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MOVEMENT TO SPREAD LITERACY URGED

The Vice-President, Dr. Shankar Dayal Sharma called upon social workers, teachers and students to adopt mohallas and blocks in towns and villages and educate those who had no opportunity to attend school . A mass movement, according to him, was the only way to spread functional literacy, particularly among the adults and the working class.

It was unfortunate that India had the largest percentage of illiterates, while it took pride in being the third largest country in terms of technical manpower, the Vice-President said.

The Vice-President was speaking after presenting the 1987 Nehru Literacy Award to the octogenarian veteran adult educator and Parliamentarian, Prof. NG Ranga in New Delhi on April 23, 1988.

Accepting the Award instituted by the Indian Adult Education Association, Prof. Ranga regretted that the country had failed to give women their due status and rights and to give children a bright future and the right type of education even after 40 years of independence.

He called upon the voluntary organisations, social workers, teachers, students and the audio-visual media to take up the challenge of educating those who had no opportunity to attend the schools. He also urged the Government to create a vast net-work of schools with adequate number of teachers to spread education, particularly among women.

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The citation read out by Shri BS Garg, President of the Indian Adult Education Association described Prof. Ranga as a mass educator, scholar, intellectual and statesman besides being one of the founder members of the Indian Adult Education Association.

By founding the Forum of Parliamentarians on Adult Education recently he has given the call to Parliamentarians and Legislators to provide leadership for constituency-wise programme for mass mobilisation of people for participation in all developmental activities and to press the Government to give more attention to eradicate illiteracy and promotion of adult education and involving people in the fight against ignorance and poverty.

The citation said that Prof. Ranga is a prolific writer and has written more than 30 books apart from contributing a number of articles on different subjects for the upliftment of the people at the grass-root level.

He organised adult education schools, conducted literacy campaigns, supported literacy movement and promoted friendship and fraternity between all castes through social service, the citation said.

Earlier, Shri JC Saxena, Hony. General Secretary, Indian Adult Education Association in his welcome address congratulated Prof. Ranga on his getting the Nehru Literacy Award(1987). The Indian Adult Education Association had set up a Committee for this selection and Prof. Ranga was the unanimous choice of this Committee. Shri Saxena said that it was a matter of shame that India have still a large number of illiterates of the world, while other countries, which got independence at about the same time as India did, were able to wipe out illiteracy from their countries in a short span. He said that education is a life long process and part-time, spare-time and own-time educational opportunities should be provided to the people at their door-step. He pledged the full support of the Indian Adult Education Association for the success of the National Literacy Mission and appealed to all educated people to participate in the National Literacy Mission so as to remove the

blot of illiteracy from the country by 1995. Shri Saxena pointed out that 63 per cent of the 8 crore people of the target group (15-35) happen to be women and all out efforts should be made to make them literate, thereby enabling them to make their contribution to the national programmes of socio-economic development.

Shri JL Sachdeva, Director, Indian Adult Education Association proposed a vote of thanks. He said that the governmental and non-governmental organisations have to work in close cooperation to eradicate illiteracy from the country. He said that the establishment of Jan Shikshan Nilayams under the National Literacy Mission will fulfil the educational needs of the illiterates, semi-literates, educated and the elite. He urged that wide publicity should be given to the mass programme for functional literacy so that all literate people undertake this work to enable their illiterate brothers and sisters to become active partners in the development of the country.

The Award is in the shape of a plaque with a gold medallion of Nehru held by floral intaglia in silver. It also carries an "angavastram" and citation.

PM LAUNCHES MASS CAMPAIGN FOR NATIONAL LITERACY MISSION

The Prime Minister, Mr. Rajiv Gandhi, called upon the youth, students, voluntary agencies, employers and all political parties to take the message of literacy to every nook and corner of the country to end exploitation of the illiterates and bring about their economic emancipation.

Launching a mass campaign for National Literacy Mission at Vigyan Bhavan in New Delhi on May 5, 1988, Mr. Gandhi said that programme can only succeed with the active participation of all sections of the population.

Mr. Gandhi and an adult woman learner jointly lit the lamp of learning on the launching of the Mission.

A national consensus has to be created for mobilisation of social forces for the success of the gigantic task undertaken by the mission and to achieve the ultimate objective of promoting a qualitative change in the living and working conditions of the deprived sections, he said.

Emphasising the need for educating women, Mr. Gandhi said through literacy women become aware of their social and legal rights, learn and improve income generating skills, acquire a voice in the affairs of the family and move towards equal participation in the process of development and social change.

The Literacy Mission, Mr. Gandhi said, would try to reach eight crore people by 1995 and make them self-reliant in literacy and numeracy so that they could acquire skills to improve their economic status, the status of women, adopt the small family norm and be motivated to protect the environment. To relate itself to the lives of the people, the mission would teach them in their own local languages and dialects.

Mr. Gandhi cautioned that the spread of literacy should not divorce the people from the country's culture and traditions, rather it should strengthen our heritage. The absence of literacy, he said, opens people to exploitation. Research has shown that as men, especially women, acquire literacy, the infant mortality rate falls, life expectancy increases and the incidence of disease declines. The thrust will be in rural areas with a special concern for women and persons belonging to Scheduled Castes and Tribes. This would enable them to take their place in the national mainstream.

Earlier, Mr. Sam Pitroda, Adviser to the Government on Technology Mission suggested that literacy should be linked with development of the country. He said that adult literacy specially among women is the linchpin of the future. It will lead not just to employment but to self-respect, self-help and self-reliance. He said the programme had generated some cynicism, but it was an essential part of nation-building. The mission did not have all the answers but "we are trying and trying hard".

Adult literacy should not be a slogan of the past but a reality which will give independence and respect to everybody.

Mr. PV Narasimha Rao, Union Minister of Human Resource Development, who presided over the function said that it was a matter of shame that the maximum number of illiterates will be in India in the next century and we must wash this stain. The biggest problem in the villages, he said, was that of motivation as literacy was not related to employment as in the

urban areas where the mission would have better success. Mr. Rao said while reaching the generation in the age-group of 15-35 years, it must be ensured that there were no new illiterates among the coming generation. He said that it was a pity that the educated had the least faith in the National Literacy Mission.

An audio-visual presentation of the state of education in the country was presented by the Education Secretary, Mr. Anil Bordia on the occasion.

Shri L Mishra, Joint Educational Adviser, Ministry of Human Resource Development proposed a vote of thanks.

Mr. Rajiv Gandhi also released five books about the mission.

EXHIBITION ON LITERACY FOR DEVELOPMENT

To coincide with the launching of the Mass Campaign for National Literacy Mission by the Prime Minister, the Ministry of Human Resource Development organised a National Literacy Exhibition at Pragati Maidan, New Delhi from May 5-31, 1988. It was inaugurated on May 5, 1988 by Shri PV Narasimha Rao, Union Minister for Human Resource Development.

The theme of the Exhibition is "Literacy for Development".

The Exhibition highlights key aspects of intensification of action for eradication of illiteracy. Besides depicting strategies of programme delivery for literacy and post-literacy, a variety of material prepared all over the country for literacy, post literacy and continuing education programmes are on display. The Exhibition includes a portrayal of a functional literacy centre, Jana Shikshan Nilayam - an institution established for post literacy and continuing education, as well as application of techno-pedagogic inputs, media support and technology demonstrations to improve literacy programme.

A MASS MOVEMENT FOR HUMAN RIGHTS EDUCATION

Dr. LM Singhvi, eminent Jurist said in New Delhi on Mar 27, 1988 that for successful functioning of democracy, a broad-based system of communication, assimilation and socialisation of values has to be created. The inculcation of human rights and values go a long way in this direction, he said.

Dr. Singhvi was delivering the key-note address at the Round Table convened by the Indian Adult Education Association. 40 persons attended.

Dr. Singhvi said that human rights education has not received the priority it deserves and it is the duty of adult educators to see that it is invariably included in the awareness component of the adult education programme. He suggested that the UNESCO Publications on Human Rights teaching should be translated in simple Hindi and other Indian languages so that the message could reach the masses. He said that the Government alone could not build a mass movement on Human Rights. It was for the people to come forward and take the lead.

Dr. Singhvi said that there cannot be a universal model for human right education. Each country has to devise its own model from the culture of the community. He said that all educational institutions should contribute to human rights learning. It has to be inculcated in all groups of people to achieve the goals of a good society.

Shri L Mishra, Joint Educational Adviser, Ministry of Human Resource Development, who presided over the inaugural function said that many laws have been enacted by the Government to bring equality among the sexes; but still we find lot of discrimination against women. He said that laws alone cannot deliver the goods. It is the social system which has to be changed. Shri Mishra said that hardcore, devoted grass-root workers are needed to translate objectives into reality for building a mass movement for human rights.

Earlier, Shri JC Saxena, Hony. General Secretary, Indian Adult Education Association (IAEA) welcomed the Chief Guest and the participants. The IAEA, he said, has convened the Round Table in order to think of an action plan to promote awareness about human rights. These rights implied duties also and

therefore in all Adult Education programmes for awareness-building, both rights and duties should receive equal emphasis. Besides women, people belonging to SC/ST and weaker sections of the society needed special attention and care. Continuous efforts should be made in this regard and in all meetings/discussions women SC/ST should be encouraged to participate and speak and act as equals.

Shri J.L. Sachdeva, Director, IAEA in his vote of thanks said that adult educators have a great responsibility in making people aware of the rights so that they can fight for them. He said that thru' adult education a system has to be created in which every human being is treated in dignity.

The Round Table made the following recommendations:

1. The Round Table notes with deep concern that the first basis human right to equality is denied by our society. It is here that adult educators have to play a meaningful role to draw attention to this denial.
2. The article on Right to Education and the Paris Declaration on Right to Learning should be converted into a Plan of Action and strategies need to be evolved to implement them.
3. Adult Education movement must become a mass movement enjoying the support, cooperation and leadership of the people. A mass movement must have a broad base of objectives encompassing the total life of the people. Removal of exploitation, oppression, basis of the new society, where men and women could live as equals in dignity and rights.
4. The Round Table feels that denial of rights of our fellow human being is not by the illiterates in our society but by the educated, the intellectual and elite, the well-to-do and upper middle class. It recommends that human right learning and education must pervade all forms of adult education.
5. Awareness about human rights should invariably be included in training programmes of all types of adult education functionaries.
6. The Round Table recommends that literature in simple language on human rights should be produced and widely distributed so as to make people conscious of their basic rights.
7. It recommends that street corner plays, dramas should be produced in large numbers so as to promote human rights among people.
8. The Round Table recommends that the Indian Adult Education Association should set up a Commission on Right to Education in which people from different walks of life should be associated.

9. The Round Table recommends that Indian Adult Education Association as a part of its initiative to work for human rights must carry on at national and regional levels discussion on right to learning, so that the awareness of the educated and of the learners is aroused to the human rights.

RECOMMENDATIONS FOR NEHRU AND TAGORE
LITERACY AWARDS INVITED

The Indian Adult Education Association has invited recommendations for Nehru Literacy Award and Tagore Literacy Award for outstanding contribution towards the promotion of literacy among adult men and women of India.

The awardees for these awards will be selected from a panel of names recommended by the institutional and life members of the Association, the State Education and Development Departments and All India Level Voluntary Organisations working in the field of adult education.

The following types of works will be considered for the Award:

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

The Tagore Literacy Award instituted in 1987 will, however, be awarded only to those who have done outstanding work in promoting literacy among women.

The last date for receipt of recommendations on prescribed proforma is July 30, 1988.

CAEE OF UNIVERSITY OF KERALA

The Centre for Adult Education and Extension (CAEE), University of Kerala, Trivandrum was set up in 1980. The Centre has made 40,000 illiterates functionally literate through direct adoption of villages and through affiliated colleges.

It has organised padyatras, corner meetings, exhibitions, cultural programmes, house visits to motivate the illiterate adults to join the adult education centres. The CAEE has also prepared a primer through a series of workshops. It is being

used by the Government and voluntary agencies in the State. It has also produced a handbook for adult education instructors. The CAEE has also published a collection of motivational songs.

The Centre has formed a literacy brigade involving youth interested in social work. The members of the brigade are organising programmes themselves and are also rendering support to the college students and teachers in their work.

A slide series for training of functionaries has been prepared by the CAEE with financial support from the University Grants Commission.

It has commissioned Population Education Clubs(PEC) in 30 colleges to create awareness among the college students and the public at large on the population explosion and its consequences.

The CAEE is also running a Population Education Resource Centre(PERC). It has produced booklets, pamphlets, posters on population education. A video cassette "Campus to Community" has been brought out to motivate college students to work for the community. It publishes PERC News in Malayalam. It organised a puppetry workshop to train opinion leaders in the preparation and use of puppets as a medium in adult education and population education programmes.

The Centre organises extension lectures in colleges and schools to create awareness among the teachers and the students on their role in the eradication of illiteracy and in the creation of a learning society.

WOMEN'S STUDIES

Seven universities in the country have introduced women's studies in their curricula, for the under-graduates, to change society's attitudes, values towards women's role and right. Women's studies is the pursuit of a more comprehensive, critical and balanced understanding of social reality. Its essential components include women's contribution to social processes, women's perception of their own lives, the broader social reality and their struggles and aspirations, roots and structures of inequality that lead to marginalisation, exclusion of women from the scope, approaches and conceptual framework of most intellectual enquiry.

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The Delhi University, Banaras Hindu University, the North-Eastern Hill University, South Gujarat University, Poona University, Kerala University and the Punjab University have introduced women's studies.

GUJARAT VIDYAPEETH, AHMEDABAD

Gujarat Vidyapeeth, Ahmedabad has launched a state-wide literacy mission and has enrolled about one lakh volunteers to educate five lakh illiterates including 70 per cent women.

The 45-day campaign launched by the Vidyapeeth, in cooperation with the State Government and over 400 voluntary agencies in the State, was inaugurated by the Chief Minister, Mr. Amarsinh Chaudhary recently.

Mr. Chaudhary said the government may recruit, SSC and HSC passed students as animators in the remote areas of the state.

He said that the trained teachers avoided going to inaccessible areas. However, if educated rural youths are selected as teachers, it would help reduce unemployment and also eradicate illiteracy.

DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIET)

As part of the National Policy on Education, the Ministry of Human Resource Development proposes to set up District Institutes of Education and Training (DIET) with a District Resource Unit (DRU) to respond to the NLM needs. The functions of the DRU include (i) provision of resource support to training and continuing education of instructors and supervisors for non-formal and adult education, (ii) action research and experimentation work (iii) evaluation of non-formal and adult education programme (iv) educational technology and computer education support at the district level, and (v) to produce locally relevant supplemental teaching-learning material for Adult and Non-formal Education.

TAGORE ENDOWMENT FUND

The following have contributed recently to the Tagore Endowment Fund of the Indian Adult Education Association:

1. Viswa Bharati, Shantiniketan, West Bengal	Rs. 3,000-00
2. Avinashilingam Education Trust, Coimbatore	Rs. 250-00
3. Shri. BS Garg, Udaipur	Rs. 101-00
4. Dr. (Smt.) Asha Dixit, Jaipur	Rs. 101-00
5. Shri Bhai Bhagwan, Udaipur	Rs. 101-00
6. Smt. Varsha Das, New Delhi	Rs. 101-00
7. Shri Azmat Husain Khan, Bodhgaya, Bihar	Rs. 101-00
8. Smt. Ranjana Srivastava, New Delhi	Rs. 101-00
9. Dr. MV Gayatonde, Bombay	Rs. 101-00
10. Shri K Parthasarathy, Madras	Rs. 101-00
11. Shri Ram Shankar, Lucknow	Rs. 100-00
12. Shri MK Jena, Ganjam, Orissa	Rs. 100-00
13. Shri G Lal Basak, Calcutta	Rs. 51-00
14. Smt. Anima Basak, Calcutta	Rs. 51-00
15. Shri Derji Bhai Pannachand, Ahmedabad	Rs. 50-00
16. Smt. Vimla Lal, New Delhi	Rs. 50-00
17. Shri SS Barik, Bhubaneswar, Orissa	Rs. 50-00
18. Shri SC Mehta, Kishanganj, Purnea, Bihar	Rs. 45-00

UNDERTAKES

IAEA MASS LITERACY PROGRAMME
THROUGH SCHOOL STUDENTS

The Mass Programme for Literacy through School Students has been undertaken in Delhi by the Indian Adult Education Association. About 150 student volunteers from Salwan Public School and RM Arya Girls Senior Secondary School, New Delhi have undertaken each one teach one programme during the current summer vacation.

The training was provided to the students of these schools. The State Resource Centre, Jamia Millia Islamia, New Delhi supplied the literacy kits.

JANTA KALYAN SAMITI, REWARI

The Janta Kalya Samiti, Rewari (Haryana) organised a training programme for Preraks and instructors of the Adult Education Programme in Rewari and Bawal from May 6-14, 1988.

The main topics discussed in the training programme were motivation in adult education, National Literacy Mission (NLM), health for all, role of banks in promoting adult education programme.

Sarvshri JC Saxena, Hony. General Secretary, IAEA and JL Sachdeva, Director, IAEA participated in the training programme as resource persons.

Shri RN Mahlawat, President, Janta Kalyan Samiti and Vice-President, IAEA was the Director of the Training Programme.

MASS CAMPAIGN FOR NLM LAUNCHED IN KANPUR

The Department of Adult and Continuing Education, Kanpur University in collaboration with the District Adult Education Office and the Shramik Vidyapeeth organised a function in the Senate Hall of the University to launch the mass campaign for National Literacy Mission on May 5, 1988.

Speaking on the occasion, Shri PM Agarwal, Registrar of the Kanpur University said that every educated should take the responsibility of making at least one adult literate and should also work for creating environment for National Literacy Mission (NLM).

Dr. L Mishra, Asstt. Director, Department of Adult & Continuing Education of the University in his welcome address outlined the objectives of the NLM. Shri LN Misra, District Adult Education Officer presented the plan for eradication of illiteracy in Kanpur by 1995.

Dr. RBS Agnihotri, Project Officer mentioned about the technological inputs being introduced under the NLM.

HS BHOLA WINS AWARD FOR EXCELLENCE IN JOURNALISM

HS Bhola, Professor of Education in Indiana University's School of Education and an international consultant on literacy problems, is the winner of a Distinguished Achievement Award for Excellence in Educational Journalism. The award is given by the Educational Press Association of America.

Bhola's entry was in the category of Learned Article by a Nonprofit National Publication. His article, "Destined for Literacy", was published in Educational Horizons, a publication of Pi Lambda Theta, national honorary and professional association in education.

Bhola is the author of a number of books and articles on literacy, including the UNESCO-sponsored "Campaigning for Literacy". The book is a description of successful campaigns for literacy in eight countries.

He is a life-member of the Indian Adult Education Association.

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and objectives of Adult Education

Shah, Anupama; Joshi, Uma and Pande, Manisha. Making 'each one teach one' Scheme a Success. Yojana, Vol.32:No.7(April 16-30) 1988. p 19-21

The experimental literacy scheme 'each one teach one' launched with the aim of accelerating literacy among illiterates has not so far produced desired results. In this article the author analyses, evaluates its performance and winds up suggesting means for better results. The scheme can truly work only if the sense of social service, sympathy and respect for the cause are inculcated in the instructors, feels the author.

Ministry of Human Resource Development. Jana Shikshan Nilayam. New Delhi, Ministry of Human Resource Development, 1988. 27p

Under the National Literacy Mission, the Government has decided to establish Jana Shikshan Nilayams(JSNs) all over the country in a phased manner. The intention behind establishing them is to institutionalize post-literacy and continuing education.

The document deals with the conceptual framework, functions, beneficiaries and structure and administration of JSNs. It also discusses the role of Prerak(motivator), resource support, supervision, monitoring. The financial pattern of JSNs has also been given in the document.

Ministry of Human Resource Development. Voluntary Agencies, Partner in Literacy Action : Scheme of Assistance to voluntary Agencies in Adult Education. New Delhi, Ministry of Human Resource Development, 1988. 75p.

The document explains the role of voluntary agencies in NLM(National Literacy Mission). It discusses eligibility for grants-in-aid for voluntary agencies, the procedure, area of work, reallocation of savings, building grants, monitoring and conditions of grant.

Literature for Neo-Literates

Bhola, HS. Writing for New Readers : Message Making in Print. Bonn, German Foundation for International Development, 1986. 43 p(Occasional Papers on Basic Education, Paper 1).

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The author has suggested/steps on writing for neo-literates:

- 1) Selection of subject or topic
- 2) Definition of the general and specific objectives
- 3) Content planning in the field
- 4) Content outline based on the argument to be presented in the book
- 5) Developing knowledge and skills of subject matter, and establishing collaborations with subject-matter specialists
- 6) Conducting vocabulary research
- 7) Writing to communicate effectively
- 8) Pre-testing of the manuscript and the illustrations
- 9) Working with the illustrator, and
- 10) Editing the manuscripts

Distance Education

The American Journal of Distance Education Vol 2 No.1, 1988

The aim of this Journal is to disseminate information and act as a forum for criticism and debate about research and practice of distance education in the America. This professional journal focuses the role of print, electronic and telecommunications media and multi media systems in the delivery of higher and continuing education for adults especially in the region of the world. Some of the articles in the issue are:

- 1) Telecommunications, Internationalism, and Distance Education
- 2) Research in Distance Education
- 3) The use of computer - Mediated Communication in Training Students in group Problem-Solving and Decision Making Techniques.
- 4) Life-long Learning and Distance Education
- 5) Interactive Television at Community Colleges in Minnesota
- 6) Instructional Television Fixed Service in Arizona

Mazrui, K and others Eds. Designing and Writing of Distance Education materials for basic education and development training programmes. A report on a workshop series in 1985 and 1986. Bonn, German Foundation for International Development (n.d.), 82 p.

The document is a report of ^{two} two-week workshops organised by German Foundation for International Development, Bonn in 1985 and 1986. The workshops had the following objectives:

- 1) To bring together writers of distance education materials from formal and non-formal development training programmes to share their experiences and learn together.
- 2) To build a core of experienced distance education material designers and writers who would disseminate their skills through-out East Africa
- 3) To familiarize course writers with what^{is} involved in a distance education system.
- 4) To equip course writers with the necessary skills to design a specific correspondence course.
- 5) To have² course writers, plan, develop and write a unit for a specific course.

Continuing Education

ASPBAE and PACADE. Symposium on Continuing Education - Key to effective living, October 9-11, 1987., Islamabad, Pakistan

The document is a report of the ASPBAE (Sub-Region I) Regional Symposium on Continuing Education held in Islamabad, Pakistan in October 1987.

