education Officers participated. Two-day's district-level orientation programme on population education for field functionaries was organised in all the districts. It also organised a two-day workshop in training methods and preparation of materials for the field workers of DWERA.

A workshop for preparation of teaching-learning material in Nagpuria language was organised from Nov 1-7, 1987 at Kurumgarh, Singhbhum. Besides the preparation of the primer, recording of songs with developmental theme and video recording of cultural presentations were also done.

The SRC has produced an audio-cassette on care and medical check up during pregnancy. Some booklets on various diseases are being prepared by the Centre.

The SRC is conducting two research projects, namely (a) perception and comprehension of visuals with reference to tribal zones, (a) the training needs of women's instructors. Under the population education the SRC has published two books entitled 'Jan Sankya Shiksha' and 'Margnideshika'.

SRC, Delhi

The State Resource Centre, Jamia Millia Islamia, New Delhi published a follow-up book on Equal Status of Women entitled 'Beti-Ka-Sawal'. It has also published a booklet of information titled 'Zaroori Jankari'.

The SRC organised a training programme on population education for the instructors/supervisors of Dr. AV Baliga Memorial Trust and Mahila Chetna Kendra. It also helped other voluntary organisations in the conduct of training/orientation programmes. Under Mass Programme of Functional Literacy it provided orientation to 22 young students from Jamia Middle School.

The SRC in collaboration with the Directorate of Adult Education organised a 5-day Review-cum-Orientation Programme for the Population Education Unit Staff of the SRCs working in India from Dec 7-11, 1987. Representatives from Bihar, Madhya Pradesh, Karnataka, Tamil Nadu, Maharashtra, Delhi, Uttar Pradesh and West Bengal attended. The last three days were devoted to the orientation programme for the Associate Coordinators engaged in the Population Education Project. The concept, content, aims and objectives of Population Education were covered during the orientation programme.

The SRC published the following material during the quarter under report:

- (1) Antar Ka Mantar
(flash cards on spacing)
- (2) Pahele Kya Tha Ab Kya Hai
(flip book on resource development and population); and
- (3) Zachcha Bachcha Ki Dekh Bhal
(photographic booklet on mother and child care)

The SRC organised the second Proudth Shiksha Awareness Mela on Nov 27, 1987 in the open campus of Faculty of Education, Jamia. Over 2,000 learners from 21 voluntary organisations and Delhi Administration participated. Cultural programmes, literacy race, quiz programme and a street corner play were the main events of the Mela. The prizes for overall performance and for performance in individual units were given away by Shri L Mishra, Joint Educational Adviser of the Ministry of Human Resource Development.

SRC, Karnataka

The State Resource Centre, Karnataka State Adult Education Council, Mysore organised a Training Programme for Supervisors of the Directorate of Adult Education and of voluntary agencies from Oct 16-21, 1987 at Kumbalgot in Bangalore District. 27 persons attended. Resource Persons from Rural Development Department, Health and Family Welfare, Population Education, Consumer Education, etc. participated in this programme.

The SRC brought out two posters on Education of Women during the quarter - (a) Oh mother, to teach your child, please come and learn in the Adult Education Centres; and (b) Mother should be literate to become first teacher of the child.

SRC, Kerala

The State Resource Centre, Kerala Association for Non-Formal Education and Development (KANFED), Trivandrum organised a Seminar on Mental Health on October 29, 1987 at the Saksharatha Bhavan. The experts from Trivandrum Mental Hospital explained the role of the social workers in promoting the mental health which is closely related to the general health and well-being of the community. The valedictory address was delivered by Shri PN Panicker. Shri PT Bhaskara Panicker, Dr. NA Karim and Dr. K Sivadasan Pillai also spoke on the occasion.

A two-day State Conference on Women's Justice was organised by the SRC on October 12-13, 1987 which was attended by voluntary social workers, representatives of the women's clubs and organisations. The Conference stressed the need to empower women in all possible ways and to make them confident and strong to play their role in the society.

