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# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION, NEW DELHI

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## GOLDEN JUBILEE CONFERENCE OF INDIAN ADULT EDUCATION ASSOCIATION

The four-day Golden Jubilee Conference of the Indian Adult Education Association, (IAEA) held in New Delhi on May 22-25, 1989, discussed various aspects of Adult Education. Several eminent men and women participated in the Conference and helped it to come to grip with what Adult Education should do to improve the quality of life of the people.

Inaugurating it, the Energy Minister, Shri Vasant Sathe called for great steps to check the drop-out rate right from the primary school level to eradicate illiteracy and spread education in the country.

Shri Sathe said that poverty was a major cause for drop-outs and was thwarting all efforts for eradicating illiteracy in the country.

He suggested the introduction of free mid-day meal to poor children as an incentive and also the revival of 'each-one-teach one' scheme in which each student should impart whatever he learnt at school to the people at his home.



Adult Educators from different parts of the country in the Literacy March from Rajghat to I.A.E.A. premises organised as part of Golden Jubilee Celebrations on May 22, 1989.

Stressing upon village as a unit, Shri Sathe said use of science for progress was possible by taking modern electronics into villages and disseminating education through this channel. The concept of "electronic villages" was a sure way of spreading literacy.

Shri Sam Pitroda, Technical Adviser to the Prime Minister also addressed the Conference. He said that human resource development is important and should be given top priority. Shri Pitroda said that NLM is a software mission and to comprehend it fully was a difficult task. He feared that Adult Education programme was not progressing at the required pace and urged that more action is needed than talks. He said that unless this programme becomes a people's movement, it would be difficult to eradicate illiteracy in the next two decades.

Dr. L.M. Singhvi, noted Jurist and Chairman of the Reception Committee in his address said that Adult Education is still in its infancy because it has not been given the required priority in educational programmes in the country's development plans.

Earlier, Shri B.S. Garg, President, Indian Adult Education Association, welcomed the Chief Guest and the participants.

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

Seven books, brought out by the Indian Adult Education Association on the occasion were released by Shri Sathe. He also unveiled the portrait of Dr. Mohan Sinha Mehta, who was President of the Indian Adult Education Association during 1958-74.

Earlier in the day, a Literacy March was organised from Rajghat to the IAEA premises at Indraprastha Estate. About 400 adult educators from all over India participated in this March to promote Adult Education in the country.

#### **Seminar on National Literacy Mission (NLM)**

Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidya-peeth who presided over the Seminar on National Literacy Mission said that the country has already lost 40 precious years in preparing a programme for eradication of illiteracy and we should not wait any more. He stressed that all out efforts should be made to remove illiteracy in the shortest possible time.

Prof. Parikh said that educational institutions, voluntary organisations should provide support for the successful implementation of the National Literacy Mission.

Shri Anil K. Sinha, Director, Directorate of Adult Education, Ministry of Human Resource Development gave a presentation of N.L.M. with the help of slides. He talked about scope, contents and methodology of the N.L.M.

Shri L. Mishra, Joint Secretary (Adult Education), Ministry of Human Resource Development and Director-General, National Literacy Mission said that the N.L.M. has been launched with new thrust and new impatience. Shri Mishra said that by the turn of the century, there will be 500 million illiterates in the country and 300 million will be in the 15+ age-group. This, he said, is a great stigma and we would not like to enter the 21st century with such a large illiterate people.



*Shri Vasant Sathe, Minister for Energy releasing the Golden Jubilee Publications of IAEA.*

Shri Mishra said that N.L.M. cannot be left as a programme funded and controlled by the Government. It can achieve its objectives, if it becomes a people's movement, he said. He suggested that all voluntary organisations, government departments, educational institutions, teachers, students, youth and ex-service-men should join hands to remove the stigma of illiteracy from the country.

Shri Mishra talked about the limitations of the existing centre-based approach, which he said should not be perpetuated for all time to come. He pointed out the advantages of the massification of the programme and cited the example, of Gujarat, Kerala and Karnataka.

In the National Literacy Mission, Shri Mishra said the technology means new methods and techniques to impart literacy and to sustain it over a long time. He stressed the need to develop bi-lingual primers and rapid literacy techniques.

Dr. K.S. Pillai, Director, Centre for Adult Education and Extension, University of Kerala expressed the hope that India will succeed in eradicating illiteracy. He said that the N.L.M. has created the necessary climate for eradication of illiteracy and the programme envisaged in the N.L.M., if accurately and properly implemented, it will be a success. Dr. Pillai pleaded that the present defect in the monitoring and evaluation of the programme should be removed. He suggested a minimum target of 60 per cent or more of literacy in 1991. This, he said, would be achieved if all voluntary organisations, educational institutions and retired persons are harnessed for making the people literate.

### **Symposium on Adult Education in 1990s**

Shri Anil Bordia, Secretary in the Department of Education, Ministry of Human Resource Development, Government of India, participating in the Symposium on Adult Education in the 1990s said that primary and adult education should be correlated if a dent is to be made in the eradication of illiteracy in the next decade. He said that women's empowerment should be the main emphasis in the 1990s. Shri Bordia said that Mahila Sankayas are being set up in different parts of the country to bring empowerment among women.

He said that post-literacy and continuing education would be a major thrust during the next decade. Shri Bordia said that adult education should play an important role in creating an egalitarian society in the next decade.

Prof. Satya Bhushan, Director, National Institute of Educational Planning and Administration, (NIEPA) said that spread of education should be related to the economic growth of the country. He hoped

that Jan Shikshan Nilayams will play an important role in providing continuing education opportunities for all.

Smt. Lalita Ramdas, Coordinator, International Task Force on Literacy (India Office), said the strengthening of infrastructure will give a boost to the adult education programme.

Prof. M.V. Mathur, former Vice-Chancellor of the University of Rajasthan, presided over the symposium. He said that professional enrichment should be the main task of adult education in 1990s. Updating the knowledge of teachers, civil servants and others will add to the productivity and prosperity of the country, he said. Prof. Mathur said that most of the programmes are input oriented and they should be output oriented in the next decade.

He emphasised the need to employ retired army people in the adult education programme as they are disciplined lot and can contribute tremendously in promoting adult education in their areas. He asked the newspapers to provide one column or half column for neo-literates.

Prof. Mathur emphasised that the major objective of adult education during the next ten years should be to promote good citizenship. He said that if rich people becomes conscious of their social responsibilities, there would not be dearth of money for the great cause of adult education.

### **Panel Discussion on Adult Education for Women and Weaker Sections**

Smt. Kamlini H. Bhansali, Vice-Chancellor, SNDT Women's University, Bombay, who presided over the discussion on Adult Education for women and weaker sections, raised serious concern and said that only 24% of women in India were literate and that literacy percentage of women in U.P., the largest State in the country, was only 14.42 percent. The panelists in the discussion were Smt. Vidyaben Shah, President, Indian Council for Child Welfare, Kum Surrinder Saini, President, Delhi Unit of Bharat Sewak Samaj, and Prof. Sarojini Bisaria of N.C.E.R.T.

The participants felt that most of the Government schemes on Adult Education do not get the desired results because of the poor coordination among the

various agencies involved in the process and also due to the time involved in getting the sanctioned amount released for the purpose by the Government departments. The participants also felt that it was not proper to treat women separately and club with weaker section of the society. They felt that basic issue at present in our country was eradication of illiteracy and, therefore, it was not proper to differentiate between men and women.

The participants highlighted the fact that though at present 92 universities in our country including 5 women universities were engaged in projects related to adult education, their net contribution was not substantial. In the light of these facts, they pointed out that the role of voluntary agencies have resumed greater importance and it was expected that they should expand their role in the real way.

Amongst the important suggestions offered, one was the decentralisation of power going down to the level of the village panchayats. It was all the more important for the agencies working for the cause of adult education to work in close parlance with the panchayat bodies mainly because even now the village women feel shy of accepting any offer for attending classes by the Panchayats of their respective villages, the speakers pointed out.

Smt. Bhansali in her concluding remarks said that development of human potential would only come through women's empowerment and women's equality. Smt. Bhansali stated that adult education for men and women will have to be the same though the strategies implemented may be different to suit the requirements of these two.

#### **Symposium on Role of Voluntary Agencies/ Universities/Colleges/Schools under N.L.M.**

Shri Tarlok Singh, former Member, Planning Commission emphasised the role of voluntary organisations in promoting literacy. According to him literacy was an important gradient of poverty alleviation programme and therefore programmes of literacy should be interwoven with development schemes. The success of development programmes will depend on the involvement of large number of women in them. According to him, the share of voluntary organisations in eradication of illiteracy which was 10% in the 7th Plan, has to be suitably increased

and all their problems about delays in giving of grants etc. have to be removed. The programmes of adult education will succeed if all grass-root level organisations like Panchayati Raj institutions/Municipalities/Cooperatives/Universities and Colleges. Voluntary Organisations, Yuva Mandals and Mahila Mandals join hands and take up the initiative in villages and in slums of urban areas. The work of monitoring and evaluation should be taken up by colleges and universities which have the necessary skills.

Prof. K.D. Gangrade Pro Vice-Chancellor, Delhi University pleaded for a suitable methodology for propagation of adult education. According to him, the technology development in the country should reach the grassroot level to improve the life-style of the people. Voluntary organisations must devote themselves towards serving the people. Programmes of skill development needed to be taken up as development inspired the participants and workers. It seems that the present approach is only figure-oriented and not people-oriented. Even the voluntary organisations are mostly grant oriented and often it is felt that the political will is not adequate to the task.

Shri B.S. Garg, President, IAEA pleaded for plans to be prepared at micro level and suitable action taken at the grass root level, a big plan at the national level alone will not achieve the desired results. According to him, the voluntary organisations needed to be assisted and guided suitably so that they are able to make their contribution. Similarly, in the mass programme for adult education, students have a big role to play for which purpose they should be suitably inspired and motivated.

Dr. Rajesh Tandon,, Coordinator, Society for Participatory Research in Asia (PRIA) stressed the need for a movement for literacy which should be suitably funded, guided and encouraged by important people and the Government. He made a strong plea for the right to learn. He advocated a change in the development policy towards voluntary action in the country in order to maximise the voluntary contribution.

Prof. Amrik Singh, former, Vice-Chancellor, Punjabi University drew attention to the many ups and downs in the adult education programme in

India. According to him the university system could play a leading role if right type of people take interest in the adult education programme. The NSS could be harnessed to the task of eradication of illiteracy with the good offices of Vice-Chancellors and teachers.

Prof. B. Ramchandra Rao, former Vice-Chairman, UGC drew attention to the present state of illiteracy/poverty and population explosion in the country. According to him the country would have been in a much happier situation if article 45 of the constitution had been fully achieved. He suggested that all public sector undertakings should make their employees literate. The electronic media could render valuable services.

The Chairman of the session, A. R. Kidwai former Governor of Bihar emphasised the importance given to adult education in all committees and programmes of education starting from the national standing committee headed by Jawaharlal Nehru and the subsequent education "Nai Taleem" committee headed by Zakir Husain in 1938. The country must get rid of poverty and illiteracy in order to achieve real success in the development front. It is a happy augury that the Panchayati Raj system is being galvanised for action at the grass root level.

#### **Symposium on Adult Education and International Understanding**

Presiding over the Symposium on Adult Education and International Understanding, Dr. Prem Kirpal, former Education Secretary, Government of India and former Chairman of Unesco Executive Board said that the aim of adult education should be to learn the world and not the word only. Adult Education, he said, should become part of life long education.

Dr. Kirpal said that the international understanding could be promoted through exploring the truth together. He said that through education the tension and conflict could be resolved peacefully. Adult Education, he said should promote good citizenship, human values and culture of different countries.

According to Dr. Kirpal, institutions like UNESCO and other UN agencies have played an important role in bringing people together of different countries alongwith promoting development. He said that adult education should promote national integration at the country level and bring out a new world based on mutual respect and understanding.

Fr. T.V. Kunnunkal, National Consultant, Open School, participating as a panelist said that creation of equality among people will go a long way in promoting international understanding. He said that the world has been divided into three parts—first, second and third and this has been done on the basis of the wealth. If we could provide a minimum of decent human condition to people, we could achieve international understanding. Fr. Kunnunkal said that it was difficult to promote international understanding when about half of the population in the country was below the poverty line. Attack on poverty and illiteracy would go a long way in promoting equality and international understanding, he said. Fr. Kunnunkal said that things, which have been discarded abroad, are being promoted in our country, and the main task of adult educators is to promote the culture and values which we have cherished for a long time in this country.

Shri J.C. Saxena said that we have spent a long time relentlessly in search of knowledge. But the present high rate of illiteracy in the country is lowering our image in the eyes of the world. Promotion of equality and providing need based information should be main task before educators in the next decade. Shri Saxena said that adult education through appropriate programmes can promote and should promote international peace, goodwill and friendship.

Shri M. C. Nanavatty, consultant, social welfare and development in his address, said the subject of international understanding should be incorporated at all levels viz. in the curriculum of neo-literates, the workers training and administrative policy formulation.

#### **Panel Discussion on Role of Jan Shikshan Nilayams as Community Education Centres**

Prof. P.N. Srivastava, Member, Planning Commission presiding over the Panel Discussion on Role of Jan Shikshan Nilayams (JSN) as Community Education Centres said that for the success of the Nilayams it was very essential that the community gets involved in it. He said that we have spent large sums on primary education, but the desired results have not been achieved. He suggested giving primary schools to the community.

Prof. Srivastava said that for the success of the JSNs enthusiastic workers are needed and the efforts should be select those who can deliver the goods.

He said that primary and adult education will get top priority in the Eighth Five Year Plan. He suggested that the higher education should not be subsidized and people should be asked to pay for it.

Earlier, Shri Anil Sinha, Director, Directorate of Adult Education, Government of India, said that the JSNs are being set up in the country to provide educational opportunities to all. He said that they will serve as community education centres if the community is fully involved in its programmes. He hoped that the various programmes of the JSNs will be in a position to create mass awakening among the people. With the setting up of JSNs the post-literacy and continuing education has been institutionalised in the country for the first time and the Nilayams, he hoped, will go a long way in promoting continuing education and checking relapse into illiteracy.

A symposium in Adult Education for Democracy and Citizenship Education was also organised in which Prof. C.J. Daswani, of N.C.E.R.T., Prof. B.B. Mohanty of Indian Institute of Mass Communication and Treasurer, I.A.E.A. participated as resource persons.

On the last day, a Symposium on Role of Political Parties, Trade Unions, Cooperatives in Adult Education was organised in which Shri Ram Lal Thakkar of INTUC, Dr. Dharm Vir, former Joint Director, International Cooperative Alliance and Smt. M.M. Vaid, Deputy Director, National Cooperative Union of India participated as panelists.

### **Valedictory Function**

Prof. S.N. Sinha, Vice-Chancellor, Rajasthan University delivering the valedictory address, said that the film industry should be sensitised to incorporate the literacy message in terms of success stories so as to build a climate for literacy. He also stressed the need to motivate the youth from the educated community to become members of literacy brigade so as to teach the illiterate people in their leisure time.

Prof. Sinha pleaded for giving public recognition and incentives to volunteers as well as to teachers for their contribution to mass programme of functional literacy.

Over 300 delegates from different parts of the country attended it. Fraternal delegates from Bangladesh, Nepal, Pakistan and Sri Lanka also participated.

### **Declaration**

The following declaration was adopted by the conference :

Looking back on the fifty years of its work and performance, the Association feels gratified at the pioneering role that it has been able to play. There is an enormous deal yet to be done; this must be acknowledged. At the same time, it is something to have promoted and developed the adult education movement in the country. This was the role that the Association gave to itself and fifty years of useful endeavour are a pointer to what has been accomplished and what yet remains to be done.

2. As defined on the occasion of its Silver Jubilee Celebrations in 1964, the ultimate objective of the Association remains to establish a learning society. Its two principal targets are the adults who have yet to be made literate and the continuing education of those who have already become literate though it is essential to expand, extend and update their knowledge and skills.

3. In order to achieve this objective, it is important to integrate programmes of adult education with the educational system in the country. This in turn has to ensure that the educational system is a part of the development plan of the country. The 1985-86 exercise of preparing a New Policy on Education (NPE) was a step in that direction. Some progress has been made but it is far from adequate in relation to the magnitude of the problem. In particular the NPE has yet to be integrated with the planning process of the country. The 8th Plan now under preparation is being looked forward to with great hopes and expectations. If this Plan is able to genuinely implement the NPE, adult education would have made some progress.

4. As it is, a National Literacy Mission (NLM) has been launched and is making some progress. It suffers from two basic infirmities, however. One, as already stated, it has yet to be integrated with the process of planning and, secondly, it is not exactly clear if all political parties are committed to

it. The NLM has to go forward regardless of any political changes that may take place from time to time and as a movement to bring about the social and economic changes which have been talked about for four decades but not yet implemented.

5. What is called for is a reaffirmation of the commitment to adult education and, furthermore, to develop it into a people's movement. It is to be noted with regret that, so far, the mass media and, particularly the electronic media, have not yet played the role in this task that they can and they should.

6. While the establishment of Jan Shikshan Nilayams under the auspices of the NLM is welcome, two crucial steps need to be taken. One is to make the Nilayams community education centres and the second is to make the *Preraks* full-time agents of adult education and development. While doing so, full safeguards would have to be taken to ensure that the movement remains a people's movement and does not degenerate into a bureaucratic outfit.

7. The Golden Jubilee celebrated this year should be an occasion to do some introspection and at the same time chalk out a programme of action for the next decade or so. In order to do so, a think tank or some equivalent body should be established and a draft worked out. This in turn may be circulated to the institutional members of the Association and also other academic associations. When this Association meets at its annual meeting, it should be in possession of a well formulated plan of action so that the same can be considered and adopted on that occasion.

8. It should not be necessary to reiterate what has been stated ever so often by the Association. All programmes of literacy and continuing education have to help the deprived sections of the population to liberate themselves from the plight in which they find themselves and move towards a situation where objectives like the promotion of scientific temper, national integration, equality for women, observance of small family norms, conservation of environment and international understanding are emphasised. □

### **Quilon Social Service Society**

The Quilon Social Service Society, Quilon (Kerala), an institutional member of the Indian Adult Education Association, organised a number of programmes in

connection with the Golden Jubilee Celebrations of the Association. The following seminars were organised:

May 2, 1989—N.L.M. and voluntary agencies

May 3, 1989—Role of I.A.E.A. in the field of non-formal/adult education

May 4, 1989—N.L.M. and Functional Literacy

May 5, 1989—Literacy for all

May 6, 1989—Continuing Education and Jan Shikshan Nilayams

The Central team and field staff of the Society, the instructors of N.F.E. Centres and staff of Community Health Programme participated in these programmes.

An exhibition of important publications of IAEA was arranged at the venue of the seminars.

The Society is also bringing a Malayalam version of the brochure of the Indian Adult Education Association enlisting its aims, objectives and activities. □

### **Conference on Education for All**

Four international agencies—UNDP, UNESCO, UNICEF and the World Bank have decided to launch a joint world-wide assault on illiteracy. According to the recent UN Press release as part of this project an international conference is being planned for March 1990 with Bangkok as the venue, and with the specific objective of drawing up a world-wide plan of action. Heads of States, officials, and representatives of international organisations and NGOs, researchers and prominent educators are expected to attend this conference on Education for All—Meeting Basic Learning Needs. □

### **China Relaxes FP Norms for Peasants**

China's peasants are allowed to have more than one child if the first is a daughter under a policy partly intended to stop the killing of baby girls. Family Planning Minister Peng Peiyun has said. She added that "abandonment and drowning of baby girls has not completely disappeared in China. The reason why we practise this policy is to decrease this", as "in the countryside, peasants always want

a boy". Most of the rural areas had adopted a policy of allowing women who bear daughters to try for a boy after a gap of a few years. □

### Commonwealth Association for the Education and Training of Adults

The first meeting of the Commonwealth Association for the Education and Training of Adults (CAETA) was held in Arusha, Tanzania on January 10-11, 1989. Mr. Paul Mhaiki of Tanzania was elected the first Chairman of CAETA with Ms Jean Jackson of U.K. as Vice-Chairman. It appointed Prof. Paul Fordham as new Secretary General.

The CAETA proposes to conduct a world-wide study of distance teaching for non-formal education. □

### Roby Kidd Award

Mr. Mohamed Lamine Bangoura of Cameroun has been awarded the Roby Kidd Award for the year 1989. Citation of this Award has been given to Ms Nishat Farooq of State Resource Centre, Jamia Millia Islamia, New Delhi and Mr. Towfeeq Hasan Tillawee of Jordan. □

### New Publications of IAEA

The Indian Adult Education Association (IAEA) brought out the following book publications during its Golden Jubilee Conference on May 22-25 1989 :

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|---|-------|
| 1. Mass Movement for Adult Education<br>B.R. Patil  | 30.00 |
| 2. People's Education<br>S.R. Mohsini   | 15.00 |
| 3. Adult Education : Some Reflections<br>B.B. Mohanty                                     | 25.00 |
| 4. Adult Education : A Focus for the Social Sciences<br>James A Draper                    | 20.00 |
| 5. National Literacy Mission—Problems and Prospects<br>J.C. Saxena & J.L. Sachdeva (Eds.) | 15.00 |
| 6. Adult Education Terminology<br>J.L. Sachdeva   | 7.00  |
| 7. Adult Education in Bihar<br>S.Y. Shah  | 20.00 |

### Towards a Fully Literate World

Reports Magazine, published by World Education, has just released "Towards a Fully Literate World". This Issue is the second of the three special issues on Literacy leading upto International Literacy Year in 1990. It examines innovative non-governmental efforts to promote literacy.

The Reports is distributed free of charge to non-governmental organisations in the third world engaged in education and training programme for adults. For more information write to Reports Magazine, World Education, 210 Lincoln Street, Boston, M.A. 02111, USA. □

### Master's Degree Course in Adult Basic Literacy

University of Massachusetts at Amherst' in co-operation with World Education, has announced the introduction of a Master's Degree Course in Adult Basic Literacy. This intensive one-year course is designed to give professionals and practitioners in the field of adult education the basic knowledge, principles and methods they need to set up adult education projects geared to different publics. The various courses cover three major fields: theory, skills and practice.

For further information contact : Literacy Support Initiative, 285 Hills House South, University of Massachusetts, Amherst. MA 01003, U.S.A. □

### Asian Cultural Centre for Unesco

The Asian Cultural Centre for Unesco (ACCU) has launched a joint programme for production of printed materials for neo-literates in association with the Unesco Regional Office for Education (Bangkok).

So far 24 booklets, posters, games and slide kits have been prepared. Subjects include sanitation, nutrition, income-generation and environment. Various versions have been produced in national languages of this region, adapted/modified to suit local conditions. Based on this experience a Guidebook for Development and Production of Materials for Neo-literates has been produced.

For further information, write to :

Asian Cultural Centre for Unesco,  
6 Fukuomachi, Shinjuku-ku,  
Tokyo, Japan



# IAEA Newsletter

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## MAKING LITERACY A PEOPLE'S MOVEMENT

The Indian Adult Education Association (IAEA) organised a symposium on Making Literacy a People's Movement, at its premises in New Delhi on June 23, 1989. 40 persons participated.

Shri J. C. Saxena, Hony. General Secretary, I.A.E.A. in his introductory remarks said that the Golden Jubilee of the Association, which was held in New Delhi from May 22-25, 1989 declared that the Adult Education should be developed into a People's Movement. Based on that declaration the Association has called this symposium to discuss how this could be achieved. He said that we had already spent lot of time on 'why' of literacy and have reached a stage when all emphasis should be on 'how' of literacy.

Shri Tarlok Singh, former Member, Planning Commission, who presided over the Symposium said that the IAEA has produced a number of good books during its Golden Jubilee and these would be of considerable help to those who want to make literacy a People's movement.

Shri Tarlok Singh said that

adult education has been included as a function of the Panchayati Raj Institutions and it has become more necessary now that the people who are working for it, should be given adequate knowledge about aims and objectives of National Literacy Mission. He said that we must take benefit of the experiments made so far in making it a people's movement. He referred to the Gram Shikshan Mohim of Maharashtra and said that the Association has brought out a book on the Mohim, which should provide some suggestions as to how to make it as a people's movement. He opined that guide books for persons working at grass-root level in adult education, should be prepared.