The following topics were discussed:

- 1) Health Education
- 2) Science and Technology in Every Day life
- 3) Law and the Citizen
- 4) Review of literacy programmes
- 5) Women's Education and Development

The document also contains the following write-ups :

- a) Social Action and Development - A Liberating Power (Dare Nita Barrow)
- b) Country papers of Sri Lanka, Nepal and Bangladesh
- c) Asian-South Pacific Bureau of Adult Education (ASPBAE) Constitution
- d) Pakistan Association for Continuing Education (Pacade)

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INVOLVEMENT OF SCHOOL STUDENTS/VOLUNTEERS IN THE MASS PROGRAMME FOR FUNCTIONAL LITERACY

The Indian Adult Education Association has decided to enlist cooperation of school students and other volunteers in the eradication of illiteracy under the National Literacy Mission.

The Association proposes to enrol 1.25 lakh students/volunteers in the Union Territory of Delhi at the first stage of the programme to provide literacy to 1.25 lakh illiterate adults. A Standing Committee has been formed consisting of representatives of national organisations of Women, Youth, Workers, Rotarians, Principals and Managers of secondary schools.

The Association has initiated preparatory steps to launch this programme in a massive way with effect from Oct 2, 1988. It will enrol volunteers and provide them training during the period July-September, 1988.

It will also hold meetings of the independent and progressive schools in early August this year. Another meeting of the heads of schools/colleges run by the DAV Management Committee and the Ramjas Foundation will be organised in the same month.

It appeals to students, educated youth, house-wives, ex-servicemen retired persons to enrol themselves as volunteers to eradicate illiteracy from the country. The State Resource Centres for Adult Education in Delhi and other parts of the country will help the volunteers with reading material suitable to the specific group of learners.

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IAEA ORGANISES ORIENTATION PROGRAMME FOR
KEY-LEVEL FUNCTIONARIES IN ADULT EDUCATION

The Indian Adult Education Association organised a week-long orientation programme for key-level functionaries in adult education at its headquarters in New Delhi from May 23-28, 1988. 20 participants from universities, colleges, voluntary organisations from the States of Himachal Pradesh, Uttar Pradesh, Haryana, Rajasthan and Delhi attended.

Delivering the valedictory address, Mr. L Mishra, Joint Educational Adviser, Ministry of Human Resource Development said that National Literacy Mission should be seen as a tool of liberation whereby the learners will acquire a heightened self-knowledge and social awareness, even if this does not immediately lead to an improved economic status. In this manner, non-beings or half-beings will become true human beings.

The National Literacy Mission, Mr. Mishra said, is different from previous programmes as it is backed by national political will at the highest level; indeed, it was launched by the Prime Minister himself. It is also a societal mission in that it seeks to mobilise all sections of society. Further, the emphasis has been changed from mere enrolment to the attainment of functional literacy by the adult learners within a period of eight to 10 months. The aim is to cover 30 million adult learners by 1990, Mr. Mishra said.

It is also important to link the acquisition of functional literacy to post literacy and continuing education programmes, Mr. Mishra said. Thus, if functional literacy is not attained within the 10-month period, there should be provision for evening classes so that the adult learner can continue his education and does not lapse back into illiteracy. The Jan Shikshan Nilayams are to cater to this aspect, Mr. Mishra said.

The Jan Shikshan Nilayams would also provide adult learners with a single window for information on development skills; organise 'charcha mandals' so the learners can sharpen their awareness and also provide training whereby proficient craftsmen can upgrade their skills. Cultural activities will also converge in the Nilayams so that they become centres of learning in the true sense, Mr. Mishra said.

An important aspect of the Mission's thrust, Mr. Mishra said, is that the medium of instruction will be the spoken language.

Inaugurating it, on May 23, 1988, Shri Anil K Sinha, Director, Directorate of Adult Education said that for success of the Mass Campaign for the National Literacy Mission (NLM), it is necessary that every person in the country should make his or her contribution. The NLM, he said, expects participation of all on voluntary basis.

Shri Sinha said that voluntary agencies are best suited for adult education work because of flexibility, freedom and autonomy in work. He asked the voluntary organisations to submit some innovative and experimental projects rather than working on the old pattern of running adult education centres.

He said that the post-literacy and continuing education work will now be taken care by the Jan Shikshan Nilayams being set up in various parts of the country.

The subjects covered in orientation programme included review of past adult education programmes in India, the National Literacy Mission, the problem of motivation, field problems in adult education, linking adult education with development, preparation of learning material, role of educational institutions under the National Literacy Mission, planning area specific programmes of adult education, communication support to adult education, community participation in adult education, management and administration of adult education and linking adult education with population education.

TAGORE ENDOWMENT FUND

Contributions to Tagore Endowment Fund have been received from the following recently:

1. Smt. S Sinha, Guhati	Rs.101-00
2. Prof. PJ Joseph, Alwaye, Kerala	Rs.101-00
3. Shri IB Mishra, Bhubaneswar	Rs.100-00
4. Prof. RP Verma, Varanasi	Rs. 50-00

NEWS FROM STATE RESOURCE CENTRESSRC, Haryana

The State Resource Centre, Haryana, Chandigarh organised a 7-day training programme for Project and Assistant Project Officers at Karnal from January 17-22, 1988. 25 persons attended this programme.

The SRC also organised a training in maintaining accounts and proper use of Government money for the Project and Assistant Project Officers.

Two 5-day training programmes for supervisors were organised by the SRC from February 8-12, 1988 and from February 22-26, 1988.

A booklet entitled 'Andhapan Aur Uski Roktham' was published by the SRC.

On the occasion of Solar Eclipse on March 18, 1988, the SRC in collaboration with the District Adult Education Office, Kurukshetra organised an exhibition at the Mela site at Kurukshetra for giving wide publicity to the adult education programme. It displayed books, pamphlets, folders, posters, etc. The material produced by the adult learners under work-experience was also displayed. Film and slide shows were also arranged at different places of the city from March 16-18, 1988.

SRC, Delhi

The State Resource Centre, Jamia Millia Islamia, New Delhi published the following follow-up books during the quarter January-March 1988:

1. Hum Kisi Sey Kum Nahin (success stories of learners)
2. Rahassya (on sex education)

The SRC brought out 10 posters for motivating youth and the masses to spread literacy under the National Literacy Mission. They were five each in Hindi and English.

The SRC organised two training programmes of 13 days duration for the functionaries of Dr. AV Baliga Memorial Trust. 10 instructors of SRC's experimental centres were also given orientation in the areas of methods of teaching, communication and laws for the masses.

In its programme of Linking Adult Education with Development, the SRC brought out a book on NREP/RLEGP. It also published a book on IRDP in English.

The SRC continued to run experimental adult education centres on its own and in collaboration with various voluntary organisation conducting adult education programmes in different parts of the city. It organised a special 5-day programme for instructors attached to the experimental centres, in collaboration with the Department of Food & Nutrition. The main aim was to impart knowledge in the area of low-cost nutritious food.

The SRC is making an appraisal of adult education centres run by Delhi Administration. In the quarter under report 84 centres were selected at random from 17 projects.

Under population education, the SRC is running 5 experimental centres to try different variables with population education. The instructors in these centres are using the flip-books, posters and photographic booklets.

SRC, West Bengal

The State Resource Centre for Adult Education, Bengal Social Service League, Calcutta organised six training/orientation programmes on its own and in collaboration with some agencies during January-March, 1988. About 300 persons participated.

The SRC published the following material:

Books

1. Mayer Garbhe Santan Aase Kibhava
(How mother conceives)
2. Bhabi Mayer Janbar Katha
(What the Expectant mother should know)
3. Biyer Bayes O Sarkari Aain
(the correct age for marriage and related laws)

Poster

4. Mayeder Saradiner Kaj
(Mothers daily routine)

It organised the following workshops, conferences, programmes and meetings during the period under report:

i) A special programme on 'Linking Development with Adult Education' was held at Radhanagar at Diamond Harbour Sub-Division of South 24-Parganas from January 4-10, 1988;

ii) A six-day programme on 'The Role of Rural Women in Social Development' was organised at Gusthia High School under the 100-Centres Project of Barasat II and Barrackpore II Development Blocks in North 24-Parganas District from January 17-22, 1988;

iii) A meeting of the State Level Monitoring and Coordination Committee for MPFL was held on March 7, 1988. It was attended by NSS Programme Coordinators and the Directors of Adult and Continuing Education of seven universities, five District Adult Education Officers and the Asstt. Director of the Directorate of Adult Education, Government of West Bengal.

It discussed about the performance of different universities \angle MPFL during 1987-88 and prepared an action plan for \angle under the year 1988-89.

SRC, Bihar

The State Resource Centre for Adult Education, Patna organised an Orientation Programme for representatives of voluntary organisations from March 28-30, 1988 under the joint auspices of the All India Committee for Eradication of Illiteracy Among Women, Bihar. 40 persons participated.

It organised a workshop to prepare support materials in Urdu at Netarhat from January 10-16, 1988. It produced a book in three volumes entitled 'Hamara Mulk'. The SRC also produced the following material:

- a) story book on Diarrhea
- b) a manual on population education
- c) a guide book on Adult Education, Health Messages, other information on MPFL
- d) guide book on important programmes of the Government, e.g. IRDP, RLEGP, Insurance Scheme, etc

Under its programme for women, Scheduled Castes and Scheduled Tribes a Training Programme for District Adult Education Officers and Project Officers of the 6 Tribal districts of South Chotanagpur was organised from January 11-15, 1988.

In the Population Education project, the SRC prepared four sets of training material for instructors on "What is Population Education" and 'consequences of population increase on various aspects of life'. It has also produced 80 coloured slides for Training of Instructors in Population Education. The SRC is also running five experimental Adult Education Centres linking adult education with population education.

The SRC organised a residential workshop for preparation of District Action Plans for the 7th and the 8th Five Year Plans from March 14-16, 1988 at Patna. All the District Adult Education Officers of Bihar participated.

SRC, Kerala

The State Resource Centre, Kerala Association for Non-formal Education and Development (KANFED) organised a one-day Seminar-cum-Workshop on training of adult education functionaries on Mar 26, 1988 in Trivandrum. Sh PN Panicker, Hony. Executive Director of SRC presided. Dr. NA Kasim, Sh PT Bhaskara Panicker, Dr. K Sivadasa Pillai, Dr. ND Joshi and Dr. V Reghu participated as resource persons.

The participants were divided into groups to examine the modules of training for the Master Trainers and the student volunteers of the Mass Programme for Functional Literacy (MPFL).

Dr. K Madhavankutty gave the valedictory address.

A one-day Seminar-cum-Workshop on books and literature for neo-literates was organised by the SRC. Dr. NA Karim presented a paper on Production, Publication, Distribution and Marketing of reading material for neo-literates.

Some of the books published by KANFED/SRC were evaluated by using the proforma prepared for the purpose. Each participant read the books on the spot and evaluated the quality and usefulness from the point of view of content, presentation, language, illustration, style, etc.

WORKSHOP ON DEVELOPMENT OF LITERACY
NORMS FOR POST-LITERACY STAGE

The Directorate of Adult Education, Government of India in collaboration with Central Institute of Indian Languages organised a workshop on Development of Literacy Norms and Learners' Evaluation Tools for the four-month post-literacy period at Mysore from Feb 18-22, 1988.

The main objective of the Workshop was to review and modify the literacy norms for post literacy stage under the National Literacy Mission.

It recommended the following revised targets in terms of language, numeracy, etc.

At the end of four month post-literacy stage the incumbent should be able to participate in discussions, narrate experiences and express thoughts. He should be able to read 50-70 words per minute aloud and 70-100 words silently. Copying at speed of 10-15 words and taking dictation at 8-10 words per minute legibly, neatly and correctly (including letters, application forms, M.O. forms etc.).

Under numeracy recognition, reading and writing of numbers upto four digits, addition of 4-digit number, simple multiplication and division are the set norms.

POPULATION EDUCATION PROGRAMME IN SAGAR(M.P.)

A one-day training programme for the Programme Officers of the Population Education Clubs was organised by the Department of Continuing Education and Extension, Dr. HC Gour Vishwavidyalaya, Sagar on Feb 6, 1988 in the University Campus. The objective was to impart knowledge and information about Population Education Club activities.

Inaugurating it, Prof. PK Seth, Director, Department of Continuing Education and Extension discussed the guidelines of Population Education Club and UGC financial assistance to clubs. He emphasised that in collaboration with the Adult Education Centres, the Population Education Clubs should generate more awareness about the need to check population growth rate in the country.

Prof. SP Ahluwalia, Dean, Education Faculty spoke on 'Population Education : What, Why and How'. Dr. HC Jain and Dr. (Smt.) Pratibha Pandeya, Project Officer in the Department presented papers on Population Education and its relation with development.

ADULT AND SOCIAL EDUCATION INSTITUTE,
RAJASTHAN VIDYAPEETH, UDAIPUR

The Adult and Social Education Institute was established in 1948 under the auspices of the Rajasthan Vidyapeeth (Deemed University) Udaipur.

The aims of the Institute are:

- i) to educate illiterate adults and children to enable them to play their rightful role in the social, economic, cultural and moral life of the country;
- ii) to inculcate democratic ideals in the common man;
- iii) to foster scientific attitude among people;
- iv) to train adult educators and social workers.

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The Institute covers Udaipur District with special emphasis on the following areas:

- Rural -
- a) Tribal population
 - b) Rural population
 - c) Women
 - d) The down-trodden
 - e) non-school going children
 - f) the rural youth.
- Urban - -
- a) Scheduled and Backward class population
 - b) Slum dwellers, and
 - c) non-school going children of under privileged section of the area.

Four departments are functioning under the Institute:

1. Lok Shikshan Pratisthan - a department of extension, adult and non-formal education, publication, audio-visual aids, research and evaluation.
2. Mangalmurti Indira Gandhi Memorial Janta College - a training College for various village level functionaries.
3. Communit Centres department - a department of extension education.
4. Janpad - a department of urban social education.

NOMINATIONS FOR JR KIDD AWARD INVITED

The International Council for Adult Education has invited nominations for J Roby Kidd International Award for significant and innovative contribution to adult education at the local or national level. The aim of the Award is to recognise and encourage innovative contributions of women and men, practitioners of whatever age, who could carry Roby Kidd's interest in attracting new people with new ideas.

The last date for receipt of nomination is Aug 15, 1988. Application form and further information can be had from International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2R4.

ANNOTATED LIST OF BOOKS AND JOURNALS ON ADULT EDUCATION

Media, Methods and Material in Adult Education

DVV. Adult Education and Development. March 1988, Number 30

This is a jubilee year number of the Journal 'Adult Education and Development' published by the German Adult Education Association. This volume contains in first section some selective articles which were earlier published in this journal over the past 15 years. Most of them are related to health, poverty, disarmament, development etc. Second section deals with editorial policy and various changes in the format of Journal. The final section presents articles on the two subject areas of education and learning in traditional life and training in the informal sector.

UNESCO. Education in Asia and the Pacific : Reviews, Reports and Notes, No.24, Dec 1987

This annual publication contains special reports on educational development, together with reviews and reports of recent documents selected from the collection of the Unesco Principal Regional Office for Asia and the Pacific.

The present issue covers the launching by Unesco of the Asia-Pacific Programme of Education for All (APPEAL). The programme is a collective call to action in the region to meet the urgent task of eradicating illiteracy and of achieving universal primary education in the Asian-Pacific Region. The programme drawn up on the basis of lessons learned from many years of experience is that literacy, universal primary education and continuing education are considered as inter-related and inseparable in terms of concept and practice

General

Prokopenko, Joseph. Productivity Management : A Practical Handbook. Geneva International Labour Office, 1987. 287

The book has the following objectives:

1. To promote understanding and improve awareness of what productivity is, its role and significance in economic and social development.
2. To describe practical methods of productivity measurement and analysis.

3. To analyse some existing methods and techniques of productivity management within an organisation and to advise how to overcome various barriers to productivity growth.

Dryden, Laurel Comp. Employment Creation Policies and Strategies: An annotated bibliography 1980-86. Geneva, International Labour Office, 1987. 400 p.

The aim of this bibliography is to bring together a selection of publications which discuss strategies that have been proposed or adopted to remedy unemployment in both industrialised and developing countries. The focus is on the evaluation of policies and programmes designed to increase employment opportunities, although material which explores solutions in a major speculative or theoretical manner has also been included.

The bibliography is divided into seven sectors, each covering a different approach to the problem of reducing unemployment and creating employment opportunities.

University Grants Commission. New Guidelines on Adult and Continuing Education and Extension Programme in Universities and Colleges 1988. New Delhi, UGC, 1988. 81p.

The University Grants Commission, in their Policy Frame on Higher Education recognised Extension as the third dimension of the institutions of Higher Education in the earlier two-fold dimensions of Teaching and Research. This document, New Guidelines discusses in detail development of various programmes under the Third Dimension. The third dimension aims to promote a meaningful and sustained relationship between the universities and community.

Under "The National Perspective" it analysis the National Policy on Education 1986, National Literacy Mission and Area Development Approach. The document also deals with (a) Adult and Continuing Education and Extension (b) Eradication of Illiteracy (c) Population Education (d) Planning Forums, and (e) MPFL. It also includes pattern of micro-level plan, details of development programmes/ departments, format for proposal for area development project and schedules for financial assistance.

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

Tele No. 3319282



IAEA

NEWSLETTER

Vol X No.4 July 1988 Limited Circulation

41ST ALL INDIA ADULT EDUCATION CONFERENCE
IN AURANGABAD, OCTOBER 28-31, 1988

The Indian Adult Education Association in collaboration with Adult, Continuing Education and Extension Centre, Marathwada University will be organising its 41st All India Adult Education Conference in Aurangabad (Maharashtra) on October 28-31, 1988.

The theme is "NATIONAL LITERACY MISSION".

The Zakir Husain Memorial Lecture will be delivered on the occasion.

The contact person in Aurangabad is -

Shri TD Jhadav,
Director,
Adult, Continuing Education
& Extension Centre,
Marathwada University,
Aurangabad (Maharashtra)
pin - 431 004

The last date for registration is October 10, 1988.

ORIENTATION PROGRAMME FOR KEY-LEVEL FUNCTIONARIES

The Indian Adult Education Association organised an Orientation Programme for Key-level Functionaries in Adult Education at its headquarter in New Delhi on July 4-9, 1988. It was attended by 20 persons representing the universities, colleges, government agencies and voluntary organisations from the States of UP, MP and Bihar.

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Delivering the valedictory address of the Programme, Shri Sat Paul Mittal, Chairman of the Indian Association of Parliamentarians on Population and Development said that the literacy education is an important component in the human resource development. He said that illiterates should be made to realise that the main purpose of education is to enable them to become partner in the development of the country, to improve their own life and of the community in which they live. Shri Mittal said the wrong notion that education is needed only for securing employment should be taken out from the minds of the people. He said that real education should enable the people to have knowledge of the community in which they live, the nation and the entire world.

Shri Mittal cited the example of Japan, which has become one of the richest countries of the world because of its emphasis on human resource development.

He said that family planning programme in the country has a direct relationship with literacy. If people are literate they realise the importance of observing small family norm. He cited the example of Kerala which has the highest literacy rate and has the lowest birth rate in the country. Shri Mittal feared that if the population continues to rise at this rate, the developing countries will be affected considerably. He said that 92% of the population of the world would be in the developing countries in the year 2000, if the present growth rate was not checked up.

Shri Mittal emphasised the need to link population education with adult education. He said that adult education should help in creating responsible citizens in the country.

Inaugurating the programme on July 4, 1988, Shri Hayatullah Ansari, MP emphasised that the removal of superstition should be an important part in the awareness component of the adult education programme. He said that adult education programme should be relevant and need-based. The drop-out rate, he said, will be almost negligible if the education is according to the learner's needs. This, he said, could be achieved if dedicated and committed workers are available for this work. He appealed to the participants to work with a missionary zeal to fulfil the objectives of the National Literacy Mission.

Earlier, Shri JC Saxena, Hony. General Secretary/in his welcome address said that eradication of illiteracy has to be taken on war footing otherwise it would be difficult to eliminate illiteracy in the age-group 15-35 by 1995. He said that the States of UP, MP and Bihar were far behind the national literacy average and vigorous efforts are needed to promote literacy in these three States.

Shri JL Sachdeva, Director, Indian Adult Education Association in his vote of thanks said that mass media particularly the electronic media have to play a key-role in creating proper climate for NLM. He emphasised that the training programme should be properly organised so that the functionaries should go to the field with competence, commitment and confidence.

The following subjects were discussed in the week-long training programme:

- a) Review of past programmes of adult education in India;
- b) National Literacy Mission;
- c) Post Literacy Programme and Jan Shikshan Nilayams under the National Literacy Mission;
- d) Motivation in adult education;
- e) Field problems in adult education;
- f) Management and administration of adult education;
- g) Linking adult education with income generating programmes;
- h) Linking population education with adult education;
- i) Role of cooperatives in promoting adult education;
- j) Communication support to adult education;
- k) Planning adult education programme in the community;
- l) Community participation in adult education;
- m) Monitoring and evaluation;
- n) Laws for the Weaker Sections; and
- o) Linking adult education with development.

The participants also visited adult education centres run by the All India Talim Ghar in trans-Yamuna colony of Delhi. Films on Jan Shikshan Nilayam and on removing superstitions were also shown to the participants.

CONTRIBUTIONS TO TAGORE ENDOWMENT FUND

The following have contributed to Tagore Endowment Fund of the Indian Adult Education Association in the month of July 1988:

1. Bikaner Proudh Shiksha Samiti, Bikaner(Rajasthan)	Rs.2,000-00
2. Shri GK Pillai, New Delhi	Rs.500-00
3. Prof. NC Das, Calcutta	Rs.150-00
4. Dr. AK Sen, New Delhi	Rs.125-00
5. Shri GV Bhakta Priya, New Delhi	Rs.125-00
6. Shri RN Mahlawat, Rewari(Haryana)	Rs.105-00
7. Dr.(Mrs) Mridula Seth, New Delhi	Rs.101-00
8. Dr. YN Mishra, Varanasi	Rs.101-00
9. Mrs. Mira Verma, Varanasi	Rs.101-00
10. Dr. Rajana Saxena, Varanasi	Rs.101-00
11. Ms Shobhana Ranade, Pune	Rs.101-00
12. Dr. SY Shah, New Delhi	Rs.101-00
13. Prof. D Siva Kumar, Muttappalam(Kerala)	Rs.101-00
14. Dr. AK John, Karthicappally(Kerala)	Rs.100-00
15. Dr. KD Sharma, New Delhi	Rs.100-00
16. Shri TR Nagappa, Mysore	Rs.100-00
17. Shri MH Ansari, Ranchi(Bihar)	Rs.100-00
18. Dr. JP Tarang, New Delhi	Rs. 51-00
19. Ms MK George, Trivandrum	Rs. 51-00
20. Shri BR Vyas, New Delhi	Rs. 31-00

KERALA UNIVERSITY STARTS A POST MASTER'S DIPLOMA
COURSE IN ADULT AND CONTINUING EDUCATION

The Centre for Adult Education and Extension(CAEE), University of Kerala, Trivandrum has started a Post Master's Diploma Course in Adult and Continuing Education. To mark the occasion a seminar on National Literacy Mission was organised on June 29, 1988 in which college Principals, Programme Officers, Supervisors, instructors and others participated.