SRC, Rajasthan

The State Resource Centre, Rajasthan Adult Education Association, Jaipur brought out the following books for neo-literates during the quarter Oct-Dec 1987:

- (1) Suno Dharm Ka Saar (secular concept of Religion)
- (2) Runkh Battisi (On conservation of environment)
- (3) Sokaru (Drama in Vagri Dialect)

It brought out posters on (i) Water Conservation; (ii) Satire on bookish knowledge; (iii) Bal Divas; (iv) Nutrition of Child.

It organised an eleven-day residential training programme for Project Officers from November 9-19, 1987. 23 POs participated. The participants identified their felt-needs, designed their training curriculum on the basis of those needs; identified their field problems and collectively sought their solutions. They also prepared teaching-learning aids during the training.

The supervisors of adult education projects of Shri Ganganagar and Hanumangarh were given a two-day training in integrating population education with adult education on Dec 1-2, 1987.

The SRC supplied 3,000 literacy kits to various government and voluntary organisations under the Mass Programme for Functional Literacy. It conducted a survey to study and assess the inputs of training, teaching-learning material and other facilities provided to the field functionaries.

SRC, Uttar Pradesh

The State Resource Centre for Adult Education, Literacy House, Lucknow, organised a Workshop on Preparation of Material for Post-Literacy Programme from October 10-14, 1987 in which 10 people participated. Another Workshop for Revision of Manuscript for Post-Literacy Programme was organised from November 18-21, 1987. A Workshop on Learners Evaluation was organised by SRC. It prepared evaluation tools for the learners of the Adult Education Centres throughout the State.

The SRC published the following material during the quarter:

- (1) Nai Rah Praveshika
- (2) Proudh Gyan Vigyan Mala
- (3) Parivar Sarvekshan Prapatra
Gram Sarvekshan Prapatra
- (4) Proudh Shiksha Adhikariyon Ke Training Prapatra

It organised six Orientation Training Programmes during the period Oct-December 1987 in which 182 persons including 82 women participated.

SRC, West Bengal

The State Resource Centre for Adult Education, Bengal Social Service League, Calcutta organised 8 pre-service-training and 8 in-service training courses during the quarter October-December 1987. 1323 adult education functionaries attended the programmes.

The SRC continued to publish CHALTI JAGAT(current world) for neo-literates.

It is conducting an evaluative study on the impact of Adult Education Centres on the life style of learners in the area under Ramkishore Gram Panchayat in Kulpi P.S. Diamond Harbour Sub-Division of South 24 Parganas District.

A State level Seminar on Problems, Prospects and implementation of Mass Programme for Functional Literacy was held at Palli Samgathana Bibhaga, Sriniketan on November 30 and December 1, 1987. 54 Projects Officers attended the Seminar.

An one-day Orientation Training Programme on Family Planning was organised on November 25, 1987. 30 instructors and volunteers participated.

LITERACY DRIVE IN MADHYA PRADESH

With a view to promoting literacy among adults in the tribal sub-plan area in Madhya Pradesh, a literacy promotion incentive scheme is being introduced by the State Government from this year.

Under this scheme, adults in the age group of 20 to 40 years will be taught by departmental teachers up to the fifth standard stage, according to official sources here.

After the candidates pass the fifth standard board examination conducted by the state Government, the teachers concerned will be given an incentive allowance of Rs.300 per student.

INDIAN POPULATION LIKELY TO SURPASS CHINA'S

India could surpass China as the world's most populous nation in the not distant future, according to the US Census Bureau.

China has long been the world's most heavily populated nation and now is home to about one-fifth of the earth's people.

But, "the time is now foreseeable when India will take over the number one spot, reflecting a population growth rate that is nearly twice as high as China's" the Bureau reported.

"The latest projections suggest that India's population may surpass China's in less than 60 years, or before today's youngsters in both countries reach old age", the Bureau said in its new World Population Profile 1987.

The bureau estimates China's population at 1,088,169,000 people, compared to India's 816,828,000.

But India has a birth rate of 32 per 1,000 people, compared with just 20 per 1,000 in China, which has conducted an intensive birth-control campaign in recent years. Subtracting deaths, India's population was growing by 2.1 per cent annually, China's by only 1.3 per cent, the bureau reported.

Sharp changes are expected in other nations too, the report says. The Soviet Union, which now ranks third in population, is expected to drop to number five by the year 2050. Fourth-place U.S. will slip to eighth, while number five Indonesia will drop to seventh.