During the discussion the following suggestions emerged :

(i) The cooperation of the primary school teachers should be taken as they are close to the people in rural areas;

(ii) Literacy should be the concern of all and not only of the Ministry of Human Resource Development;

(iii) Mass-media has to play an important role in creating environment for this programme which will go a long way in making it a people's movement;

(iv) The role of electronic media, particularly of the television was strongly felt. It was urged that television should give prime-time slots to involve both literate and illiterate in the movement;

(v) Good softwares should be produced in large number so as to feed the electronic media;

(vi) The literacy can become a movement only if people are highly motivated and at present the people are not motivated for this programme. The literacy should be related to the vocation of the people so that they get economic benefits;

(vii) bringing equality among men and women will help in making literacy a people's movement; and

(viii) The I.A.E.A. should set up a working group for preparing guidelines for grass-root level organisations. □

## NORTH ZONE CONFERENCE ON ADULT EDUCATION

The Indian Adult Education Association in collaboration with the State Resource Centre of the University of Kashmir organised a two-day North Zone Conference in Srinagar on June 1-2, 1989. The Conference was attended by 38 Adult Education functionaries from Jammu & Kashmir, Rajasthan and Delhi.

The working paper prepared by Shri J.C. Saxena, Hony. General Secretary, IAEA formed the basis for discussion. Dr. (Smt.) Asha Dixit, Vice-President of IAEA presided over the Conference. The Conference was attended among others by the Director-General of N.L.M., Shri L. Mishra, who clarified various points raised by adult education functionaries of the participating States. Among those who spoke on the occasion were Prof. Satya Bhushan, Director, NIEPA, Shri R. S. Kumat, President of the Rajasthan Adult Education Association, Education Commissioner of J. & K., Joint Director (Adult Education) of the State Government, and Shri Ramesh Thanvi, Director, S.R.C., Rajasthan.

The participants felt that the timely release of grants can go a long way in improving the quality of work of the various functionaries. It was also felt that the State Governments should not transfer the field staff as frequently as they are doing now in the interest of efficiency and economy. The Conference supported the present approach of mass campaign with the help of students, teachers and other educated people along with centre-based approach. The conference was of

the view that the norms of adult education centres and Jan Shikshan Nilayams have to be kept in accordance with the local requirements keeping in consideration the low density of population.

### Bhola Paswan

I met a dark young man at the gate of a post office who asked me if I could fill

a money order form to enable him to send money to his ailing father in a remote village of Hazaribagh district.

I filled the form and scribbled a message—  
Two hundred rupees sent last month  
no acknowledgement  
sending three hundred rupees again  
look after yourself  
and reply soon  
your son Bhola Paswan  
riksha puller New Delhi.

Whether Bhola Paswan would ever get an acknowledgement

from his ailing father I do not really know.

Whether Bhola Paswan would be able to survive long as a riksha puller on the streets of New Delhi I do not really know.

Who was Bhola Paswan ?

Bhola Paswan was in reality an unlettered young man endeavouring hard to survive as a bony calf caught within the iron grip of a huge python. —N. P. Singh

## Students for Incentives in Literacy Schemes

The student volunteers and learners both should be given some kind of incentives for being involved in the National Literacy Mission. The training and orientation given to student volunteers was inadequate, and involvement of parents, programmes being made part of schools curriculum and support of mass media were some of the major recommendations made at the one-day National Progressive Schools Conference Literacy Meet for Student Volunteers held in New Delhi on May 5, 1989.

Mrs. Rajani Kumar, Coordinator, MPFL thru' Delhi School Students said that 3500 public school students were presently involved in the activity. The work started in October 1988 and will continue up to July 1989.

Mr. Sam Pitroda, Adviser to the Prime Minister on Technology Missions in his valedictory address congratulated the students for participating in this programme and said that it was a rich experience which will give rich dividends when they get old. To bring light into the life of a person who is deprived of education is the greatest gift which you can give. He said that educational process gives slow results and one should not get disheartened.

Mr. Pitroda said that to make it a movement each and every one has to participate in this programme. He said that students should also enthuse their parents so that the target of elimination of illiteracy in the age-group 15-35 be achieved by 1995. □

## Motivational Activities in Bundi, Rajasthan

The District Adult Education Office in Bundi in Rajasthan, organised a number of cultural programmes in village Sathoor to motivate people for literacy. A torch procession was taken out in the streets of the village. Large number of people participated in the procession. Later they assembled for a meeting. Shri Mohan Lal Panch presented a song narrating the evils of the death feast and Sarpanch Shri Babulal Somani stressed that all illiterates should take benefit of the literacy programme, so that they become partners in decision making process.

The Project Officer, Shri J. N. Mathur said that National Literacy Mission could succeed if people work for it with missionary zeal. □

## Bhilwara District Adult Education Assn.

300 Adult Education Centres have been started in Panchayat Samiti, Banera and Shahpura after imparting necessary training to Supervisors and Instructors by BDAEA. In addition to this 100 non-formal education centres are already functioning in Banera.

Four Camps for training of Preraks and Instructors were organised in Govt. Primary School Royala from May 19 to June 15, 1989. The Preraks training included organisation, functioning, teaching techniques etc. A special training was also given to organise sports, cultural programmes so that large number of persons could be motivated to this programme.

Aims and objectives of National Literacy Mission, Jan Shikshan Nilayam and practical teaching were particularly emphasised during the training programme. Practice of writing on blackboard for two hours to improve hand writing of Hindi was given. Practice in story telling was given.

Special emphasis to remove the social evil of death feast was made and the preraks, instructors and Assistant Project Officers took the pledge in the training camp not to organise death feast.

Out of 300 instructors, 245 are men. 34 instructors belongs to scheduled caste and 13 to scheduled tribes. Majority of the instructors are higher secondary passed and some are even graduates.

## Tamil University Prepares Literacy Material

The Department of Adult, Continuing Education and Extension of Tamil University, Thanjavur, organised a two-day Workshop on March 30-31, 1989. The objectives were :

- (i) To evaluate the basic literacy materials which are currently being used by different agencies ;
- (ii) To evolve a suitable format for writing a basic literacy manual.

The model format of the Rapid Literacy Programme designed by the Tamil University was discussed. The format was recommended for use in the adult education centres on experimental basis.

About 10 functionaries from

Adult Education Departments of the State and Universities of Tamil, Nadu participated. □

## Bharat Scouts and Guides Start Adult Literacy Work for Railway Staff and Families

The Bharat Scouts and Guides has organised 100 literacy centres for the people working in the Northern Railways. In addition they also helping in assessing the needs of the locality ; (ii) motivating the illiterate employees and their family members ; (iii) organising the poster competition ; and participating in each-one-teach-one campaign. □

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## If you are Interested

If you are interested in people  
You find the time for them  
Amidst your work and busy schedule  
You find some moments for them

If you are interested in people  
You have faith in them  
You may be critical of their work  
but as well wishers, you believe in them

If you are interested in people  
You involve them in their work  
You help them develop self confidence  
and reach HIM through their work

If you are interested in people !

—Mridula Seth

## TRAINING PROGRAMME FOR ADULT EDUCATION PRERAKS/INSTRUCTORS

The Indian Adult Education Association with financial assistance from the Ministry of Human Resource Development has started a project of 100 adult education centres in trans-Yamuna colony of Himmatpuri (Tarlokpuri). The training programme for the first batch of three Preraks and 30 women instructors was organised by the Association at its premises, in New Delhi on June 19-29, 1989.

Inaugurating it, Shri Anil K. Sinha, Director, Directorate of Adult Education, Government of India, said that the success of the National Literacy Mission depends upon the dedication, commitment and active involvement of the instructors. He asked the instructors to use the new techniques like improved blackboard so that the learners' interest is sustained.

Shri Sinha said that the Directorate would be producing an illustrated teacher's guide so as to help the instructors to carry out their work effectively. He also suggested to prepare an instructor's kit, which should be given to every instructor after the completion of his training. The important part of the kit would be a diary, in which the things to be done by the instructor would be specifically mentioned. He would also be required to record his daily experiences.

Earlier, Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association, in his welcome address said that in adult education programme, emphasis was generally laid on literacy and the other two aspects of aware-

ness and functionally are neglected. He hoped that equal emphasis will be given in the centres to be run by the Association. He said that the Jan Shikshan Nilayams which will be established by the Association in the area in large numbers, will function as local community centres for education, recreation and cultural development. These centres, he said, will be entrusted to the care of the local community in course of time.

Shri J.L. Sachdeva, Director, I.A.E.A. in his vote of thanks said that two years—1989, 1990 were crucial for the people working for adult education in Delhi. He said that Delhi had the first place in literacy in the country in 1961 and all out efforts should be made to achieve the first position in 1991. He said achievements made in Delhi will have impact in other parts of the country.

The subjects covered in the training programme included aims and objectives of adult education, National Literacy Mission, field problems of adult education, motivation, adult psychology, some do's and don'ts while teaching, adults, women and family welfare, teaching techniques (primer—Khilti Kalian), etc.; how to save youth from the menace of drugs, adult education and communication, economic outline of India, how to organise adult education centres and to keep records, role of cultural programmes, women and social welfare, women and laws, income generating programmes,

population education, role of banks in the life of the common man, role of T.V. and Radio in adult education programme.

### Unesco's Director-General Calls for Large-scale Action to Meet the Challenge of Illiteracy

An appeal to the international community to confront the planetary challenge of illiteracy and to put into practice one of the most fundamental human rights—access to education—has been launched to mark International Literacy Day on 8 September by Unesco's Director-General, Mr. Federico Mayor. Only "large-scale action," togetherwith "concrete undertakings by the wealthier countries in favour of the poorer countries" will make it possible to achieve success in the literacy field, Mr. Mayor emphasizes in his message.

The fact is that despite considerable efforts by many Member States and progress made in providing schooling for the young and educational opportunity for adults, much remains to be done according to the Director-General. Nearly one billion adults and school-age children, have no access to education, a condition which, for most of them, goes hand-in-hand with living in conditions of extreme poverty. In education, the imbalances are growing between the industrialized countries and the Third World, just as inequality is increasing between the educational levels of men and women. Two-thirds of illiterates are women, even though they play a key role in transmitting knowledge to future generations and offer important human resources for social, cultu-

ral and economic development of their countries.

Addressing himself to Member States, but also to institutions of higher education, students, teachers, foundations, associations and professional trade unions, the Director-General asked for their active solidarity in the pursuit of Unesco's goals: "Education for all is the responsibility of all," he notes in his appeal, "there can be no sustainable development if access to experience and knowledge is not guaranteed to everyone—male and female alike—in a new spirit of fraternity which could dispel ignorance."

An important opportunity in the struggle against illiteracy will be 1990, designated as International Literacy Year by the United Nations system. Unesco, as lead agency for the year, now has the opportunity to mobilize major international efforts to carry through a ten-year plan of action. Its initial objective is to eliminate illiteracy by the year 2000. However, this objective will not be easily attained, given the lack of available resources and the upward statistical spiral of illiteracy figures. Two large conferences will be held during the year, both aimed at mobilizing the support of the international community and fixing objectives and priorities: The "World Conference on Education for All—Meeting Basic Educational Needs" (March, 1990, Bangkok) and the Forty-Second Session of the International Educational Conference (IEC), (September 1990, Geneva).

First commemorated in 1967, International Literacy Day is marked each year by Unesco with the rewarding of four literacy prizes.

## Documents

(An annotated list of some of the books recently added to the Jha Library of the Indian Adult Education Association).

Draper, James A. *Adult Education: A Focus for the Social Sciences*, New Delhi, Indian Adult Education Association, 1989. p. 110.

The book discusses the meaning and purpose of social sciences, gives meaning, assumptions and guiding principles of adult education. It tries to find barriers to participation in Education and Research. It analyses the role of adult education as a field of study within the social sciences. The expanding role of universities and selected areas for research have been discussed in the concluding part of the book.

Lind, Agneta and Johnston, Anton, *Adult Literacy in the Third World: A Review of Objectives and Strategies*. Stockholm, Swedish International Development Authority, Education Division, 1986. p. 101. (Education Division Document No. 32)

The study on objectives and strategies of adult literacy in the third world discusses the subject under the following sub-heads:

1. Literacy Statistics
2. Research and Evaluation of Adult Literacy
3. Definition and concepts of Literacy

4. Why Literacy?
5. State objective of launching Literacy programmes.
6. The Role of NGOs
7. Individual Motivation for Literacy
8. Literacy Strategies—Implementation and Results, and
9. Post Literacy.

Singh, R. P. *Educating the Indian Elite*, New Delhi, Sterling Publishers, 1989, p. 117 Rs. 125-00

This document analyses the relationship between the education and socio-economic structure of Indian society. The patronage English-medium schools enjoy and socially coveted placements their end-products generally manage to secure them to show that these institutions alone provide the kind of education that matters. The educational scene in the country reveals a pattern which appears to suggest a one-to-one relationship between upper and middle class patronages (irrespective of caste and religion) and the English medium (preferably public) schools.

Sujatha, K. *Elementary Education in Isolated Areas—A case of Arunachal Pradesh*. New Delhi, National Institute of Educational Planning and Administration, 1989. p. 41 (NIEPA Occasional paper 17)

This paper examines the process of development of education particularly elementary education in an isolated predominantly tribal area—Arunachal Pradesh one of the states in north-eastern region of the country. The paper takes into

account the unique geographical, social and cultural aspects. The paper deals with growth of educational facilities, enrolment, teacher pupil ratio and dropout pattern in the state.

In the first part the author highlights the geographical and socio-cultural life of State Arunachal Pradesh, the metamorphical changes in the administration of the territory and the governmental efforts for the development of education. The second part presents the growth of educational facilities, accessibility and inter district disparities. This section also discusses the teacher-pupil ratio. In part third the enrolment and drop-out pattern for over a period of time has been examined. The fourth part attempts to analyse resource allocation and expenditure pattern on education particularly at primary level. The final part of the paper discusses various problems that are hindering educational progress in isolated far flung areas and suggests alternative strategies.

Lakshmi, S. *Challenges in Indian Education*, New Delhi, Sterling Publishers, 1989, p. 195. Rs. 150

The document deals with pre-primary, primary, secondary higher secondary education, adult education, quantity and quality of education, education and unemployment, population education, education and poverty, education for peace, education and health, education for directing special potentials, environmental education, education and language policy, educational technology etc.

Lakshmi S. *Innovations in Education*, New Delhi, Sterling Publishers, 1989, p. 192 Rs. 150

The book begins with defining meaning and principles of innovations. It then describes some of the most notable experiments in education made in India and abroad. This is followed by an explanation of the cultural, social and religious factors that influence innovations and,

at the same time are influenced by it.

Current trends in educational innovation are presented in a global context, including some of the instructional, curricular, and organisational innovations used in progressive and pragmatic schooling. Community is related to school. The book concludes with a survey of educational technology that has emerged out of innovations in science and technology.

Unesco, *Population Education in Non-Formal Education and Development Programmes : A Manual for Field Workers*. Bangkok, Population Education Programme Service, Unesco Regional Office for Education in Asia and the Pacific, 1981.

This manual aims at providing practical examples of strategies, approaches and materials integrating population education into various development programmes. It can also be used by field agencies in planning, implementing and evaluating out-of-school, population education programmes.



# IAEA Newsletter

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## LITERACY PLAN FOR DELHI

A workshop for preparing Literacy Plan for Delhi was held in New Delhi on July 25, 1989. Outlining the objectives of the workshop, Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association, said that an attempt is being made to prepare a plan of action to eradicate illiteracy from Delhi. He said that experiments in Kottayam and Ernakulum (Kerala) and Coimbatore (Tamil Nadu) where people from different walks of life have joined hands to wipe out illiteracy should serve as models to prepare an action plan.

The participants felt that creation of environment was essential before any action plan is initiated. In addition to centre-based approach, efforts should also be made to involve large number of college and school students in the next two years in the 'each one-each one' programme so that Delhi could regain its first position in literacy in 1991. Some participants felt that school students would be more suitable for this programme as they were close to the teachers.

It was also suggested that 80,000 industries of Delhi could be asked to contribute to the literacy programme. At least they should make literate the illiterate workers working in the industry.

It was also suggested that literacy should be integrated with Jawahar Rozgar Yojana so that illiterates should be asked to

acquire literacy before they are provided employment.

The workshop convened by the Indian Adult Education Association and the Delhi Adult Education Association was attended by 40 people including representatives from Directorate of Adult Education, Govt. of India, NSS Unit, Delhi University, Jawahar Lal Nehru University and voluntary organisations working in Delhi. □

## Kerala University Starts Second Batch of Post Master's Diploma Course in Adult and Continuing Education

The 2nd batch of the Post Master's Diploma Course in Adult and Continuing Education was inaugurated on July 6, 1989 at Academic Staff College, Vellayambalam.

Inaugurating it, Dr. G.B. Mohan Thampi, Vice-Chancellor, University of Kerala said that education is a continuous process and it should not be confused with adult literacy. He asked the students to share knowledge with the masses so that they become partners in the development of the country.

Dr. A. Sukumaran Nair, Pro-Vice-Chancellor who presided over

the function, said that the students should encourage the masses to explore the resources scientifically and exploit them to the maximum.

Earlier, Dr. K.S. Pillai, Director, Centre for Adult Education and Extension, in his welcome address, said that adult education is being recognised as an academic discipline in many countries of the world. The Post Master's Diploma Course he said, aimed at producing young people with theoretical and practical expertise in adult education to meet the mighty challenge of removal of illiteracy and promoting continuing education. □

## **GOLDEN JUBILEE CELEBRATIONS OF BOMBAY CITY SOCIAL EDUCATION COMMITTEE**

The closing function of the one year Golden Jubilee Celebrations of the Bombay City Social Education Committee was held in Bombay on July 17-18, 1989. Shri Nana Chudsama, Sheriff of Bombay was the Chief Guest on the occasion. Shri Sheriff, in his address, said that education of the masses was essential to strengthen the democracy in the country. He said that adult education was very much needed to make people realise the message of family planning.

Shri Chaudsama said that the time has come when adult education programme should be taken on war footing. He pleaded for geometrical expansion of the programme.

Shri T. K. Tope, former Vice-Chancellor, Bombay University, said that liberation from oppression should be the main task of adult education.

Shri J. C. Saxena, Hony. General Secretary, Indian Adult Education Association presented the fraternal greetings of the Indian Adult Education Association and of its 225 institutional and 800 life members. He said that printed word had its own importance in the life of a person and its utility should not be over-looked.

Two symposia on Adult Education and National Integration and the Role of cooperatives in Adult Education were organised. Among others, Shri J.L. Sachdeva, Director, Indian Adult Education

Association presented a paper on adult education and national integration.

The Committee also organised the Baba Saheb Kher Lecture on the occasion. Delivering it, Shri Arvind Deshpande, Executive Secretary, Leslie Sawhney Programme, Bombay, said that the adult education programme should promote citizenship education among the people. Adult Education should enable the people to participate in public life. The people, he said, should be made aware of their rights and duties so that they become active partners in the decision making process of the country.

Shri Deshpande said that the man is an important asset and if through adult education programme he could stand on his own legs that would be a major achievement.

He pleaded that adult education should become part of Jawahar Rozgar Yojna, recently launched by the Government. He said that before giving an employment to the person it should be made essential that he/she becomes literate.

Shri K. C. Choudhary, Vice-President, Shri J. C. Saxena, Hony. General Secretary, Shri N.C. Pant, Associate Secretary and Shri J. L. Sachdeva, Director, Indian Adult Education Association attended the two day concluding function of the Golden Jubilee Celebrations of BCSEC.

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### **Madhuri R. Shah Is No More**

Dr. (Smt.) Madhuri R. Shah, recipient of the 1986 Nehru Literacy Award of the Indian Adult Education Association and one of its life members died in Bombay on June 29, 1989. Dr. Shah was Chairperson, University Grants Commission ; Vice-Chancellor, S.N.D.T. Women's University, Bombay ; and Education Officer of the Bombay Municipal Corporation.

She was closely associated with the Bombay City Social Education Committee as a member and Hony. Research Director.

The Association deeply mourns her sad and untimely demise and conveys its heartfelt condolences to the bereaved family.

### **Neki Ram Gupta is Dead**

Shri Neki Ram Gupta, former Organising Secretary of the Indian Adult Education Association and former Dy. Director of Education, Delhi Administration died in New Delhi on July 20, 1989. He was 81.

Shri Gupta was associated with adult education programme for over five decades and had written a number of books for adult education functionaries and the neo-literates.

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

## NEWS FROM STATE RESOURCE CENTRES

### SRC, Maharashtra

The State Resource Centre for Non-formal Education, Indian Institute of Education, Pune has started organisation of orientation programmes on regional basis at Aurangabad, Ahmednagar, Kolhapur, and Nagpur. 960 Preraks appointed by the Government of Maharashtra are being covered under this programme.

The first training of 52 Preraks was held from March 21 to 31 1989 at Hingoli, District Parbhani. 52 Preraks including 6 women attended. The second was held from March 23 to April 2, 1989 at Ambajogai, Distt. Beed in which 54 Preraks including 9 women participated.

The SRC organised 16 Rural Animators' Training Camps in Pune District during January-March 1989. 485 animators participated in these camps which were of the duration of 21 days.

The thrust of these camps was on education and empowerment of rural women, particularly for awakening the learners to understand their predicaments, needs, capabilities and opportunities. The teaching-learning techniques employed were puppet-plays, folk-drama and folk-songs, role-play, games, visit to places of interest, such as cooperative dairy, market-yard, Indira Community Kitchen and the Indian Institute of Education, Pune.

The SRC also organised 10 camps of short-duration during the quarter.

It organised a conference of Principals of Training Colleges, Heads of University Departments of Education and Deans of Faculties of Universities in Maharashtra on "Teaching-Learning Process of Adult Education and Non-formal Education" on March 4-5, 1989. 23 persons participated. Among the topics discussed were (i) the Learner in AE and NFE; (ii) the Instructor/Teacher in AE and NFE; (iii) Teaching-Learning Strategies; (iv) Teaching-Learning Media; (v) Research in AE and NFE; and (vi) Role of University Departments of Education and Colleges of Education in relation to AE and NFE.

The SRC organised two training courses for Preraks of the Voluntary Agencies from February 7-17, 1989 and March 7-17, 1989. 55 Preraks participated in these two courses. The topics covered were Area Development Operational Plan in Adult Education, Jan Shikshan Nilayam and various other aspects relating to Functionality, Awareness and National values.

The following material was produced by the SRC during Jan.-March, 1989.

1. Jalanacha Tutwada (Population Education Project).
2. Ghode Gadhav Zale (Population Education Project).
3. Sharirache Poshan—Flip Charts (UNICEF Kit).

A two-day workshop of Adult Education and Non-formal Education Functionaries of the Government of Goa was organised in

January, 1989. 22 functionaries participated. The workshop exchanged ideas relating to micro-planning for Adult Education and Development, Mobilization for Universal Elementary Education, Questions relating to enrolment and retention, Programme of Non-formal Education, IIE Model of Non-formal Education, Monitoring and Evaluation, Post-literacy and Continuing Education, etc.

### SRC, Delhi

The State Resource Centre, Jamia Millia Islamia, Delhi recently published two books on post-literacy—

- (1) Nai Rahen
- (2) Sunder Karhai

A *Sikshak Nirdeshika*, on Population Education was also brought out.

The S.R.C conducted 8 training programmes during January-March, 1989. They were conducted for the various voluntary organisation working in Delhi.

Under Mass Programme for Functional Literacy three one-day orientation programmes were organised for NSS Programme Officers of Delhi Administration Schools. In all 90 Master Trainers from 89 Schools participated. It also organised a half-day question and answer session at the request of Centre for Continuing Education, and Extension, JNU for the MPFL volunteers.

The SRC also distributed upto March 31, 1989, 7793 literacy kits to various participating agencies/institutions.

'Nav-Sakshar Lok' a magazine neo-literates published by the SRC is being sent directly to the neo-literates at their home addresses.