Presiding over the function, Dr. A Sukumaran Nair, Pro Vice-Chancellor of the University said that the eradication of illiteracy is crucial to the achievement of important national objective such as universalisation of elementary education. He said that the grown-ups have to be educated so that they realise the importance of education for their children.

Prof. Devendra Kumar, Vice-Chancellor, Gandhigram Rural University inaugurated the Seminar and the course. He said that the CAEE is a link between the community and the university system. He felt that the universities must serve the community as a whole where they are situated.

Prof. Kumar said that both poverty and illiteracy are closely linked. Whether poverty leads to illiteracy or illiteracy leads to poverty is a question like whether hand came first or head came first. We have to work at both the levels to remove poverty and illiteracy, he said. Both literacy as well as continuing adult education are measures to impart knowledge to the masses which concentrated among a few people at present.

He asked the educated people to share their privileges of education with those who have been deprived. The philosophy of life is to share the privileges that we have with those who do not have these.

Prof. Kumar underlined four major problems in the country. They are (1) poverty & unemployment; (2) over population; (3) deforestation; and (4) illiteracy. But these are inter-related with each other, he said.

The course will have 20 students and will be run in the evening for three hours. It will have five theory papers and practical work including preparation of a project report/case study, preparation of two lessons along with their teaching aids and evaluation tool and working as an instructor/supervisor for about a month.

TRAINING PROGRAMME IN BHILAI (M.P.)

The NSS Unit of the Kalyan Mahavidyalaya, Bhilai Nagar organised a two-day Training Programme for Instructors on June 11-12, 1988. It was inaugurated by Dr. MP Agnihotri, Registrar of the Ravishankar University. Dr. Agnihotri in his address asked the students not to limit their programmes to literacy education only but the ultimate objective of adult education should be of upliftment of the persons from the superstitions and poverty.

Mr. L Verma, Deputy Director, Panchayat and Social Welfare, Government of Madhya Pradesh urged the necessity of providing follow-up programme for the new literates. He said that if this work was not taken carefully there will be a lot of relapse into illiteracy and all efforts would be wasted.

NATIONAL LITERACY MISSION : SEARCH FOR STRATEGIES

The lamp of the mass campaign of National Literacy Mission was kindled by the Prime Minister at the Vigyan Bhavan on 5 May 1988. It descended on the Shastri Bhavan on the 25th May when Shri Anil Bordia, Secretary(Education), Ministry of Human Resource Development, called a meeting of some educationists including Mrs. Rajani Kumar, Dr. Veda Vyasa, Sarvshri Vishwanath, JC Saxena, JL Sachdeva, Satya Bhushan and others. The Education Secretary posed before us in the meeting the question of the association of voluntary agencies in the cause of a adult education which, as he said, offers a great challenge to the educated elite and the public spirited men and women of India. It was decided in the meeting that under the overall umbrella of the Indian Adult Education Association, the Progressive and Public Schools of Delhi might take up the programme of launching a youth movement for eradication of illiteracy in Delhi from the 2nd October, 1988. It was felt that the experience gained in Delhi could serve as a guideline for similar programmes all over the country.

The Literacy Lamp thus handed over by him to the voluntary agencies then descended upon Shafiq Memorial at Indraprastha Estate on the 10th June when the first meeting of the Coordination Committee of the voluntary agencies was held at the office of IAEA. Thereafter meetings were held on the 20th June, 12th July and 22nd July at which a workable programme has been hammered out.

It was felt that in the first phase, 100 schools may be identified in the territory of Delhi to serve as Literacy Centres. Each school should be asked to enrol 100 missionary volunteers from amongst senior students as well as public spirited men and women residing in the neighbourhood. Each school should undertake responsibility for wiping out illiteracy from a specific area surrounding it. These missionary

volunteers should, on their part, try to enrol trainees from amongst the people living in that area or near their homes. The beneficiaries could be recruited from class IV employees and their families in the school, community clusters such as slum areas, workers/labourers colonies, hawkers and vendors near the school. It was also felt necessary that each school nominates two or more enthusiastic teachers to supervise the training and work of the missionary volunteers. It was felt that the recruitment of volunteers should be carried on through August. During this period the teachers/supervisors may be imparted training by the Indian Adult Education Association and Jamia Millia State Resource Centre who have agreed to provide literacy kits for each trainee free of charge. Trained teachers would in turn train the missionary volunteers during the first fortnight of September, 1988. The months of Aug-Sep should also be devoted to the enrolment of learners. For facility of organisation and management, it was felt that the 100 schools thus identified in Delhi may be divided into five District Centres, in accordance with the divisions already in existence in the Delhi educational set-up.

8th September happens to be the International Literacy Day. It was felt that on that day an assembly of the missionary volunteers should take place at the Gandhi Samadhi, Rajghat to take a pledge, for was it not the father of the nation who had said that illiteracy is India's sin and shame and must be liquidated. Further, it was felt that a Literacy Week should be observed by all the schools from Sep 8-14, 1988 during which, apart from holding local marches to establish contact with the beneficiaries and to create an atmosphere for the fulfilment of the literacy mission, short plays, skits, dramas, symposia, debates and poetry sessions may be held in the various schools.

After all this preparation, it was decided to launch the programme on the 2nd October, 1988.

In the first phase it is proposed that the programme may continue upto 30 Jan, 1989 which should give about 100 hours of teaching/learning to the teacher/learner teams. Thereafter the programme may be suspended for the duration of the examination period and may again be re-commenced during the summer vacations falling in May-June, 1989. The valedictory functions will be held in July 1989 in which certificates and awards may be granted to the volunteers as well as the beneficiaries.

In order to test the validity of the concept and the design of the programme with the leaders of the teaching community working at the field levels the Coordination Committee held a meeting with the DAV school organisation on the 24th July, 1988. 10 of their schools have agreed to participate. Similarly, a meeting was held on the 27th July with the National Progressive School Conference and it is expected that 40 schools from that organisation will participate in this mission.

Speaking at the meeting, Shri Anil Bordia, Secretary (Education), Ministry of Human Resource Development, observed that the target before the Government was to liquidate illiteracy from the five metropolitan cities of Bombay, Madras, Bangalore, Ahmedabad and Delhi before the next census, due in 1991. He had every hope that given the cooperation of the voluntary agencies it would not be difficult to achieve this target. He assured the conference that Govt. of India would render all possible assistance to ensure that post-literacy programmes were carried out in an effective manner so that the neo-literates do not relapse into illiteracy.

- GBK Hooja

YOU CAN ALSO HELP IN NATIONAL LITERACY MISSION

The National Literacy Mission (NLM) for its success expects contribution from all sections of society. The State Resource Centre, Jamia Millia Islamia, New Delhi has brought out a brochure entitled "You Can Also Help NLM - How". The following suggestions have been given in the brochure for involvement of people in NLM:

1. Becoming an instructor in the adult education centre
2. Becoming a Volunteer to teach atleast one illiterate
3. Organising a cultural programme in the centre
4. Informing an illiterate that there is a centre or a volunteer where free education/available /is
5. Persuading an educated person to teach an illiterate
6. Educating the class in the skill or technique that you have
7. Providing space & light for the class
8. Looking after the children while the mother goes to learn
9. Persuading husband or mother-in-law to let the learner go to the centre
10. Helping a learner in his/her home-work
11. Serving as a standby instructor
12. Allowing your employee to go to the centre in working hours
13. Organising the learners to fight unitedly against corruption and injustice affecting their lives
14. Visiting the class and preparing the learners for scientific thinking i.e. observation and questioning
15. Finding what is wrong with the Programme and giving constructive suggestions to the agency running the programme

contd.....p/9-

16. Donating books to JSN
17. Allowing the use of religious places for the Centres to meet
18. Teaching illiterate parents
19. Inspiring any social organisation to participate in this programme.

STUDIES IN CONTINUING EDUCATION - A NEW JOURNAL

A new Journal entitled Studies in Continuing Education has been started in Australia. It is published twice a year. It is being published by the Studies in Continuing Education Inc(SW) Sydney, Australia.

Some of the articles in the first issue are:

- i) Adult education and the future of work - how adult education contributes directly and indirectly to productive capacity;
- ii) Learning to facilitate experiential learning;
- iii) Learning from the unpredicted - how can continuing education respond to new social and employment issues;
- iv) Changes on creativity scales following continuing education courses - do courses which aim to promote creativity have the desired effect?

The subscription of the Journal is \$25-00 for individuals and \$30-00 for institutions.

Further information can be had from Dr. Roger Morris, Business Manager, Studies in Continuing Education, ITATE, P.O. Box K 12, Haymarket NSW 2000, Australia.

JKS ORGANISES LEADERS CAMPS

To make adult education programme people's oriented, the Janta Kalyan Samiti, Rewari, Haryana organised camps of rural leaders in Baval and Rewari on July 16-17, 1988. Those who participated included rural leaders, neo-literates, beneficiaries of on-going adult education programme and prospective learners. Seminars, group discussions and cultural programmes to promote literacy were organised.

To highlight magnitude and problems of illiteracy a drama 'Unpadh Tai' (illiterate Aunt) was staged at both the places.

Prizes were given to rural leaders who have helped in mobilizing the adult learners to participate in the programme.

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ANNOTATED LIST OF ARTICLES AND BOOKS ON ADULT EDUCATIONFollow-up Programmes/Continuing Education

Benseman, John. The assessment and meeting of needs in continuing education. Sweden, Department of Educational Research, Stockholm Institute of Education, 1980. 57p.

The paper is divided into six sections: (1) The introductory section examines the general issue of curriculum and programme planning in continuing education, the conventional sources for curricula and reasons for attractiveness of the need approach, (2) The second section is on types of needs - a review - main types of needs as used in continuing education literature, (3) The third section discusses problems of utilising the needs approach, (4) The fourth section gives a planning model, (5) The fifth presents a case study, and (6) The final section on political orientation and needs considers the possible orientation of the needs approach and reviews a framework for assessing these orientations.

Bordia, Anil. Issues in post-literacy, in Learning Strategies for Post-Literacy : The Tanzanian Approach. Bonn, German Foundation for International Development, 1986. p 17-40.

The paper first discusses the clientele of post-literacy programmes and then the objectives of those programmes. In the third section on learning strategies it refers to some of the communication choices available to planners and presents a design of the continuity of education from primary and literacy stage to post-literacy and continuing education.

Sakara, A.H. Rural Press Project in Tanzania in Learning Strategies for Post-Literacy : The Tanzanian Approach.

This paper presents the background and origin of the Rural Press in Tanzania. The Rural Press Project in Tanzania was started in 1974 as a supporting programme of the literacy campaign. The project was promoted on the understanding that the newspaper is ideal, it is most feasible and economic printed matter that can easily be promoted and distributed to reach the newly literate population. It can provide opportunity and motivation of reading and reinforce lessons of follow-up literacy classes and gradually establish the reading and learning habit. In addition to this it will take development information, news and knowledge which help to improve agriculture, health, living conditions and political awareness of the rural population.

The rural newspapers in Tanzania, which are seven in number, are tabloids of four columns printed in size 32x415 cm. The rural newspapers are supposed to reach every household in more than 2000 villages in the country.

Adult Education in other countries

Grigsby, Katerina. Strategies for mobilization and participation of volunteers in literacy and post-literacy programmes : the case of Nicaragua, in Issues in planning and implementing national literacy programmes edited by G. Carron and A Bordia. Paris, Unesco; International Institute for Educational Planning, 1985. p 66-80.

This paper examines the strategies of mobilization and participation of volunteers in the overall context of the organisation and planning of the literacy campaign in Nicaragua. This paper has been divided into five parts. Part one presents the introduction to the Nicaragua literacy campaign and also gives within the overall framework, the major objectives of the campaign. Part second deals with the context of the national literacy campaign and outlines three key-strategies as : (a) conscientization of the people, (b) strengthening of the popular organisations, (c) the CNA (Cruzado Nacional de Alfabetizacion) as the basis for permanent adult education. Part third is devoted to the planning of the literacy programme. Part fourth discusses participation, recruitment and training of volunteers in both the sectors - rural and urban. Part fifth deals with post-literacy as a continuation of the literacy campaign.

Unesco. Literacy Situation in Asia and the Pacific, country studies : Nepal. Bangkok, Unesco Regional Office for Education in Asia and the Pacific, 1984. 67 p.

It is estimated that 75 per cent of the world's illiterate population live in the Asia and the Pacific region. 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) cooperated with each concerned member state, in undertaking a National Study of its literacy situation, including the policy and plan for its eradication. The studies provide information and insight about the dimension of the problem of illiteracy in the Member States; the causes of illiteracy and the effect on development; the literacy programmes being undertaken within each country; the national literacy policies and plans; and the strategies being developed to eradicate illiteracy. They also assess the likely future of the literacy programmes in each Member State. The present study is on Nepal.

General

Jotwani Motilal Ed. Absolute values in peace, prosperity and politics. New Delhi, Professors World Peace Academy, 1985.

The document contains six papers which were presented in the 'First National PWPA Conference' at New Delhi from Jan 28-29, 1984 on "Absolute values in Peace, Prosperity and Politics", these are:

- 1) War and Peace - Khushwant Singh
- 2) The culture of Peace and India's Commitment
- Ramakant Sinari
- 3) Impact of Religion on Indian Politics
- Vishnu R Raut
- 4) Science as an Instrument for Peace
- A. S. Atwal
- 5) The role of communication strategies in education for operating absolute values of true science
- M.R. Bhiday
- 6) Is peace workable across differing ideologies
- N.H. Samtani

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IAEA

NEWSLETTER

Vol. X Nos. 5-6 August-September 1988 Limited Circulation

LITERACY AWARDS FOR RAMLAL PARIKH AND ANU MUKHERJEE

Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad has been selected for the 1988 Nehru Literacy Award of the Indian Adult Education Association.

The Award has been given to him for his outstanding contribution to the promotion and development of adult and continuing education.

Prof. Parikh was the Chairman of the Gujarat State Adult Education Board in 1977 and under his leadership about 170 voluntary organisations from the State participated in the National Adult Education Programme.

He was the Chairman of the Standing Committee of Adult and Continuing Education of the University Grants Commission from 1979-1982 and was also Chairman of its Review Committee which produced a report entitled 'University System and Extension as a Third Dimension'.

Under his leadership, the Gujarat Vidyapeeth has formed Saksharta Dal of one lakh volunteers to provide literacy to five lakhs illiterate adults in the age-group 15-35 in a period of three months.

The Tagore Memorial Award for Women's Literacy, instituted by the Association last year, has been awarded to Smt. Anurupa Mukherjee, founder President, Tripura Adivashi Mahila Samiti, Agartala for her pioneering role in eradicating illiteracy among tribal and backward classes of women of Tripura. She has the distinction of achieving cent-per-cent literacy in about 20 villages of the State. Smt. Mukherjee faced serious problems with courage and devotion in carrying out her task.

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SOUTH ZONE CONFERENCE OF ADULT EDUCATION IN PONDICHERRY

The Indian Adult Education Association in collaboration with Tamil Nadu Board of Rural Development, Madras organised the South Zone Conference of Adult Education in Pondicherry on August 27-28, 1988. 62 participants representing voluntary organisations, government departments, state resource centres, universities, colleges from the States of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Pondicherry attended.

The Key-note of the Conference was delivered by Shri L. Mishra, Director-General, National Literacy Mission Authority and Joint Secretary (Adult Education), Ministry of Human Resource Development, Government of India. In his address, Shri Mishra said that the National Literacy Mission (NLM) was different from the earlier programme. The earlier programme, he said, was implemented in isolation and did not leave lasting results. The base is being widened and support of all sections of the society is being taken under NLM. He said that the NLM has been conceptualised on the basis of strengths and weaknesses of the adult education programme as revealed in the 56 evaluation reports.

Shri Mishra said that there are 11 crore illiterates in the age-group 15-35 and only 8 crore are to be made literate by 1995 under NLM. The remaining three crore, he hoped, would get education through the environment built for the programme and other educational facilities being provided under the NLM. The post-literacy and continuing education programmes will also be better taken care of with the establishment of Jan Shikshan Nilayams under NLM.

He emphasised that the cynicism and suspicion about the programme has to be removed and for this purpose the traditional and modern media have to play a great role. Shri Mishra concluded that the NLM should be seen as a tool of liberation whereby learners will acquire heightened self-knowledge and social awareness. In this manner non-being or half-being will become true human being.

Shri J.C. Saxena, Hon'y. General Secretary, Indian Adult Education Association in his introductory address outlined the role of the Indian Adult Education Association since 1939. He said that the Association has helped in the formation of organisations/Departments for workers' and continuing education. He also explained the objectives of the Conference.

Earlier, Shri L. Vedapuri, Joint Secretary, IAEA and Chairman, South Zone and President, Tamil Nadu Board of Rural Development welcomed the Chief Guest and the participants.

Prof. G. Rangaswamy, former Vice-Chancellor, Tamil Nadu Agricultural University in his presidential address said that creation of awareness should be given priority in the adult education programme. Once people become aware they will themselves ask for literacy.

He said that adult education programme should result in improving the economic status of the people and that was possible if the literacy was relevant and need-based. Dr. Rangaswamy said that audio-visual aids have played a great role in agricultural development and they should be properly and adequately utilised in adult education. Dr. Rangaswamy said that voluntary agencies are most suited for this work as they are nearer to the people than Government agencies.

Dr. M. Nannan, former Director of Tamil Development Board and Ms. Selvi C. Sundaram, former Principal, Government Bharathithasan Women's College, Pondicherry delivered special addresses..

Shri J.C. Saxena presented the Working Paper and Shri J.L. Sachdeva spoke on Problems Faced in Adult Education programme in the post-lunch session.

The Conference discussed the problems faced by field agencies in implementation of adult education programme, role of students and youth in the Mass Programme for Functional Literacy, education of women in the New Education Policy and the NLM and the role of voluntary organisations and universities in the National Literacy Mission.

The delegates were divided into four groups. The Group Chairmen were - (1) Mr. Krishnamurthy, (2) Prof. M. Rajavllu, (3) Mrs. Sugna Davey and (4) Prof. K.S. Pillai.

The valedictory address of the Conference was delivered by Dr. C. Rajamani, Director, Academic Staff College, Pondicherry. Dr. Rajamani in his address said that the National Literacy Mission can succeed if every one becomes missionary leaving all personal comforts. He said that deprivation of knowledge is also poverty and unless it is removed the economic poverty cannot be removed. He appealed to the people to undertake it in the right earnest and to eradicate illiteracy in the shortest possible time. Shri J.A. Ambasankar, former Chairman, Tamil Nadu Public Service Commission, who presided over the function, suggested that the Government should utilise students for literacy work for one year before granting the degree.

Recommendations

The Conference made the following recommendations:-

1. The South Zone Conference of Adult Education held in Pondicherry on August 27-28, 1988 welcomes the launching of the mass campaign for National Literacy Mission in the country. But it feels strongly that vigorous efforts are needed to achieve the target of eradication of illiteracy from eight crore illiterates in the age-group (15-35) in the country by 1995. It urges that to achieve the time-bound programme earnest efforts right from now should be started, so that they get reflected in the 1991 Census.

2. The Conference feels that it is becoming increasingly difficult to get free space for adult education centres and recommends that provision for rent should be made. In this connection help and support of the local people should also be enlisted.

3. The Conference feels that student involvement in the Mass Programme for Functional Literacy would be possible if some incentives are given to them. Grace marks, preferential treatment in appointment, issue of loans by Banks and Development agencies were some of the incentives suggested by the Conference.

4. To involve all in the Mass Programme for Functional Literacy the Conference feels that wide publicity should be given to this programme through electronic and print media. It recommends that well prepared slots on prime time should be televised/broadcast on regular basis on Television and Radio. It will also help in creating better environment for the programme. It urged the Directorate of Adult Education, Government of India and State Resource Centres to take immediate steps in this regard.

5. The Conference urges voluntary organisations to prepare innovative, experimental adult education projects and should not restrict themselves to copy book rules as has been given by the Government of India in its scheme of assistance to voluntary organisations. These projects should be group-specific and area-specific.

6. The Conference notes with concern that State Governments are not forwarding the applications of voluntary organisations or are taking considerable time in sending the applications to Centre. It urges that the Central Government should strict to its rules of giving grant to voluntary organisations in case applications are not forwarded to the Central Government within three months by the State Government.

7. The Conference welcomes the establishment of Jana Shikshan Nilayams to provide post-literacy and continuing education opportunities for neo-literates. These centres are expected to meet the highly diverse and constant growing and changing needs and interests of all members of the community. It recommends that the prerak should be a full time person and Government accommodation should be provided to non-official agencies for the setting of Jana Shikshan Nilayams.

8. The Conference recommends that Universities and leading voluntary organisations should be given responsibility for training of functionaries and for preparing teaching-learning materials. This will ensure timely and adequate supply of materials.

9. The Conference feels that it is high time to have a fresh look at the honorarium for the instructors. It should commensurate with the varied type of functions he or she is performing and the existing price-level.

10. It recommends that inbuilt evaluation should be there in all projects. It recommends that the Indian Adult Education Association should conduct Workshops in all Zones to help in developing inbuilt evaluation techniques, so that organisations/departments can use them in their projects.

11. The Conference recommends that voluntary organisations of repute with excellent record in organising adult education programmes may be recognised as the "leading agency" in a specific area by the National Literacy Mission Authority in order to expedite the processing of applications from grass-root voluntary organisations and in improving training of functionaries.

I.A.E.A. Organises Writers' Workshop

The Indian Adult Education Association organised a three-day Writer's Workshop on production of literature for neo-literates in New Delhi on August 29-31, 1988. 10 eminent Hindi writers participated.

Inaugurating it, Shri J.C. Saxena, Hony. General Secretary, I.A.E.A. said that the literacy rate in Hindi speaking States is still very low as compared to the other parts of the country and vigorous efforts are needed in this direction. He said that Hindi writers have great responsibility to produce literature for neo-literates so as check relapse back into illiteracy. He asked the writers to prepare literature on current topics like national integration, human rights, social evils, environment, population education, women education, etc.

Shri B.S. Garg, President, Prof. B.B. Mohanty, Treasurer and Shri J.L. Sachdeva, Director, I.A.E.A. addressed the participants on various aspects relating to the writing and production of literature for neo-literates.