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and Objectives of Adult Education

Conscientisation and Liberation, a conversation with Paulo Freire in Paulo Freire - A Reader, compiled by Ludger Ruke and Annemarie Welzel p.25-31.

In this conversation Paulo Freire replies to eleven questions asked by the interviewer. He spells the cultural action for liberation, meaning of reality, critical capacity of reacting, conscientisation etc.

Media, Methods and Materials in Adult Education

Ryan, John W. Language and Literacy: the planning of literary activities in Multilingual States in Issues in Planning and Implementing National Literacy Programme. Edited by G.Carronand, Anil Bordia. Paris, International Institute for Educational Planning, 1985. p. 159-175.

The article examines the hypothesis that reading and writing are more rapidly and readily mastered when the medium is the learners home language often referred to as the 'mother tongue'. Unfortunately, this will not normally be the case the author argues. The third world, where over 800 million of the world's estimated 824 million illiterates reside is characterized by linguistic heterogeneity on a vast scale and in many highly complex forms.

The majority of languages are unwritten and unstandardized and are spoken by language community of few hundred or few thousand. Thus, an enormous investment would be required to render these languages effective media for literacy instruction. The author argues that even if such investment were conceivable, the question would still have to be asked, if it would be sensible. Without a certain scale of usage, a written language may be of limited utility and its mastery of little appeal to its speakers. The author cites example that in Tanzania, missionaries who were teaching literacy in tribal languages, as a transitional step in the mastery of literacy in Swahili, found that many learners considered the teaching of the transitional language to be a waste of time and an extra hurdle in achieving their ultimate goal of literacy in the national language.

The article also discusses various research issues in language teaching, single language policy of Tanzania, multi-lingual policy of Ethiopia and its national literacy campaign, unstandardised dialects, diglossia, revision of alphabets, literacy readiness and production of literacy materials.

The book can be had from : Director, International Institute for Educational Planning, 7-9 rue Engene Delacroix, 75116 Paris.

Population Education

Pandey, JL and Jain DP Syllabus on Population Education for Plus Two Stage. New Delhi, National Population Education Project, Department of Education in Social Sciences and Humanities, NCERT, 1987. 107 p. (Mimeographed).

The syllabus on population education is addressed to the edu-specific need of integrating population elements into the curriculum for +2 stage. In its introductory part, the syllabus analyses the perspective in which the concept of population education has emerged and delineates its relevance, meaning and objectives, as visualised in India. Part two attempts at the selection of contents related to population education. Population Education : A Draft Syllabus, prepared by NCERT in 1971 was made the basis for ensuring vertical continuity of the population education contents to be selected for +2 stage. In order to provide horizontal comprehensiveness, contents have been drawn from the relevant subject areas and the prevailing socio-cultural milieu. To make the curriculum more effective for the attainment of the pronounced educational goal of "promotion of observance of small family norm" as stipulated in National Policy on Education 1986, the selected population education contents focus on six sets of core messages. These are as follows:

- 1) Family Size and Family Welfare
- 2) Delayed Marriage
- 3) Responsible Parenthood
- 4) Population Change and Resource Development
- 5) Population Related Beliefs and Values
- 6) Status of Women

Open Learning

Kunnunkal. TV. Open School : An Alternative to Formal School. Journal of Education and Social Change. Vol.I No.2, July-Sept. 1987, p 43-47.

The author in this article argues that if the Open Schools maintain a high quality in the instruction materials supplied to the students, provide a good student support system, and insist on maintaining comparability of standards, they would provide a full alternative to the formal system, attracting a large number of non-attending students who have lost their first chance in life and who find that the open school provides them with a second chance. The Open Learning System could thus stimulate equality of educational opportunity, conceivably become a catalyst not only for its own growth but also for bringing about desirable changes in the prevalent formal system which is rigid and inflexible, and contain the enrolments resulting from universalisation of elementary education. However, it is not containment of numbers but equalization and flexibility of learning choice that would be the greatest contribution of Open School according to Fr. Kunnunkal.

Edited by JL Sachdev, Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110 002

Tele : 3319282