An inter-state tour was organised, in which 16 Project Officers of Delhi Administration, Deputy Director (Adult Education), Asstt. Director (Adult Education) and APOs from voluntary agencies studied the population project of SRC (Rajasthan) Jaipur. The team also visited the centres run by voluntary agencies of Jaipur and Ajmer.

The SRC continued to organise Street Corner Play 'Sambhal Ke Bhaiya' and 16 more shows of the Play were staged on the project sites of Delhi Administration and voluntary agencies.

It organised 12 Population Education Awareness Melas in different projects of Delhi Administration and of the voluntary organisations. More than 500 people participated in these Melas.

#### **SRC, U.P.**

The State Resource Centre for Adult Education, Literacy House, Lucknow organised five training courses during April-June 1989. Two courses for Asstt. Project Officers, one for Project Officers and two for Project Officers, Asstt. Project Officers and Preraks (for non-formal education) were held in which 166 persons including 46 women participated.

It organised a 3-day training programme from April 10-12, for the Project Officers of Adult and Continuing Education of Avadh University, Faizabad. It also organised a training programme at Haldwani for the women functionaries of DWCRA. Shri Narayan

Datt Tiwari, Chief Minister of U.P. inaugurated the training programme and distributed literacy kits to women trainees.

A training programme for screen Printing and Photo Lamination for Youths sponsored by Nehru Yuva Kendra. Unnao and Lucknow was conducted from March 28 to April 11, 1989.

A workshop to prepare teachers guide of *Adi Bharati* Primer was organised from April 24 to 30, 1989; workshops to prepare basic teaching learning material for women were held from May 4-12, 1989 and May 22 to June 1, 1989. Praveshika and workbook

were prepared.

It organised a seminar on preparation of bridge books for non-formal education and adult education on June 27-28, 1989 at Literacy House. The basic objective of this Seminar was to discuss about the possibilities of developing bridge literature for non-literates who have completed the course of Adult Education.

A National Workshop "To improve the quality of Training of Instructors and Preraks" was organised in collaboration with the Directorate of Adult Education from June 26-28, 1989, in which 49 persons including 13 women participated. ●

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## **INTEGRATED ADULT EDUCATION PROGRAMME OF THE FPAI**

The Family Planning Association of India started a rural integrated project in Kundam Block of Jabalpur District (M.P.) in October 1980 with an objective of ensuring community participation at all levels of developmental process, apart from its work in the field of family planning and mother and child health care. It started a special project in 1984 integrating adult education programme in 20 villages covering 15 village Panchayats out of its total 77 villages. The villages were selected on the basis of low level of literacy compared to other villages.

Before undertaking the project a survey of selected villages was undertaken; the total number of illiterates were calculated; an Advisory Committee on Adult Education was formed; teachers were selected and training provid-

ed to them.

Under the project, Gyan Vikas Kendra for neo-literates has been started for providing literature on different subjects, audio-visual aids, sport and musical instruments.

Since 1984-88, 1728 males and 470 females enrolled themselves in 20 Adult Education Centres. In 1984 the overall literacy level recorded in 20 villages was 19 percent while in 1988 it went upto 40 percent.

The teachers and learners of the Adult Education Centres, in addition to literacy work, are engaged in tree plantation, distribution of contraceptives to eligible learners.

The community participation is the major objective of this project. The Mahila Mandals and Yuvak Mandals are encouraged to take active part in the overall development of their own villages.

## Newsletter Editors Meet in Toronto

The International Council for Adult Education organised a meeting of the Editors of Newsletters in Toronto from April 24-29, 1989. It brought out together the representatives from Africa, Arab Countries, Asia, Europe and Latin America.

The Asian South Pacific Bureau of Adult Education (ASPBAE) is planning its own regional meeting of editors of journals and newsletters in adult non-formal education in 1990.

### ALBSU Newsletter

The ALBSU Newsletter, a quarterly published by the Adult Literacy and Basic Unit, Kingsbourne House, Holborn, London. Copies are available free of cost to organisations and individuals. The Newsletter entertains articles of interest to those teaching in adult literacy, as second language and basic skills, those who are responsible for funding and organising the provision and those who are generally interested in these important areas of work. Contact Address : ALBSU, Kingsbourne House, 229/231, High Holborn, London, WC1V 7 DA.

□

### I.A.E.A. Institutional Members

The Indian Adult Education Association has at present 225 Institutional Members from different parts of the country, but no branches.

## Documents

F.A.O. *Introducing Population Concepts in Rural Women's Programmes*. Rome, Food and Agriculture Organization of the United Nations, 1981. p. 41. (F.A.O. 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.

Muller, Josef and Dietrich, Anja Eds. *Dossier of Evaluation Instruments for Literacy Programmes*. Bonn, German Foundation for International Development and Centre for Education, Science and Documentation, 1989. p. 372.

This Dossier of Instruments is an attempt to facilitate the work of practitioners by offering a variety of monitoring systems and evaluation instruments. It tries to provide information on evaluation of crucial aspects of literacy campaigns, programmes and projects. Some of the contribution in this document are :

1. Designing a system of evaluation and monitoring for literacy and post-literacy programmes by R.H. Dave.

### Baseline Surveys

2. Initial survey instrument—scheme for the 15-25 age group—Directorate of Adult Education (D.A.E.) India.
3. Problem study questionnaire—Work-Oriented Adult Literacy Project, Iran.

### Management Information Systems

4. What is a management information system by H.S. Bhola.
5. Guidelines for monitoring the Malawi National Adult Literacy Programme—National Centre for Literacy and Adult Education, Malawi.
6. The Management Information System (MIS) of the Tanzania Literacy Campaign.
7. The MIS of the Zimbabwe Literacy Campaign.
8. The MIS of the Botswana National Literacy Programme—Ministry of Education Botswana.
9. Preliminary Guidelines on Monitoring—Directorate of Adult Education (DAE), India.

### Learners Assessment Systems

10. Literacy Learners Assessment—National Centre for Literacy and Adult Education, Malawi.
11. Guidelines on Learner Evaluation in the Adult Education Programme—Directorate of Adult Education (DAE) India.
12. Literacy Level Prescribed by the National Literacy Mission—India.
13. Achievement Test in Agriculture—Work Oriented Adult Literacy Project, Iran.

## The Effects of Literacy

14. Global Evaluation of a Literacy Project—Roger Couvert.
15. Indicators and Elements for Measurement of Change in Experimental Literacy Projects—Unesco.
16. Construction of Measurement Tools and Methods and Procedures of Sampling and Control for Evaluation of Experimental Literacy Projects—Unesco.

## Radio Listening Report Forms

17. Programme Literacy Report—Functional Literacy Curriculum. Programme and Materials Development Project, Tanzania.
18. Literacy Listening Report—Literacy Broadcasting Section, Ministry of Rural Development, Zambia.
19. Questionnaire on the Use of Radio and T.V. in Literacy Campaigns—John Maddison.
20. An Alternative Approach to Evaluation—Directorate of Adult Education (DAE), India.

Shah, S.Y. *Adult Education in Bihar*. New Delhi, Indian Adult Education Association 1989. p. 118, Rs. 20.

The document reviews the various efforts to eradicate illiteracy from Bihar. It briefly describes how different social, political and economic factors have effected the growth and development of adult education in Bihar.

Chapter one presents the problem of illiteracy in Bihar: Some facts and figures. Chapter two discusses the Mass Literacy Campaign, 1938-47. In Chapter three achievements and progress of Social Education (1948-67) have been discussed. Some of the

changing facets of Adult Education in Bihar (1968-87) are presented in chapter four. Retrospect and Prospects of adult education in Bihar are discussed in the last chapter. At the end of the document a select bibliography on the subject has been given.

Tandon, Rajni. *Applied Humanities: Integrated Curricular Structure for Development Communication, New Delhi*. Sterling Publishers, 1989, p. 151 Price Rs. 150.00.

This book on developmental communication introduces a radical new approach to formal learning and presents some methodologies, systems and structures and models for the study of development communication. Some of the writings in this documents are :

1. The Educational Socio-Philosophy of Developmental Communication.
2. Systems and Structuring in Applied Studies and Practices.
3. Modes, Techniques and Styles for Developing Audio-Visual Educative Materials.
4. Script Designing for Integrated Humanistic Communication.
5. Multi-Purpose Course Designs in Applied Humanities.
6. Infrastructures for Extending Inter-human Communication.

Grossi, Francisco Vio. *Adult education and rural development—some comments 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 highlights 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 regarding the tensions and contradiction between both concepts are given.

Gachuhi, D and Matiru, B. Eds. *Handbook for Designing and Writing Distance Education Materials*, Bonn, German Foundation for International Development, Education, Science and Documentation Centre and University of Nairobi, Faculty of External Studies, Department of Distance Studies, 1989, p. 180.

This document has been divided into 12 units. Unit one presents an Overview of the Distance Education. Distance Education system and sub-systems are discussed in unit two. Unit three gives learner characteristics. Unit four and five are devoted to the Writing for Distance Education. The different forms of active learning and different types of activities that can be used in writing are given in unit six. Developing a format for writing, the role of visualization and the editorial process have been discussed in unit seven to nine. Practical aspects of pre-testing of Distance Education materials are given in unit ten. Unit eleven presents the printing process of materials. A summary of course development from planning to printing step by step is given in the last unit. □

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XI

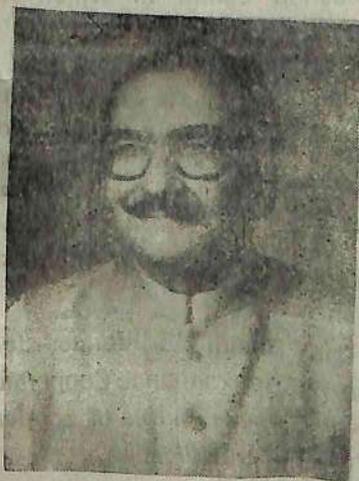
August-September, 1989

No. 5-6

## NEHRU AND TAGORE LITERACY AWARDS FOR BHAJ BHAGWAN AND RAJAMMAL DEVADAS

The Indian Adult Education Association announces two literacy awards on the eve of the International Literacy Day every year.

This year the awards have gone to Shri Bhaj Bhagwan of Rajasthan and Dr. (Mrs.) Rajammal P. Devadas of Tamil Nadu.



*Bhaj Bhagwan*

Bhaj Bhagwan, former Director of Adult Education, Rajasthan Vidyapeeth, Udaipur, has been selected for the 1989 Nehru Literacy Award for his outstanding contribution to the promotion of adult literacy for over three decades.

He is the 22nd recipient of the Nehru Literacy Award instituted by the Indian Adult Education Association.

Shri Bhagwan is associated with a number of social, educational, cultural and labour organisations. He has the distinction of introducing Little Teachers Scheme in the department of community centres of the Rajasthan Vidyapeeth for involving school students in adult and community education work.

Shri Bhagwan has written extensively on different aspects of adult education. He was editor of monthly journal 'Samaj Shikshan'.

The Tagore Literacy Award for Women's Literacy has been awarded to Dr. (Mrs.) Rajammal P. Devadas, Vice-Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women for the pioneering role in promoting literacy, post literacy, nutrition education and imparting science and technology to the people in rural areas.

Dr. Devadas is the third recipient of the Tagore Literacy Award

of the Association.

She is a prolific writer and has written a number of books in English and Tamil for adult education functionaries and the neo-literates. Dr. Devadas has motivated and inspired the home science students in spreading adult education, health and nutrition education in over 50 villages in



*Rajammal P. Devadas*

Coimbatore.

She is a member of the Executive Committee of the National Literacy Mission Authority. Under her leadership extensive adult education work is being done in Coimbatore district of Tamil Nadu. □

## CENTRAL ZONE CONFERENCE OF ADULT EDUCATION

A three-day Central Zone Conference comprising the States of Bihar, Madhya Pradesh and Uttar Pradesh, which concluded at Bhopal on September 10, 1989, recommended that universities and selected voluntary organisations should be provided financial assistance for production of need-based teaching-learning materials. It also suggested that their services should be utilised for monitoring and evaluation of the programme.

The Conference recommended that adhocism and uncertainty for implementing agencies like university departments, voluntary agencies etc. should come to an end and the programme implemented on permanent basis.

The Conference strongly recommended the establishment of one Jan Shikshan Nilayam (J.S.N.) in one village. It suggested that the money allocated for J.S.N. should be reduced but the idea of one J.S.N. in one village should be accepted.

The Conference noted with concern that the uniform payment is not being made to adult education functionaries working in universities, voluntary organisations and government agencies. It urged that the rule of equal pay for equal work should be strictly adhered to.

The Conference was convened by the Indian Adult Education Association in collaboration with Barkatullah University, Bhopal.

Inaugurating the Conference on September 8, 1989, Shri R. C. Shukla, former Vice-Chancellor,

Bhopal University said that removal of illiteracy is a great challenge to all of us and we all should actively participate in eradicating illiteracy on a voluntary basis. Shri Shukla said that many developing countries have succeeded in eradicating illiteracy and India should not lag behind. He appealed to the youth to actively participate in the National Literacy Mission (NLM).

Prof. R. P. Singh, Principal, Regional College of Education, in his address said that India should not adopt a model of eradication of illiteracy of other countries. He said the examples of Kerala and Mizoram, which have very high literacy rates, should be followed by those States which have low literacy rates. He pleaded for action-research in removing illiteracy and ignorance.

Shri K.C. Choudhary, Chairman, Central Zone of the Indian Adult Education Association, in his presidential address said that greater efforts and resources are needed to eliminate illiteracy in the States of U.P., M.P. and Bihar which have about 50% of the total illiterates in the country.

Dr. R. Ratnesh, Hony. Director of the Department of Adult and Continuing Education of Barkatullah University said that the need was to have more workers for this programme rather than evaluators.

Dr. Neerja Sharma, Assistant Director in the Department presented the report of the activities of the Department.

Shri N.C. Pant, Secretary, Central Zone, IAEA proposed a vote

of thanks.

Shri J.C. Saxena, Hony. General Secretary, IAEA presented the working paper of the Conference on the second day. He said that the problem of eradication of illiteracy in three States of the Zone is complicated due to the socio-economic factors. The illiteracy rate is very high in the Scheduled Castes and Scheduled Tribes. The literacy rate is also low in rural areas and particularly for women in these three States.

Shri J. L. Sachdeva, Director, IAEA, in his address said that the components of social awareness and functionality should be adequately covered in the adult education programme. He pleaded for additional funds for these two components. He said the JSN Prerak should be a full-time man so as to run it like a community education centre in which illiterates, semi-literates, educated and the elite should take part.

Dr. V. Venkata Seshiah, Addl. Director, Directorate of Adult Education, Government of India, presented a model in which illiteracy in a particular area could be eradicated with the help of different agencies.

Dr. Dharm Vir, former Joint Director, International Cooperative Alliance spoke on role of cooperatives in adult education.

A representative from the State Bank of India gave presentation of the adult education work of the Bank with the help of slides.

A visit to adult education centres run by the university was also arranged.

The valedictory address of the Conference was delivered by Shri

S. C. Behar, Principal Secretary (Education), Government of Madhya Pradesh. He said literacy should be based on the needs and interests of the learners. He said that major thrust of National Literacy Mission should be on the empowerment of the people. He pleaded for preparing innovative and experimental projects in adult education so that learners themselves come forward to take advantage of the programme.

### Recommendations

The Central Zone Conference of Indian Adult Education Association held in collaboration with Barkatullah Vishvidyalaya, Bhopal on September 8-10, 1989 notes with concern that nearly half of illiterates in the age-group 15-35 live in this zone. To achieve the target of elimination of illiteracy by 1995, it is essential that special attention is given to this zone while allocating resources for adult education.

2. The conference feels that the State Resource Centres are not in a position to meet adequately the needs and requirements of agencies/departments working in the zone. Looking to the size of the states in the Zone, the conference recommends that additional SRCs should be established in the States in the Zone so that area specific and group-specific material is available in the spoken language to the agencies working in the field. It also recommends the establishment of District Resource Centres on a priority basis.

3. The Conference recommends that programme of literacy and follow-up, continuing education

should be taken up for the benefit of women, SC, ST and weaker sections on a priority and permanent basis. Ad-hocism and uncertainty for implementing agencies like university departments, voluntary agencies should come to an end and the programme implemented on permanent basis.

4. The conference notes that there is a paucity of space for adult education centres. The centres being run in instructor's home are not providing congenial atmosphere for learning. It strongly recommends that money should be provided to get accommodation on rent/or to put a shed if primary school building/Panchayat Bhavan, Chopals and compounds of religious Institutions like temples etc. are not available.

5. The Conference notes with concern that uniform payment is not being made to Adult Education Officer, NSS Officer in Universities, to Preraks/Supervisor being run by different voluntary organisations/ Departments of Universities/and Government agencies. It urges that the rule of equal pay for equal work should be strictly adhered to.

6. The Conference urges that universities and selected voluntary organisations should be provided financial assistance for production of need-based teaching-learning materials as they have the required infrastructure for the purpose. They should also be utilised for monitoring and evaluation of the programme.

7. The Conference appreciates the efforts being made by T.V. and Radio to bring home to the people the need for adult educa-

tion. But it feels that lot more remains to be done in the field. It urges that prime-time slots on adult education should be televised/broadcast on regular basis. The conference feels there is still a great need for production of good softwares and urges that DAE and SRCs, and Universities should produce meaningful softwares so that necessary impact is created on the masses.

8. The Central Zone conference notes with concern that the progress in establishment of Jan Shikshan Nilayams is very slow in the zone. JSNs, it feels, are very essential for post-literacy and follow up work and urges that process should be streamlined. The existing norms for setting up J.S.N. be drastically revised to enable the women (who constitute 63% of the beneficiary group) to profit from them.

9. The Conference strongly recommends the establishment of one JSN in one village. Looking to the limited financial resources, it recommends that money allocated for a JSN should be reduced but the idea of one JSN in one village should be accepted.

10 The Conference feels that to incorporate the awareness component effectively there should be small booklets on various aspects which should serve as basis for discussion in the Adult Education Centres. It recommends that financial assistance should be provided to universities and voluntary organisations of repute to produce these booklets so that awareness component is effectively covered.

11. The Conference recommends that Indian Adult Education

Association should help/guide voluntary organisations and other agencies in the implementation, monitoring and evaluation of the programme, in the preparation of teaching-learning materials and teaching aids etc. They should effectively take up the liaison work of the implementing agencies with N.L.M. authorities and Deptt. of Education, Ministry of Human Resource Development.

12. The Conference considered the role of universities in conducting research and experiments in

## NATIONAL CONVENTION ON LITERACY AS A MOVEMENT OF THE PEOPLE

The National Convention of Voluntary Agencies for Making Literacy as a Movement of the People (LAMP) was held in Vidyanagar, Bangalore on July 1-3, 1989. More than 500 voluntary agencies, besides several activist groups, Central and State Government officials and other participated in this three-day meet.

The Convention devoted itself on the first day to the exchange of experiences, and case studies of the campaigns in Kerala, Karnataka, Gujarat, Coimbatore, Shrikulam, Nagpur, etc.

The focus in the Convention was on the campaign approach and this was considered more suitable for implementation taking into consideration its short duration and intensive character with a scope for participation of students, youth, housewives and all those who could spare time for it. It could also muster local initiative, resources and strength and can be handled successfully over a given period of time.

adult and continuing education and following areas of work were recommended:

- a) Adult primary, middle and secondary schools.
- b) Cooperative education and training.
- c) Communication and andragogy.
- d) Organisational and Human Resource Development.
- e) Functional literacy and continuing education.
- f) Non-formal education.

The Convention hopes to develop a positive common action programme across the country so as to prepare conducive atmosphere for the campaign as such and for heralding the International Literacy Year 1990.

It was proposed to undertake an enumeration of adult illiterates across the country from January 1, 1990, to find out the exact number of illiterates.

September 8, 1990 is proposed to be selected as a Day of convocation for all the neo-literates in the country.

Shri J. C. Saxena, Hony. General Secretary, Indian Adult Education Association attended the convention.

### S.N.D.T. Women's University Implements M.P.F.L.

The S.N.D.T. Women's University, Bombay has been implementing M.P.F.L. through its conducted and affiliated colleges since 1986 both in Maharashtra and Gujarat.

During the year 1988-89, 16 colleges (13 from Maharashtra and 3 from Gujarat) participated in this programme

Out of the 1475 participating students and volunteers 1230 have completed the programme successfully and 1546 adult illiterates (33 men and 1513 women) have been made literate.

### International Task Force on Literacy

Envisions a year which:

Marks the beginning of a 10 year intensive effort to dramatically reduce illiteracy in the world;

Mobilizes resources from the grassroots and factory floors through to government and educational institutions;

Recognizes that illiteracy is a problem of both industrialized and non-industrialized nations;

Will not confuse a campaign against illiteracy with a campaign against illiterate people;

Links literacy to the achievements of social, economic and political democracy;

Strengthens organizations of women, the poor, the jobless and landless;

Results in increased empowerment of people not increased dependency;

Results most importantly in strengthened permanent structures for promoting and enhancing literacy and adult education at both governmental and non-governmental levels.

—ITFL Notes

## INTERNATIONAL LITERACY DAY CELEBRATIONS

### New Delhi

A number of cultural functions, puppet shows, skits, Kavi Sammelans and film shows highlighting the theme of literacy marked the International Literacy Day in the capital.

The International Literacy Day started with a pledge taking ceremony. Over 7,000 learners, students and instructors, vowed to work for the eradication of illiteracy. The pledge was administered by the Minister of State for Education, Shri L.P. Shahi, at a function organised by the National Literacy Mission at Shanti Van. About 2500 people including instructors, learners, school students participated in this function on behalf of the Indian Adult Education Association.

Shri Shahi stressed the role of non-Governmental organisations and individuals in eradicating

illiteracy. Calling for a people's movement in this context, he said literacy promotion efforts should not be left to the Government only.

The Directorate of Adult Education, Government of India, organised an exhibition on National Literacy Mission at Delhi Public Library. It was inaugurated by Smt. Aruna Asaf Ali.

The Mahila Kalyan Samiti of the Food Corporation of India organised a function where women employees of the Corporation pledged to educate their illiterate sisters. The women gathered for the function also pledged to donate their eyes.

At the Young Women Christian Association of Delhi (YWCA) also a pledge was taken to the challenge of "each one teach one" in a big way.

The Indian Adult Education Association organized environment

building programme on September 4-7, 1989 at Himmatpuri (Trilokpuri) where songs, skits, *Qwalies*, and talks on literacy were organised in different blocks of the area to enthuse the people to work for literacy.

### Gujarat SURAT

The Department of Continuing Education and Extension Work, South Gujarat University, Surat organised a seminar on National Literacy Mission for Rural and Tribal People on International Literacy Day. Shri Maganbhai Patel, Chairman, SUMUL, a district milk cooperative, Surat presided.

Inaugurating it, Prof. M.S. Trivedi, Vice-Chancellor of the University emphasised that adult education should result in improving the quality of the common citizen. He said that adult education programme is more realistic and life-oriented than the formal education. He appealed to all the educated people to participate in the Mass Literacy Programme so as to make it a success.

Shri Patel in his address said that illiterates are exploited by the better off people of the society and their illiteracy and ignorance are of great hindrance in their own development and all out efforts should be made to make them educated. He said that the National Literacy Mission is being taken as a challenge to give education to the tribal people of the Songadh Taluka.

The plenary session of the Seminar was Chaired by Prof. Nanubhai N. Joshi, Director of the Department and Dr. Ansuyaben



*Instructors and Learners of the Himmatpuri Project of IAEA presenting a literacy song during the International Literacy Week celebrations from September 4-7, 1989*

T. Sheth, Asstt. Director conducted the Seminar.

The five year plan of the Department was released and discussed. The NSS Programme Officers from various colleges also discussed their future programmes.

## Kerala

### TRIVANDRUM

The Shramik Vidyapeeth, Trivandrum observed September 2-8, 1989 as Literacy Week. Programmes were organised at different places during the week. The message and need for literacy were explained to the public. As a result, a large number of youth and volunteers took part in the Mass Programme for Functional Literacy. Seminars, discussions, awareness programmes, essay competitions etc. were organised.