After three days of deliberations the writers prepared outlines of manuscripts to be prepared on the following subjects:

1. New and Traditional Techniques in Agriculture
2. Population Education
3. Women Education
4. Family Welfare
5. Health Education
6. Environment
7. National Integration; and
8. Social Development

CONTRIBUTIONS TO TAGORE ENDOWMENT FUND

The following have contributed to Tagore Endowment Fund of the Indian Adult Education Association recently:

1. Calcutta Urban Service Constorium, Calcutta	Rs. 2,000.00
2. Caritas India, New Delhi	2,000.00
3. Calcutta Foundation, Calcutta	1,000.00
4. Shri S.K. Chakraborty, Calcutta	1,000.00
5. Shri Bhanwar Singh Choudhary, Bhilwara	500.00
6. Ph. Ramesh Chandra Singh, Imphal (Manipur)	300.00
7. Shri Arun Chavan, Sangli (Mah.)	250.00
8. H.K. Arts College, Ahmedabad	250.00
9. Dr. M.M. Hoda, Lucknow	250.00
10. Dr. (Smt.) Sushma Bhagia, New Delhi	151.00
11. Dr. S.M. Dhondiyal, Udaipur	101.00
12. Mrs. Usha Srivastava, New Delhi	101.00
13. Miss Krishna Arora, New Delhi	101.00
14. Mrs. Kausalaya Subramaninyam, New Delhi	101.00
15. Dr. Om Shrivastava, Udaipur	100.00
16. Mr. D. Sarma, Gauhati	50.00
17. Miss S.B. Patnaik, Banki, Orissa	50.00
18. Omlur Rural Socia Economic & Cultural Association, Salem (T.N.)	50.00
19. Alandasamy, Salem	50.00

SCHOOL STUDENTS PLEDGE TO ERADICATE ILLITERACY

About 10 thousand school students of Delhi took a pledge at Raj Ghat on International Literacy Day i.e. September 8, 1988 to eradicate illiteracy from the country. The pledge was administered by Shri L. Mishra, Director-General, National Literacy Mission/^{Authority} and Jt. Secretary (Adult Education), Department of Education, Ministry of Human Resource Development, Government of India.

The ceremony at Raj Ghat was arranged by the Indian Adult Education Association which is a coordinating agency to involve students/volunteers in the mass programme for functional literacy under the National Literacy Mission. The Association will also monitor the programme during its implementation from October 2, 1988 to June 30, 1989.

The students later participated in the celebration of International Literacy Day at Indira Gandhi Indoor Stadium.

Speaking on the occasion the Minister for Human Resource Development, Shri P. Shiv Shankar said that it was absolutely necessary to wipe out illiteracy as early as possible and in this voluntary organisations and youth had an important role to play.

Shri Shiv Shankar said that high illiteracy in the country did not augur well for Indian society. Unless people become literate they would not know their rights, nor would they be conscious of them, he added.

In his presidential address, the Minister of State for Education and Culture, Mr. L.P. Shahi stressed upon the need to eradicate the illiteracy and arrange mass movements to create awareness about literacy in the country. Voluntary organisations could play an important role besides the Government own departments, he said.

The students of Lady Irwin College, New Delhi presented a skit on the importance of being literate. The SRC Jamia also presented a skit on the same theme.

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

INTERNATIONAL LITERACY DAY CELEBRATIONS
BODH GAYA

The Centre for National Adult Education Extension Programme, Magadh University, Bodh Gaya celebrated the International Literacy Day in the village Baijubigha under Bodh-Gaya P.S. of Gaya District on September 8, 1988.

Inaugurating it, Dr. R.P. Singh, Proctor of Magadh University said that the field personnel connected with adult education deserve praise and congratulations for implementing this difficult programme on a meagre amount. He appealed to the functionaries to continue the work with commitment to wipe out illiteracy by 1995.

Shri A.H.Khan, Asstt. Director, Adult Education in his address said that the Magadh University is not only providing programmes of eradication of illiteracy but also of social awareness, self-employment, raising the quality of life and population education. He said that the education has now reached the door of the masses and the people should take benefit out of it so as to become active partner in the development of the country.

Shri J.L. Gauba, Financial Adviser of the University in his presidential remarks said that whole community should

be mobilised so that adult education becomes a mass movement.

Surat

The Kanjibhai Desai Samajshikshan Bhavan Trust, in collaboration with the Satya Shodhah Sabha, Surat organised a function in the Umarwada Colony, a slum area of Surat to celebrate the International Literacy Day. An exhibition on the occasion was organised. A demonstration to remove superstitions was also held. About 150 persons participated.

SEMINAR ON UTILISATION OF SCIENCE AND TECHNOLOGY IN ADULT EDUCATION

The State Resource Centre for Adult Education (Madhya Pradesh) Indore organised a seminar on 'Meaningful Utilisation of Science and Technology in Adult Education in Pachmarhi from March 19 - 21, 1988. 25 District Adult Education Officers and Project Officers from Adult/Continuing Education & Extension Departments of the Universities attended.

The Seminar recommended that the instructors during their training should be made familiar with the importance of scientific outlook so as to get better involvement of beneficiaries in the programme. The instructor should also be provided scientific knowledge of different types so that they can include them in an adult education programme.

The seminar stressed that the choice of place, light and sitting arrangement should be done scientifically because adults participation depends on the environment in the centres.

It also recommended that discussion on science subjects should be done with learners so that they develop scientific temper in their day to day life.

POSTER COMPETITION ON 'LITERACY'

The Government is organising the sixth National Poster Competition during this year on the theme of "International Literacy Year - 1990". It will be sponsored by the Directorate of Adult Education in the Ministry of Human Resource Development.

Three prizes will be awarded under this competition. The first prize would carry a cash award of Rs. 5,000, second of Rs. 3,000 and the third of Rs. 2,000. A certificate will also be awarded to the winners.

The first two prize winning posters in this national competition would also be sponsored by the Directorate of Adult Education for entry in the international contest being organised by UNESCO.

The posters for this competition must bear the inscription "International Literacy Year, 1990" and should be submitted alongwith ready for press final art-work in any of the Indian languages or English.

The last date for the receipt of entries is November 7, 1988.

RAJASTHAN VIDYAPEETH ORGANISES ORIENTATION PROGRAMME FOR KEY-LEVEL FUNCTIONARIES IN ADULT EDUCATION

The Lok Shikshan Pratisthan (Adult and Social Education Institute) Rajasthan Vidyapeeth, Udaipur organised a week long Orientation Course for Adult Education Functionaries from August 8 - 13, 1988 at Mangal Murti Indira Gandhi Janta College, Dabok, Udaipur.

23 participants including 12 women from the Family Planning Association of India, Nehru Yuvak Kendra, Lok Bharti, Deogarh and Rajasthan Vidyapeeth attended the programme.

Inaugurating the programme, Shri B.S. Garg, President, Indian Adult Education Association said that adult education is life long ^{education} and should not be confused with literacy. Present stress on literacy is because of high illiteracy rate in the country, he said.

He stressed the need for creating a favourable environment for National Literacy Mission and for proper training of the functionaries who are responsible for implementing this programme.

Speaking as Chief Guest, Mr. Jagannath Prasad Chaube, social worker and educationist, said that work of adult education and awareness building was considered anti-national before independence particularly in Rajasthan. But the conditions have changed now. Today the Government itself is committed to eradicate illiteracy. He advised the participants to do this work with dedication, sincerity and national spirit.

The subjects covered during the training programme were:

- concept, history and importance of Adult Education
- Role of adult education in national unity and integration
- National Literacy Mission, its aims and activities
- Teaching methods in adult education
- Adult Education and Development
- Organisation, monitoring and evaluation in adult education
- Linking adult education with income generating schemes and population education
- Role of mass media and community in adult education

NEW OFFICE BEARERS OF ANDHRA PRADESH LIBRARY ASSOCIATION

At a meeting of the General Body of the Andhra Pradesh Library Association held on August 13, 1988, Prof. N.G. Ranga, M.P. was elected as Hony. President and Shri K. Narayana Rao as President. Shri V. Chandrapal and Shri R.J. Laxmi Narayana were elected General Secretary and Treasurer respectively.

1990 INTERNATIONAL LITERACY YEAR

The United Nations has declared 1990 as International Literacy Year on the basis of resolution passed in the 23rd session of the General Conference of UNESCO held in Sofia, Bulgaria and in the 42nd session of UN General Assembly

WORLD ASSEMBLY ON ADULT EDUCATION IN BANGKOK

The International Council for Adult Education will be holding its next World Assembly in Bangkok, Thailand from January 8 - 18, 1990. The Department of Non-formal Education, Ministry of Education, Government of Thailand will be hosting the Assembly.

INTERNATIONAL CONFERENCE ON EDUCATION AND DEVELOPMENT

The SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH) in cooperation with the College of Technical Careers, Southern Illinois University, U.S.A. will be organising an International Conference on Education and Development in Manila, Philippines on November 16-18, 1988.

"MEGA-CITIES" GROWING IN ASIA

The surge of people leaving the countryside for the cities and large towns of many countries is creating a chain of "mega-cities" that some urban planners say is bringing a new kind of mass deprivation, widening the gap between the region's rich and poor. Recent studies by United Nations agencies in Bangkok predict that if these trends continue,

upto 40 per cent of the 3.6 billion population in the Asia Pacific region by the year 2000 will be in urban areas, compared to about 26 per cent of the current population of roughly 2.8 billion. It is also creating heavy demands for jobs, transport, water supply, waste disposal, education and health services in urban areas.

It is possible that, by the turn of the century, Shanghai, Beijing and greater Tokyo will each have between 22 and 26 million residents, while in greater Bombay, Calcutta and Jakarta, the range will be from 16 to 18 million.

- Planned Parenthood

ANNOTATED LIST OF BOOKS
ON ADULT EDUCATION

1

Aims and Objectives of Adult Education

Directorate of Adult Education, Literacy and Learning: Some Thoughts on Adult Education. New Delhi, D.A.E., 1988. 61p.

This document brought out by the Directorate of Adult Education, Government of India on the occasion of International Literacy Day contains articles on various aspects of adult education. The articles are :

- 1) Right to Learn - Prem Kripal
- 2) Some Adult Literacy Imperatives - Malcolm S. Adiseshiah
- 3) Reinforcement of Literacy: Producing Reading Materials for Neo-Literates - Chitra Naik
- 4) Literacy for the Millions: Role of Universities - Kamalini H. Bhansali
- 5) Women's Literacy - Why and How - Kamla Bhasin
- 6) National Literacy Mission - Communication Components and Inputs - B.B. Mohanty
- 7) Participating Approach to Awareness Programme for Women in Rural Areas - L.S. Saraswathi
- 8) Literacy Pedagogy - D.P. Pattanayak Department
- 9) Creative Cooperation with Development / Hold the key to the Success of the Literacy Mission - Anand Sarup
- 10) Literacy - A Victim of many Prejudices - Lakshmidhar Mishra
- 11) Adult Education and Development - Anil K. Sinha
- 12) Libraries in the Service of Adult Education - D.V. Sharma
- 13) Asian Pacific Programme of Education for All (APPEAL) and National Literacy Mission - T.M. Sakya

Ministry of Human Resource Development, Department of Education.
Mass Programme of Functional Literacy, Guidelines, New Delhi, 1988.

The pamphlet gives an outline of Mass Programme of Functional Literacy (MPFL) launched under National Literacy Mission. The present mass programme envisages involvement of youth, teachers, students, workers, universities, colleges, schools, trade unions, Panchayati Raj, agencies, voluntary agencies, other representative organisations of people and individuals.

The pamphlet gives role of various institutions involved so far, role of student volunteers, training of master trainers and volunteers, availability of literacy kits, creation of environment, commencement and periodicity of MPFL, Monitoring and Evaluation.

:2:

Media, Methods and Material in Adult Education

Asian Cultural Centre for Unesco, Tokyo. Field Survey, Preparation and Field-Testing of Neo-literates Materials. Final Report, Fifth Regional Workshop on the Preparation of Literacy Follow-up materials in Asia and Pacific, Pune, Maharashtra, India, 9-18 November 1987. Tokyo, Asian Cultural Centre for Unesco (ACCU), 1988. 123p.

It is a report of the fifth regional workshop on the preparation of literacy follow-up material in Asia and Pacific, held in Pune from 9-18 November, 1987. The main objective of this workshop was to provide training experience to the participants concerning the neo-literate materials relevant to the needs of the rural people in the countries in Asia and Pacific in :

- the development and production of neo-literate materials, including design and illustration,
- the study of needs and problems in rural areas,
- the distribution and utilisation of neo-literate materials.

The report consists of Proceedings and three chapters - I - Field Survey, preparation and field testing of materials by the groups, II - Planning of national follow-up activities; and III - Paper presentation.

Directorate of Adult Education. Literacy Digest. New Delhi, D.A.E., 1988. Unnumbered.

The digest attempts to bring at one place systematic, classified literacy data based on Census figures from 1901 to 1981 to serve as data bank.

This booklet contains fifteen tables, the first four tables contain the sex-wise population and literacy rates in the country as a whole. Tables 5 to 7 contain State-wise, sex-wise literacy rates in 1961, 1971 and 1981 Censuses. Tables 8 and 9 contain

percentages of population and literacy in various age-groups. Tables 10 to 13 contain State-wise data regarding Scheduled Caste and Scheduled Tribe. Table 14 contains data regarding ranking of States/UTs according to literacy rates in 1971 and 1981. Table 15 contains literacy rates State-wise, rural/urban setting-wise and by sex.

Pillai, K. Sivadasan. Report on Evaluation of non-formal Education programme "Oru Thiri Koluthoo" (Light a Wick) broadcast by the All India Radio, Trivandrum Station. Trivandrum, Centre for Adult Education and Extension (CAEE), 1988. Various Paging (Mimeographed)

The document is an evaluation report of the 'ORU THIRI KOLUTHOO' a radio serial in Malayalam addressed to non-formal education functionaries, ^{which} was broadcast regularly at 9.16 a.m. on first, second and third Mondays from 6th April 1987 to January 1988. The serial contained 32 lessons and was on topics related to adult and non-formal education. It was a collaborative programme of All India Radio, Centre for Adult Education and Extension of the University of Kerala and State Resource Centre, KANFED.

Research in Adult Education

Torres, Carlos Alberto. Towards a political sociology of Adult Education: An agenda for research on adult education policy making. Canada, Centre for International Education and Development, Department of Educational Foundations, Faculty of Education, The University of Alberta, 1987, 31p. (CIED Occasional Papers Series - 5)

This paper is in two parts. The first part presents a brief discussion and overview of the literature on adult education emphasizing the main shortcomings and weaknesses of the major arguments and underlying conceptualization. The second part presents an alternative theoretical view of adult education and the research problems that arise from it.

Adult Education in other countries

Odunga, Judith Nahashon. Causes of dropouts among adults attending literacy classes: a case study of Tarime District. Tanzania, Institute of Adult Education, Dar Es Salaam, 1988 33p. (SAED Studies in Adult Education - 49)

The aim of this study is to find out the exact causes of dropouts among adults attending literacy classes.

The study reveals the following:-

(1) Age - that adults feel they are too old and therefore education has no benefit to them. (2) Home - that their other duties and family responsibilities demand much of learners time, so that they lack time to attend classes. (3) Teachers - that teachers behaviour inside or outside the class affected adult learners attendance. (4) That teaching/learning materials used by teachers and learners affected the learners attendance

The study revealed that late coming and absence from the adult education centre ^{by the teacher} ~~was~~ ^{an} ~~important~~ reason for the learners to drop out.

GENERAL

Braham Prakash and others. Planning Education for the Future - Developments, Issues and Choices. New Delhi, National Institute of Educational Planning and Administration, 1988. p. 82/- (NIEPA Occasional Papers - 16).

The document has four chapters. Chapter one outlines the historical relations between development and education. The chapter begins by making some observations about the evolution of industrial development during the last three centuries and by pin-pointing the role of education in contributing towards the contemporary socio-economic characteristics of the world. The chapter two on planning for year 2000 - a development ^{focuses on development perspective} ~~perspective~~ ^{provided in the} Seventh Plan upto the year 2000.. The chapter three analyses the aggregate enrolment patterns and the estimations of expenditure. This chapter also presents the educational profile of the population: 1981 and the educational profile of the work force: 1981. In the fourth chapter, an attempt has been made to arrive at a feasible choice especially in the view of challenges that the education system is facing and its likely role in the future.

Mowlana, Hamid and Wilson, Laurie J. Communication Technology and Development, Paris, Unesco, 1988. 50p. (Reports and Papers on Mass Communication - 101)

The study attempts to describe and analyse the contribution of modern communication technology to development from different geographical, socio-economic and cultural perspectives. The first chapter examines the historical growth of the term 'development' to analyse the notion of communication and its relationship with development. The second chapter deals with the different theories and approaches to communication and development. The third chapter discusses communication policies and planning for development. The fourth chapter gives some of the experiments in communication and development and the use of modern space technology for development is given in the fifth chapter. Chapter sixth presents summary of the document. At the end of the study a selected bibliography has also been given.

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NEWSLETTER

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UNESCO INTERNATIONAL LITERACY PRIZES

The Literacy Centre of Angola, the National Literacy Plan of Argentina, the Allama Iqbal Open University of Pakistan and the Ministry of Handicrafts and Social Affairs of Morocco are the winners of the International Literacy Prizes announced by UNESCO for 1988.

The Nadezhda K Krupskaya Prize donated by Soviet Union has been awarded to the Literacy Centre of Angola for having pursued its literacy efforts to provide instruction to 6.5 million people despite the war and material difficulties.

The National Literacy Plan of Argentina received the International Reading Association Literacy Award for having mobilised the support of numerous public and private institutions to launch a literacy plan aimed at consolidating national unity and enabling the learners to understand their political, civil and social rights and responsibilities.

The Noma Prize donated by Japanese Publisher Shoichoi Noma was conferred on Allama Iqbal Open University of Islamabad (Pakistan) as a unique example of a university responsive to the needs of the illiterate and semi-literate rural population. Its instructional materials in the three most widely used national languages, as well as its methodology for functional educational programmes adapted to all regions of the country have had a wide impact on literacy work.

The Ministry of Handicrafts and Social Affairs of Morocco received the Iraq Literacy Prize, donated by the Iraq Government for its efforts to apply scientific evaluation methods in its annual literacy campaigns which have provided 180,000 girls and women with instructions. It has also established post-literacy programmes in 232 vocational training centres.

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The honourable mention of the Nadezhda K Krupskaya Prize has gone to Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad for a lifetime of dedication to the cause of adult education and literacy.

Literacy House, Lucknow has also been given honourable mention of the Iraq Literacy Prize for having developed a comprehensive approach to education. This includes, in addition to adult education and literacy, programme of early childhood education, non-formal education for out-of-school children and vocational training for unemployed youth.

TRAINING PROGRAMME FOR PRERAKS/SUPERVISORS

The Indian Adult Education Association organised a one-week training programme for preraks/supervisors at its headquarter in New Delhi from September 12-17, 1988. 18 persons representing various voluntary organisations in Delhi attended the programme.

Inaugurating the programme, Shri BS Garg, President, Indian Adult Education Association said that adult education programme should be related to the life of people. It should be employment-oriented and should ultimately lead to alleviation of poverty. He said that the people should be made to realise that they are being handicapped by remaining illiterate. Once this realisation comes, they will themselves demand adult education programme and the motivation problem which is being faced at present would be solved. He asked the participants to take this work with dedication and commitment as this work was tedious and frustrating.

Topics covered during the training programme were:

- National Literacy Mission: objectives and strategy;
- problems faced in adult education programme;
- economic outline of India;
- Integrating ^{adult} education with income generating programme;
- population education;
- health education for all;
- how to teach adults;
- adult education and development;
- post-literacy and continuing education programmes;

Some do's and dont's while dealing with adults; and Jan Shikshan Nilayams.

Three films on adult education were also shown to the participants during the training programme.

AWARENESS CAMPS FOR WOMEN

The Indian Adult Education Association organised three one-day awareness camps for women at its premises in New Delhi on Sep 27, 28 & 29, 1988. The topics covered were population education; rights and duties of citizens under the Constitution of India; and the economic development of the country. 50 women from the unorganised sector participated in these camps.

PN SRIVASTAVA TO DELIVER
ZAKIR HUSAIN MEMORIAL LECTURE

Prof. PN Srivastava, Member, Planning Commission and former Vice-Chancellor of Jawaharlal Nehru University will deliver the Zakir Husain Memorial Lecture of the Indian Adult Education Association during its annual conference at Aurangabad on Oct 29, 1988.

PRESENTATION OF NEHRU AND TAGORE LITERACY AWARDS

The Tagore Literacy Award for 1987 for promoting adult education among women will be presented to Smt. Lakshmi N Menon during the inaugural function of the annual conference of the Indian Adult Education Association at Aurangabad on Oct 28, 1988.

The 1988 Nehru Literacy Award and the Tagore Literacy Award will also be presented during the inaugural function of the Conference to Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad and Smt. Anurupa Mukharji, founder President, Tripura Adibashi Mahila Samity, Agartala respectively.

ILLITERACY CAUSE OF POVERTY IN SOUTH ASIA

The Minister of State for Education & Culture, Shri LP Shahi pleaded for empowerment of the masses through literacy. Inaugurating the four-day UNESCO workshop on International Literacy Year-1990 on Oct 11, 1988 Shri Shahi traced the large-scale poverty in South Asia to illiteracy and therefore the inability to have access to information for economic and social growth.

Shri Shahi referred to India's commitment to literacy by launching the National Literacy Mission with a fixed time span, fixed clientele and well-conceived strategies. There is a political will and determination to achieve the set targets. Shri Shahi said that it would be the final assault on the scourge of illiteracy as India's population was growing so fast, that soon it would have the largest number of illiterates.

In his key-note address, the Secretary, Education, Shri Anil Bordia stressed the need to analyse afresh all the programmes facing illiteracy in the society.

He said that it was a matter of shame that countries of this region which were once considered cradle of civilisation and centres for learning were today referred as areas of darkness.

As the problems in countries of Asia were almost similar they could achieve a lot through active cooperation and sharing of knowledge in the field of education, Shri Bordia said and appealed to international organisations like the UNESCO to provide financial support for educational programmes in the region.

The meeting shared the experiences among the participating countries on effectiveness of various strategies in the region, to eradicate illiteracy specially among girls, women and the disadvantaged population groups. It prepared a regional strategy with special emphasis on the participating countries to determine a mechanism for working together and providing mutual support in developing planning approaches, mobilisation of human, material and financial resources and human resource development through orientation and training, development of teaching materials,

teaching and learning methodology and developing methods of monitoring, research and evaluation.

The four-day Workshop organised by UNESCO in collaboration with the Ministry of Human Resource Development was attended by eminent educationists from Afghanistan, Bangladesh, Iran, Nepal, Pakistan, Indonesia, India and by the representatives of UNICEF, UNDP, Asian Development Bank, World Bank and ESCAP.

Shri JC Saxena, Hony. General Secretary, IAEA attended the Workshop.

CONTRIBUTION TO TAGORE ENDOWMENT FUND

The following have contributed to the Tagore Endowment Fund of the Indian Adult Education Association in the month of October 1988:

Gujarat Vidyapeeth, Ahmedabad	Rs.1,000-00
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NEWS FROM STATE RESOURCE CENTRES

SRC, Haryana

The State Resource Centre(Haryana), Chandigarh organised three four-day residential training programmes for supervisors from April 18-30, 1988 in Kurukshetra and Gurgaon. Over 200 supervisors participated in these programmes.

A training programme for project and assistant project officers was organised at Panchkula from June 18-22, 1988. 14 Project Officers, 12 Assistant Project Officers participated. It was organised in collaboration with Chandigarh Chapter, an organisation for the promotion of Adult and Population Education. The training programme was inaugurated by Mr. JD Sharma, former Vice-Chancellor of Jammu University, and former Director, Indian Adult Education Association. The valedictory function was presided by Shri Chander Bhan, Additional Director(School Education Haryana).

SRC, U.P.

The State Resource Centre for Adult Education, Literacy House Lucknow organised four Training Courses for the Project Officers, Assistant Project Officers and Preraks for the four Adult Education

Projects to be implemented by the Literacy House.

A Workshop on "Voluntary Agencies and Adult Education" in the context of NLM was organised on May 9-10, 1988. 57 persons including seven women participated.

A Workshop on preparation of teaching/learning material on Non-formal Education was organised on April 15-21, 1988. It produced the following books:

1. Niketan Bharti (Primer)
2. Niketan Bharti(Arithmetic course)

The SRC provided training in moulding, finishing and colouring of puppet heads from June 13-18, 1988. 18 persons sponsored by the Shramik Vidyapeeth, Lucknow participated.

A report on the three Adult Education Projects completed in Barabanki, Lucknow and Unnao district was brought out by the SRC.

It organised a one-day Training Seminar for the Master Trainers Programme Coordinators/Programme Officers of NSS of Universities and Colleges under the MPFL. Two Seminars for the Masters Trainers of Gorakhpur University were organised on June 14 & 16, 1988. 54 persons including four women participated.

The Information Development and Resource Agency(IDARA) organised two orientation training programmes for newly employed National Service Volunteers of Nehru Yuvak Kendras. It also started two vocational training courses in 'Pump set Repairing and Plumbing and Pipe Fitting' in June. The duration of each course is four months. 17 youths are undertaking the training in 'Pumpset Repairing' and 11 joined the course of 'Plumbing and Pipe Fitting'.

Under Population Education project two training programmes of three day each were organised for Anganwadi workers of Raebareli from April 15-20, 1988. The topics included were small family norm, family welfare services, population and health education.

It continued to publish the periodicals 'Ujala' and 'Anudesh' and also brought out a number of books, posters and content sheets during the quarter.

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SRC, West Bengal

The State Resource Centre for Adult Education, Bengal Social Service League, Calcutta organised 14 pre-service training, 5 in-service training courses, two for volunteers and one for the master trainers under MPFL during the quarter April-June 1988.

It brought out four books:

- i) Janasamajer Etikatha
(History of Human Society)
- ii) Byaboharak Saksharata
- iii) Kinber Aage Bhabun
(Think before buying)
- iv) Janakalyan Siksha O Karmibrinder Bhumika
(Population Education and the role of the functionaries)

The SRC continued to publish the News Fortnightly CHALTI JAGAT (The Current World) for the neo-literates.

It conducted a research study on the Tribal Literacy in West Bengal. An evaluation report on the ability of the learners who have completed one full Adult Education programme has been undertaken. A study to identify the factors responsible for non-participation in the Adult Education Programme was carried out in rural areas of North and South 24 Parganas districts and in the neighbouring areas.

Under the Population Integrated Adult Education Programme the SRC conducted four training programmes during the period under report. It also produced a number of books, slides, chart-cum-posters on Population Education during the period.

WORKING GROUP ON ADULT EDUCATION
FOR 8TH PLAN

The Planning Commission, Govt. of India have set-up a Working Group on Adult Education for the formulation of 8th Five Year Plan(1990-95).

The Working Group will take stock of the position likely to be reached within the area by the end of 1989-90, identify problems and suggest effective remedial measures and to suggest a feasible perspective of development up to 2005 AD keeping in view the need for grass-root planning and to make the benefit

of development programmes accessible to individual families of weaker sections of society viz SC, ST, women and handicapped and backward communities. The Working Group is expected to make specific recommendations regarding policies, programmes and targets in respect of the objective of eradication of adult illiteracy.

Shri Anil Bordia, Secretary, Department of Education, Ministry of Human Resource Development is its Chairman and Shri L Mishra, Joint Secretary and Ex-Officio Director-General, National Literacy Mission Authority is its Member Convener.

Shri JC Saxena, Hony. General Secretary, Indian Adult Education Association is a member of the Working Group. The Working Group held its first meeting on Oct 19, 1988 at New Delhi.

ANIMATORS' TRAINING SCHEME

To evolve a scheme of training of animators' the Department of Education, Ministry of Human Resource Development, Government of India in collaboration with the Society for Participatory Research in Asia(PRIA) organised a 3-day Workshop in Delhi on June 22-24, 1988. It was attended by 35 participants from different organisations. The objectives were: to clarify and articulate a perspective on the training methodology to be used for animators and to develop future plans for training and resource agencies in this scheme.

WORKSHOP ON THE USE OF NON-CONVENTIONAL ENERGY SOURCES AND ADULT EDUCATION

The Department of Adult, Continuing Education and Extension of the University of Delhi organised a 3-day Workshop on the use of Non-Conventional Energy Sources and Adult Education on June 2-4, 1988. The participants were supervisors and instructors of the adult education programme in universities/colleges and voluntary organisations.

The Conference made the following recommendations:

1. Communities adopted by the Adult Education Programme of the University and Colleges should be acquainted with the use of Non-Conventional Energy Sources by organising discussions and demonstration. Similar demonstrations could also be held in the colleges.

2. Print materials and audio-visual materials prepared by the Department of Non-Conventional Energy Sources and other allied agencies should be made available to Universities and Colleges for their effective use in the Adult Education Programme.
3. A supplementary reader with meaningful illustrations should be prepared outlining all non-conventional energy sources with a view to providing information to the neo-literates.
4. Research studies relating to use of non-conventional energy sources should be undertaken through proper support from the Department of Non-Conventional Energy Sources and the Delhi Energy Development Agency.

- Jeevan Shiksha (July 1988)

CELEBRATION OF INTERNATIONAL LITERACY DAY
AT RABINDRA BHARATI UNIVERSITY, CALCUTTA

The Rabindra Bharati University, Calcutta celebrated the International Literacy Day on Sep 8, 1988 by organising a massive literacy rally consisting of more than 3000 workers. The Vice-Chancellor, Teachers, non-teaching employees, students, adult education instructors and learners took part in the rally holding placards and banners.

A function was held after the rally, which was inaugurated by Dr. Bhabatosh Chatterjee, Vice-Chancellor of the University. Md. Abdul Bari, Minister-in-charge, Mass Education Extension, Government of West Bengal was the chief guest on the occasion. Two adult learners narrated how they benefitted through the adult literacy and numeracy programme.

The science club named 'Vigyan Anuragi' (Lovers of Science) presented a science tableau aiming at eradication of superstitions and supernatural beliefs. Film shows on Adult Education and Mass Programme for Functional Literacy were also shown on the occasion.

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NEO-LITERATE BOOK KIT

The Centre for Adult Education and Extension and Population Education Resource Centre, University of Kerala, Trivandrum will be publishing a neo-literate book kit of 12-15 books as a gift box for neo-literates.

A Workshop for the preparation of manuscripts was held during May-July 1988 and the Centre proposes to bring out the kit by the end of the year.

ANNOTATED LIST OF BOOKS AND ARTICLES ON ADULT EDUCATION

Aims and objectives of Adult Education

Ministry of Human Resource Development, Scheme of Rural Functional Literacy Projects. New Delhi, Ministry of Human Resource Development, Department of Education, 1988. 18 p.

The booklet provides the historical and conceptual background of Rural Functional Literacy Projects and presents the objectives of the scheme. These are: Imparting functional literacy to all illiterate persons in 15-35 age-group living in the rural areas by organising specified number of literacy centres.

Functional Literacy implies : (1) achieving self-reliance in literacy and numeracy; (2) becoming aware of the causes of deprivation and moving towards amelioration of the present condition through organisation, and participation in the process of development; (3) acquiring skills to improve economic status and general well-being; and (4) imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norms, etc.

It also deals with the various activities to be undertaken in this project like administrative responsibilities, funding arrangements, plan for literacy promotion, continuing education arrangements and project management, Training and orientation of project functionaries, training of Preraks, monitoring and evaluation. In annexure the booklet gives the financial pattern for a project of 300 adult education centres under RFLP.

Sivaswamy, G. We all are in a movement and other features on adult education. New Delhi, Directorate of Adult Education, 1989. PP 36.

It is a collection of feature articles written by Shri G Sivaswamy, Deputy Director, Directorate of Adult Education and published in the different issues of DAE Newsletter during the last one year.

Media, Methods and Materials in Adult Education

Asian Cultural Centre for UNESCO. Let us form a farmers' Cooperative in our village : Script for Cassette drama/radio Programme, Tokyo, 1988. 14p.

The material in this booklet can be used both for hearing as cassette drama in adult education class and for broadcasting as radio programme. It aims to motivate listeners for organisation of a cooperative by introducing its role and how it can benefit them. It provides help in forming cooperative.

University Adult Education

MCLLory, John and Spencer, Bruce. University Adult Education in Crisis. England, University of Leeds, Department of Adult and Continuing Education, 1988. 206 p. (Leeds Studies in Adult and Continuing Education).

It traces in detail the process by which the state's formal commitment to increasing access to higher education and expanding continuing education has gone hand in hand with severe cuts in extramurals departments, an insistence on self-financing and an emphasis on vocational training for economic regeneration, at the expense of liberal education for personal development and citizenship. This has led universities to play down the importance of traditional extramural work and the role of adult education departments, resourcing vocational expansion through new agencies - pledged to entrepreneurialism and profit and seeking to replace the adult education intellectual, with new academic managers committed to training.

Population Education

Unesco. Population Education in Asia and the Pacific: Newsletter and Forum No.28. 1988

This bi-annual Newsletter is brought out by the population education programme service of Unesco regional office for Asia and the Pacific, Bangkok, Thailand. It gives information on various on-going population education projects in Asia and the Pacific region. Some of the articles in this issue are:

- 1) A way to beat AIDS in Asia : AIDS preventive education in population education
- 2) A summary of UNESCO's plan of action in population education for the prevention of AIDS
- 3) Unesco assists India in planning an information network
- 4) Cost effectiveness of training modalities in population education : concept and process. ~~It~~

It also gives population education programmes in China, India, Nepal, Pakistan, Philippines, Vietnam and Thailand.

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IAEA

NEWSLETTER

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41ST ALL INDIA ADULT EDUCATION CONFERENCE : A BRIEF REPORT

The 41st All India Adult Education Conference which concluded in Aurangabad on October 31, 1988 has urged that programmes of adult education and elementary education should be suitably integrated and implemented as they are mutually reinforcing. The Conference recommended that the SRCs should be immediately set-up in those States where these do not exist at present. It also stressed that District Resource Units (DRUs) should also be set-up in order to provide the necessary technical support to the programme at the grass-root level.

The Conference was appreciative of the key issues and strategies of the National Literacy Mission (NLM) but feared that if necessary techno-pedagogic inputs and financial resources were not provided timely, the desired results might not be achieved.

The Conference noted with concern that grants to voluntary organisations and universities are not released on time. It was greatly effecting the tempo of adult education work and would be a hinderance in achieving the target of wiping out illiteracy in the age-group 15-35 from the country by 1995. It urged that fool proof arrangements should be made for timely supply of funds to these institutions.

It urged the voluntary agencies to prepare innovative, experimental adult education projects for financial assistance from the Central Government. These projects, the Conference felt, should be group and area specific.

The four-day Conference convened by the Indian Adult Education Association in collaboration with the Adult, Continuing Education & Extension Centre, Marathwada University was attended by over 230 delegates from different parts of the country.

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In a message, the Minister of Human Resource Development, Shri P Shiv Shankar said that eradication of the scourge of illiteracy is, no longer a choice between two alternatives or priorities but it has become a matter of life and death for the nation. It has to be an article of our faith and commitment.

The Minister congratulated the Indian Adult Education Association for taking on its shoulders, since 1939, onerous responsibility of promoting literacy and adult education in the country.

Inaugurating it, Shri Shivaji Rao Bhosle, Vice-Chancellor, Marathwada University said that adult education was essential for the development and for proper functioning of democracy. He said that education is the root for human resource development and it should be vigorously undertaken if the country is to move towards the path of progress.

Shri Bhosle also released the Souvenir brought out on the occasion.

Earlier, Dr(Mrs) Sudha V Kaldate, Chairman of the Reception Committee welcomed the Chief Guest and the participants.

Tagore and Nehru Literacy Awards Presented

The Tagore Literacy Award(1987) for outstanding contribution to the promotion of literacy among women was presented to Smt. Lakshmi N Memon, President, All India Committee for Eradication of Illiteracy among Women during the inaugural function of the Conference. The citation of the Award was read by Shri BS Garg, President, Indian Adult Education Association. It says that Smt. Menon has launched a movement for the eradication of illiteracy among women and has toured far and wide in the country to inspire teachers and social workers to undertake programmes of women's literacy and upliftment of status of women.

The 1988 Nehru Literacy Award was presented to Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth. The citation for the Award says that Prof. Parikh started taking interest in adult education and adult literacy work since his student days. He started courses of continuing education on employment, health and sanitation for rural areas through the Department of Adult and Continuing Education of the Gujarat Vidyapeeth. The citation further says that he has mobilised educational institutions and about one lakh students in support of mass literacy campaign which

has reached to over five lakh illiterates in over 1,000 villages in Gujarat.

The 1988 Tagore Literacy Award was presented to Smt. Anurupa Mukharji, Founder President, Tripura Adibashi Mahila Samity, Agartala. Smt. Mukharji, the citation says, has the distinction of eradicating illiteracy among women in 20 villages in remote and far-flung tribal areas of Tripura. She also organised classes on First Aid, Nursing, Interior Decoration, Child Care, Nutrition for the tribal women. She provided training to the tribal women for modern handlooms and introduced 1500 modern smokeless chullahs in tribal villages.

In her reply, Smt. Lakshmi N Menon emphasised the need to promote literacy among women and pleaded support from all corners for removing ignorance and superstitions from among them. She said that a lot of money was being spent on higher education and if a part of it could be given to adult education, it could bring enlightenment in the lives of millions.

Prof. Ramlal Parikh in his reply said that the educated have been indifferent to the education of the masses. He said that the rate of growth of illiterates is faster than the population growth rate and all out efforts should be made to check this rising trend. He asked the adult educators not to bother about the criticism of adult education programme and should pursue their cause with vigour and enthusiasm. He said, if one-fourth of the student community comes forward the problem of illiteracy could be solved in a few years. Prof. Parikh said that Jan Shikshan Nilaym will be a powerful institution for motivating and sustaining literacy and will go a long way in creating a learning society.

In her reply, Smt. Anurupa Mukharji said that in Tripura out of 24 lakhs, 6 lakhs are tribal and the Samithi, in which she is connected, has done a good job in removing illiteracy and creating awareness among women. She appealed to voluntary organisations to take greater interest in education of women.

Presidential Address

Prof. BS Garg, President, Indian Adult Education Association in his presidential address, said that the attitude of the people has to be changed if adult education has to produce results in the country. He said each-one-teach-one programme should be taken in

He said it should be obligatory for different development departments to contribute actively to the quality and content of the programme. Prof. Srivastava emphasised that voluntary organisations, government departments, universities, etc. should work in collaboration for the success of this programme.

He stressed the need to use traditional media such as Bhajan Kirtan Mandali, Ram Leela, Krishan Leela, etc. to pass on the scientific knowledge and value system to the people.

Recommendations

The following recommendations were made by the Conference:

1. The 41st All India Adult Education Conference held in Aurangabad on October 28-31, 1988 welcomes the National Literacy Mission launched in the country. It is appreciative of the objectives and key-issues and strategies listed in the NLM Document, but it feels that if the necessary techno-pedagogic inputs and financial resources are not provided timely, the desired results would not be achieved. The Central and State Governments should take necessary steps to implement the NLM with the full cooperation of the people. For this time-bound programme the Conference stresses that an earnest effort right from now should be started so that the achievements get reflected in the 1991 census.
2. The Conference feels that proper environment for the success of the National Literacy Mission has not been built so far. For creating the environment the Conference recommends that well-prepared slots on prime time should be televised/broadcast on regular basis on television and radio. These will help in mobilising housewives, retired persons, ex-servicemen and all other educated people to participate in this programme in an effective way and would go a long way in creating an appropriate and meaningful environment for this programme. It urges the Directorate of Adult Education, Govt. of India and State Resource Centres to prepare the necessary soft-ware for this purpose.
3. The Conference noted with concern that grants to voluntary organisations and universities are not released on time. It is greatly affecting the tempo of adult education work and will be a considerable hindrance in achieving the target of wiping out illiteracy in the age-group 15-35 from the country by 1995. It urges that fool proof arrangements should be made for timely supply of funds to these institutions.
4. The Conference recommends that the State Resource Centres may gear up their machinery to come up to the expectations, of all the agencies working in the field of adult education. SRC's should be immediately set up in States where these do not exist at present. Also the District Resource Units should also be set up in order to provide the necessary technical support to the programme at the grass-root level.
5. The Conference feels that appropriate Committees of heads of educational institutions, teachers, youth leaders, Mahila Mandals and other officials of various development departments and local people should be set up at village, block and district levels to ensure the implementation of the programme successfully.

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In this connection, the Conference recommends that fullest use may be made of university departments, teacher-training institutions, and leading voluntary organisations for the purpose of training of functionaries and preparation of teaching-learning material.

6. The Conference strongly recommends that programmes of adult education and primary education should be suitably integrated and implemented as they are mutually reinforcing. Appropriate linkages may be built between these two programmes and programme of Rural Development, National Rural Employment Programmes, TRYSEM, DWACRA, Health and Nutrition Programmes etc. and general programmes of poverty alleviation to ensure the maximum socio-economic development and benefits to the people.
7. The Conference welcomes the establishment of Jan Shikshan Nilayams (JSN) to provide post-literacy and continuing education opportunities for neo-literates. These Nilayams are expected to meet the highly diverse and constant growing changing needs and interests of all members of the community, but it feels that to do these jobs effectively the Prerak should be a full-time person and government accommodation should be provided to non-official agencies for setting up of the JSN or alternatively rent free accommodation should be provided. Appropriate use of community buildings and educational institutions should be made for JSN's and local contributions may also be raised to the extent possible.
8. The Conference feels that all universities, colleges and secondary schools should participate effectively in the programme of eradication of illiteracy in their respective areas. Students involvement in Mass Programme for Functional Literacy would be possible if some suitable incentives are given to them. It urges that the Government should decide about incentives on priority basis so that the task of eliminating illiteracy particularly from among the women, SC/ST and other economically backward sections of our people in the age-group 15-35 could be achieved by 1995.
9. The Conference recommends that honorarium/salaries of adult education functionaries particularly the instructor and Prerak should commensurate with their work and responsibilities so that committed and dedicated persons are available for the adult education work.
10. The Conference notes with concern that State Governments are not forwarding the applications of recognised voluntary organisations or are taking considerably long time in sending the applications to the Central Government for financial assistance. It recommends that the Central Government should follow its rule of sanctioning grant-in-aid to voluntary organisations if applications are not forwarded within three months by the State Governments in letter and spirit.
11. The Conference urges the voluntary organisations to prepare innovative, experimental adult education projects for financial assistance from the Central Government. These projects should be group-specific and area-specific and the necessary funds for them should be sanctioned on a priority basis under the central scheme of 'Assistance to Voluntary Agencies'.
12. The Conference recommends that programmes of awareness building and functional improvement should receive adequate attention and adult education programmes should not be confined to literacy alone. Adult Education Centres should promote national integration, small family norms and should also promote parti-

right earnest and if the educated people take upon themselves the responsibility, the 8 crore people in the age-group 15-35 will become literate by 1995 as stipulated in the National Literacy Mission.

Shri JC Saxena, Hon'y. General Secretary, Indian Adult Education Association in his vote of thanks said that development programmes would not achieve success if people remain ignorant. He asked the people to rededicate themselves to remove the stigma of illiteracy from the country. He emphasised that adult education should be a people's programme with Governmental support.

Shri Saxena said that efforts should be made to achieve at least 50 per cent literacy in the country by 1991 so that the people get inspiration to remove the blot from the fair face of India.

Presentation of the Working Paper

Shri Saxena presented the Working Paper on the theme of the National Literacy Mission (NLM). While appreciating the objectives of the NLM and the various key issues and strategies listed in the NLM document, he pointed out that if the required techno-pedagogical inputs and financial resources were not provided timely, the desired results would not be achieved. NLM required for its success political will as well as active involvement of all educated people, youth leaders, students, teachers, trade-unions, farmers' groups. Support of the media, both electronic and print, was required in NLM, he said.

Plenary Session

In the Plenary Session the following major suggestions were made:

- a) Adult Education should be made a part of the curriculum at the university level;
- b) Weightage and incentive to students undertaking literacy work should be given;
- c) Adult Literacy should reach the remotest corner of the country and voluntary organisations should be given the responsibility for this work;
- d) Jan Shikshan Nilayams should be set up in every village;
- e) Mass programme for functional literacy should be properly monitored and evaluated to get lasting results;
- f) The creation of environment is essential for the success of the programme;

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- g) Missionary spirit has to be aroused for the success of the programme; and
- h) Teachers at the school and university level should be actively involved in this work. It should be made obligatory on their part to make two adults literate before they are confirmed or promoted.

Dr. ML Mathur, Vice-Chancellor, Jodhpur University, in his presidential address said that illiteracy, poverty and population growth are inter-related and attack should be made on all fronts.

He said that honorarium/salaries to adult education functionaries should be commensurate with their work and only dedicated persons having will-power should be employed for the purpose.

Dr. Mathur said that Vice-Chancellors, Heads of the Departments, MPs and MLAs should be motivated and unless they get themselves involved in this programme, it will not get the desired results.

He urged the need to relate the 3 R's programme with economically productive work. He feared that if it continues to be only 3 R's there would not be large number of people coming forward for taking its advantage.

Zakir Husain Memorial Lecture

Prof. PN Srivastava, Member, Planning Commission, Government of India delivered the Zakir Husain Memorial Lecture. He said that the adult education programme should not be mere reading and writing but should be related to the vocations of the people. There should be judicious combination of functionality and literacy, he said. The adult education programme should take science to the people to remove their prejudices and should also help in taking the latest technology for increasing their efficiency and productivity.