### QUILON

The Quilon Social Service Society (QSSS) celebrated the International Literacy Day on September 8, 1989 in collaboration with the District Adult Education Office. A public meeting was organised in which Shri K. C. Mathew, President, International Centre for Study and Development, and Shri H. F. Pereira, Project Officer of QSSS participated. Shri M. Pathrose, Acting Secretary, QSSS gave an account of adult education programme being run by the Society in the Health and Family Welfare Centres in 27 fisheries villages along the coastal belt of Quilon District.

## Tamil Nadu

### MADURAI

The Department of Adult, Continuing Education and Extension,

Madurai Kamraj University organised a Padyatra in the villages of Madurai East Panchayat Union on September 9-10, 1989. Dr. M. Lakshmanan, Vice-Chancellor flagged off the Literacy March. The Padyatra team led by Prof. R. Rengasamy, Director of the Department, walked through 12 villages to inspire and motivate the people to participate in literacy and development programmes.

Shri Deendayalan, I.A.S., District Rural Development Project Officer, Madurai inaugurated the University's Area Based Literacy Programme of 30 Adult Education Centres, three Jan Shikshan Nilayams (JSNs) and the Population Education Club.

## Rajasthan

### DABOK, Udaipur

The Mangal Murti Indira Gandhi Janta College, Rajasthan Vidyapeeth organised a rally to promote literacy. The highlight of the rally was the participation of more than 50 women, who raised slogans to remove illiteracy.

Two corner meetings were also organised during the Literacy March.

A seminar on the Role of Rural Women in National Development was organised in which Shri Bhaj Bhagwan, receipt of the 1989 Nehru Literacy Award was the resource person.

Cultural programmes were also organised in the evening.

## Maharashtra

### CHANDRAPUR

The Indian Society for Community Education (ISCE) celebrated the International Literacy Day at Chandrapur on September 8, 1989.

Shri Shantaramji Potdukhe, M.P. presided. Shri M.P. Tanksale, District Collector was the Chief Guest.

Two industrialists of the area declared that they will start two or three community education centres in their respective industries.

Prof. N.N. Pandey, Hony. Director, Local Chapter, ISCE, Chandrapur welcomed the guests and spoke on the importance of the International Literacy Day.

## West Bengal

### MIDNAPORE

The Adult Education Extension Association organised a function on September 8, 1989, in which the commendation certificates were awarded to the successful participants of the training programme.

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## Women's Voluntary Organisations Conference

The All India Committee for Eradication of Illiteracy among Women organised a National Level Women's Voluntary Organisations Conference in New Delhi on August 10-11, 1989. The theme was "How Illiteracy among Women can be Eradicated Effectively by Voluntary Organisations"?

About 150 participants from 15 States representing 78 organisations attended the conference.

Inaugurating it, Shri P. Shiv Shankar, Union Minister for Human Resource Development stressed the need for education of women as an essential tool for their dignity and equality.

Shri Anil Bordia, Education Secretary, Government of India in his address said that voluntary organisations in addition to centre-

based approach should also take the mass programme for functional literacy so as to saturate illiteracy from a particular area. He said that Jan Shikshan Nilayam worker will be paid reasonably well so that he could carry his functions properly.

Shri Bordia said that the Government proposes to prepare graded literacy primers so as to achieve literacy level in a short period.

Shri L. Mishra, Director-General National Literacy Mission speaking on the occasion said that the approach in attitude to voluntary agencies has been that one of partnership and constructive collaboration.

Dr. (Smt.) Phulrenu Guha, M.P. in her address said that the adult education programme should be organised according to the convenience of the learners, if the desired results are to be achieved.

The theme of the Conference was discussed under the following sub-heads :

1. Making Literacy a major focus in all women organisations.
2. Resource Support required and available.
3. Post-Literacy and Continuing Education Programme.
4. Monitoring and Evaluation.
5. Media Support.
6. Financial Resources.

Among others, Sarvshri J. C. Saxena, Hony. General Secretary and Shri J. L. Sachdeva, Director, IAEA were resource persons to the Conference.

## Mass Education Programme through Government and Aided School Students Launched in Delhi

Lt. Governor Shri Romesh Bhandari stressed in New Delhi on September 15, 1989 that the slogan "Each One Teach One" should not be restricted only to teachers and students. All those who are literate and educated should adopt this slogan for expansion of literacy and development activities. Their hidden desire of learning and acquiring knowledge should be exploited, he added. He asked the literate persons to go to slum and JJ clusters, resettlement colonies and in areas inhabited by poorer sections of society and extend the facilities of pre-primary education to the children of these areas. Once the appetite of education is aroused among the children, they will start to make efforts for quenching their thirst of knowledge.

Shri Bhandari was speaking to about 2500 master trainers of the Mass Programme for Functional Literacy from Delhi Schools, who will work for the Mass Programme for Functional Literacy.

The Lt. Governor emphasized that efforts should be made to provide such environment to the students who have the courage of shouldering responsibility as they would lead the country tomorrow. Teachers should also be given due regards in the society.

He administered the pledge which was collectively taken by teachers and students.

The Chief Executive Councillor of Delhi, Shri Jag Parvesh Chandra said that little knowledge is dangerous, but it is better than total ignorance. Literacy should be extended to all persons, who, in any circumstances, could not continue their education, he added.

The Executive Councillor (Education), Shri Kulanand Bhartiya said that 2500 in-service teachers, who have been trained, will work to involve 50,000 students of Delhi Schools. They will, in turn, go from door to door to teach three R's to illiterate persons.

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## Gadekar Felicitated

The Bombay Council of Adult Education and Social Development has felicitated Dr. JM Gadekar, Member-Secretary, Bombay City Social Education Committee for his dedicated and devoted service of 41 years to the cause of Adult Education. A memento was presented to him by Barrister MG Mane, former Labour Minister, Maharashtra and former President, Indian Adult Education Association on August 15, 1989.

The Bombay Council established in 1978 has organised Seminars, Training Programmes from time to time. It has also organised literacy classes for domestic servants. About 200 domestic servants have benefitted from their programmes.



## ACCU Prize For Follow-up Materials

The Asian Cultural Centre for Unesco (ACCU), Tokyo, Japan in collaboration with Unesco Principal Regional Office for Asia and the Pacific is organising the second ACCU Prize for fully illustrated Literacy Follow-up Materials. The purpose of this biennale Prize is to contribute to the qualitative improvement of the standard of fully illustrated printed materials designed for neo-literates in Asia and the Pacific.

The first ACCU Prize was given in February, 1988 to 15 follow-up materials from 11 countries.

Entries can be in the form of audio-visual (slide-video) materials or finished works. The space of illustration must be half or more of the total space of a page or sheet or of the work as a whole.

First and second prize of US \$ 1500 and \$ 1000 will be given. 8 works will be selected for third prize of US \$ 300. Honourable mentions will also be awarded.

Governmental and non-governmental institutions can send entries. The last date is 31st December, 1989. The entries can be sent to the Director-General, Asian Cultural Centre for Unesco, 6 Fukuromachi Shinjuku-ku, Tokyo, 162 Japan.

## Unesco Information Notes

Unesco has issued a series of information notes of two to four pages each on various aspects of literacy.

The following titles are available from Unesco :

1. Literacy for girls and women (88-02/FEM)
2. Literacy and Development (88-03/DEV)
3. Literacy, human rights and education for peace (88-04/PAX)
4. Literacy and culture (88-05/CLT)
5. Functional Illiteracy in Industrialized countries (88-06/FUNCLIT)
6. Post-literacy and lifelong education (88-07/POST)
7. Literacy and the young (88-08/YTH)
8. Choice of languages for literacy (88-09/LANG)
9. Identification and mobilization of resources for literacy (88-11/RES)
10. Public awareness and mobilization for literacy (88-12/SENS)
11. Arithmetic, culture and literacy (88-13/NUM)
12. The role of the media in literacy work (88-14/MEDIA)
13. Situational analysis for literacy (88-15/MIL)

## Peace Prize

Robert Muller (France) and the International Peace Research Association (IPRA) are the joint winners of the 1989 Unesco Prize for Peace Education, which was presented by Director-General Federico Mayor on September 20.

Mr. Muller, who is the Chancellor of the United Nations University for Peace, has always been a staunch defender of personal involvement and practical action in the cause of peace.

IPRA is a non-governmental organization which for the last 25 years has carried out or supported interdisciplinary research into the conditions of peace and the causes of war and other forms of violence.

Worth \$60,000, the prize is awarded for a "particularly outstanding example of activity designed to alert public opinion and mobilize the conscience of humanity in the cause of peace".

## World Conference on Education for All

The World Conference on Education for All being organized by Unesco, Unicef, UNDP and the World Bank in Bangkok (Thailand) in next March will unite some 1,500 participants to discuss the general theme of "Meeting Basic Learning Needs."

To mobilise the International Community another nine regional meetings are planned before the end of the year for Europe (Strasbourg, France, October 30-31), North America (Boston, USA November 6-7), the Arab region (Aman, Jordan, November 13-16), Southern and East Africa (Nairobi, Kenya, November 21-24), the Caribbean (Kingston, Jamaica, November 22-24), West and Central Africa (Dakar, Senegal, November 27-30), Latin America (Quito, Ecuador, November 28-December 1), East Asia (Manila, Philippines, December 4-6), South Asia (Dacca, Bangladesh, December 9-11).

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



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## WEST ZONE CONFERENCE ON ADULT EDUCATION

The West Zone Conference on Adult Education was organised as a part of the Golden Jubilee Celebrations by the Indian Adult Education Association in collaboration with Department of Adult & Continuing Education, Bhavnagar University, Bhavnagar, Gujarat on October 14-15, 1989.

Inaugurating it, the Minister of State for Education, Dr. (Smt.) Sushilaben Sheth stressed the need to eradicate illiteracy from the country with the help of the youth. She appealed to the participants to prepare an action plan and implement the same immediately.

Shri Digant Oza, MLA and Member of the State Educational Advisory Council highlighted the importance of literacy in the development of a nation. Shri Oza suggested that youth should be involved actively in promoting literacy and for that they should be given suitable incentives. The youth should be trained to work with missionary zeal for promoting literacy.

Prof RS Trivedi, first Vice-Chancellor of Bhavnagar University

and Chairman, Gujarat Higher Secondary Education Board highlighted the need of promoting research in adult education. According to him, adult education work should involve all people including the teachers, students and non-student youth.

Prof. Nanubhai Joshi, Vice-President, Indian Adult Education Association and President of the West Zone who presided over the inaugural function outlined the sub-themes of the conference. He also apprised the participants about the work done by the IAEA to promote adult education in the country.

Earlier, Prof. J.K. Rao, Acting Vice-Chancellor of Bhavnagar University extended a warm welcome to the chief guest and other delegates. Shri D.A. Vaishnav, Registrar, Bhavnagar University proposed a vote of thanks.

In the plenary session, Dr. V. Venkata Seshaiyah, Additional Director, Directorate of Adult Education, Government of India, presented a model of implementation of MPFL

as a part of National Literacy Mission. He highlighted the role of different agencies, viz. voluntary agencies, panchayats, youth mandals, mahila mandals, universities, educational institutions, NYKs in the mass mobilization for the spread of literacy. He showed various transparencies prepared on the subject.

Prof. B.B. Mohanty, Treasurer, IAEA and Head of the Department of Audio-Visual Communication, Indian Institute of Mass Communication, New Delhi highlighted the inadequacy of the present day mass media in India. He emphasised the need to use traditional media like street plays, dramas, garbas, folk songs which were very effective in motivating and creating awareness.

Shri J.C. Saxena, Hony. General Secretary, IAEA presented the working paper in which he drew attention to the present state of illiteracy in the West Zone. He discussed the problems faced by the field agencies, problems of learner's motivation, adult education functionaries and the present day training programmes. He also stressed the need for women's literacy as they constitute 63 per

cent of total illiterates in the country.

The Conference appreciated the role of universities in National Literacy Mission. It stressed the need of participation of students and teachers in NLM but at the same time it felt that some incentives were necessary to get active involvement of the students and the teachers. The Conference appreciated the importance of the voluntary organisations and considered their involvement essential for the success of NLM.

The Conference felt that literacy should be linked with the development programmes and the vocation pursued by the adult learners. It appreciated the programme of Jan Shikshan Nilayams but considered the norms prescribed by the NLM for JSN as inadequate and ineffective. For the convenience of the people, specially females, the JSN should be set-up in each village.

Prof. Nanubhai Joshi in his concluding remarks pointed to the existence of dualistic society and stressed the need of bridging the gap between the 'haves' and 'havenots'.

Dr. IP Maiyani, Assistant Director, Department of Adult & Continuing Education, Bhavnagar University and convener of the Conference expressed his gratitude to the guests and about 100 delegates from Gujarat, Maharashtra and Rajasthan.

Special event of the Conference was the presentation of Sanman Patra to the DAEO, Bhavnagar, Dr. Nalin Pandit as a token of recognition for his dedi-

cated service in making 46 villages of Bhavnagar District totally literate. Smt. Ramaben Dixit, Planning Officer, Shri Dharmesh Mehta, Project Officer and Shri Kantibhai Bhatti, Asstt. Planning Officer received honourable mentions.

Another important event of West Zone Conference was the revival of the Gujarat State Council for Adult and Continuing Education. Prof. Nanubhai Joshi was elected its President and Dr. Ansuyaben Sheth of the South Gujarat University as its Secretary-General. Dr. IP Maiyani of Bhavnagar University, Dr. Rameben Desai, Director, SRC, Gujarat Vidyapeeth, Ahmedabad, Dr. Malti Chakravorty of Baroda University, Shri Ramubhai Patel and Shri Prakash Sharma were elected Vice-Presidents. Shri B. Natrajan, Shri Narendra Lakhtaria and Shri Mansukhbhai Salla were elected Joint Secretaries.

### **Mohan Sinha Mehta Research Fellowship**

Two adult educators from Gujarat and Rajasthan have been selected for Mohan Sinha Mehta Research Fellowship for the year 1989.

Smt. Nayana P. Shah of Ahmedabad Women's Action Group has been awarded Fellowship for her study "An experiment in rapid literacy to circumvent discontinuity of learners in adult education programme".

Shri Gulab Ram Pandya, Project Officer, Adult Education, Udaipur got the Fellowship for his study "Sakashr Mahila Ke Dayativ Nirwahan Ka Adhyan" (A study on

use of literacy skills by literate women).

Dr. N.Y. Gyantonde of Bombay and Dr. V. Reghu of Trivandrum, Kerala, are the recipients of this Fellowship in the earlier years instituted by the Indian Adult Education Association.

### **100 Per Cent Literacy in 100 Days**

The National Service Scheme of Mahatma Gandhi University, Kottayam started a People's Education and Literacy Campaign through National Service Scheme Volunteers on March 4, 1989 to make 2209 illiterate people literate in 100 days in Kottayam town with its population of 68823.

The objective was to attain 100 per cent literacy in Kottayam town within 100 days. All illiterates in the age-group 6-60 were covered. The work was carried out by the Mahatma Gandhi University in collaboration with Kottayam Municipality and some voluntary organisations.

It is followed by a follow-up programme upto September 8, 1990.

"I am not a perfect being. Why should you see eye to eye with me in my errors? That would be blind faith. Your faith should enable you to detect my true error much quicker than a fault-finder."

—Mahatma Gandhi  
(In a letter to his British disciple Mira Behn from Yerawara Prison in 1933)

## CELEBRATION OF WORLD LITERACY DAY

### Bombay

The Department of Continuing & Adult Education & Extension Work of SNDT Women's University, Bombay organised two programmes on the World Literacy Day i.e. Sept. 8. It organised an exhibition of posters and audio-visuals at Nehru Centre, Worli and Padyatra at Dindoshi. In Dindoshi it organised a learners rally and lecture-cum-discussion on importance of literacy. Adult education learners and functionaries participated.

At Bhavnagar Sub-Centre a meeting was organised in which importance of the celebration of World Literacy Day was highlighted and learners' own views were invited. Learners rally with banners and placards was also organised. The participants were learners, adult education functionaries and students of the Bhavnagar University.

10 Colleges of the University also celebrated it by organising various programmes.

### Rewari, Haryana

The Janta Kalyan Samiti, Rewari celebrated the International Literacy Day in three villages of Bawal and Rewari Development Blocks on Sept. 8, 1989. Quiz Competitions for the age-groups 6-14 and 15-35 were organised. A race was also organised in which the neo-literates, the *Panches*, *Sarpanches*, *Lambardars*, and *Chowkidars* of the villages participated. The houses which stood first in cleanliness, were awarded prizes.

The Jan Shiksan Nilayam of the village 'Hanska' organised sports

events for different age-groups. Prominent people from the villages participated in these programmes.

Shri R.N. Mahlawat, Project Director of the Janta Kalyan Samiti gave away the prizes.

### Vallakottai Village, Chingleput, Tamil Nadu

The Centre for Action in Rural Development, Vallakottai Village, Chingleput Dist., Tamil Nadu organised the World Literacy Day by conducting a cultural programme and sports events in the Adult Education Centres at the village level. It also honoured families from villages having no illiterates. A public meeting was also organised in which local leaders, teachers and others participated.

It organised a rally in which 400 students, animators, learners, staff of CARD and Teachers of Government High School, Mathur participated.

### Bikaner, Rajasthan

The Bikaner Adult Education Association celebrated the International Literacy Day from September 6-8, 1989. The programme started on September 6 with a convocation of 24 jail inmates, who have been made functionally literate during the last one year. On the same day a new centre for persons undergoing imprisonment was opened.

It also organised a seminar on 'Relevance of Literacy' on September 7-8, 1989. A Exhibition of handicrafts produced in the adult education centres was organised.

The Literacy Awards instituted by the BAEA for best prerek and instructor were given

away by the District Collector, Shri Madan Lal Gupta. The recipients were Shri J.P. Godara and Shri Nathu Ram respectively.

Cultural programmes at different places were also organised by the BAEA as part of International Literacy Day celebrations.

### Bajjnath, Himachal Pradesh

The GDDSD College, Bajjnath, Himachal Pradesh organised a State-level training programme for instructors and supervisors of Adult, Continuing Education and Extension Programme from different colleges of the Pradesh from October 17-21, 1989. 80 instructors and preraks participated.

Resource persons from departments of Science, Health, Education and Law participated. ●

### Training Programmes

#### New Delhi

The Indian Adult Education Association organised a 10-day Training Programme for Preraks and Instructors of the 3rd batch of its 100 Adult Education Centres Project at its headquarters in New Delhi on Sept. 26-Oct. 6, 1989.

The major topics discussed were : National Literacy Mission; Motivation in Adult Education; Adult Psychology; Teaching Techniques; Laws for Women; Field Problems in Adult Education; and Monitoring and Evaluation.

The valedictory address of the programme was delivered by Shri Kali Charan, Additional Director (Adult Education), Delhi Administration. He advised the participants to take this work with zeal and enthusiasm as many adults are unwilling to join adult education programme. He said that the programme will give the

## PLEA TO SHIFT FOCUS FROM ARMS TO LITERACY

instructors experience which will be very useful in their rest of life. Shri Kali Charan said that illiteracy and poverty go together and if a dent is made on illiteracy, poverty will also get reduced.

### Chikballapur, Karnataka

The Karnataka Welfare Society organised an orientation programme for teachers of non-formal education on July 22-31, 1989.

Among the subjects covered in the programme were meaning and concept of formal and non-formal education, objectives of non-formal education, use of community resources, qualities of a good instructor and monitoring and evaluation.

The key note address of the programme was delivered by Shri K. Keshava Raju, IAS, Deputy Commissioner, Kolar District. Shri PS Vastrad, Assistant Commissioner, Chikballapur sub-Dn presided.

### Bhopal, Madhya Pradesh

The Department of Adult, Continuing Education and Extension, Barkatullah University, Bhopal organised three training programmes from September 18-23, 1989, September 25-30 and October 16-21, 1989 for adult education instructors. 112 women and 25 men participated.

The main topics covered in the training programmes were National Literacy Mission, the role of NSS in adult education, production of need-based material, population and environment education, legal literacy, role of banks and small industries in promoting adult education and monitoring and evaluation. ●

A week-long conference of the International Task Force on Literacy (ITFL), which ended in Surajkund (Haryana) on October 7, 1989 has called upon the world Governments for shifting the resources from military expenditure to literacy and adult education programmes.

The conference has also suggested full involvement of the media in order to tackle the illiteracy problem, particularly, among women in the developing world.

The conference, which was attended by 70 representatives of various voluntary and United Nations' organisations, chalked out literacy action programmes from the beginning of 1990, which has been declared as the International Literacy Year.

The participants said that since 70 per cent of the illiterates were women, the action plans will focus on the need to stop the "current decline" in funding women's literacy programmes.

They said the action plans should also lay special emphasis on the South-Asian region because of the largest concentration of illiterates there.

The I.T.F.L. proposes to launch a worldwide literacy campaign, "Book Voyage" on January 12, next year. Dr. Budd Hall Secretary-General, International Council for Adult Education said that an empty book would be sent from one village to another all over the world in which a message would be written by the villagers con-

cerned in the local language. This mammoth collection of messages would be published in the original handwriting by the United Nations on December 10, 1990. The "Book Voyage" envisages to create awareness among the people to impart literacy.

Addressing the delegates on October 2, 1989, Mr. Sam Pitroda, Adviser to the Prime Minister on Technology Missions, expressed his concern at the serious setback to the "Literacy for the decade" mission in India and called for corrective action to overcome several constraints, including the resource crunch that has hit the mission.

Mr. Pitroda expressed frustration with the literacy debate. He found that all discussions on literacy had the same faces, thereby making it a situation where the "preacher is preaching to the priest". He said that more needed to be achieved 'vertically' rather than 'horizontally'. So far he has not been able to sell literacy as a process as it suffered from extreme compartmentalisation.

According to Mr. Pitroda, though there was much talk of a mass movement in literacy, "we have yet to see a movement of some sort."

"How do we create a mass movement in literacy? If we do not achieve our literacy goals in the next 10 years, we may never achieve them."

Though the process of urbanisation and modernisation has been expedited, literacy has failed

to keep pace with it. Pitroda felt that "in an urban environment, the selling of literacy is simplified."

Resources like money, manpower and management were not being put to use where most needed, he said. All these hurdles will have to be overcome if the national literacy mission is to succeed.

Bihar, Rajasthan, M.P. and U.P. are "sick" States as far as the literacy mission goes and Mr. Pitroda felt that if these States, particularly Bihar, could be made to show good results, 80 per cent of the nation's literacy problem would be solved. The question of literacy is particularly worrisome

as the field is very large and the mission directors have yet to feel the pulse of the situation in order to find out what is actually happening.

Earlier, Smt. Lalita Ramdas, Coordinator, ITFL, India office welcomed the chief guest and the participants. Shri J. C. Saxena, General Secretary, IAEA, proposed a vote of thanks.

The I. T. F. L. India Office, has planned literacy programmes through serials on TV and radio, seminars, exhibitions, rallies and teachers training programmes in the next year.

Between 1977 and 1989, a total of 1,344 prisoners benefited from the programme, which has been extended to other prisons across the country, involving more than eight thousand prisoners.

The fourth award, the IRAQ Literacy Prize (US Dollars 10,000), was granted by the jury to the Mauritanian Secretariat of State for Literacy and Origin-oriented Education, whose originality and merit lie in the will to draw upon the traditional cultural heritage of Mauritanian society through the use of traditional schools or madrasas: between 1986 and 1988 a total of over one hundred thousand persons, approximately half of them women, were made literate. In addition, functional literacy centres concerned with agriculture, animal husbandry and crafts have been set up throughout the country.

Institutions and Associations in five other countries received honourable mentions. They are the National Literacy Institute of Burkina Faso, the Colombian Association "Dimension Educativa", the Pakistan Girl Guides Association, the Somali Institute of Women's Education and Thailand's Border Police Patrol Schools.

## INTERNATIONAL LITERACY PRIZES

Educational organizations and institutions in Jamaica, Nigeria, Indonesia and Mauritania have won the 1989 International Literacy Prizes, awarded annually by Unesco.