He emphasised that valuable information gathered from independent evaluation of adult education programme by a number of research/resource centres should be put to constructive use.

Prof. Srivastava said that primary schools, in addition to others, should be used for providing reading material to neo-literates. He regretted that there were no adequate linkages of adult education with other development departments. This, he said, has to be ensured for proper development of adult education.

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icipation of people in socio-economic and cultural development programmes.

13. The Conference feels that existing arrangements for monitoring and evaluation are extremely inadequate and defective. It recommends that reliable machinery for monitoring and evaluation should be set up at appropriate levels and all the participants in the programme should cooperate with the same by supplying accurate information at the right time.

14. The Conference urges the Indian Adult Education Association to organise some experimental adult education centres and their functioning should be documented and circulated to member-organisations and others for their use and guidance in preparation of project proposals and running of adult education centres.

DAEA ORGANISES SEMINAR OF VOLUNTARY AGENCIES

The Delhi Adult Education Association (DAEA) organised a Seminar on role of voluntary agencies in the promotion of adult education in Delhi on November 25, 1988. 20 participants representing voluntary organisations in the Capital attended.

Shri JR Jindal, President, DAEA in his address said that the voluntary agencies working in Delhi should make a coordinated effort to promote literacy in the city. He said that about 25 agencies are working in the field, but they are not sharing their experiences. The Delhi Adult Education Association, he said, will endeavour to coordinate the activities of these agencies in Delhi so that they could make a joint effort in eradicating illiteracy.

Earlier, Shri JL Sachdeva, Hony. General Secretary of the Association, in his welcome address said that voluntary agencies are facing many problems like untimely release of grants, non-availability of proper facilities for training, material, etc. He said that the Delhi Adult Education Association will make efforts to provide technical support to voluntary agencies undertaking adult education work in Delhi.

After deliberations the following were enlisted as the major problems in adult education ⁱⁿ Delhi :

- a) Non-continuation of Instructors in their work after some time;
- b) low payment to Preraks and instructors;
- c) considerable delay in the receipt of money after getting sanction letter;
- d) Non-availability of proper accommodation for organising the adult education centres; and

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- e) Non-inclusion of the socio-economic programmes because of the non-availability of money in the budget.

Shri JC Saxena, Vice-President, DAEA in his vote of thanks said that the DAEA would organise meetings with voluntary agencies in Delhi at regular intervals so that they could make joint efforts in solving their problems and get benefit from each others experiences.

GOLDEN JUBILEE OF BOMBAY CITY SOCIAL EDUCATION COMMITTEE

The Bombay City Social Education Committee is undertaking a number of programmes in the Golden Jubilee year 1988-89.

It organised a National Seminar on Literacy and Development on July 18-29, 1988. Three one-day Conferences of Gyan Deep Mandals, Head Masters and Zhopar Patti Sangh were organised. It also organised a Round-Table of MPs, MLAs and Corporators on Nov 5, 1988.

The Committee will be organising inter-school art competition, elocution competition on adult education in December 1988 and January 1989.

It has started 600 Literacy and Post-Literacy Centres in Marathi, Hindi, Urdu, Gujarati and Telugu; 50 Continuing Education Centres upto Standard VII and 10 Matru Vikas Kendras.

Yashwant Rao Chauhan Literacy Award Instituted

The Committee has instituted 'Yashwant Rao Chauhan Literacy Award' for being given to an individual or an institution for outstanding work in the field of adult education in Maharashtra. It will be presented on the International Literacy Day every year.

The Committee will also hold Balasaheb Kher Memorial Lecture every year on the Foundation Day of the Committee to commemorate the services of the first President of the Committee.

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NATIONAL AWARDS IN EDUCATIONAL JOURNALISM

The National Council of Educational Research and Training (NCERT), New Delhi has instituted National Awards in Educational Journalism for improving the quality of educational journals including school and college magazines.

Three Awards of Rs.1500/- each for the best category of school magazines at senior secondary, secondary and primary (including pre-primary level) will be awarded. Three Awards of Rs.1500 each for the best Journal/Magazine/Newsletter brought out by the University Faculties of Education, Secondary Teacher Training, Colleges and Elementary Teacher Training institutions will also be awarded.

The NCERT will also give three awards of Rs.1500 each for the best educational journal/magazine/newsletter brought out by individuals and institutions like Educational Associations, Government Education Departments including State Institutes of Education.

Further information can be had from Head, Journal Cell, NCERT, Sri Aurobindo Marg, New Delhi - 110 016.

FEMALE ILLITERACY RESPONSIBLE FOR LARGE FAMILY SIZE : STUDY

Mothers who are illiterate or educated only upto primary school level tend to have more than six children, while the number comes down to five in the case of mothers with middle level education, four in the case of matriculates and only two among the university educated.

This striking evidence of the linkage between socio-economic factors and the family size has been brought to light by a recent study conducted by the National Institute of Nutrition at Hyderabad.

Poverty and illiteracy are correlated not only to high fertility but also to child marriage, the study said.

Another study conducted recently by the Family Planning Foundation of India showed that there were more than 10 million married girls below the age of 11. This was notwithstanding laws passed since 1929 which have sought to prohibit child marriage.

contd.....p/11-

The Child Marriage Restraint Act (Popularly known as the SARDA Act) was enacted in 1929 and enforced from 1 April 1930. It had fixed the minimum age of marriage for boys at 18 and for girls at 14. This act was subsequently amended in 1949 and 1956 to raise the minimum age for girls to 15 and then to 16 years. The minimum age for boys remained unchanged.

From October 1978, the age has been raised to 18 for girls and 21 years for boys. A proposal was mooted in some quarters that the minimum age of marriage be raised to 20 years for girls and 23 for boys.

The Family Planning Foundation study reported that 46 per cent of the rural married women questioned said they married at the age of 15 or younger and 64 per cent said they were married before they were 18 years. The comparable proportion among the urban women was 33 per cent and 54 per cent respectively. The median age of women at marriage was 16 among rural and 17 and a quarter years among urban women.

In view of the socio-economic implications of population control, the foundation study has pointed out that if any law to govern the age of marriage was to yield effective results, it must be accompanied by large scale processes of social and economic development with emphasis on education, especially for women.

KS PILLAI BEREAVED

Shri R. Krishna Pillai, 85, father of Dr. KS Pillai, Chairman Editorial Board, Indian Journal of Adult Education and Director, Centre for Adult and Continuing Education, University of Kerala recently in Trivendrum.

The Association mourns this loss and conveys its condolences to the bereaved family.

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ANNOTATED LIST OF DOCUMENTS ON ADULT EDUCATION/POPULATION
EDUCATION AND WORKERS

Population Education

Unesco. Information Networking in Population Education. Bangkok, Population Education Programme Service, Unesco Principal Regional Office for Asia and the Pacific, 1987. 98 p.

of
This manual comprises/seven chapters -

- 1) Chapter one describes, what an information network is, the objectives and characteristics of a network and the important elements which a network must possess to function effectively.
- 2) Chapter two examines various types of information network, each type with sample models that can be adopted by national population education programme.
- 3) Chapter three provides the reasons why countries with population education programmes should establish an information network and how librarians and information personnel can be motivated to either join or establish an information network in population education.
- 4) Chapter four provides criteria for network organizers in selecting the kind of organisations which should become members of an information network, and inversely provides criteria for potential members in selecting which information network to join.
- 5) Chapter five describes the different steps for establishing an information network and gives concrete examples for each step to show how countries can apply them in their own set-up.
- 6) Chapter six discusses the different functions and activities that can be implemented by the network members showing at one point how each of these activities can be assigned to network members according to function, locations and types of organisations.
- 7) Chapter seven describes various existing information networks in population, science and education for adaptation in the population education field.

Workers Education

Impact of Rural Workers Education in "Worker's Education", October 1988. pp: 31-40

This write-up is on the impact of Central Board of Worker's Education's rural workers education programme in selected villages in six different regions of the country.

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The findings give a vivid picture of how workers education has influenced attitudes, approaches and behavioural patterns of rural workers.

The Rural Workers Education Programme of the Board includes:

- a) Two months longer duration training course for Rural Educators at Residential Regional Centres/ Zonal level.
- b) Five-day full-time residential camps at block level, and
- c) Two-day full-time non-residential awareness camps for rural workers at village level.

Research in Adult Education

Torres, Carlos Alberto and scholar, Killam. Towards a Political Sociology of Adult Education. An agenda for research on adult education policy.

Canada, Centre for International Education and Development, Department of Educational Foundations, Faculty of Education, The University of Alberta, 1987. 31 p.

This paper is organised in two parts. The first part - "Current Conceptions and goals of adult education programmes", presents a brief discussion and overview of the literature on adult education emphasizing the main shortcomings and weaknesses of the major arguments and underlying conceptualizations.

The second part presents an alternative theoretical view of adult education and the research problems that arise from it. The thrust of the argument in part two is that a theory of the State is needed to understand current adult education practices and policies in dependent capitalist societies.

GENERAL

Dhondiyal, S. Nand Sharma, Satya K. Ess. Crucial Issues in Education, Udaipur, Rajasthan Mahila Vidyalaya 1979.

It is a diamond jubilee publication of Rajasthan Mahila Vidyalaya, Udaipur.

The volume contains articles on various aspects of education in three parts. Part one deals with the general nature of human resources in terms of theory building ideologies; (2) the second part takes up the problem how to change society through education or in what way these are interdepending elements, and how the question of developing manpower according to the growing needs of the society might be solved; and (3) The third part is devoted to the various problems of education in relation to change social order. In this part, educationist have discussed the multifarious emerging concepts, which are going to dominate the educational field.

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

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NEWSLETTER

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GOLDEN JUBILEE OF THE INDIAN ADULT EDUCATION ASSOCIATION

The Indian Adult Education Association (I.A.E.A.) has completed 50 years of its existence.

The Executive Committee of I.A.E.A. has decided to celebrate the Golden Jubilee Year on May 22-25, 1989 at New Delhi. It has also been decided to celebrate it on Zonal and Institutional basis in the country.

The Executive Committee also decided to bring out a Souvenir to mark the 50th year of the Association. A number of publications on different aspects of adult education and on adult education in various States will be released during the Golden Jubilee Conference.

Symposia, panel discussions, and public lectures will be organised during the conference.

PROPOSALS FOR MOHAN SINHA MEHTA RESEARCH FELLOWSHIP INVITED

The Indian Adult Education Association has invited proposals for Mohan Sinha Mehta Research Fellowship for 1989. The fellowship was instituted in 1986 to perpetuate the memory of Dr. Mohan Sinha Mehta, former President of the Association.

The object of the fellowship is to enable the individuals to undertake research studies which would help in improving the on-going programmes of adult education. Persons interested in undertaking research in adult education should send their proposal through the institution in which they are working. The fellowship amount is Rs. 3,000/-.

The 1987 fellowship was awarded to Dr. N.V. Gayatonde, Bombay for his research study entitled "A Study of the Factors

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that influence the motivation of adult learners (with special reference to attitude of adult learners and selection of programmes)". The 1988 fellowship was given to Dr. V. Raghunath, Director, Shramik Vidyapeeth, Trivandrum for his study entitled "A Case Study of Certain Effective Adult Education Centres".

The proposals for 1989 should reach the Association by 31st January, 1989.

CONTRIBUTIONS TO TAGORE ENDOWMENT FUND

The following have contributed to the Tagore Endowment Fund of the Indian Adult Education Association in the month of November-December, 1988:

Ms. Nazifa Yaswi, Srinagar (J&K)	Rs. 200.00
S.N.D.T. Women's University, Bombay	Rs. 2000.00
Mrs. Anu Mukherji, Agartala (Tripura) ..	Rs. 3000.00
Ms. Sarla Sharma, Pathankot (Pb.)	Rs. 20.00
Mr. Shantilal Bhandari, Udaipur (Rajasthan)	Rs. 101.00
Dr. Rajamal P. Devdas, Coimbatore (T.N.)	Rs. 1000.00
Shri J.D. Sharma, Panchkula (Haryana) ..	Rs. 101.00
Mrs. Savita Nirmawat, Indore (M.P) ..	Rs. 100.00
Dr.(Smt.) Shashi Kala Pandey, Varanasi (U.P)	Rs. 151.00
Prof. M.V. Mathur, Jaipur (Rajasthan) ..	Rs. 101.00
Mrs. Gita Chaturvedi, Jaipur (Rajasthan)	Rs. 51.00
Shri Nanubhai N. Joshi, Surat (Gujarat)	Rs. 101.00
Shri K.N. Srinivasan, Cheyyar (T.N.) ..	Rs. 101.00
Dr. M.V. Sudhakara Reddy, Tirupati (A.P)	Rs. 101.00
Shri N. Purushotam, Secundrabad (A.P) ..	Rs. 25.00

PARTICIPATION OF ALL EDUCATED PEOPLE IN MASS PROGRAMME OF FUNCTIONAL LITERACY STRATEGY

Shri L.P. Shahi, Minister of State for Education, said in New Delhi on Nov. 21, 1988 that each one teach one programme should be taken by all educated people in the country. If all 25 crore literate people in the country could take upon themselves the responsibility of making at least one person literate the problem of illiteracy would be solved.

Shri Shahi said that adult education and elementary education have to go together to check the drop out rate at the elementary stage, particularly among the girls. He said that voluntary organisations have a great role in National Literacy Mission and should actively participate in it.

Shri Shahi was inaugurating the annual conference of the All India Committee on Eradication of Illiteracy Among Women (AICEIAW).

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Smt. Lakshmi N. Menon, President, AICEW said that voluntary organisations, particularly the member organisations of the Committee are determined to eradicate illiteracy by the year 2000 so that the benefits of development could reach the women. She said a society cannot be called a civilised society if people can't read and write. Education of women, she said, should be undertaken on priority basis in the years to come which will not only help in getting enrolment of girls in elementary schools but would also check their drop out rate.

Earlier, Dr. Sushila Nayyar, Vice-President, AICEW in her welcome address said that literacy was receiving attention but its speed has to be accelerated if we are to eliminate illiteracy in the next ten years. She said that Indian women are not aware of the rights and duties and literacy is an important tool in making them aware about them.

EDUCATION OF WOMEN ESSENTIAL FOR CHECKING HIGH POPULATION GROWTH RATE IN INDIA

Shri P. Shiv Shankar said in New Delhi on December 9, 1988 that the aim of adult education is to make people conscious of their rights and once they understand them, they will assert their rights. Shri Shiv Shankar was inaugurating the Conference of the Education of the Rural People organised by the Lok Shiksha Samaj (People's Education Association).

The Minister said that literacy was necessary for checking the high population growth rate and adult education of women will go a long way in checking this high growth rate. He said that high literacy rate among women in Kerala has paid the dividends and the birth rate in that State is the lowest in the country. It will not be possible to create a self-reliant society if a large number of people in the country remain illiterate, he feared. He appealed to the voluntary organisations to take it as a duty to eliminate illiteracy from the country.

Shri V.S. Mathur, President, Lok Shikshan Samaj (L.S.S.) said that literacy was a mean to education and the ultimate aim should be continuing education of all people of the country. He said that universities should also impart education to those who do not come to their portals. They should also arrange training of adult education functionaries and produce literature for neo-literates.

Emphasising the need to provide educational opportunities for the workers, Shri Mathur said that it was important to step up their general level so as to enable them to fully comprehend the implications of workers' participation and to exercise the desirable control and supervision on the work of

their representatives on the Councils for Workers' Participation.

The Conference discussed the importance of education of rural people, problems of education of rural people, contents of rural education methods of promoting rural education among people and role of trade unions in promoting rural education.

SEMINAR ON NATIONAL LITERACY MISSION IN CUDDAPAH (A.P.)

The Downtrodden and Community Development Society, Vainpalle, Cuddapah District (A.P.) organised a Seminar on National Literacy Mission on November 13, 1988 at Cuddapah. The Seminar discussed, among others, literacy situation with special reference to weaker sections i.e. women, S.T. and S.C.; socio-cultural activities to motivate the illiterate masses, role of voluntary agencies in adult education programme, Jan Shikshan Nilayam, etc.

It was inaugurated by Prof. R. Jagadeswara Rao, Special Officer, P.G. Centre, S.V. University, Cuddapah and presided over by Dr. V. Venkata Seshsiah, Additional Director, Directorate of Adult Education, Government of India, New Delhi.

The Seminar recommended that Motivational Seminars in villages/slums should be organised to propagate the ideas, aims and objectives of the National Literacy Mission. It also stressed the organisation of Literacy Jathas in collaboration with the panchayats and local youth clubs/ Mahila Mandals, etc.

SAKSHARTA MASHAL DAUD (LITERACY TORCH RACE)

The Centre for Continuing/Adult Education and Community Services, M.S. University of Baroda organised a Saksharta Mashal Daud on October 25, 26 and 27, 1988 in collaboration with M.K. Amin Arts and Science College and College of Commerce at Padra.

Every day the Daud used to start from Padra College in which the students of the College, learners and instructors of adult education centres, supervisors, Assistant Directors, Principals and other staff members of the college were the participants for all the three days.

Dr. Malti Chakravorty, Director of the Centre, in her inaugural address, said that through the Daud people would be inspired for joining the adult education programme. She also lighted the Mashal.

11/11/88, M.S. U.

Dr. R.C. Patel, Vice-Chancellor, M.S. University was the Chief Guest on the second day of the Daud. He said that it should be the duty of the colleges to reach each and every one in the villages which have been deprived of education.

9 villages were covered in the Daud.

SOS ADDS A NEW DIMENSION TO ITS ACTIVITIES AT PANCHKULA (HARYANA)

i) SOS Children's Village Association (Bal Niketan), Panchkula, which is a registered Society, has been running a Home for orphan/destitute children at Panchkula since October, 1983. The Society is headed, as its President, by former Vice-Chancellor of Jammu University, Shri J.D. Sharma, I.A.S.(Retd.). The Society which is currently looking after some 45 children in a rented house, is now in the process of constructing its own building for the Home in Sector 2, Panchkula, which will, in the first phase, consist of two residential blocks and one Administrative-cum-Training Block. Besides Government grant, the Society has, on its own, already collected over Rs. four ~~lacs~~ for the new complex.

ii) Having realised that provision of mere liberal education is not enough in the current socio-economic situation, the Society has recently finalised, with financial assistance from UNICEF, a project for imparting vocational training to destitute children, not only from Bal Niketan but also from surrounding areas of Panchkula, in the following trades:

- a) Tailoring/Stitching/Knitting (commercial)
- b) Book Binding
- c) Electrical Trade (including servicing & repair of domestic appliances)
- d) Cycle/Scooter repair

iii) Besides vocational training, which will be entirely free, the trainees will also be exposed to non-formal education.

Further information can be had from the President, Shri J.D. Sharma, House No. 19, Sector 6, Panchkula 134109 (Haryana)

MAJOR STRESS ON EDUCATION IN UNESCO

"Hope for peace, solution of problems of poverty, food, health and education and the safeguarding of the fragile balance of nature were the three basic aspirations of humanity today" said Prof. Federico Mayor, the Director-General of UNESCO, who was on a four-day visit to New Delhi, his first after being elected Director-General in November last year. He was addressing a select gathering of Indian scientists, educationists, artists, writers and high-level government officials at a meeting in the India International Centre on the "Role of UNESCO in International Cooperation" on the second day of his visit that began on December 13.

The above aspirations formed the core of the emerging concept of "sustainable development", said the Director General "Development is the end product towards which all of UNESCO's activities tend." UNESCO must remain loyal to its ethical mandate yet follow a pragmatic path, said Mr. Mayor. He said that imaginative steps and calculated risks could be taken in a situation of crisis, for it was only in such a situation that mutation is produced. "It is said that risk is dangerous. Yes, risk without talent is dangerous, but talent without risk is useless."

Mr. Mayor warned, however, that the best of efforts in the field of literacy, basic scientific research and cultural development would prove ineffective unless they were backed by the "political will of decision-makers and the mobilisation of governmental resources." He called for greater support from National Commissions, non-governmental organisations and other inter-governmental agencies, which, he stressed, were the three partners of UNESCO in carrying out its programmes.

Earlier, at a luncheon hosted in his honour by the Times of India group of publications on the occasion of their one hundred and fiftieth anniversary celebrations, the Director General appealed to the media in combating illiteracy, in creating awareness and forcing decision makers to act. "The removal of illiteracy" Mr. Mayor said, "is an important part of the struggle against dependence. It is a fundamental priority for UNESCO for the next 6 years."

-UN Newsletter
Vol 39 No. 53.

FIFTH UNESCO NGO'S COLLECTIVE CONSULTATION ON LITERACY

The fifth UNESCO NGO's collective consultation on literacy was held in Istanbul, Turkey from September 7-9, 1988. The main objective was to make preparation for International Literacy Year (IYL) 1990. The IYL aims to focus public attention on the problem of illiteracy and to encourage action by governmental, non-governmental organisations and the general public to launch or expand literacy initiatives in an effort to eliminate illiteracy by the end of the century.

The reports of UNESCO Secretariat and International Task Force on Literacy of the International Council of Adult Education were discussed and approved.

A Seminar on "Literacy and Peace Education" was also organised on the occasion.

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Shri B.S. Garg, President, Indian Adult Education Association (IAEA) attended the meeting on behalf of Asian South Pacific Bureau of Adult Education (ASPBAE). He presented a paper on "Literacy and Peace Education" and discussed the activities of ASPBAE, IAEA and the Rajasthan Vidyapeeth.

LEADERSHIP WORKSHOP IN INTERNATIONAL ADULT EDUCATION

The International Council of Adult Education (ICAE) will be holding a leadership workshop in International Adult Education at Centroel Canelo de Nos, a popular education centre outside of Santiago, Chile, April 3-28, 1989.

The overall goal of the program will be to strengthen the collective leadership base of the international non-governmental movement of adult education by:

- deepening the vision and commitment of new and emerging leaders;
- providing opportunities for emerging leadership at the local and regional level to meet one another, developing a broader understanding of international adult education and acquiring concrete skills;
- promoting the leadership role of women within adult education;
- extending and multiplying the current leadership.

JAPANESE GOVERNMENT CREATES BUREAU OF LIFELONG EDUCATION

The former Bureau of Social Education in Japan has changed the name to the Bureau of Lifelong Education. This change which was made in July of 1988 accompanies a broader, revised vision for the Bureau. Japan may be the first country to create such a government department. For further information please write:

Taijun Saito,
Director-General Bureau of Lifelong Learning
(Shogai Gekushu Kyokn)
Ministry of Education,
Japanese Government
3-2-2 Kasumigaseki Chiyodaku,
Tokyo, Japan.

Literacy Voices

A Journal of the Adult Education Department of the Nigerian Baptist Convention P.M.B. 5113, Ibadan, Nigeria.

Started in April 1988, this annual Journal is devoted to the study and practice of adult literacy education in Africa, and especially to its content, methodology and contributions to individuals, institutions and society.

Further information:

Chairman and Editor-in-Chief, "Literacy Voices"
P.M.B. 5113, Ibadan, Nigeria.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATIONAims and Objectives of Adult Education

Lovett, Tom Ed. Radical Approaches to Adult Education: a reader: London, Routledge, 1983. 310 p.

This book presents a broad historical and theoretical perspective on radical adult education. It also explores a range of contemporary issues and initiatives with examples of practice from Australia, Europe, Great Britain, Ireland, North America and the third world. It attempts to link past to present, theory to practice, and to illustrate Tawney's dictum that all successful adult education movements are part of the large social movements.

The book also deals with a number of more specific themes; i.e. the link between the contemporary debate about adult education and social change and the 19th Century radical tradition; the influence of feminism and thinkers like Illich, Freire and Gramsci on recent developments; the way in which initiatives in one part of the work influence practice in another; the role of ideology; the need for a typology to assess further study and research in this field.

Youngman, Frank. Adult Education and Socialist Pedagogy. London, Croom Helm, 1983. 273 p.

This book identifies the obstacles to greater social justice and educational equality as the products of capitalism and proposes socialism as the radical form of change necessary to remove them. It studies the implications of this political position for adult education, focusing on the need for unity between political theory and education practice. It seeks to develop within adult education a socialist pedagogy, that is, an approach to teaching and learning which is based on principles consonant with socialist theory.

The book first considers the role of adult education in society and suggests how adult education can play a part in socialist activity against capitalism. It then examines in detail marxist philosophy, social theory and psychology in order to present a theoretical perspective on adult learning. The political economy of adult education and the theory of adult learning provide the basis for formulating a set of principles which comprise a marxist approach to the teaching and learning of adults. It is argued that these principles provide a guide to action for adult educators working for socialism in both the advanced capitalist countries and the third world.

The concept of a socialist pedagogy for adult education has been considered. It involves translating Marxist theoretical

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principles into actual educational practices. Six main aspects of pedagogy are discussed - the process of knowledge acquisition, the role of language and literacy, the social relations of the educational situation, teaching methods, modes of evaluation and the relation of learning to production and political action. Case studies from China, Portugal and Kenya are used to give concrete illustrations of attempts by socialists to implement the different aspects of pedagogy in varying circumstances of struggle against capitalism. The book concludes that the development of a socialist pedagogy can help adult education contribute to the revolutionary transformation of society.

Rivera, William M. Ed. Planning Adult Learning: issues, practice and directions. London, Croom Helm, 1987, 188 p.

o The book is divided into three parts:

- A. Conceptual, Political and Legal Issues in Planning Adult Learning.
- B. Agency Practices of Planning Adult Learning.
- C. Directions in Planning Adult Learning.

In the first part it has three articles on adult learning, nomenclature systems, politics and planning by William M. Rivera; National Planning in a Decentralized System, the experience of U.S. Agricultural Research and Extension by S.G. Schram; and Policy Development for Adult Education. the Law by Alan Thomas;

The second part also consists of three articles - namely United States Federal Government Planning for Adult Basic and Adult Secondary Education by P.V. Delker, Cooperative Extensive System by C. McKenna and the Impact of the FAO on the Planning of Extension and Adult Education in Member countries by W.D. Maalouf.

In the last part, articles on State-wide Planning for Adult Learning Services by Anne M. McCarten and Policy and Planning Adult Education: the International Dimensions by Seth Spaulding have been included.

In the conclusion W.M. Rivera deals with Planning Adult Learning, the Issues, Practices and Directions.

Adult Education in India

Singh, Arbind Kumar - A micro analysis of adult education in India. New Delhi, National Book Organization, 1988, 190 p.

The document probes into the working of NAEP in Bhagalpur District of Bihar. It has been divided into seven chapters. Chapter one, presents conceptual framework and objectives of adult education in India in general and of national adult education programme in particular. This section also discusses a brief history of adult education in India.

Chapter two deals with the organisational set up of NAEP at National, State, District and Project level. This section also presents organisation of adult education programme thru' universities

Chapter three deals with the functioning of the adult education personnel at various levels. This part also presents various models of follow-up programme under NAEP, and monitoring and evaluation of NAEP.

Chapter four discusses the importance of supervision control and coordination in adult education programmes.

Chapter five presents conclusions and recommendations.

Thakur, Devendra Ed. Adult Education and Mass Literacy, New Delhi, Deep and Deep Publications, 1968. 234 p.

The book has been divided into four parts of which the first one gives the background. It deals with the history of adult education in India, education in the third world, education and environment and educational programmes and planning.

The second part is on tribal education. In this part some of the significant problems of tribal literacy have been dealt with, such as education and tribal world, nature and contents of tribal education with reference to Santhals and non-formal education in tribal population.

The third part deals with the adult education and mass literacy and touches different aspects and approaches applied to remove illiteracy from the country.

The fourth part presents a case study which evaluates the performance of Tamar Block of Ranchi District situated in South Bihar. This study is based on sample data, the objective of which is to study literacy, functionality and awareness of the area. This study measures the impact of adult education programme launched by the government and to what extent literacy has spread. Besides this the two other components of adult education i.e. awareness and functionality have also been evaluated.

People and Action

Swenson, Sally, Welthy Honsinger Fisher: Signals of a Century: the life and learning of an American educator, literacy pioneer and independent reformer in India and China, 1879 - 1960. Canada Sally Swenson, 1966. 517 p.

This is a biographical account of the ideas and activities of Mrs. Welthy Honsinger Fisher, who founded Literacy House, Lucknow. The book looks at her from many angles - the missionary, the pioneer of literacy, the liberated woman, the world citizen, the China years, the India years and her will to live for uplifting the downtrodden specially in the last quarter of her life

Population Education

Sharma, R.D. Population Trends in India Delhi; Milan Prakashan, 1988. 31 p.

The booklet gives a picture of demographic situation in India from 300 B.C. to 1981 A.D. It discusses the population size, growth and density in the States, Union Territories. Factors affecting population growth like fertility, mortality and migration have also been discussed.

Nigam S.P. How to achieve health for all upto 2000 A.D. by Ayurveda and Yoga Ujjain, Ayurveda and Yoga Chakitsa, Kendra.

The document describes some of the basic facts to maintain good health through indigenous methods i.e. yoga and Ayurveda.

Ayurveda and Yoga both lay great emphasis on the preservation of positive health and prevention of diseases. The booklet gives tips on good diet and exercise.

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IAEA

NEWSLETTER

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A LOOK AT THE GOLDEN JUBILEE CONFERENCE OF IAEA

The four-day Golden Jubilee Conference of the Indian Adult Education Association will begin in New Delhi on May 22, 1989. Shri R. Venkataraman, President of India has been requested to inaugurate it. The Prime Minister has also been requested to be the Chief Guest. The Union Minister for Human Resource Development, Shri P. Shiv Shankar is likely to preside over the function. A number of books on various aspects of adult education and adult education in different States will be released during the inaugural function. Some distinguished adult education workers will also be honoured on the occasion.

There will be a Literacy March from Rajghat to the office of the Indian Adult Education Association at the Indraprastha Estate at 7.00 a.m. on May 22, 1989. The delegates from different parts of the country will bring their banners, placards so as to promote the objectives of the National Literacy Mission.

The following symposia will be organised during the Conference:

- a) Symposium on National Literacy Mission
- b) Symposium on Adult Education in the 1990s
- c) Symposium on Role of Voluntary Agencies, Universities, Colleges and Schools under National Literacy Mission
- d) Symposium on Adult Education and International Understanding
- e) Symposium on Role of Political Parties, Trade Unions and Cooperatives in Adult Education

Among the eminent educationists who have been requested

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to preside/speak in these symposia are Prof. M.V. Mathur, former Vice-Chancellor, Rajasthan University, former Director, NIEPA, and former Member, Education Commission and Finance Commission, Dr. Malcolm S. Adiseshiah, Chairman, Madras Institute for Development Studies, Prof. P.N. Srivastava, Member, Planning Commission, Shri Anil Bordia, Secretary, Education, Ministry of H.R.D., Government of India, Shri J. Veeraraghavan, Secretary, Culture, Ministry of H.R.D., Dr. Prem Kripal, Former Secretary, Education, Government of India, Dr. S.N. Saraf, Vice-Chancellor, Sri Satya Sai Institute of Higher Learning, Shri L. Mishra, Director-General, National Literacy Mission Authority, Shri Anil K. Sinha, Director, Directorate of Adult Education, Mr. Justice P.N. Bhagwati, former Chief Justice of India, Dr. L.M. Singhvi, noted Jurist, Shri Ramanujam, Chairman, Central Board for Workers Education, Shri Dalip Singh Bhuria, President, National Cooperative Union of India and Shri G.B.K. Hooja, former Vice-Chancellor, Gurukul Kangri University.

There will be a panel discussion on role of Jana Shikshan Nilayams as Community Education Centres. Public Lectures on Adult Education for Women and Weaker Sections of Society and on Adult Education/for Democracy and Citizenship Education will also be organised during the Conference.

There will be an exhibition of books published by I.A.E.A., institutional members of I.A.E.A., S.R.Cs, Departments of Adult and Continuing Education of Universities. A Souvenir on the occasion will also be published by the Association.

The last date for registration of delegates is May 5, 1989.

AWARENESS CAMPS FOR WOMEN

The Indian Adult Education Association organised four one-day Awareness Camps for Women in East Delhi on January 16-19, 1989. The topics covered were Planning in India, Population Education, Rights and Duties of Citizens under the Constitution of India and the Economic Outline of the country. 40 women participated.

CONTRIBUTIONS TO TAGORE ENDOWMENT FUND

The following have contributed to the Tagore Endowment Fund of the Indian Adult Education Association recently:

1. Bhartiya Grameen Mahila Sangh, Indore (MP) Rs. 251.00
2. Mr. J. Paul Basker, Dindigul, (Tamil Nadu) Rs. 50.00
3. Mr. P.C. Raghavan Nair, Calicut (Kerala) Rs. 30.00

4. Mr. M.U. Alam, Darjeling (West Bengal)	Rs. 60.00
5. Mrs. Nighat Basu, Srinagar (J&K)	Rs. 51.00
6. Mrs. Sarla Bhalla, Dabwali (Haryana)	Rs. 101.00
7. Dr. Manjit Paul, Calcutta	Rs. 250.00
8. Dr. K.R. Jafri, Faizabad (U.P)	Rs. 100.00
9. Dr. John K. Friesen, Vancouver, Canada	Rs. 244.50
10. Dr. K.S. Pillai, Trivandrum	Rs. 101.00
11. Dr. V. Reghu, Trivandrum	Rs. 101.00
12. Jammu & Kashmir Cooperative Union Ltd., Jammu	Rs. 51.00
13. Mrs. Pushpa Devi Gupta, New Delhi	Rs. 101.00

POSTER AND SLOGAN COMPETITION UNDER THE MPFL IN SCHOOLS

The Springdales School in Delhi organised a Poster and Slogan competition in its School on December 17, 1988. 18 Schools sent about 70 posters and slogans which were displayed in the School Hall. Shri L. Mishra, Director-General, National Literacy Mission was the Chief Guest on the occasion.

The student-volunteers of the school also brought with them the learners. It was a great experience for the learners to visit the school and to speak about the knowledge they are getting in the literacy programme.

A skit on the need for literacy was also presented by the students of the Springdales School.

CYCLE EXPEDITION FOR LITERACY

The NSS Student Volunteers of Osmania University, Hyderabad, undertook a Cycle Expedition For Literacy recently. Nine volunteers covered nearly 400 kms. in six days.

In each village they went through the main streets shouting literacy slogans for motivating the people and sung songs. They also distributed pamphlets and leaflets, wall posters and other literature related to Adult Education and visited educational institutions and explained the objectives of NLM.

They visited Medak, Ramayanpet, Bikanur, Chegunta, Thoparan and Medchal.

MAHILA LOK JAGRITI SAMITI, JAIPUR

The Mahila Lok Jagriti Samiti, established in 1978 in Jaipur is a voluntary organisation engaged in programmes for the welfare of women and children.

The Samiti provides education to women in the age-group 15-35 belonging to socio-economic backward section of the society; imparts to women the skills of handicrafts so that they could move towards economic independence; inculcates emotional unity through mass education, extension and publicity activities.

It has a production unit of garments, textile printing. It organises leadership training camps. It also provides legal aid and counselling to women in distress.

Further information can be had from -

President, Mahila Lok Jagriti Samiti,
2/5, Malviya Nagar, Jaipur - 302017 (Rajasthan).

SOUTH ZONE CONFERENCE OF AICEIW

The All India Committee for Eradication of Illiteracy Among Women (AICEIW) organised its South Zone Conference in Bangalore on December 3, 1988. 79 participants representing voluntary organisations, government departments, universities and colleges from the States of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu attended.

Smt. Lakshmi N. Menon, Chairperson of AICEIW appealed to all educated women to join hands in the eradication of illiteracy from the country. She said that exploitation and atrocities on women will be reduced if they are made literate.

Dr. Sushila Nayar, Chairman of Kasturba Trust and Vice-Chairman, AICEIW called upon all educated people to remove the stigma of illiteracy by the year 2000.

AGRA UNIVERSITY STARTS CERTIFICATE AND DIPLOMA COURSE IN ADULT EDUCATION

The Department of Adult, Continuing Education and Extension, Agra University will be organising the following courses:

1. Certificate in Adult Education - 6 months
2. Diploma in Adult Education - 10 months

The Certificate Course will have 100 working days and will consist of three theory papers, field practicals and viva-voca.

The duration of the Diploma Course will be 200 working days and will consist of 5 theory papers and a practical based viva-voca.

NEWS FROM STATE RESOURCE CENTRESS.R.C. Bihar

The State Resource Centre for Adult and Non-formal Education (DEEPAYATAN), Patna organised a training programme for Master Trainers in Patna. 40 persons including District Adult Education Officer, Project Officers and supervisors participated. Training materials on different important topics of adult education were prepared.

It organised national level workshop on preparation and use of Audio Visual aids in Adult Education. Participants from Karnataka, Uttar Pradesh, Bihar and Bengal attended.

It also organised four training programmes for instructors of different Railway Zones in which 80 persons participated.

The S.R.C. produced the following material in Urdu :-

1. Nai Roshani (Primer)
2. " (Workbook)
3. " (Teachers' Guide)
4. Hisab Kitab
5. Tarrakee Ke Raste
6. Chaar Mah
7. Dudho Nahao, Puto Phalo
8. Hamara Mulk - Vol. I
9. " - Vol. II
10. " - Vol. III
11. Mujhe Ab Pata Chala
12. Maa Ka Lal Sada Khushahal

A Seminar-cum-Workshop on Rapid Literacy Techniques in Adult Education was organised by Deepayatan at Patna on September 12 to 17, 1988, in which District Adult Education Officers, Project Officers, Supervisors participated.

It produced the following material in Nagpuria dialect which is spoken in Chotanagpur Area:

1. Bihain
2. " (Primer)
3. " (Workbook)
4. Hisab Kitab (Teachers' Guide)
5. LokaKatha
6. Apne Pairon Par Kulhari
7. Vika Ke Rakste

The S.R.C. also produced posters, charts and flash cards on free legal aid, minimum wages, atrocities on women, women and work, smokeless chulhas, personal hygiene and sanitation, etc.

S.R.C. Delhi

The S.R.C. Jamia Millia Islamia, New Delhi organised seven 1-day orientation programmes for Master Trainers under the Mass Programme for Functional Literacy (MPFL). Five of these

were for the teachers of schools in Delhi and two for the teachers of colleges of Delhi University. It also organised a 12-day training programme for preraks from two voluntary organisations in Delhi.

The S.R.C. distributed 1593 literacy kits to school students under the Mass Literacy Programme. 852 kits were given to member schools of National Progressive School Conference Over 200 to D.A.V. Schools and 541 to schools of Delhi Administration. It also gave 103 kits for NSS and Non-NSS students of the colleges of the University of Delhi.

The S.R.C. also organised nine Population Education Awareness Melas in different parts of the city during September-December 1988. Programmes like quiz, poster, slogan, songs competition and street corner play 'Sambhal Ke Bhaiya' were organised.

S.R.C. Haryana

The State Resource Centre (Haryana), Chandigarh organised a workshop for the preparation of motivational material in the form of poems on Population Education and Adult Education from August 2 - 4, 1988. 10 poets took part in it. The poems were also broadcast from the All India Radio, Rohtak.

It also organised a workshop for the preparation of teaching learning material under the Population Education Project in Panchkula on August 17 - 29, 1988. It reviewed the existing teaching/learning material and prepared new material on population education. During the workshop some new lessons on Population Education such as safe delivery, spacing between the children, criterion of right age of marriage and small family norms, etc. were developed.

The S.R.C. organised three training programmes for Urdu knowing instructors in Basic Literacy in Gurgaon. 40 instructors from Palwal, Gurgaon and Faridabad participated.

Two programmes for Master Trainers were conducted for the Programme Officers of Kurukshetra University and M.D. University, Rohtak.

The S.R.C. prepared two posters entitled -
(1) Aap Padhiye Bachho Ko Padhiye; and (2) Shiksha Ka Tora Adhikar Jaiso Maa Ka Lad Dular.

S.R.C. Uttar Pradesh

The State Resource Centre, Literacy House, Lucknow produced the following books on freedom fighters for Jan Shikshan Nilayams:

1. Babu ki Bai Kasturba
2. Kranti ki Jwala-Rani Lakshmi Bai
3. Amar Shahid - Chandra Shekhar Azad
4. Rajarshi Pur-ushottam Das Tandon
5. Sarfaroshi Ki Tamanna - Pandit Ram Prasad Bismil
6. Garibon ka Masiha - Rafi Ahmad Kidwai
7. Adalat Se Azadi Tak - Pandit Moti Lal Nehru
8. Samajvad ke Prateek - Acharya Narendra Dev
9. Parvat Putra - Pandit Govind Ballabh Pant
10. Priyadarshini - Indira Gandhi
11. Shanti Doot - Pt. Jawahar Lal Nehru
12. Bhartiya Sanskriti ka Pratimurti - Pt. Madan Mohan Malviya
13. Atma Balidani - Shri Ganesh Shankar Vidyarthi
14. Sewa Murti - Baba Raghav Das
15. Chhote Kad Ka Bara Admi - Shri Lal Bahadur Shastri

It also produced a book on women empowerment entitled Kalyani. A puppet play on Jan Shikshan Nilayam entitled Yahi hai Jan Shikshan Nilayam was also produced. The S.R.C. also produced posters, follow-up books, flash cards, etc. during the period July - Sept. 1989.

It organised an orientation training programme for District Adult Education Officers from July 4-9, 1988, three off-campus orientation training courses for the Adult Education Instructors sponsored by North-Eastern Railways, Northern Railways and Central Railways. It also organised a training programme at Literacy House, Lucknow for Master Trainers under MPFL.

The S.R.C. in collaboration with the Director of Adult Education, U.P. organised a State Level Workshop on Literacy Environment and Women Empowerment from September 24-25, 1988. The workshop decided to bring charts, posters, folders, content sheets and slogans for creating environment in literacy ^{and} for women empowerment.

The Information Development and Resource Agency (IDARA) organised training under the Mass Programme of Functional Literacy. It continued to publish its monthly bulletin 'Yuva Darshan'.

The IDARA also evaluated the work of five Nehru Yuva Kendras of Lucknow, Barabanki, Muzaffarnagar and Bareilly of U.P. and Hissar of Haryana.

LITERACY FOR WOMEN - A DEVELOPMENT PRIORITY

In a recent brochure, published by UNESCO, the need and priority for literacy among women has been highlighted.

It gives some compelling reasons for making women literate.

Literacy, it says, enables women, on the one hand, to

- help to improve their family's health and diet,
- increase their production and earnings, hence raise their children's and family's standard of living,
- gain access to learning appropriate technologies, to the management of cooperatives and to the use of loan facilities, and on the other, to
- improve their own social and cultural status,
- discharge their responsibilities more effectively, particularly the growing number of women who now become heads of families.

If women and girls are to participate in literacy programmes it will be necessary to:

- combat social and cultural prejudice with regard to the education of women,
- explain the importance of educating women, both to women themselves and to the community as a whole, and gain the community support for it,
- give women the free time required,
- give them less hard working conditions,
- through appropriate functional literacy programmes, provide them with training that will help them to increase their incomes and meet their basic needs, and enable them to participate actively and fully in the cultural life of the community.

LINK BETWEEN WOMEN'S STATUS AND QUALITY OF LIFE : STUDY

The high status of women in Kerala has contributed in providing a better quality of life to the people of the State according to a study by Ms. Shobha B. Nair, a research scholar of Kerala University. Dealing only with Kerala, the study outlines the well-known fact that the state has the highest literacy rate in India. But what is not so well known is that the State also has the lowest disparity between male and female education.

According to the 1981 Census figures, the literacy rate in Kerala for men is 75.3 per cent and women 65.7 per cent. The corresponding national figures are 46.9 per cent and 24.8 per cent.

Generally, lesser the number of children, the better the quality of life. In Kerala, the high literacy rate coupled with high mean age at marriage (27.19 for men and 21.85 for women; the all-India figures are 23.22 and 18.32 respectively) has resulted in a low birth rate which is 23.3. Tamil Nadu which comes a close second has a birth rate of 24.7 and in Punjab it is 28.5, while the all-India figure is 32.9.

Another critical factor which has enhanced the quality of life is life expectation. While the projected life span at birth for 1986-90 is 56.4 for men and 54.7 for women, right now in Kerala, the corresponding figures are considerably high at 67 and 68.1. In fact, it can be seen that the life span of women in Kerala is higher than that of men.

A common indicator, says the study of women's status and quality of life is mortality rate, including infant and child mortality. The national figure is 11.2 for men and 12.6 for women. In Kerala, it is just about half that figure at 6.8 for men and 6.3 for women. And in infant mortality, the State's figure at 33 deaths per thousand could well compare favourably with many developed countries. The national figure however, is 105.

Another crucial factor linking status and quality of life is health care for women, especially at child birth. In Kerala the respect for women's welfare is shown by the 1978 figures, according to which 146.2 per cent of the deliveries took place in hospitals and another 17 per cent was attended by trained medical practitioners. The corresponding all-India figures are a very low 14.2 per cent and 12.2 per cent.

Summing up, the researcher says that all these factors indicate that women in Kerala have a better access to social services and health care programmes compared to their counterparts in other States. These factors in turn indicate the high status of women and the potential for raising their status higher.