The Nadezhda Krupskaya Prize (5,000 Roubles) has been awarded to the Jamaican Movement for the Advancement of Literacy, better known as Jamal. The movement was established in 1972 with the three-fold aim of providing literacy and basic occupational skills training for non-literates aged 15 years and over, ensuring regular school attendance by school-age children, and preventing relapse into illiteracy through the provision of follow-up literature. In 15 years, Jamal has made almost a quarter of a million persons literate, and the illiteracy rate was brought down from between 40 and 50 per cent in 1970 to 18 per cent in 1987.

The International Reading Association Literacy Award (US Dollars 5,000) went to the Adult

Education Department of the University of Ibadan in Nigeria, which has consistently worked to promote literacy, functional literacy and continuing education. Some 1,500 students have attended the courses and special training programmes offered by the Department, which has supplied the country with its Adult Education and Education Extension workers, playing a pioneer role in rural areas.

A programme to eradicate illiteracy among inmates of Indonesian prisons, carried out by the country's Directorate of Community Education, received the Noma Prize (US Dollars 5,000). An outstanding example of the Directorate's work has been the programme conducted since 1977 in a prison in central Java. The aim was to provide literacy, post literacy and income-generating skills, and more specifically, to help prisoners to regain their proper place in their communities.

Education as a means of change is always a long and laborious process. The results of a complex educational programme such as those which aim to innovate and extend the act of learning cannot be measured after two, three or five years.

—C. Bonnani  
former Unesco Expert

# UNIVERSAL LITERACY BY YEAR 2000\*

Harbans S. Bhola\*\*

The call for universal literacy is not much ado about nothing. One billion adults, one in every four, living on the globe today are illiterate: ninety-eight per cent of them live in so-called Third World countries.

Why then should well-meaning people disagree on the need for universal literacy? The reason is that people argue from different sets of assumptions about man and society, and from different sets of ideas about how national resources should be allocated at a particular historical time.

The literacy skeptics argue thus: Literacy is oversold. It is a myth to believe that literacy brings modernization and democratization. The most sensible thing, therefore, is to eradicate illiteracy in a timely fashion, at its roots, by educating all children and doing it effectively. It is, the argument goes on to assert, no use wasting resources on adults who did not take the opportunity when first offered, and who are not motivated even now to learn to read and write. Available educational resources should be allocated to more urgent things.

The literacy enthusiasts offer a completely different argument. They take it to be true that a mutually beneficial interactive relationship exists between literacy and development of nations. They assert that neither democratization nor modernization is possible with-

out literacy. Schools, they agree, should be expanded, should teach more effectively, and should serve particularly the children coming from .... "deprived" backgrounds. However, the present generations of youth and adults should not be written off. They should not be punished because the schools passed them by or having once admitted them pushed them out, branded as failures.

Illiterate adults, the literacy enthusiasts point out, have not learned to do without literacy. In hopelessness they have learned to ask nothing of their leaders; and in despair they have learned to live with their disadvantage. They are unable to read the word and therefore to read the world. The media serve them as opiates, not as sources of information for climbing out of poverty. Literacy is the only passport for independent learning, and for citizenship in the knowledge society. It is a copout to say that adults are unmotivated and therefore should be left alone. When adults are unmotivated for literacy, to motivate them is the first challenge, and should be the first task. This will mean more than mere words. New structures of incentives to achieve and retain literacy will have to be provided.

By way of resolving the argument, let us assert that literacy is required with urgency both here at home and in the third world.

Of course, in the "context of crisis" one feeds the hungry and heals the sick, and does not try to teach them to read the literacy primer first. However, in the "context of policy" literacy promotion must remain central to program planning for development.

In literacy promotion one can never go wrong. Literacy after all is "potential added" to human beings. It opens a person's inner frontiers and outer frontiers. Within the organized sectors of polity and economy, and in the pre-institutionalized and informal sectors of politics and productivity, it enables the new literate to do better. By joining in the United Nations' celebration of the International Literacy Year (1990)... we can help the human community to achieve its most important human right.

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## Chinese Aim at 25 per cent Reduction in Illiteracy

China will launch a major national literacy campaign during International Literacy Year designed to reach 80 million illiterates in the 12 to 40 age group and reduce the rate of illiteracy to about 10 per cent.

China's literacy programme is going on well, despite the handicap of having to master 1,500 to 2,000 characters to become literate in Chinese.

A massive effort undertaken since 1949 has brought the illiteracy rate down from 80 to 34.5 per cent.

\* Excerpts from 'Chalkboard' Indiana University, School of Education Alumni Association Vol. 37 No. 1 Fall 1988.  
\*\* Professor of Education, Indiana University, Bloomington, USA.

## The Challenge : International Literacy Year News

**The Challenge : International Literacy Year News**, published by Unesco reports on ILY activities organized by Member States, non-governmental organizations, and United Nations and inter-governmental bodies and contains facts, figures and general news items on literacy. It will appear three times during 1989, four times in 1990 and twice in 1991.

Copies can be had from the Editor, The Challenge, ILY News, Unesco, 7 Place De Fontenoy, 75700 Paris, France.

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## Nehru, the Man and his Vision

The extraordinary life of independent India's first Prime Minister, Jawaharlal Nehru, was the subject of a major exhibition at Unesco headquarters from September 7 to 29.

Mounted by the Permanent Delegation of India to commemorate the centenary of Nehru's birth, the exhibition used photographs, reproductions of works of art and quotations to contrast the different stages of his career and the history of his country and his people.

The exhibition closed with an international seminar on "Nehru, the man and his vision", attended by personalities from all over the world.

## Documents

Pati, Sura Prasad, *Adult Education*. New Delhi, Ashish Publishing House, 1989, 332 p. Rs. 250.00

The document is a research study on the actual reading needs and interests of neo-literates in the state of Orissa. The following were the main objectives of the study :

- i) to identify and classify different categories of adult neo-literates in respect of possible variance like age, sex, occupation and place of habitation;
- ii) To assess and analyse the reading needs and interests of the adult neo-literates with respect to sex and place of habitation;
- iii) To study the difference in the reading needs and interests of adult neo-literates with respect to sex and place of habitation;
- iv) To suggest different topics for different groups of adult neo-literates.

The document also presents a short review of the development of adult education in India and Orissa before and after Independence.

Literacy House, Lucknow. *Functional Awareness of Adult Education Functionaries, (a preliminary report)*. Lucknow, Research Evaluation and Monitoring Section, Literacy House, 1989, 50 p. (Mimeographed)

To focus the functional awareness component of the National

Programme of Adult Education and the areas of functional awareness mentioned in the National Literacy Mission document and also to assess the functionaries in this regard a test of Functional Awareness was developed and administered by the Literacy House, Lucknow, with the following two broad objectives :

- 1) to assess the level of Functional Awareness of the adult education functionaries; and
- 2) to make them more sensitive towards consciously increasing and developing their functional awareness so as to communicate the concept and messages to the learners in a more effective manner.

The preliminary analysis of results have led to three broad conclusions as under :

- (a) There have been statistically highly significant positive gains indicating definite improvements in overall functional awareness levels of all categories of functionaries over a period of six months.
- (b) The gains in areas/concepts of health and immunization, national integration and values and population education are somewhat satisfactory where as areas/concepts like environment, socio-economic development and women's empowerment are weak.
- (c) The findings suggest that training curricula, materials and methods and also instructional and learning material and methods including post-literacy and supplementary follow-up materials need to

be examined and reviewed with a view to take measures for strengthening the weak areas/concepts of functional awareness.

Literacy House, Lucknow, *Progress Report on Adult Education Projects (Feb., 1988)*. Lucknow, Literacy House, 1988 Various Numbering (Mimeographed)

The document gives an insight into the functioning of an adult education project, and presents the system of monthly monitoring, progress review, feedback and continuous planning mechanism [gradually developed and used] by the Literacy House, Lucknow.

Shah, S.Y. Ed., *A Source Book on Adult Education*, New Delhi, Directorate of Adult Education, Govt. of India, 1989. 257 p.

It presents chronologically the changing concepts, policy and programmes of adult education in India. The volume gives an insight into the official policy towards adult education in India.

The book is in three parts. In Parts 1 only those documents which deal exclusively with adult education are included. Part II

contains selections from the general reports on education, agriculture, emotional integration etc., which have inter alia examined adult education. The chronicle of events and a brief survey of sources on adult education are given in Part III. The chronological arrangement of the bibliography and the chronology of events project the gradual growth of literature and academic activities in the area at different points of time.

Asian Cultural Centre for Unesco, *Preparation of Neo-Literate Materials for Rural Development*. Japan, Asian Culture Centre for Unesco, Tokyo, 1989. 119 p.

This report is the outcome of the Sixth Regional Workshop on the preparation of literacy follow-up materials in Asia and the Pacific, which was held in Malaysia from 21 to 30 September, 1988.

The objectives of the workshop were to provide training experience on the development of materials for neo-literates relevant to the needs of the countries in the region through :

- (1) the study of needs and problems in rural areas in

the context of national development goals ;

- (2) the development and production of neo-literate materials, including design and illustration ; and
- (3) the distribution and utilization of neo-literate materials.

It contains three chapters. The first chapter contains Field Survey, Preparation and Field-testing of Materials by the group, different type of material for neo-literates, i.e., slides, booklets, video, poster and games. In chapter two, papers presented at the workshop have been included. Chapter three gives Planning of National Follow-up Activities.

Asian Cultural Centre for Unesco, *Selections from Literacy Materials in Asia and the Pacific*, Japan, Asian Cultural Centre for Unesco, Tokyo, 1989. 174 p.

This illustrated inventory of materials has been classified into three categories : (1) Posters (2) Booklets (3) Audio-Visual Materials, games and other printed materials. Under each category a short description has been given.

# IAEA Newsletter

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## AWARENESS CAMP FOR WOMEN

The Indian Adult Education Association (IAEA) in cooperation with the Central Social Welfare Board, organised an 8-day Awareness Camp for Women in Trilokpuri (trans-Yamuna resettlement colony), Delhi on November 3-11, 1989.

The broad objectives were: (a) to provide knowledge of the socio-economic problems of the women; (b) to give technical information on topics ranging from legislation to health and hygiene; and (c) to organise women towards development and against injustice.

Inaugurating it, Shri J. C. Saxena, Hony. General Secretary, I.A.E.A. said that half of the Indian population is women, but their level of awareness is not as that of men. He said that women should be provided the knowledge and awareness about the things happening around them so that they become active partners in decision making and development of the country.

The subjects covered in the camp included status of women in home and society, violence against

women, important laws for women, unequal access to women in health services, food production, technology, food and nutrition, importance of balanced diet for women, development of body, bad effects of drugs and alcohol, reproduction awareness and birth control methods, population problems in India, first aid, major communicable diseases, water borne diseases, personal hygiene, how to form cooperative, opportunities for income-generation, etc.

Among the resource persons were Dr. (Smt.) Sharda Jain, Sewa Gram Vikas Sansthan, and former Principal, Janaki Devi Mahavidyalaya, New Delhi, Dr. Diwakar Sukul, Association of Social Hygiene in India, New Delhi, Dr. Gyanendra, Family Planning Association of India, New Delhi, Mrs. M.M. Vaid, National Cooperative Union of India, New Delhi, Dr. Ajay Khara, and Dr. D.K. Taneja of Maulana Azad Medical College, New Delhi and Shri J. L. Sachdeva, Director, IAEA, New Delhi.

25 women in the age-group 15-40 attended. They were selected after a random survey of over 100 families of the area.

IAEA Newsletter  
Wishes Its Readers  
A Very Happy  
New Year

## Literacy Education by School Students in Delhi

The literacy project involving students of the schools affiliated to the National Progressive School Conference (NPSC) DAVs, and Kendriya Vidyalayas was launched last year in Sep.-Oct. On completion of one year 763 students from 32 schools of the NPSC have made 860 adults literate. 756 students got 'B' certificate for having made 1-4 learners literate and 7 got 'A' certificate for having made more than 5 learners literate during the period. The DAV through seven schools in Delhi enrolled 367 volunteers in this programme who made 380 learners literate. 49 NPSC, non-NPSC Schools and 10 DAV Schools are running this programme in the current year.

## Workshop on Neo-Literate Book Kit in Malayalam

A 5-day Workshop on the Preparation of Neo-literate Book Kit in Malayalam was organised in Trivandrum under the joint sponsorship of Centre for Adult Education and Extension (CAEE), University of Kerala and Directorate of Adult Education (DAE), Government of India, New Delhi from Oct. 25-30, 1989. Writers, illustrators and field functionaries participated.

Inaugurating it, Dr. DS Mishra, Deputy Director, Directorate of Adult Education highlighted the non-availability of proper neo-literate materials as one of the pitfalls of the existing system. Dr Mishra suggested to take special care of the content area, level of language and illustration for neo-literate literature.

Mr. Bhakthapriya, former Consultant, DAE, who was a Resource Person to the Workshop said that the size of a neo-literate book should be determined by his/her level of reading, level of knowledge and aptitude and desire to read.

15 scripts were presented in the working sessions. After discussion 12 were finalised.

Dr. K.S. Pillai, Director, CAEE in his remarks on the last day said that steps are being taken to conduct field test of the scripts and to translate them into English and Hindi. He said that the CAEE will bring more books for neo-literate for the first, second and third level readers.

## INTERNATIONAL LITERACY DAY Celebration by some Universities

### Aligarh Muslim University (AMU)

The Centre of Adult and Continuing Education and Extension, AMU celebrated the International Literacy Week from Sept. 8-19, 1989. The inaugural function was presided over by Mr. Syed Hashim Ali, Vice-Chancellor, Aligarh Muslim University. In his address he emphasised the need to accelerate the rate of literacy for the over all development of the country. Mr. Raza Imam, Director of the Centre made an appeal to the University students to take part in the Mass Programme for Functional Literacy (MPFL).

On September 9, 11 & 13, 1989 functions were organised in the three Jan Shikshan Nilayams (JSNs) run by the Centre. The purpose was to motivate people to join the programme of eradication of illiteracy.

It organised programmes to involve students in literacy programmes on Sep. 12, 14 & 15, 1989. A competition of self composed poems and songs on literacy was organised. An elocution competition was organised on "Adult Literacy for Social Change". A competition of scripts of skits and street plays was also organised.

The concluding function was held on Sep. 19, 1989 at the Kennedy House Auditorium. Prof. S.M. Osman, former Dean, Students Welfare and the present Registrar of AMU was the Chief Guest. Artists of the AMU Drama and Music Clubs presented their programmes on the occasion.

### Punjabi University, Patiala

The Centre for Adult & Continuing Education, Punjabi University, Patiala organised the following programmes in village Shekhupura on the International Literacy Day i.e. September 8, 1989 :

- a) About 100 students of the Departments of Education, Punjabi, Psychology, Economics, Political Science and Hindi under the leadership of the Incharge, Centre for Adult and Continuing Education launched a door to door 'Learn to sign your name' campaign in the village Shekhupura, which is adjoining to the University. The students also imparted social and economic awareness, and population education to the villagers.
- b) A handbook showing district-wise literacy percentage in Punjab was distributed among the University students to motivate them for eradication of illiteracy.
- c) The students also distributed three stories on population education topics in the village.

### Dayalbagh Educational Institute, Agra

The Centre of Adult and Continuing Education & NSS Unit, Dayalbagh Educational Institute, Agra celebrated the International Literacy Day from Sep. 8-22, 1989 by organising rallies, preparing slogans and posters and charts, organising essay and debate competitions and cultural programmes.

The main purpose was to mobilise public opinion for promoting adult education in the area.

# JAMAICA REAPS REWARDS FOR LITERACY EFFORTS

## The JAMAL Programme

In 15 years the number of illiterates in Jamaica has dropped from almost 50 per cent to 18 per cent, thanks largely to the tireless efforts of JAMAL, the Jamaican Movement for the Advancement of Literacy. On September 8, International Literacy Day, the movement was rewarded for its work by being named winner of Unesco's 1989 Nadezhda K. Krupskaya Prize for Literacy.

"JAMAL" is a small movement of hope in a tiny Caribbean island", sums up the movement's chairman, Lascelles Lewis. Yet, since its humble beginnings in 1972, this "small movement" has made giant inroads into the problem of illiteracy in Jamaica, helping an impressive 248,000 people to learn how to read and write. And this despite severely limited resources, which have seen its staff cut from 730 in 1983 to a current 117.

The programme was initially established by the Government in Kingston to provide literacy and basic occupational skills for non-literates aged 15 and over, and then later, to ensure regular school attendance by children between the ages of six and 12, and to prevent relapse into illiteracy by providing follow-up materials for the newly literate. The task was considerable. A 1970 evaluation carried out with Unesco's help showed that more than 40 per cent of the over 15 population of two million people was functionally illiterate. Another survey, carried out in 1978 showed close to 50 per cent of primary school gradu-

ates also suffered from illiteracy.

Consequently, JAMAL established classes in all of the parishes on the island—"in private homes, churches, community halls, and basic schools"—in an effort to reach as many of these people as possible. It has also developed 16 Adult Education Centres (AECs) where day classes cater mainly for the 15-25 age group, taught by paid part-time teachers, all of whom are trained in the methodology developed by JAMAL for adult learners.

"When JAMAL was launched, we chose as our symbol a kitchen lamp to denote the enlightenment that literacy brings to human life," recalls Mr. Lewis, "we are living in a world which appears to be literally under a seige of complex and daunting challenges. The need for self-development and the right to education has never been more critical than it is today."

### Solid support and innovative techniques

The government commitment to the education of the Jamaican people was solidly backed by the island's private sector with companies providing gifts in cash and kind as well as facilities for in-house classes in many work places. A JAMAL survey startled many firms by showing that they were employing illiterates among their recruits, spurring them to give even greater support.

Likewise the media also gave the programme strong support, with radio programmes, newspaper articles and even a nationally

televised quiz-show which has served as a model for other literacy work in both developed and developing countries. JAMAL also operates its own studio for the production of radio programmes, which include regular information and motivation features and a twice-weekly educational programme for literacy students. During 1988, some 291 radio programmes were produced and 10 television programmes were scripted. Unesco has provided equipment and expertise in this area to help maximise its impact, and keep up the momentum.

But much of the credit for JAMAL's success must go to the efforts of the national educational institutions and the army of volunteer teachers, who, for a minimal incentive allowance, have devoted themselves to helping their countrymen become literate. By mid-1988 some 14,000 teachers had been trained under the programme. Apart from the basics—reading, writing and arithmetic—these teachers also prepare classes geared to give people employable skills. Subjects cover agricultural, technical, craft and tourism topics, reflecting the needs of the country's economy. This "life-skills" method, which has combined traditional teaching practices with advanced technology, has helped keep student interest in the programme high. Since the introduction of these classes over 1,000 young adults have been trained and some 70 per cent of them have found jobs or become self-employed. New enrolments in the general literacy classes have also stayed high, reaching almost 4,000 annually by 1988 and expected to reach 5,000 this year.

This internal, grass-roots mobilization has helped JAMAL overcome enormous difficulties throughout the last decade caused mainly by economic problems, such as the country's crushing debt burden that sees 50 cents in every dollar earned by going towards repayment. JAMAL faced one of its most trying years in 1983 when the "structural adjustment" of Jamaica's economy led to the halving of the literacy programme's budget. To compound that problem, JAMAL's mandate was expanded to include prevention of illiteracy by assisting the Ministry of Education in monitoring compulsory education of six to 12 year olds and giving a new thrust to its skills training programme.

### Keeping up the momentum

To help overcome the reluctance of illiterates to attend classes, it glamorized graduation ceremonies, and then introduced spe-

cial awards for the volunteer teachers to ensure their continued support.

They still have a long way to go to eradicate illiteracy in Jamaica, but, according to Mr. Lewis the turning point may have been reached .....

"We believe that each one of the quarter of a million persons who have come into the light of literacy through the efforts of JAMAL represents one more solution to the global challenge. We believe that every child who benefits from our prevention programme will make the world community stronger, and every skill learned in our outreach programmes will make for a more viable world economy. We also maintain that every individual working in whatever small way, in whichever country, to help another person to become literate is part of the answer we all seek."

—Unesco Sources Oct., 1989

## Shramik Vidyapeeth, Chandigarh

The Vidyapeeth has set up a mobile training team to provide on the spot training to the weaker sections. Job-oriented Training was organised in various localities, specially for women below the poverty line. It conducted 'Tailoring' classes for women in sector 27. The training lasted for six months in which 35 participants received training. Embroidery classes were also run for women in sector 40.

*Functional Literacy* : Vidyapeeth also organised for the residents of Sanjay Gandhi Labour Colony, Industrial Area, Chandigarh, a 15 days course on letter writing, filling-up of Money Order/ Bank Forms, etc.

*Literacy courses of short duration* : For the illiterate and semi-literate participants who come for various job oriented courses, vidyapeeth organises one month's literacy classes to enable them to undertake a particular course of his choice.

Some of the other programmes being organised by the Vidyapeeth are Radio, T.V. and Transistor Repairs, First Aid Course, Maintenance of type-writer, shorthand classes. Maintenance of sewing Machines, Beauty culture, etc.

He also gave presentation of the 'Drugs that are abused' with the help of slides.

Earlier, Dr. R. Jayagopal, Prof. and Head, Deptt. of Adult and Continuing Education, University of Madras welcomed the Chief Guest and the participants.

## SEMINAR ON DRUG ABUSE AND EDUCATIONAL REHABILITATION OF STUDENTS

The Department of Adult and Continuing Education and Population Education Resource Centre, University of Madras organised a Seminar on Drug Abuse and Educational Rehabilitation of Students at the University of Madras on October 30-31, 1989.

It discussed the subject under the following sub-themes:

- a) Role of Universities/Colleges in Drug Abuse control,
- b) Psychological inputs for Drug Abuse control, and

c) Medical/Health issues in Drug Abuse.

23 participants from Universities attended.

Dr. A. Gnanam, Vice-Chancellor of the University, who presided over the Seminar said that the rehabilitation education and drug education would have to be integrated into the existing curriculum.

The valedictory address of the Seminar was delivered by Prof. Chandrasekharan, Director, Foren-

## Role of Banks in Promotion of National Literacy Mission

The Bombay City Social Education Committee organised a national symposium on 'Role of Scheduled Banks in promotion of the National Literacy Mission objectives for improving the condition of weaker sections' in Bombay on November 14, 1989.

Inaugurating it, Shri T.K. Tope, former Vice-Chancellor, Bombay University called upon the banks to come forward in raising literacy level and standard of living of the people. Village Panchayat, he said, should help the villagers in getting the loans and should also take upon themselves the responsibility of returning the loans. He pleaded for effective use of resources for the development of the people.

Earlier, Dr. J.M. Gadekar, Social Education Officer and Member-Secretary, Bombay City Social Education Committee welcomed the Chief Guest and the participants.

Among others who spoke on the occasion, were Shri Subhash Sampat, Under Secretary, Indian Merchants' Chamber and Shri D. B. Karnik, former Editor, Maharashtra Times.

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"Education is leading human souls to what is best and making what is best out of them".

—John Ruskin

"Men build too many walls and not enough bridges". —D. Pire

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## UNESCO'S DIRECTOR-GENERAL CALLS FOR LARGE-SCALE ACTION TO MEET THE CHALLENGE OF ILLITERACY

An appeal to the international community to confront the planetary challenge of illiteracy and to put into practice one of the most fundamental human rights—access to education—has been launched to mark International Literacy Day on 8 September by Unesco's Director-General, Mr. Federico Mayor. Only "large-scale action", togetherwith "concrete undertakings by the wealthier countries in favour of the poorer countries" will make it possible to achieve success in the literacy field, Mr. Mayor emphasized in his message.

The fact is that despite considerable efforts by many Member States and progress made in providing schooling for young and educational opportunity for adults, much remain to be done according to the Director-General. Nearly one billion adults and school-age children have no access to education, a conaltion which, for most of them, goes hand-in-hand with living in conditions of extreme

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### Ruskin College, Oxford Invites Applications for Admission

The Ruskin College, Oxford, England invites applications from trade union and other adult students (men and women over 20 years of age) for entry in October 1990. The College offers a two-year Development Studies Diploma in the sociology, economics and politics of Development designed to meet the needs of

poverty. In education, the imbalances are growing between the industrialized countries and the Third World, just as inequality is increasing between the educational levels of men and women. Two-thirds of illiterates are women, even though they play a key role in transmitting knowledge to future generations and other important human resources for social, cultural and economic development of their countries.