-Times of India, Dec. 18, 1988

CARE, UNIVERSITY OF KERALA PUBLISHES LITERATURE FOR
JAN SHIKSHAN NILAYAMS

The Centre for Adult Education and Extension of the University of Kerala has recently brought out a kit of 12 books in Malayalam for promoting education among the masses. The books were released by the Education Minister of Kerala on January 4, 1989. The books have been recommended for use in the Jan Shikshan Nilayams in Kerala.

Role and Responsibilities of Adult Education in Today's World -
Seminar in Finland

The Association of Finnish Adult Education Organisations in collaboration with the International Council for Adult Education, will be organising a seminar on 'The Role and Responsibilities of Adult Education in Today's World' at Murikka Folk High School, Finland on June 11 - 17, 1989.

Further information can be had from the Secretary-General, Association of Finnish Adult Education Organisations, Museokatu 18 A 9, SF - 00100 Helsinki, Finland.

ANNOTATED LIST OF BOOKS ON ADULT EDUCATION

Motivation in Adult Education

Gayatonde, N.V. A Study of the Factors that Influence the Motivation of Adult Learners (With Special Reference to Attitude of Learners and Selection of the Programmes), New Delhi. Mohan Sinha Mehta Research Fellowship, (Indian Adult Education Association) typescript.

The study undertaken under Mohan Sinha Mehta Research Fellowship of the Indian Adult Education Association has the following objectives:

- 1) to investigate the reasons why the adult learners attend the classes,
- 2) to study the factors that contribute to sustain the interest of the learners,
- 3) to find out the aspirations and expectations of the adults who attend classes,
- 4) to compare the factors which motivate
 - (a) men and women
 - (b) youth and elderly people
- 5) to find out the reasons for the non-attendance of adult learners at the classes, and
- 6) to study the attitude of the adults towards learning and the extent to which they have improved the quality of life.

The study was undertaken in the centres run by the Bombay City Social Education Committee and on adults not attending any adult education centre.

Some of the major conclusions were:

- 1) The focus on the convenience of the learners as regards place and time created a positive attitude towards learning and a congenial environment for learning;

- ii) Testing the soil ~~is~~ a prerequisite for sowing the seed ~~similarly~~ receptivity of the learners is an essential pre-requisite for any adult education programme;
- iii) The content of the adult education programme should satisfy the following criteria;
 - it must cater to the needs, aspirations and wants of the learners.
 - it must be useful to the learners
 - it should be relevant to their life situations
 - it must help them in tackling the problems of life
 - it must enable them to develop vocational skills
 - it must generate self-employment and must include income-generating activities
 - it must develop the caring attitude and create social awareness in them, thereby
 - fostering good citizenship and social values
 - it must help in reducing tensions and improve the quality of life, by bringing about attitudinal and social change.
- iv) In order to make the programme a success by making it achieve the targets, adequate incentives must be provided to the functionaries so that they are enabled to put in their best efforts, without having to worry about their own subsistence and other economic problems
- v) Adult Education Programme must be considered as a National movement and educational institutions, social welfare institutions, industries, polyvalent centre, technical institutions, senior citizens - all should pool their efforts and work in collaboration with voluntary agencies. It should be a coordinated and cooperative effort rather than isolated efforts.

Adult Education in other countries

Gayfer, Margaret Ed. Literacy in Industrialised Countries: A Focus on Practice. Canada, International Council for Adult Education, Toronto, Ontario, 1987. 113 p.

The document is a report of the International Seminar on Literacy in Industrialized countries, held in Toronto, Canada, 13-15 October 1987. The following were the main objectives of the Seminar:

- i) To give visibility to the problem of illiteracy in industrialised countries, now recognized more acutely, and to draw the attention of governments to the social economic and human impacts of illiteracy;
- ii) to provide a forum for practitioners to share experiences and ideas on what needs to be done in advocacy, policies and funding;

- iii) to build new connections and networks that can give momentum to awareness of literacy as an international movement in its own right;
- iv) to ensure that the views of practitioners have input into national and regional plans for International Literacy Year in 1990, declared by the United Nations General Assembly.

The following declaration was adopted at the Toronto Seminar:

- i) Literacy is a basic human right for the advancement of all people around the world.
- ii) Illiteracy is a major problem, not only in developing countries, but in industrialized countries as well. It is a sign, and effect, of poverty, unemployment, alienation and oppressive social structures. It affects both individuals and communities.
- iii) Literacy is more than the ability to read, write and compute. The demands created by advancing technology require increased levels of knowledge, skills and understanding to achieve basic literacy. Literacy is a means of acquiring the understanding and ability necessary to improve living and working conditions.
- iv) Literacy is a way of building community. It promotes social and individual change, equality of opportunity and global understanding.
- v) Justice demands that the problem of illiteracy must be attacked in a world that possesses all the means and resources to do so.

Unesco. Literacy Situation in Asia and the Pacific: Country Studies - Nepal. Bangkok, Unesco Regional Office for Education in Asia and the Pacific, 1984. 67 p.

This document provides information and insight about the dimensions of the problem of illiteracy, the causes of illiteracy and its effects on development in Nepal.

GENERAL

IASSI. Science, Technology and Social Sciences - Interrelations in Eradicating Rural Poverty. Report of the First Joint Seminar of Scientists, Technologists and Social Scientists, New Delhi 1-3, November, 1988. New Delhi, India.

Indian Association of Social Science Institutions, 1988 29 p.

This document is a report of the first joint seminar of scientists technologists and social scientists, convened by the Indian Association of Social Science Institutions from November 1-3, 1988 in Delhi. This seminar was conceived as a first step in continuing dialogue between scientists, technologists and social scientists on significant developmental themes of common interests.

The Seminar discussed the following sub-themes:

- (1) Agriculture --Marginal Farmers and Landless Agricultural Labourers,
- (2) Rural Industry - Village Potters, blacksmiths and carpenters, women's industries in rural areas.

- (3) Environmental Sanitation
- (4) Rural Energy
- (5) Shifting Cultivation
- (6) Extremely Backward Socio-Economic Groups specially isolated Tribal Communities, Nomadic and Semi-Nomadic Groups and Denotified Tribes.

National Institute of Public Cooperation and Child Development (National Clearinghouse for Information on Women, Women Development Division) Handbook of Policy and Related Documents on Women in India. New Delhi. NIPCCD, 1988. 208 p.

The volume contains national and international policy documents on women in development. First Section gives annotation of 12 documents. These are -

1. Towards Equality: Report of the Committee on the Status of Women in India - 1974
2. Blueprint of Action Points and National Plan of Action for Women-1976
3. Report of the Working Group on Employment for Women-1978
4. Report of the Working Group on Development of Village Level Organizations of Rural Women-1978
5. Women and Development-Chapter in Sixth Five Year Plan-1980-85
6. Report of the National Committee on Role and Participation of Women in Agriculture and Rural Development-1980
7. Report of the Working Group on Personnel Policies for Bringing Greater Involvement of Women in Science and Technology-1981
8. Socio-Economic Programmes for Women-Chapter in Seventh Five Year Plan - 1985-90
9. National Policy on Education - 1986
10. The Twenty Point Programme, 1986
11. Report of the National Expert Committee on Women Prisoners 1986-87
12. Sharmshakti: Report of the National Commission on Self-Employed Women and Women in the Informal Sector 1988

National Perspective Plan for Women, 1988 - 2000 A.D. is given in the Second Section.

In the **third** Section 9 International documents on women in India have been annotated.



IAEA

NEWSLETTER

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2.71 LAKH ADULT EDUCATION CENTRES IN OPERATION

There are 2.71 lakh Adult Education Centres in operation with an enrolment of 8.1 million adult learners in the country according to the annual report of the Department of Education, Ministry of Human Resource Development for the year 1988-89.

Over 500 voluntary agencies are working for the promotion of adult education. Apart from this, about 14000 Jana Shikshan Nilayams had been set-up for providing continuing education for the neo-literates.

The focus under NLM is on rural areas, particularly women and people belonging to scheduled castes and scheduled tribes, the report says.

A special programme, "Operation Literacy by Census 1991" has been launched in certain districts of Tamil Nadu, Kerala and Gujarat. Efforts are being made to extend this programme to other states and 10 metropolitan cities. A special Post Box No. 9999 has been allotted by the Department of Posts to enable any person to know about the adult education programmes or to contribute to them.

The report says that the Government proposes to enrol 35% of the higher secondary students in various vocational courses by 1995. By the end of the current financial year 1989-90, 10% students will be enrolled in vocational courses.

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During 1987-88, assistance was provided to 18 states to start 3100 vocational courses in 1000 schools. It is likely to extend to 5000 schools in the next few years.

The Report says that special emphasis continued to be given to elementary education during 1988 and a sum of Rs.233.40 crore of the budget amount was allocated on elementary education during the year 1988-89 which accounts for 29 per cent of the total Plan allocation of Rs.800 crore.

The launching of the "Mahila Samakhya" scheme for providing education to women with a special thrust in the rural areas was another highlight for 1988. During the current year (1989-90) women's activity centres (Mahila Samakhya) are expected to cover 2000 villages of 10 districts in three States in a phased manner. This Central sector scheme for women's education would continue to be implemented under the 8th Plan for their uplift and equality.

According to the Report, significant progress has been achieved in distance education. The Indira Gandhi National Open University (IGNOU), set up in 1985, has now an enrolment of 54000 students for various degree and diploma courses. The IGNOU covers practically all States and Union Territories through its net-work of 12 regional centres and 112 study centres.

The Report says that Navodaya Vidyalaya scheme was begun in 1987 to provide quality education on the public schools pattern to talented children coming from rural areas. As against the target of 448 schools during the Seventh Plan period, 256 such schools had already been set up in 22 states and seven Union Territories by the end of 1988-89.

NSS MEMBERSHIP CROSSES 9 LAKH

The membership of the National Service Scheme(NSS) has crossed nine lakh and it is expected to touch the one million mark by the end of the Seventh Plan.

More than two lakh NSS volunteers participated in Mass Programme for Functional Literacy(MPFL) with the slogan "Each one-Teach One" in 1988-89.

According to the annual report of the Department of Youth Affairs and Sports for 1988-89, the NSS, aimed at developing the personality of students through community service.

The Nehru Yuva Kendra Sangathan has started a number of new programmes besides streamlining and strengthening the ongoing activities.

The NYKs was expanded with the opening of 64 new kendras. The number of kendras, at present, is 361 and by the end of the Seventh Plan all districts will have one kendra each. The aim of the Yuva kendras is to provide rural and non-student youth an opportunity to take part in national development and also to develop their personality.

REVISED GUIDELINES FOR PREPARING OPERATIONAL PLAN
FOR SETTING UP OF ADULT EDUCATION CENTRES/JANA
SHIKSHAN NILAYAMS

The Department of Education, Ministry of Human Resource Development has recently revised the guidelines for preparing operational plans for setting up of Adult Education Centres/ Jana Shikshan Nilayams. The guidelines are given below to help voluntary organisations to prepare the operational plan which is to be submitted alongwith the application for grant-in-aid to the Department of Education, Ministry of Human Resource Development, Government of India, New Delhi.

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1. Area of Operation

- i) Number of Villages/Wards (if the project is in City)
- ii) Name of the Block/Blocks proposed to be covered
- iii) Name of the District
- iv) Name of the State

2. Information Village-Wise/Ward-wise

- i) Name of the Village/Ward
- ii) Total Population in that Village/Ward
- iii) The total number of illiterate persons in 15-35 age-group
- iv) In the Village/Ward number of SCs out of (iii)
- v) Number of SCs out of (iii)
- vi) Number of women out of (iii)
- vii) Number of proposed centres for men or mixed centres
- viii) Number of proposed centres for women exclusively

3. A map of the area to be covered, with the names of villages/Wards, specifically showing where adult education centres are proposed to be established with proper identification. The proposed JSNs may also be shown in the map, which will also indicate location of schools, colleges, educational and vocational training institutions in the area.

4. The number of adult education centres and JSNs to be set up year-wise to eradicate illiteracy in the area of operation.

5. The content of the adult education programme proposed, like literacy, functional development, awareness etc.

6. Brief description of the objectives and the strategies proposed to be adopted in the adult education programme.

7. Procedure for selection of instructors/preraks/project officers and whether any survey for the selection has been made.

8. The teaching/learning materials to be utilised and whether any survey has been made to procure them.
9. Arrangements regarding training of instructors/preraks and project officers.
10. Arrangements for coordination with developmental agencies.
11. The details of infra-structure and managerial resources available with the voluntary agency and how they are proposed to be utilised in furtherance of the programme of adult literacy.
12. Details of other project implemented/being implemented by the voluntary agency and how those projects are proposed to be linked with adult literacy project, if proposed to be linked.
13. The details of plan prepared for internal monitoring and evaluation.
14. Financial estimates.

PRESIDENT OF INDONESIA AND TOGO AGENCY
RECEIVE POPULATION AWARD

President Soeharto of Indonesia and the National Family Welfare Programme of Togo, will share the 1989 United Nations Population Award.

The Award is presented annually to one or more individuals and institutions that have made an outstanding contribution to increasing the awareness of population problems and to their solution. The 1989 Award winners were announced on 24 February by the Chairman of the Committee for the United Nations Population Award, Mario Moyo-Palencia (Mexico). This year, each winner will receive a diploma, a gold medal and a monetary prize of \$12,500.

President Soeharto was chosen by the Committee for providing strong support over the past 20 years for the national family planning programme of Indonesia. During the period of President Soeharto's leadership, birth, fertility and infant mortality rates have declined dramatically and the current contraceptive use rate is almost 50 per cent of eligible couples.

Togo's Programme was chosen for its work in promoting family welfare. Through the Programme the Government provides family planning services, although the Programme's major orientation is to family health. Infant mortality and child mortality rates have fallen considerably over the past two decades as a result of the Programme's activities.

The Chairman of the Committee for the United Nations Population Award, Mr. Moya Palencia (Mexico), said the Award "recognizes the important work and international influence of President Soeharto in population. Also, it hopes to encourage the continued efforts of Togo's Programme National de Bien-etre Familial to bring family planning and maternal and child health care to its people. It should be noted that the winners come from two critical regions - Asia and sub-Saharan Africa - where population growth must be brought into balance with resources if we are to have a liveable world in the twenty first century".

The winners of the first Award in 1983 were Shrimati Indira Gandhi, the Late Prime Minister of India and Qian Zinzhong, Minister in Charge of the State Family Planning Commission of China.

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INTERNATIONAL TASK FORCE ON LITERACY (ITFL)
SETS UP OFFICE IN NEW DELHI

With the target of literacy for all by the year 2000, an International Task Force on Literacy (ITFL) with its office in New Delhi has been set up.

The year 1990 would be observed as an International Literacy Year and would be followed by a decade devoted to eradicating illiteracy.

The International Council for Adult Education is acting as a Secretariat for the ITFL. The main coordinating office of the Task Force is in Toronto, its Office in New Delhi, will have a major role to play in bringing unlettered into the fold of literacy. About 98% of the World's illiterates are in the developing countries and largely in Asia. 60% of the world's illiterates are women.

Speaking at a function organised by the ITFL in New Delhi on March 2, 1989, Mr. Sam Pitroda, Adviser on Technological Missions said that under the National Literacy Mission district-wise surveys on the number of illiterates are being prepared for the first time for tackling the problem in a scientific but humane manner.

Bihar, Rajasthan, MP and UP were critical areas with low level of literacy and special attention had to be given to them, he said.

Mr. Pitroda said that Nehru Yuvak Kendras are very much involved in adult education programme and 17,000 literacy centres have been set up by the NYKs. A mass programme through students is also being undertaken.

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LITERACY CENTRES FOR WOMEN PRISONERS IN MADURAI

The Department of Adult, Continuing Education and Extension of Madurai Kamraj University has started adult education classes for women prisoners of the Central Jail, Madurai. The classes were started on January 19, 1989.

There are 139 women prisoners in the special prison for women. Among them 40 are undergoing life imprisonment. Out of these 40, 4 are educated women, one is a graduate, the others have studied upto 7th or 8th standard. The adult education classes have been started for the illiterates women.

Before starting the literacy classes, a drama was organised to create awareness about the importance and need for education and how it would help them in their day to day life. It helped to motivate the women to the literacy programme.

The Department is also trying to find out whether illiteracy was a factor in their life to commit crimes.

TRAINING PROGRAMMES

Seva Mandir, Udaipur

The Seva Mandir, Udaipur organised a Training Workshop for 35 preraks working for the project of 300 adult education centres run by it under the National Literacy Mission.

The programme was held in a village called Bichiwara. The participants discussed the teaching-learning material used in the adult education centres. They were also given practical training in adult education centres. Shri Jagat Mehta, President, Seva Mandir asked the preraks to undertake this work with

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commitment and dedication.

The noted educationist, Shri Dayal Chand Soni spoke on the responsibilities of preraks in the context of NLM.

Lok Bharti, Devgarh, Udaipur

Lok Bharti, Devgarh, District Udaipur organised a five-day training programme for 60 instructors from February 3 to 7, 1989.

Resource Persons from Cooperatives, Agriculture Extension and Public Health delivered talks. Field visit for the participants was also arranged.

Shri Shyam Sunder Nandwana, Senior Lecturer, Rajasthan Vidyapeeth, Udaipur coordinated this programme with the assistance of Shri Ratan Lal Sharma.

LITERACY SYMPOSIUM, SYRACUSE, USA

A group of 20 literacy practitioners from Malaysia, Canada, Bangladesh, Nigeria, Yugoslavia, El Salvador, New Zealand, Tanzania, USA, Scotland, Bolivia, Australia, India, Sweden, Madagascar, Syria, China, England and Mexico participated in a literacy symposium held in Syracuse, USA in October last year.

The symposium concentrated on the basic issues facing adult literacy practitioners. Questions addressed included:

What is literacy?

What are the origins of illiteracy? and

What can literacy education accomplish?

The participants were also asked to describe a model literacy programme that could withstand the type of critical scrutiny they had engaged in earlier.

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Further information can be had from:

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Kellogg Project, 113 Euclid Avenue, Syracuse,
NY 13244(USA)

NOMINATIONS SOUGHT FOR HOULE AWARD

The American Association for Adult and Continuing Education has sought nominations for the Cyril O House World Award for Literature in Adult Education. Publications which contribute significantly to the field's advancement and unity and copyrighted in 1986 or later are eligible for \$1000 Award.

For this Award 5 copies of the publications and nominating letter describing how the publication contributes to the advancement and unity of the field can be sent to:

Professor Laurent Daloz, Adult Degree Option,
Lesley College, 29 Everestt St., Cambridge, MA 02138

The last date for nominations is July 1, 1989.

ANNOTATED LIST OF BOOKS AND ARTICLES ON
ADULT EDUCATION

Aims and objectives of Adult Education

Grossi, Francisco Vio. Adult Education and rural development - some comments and on convergence and divergence, in Convergence Vol 13, No.3, 1980 p 30-38

This paper introduces discussion of some issues concerning the relationship between Adult Education(AE) and Rural Development(RD). It has highlighted the tensions between the most commonly accepted theoretical frameworks regarding RD and the principles of AE, in order to locate areas in which both of them can work together. The paper starts with a description of the different trends in RD and of the role that AE is assigned within each of them. Then the main ideas proposed by AE are discussed, and finally, some issues

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regarding the tensions and contradictions between both concepts are given

Continuing Education

Field, John Ed. Continuing Education and the Binary Divide UK., Department of Continuing Education, University of Warwick, Coventry, 1988. 53 p.

The publication is an out come of a Conference organised jointly by Department of Continuing Education, University of Warwick and the Times Higher Education supplement. The papers included in this volume describe and analyse changes in the boundaries between polytechnics and universities at a time of growing interest and activity in continuing education. Some of the papers in this volume are:

1. The open university and continuing education : A Transbinary Innovation by Mike Richardson
2. Transbinary Co-operation and Planning on Continuing Education by Frank Griffiths.
3. Continuing Education in the United States : Political and Economical Realities by Charles R Oakleaf.

Population Education

FAO. Introducing Population Concepts in Rural Women's Programmes Rome, Food and Agriculture Organisation of the United Nations, 1981. 41 p. (FAO Economic and Social Development Paper 17)

This booklet looks at ways to include population education in programmes for rural women as a part of a comprehensive approach to rural development. The booklet has four parts: The introduction indicates the purpose of the booklet. The second part outlines the scope of population education and its potential for improving the quality of life of rural women. The third part discusses in detail ideas on relating population concepts to problems and needs of rural women. The last part suggests suitable approaches for communicating population concepts in programmes for rural women.

Motivation

Muthayya, B.C. and others. Motivational patterns of beneficiaries of special rural development programmes in Journal of Rural Development, Vol 7, No.5, Sept. 1988. p 467 - 500.

This study on motivation gives reviews of few studies undertaken in the past in different context and presents information on variety of factors influencing motivational behaviour. These latter factors could be either financial (economic oppor-

tunities) or familial-social and so on. The present study was undertaken in 1986 with the following objectives: 1) To study the motivations and aspirations of beneficiaries of special programmes of rural development, 2) To identify the differential patterns of motivations of different kind of beneficiaries in relation to advantaged groups; and 3) To work out the motivation strategy for these groups based on the implications of the findings of the study.

(I) The results of the study revealed that the motivation potential is present among the beneficiaries of IRDP and in order to harness it, it is necessary to identify the prevalent needs which are concern to them at a moment of time. The fulfilment of economic needs seems to have a preponderance over other needs like personal - social and, therefore, the strategy for motivating people for economic opportunities either through asset-based or wage-based employment is a good augury for their development.

(II) This suggests that perception of the economic opportunities will generate the required motivation for people to take advantage of them. The varieties of programmes intended for their economic betterment need to be adequately publicised in order to generate the required awareness and consequent motivation among the intended beneficiaries of the programme. Therefore, the awareness camps as proposed by the government have a key role to play in motivating people to avail the opportunities intended to them.

(III) In the perception of the people, money and land seem to be the prime mover in their life situation.

Communication

Ryan, Jeremiah O'Sullivan and Kaplun, Mario. Communication Methods to promote Grass-root Participation. Paris, Unesco and 155p.

The document presents a summary of the research findings in Latin America on Communication Methods to Promote Grass-root Participation for Endogenous Development.

The document has been divided into three chapters. Chapter one discusses participatory communication in the third world : a Latin American perspective. The second chapter highlights the role of international agencies in promoting participatory development. Chapter three is on

communication and grass-root development in Latin America. Under this section 24 projects are discussed. Some of these are:

1. Brazil - Communication for animation and social change; movement of basic education
2. Colombia - Basic adult education : Lubach Centre
3. Ecuador - Non-formal education experiment
4. Ecuador - Community Radio
5. Honduras - Rural communication in the service of development
6. Peru - Photomontage to promote learning and participation
7. Peru - Special integrated project for rural education
8. Uruguay - Cassette Forum
9. Latin America - Radio-schools

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