Addressing himself to Member States, but also to institutions of higher education, students, teachers, foundations, associations and professional trade unions, the Director-General asked for their active solidarity in the pursuit of Unesco's goals: "Education for all is the responsibility of all" he notes in his appeal, "there can be no sustainable development if access to experience and knowledge is not guaranteed to everyone—male and female alike in a new spirit of fraternity which could dispel ignorance".

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students interested in problems of developing countries.

Formal entry qualifications are not necessary but experience in trade union and adult education classes and active record in community or labour movement will help.

For particulars, write to :  
The General Secretary,  
Ruskin College  
Walton Street  
Oxford OX1 2HE  
England

## PERIODICALS ON ADULT AND CONTINUING EDUCATION

### Indian

AIRD News. Asian Institute for Rural Development  
7/A Rathna Vilas Road,  
Basavanangudi,  
Bangalore-560004

(Free of charge)

Amity and Solidarity. Foundation for Amity and National Solidarity,  
C-37 (FF) Nizammuddin East  
New Delhi-110013

(Annual Subscription :  
Rs. 100.00)

Anaupacharika (Hindi). Rajasthan Adult Education Association, 7-A, Jhalana Doongari Institutional Area,  
Jaipur-302004

(Annual Subscription :  
Rs. 5.00)

Anganvarta—ICDS Newsletter. Division for Social and Health Awareness, Department of Women and Child Development, Ministry of Human Resource Development, Shastri Bhawan, New Delhi

(Free of Charge)

Bulletin : Indian Women and Development. Clearing House for Information on Women, Women's Development Division, National Institute of Public Cooperation and Child Development  
5, Sri Institutional Area,  
Hauz Khas,  
New Delhi-110016

(Subscription not Mentioned)

CAEE News. Centre for Adult Education and Extension, and Population Education Resource Centre, University of Kerala, Trivandrum

(Free of Charge)

Caritas India Bulletin. CBCI Centre, Ashok Place (Gole Dakhana) New Delhi-110001

(Free of Charge)

Capart Press Clippings. Documentation and Information Officer, CAPART, Guru Nanak Foundation Building, New Mehrauli Road, New Delhi

(Free of Charge)

Current Documents on Health, Population and Family Welfare. National Documentation Centre, National Institute of Health and Family Welfare, New Mehrauli Road, New Delhi

(Free of Charge)

Development Network. Facilitator, Development Network, C.D.S.A., Post Box 843, Deccan Gymkhana, Pune-411004, Maharashtra

(Free of Charge)

Eradicating Women's Illiteracy. All India Committee for Eradication of Illiteracy among Women, Sarojani House, 6 Bhagwan Das Road, New Delhi.

(Subscription not mentioned)

Focus on Population. Family Planning Foundation, 198 Golf Links, New Delhi-110003

(Subscription not mentioned)

Gandhi Marg. 221-223 Dean Dayal Upadhyaya Marg-110002

(Annual Subscription :  
Rs. 60.00)

Health for the Millions. Voluntary Health Association of India, 40, Institutional Area, (Behind Outab Hotel) New Delhi-110016

(Annual Subscription :  
Individual Rs. 30,00  
Institutional Rs. 48.00)

I.A.E.A. Newsletter. Indian Adult Education Association, 17 B, Indraprastha Estate, New Delhi-110002

(Free to Members)

Indian Journal of Adult Education. Indian Adult Education Association, 17-B, I. P. Estate, New Delhi-110002

(Annual Subscription :  
Rs. 40.00)

Indian Journal of Social Work. Department of Publications, Tata Institute of Social Sciences, Deonar, Bombay-400088

(Annual Subscription :  
Rs. 75.00)

IUACE News. Indian University Association for Continuing Education, 17-B, I.P. Estate, New Delhi-110002

(Subscription not mentioned)

- Jago aur Jagao (Hindi). Indian Adult Education Association, 17 B, Indraprastha Estate, New Delhi-110002 (Annual Subscription : Rs. 15.00)
- Journal of Educational Planning and Administration. National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110016 (Free of Charge)
- Journal of Educational Research and Extension : Sri Ramakrishna Mission Vidyalaya, College of Education, Coimbatore, Tamil Nadu (Annual Subscription : Rs. 25.00)
- Journal of Family Welfare Family Planning Association of India, Bajaj Bhawan, Nariman Point, Bombay-400021 (Annual Subscription : Rs. 40.00)
- Journal of Rural Development. National Institute of Rural Development, Rajendranagar, Hyderabad (Annual Subscription : Rs. 100.00)
- Literacy Mission. Directorate of Adult Education, Govt. of India, Block No. 10, Jamnagar House Hutments, Shahjahan Road, New Delhi-110011 (Free of Charge)
- NCSTC Communications. National Council for Science and Technology Communications, Department of Science and Technology, Technology Bhawan, New Delhi-110016 (Free of Charge)
24. Newsletter—Educational Technology, AIAET C/o Lady Irwin College, Sikandra Road New Delhi-110001 (Annual Subscription : Rs. 30.00)
- Proudh Jagaran (Hindi) Sevagram Journals (Pvt. Ltd.) Basant Cinema Building, Lucknow-226001 (Annual Subscription : Rs. 35.00)
- Proudh Shiksha (Hindi), Indian Adult Education Association, 17-B, I.P. Estate, New Delhi-110002 (Annual Subscription : Rs. 40.00)
- Rural Development. Rural Development Organization, Gramya Bhawan, Aruvankadu 643 202, The Nilgiris (Free of Charge)
- Sabla (Hindi). Sevagram Vikas Sansthan, 1 Darya Ganj, New Delhi-110002 (Annual Subscription not mentioned)
- Samaj Shikshan (Hindi), Rajasthan Vidyapeeth Vishvidyalaya, Lok Shikshan Pratishthan, Udaipur, Rajasthan (Annual Subscription : Rs. 12.00)
- Science for Villages. Centre of Science for Villages, Dattapur, Wardha-442001 Maharashtra (Subscription not mentioned)
- Social Welfare. Central Social Welfare Board, Jeevan Deep, Sansad Marg, New Delhi-110001 (Annual Subscription : Rs. 12.00)
- Workers Education. Central Board of Workers Education, 1400 W.H.C. Road, Gokul-peth, Nagpur-10 (Subscription not mentioned)

## Foreign

### Adult Education.

National Institute of Adult, Continuing Education, 19 B, De Montfort Street, Leicester LE 17 GE, England (Annual Subscription—£9.00)

### Adult Education and Development.

German Adult Education Association, Department of International Cooperation, Rheinallee 1, D-5300 BONN 2, Federal Republic of Germany (Free of Charge)

### Adult Education in Finland.

Keskustori 4 33100 Tampere Finland (Annual Subscription : US \$ 18.00)

### Adult Learning.

National Institute of Adult, Continuing Education, 17 De Montfront Street, Leicester LE17GE, U.K. (Annual Subscription : £ 10.00)

### A.I.D. Research and Development Abstracts.

Centre for Development, Information and Evaluation, Bureau of Programme and Policy Coordination, 7222 47th Street, Suite 102 Chevy Chase, M.D. 20815-6019 U.S.A. (Annual Subscription \$ 25-00)

The American Journal of Distance Education.

American Centre for the Study of Distance Education, College of Education, Rackley Building. The Pennsylvania State University, University Park, Pennsylvania State 16802 U.S.A.

(Annual Subscription  
US \$ 60.00)

ASPBAE Courier. G.P.O. Box 1225 Canberra, 2601, Australia.

(Annual Subscription :  
Individuals US \$ 10.00  
Institutions US \$ 40.00)

ASPBAE News. 176/22 Thimbirigasyaya Road, Colombo 5, Sri Lanka.

(Subscription not mentioned)

Bulletin of the International Bureau of Education. International Bureau of Education, Case Postale 199, 1211 Geneva 20, Switzerland

(Subscription not mentioned)

Canadian and International Education. Canadian and International Education Faculty of Education. The University of Calgary, Calgary, Alberta, Canada. T2N 1N4.

(Subscription :  
Institutional Canadian \$25.00)

Canadian Journal of University Continuing Education.

Canadian Association for University Continuing Education, 118 Kirk Hall, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0 Canada.

(Annual Subscription :  
U.S. \$ 24.00)

Convergence. International Council of Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada.

(Annual Subscription :  
US \$ 21.00)

Connect : Unesco-Unep Environmental Education Newsletter. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

(Free of Charge)

Development Dialogue. Dag Hammar-Sejold Foundation, Ovre Slottsgaten 2, S-752 20 Uppsala, Sweden.

(Free of Charge)

Development Communication Report. Clearing House on Development Communication, 1815 North Fort Myer Drive, Suite 600, Arlington, VA 2209 U.S.A.

(Free of Charge)

Education—Biannual Collection of Recent German Contribution to the Field of Educational Research. Institute for Scientific Cooperation, Tubingen, Landhausstr. 18, Federal Republic of Germany.

(Subscription not mentioned)

Educational Innovation and Information. International Bureau of Education, P. O. Box 199, CH-1211, GENEVA 20.

(Free of Charge)

ICAE News. International Council for Adult Education, 720 Bathurst St., Suite 500, Toronto, Ontario, Canada, M5S 2R4.

(Subscription not mentioned)

Interlit. David C. Cook Foundation, Cook Square, Elgin, 1L 60120. USA

(Free of Charge)

International Labour Review. I.L.O. Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.

(Annual Subscription :  
US \$ 42.00)

Kenya Journal of Education. Bureau of Educational Research, Kenyatta University, Nairobi, KENYA.

Labour Education.

International Labour Office, Geneva

(Annual Subscription :  
US \$ 28.00)

Population Education Newsletter and Forum. Population Education Programme Service, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.

(Free of Charge)

### **World Conference on Computers in Education**

The Fifth World Conference on Computers in Education (WCCE/90), organized under the auspices of the International Federation for Information Processing (IFIP), will be held in Sydney, Australia, July 9-13, 1990. Held only every five years and for the first time in Australia, WCCE/90 will be a conference for all aspects of computer-related education in all education environments. For further information, please contact :  
WCCE/90, P O Box 319,  
Darlinghurst, NWS,  
AUSTRALIA 2010  
(FAX+612-281 1208)

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



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No. 10

## PM LAUNCHES LITERACY YEAR

Prime Minister, Shri V.P. Singh launching the International Literacy Year in New Delhi on January 22, 1990 said that human development will be given top priority under the Eighth Plan with specific emphasis on making primary education universal.

Mr. Singh stressed the need to change the literacy programmes into social missions so that a national campaign could be started to eradicate illiteracy.

He expressed the need to improve the necessary inputs which comprise part of the literacy programmes. "The quality of materials is poor and even the level of instruction leaves much to be desired. Unless the inputs are improved these programmes will not have the required impact." The Prime Minister said that literacy was the very foundation for the development of the people and universalisation of literacy must receive the highest priority.

Alluding to the epic Mahabharata, Mr. Singh quoted Bheeshma Pitamaha who, in reply to a question from Yudhishtir, said "there is nothing greater than

man". Human beings, therefore, were central to developmental process for which education was the most important tool, he said.

"We see literacy and mass education as an essential part of our human resources and the emergence of a strong democratic and secular society in which each Indian will be able to find fulfilment", Mr. Singh said.

"True education must inculcate in our people respect for all human beings and a sensitivity to the needs of the poorest", he said.

Mr. Singh said the country was faced with a resource constraint. It would, nevertheless, give the highest priority to human development. "We will review and reorder our plan priorities and strategies accordingly.

"By organising and mobilising people, by making the primary education system accountable to them, we should be able to secure the cooperation of those parents who at present do not send their children to school, or withdraw them before they complete primary education", he said.

*(Continued on page 2)*

## All India Adult Education Conference in Bhopal

The Indian Adult Education Association will be organizing its All India Adult Education Conference in Bhopal in the last week of May, 1990.

The theme is "International Literacy Year: Strategies for the Coming Decade".

The Nehru and Tagore Literacy Awards for outstanding work in the promotion of Literacy will be presented during the inaugural function of the Conference to Shri Bhai Bhagwan and Dr. (Smt.) Rajammal P. Devadas.

The Zakir Husain Memorial Lecture will be delivered on the occasion by Shri L. Mishra, Director-General, National Literacy Mission and Joint Secretary (Adult Education) Ministry of Human Resource Development, Government of India.

An exhibition of material on Adult Education (books, posters, charts, etc.) will be organized during the Conference. □

## Literacy Year

(Continued from page 1)

The Prime Minister said there was a need also for strengthening the programmes for part-time non-formal education. "What I have in mind is the provision of flexible, condensed courses for boys and girls with the help of well-trained local teachers to enable working children to get primary education", he said.

Mr. Singh said that adult literacy was another critical area which needed resolute action. "We have to work much harder than we have done so far to ensure that all people who are still below 30 or 35 years of age become literate, educated, capable of self-advancement, capable of making choices and capable of working and learning together", he said.

The Prime Minister earlier joined a neo-literate Ms Usha Yadav in lighting a lamp symbolizing literacy.

Shri R.K. Hegde, Deputy Chairman of the Planning Commission, who presided over the function, said that it was a matter of shame that after 42 years of independence there were more illiterates in the country than the total population when the nation attained freedom. A time-bound solution is required in this context with the active cooperation of all sections of society, especially the youth.

Shri Hegde suggested that the youth should spare six months after graduation to work towards eradication of illiteracy. He said India had made great progress in industry and agriculture and in launching its own satellite: but

still 63% of the population were illiterate. India had also one of the lowest per capita incomes in the world and thousands of villages were without potable water. "We have to bridge this gap between the two faces of India by the turn of the century", Shri Hegde said.

Prof. M.G.K. Menon, Minister of State for Education said the proviso of basic education was fundamental to improvement of life. He said that to this end there should be active participation of all members of the community. He stressed particularly the implementation of the programmes concerning vocational education.

Dr. Malcolm Adiseshiah, Chairman, Madras Institute of Development Studies and former President of the Indian Adult Education Association highlighted the efforts being made by Gyan Vigyan Jathas to promote literacy and science for national integration and self-development. He said that literacy was essential for learning science and skills necessary for gainful employment.

Shri Prem Bhai of the Banbasi Seva Ashram, Mirzapur (U.P.) expressed the need to involve youth in adult education programme. He said that if youth could be provided basic literacy and the ability to organise themselves, the pace of development in the country will get accelerated.

Earlier, Education Secretary, Shri Anil Bordia welcomed the chief guest and Director General of the National Literacy Mission, Shri L. Mishra proposed a vote of thanks.

## I.A.E.A.—Not a Grant-giving Body

The Indian Adult Education Association is receiving letters from various organisations from different parts of the country seeking financial assistance for adult education programmes. We would like to inform through the column of this Newsletter that the I.A.E.A. is a voluntary organisation and is not in a position to provide financial assistance to voluntary organisations for adult education work. The assistance can be sought from the Adult Education Unit, Department of Education, Ministry of Human Resource Development, Shastri Bhavan, New Delhi-110001 under "Scheme of Assistance to Voluntary Organisations"

The Association will continue to provide technical and professional support for adult education programmes.

## The Journal of Educational Techniques and Technologies

The Journal of Educational Techniques and Technologies published by International Association for Learning Laboratories gives educational techniques and technologies used by teachers, media specialists, learning resources personnel and technologists in their efforts to improve language teaching and learning. The annual subscription is US \$ 25.00. Further information can be had from IALL, C/o Robin Lawrason, Media Learning Centre, Temple University, Philadelphia, Pennsylvania, USA.

## CONFERENCE OF VOLUNTARY AGENCIES OF UTTAR PRADESH

The State Resource Centre (U.P.) Literacy House, Lucknow organised a conference of Presidents, Secretaries and Executive Committee members of voluntary agencies (VAs) on January 29 and 30, 1990 in Lucknow. The aim was to apprise the participants about the various adult education programmes in operation in the country and to get their suggestions to improve the on-going programme.

and experimental adult education programmes and may not necessarily go by the copy book rules.

Earlier, Shri S.D. Trivedi, Director, S.R.C. welcomed the Chief Guest and the participants. Shri Madan Singh, Head, Training Department outlined the aims and objectives of the Conference.

The delegates were divided into four groups to discuss the following subjects :

- Training of Adult Education Functionaries
- Supervision of Adult Education Centres
- Mass Programme of Functional Literacy and how to achieve cent-per-cent literacy
- Problems of dropouts
- Monitoring and Evaluation
- Post Literacy Programmes and Continuing Education.

Shri Deep Chand Ram, Deputy Director, Adult Education, Government of Uttar Pradesh and Shri P.N. Shivpuri, former Head, Department of Training, Literacy House, were the resource persons to the conference.

37 participants from 18 voluntary agencies attended the two-day meet. □



Shri J.L. Sachdeva, Director, IAEA delivering inaugural address of the Conference. Sitting on his right is Shri S.D. Trivedi, Director SRC and on his left Shri Madan Singh, Head, Training Department.

Inaugurating it, Shri J.L. Sachdeva, Director, Indian Adult Education Association, said that adult education will not become a peoples programme unless voluntary agencies become an active partner in the programme. He asked the VAs to prepare some innovative

- The participation of voluntary organisations in Adult Education Programme.
- Problems faced in Adult Education and strategies adopted to solve them.
- Innovative and Experimental Projects in Adult Education

### Journal on Rural Technology

CAPART has started a new journal entitled "Indian Journal of Rural Technology". The journal will be published twice a year to provide a forum for Scientists and Technologists involved in rural development work. The first issue contains articles on Biogas from Biomass, Better Roofing on Bamboo Truss, Injuries in Agricultural activities and Bio Energy. The Yawning Gap between promises and performances.

The annual subscription is Rs. 100/-. Further information can be had from the Editor : Indian Journal of Rural Technology, CAPART, GNF Building, New Mehrauli Road, New Delhi 110067. □

## TRAINING/ORIENTATION PROGRAMMES

### New Delhi

#### IAEA

The Indian Adult Education Association organised a five-day orientation programme for Preraks and Instructors of its adult education project at its office in New Delhi on Dec. 26-30, 1989. 28 women participated.

Inaugurating it, Shri J. C. Saxena, Hony General Secretary, IAEA underlined the need to check drop-outs from the adult education centres. He said that the programme should be interesting so that the people who join it do not drop-out. He advised the participants to bring back those who had dropped out from their centres during the period of their operation.

Shri Saxena said that Preraks and Instructors should prepare teaching aids which are relevant to the group and area so that the learner's interest is maintained. He said that the Centres which are attractive are in a position to get more learners than those which are of a routine nature. The centres, he said, should not be merely literacy centres, and the other two components, awareness and functionality should be regularly covered.

The subjects covered in the five-day programme included the importance of balanced diet for the infants and the pregnant mothers; how to form cooperatives; various techniques of preserving food; non-conventional resources of energy for urban areas; removal of inequality among women; diseases which are created by water and how to

prevent them; economic outline of the country; new techniques of teaching adults; post-literacy and continuing education and the preparation of detergent and liquid soap etc. for income generation.

The resource persons among others included Smt. M.M. Vaid, Deputy Director, National Co-operative Union of India, Dr. G.D. Sootha, Adviser, Department of Non-Conventional Sources of Energy, Govt. of India, Dr. Sharda Jain, Director, Sevagram Vikas Sansthan and former Principal, Janaki Devi Mahavidyalaya, New Delhi, Dr. D.S. Mishra, Dy. Director, Directorate of Adult Education (DAE), Dr. (Smt.) Shail Aggarwal, Dy. Director, DAE and Dr. Ajay Khera, Senior Medical Officer, Maulana Azad Medical College, New Delhi.

#### NIEPA/DAE/JNU

The National Institute of Educational Planning and Administration (NIEPA) in collaboration with the Directorate of Adult Education and the Adult, Continuing Education and Extension Unit of Jawaharlal Nehru University organised an orientation programme in Planning and Management of Adult Education, in New Delhi from December 4, 1989 to January 12, 1990.

It consisted of four courses, namely (i) Changing Concept of Adult Education—national and international perspective; (ii) Planning and Management of Adult Education Programme; (iii) Training and Development of Adult Education Personnel; and (iv)

Resource Support System for Adult Education.

The curricular work consisted largely of lecture discussions, panel discussions, case studies, syndicate work, simulation exercises and group discussions. The participants were divided into four field orientation groups. The places visited by them were (i) SRC, Jaipur; (ii) Gujarat Vidya-peeth, Ahmedabad (iii) SRC, Pune and (iv) Literacy House, Lucknow.

37 participants from 14 States and one Union Territory took part in the programme, 13 of them were from 12 SRCs, 20 of them came from State Directorates of Adult Education and three from voluntary agencies and one from a DIET.

### Kerala

#### CAEE

The Centre for Adult Education and Extension, University of Kerala organised a three-day residential training programme for women adult educators/instructors at Iqbal College, Peringammala from December 9-11, 1989. 150 instructors from 19 colleges participated. The participants were divided into groups for discussion, demonstration, role plays, centre visits, teaching aid preparation, etc.

The subjects covered in the training programme included aims and objectives of adult education, National Literacy Mission, field problems of adult education, motivation, adult psychology, some do's and don'ts of teaching, women and family welfare, nutrition, consumer protection, teaching techniques, role of banks in promotion of adult education, etc.

The valedictory address was given by Shri K. Chandrasekharan, Minister for Education and Law, Kerala. He said that an effective attempt should be made to prepare a plan of action to eradicate illiteracy from the State.

Prof. K. Sivadasan Pillai, Director (CAEE) was the Course Director.

CAEE also organised a residential training programme for male instructors of Kerala University at Patharam High School, Sastha-

mootah, in which 85 instructors from 12 colleges participated.

The difference between formal, non-formal and informal education was discussed in the training programme. Practical sessions were conducted to make teaching aids with low cost and cheap materials.

At the conclusion of the programme, the participants were of the view that songs and stories are helpful in attracting adult learners to the adult education centres. □

## MARCH FOR LITERACY

The Chief of the Naval Staff, Admiral J.G. Nadkarni, flagged off the Learners March, organised by the International Task Force on Literacy (ITFL) in cooperation with Indian Adult Education Associa-

Jyoti, India Gate and terminated at Rajghat.

Admiral Nandkarni also released the Literacy Calender brought out by the I.T.F.L. (South Asia Office).



*Learners at Raj Ghat after the March from India Gate*

tion in New Delhi on January 1, 1990. Hundreds of men and women participated in the March, which started from Amar Jawan

Street corner play, songs, etc. were presented at Rajghat to mobilise public opinion for eradication of illiteracy. □

## Proudh Shiksha Mela in Delhi

The 4th State level Proudh Shiksha Mela was organised by the State Resource Centre, Jamia Millia Islamia, on December 9, 1989 at its premises in New Delhi.

The events organised were :

- i) Poster and Slogan Competition
- ii) Quiz Competition for Learners and Instructors
- iii) Shaksharta Tambola
- iv) Group Song
- v) Street Corner Play

16 voluntary agencies participated in the Mela.

In the Poster and Slogan Competition the subjects were National Integration and De-addiction. In the Quiz Competition the emphasis was on social awareness, legal literacy, health and hygiene, mother and child care.

Two street corner plays were also staged. They were prepared by SRC, Jamia Millia Islamia in collaboration with Mandi House Theatre Group. One of the Play was on creating motivation for literacy. The second was on responsible parenthood. It underlined that unplanned family size could create tensions in the family and ruin the peace.

Shri L. Mishra, Director-General, National Literacy Mission gave away the prizes. Dr. S.Z. Qazim, Vice-Chancellor, Jamia Millia Islamia presided.

The running shield was awarded to Dr. A.V. Baliga Memorial Trust.

The Sufia Ajmali Memorial Shield instituted by the staff of SRC, in the memory of their colleague was awarded to Mt. St. Marry School for outstanding work in the Mass Programme for Functional Literacy. □

# VOLUNTARY AGENCIES GETTING GOVERNMENT ASSISTANCE

## SOME USEFUL TIPS

*In a recent issue of the Literacy Mission published by the Directorate of Adult Education, Govt. of India some useful tips have been given for voluntary agencies who are working in the field of adult education with government assistance. They are given below for the benefit of our readers.*

Ensure that you quote your file number and code number in all correspondence with the Ministry. The code number and the file number are quoted at the top middle portion of all sanction letters issued. Where sanction is issued for more than one agency, the code number and file number are quoted alongwith the name and address of the voluntary agency.

Read the sanction letter and terms and conditions carefully and thoroughly and follow them without omission. If any point is not clear, write to the Ministry.

Send all periodical reports in time without delay. Send them directly to the Ministry with a copy to District Adult Education Officer and the Directorate of Adult Education, Jamnagar House Hutments Block 10, Shahjahan Road, New Delhi-110011. Note that if no reports are received, request for second instalment of the grant or continuation of the project cannot be considered.

Correspondence in respect of each separate project should always be separate. Do not club reports in respect of different projects. Do not send a single bond for two sanctions or a single pre-stamped receipt.

Send your request directly to the Ministry for release of second instalment after spending 75 per cent of the first instalment grant released but endorse copies to your District Adult Education Officer and the Directorate of Adult Education of your State/Union Territory.

Also send a pre-stamped receipt duly signed by the authorised signatory with your request for release of second instalment.

Ensure that all letters are typed or written in clear, legible handwriting and in English or Hindi for quicker response.

For sending reports, please use the proforma given in the booklet, "Voluntary Agencies Partners in Literacy Action" or enclosed to the sanction letter. In case of projects other than adult education centres, there may not be any proforma. Whenever there is no prescribed form, send detailed reports at least once a quarter so that progress made is known.

There is no need to send any document in duplicate to the Ministry. There is also no need to endorse copies of letters written to Joint Secretary (Adult Education) to Deputy Secretary or Under Secretary. Only one letter to one

Officer in the Ministry will be sufficient.

Documents like bond, resolution, pre-stamped receipt, audited accounts of the project should always be in original.

Audited accounts should always be reported itemwise as per the sanction. It is also important to ensure that after the accounts are audited, final Income and Expenditure Statement, Receipt and Payment account and Balance Sheet are prepared in original and sent.

For setting up JSNs, applications have to be sent in a different form. This can be obtained from the Directorate or Ministry.

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## China's Population Continues to Rise

China's population rose by nearly 16 million last year to 1.11 billion, the China Daily reported recently.

It quoted the State Statistical Bureau as saying surveys showed the birth rate in the world's most populous country was 20.83 per thousand last year, an increase 0.5 per thousand over 1988.

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### New Publication

#### Fifty Years of IJAE Articles and their Authors

Compiled by  
J.L. Sachdeva  
Subhash Dua

Rs. 45.00

#### Available from

Indian Adult Education Association  
17-B, Indraprastha Estate  
New Delhi-110002

## Documents

Fuchs-Bruninghoff, Elisabeth; Krefti, Wolfgang and Kropp, Ulrike. Functional Illiteracy and Literacy Provision in Developed Countries: The Case of the Federal Republic of Germany. Hamburg, Unesco Institute for Education, 1986, 90 p. (Functional Illiteracy in Industrialized Countries 2)

The document presents an informative account of the services and learning opportunities provided in the Federal Republic of Germany for different levels of literacy with a focus on functional literacy and basic education. Beginning with the international context of illiteracy and its recognition as a social problem, the authors examine the development of literacy provisions in the Federal Republic of Germany and conclude by outlining its achievements and future prospects. This study attempts to :

- trace the development from the discovery of illiteracy in the FRG to the debate on literacy as a social problem ;
- examine, within the framework of lifelong education, the links between educational concepts, social and economic conditions, individual factors and literacy ;
- reflect on the development of literacy provision over the last six years and examine the major operational elements of the literacy programme ;
- provide material and suggestions for comparative studies

on literacy in developed countries and promote the debate on literacy provision on an international platform.

Ouane, Adama. Handbook on Learning Strategies for Post-literacy and Continuing Education. Hamburg, Unesco Institute for Education, 1989, 443 p.

The aim of this handbook is to examine and give illustrative details of the development and implementation of appropriate learning strategies aimed at preventing and halting a reversal of the spread of literacy.

The first-part, which gives the conceptual and theoretical framework is composed of two chapters. Chapter 1 introduces the overall objectives and major components of post-literacy and continuing education. A cursory summary of the Life long Education framework is given, emphasizing its role as the guiding and organizing principle for the successful reform and implementation of Post-literacy and Continuing Education programmes within the education continuum.

Chapter 2 presents the learning strategies with the context of the learner's daily life and environment, highlighting the different types, forms and characteristics and showing possible combinations. Some underlying pre-conditions and supportive structures are also briefly mentioned.

The second part focuses on the twelve learning strategies which are grouped into seven major categories. Each category is dealt with in a separate chapter.

The general pattern adopted is to present each learning strategy with attention to policy, content, organizational facilities, evaluation procedures and main characteristics.

The third part attempts to put the learning strategies into their real and total perspective. In order to illustrate the indivisible nature of the programmes served by the learning strategies, two examples of the use of combined learning strategies are given by way of conclusion.

A short glossary of terms commonly used in Post-literacy and Continuing Education and Lifelong Education is given at the end.

Educational Reforms. Special Issue of Bulletin of the Unesco Principal Regional Office for Asia and the Pacific, No. 29, December 1988.

Section one of this document presents an overview of educational policies of different countries leading to reform in Asia and the Pacific. Highlights of comprehensive educational reforms in Bangladesh, China, India, Japan and Korea have been given in section two. Section three analyses special areas and issues in educational reforms such as—Distance Education in Thailand. Development and Reforms of Teachers Education, Reform in Secondary Education in Pakistan, Recent Reforms in Technical and Vocational Education, Education of the Disadvantaged : Problems and Issues, Asia Pacific Programme of Education for All: A Reform in Mass Education in Asia and the

Pacific and Higher Education Reform in India, Japan and China. Section four gives a bibliography related to above mentioned topics.

Giere, Ursula. Functional Illiteracy in Industrialized Countries : An Analytical Bibliography. Hamburg, Unesco Institute for Education, 1989. 100 p. (Functional Illiteracy in Industrialized Countries 3).

This bibliography presents and analyses selected books, articles and sample learning materials on functional illiteracy in industrialized countries from the holdings of the library of the Unesco Institute for Education, Hamburg (West Germany).

It is in five parts :

1. Literacy and Illiteracy in Industrialized Countries : Problem Assessment.
2. Functional Competences and Employment.
3. Awareness and Action—Some Country Experiences.
4. Increasing Access to the Literate Culture.
5. International Co-operation.

Unesco. Manual for Supervisors and Trainers of Trainers. Bangkok, Unesco Principal Regional Office for Asia and the Pacific, n.d. 205 p. (Mimeographed).

The manual aims to acquaint the literacy personnel with the Asia-Pacific Programme of Education for All (APPEAL), Training Materials for Literacy Personnel (ATLP), and the Literacy training Curriculum (LTC). It also aims to assist them to plan, design, develop/adapt and implement an integrated and coherent literacy training system responsive to current problems and changing needs in the country.

The manual has seven chapters namely :

- I. An Overview of the Literacy Training Curriculum (LTC)
- II. Development of Literacy Training Curriculum
- III. Development of Literacy Training Materials
- VI. Implementation of Literacy Training Programme
- V. Establishing Linkages

VI. Monitoring, Evaluation and Assessment

VII. An Exemplar Activity : A Training Design for Level B Personnel

Ahmed, Mushtaq. Methods of Teaching Reading. New Delhi, SRC, Jamia Millia Islamia, 1989. 13 p.

The pamphlet discusses in brief various methods of teaching reading. The methods discussed are Synthetic Method, Analytic Method, Sentence Method, Story Method etc. The author is of the view that while selecting a method wholistic view of learning situation should be taken. The important of them are :

- (a) The types of teachers available and their capacity to change, innovate and adopt after training.
- (b) Learners cultural background, their likes, dislikes and preferences.
- (c) Which system is easier to teach the mechanism of reading and writing in the language.

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



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No. 11

## RAISING WOMEN AWARENESS

### Eight-Day Camp in Delhi

An eight day Awareness Generation Camp for Women was held in Himmatpuri, a trans-Yamuna resettlement colony on Feb. 5-13, 1990. 25 women in the age-group 15-40 participated. 19 of them were Scheduled Castes.

Inaugurating it, Miss Surrinder Saini, President, Bharat Sevak Samaj (Delhi Branch) said that promotion of education and awareness among women will go a long way in achieving universal elementary education in the country. She said that educated women would be more inclined to send their children to the primary schools than the illiterate ones. Miss Saini said that discrimination among boys and girls still continues and this has to be eliminated for the proper development of the country.

Miss Saini said that creation of awareness among women will make them responsible citizens and will also enable them to live a healthy and happy family life. She pleaded for making the women aware about the various development programmes for their economic betterment. They should

also be made aware of the various laws so that they could take advantage of them as and when need arises.

The Camp was convened by the Indian Adult Education Association in cooperation with the Central Social Welfare Board.

Shri J.C. Saxena, Hony. General Secretary, IAEA who presided, said that men and women have equal role in the society and both of them should become partner in decision making. He said that all-out efforts should be made to give women rightful place in the society and this could be achieved through the awareness and educational programmes for them.

The topics covered in the Camp included the important laws for women; various development programmes for them; the need for health and hygiene; importance of balanced diet for women particularly for girls, bad effects of drugs and alcohol, awareness of birth control methods; population problems and major communicable and water borne diseases, etc. Two practical demonstrations on preparation of liquid soap, deter-

gent, cleaning powder and preservation of vegetables and fruits and preparation of cheap and nutritious snacks for school going children were organised.

Lectures, discussion in groups, demonstrations, films and role play techniques were used in the 8-day Camp.

Among the resource persons were Smt. Amarjit Kaur, Secretary, National Federation of Indian Women (Delhi Branch), Mrs. Urmil Pant, Health Education Officer, MAMC, New Delhi, Ms. Geetika Vohra, Indian Institute of Home Economics, Dr. (Smt.) Sharda Jain, Sevagram Vikas Sansthan, New Delhi, Dr. Divakar Shukla, Association of Social Hygiene in India, Dr. Gyanendra, Family Planning Association of India, Shri J.L. Sachdeva, Director, IAEA and Shri Subhash Dua, Librarian, IAEA.

In the quick evaluation done after the programme, it was mentioned that a Camp of a longer duration should be organised. The topics covered in the Camp were found to be relevant and useful in the day to day life of women. Somemore income-generating demonstrations were suggested to improve the economic condition of the women.

## INDIA FAILS TO ACHIEVE SMALL FAMILY NORMS

India has failed to achieve its goal of a small family norm, despite a hefty financial allocation and three decades of subsidised family planning programmes, says a new study by the Population Crisis Committee, a Washington DC based research organisation.

India will have to undertake major new initiatives and almost double its budget from two billion dollars to four billion dollars a year if it is to succeed in stabilising its population by the year 2000, says Dr. Sharon L. Camp, Vice-President of the PCC and senior author of the study, "Report on world progress towards population stabilisation".

She listed lack of political will, ineffective implementation and absence of popular support as the main reasons for the lack-lustre performance of the family planning programmes in India and most of the developing world.

The study, which deals with a country-by-country plan for population stabilisation at an estimated cost of \$ 10.5 billion a year by the turn of the century, underlines the crucial importance of the 1990s as "mankind's last opportunity" to prevent the doubling or tripling of world population by the year 2000.

To stop population growth short of ten billion as projected by the United Nations, worldwide birth control methods must grow from the present 50 to 75 per cent of couples, and average family size must decrease from about

four to two children, says Dr. Camp. "This can happen only if all couples in the reproductive age group have access to affordable contraception. The longer we wait the bigger the stable world population will be", she added.

World population is now 5.3 billion. Recent UN Projections show that it would almost triple to 14 billion before stabilising unless birth rates decline much more sharply over this decade. However, if birth control becomes universal by 2000, world population growth can be stopped at close to nine billion, says the report.

The study lists India, Bangladesh, Nepal and the Soviet Union, among other countries as poor in the use of contraceptives. Only 15 to 42 per cent of fertile couples use them and women have on an average 4.3 children.

Expenditures in these countries must reach four billion dollars annually by the year 2000, and a significant share of the money will need to come from foreign aid donors, it added.

The actual number of couples in developing countries who are using birth control today is 360 million. In the year 2000, the number needs to increase to 660 million—75 per cent of all fertile-age couples in developing countries—to achieve eventual world population stabilisation.

Concerted action on this front by all the nations could help

achieve universal family planning so that greater environmental damage, stagnant Third World economics, political instability and intolerable human suffering, could be avoided, Dr. Camp said.

## Books for Welfare of Human Beings

Books may talk of technology, philosophy or literature but ultimately all books converge on one thing, it is the welfare of human beings, the welfare of mankind said Vice President, Dr. Shankar Dayal Sharma while inaugurating the Ninth World Book Fair in New Delhi on Feb. 13, 1990.

Learning progresses with discussions and coming together. It is essential that we come together and learn from each other.

Union Minister of Information and Broadcasting and Parliamentary Affairs, Shri P. Upendra asked the Doordarshan and Akashvani to encourage book reading habit by telecasting and broadcasting book reviews, interviews with authors, extracts from books.

### New Publication

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## NEWS FROM STATE RESOURCE CENTRES

### SRC, UP

The State Resource Centre for Adult Education, Literacy House, Lucknow undertook the following activities during the quarter, Oct-Dec., 1989 :

### TRAINING PROGRAMMES

It organised training programme on MPFL in which 28 teachers participated ; organised training for the resource persons and other senior functionaries of the project run by the Literacy House ; training for the adult education functionaries of Deptt. of Adult, Continuing and Extension Education, University of Gorakhpur from Nov. 28-30, 1989 in which 19 persons participated. An orientation programme for the Block Commandants was organised from Dec. 7-9, 1989 in which 11 persons participated.

An Orientation Programme in Population Education for Programme Coordinators of Universities was held from Oct 3-6, 1989.

### PREPARATION OF MATERIAL

The SRC organised the following Workshops for production of Garh Praveshika—a Handbook :

- a) on preparation of Garh Praveshika, a primer for Garhwal region from Oct. 1-10, 1989 at Gopeshwar, Garhwal ;
- b) on preparation of Urdu Praveshika from Nov. 1-6, 1989 ;
- c) on preparation of the second part of all the Primers from Nov. 17-30, 1989 ;
- d) on preparation of second and third part of all the

Primers from Dec. 13-19, 1989 ;

- e) on preparation of Instructors Resource Book from Nov. 15-20, 1989; and
- f) on preparation of programme and guidelines for the Assessment of Adult Education Functionaries from Nov. 20-21, 1989.

### IDARA

Under IDARA a two-day training programme was conducted for DWCRAs functionaries under MPFL programme. Training in photo lamination for 17 persons was provided from Nov. 6-20, 1989. Training in Screen Printing in two batches was provided from Oct. 19 to Nov. 2, and Nov. 27 to Dec. 11, 1989. Training in scooter and motor cycle repairing started on Dec. 11, 1989, for four months.

### SRC, Maharashtra

The SRC for Non-formal Education, Indian Institute of Education, Pune has started a new monthly magazine for the neo-literates "Pasaya". The first issue was released on Oct. 25, 1989 by noted Marathi Litterateur Smt. Shanta Shelke.

It organised a sub-regional workshop on preparation of teachers and teaching materials for universal primary education for girls in collaboration with the UNESCO Principal Regional Office for Asia and the Pacific in Pune on Nov. 13-25, 1989.

Nine representatives from Afghanistan, Bhutan, India, Nepal, Pakistan and Papua New Guinea attended the Workshop.

The SRC organised training of students from Nirmala Niketan, Bombay on Oct. 23, 1989. They were initiated to MPFL work and to the teaching-learning materials.

It organised a training of adult education functionaries from voluntary agencies from Nov. 27 to Dec. 2, 1989. 19 functionaries from seven voluntary agencies from Thane, Nagpur, Nasik, Ahmednagar, Latur and Sholapur districts participated. A training programme for Assistant Project Officers from the districts of Dhule, Jalgaon, Nasik and Sholapur was organised from Oct. 21-26, 1989. 22 Assistant Project officers participated.

Another training programme for APOs from the districts of Aurangabad, Parbhani, Nanded, Osmanabad, Jalna and Latur was organised from Dec. 25-30, 1989. 18 Assistant Project Officers participated.

Training in Population Education for the Planning Facilitators and Education Coordinators from 137 villages was organised on Oct. 16, 17, Nov. 11 and Dec. 4-5, 1989. 4 Planning Facilitators and 17 Education Coordinators attended.

A training programme for the Preraks of Jan Shikshan Nilayams was also organised from Oct. 11-14 and Dec. 18, 1989. 35 Preraks participated.

"The tutorial class did not comprise thirty students and one tutor, but thirty-one students".

—Albert Manbridge  
Founder of Workers  
Education Association

## CONFERENCE ON ADULT EDUCATION FOR WOMEN, 1989

As a follow-on activity from the Women's Conference held in China in November 1988, Asian South Pacific Bureau of Adult Education (ASPBAE) organised another conference in collaboration with National Federation of Social Education, Nomura Centre for Lifelong Integrated Education and the Institute of Moralogy in Tokyo from 5-9 September.

Seventeen participants from 11 countries plus 17 participants and 13 observers from Japan took part.

Four common problems, identified at the China meeting, were discussed: literacy, vocational training for women, home, family, gender and human rights, and the environment. Other problems faced in the region included; dense populations, less advanced technology and underutilized human resources. The conference stressed that nonformal education was more than a supplementary tool in human development. Adult education programmes had the benefits of flexibility in respect of time, means of access and curriculum content. Lack of education of women and their financial dependence have contributed to their subordinate position in society. The Japan conference consolidated these ideas and came up with strategies for overcoming them.

The following recommendations were made:

### 1. Literacy

- To introduce a compulsory

education system by the government in all countries so that each individual can be provided the opportunity to learn. The right to learn is a basic human right.

- To urge the governments to pay attention to the issue of 'mother tongue literacy' among ethnic minority people, which will lead to the recovery of their culture and identity.
- To set up a research centre at national and international level. Research work can be carried out to identify guiding principles and solutions of problems encountered in women's literacy education.
- To build up and strengthen international womens networking, especially among participants at the meeting, so as to maintain a free flow of information, and exchange of experiences of women's group activities.
- To motivate women to join voluntary work in literacy campaigns.

### 2. Vocational Training for Women

- Vocational training is very important especially for those countries which do not have compulsory education. Each country has its own needs for vocational training according to its social and economic environment; hence, it is very important for individual countries to design their own vocational training programmes for women.

- To encourage employers to establish a fund which is especially allocated for training purposes, e.g. Skills Development Fund in Singapore.

- To arouse the consciousness and awareness of women workers in the areas of occupational safety, health care and safety precautions. It is important to convince the employers that it is the company's obligation to conduct training courses for employees in these areas.

- Women adult educators of developed countries launch a campaign of consciousness and awareness raising of their respective governments and multi-national campaigns to stop the exploitation of women workers in developing countries.

- To put emphasis on the training for women to re-enter the workforce, to become more financially independent and engage in income generating activities.

- To emphasize vocational training is a lifelong process which can be continued throughout life even after retirement.

### 3. Home and Family

- To run family education programmes for all members of the family, including husband, wife and parents, so that they can have a deeper understanding of each other as human beings and share the responsibilities.

- To open up better communication channels and understanding between husband and wife,

vital to the establishment of a healthy home and family.

- To educate parents to be the model and example at home for their children to follow.
- To recognize the extended family as valuable for the education of children about life. The role of old people in a family should be respected.
- To produce non-stereotyped books and audio-visual materials for children so as not to stress traditional sex roles.
- To emphasize the role of family and government institutions in the areas of training and educating women to enhance themselves and educating parents to nurture better families.

#### 4. Gender and Human Rights

- In order to raise awareness and consciousness of gender and human rights problems, adult education must be strengthened further by all means, including the exchange of ideas and resources among various adult education agencies within Asia and South Pacific countries.
- ASPBAE should make available funds to disseminate information, recommendations and other proceedings of the two women's conferences among all the adult educators, especially women, in the region as well as other parts of the world.
- To examine and reinforce the law which protects the basic rights of women so that they can be treated equally.

— To utilize the "official development assistance" in each participating country.

— To urge governments to provide equal employment opportunities for all races and eliminate racial human rights discrimination.

— To conduct counselling classes for women in order to teach them to understand the law and their basic human rights.

— To stop the mass media's promotion of women as sex objects.

#### 5. Environmental Education

— To encourage individuals to think about themselves in a wider context, to be more considerate to their family, community, country and the world as a whole.

— To raise universal consciousness on environmental disruption.

— To emphasize the value of life and our co-existence with nature.

— To make people aware that environmental issues cannot be solved without international cooperation.

— To make use of the experiences and resources of elderly people.

— To educate young generations to care about their environment.

— To utilize wastes and turn them into resources, e.g. recycling of garbage.

— To start massive education campaigns on environmental issues through the mass media.

#### SEMINAR ON PROMOTION OF HINDI BOOKS

Akhil Bhartiya Hindi Prakashak Sangh held a thought provoking seminar on Promotion and Dissemination of Hindi Books at the World Book Fair on Feb. 17, 1989.

The discussion centred around on a number of highly relevant issues such as role of authors, the responsibility of press and electronic media in promoting and propagating books.

The Seminar was addressed among others by Mr. Andrew K. Neilly, President of International Publishers Association who revealed that the Association's next conference would be held here in 1992 and Hindi would be one of the six languages used in the conference. The conference was held after every four years and would be held for the first time in this part of the world.

Major recommendations made by the seminar included that there was urgent need to identify the causes of lack of reading habit particularly among Hindi knowing people as against comparatively greater love for reading among Bangla, Malayalam and Marathi speaking people and steps should be taken to remedy this situation. It was also recommended that the print and electronic media should pay particular attention to promote Hindi books.

"Nothing is more valuable for one's task or mission than self-experience of problems".

—J.C. Mathur

## Need to Make People Aware of Usefulness of Literacy

Mr. Lim Hoy Pick, President, Asian South Pacific Bureau of Adult Education in his message on the International Literacy Year 1990, has emphasised the need to make people aware of the usefulness of literacy and its relevance to their life and culture. The message says—

“In the promotion of literacy the first and foremost task is to make people aware of the usefulness of literacy and its relevance to their life and culture. There are various strategies for this awareness exercise viz., popular education, national campaigns, mass media, mobile road show, mobile library, walking teacher, etc. In our war against illiteracy, if illiterates are made to be aware of their handicaps and motivated to learn, half our battle is already won.”

## Public Schools Organise Literacy Mela

The first inter-school Literacy Mela was held at Springdales School in New Delhi on Feb. 4, 1990. This was the first in the series of eight melas to be organised by the National Progressive Schools' Conference schools as a part of their plan of action for the International Literacy Year.

The aim of the mela was to bring about the awareness among both the volunteers and learners, stimulate and motivate them to join the campaign and to create a conducive environment in the community

Before the mela was organised students went into the community with a megaphone inviting the people to the mela. They also distributed handbills and put up posters.

The mela was attended by over 500 illiterates and the neo-literates from the neighbourhood and other communities where the students are working. An exhibition by the Directorate of Adult Education depicted the aims and objectives of the National Literacy Mission and the projects being undertaken in the field. Another exhibition by Bal Bhavan Society showed the extent of the problem of

illiteracy and the efforts being made by the students to bring about awareness and motivation.

The Shramik Vidyapeeth and DDA Slum Wing Literacy Van also put up an exhibition and provided vocational training for the uneducated and untrained participants.

Literacy songs were sung by the students of different schools and street plays were put up by a professional group, Ekta Natya Manch. A skit by the students was also staged.

Certificates were given to the neo-literates.

Countries with more than 10 million illiterate people over the age of 15 in 1985

Country	Rate of illiteracy	Illiterates (in million)	Proportion in the world's total illiterates
	%		%
India	56.5	264	29.7
China	30.7	229	25.8
Pakistan	70.4	39	4.4
Bangladesh	66.9	37	4.2
Nigeria	57.6	27	3.0
Indonesia	25.9	26	2.9
Brazil	22.3	19	2.1
Egypt	55.5	16	1.8
Iran	49.2	12	1.3
<b>Total</b>		<b>669</b>	<b>75.2</b>

(Source : Compendium of statistics on illiteracy, UNESCO 1988)

## Symposium

### SHOULD ADULT EDUCATION BE CENTRE-BASED OR VOLUNTEER-BASED ?

As part of the tenth anniversary celebrations of the Centre for Adult Education and Extension (CAEE), University of Kerala, a symposium was held at Trivandrum on February 15, 1990 under the sponsorship of International Task Force on Literacy (ITFL, South East Asia Office). Dr. (Smt.) Indira Koithara, Coordinator, ITFL inaugurated the symposium and acted as moderator.

In his introductory remarks, Dr. Sivadasan Pillai, Director, CAEE described the various approaches followed in adult literacy work, especially since independence and referred to the significance of multiple approaches to secure total literacy.

It was observed that the centre-based approach (CBAEP) curtailing its duration and avoiding the insistence on 25-30 learners per centre would be a welcome sign. In the case of 'Each One Teach One' approach provision for adequate monitoring as well as incentives to volunteers were recommended. A via media suggested was small group approach of having 1 : 10. The consensus was for a combination of CBAEP, small group approach and MPFL, taking into account the peculiarities of the clientele and the locality.

Papers were presented by Prof. Abdul Vahab, Principal, Iqbal College, Prof. PIA Karim, Ex-Director, College Development Council, University of Kerala, Mr. C.B. Padmanathan of Kerala Agricultural University, Mr. KGB Pillai of Kerala Hindi Prachar Sabha, Mr.

TRS Unnithan of KANFED Mr. Venugopal of VTM NSS College, Mr. Prabhakaran Thampan, DAEO, Trivandrum and Dr. V. Reghu, Asstt. Director, CAEE.

The delegates were divided into five groups for detailed discussions. The group reports were presented and discussed in the plenary session.

Dr. A. Sukumaran Nair, Pro-Vice-Chancellor delivered the valedictory address.

#### **Science and Technology Awards**

The National Council for Science and Technology Communication, Department of Science and Technology gives away three national awards every year—(i) for best effort in science publications (Rs. 100,000), (ii) for best Science and Technology coverage in the mass media (Rs. 50,000); and (iii) for best effort in science popularisation among children (Rs. 50,000).

The awards are meant to recognise and encourage outstanding work in the area of science popularisation by both individuals as well as organisations.

Further information can be had from Director, National Council for S&T Communication, Department of Science and Technology, Technology Bhavan, New Delhi-110016.

#### **Awareness Concerning the Girl Child**

The Adult, Continuing Education and Extension Centre, Marath-

wada University with financial assistance from the Department of Women and Child Development, Ministry of Human Resource Development, Govt. of India, organised a three-day seminar on Awareness Concerning the Girl Child at Ghoti (a tribal area), Distt. Nanded (Maharashtra).

50 tribal women in the age-group 15-35 participated. They belonged to Gond, Pradhan Naikada, Kolam Bill & Banjara community.

The seminar was inaugurated by (Dr.) Mrs. Tara Paranjape, former Principal of People's College, Nanded. Shri T.D. Jadhav, Director, Adult, Continuing Education and Extension Centre, Marathwada University, presided.

Dr. (Mrs.) Paranjape said that women should be made aware of their rights so that they are not completely dominated by men. She said that early marriage affects the girl's life and the present system of early marriage among the tribals should be discouraged.

Dr. (Mrs.) Paranjape also emphasised that the tribals should not believe in superstitions as it is proving a bottleneck in their progress. She also highlighted the harms of early marriage particularly among the girls.

The seminar discussed the child marriage prohibition law, change in the attitude of parents about their daughter, consequences about child marriage like health of girl and pregnancy tests for avoiding birth of girl child, schemes of the Government for improving the socio-economic status of women and tribal women and superstition.

## Documents

Mathur, R.S. Concurrent External Evaluation and Impact Studies: Suggestive Operational Guidelines, New Delhi, Directorate of Adult Education, Government of India, 1989, 25 p.

In order to ensure that the programme of adult education is implemented properly and the bottlenecks, shortfalls, deficiencies are identified and removed speedily and to ensure optimum efficiency a system of monitoring and evaluation is needed to be built into the main conceptual framework of the programme. Through effective monitoring and evaluation, done on a concurrent basis, corrective action is envisaged to remedy the weaknesses and consolidate the gains, thereby providing to the planners and administrators of the programme, the necessary evidence about the success of the programme and also its limitations.

Keeping this in mind, the author discusses the programme parameters, programme evaluation—its scope and coverage, the need of external evaluation, over view of past experiences, thrust areas of evaluation, utilisation of evaluation findings and research.

In the appendices, list of agencies/institutes entrusted with task of evaluation and literacy rates from 1951-81 have been given.

DAE, Books for Post-literacy, New Delhi, Directorate of Adult Education, Govt. of India, (n.d.) 34 p.

The pamphlet discusses book policy for post-literacy and continuing education, approach to material preparation and content, norms for preparation of books, pricing of books, selection and distribution of materials, agencies and their roles.

Functions of Jan Shikshan Nilayam (JSN), financial pattern of JSNs, literacy norms for 3 levels of basic literacy stage, grading criteria for books of JSN and list of topics for preparation of books for neo literates, have been presented in various appendices given at the end of the pamphlet.

Unesco, Health Services for the Community. Bangkok, Unesco Principal Regional Office for Asia and the Pacific, 1988. 40 p.

Twelve volumes have been brought out in the series of APPEAL Training Materials for Literacy Personnel. It is one of four exemplar manuals, which illustrate the principles of design that are recommended for the development of literacy training manuals for the APPEAL literacy training curriculum.

The purpose of this manual is to consolidate literacy skills developed in level 1 and 2 of the literacy curriculum and apply these skills through a series of functional health-related activities involving reading, writing and numerical calculation.

It aims to encourage citizens to apply their literacy skills in finding out what health services are available in the local community.

Dharm Vir, Cooperative Education and Training in India. New Delhi, Centre for Promotion of Cooperativism, 1989. 196 p. Rs. 125.

The book is divided into three segments (a) Cooperative Education and Training in India; (b) Role of International Organisations; and (c) Conclusions. Chapters entitled "Cooperative Education and Training in India" deals with the role of National Cooperative Union of India and its National Council for Cooperative Training and National Centre for Cooperative Education. Besides, the role of other national level cooperative federations and the para-statal institutions e.g. National Dairy Development Board; National Cooperative Development Corporation; National Bank for Agriculture and Rural Development and the Management Institutions like Indian Institute of Rural Management and Centre for Management and Agriculture of Indian Institute of Management; Ahmedabad has also been dealt. Chapter two of the book brings out the role of various international cooperative training institutions which have been active in India and in other Asian regions in supporting cooperative education and training programmes.

In conclusion, the author pleads for recognition of cooperative education and training as one of the basic objectives of cooperatives and for making them integral part of cooperative business. Besides, author also calls for systematisation and value based practical orientation of cooperative education and training programme.

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



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## 43rd ANNUAL CONFERENCE IN BHOPAL MAY 24-27, 1990

The Indian Adult Education Association in collaboration with Barakatullah University, Bhopal, M.P. Rashtra Basha Prachar Samiti and Central India Adult Education Association will be holding its 43rd All India Adult Education Conference in Bhopal (Madhya Pradesh) on May 24-27, 1990.

The theme is "International Literacy Year—Strategies for the Coming Decade."

The Nehru Literacy Award for 1989 to Shri Bhai Bhagwan and Tagore Literacy Award (1989) to Dr. (Smt.) Rajammal P. Devadas will be presented during the conference.

The Zakir Husain Memorial Lecture will be delivered by Shri L. Mishra, Director-General, National Literacy Mission and Joint Secretary, Department of Education, Ministry of Human Resource Development, Government of India on May 26, 1990.

Workshops on Material Preparation, Problems of Women's Literacy and Training of volunteers will also be organised during the conference.

The last date for registration is May 11, 1990.

The contact persons in Bhopal are :

1. Shri K.C. Choudhary 101/19 Shivaji Nagar, Bhopal, and

2. Shri K.C. Pant, General Secretary, M. P. Rashtra Basha Prachar Samiti, Bhopal (Tele : 547081 (Off.) and 553668 (Res.)

The following business meetings of the Association will be held during the conference :

May 26, 1990 at 12.00 noon. Individual Members will meet to elect 25 members to the Council.

May 26, 1990 at 2.30 p.m. institutional members will meet to elect 75 members to the Council.

May 27, 1990 at 9 a.m. the newly elected Council will meet to elect Office-bearers and Members of the Executive Committee

May 27, 1990 at 11.30 a.m. General Body Meeting.

### Workshop on Family Life Education

The Indian Adult Education Association and the Parivar Sewa Sansthan (PSS) organised a three-

day workshop on Family Life Education in New Delhi on February 19-21, 1990. Over 100 women including the preraks, instructors and learners of adult education project of the Association participated.

The broad objectives of the workshop were—

- i) to create awareness among women on how to plan their family;
- ii) to apprise them about the need of planned parenthood;
- iii) to clear various misconceptions related with adolescence, pregnancy, etc.
- iv) to make women aware of various methods of family planning.

The discussions centred around social taboos and customs, social evils, drug addiction, family size, place of elders in the family, health and hygiene and planned parenthood. The participants were divided into groups to prepare charts regarding their own conception about the family structure. Discussion and role play techniques were adopted. The participants also took part in debate and quiz competitions. The PSS gave away prizes to the winners in the both the events.

## PLAN FOR WOMEN'S LITERACY

The National Institute of Educational Planning and Administration (NIEPA) under the Ministry of Human Resource Development has recommended that by 1995, primary schools or their alternatives be "provided to every child in the rural areas within a distance of one kilometre".

It further recommends that by the year 2000, upper primary schools or their alternatives be provided to every child in the rural areas within a distance of three kilometres.

This is contained in the working paper entitled "Education for All by 2000—Indian Prospective", prepared by the NIEPA.

It suggests that primary education throughout the country be provided to 80 per cent of children up to the age of 11 years by 1995, which will necessarily include at least 70 per cent belonging to disadvantaged group, and 95 per cent of children in the same age group be provided primary education by the year 2000 which will include 85 per cent girls of the disadvantaged group.

Similarly, upper primary education through schools be provided to 60 per cent of all children up to the age of 14 years by 1995, which includes at least 50 per cent girls of the disadvantaged group. Efforts would be made to check high rate of dropouts both at the primary and upper primary education stage. It is also proposed that 70 per cent of children, including 60 per cent girls, should

achieve the minimum level of learning by the year 1995 in elementary education and 80 per cent of children with at least 70 per cent girls should achieve minimum level of learning in pursuing elementary education by the year 2000.

Seventy-five per cent of Indian women are still illiterate and in some of the remote areas the rate of female literacy is even below five per cent. In almost half of the country female literacy is below 15 per cent, as very few girls are enrolled in schools and very smaller number of girls reaches high school/secondary school stage.

From 1951 onward, literacy rate for girls started showing an upward trend; it was 7.9 per cent in 1951 and it increased to 24.8 per cent in 1981. During 1985, the literacy rate for female was estimated at 29 per cent.

The working paper, therefore calls for turning education for women as a movement with a holistic approach. Some of the important measures proposed are, in towns and large villages which justify the establishment of at least a second primary, upper primary school, priority will be given to opening a girls' school. In view of parents preference for sending their daughters to school having women teachers the number of women teachers will be increased. This can be done by reserving 75 per cent seats in all teachers training institutes for women in a

manner that due representation is given to rural areas : by organising condensed courses for women teachers : by relaxing the qualifications in appointment of Shiksha Karmis and women teachers if they are willing to work in the rural areas.

The provision of education to working children is a prerequisite for attaining the goal of education for all. According to 1981 census there were about 14 million working children in the country. The programme for education for working children would comprise general improvement in non-formal and formal education system by making it relevant to their needs and also making it obligatory for employers to enable children to participate in educational programme.

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"When I volunteered to be a literacy tutor, I expected to do a lot of giving. I wasn't prepared for what my learner would give to me."

—Barbara Franck

"The skills acquired in education should be liberating skills. Nothing else can properly be called education."

—Julius Nyerere

"People for whom literacy and academic skills are not the first priority deserve to be taken seriously. Literacy skills may be an important component for their future well-being but their diagnoses of need—not ours—should be the basis for program development."

—Carmen St. John Hunter

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## CONFERENCE ON IMPLEMENTATION OF LITERACY PROGRAMME BY UNIVERSITIES

A two-day regional conference on "Implementation of Literacy Programme by Universities" was organised by Department of Adult/Continuing Education and Extension, Devi Ahilya Vishwavidyalaya, Indore on January 8-9, 1990. 40 participants representing Universities, Colleges, Directorates of Adult Education and voluntary agencies from the States of Bihar and Madhya Pradesh participated.

Inaugurating it, Shri Awadesh Pandey, member State Uchacha Shiksha Anudan Ayog, MP emphasised the need to secure participation of all people in the literacy programme.

Prof. MS Sodha, Vice-Chancellor, Indore University in his key-note address said that non-formal education for the children of the age-group 6-14 should be a part and parcel of the adult education programme. He stressed the need to create climate for literacy in the villages and to check out drop-out from the schools.

Prof. Sodha emphasised the need for research in literacy by the universities particularly by Schools of Education. He asked the UGC and State Governments to support such effort by the universities.

Shri DP Hira, Joint Secretary, UGC called upon the universities to adopt area based approach. To get the desired results, both MPFL and centre based programme should be implemented. Vice-Chancellors, he said, should take

steps to involve college principals, teachers and students in the programme on a large scale and making literacy training and work a part of the curriculum should also be considered.

Some of the points highlighted in the Conference were :

1. Visual aids are very effective in non-formal education. At the universities, Schools of Science and Arts Faculties should evolve visual aids, which can hold the attention of learners and motivate them to attend the centre regularly.
2. MPFL programme is suitable for the city where heterogeneous groups are residing, whereas, in homogeneous area like villages centre based programme is more appropriate.
3. No honorarium should be paid to students for participation in the literacy programme because the present honorarium is too little anyway and effectively curtails the spirit of dedication. However, incentives in terms of certificates and appreciations may be considered.
4. The universities should design an action plan for implementing the literacy programme. Not only the student volunteers, but the teachers should also be effectively involved.
5. Emphasis on women's education is essential, because if the mother is literate then the entire family becomes literate.

6. Literacy programme should become part of "Berojgar Bhatta Yojana" recently introduced by the State Government. It should be mandatory for the educated, unemployed persons who are given a stipend by the Government to teach illiterates.

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

1. Environment building
2. Survey—selection of the area of operation and identification of the clientele
3. Identification of master trainers and volunteers
4. Training
5. Production and supply of literacy kits to the volunteers
6. Actual imparting of literacy
7. Evaluation of learning outcome and reporting, and
8. School dropouts and adult education. □

### New Publication

### Fifty Years of IJAE Articles and their Authors

Compiled by  
J.L. Sachdeva  
Subhash Dua

Rs. 45.00

### Available from

Indian Adult Education Association  
17-B, Indraprastha Estate  
New Delhi-110002

## CAMPAIGN FOR TOTAL LITERACY

The Directorate of Adult Education, Ministry of Human Resource Development, Government of India organised two workshops recently to develop guidelines for training of volunteers for a campaign for total literacy.

The first was held in Trivandrum in collaboration with Centre for Adult Education and Extension (CAEE) of Kerala University from March 12-15, 1990. The second was held in collaboration with GRD Trust in Coimbatore on March 20-24, 1990.

In the Trivandrum workshop a training design for a campaign for total literacy was developed in groups consisting of the following components :

1. Profiles of Trainees : Roles, Training Needs
2. Objectives of Training
3. Preliminary Arrangements :
  - Administrative
  - Organisational
  - Academic
4. Training Curriculum/Content
  - Minimum Package Required
5. Training Materials
  - Handouts for each session
  - AV Materials
  - Identification of available ones
  - Preparation of new ones
6. Training Methods
7. Trainers/Resource Persons
  - Core
  - Other experts

8. Training duration
  - Initial/Induction level
  - Inservice :
9. Convenient Time
10. Training Sessions
11. Training Institutions
12. Participants : Size
13. Nature : Residential/Non-residential; Participatory/Conventional; Structured/Semi-structured/Unstructured
14. Monitoring & Evaluation
15. Follow-up : Continuing Education of Trainers Mechanism

31 participants representing voluntary organisations, Government of Andhra Pradesh, Kerala, Karnataka, University of Kerala, Shramik Vidyapeeth, Trivandrum participated.

In the Coimbatore Workshop planning and management strategies of a campaign were particularly stressed. The delegates were divided in four groups for preparation of plans for campaign for total literacy in the district, in a block, in a Panchayat with the help of data available.

The workshop discussed

1. the present status of the total literacy campaign in Coimbatore District;
2. the general strategies of planning and management of such a campaign; and
3. the guidelines for replicating such a campaign in other parts of the country.

29 persons attended.

## Mane Gets Chavan Literacy Award

Yashwantrao Chavan Literacy Award has been awarded to Barrister MG Mane, former Labour Minister of Maharashtra and former President, Indian Adult Education Association and President, Bombay City Social Education Committee for his outstanding work in adult education in Maharashtra.

The Award was presented on March 12, 1990 (Birth Anniversary of Late Yashwantrao Chavan) by Shri Eknath Thakur, Director, National School of Banking and Hony. Secretary and Chief Executive Officer, Indian Education Society. Shri DB Karnik, Former Editor, Maharashtra Times presided.

## Training in Improved Chalk Making

The Indian Adult Education Association with technical assistance of Regional Research Laboratory CSIR, Jammu organised a two-day training on improved chalk making for the functionaries and learners of its adult education project in Himmatpuri (trans-yamuna resettlement colony) on February 16-17, 1990.

The main objectives were :

- (1) To provide practical training in improved chalk making by handling material and apparatus.
- (2) To give master training to those who in turn will impart training to others.

30 women including preraks, instructors and learners participated. A one-day special training was provided to master trainers which included calculation of strength of chalk, types of material used for chalk making etc. Training in handling of various types of apparatus available in the market was also given. □

## EDUCATION KEY TO CHECK POPULATION GROWTH

Dr. Norman Borlaug, Nobel Prize winner and father of the world wide Green Revolution has stressed that education is the key to the population problems in India. There are close links between education and population growth as is evident in many parts of India particularly in Kerala.

The *Hindustan Times* in its editorial of March 14, 1990 titled "Homily on Population" has emphasised the need for female literacy and health education for checking the population growth rate. The editorial is reproduced below :

"Dr. Norman Borlaug, Nobel Prize winner and father of the world wide Green Revolution, had some pertinent things to say on facing the challenge of overpopulation while speaking on the subject under the auspices of the Family Planning Foundation in the

Capital the other day. His interest in population studies, the American agricultural scientist noted, came through the kitchen door—that is, working on food problems of the Third World countries. His research on wheat varieties was essentially meant to improve the crop yield many times so that the food output could match with the rising population. Citing from his personal experience of working in India, he said that by adapting modern technology and motivating the Indian farmer, the wheat output shot up from 11 million tonnes to 55 million tonnes in just a decade. It was not technology alone which made the green revolution possible, he was modest enough to admit, but a unique combination of political will, scientific innovation and grass-roots action.

Dr. Borlaug called for a similar approach to tackle the population

problem. And the key to the problem, in Dr. Borlaug's words, is education. This is not a new discovery. India's population experts are fully aware of the close link between education and population control, as is evidenced from the most literate State in India, that is Kerala. It has set an exemplary record in terms of literacy and population control. Education has helped men and women to shake off religious and other social constraints that hitherto came in the way of effectively tackling the population control. As has been pointed out by many expert groups at earlier population control forums, the accent on increased women's role in decision making on population policies is particularly relevant for developing countries and forms the basis of India's family planning programme. Female literacy, health education and primary health care centres in rural areas have been recognised as the major elements for the success of family planning by our population experts."

### CHECKLIST OF NEW PUBLICATIONS OF IAEA

English	Rs. p.
1. Mass Movement for Adult Education by B.R. Patil	30.00
2. People's Education by S.R. Mohsini	15.00
3. Adult Education : Some Reflections by B.B. Mohanty	25.00
4. Adult Education : A Focus for the Social Sciences by James A Draper	20.00
5. National Literacy Mission—Problems and Prospects Edited by J. C. Saxena & J.L. Sachdeva	15.00
6. Adult Education Terminology by J.L. Sachdeva	7.00
7. Adult Education in Bihar by S.Y. Shah	20.00
8. Fifty Years of IJAE : Articles and their Authors Compiled by J.L. Sachdeva & Subhash Dua	45.00
Hindi	
1. Proudh Shiksha Ke Ayam Edited by J.C. Saxena & P.D. Tripathi	35.00
2. Gharelu Ilaj by Manju Pandey	5.50.
3. Chote Gaon Ki Badi Kahani by Devendra Upadhaya	4.50
4. Durghatanaye by Bimla Dutta	3.50
5. Hatheli Per Suraj by Kashmirilal Zakir	6.00

## Documents

Unesco. Principles of Curriculum Design for Literacy Training (Training Material for Literacy Personnel : APPEAL Vol. 1) Bangkok, Unesco, Principal Regional Office for Asia and the Pacific 1988, p. 70.

The document is the first in the 12 volume series. Literacy training activities are often criticized for being short-term, adhoc and inadequately planned. One reason for this is the lack of a curriculum frame-work acceptable to all of the agencies concerned with literacy programmes. An attempt has been made in this volume to develop a curriculum framework and an approach to material design, which can be used by all agencies concerned with planning, management, supervision, teacher training, learning material development and evaluation of literacy programmes. It has been divided into four chapters.

- 1) Aims and objectives of the the Literacy curriculum
- 2) Functional content of the curriculum
- 3) Level of Literacy skills.
- 4) Organization of the Literacy training curriculum.

Literacy skills have been divided into three levels : basic, middle, and self-learning. Flexibility is provided through three sub-levels that cater to specific needs. The functional content has been selected based on the immediate concerns of adult learners. Curri-

culum designers have identified four content areas for each programme : family life, economics and income, health and civic consciousness.

The book has very rightly mentioned that while the general approach of the curriculum is universally applicable, the detailed content is not necessarily suitable for all situations. They must be developed by each country or locality to meet its defined needs.

Alkazi, Feisal, Farrell, Martha and Jain Priti. Reaching out : A Handbook for Student Volunteers on the National Literacy Mission. New Delhi, Directorate of Adult Education, 1990. 52 p.

This handbook is an attempt to prepare student volunteers for and to guide them during their participation in the NLM programme.

It is divided into two broad areas. The first of these explains in detail the ten steps involved in starting and carrying out the NLM within an Institution/college/school. The second is an explanation of how to use the handbook and provides some additional background materials, activities and approaches.

Toktli, Rachel Ed., Lifelong Learning in Israel, Jerusalem, Adult Education Division, Ministry of Education and Culture, 1989 256 p.

The document presents concepts and diverse activities of Adult Education in Israel. The percentage of Israeli adults who participate in various educational

programmes is among the highest in the world.

Popular education and Hebr Language study are two main branches of adult education in Israel and these two have been dealt in this book.

Some of the articles in this book are :

1. The Freedom of the Spirit and Lifelong Learning
2. The Right to Educate Adults
3. How Illiterate Adults deal with Problems of Literacy
4. A Comparative Analysis of Literacy Education
5. Television in the Service of Adult Education
6. The Functional Role of the Open University
7. The People's University and Folk High School in Israel

Rogers, Alan Ed., Partners in Literacy : A Pilot Attitudinal Survey of Literacy Animators in Tamil Nadu, Nor Folk, (England) Education for Development, 1989 42 p.

The report of a research project undertaken in 1987-88, indicates some of the ways in which the attitudes held by literacy animators towards themselves, towards the importance of their task, towards the learners in their classes and towards the agencies who employ them will influence their commitment and effectiveness. It is intended to help in the selection processes and training of animators; the development of inservice support systems and the continuing use of some animators as animators, planners and trainers.