



# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XIII

April, 1990

No. 1

## ROLE OF MASS AND TRADITIONAL MEDIA IN CREATING CLIMATE FOR LITERACY

The Indian Adult Education Association organised a Round Table on the Role of Mass and Traditional Media in creating climate for literacy at its headquarters in New Delhi on April 25, 1990. 32 persons representing Directorate of Adult Education, University of Delhi, SRC, Jamia Millia Islamia, Planning Commission and institutional and life members of the Association from Delhi attended.

The main objective of the Round Table was to find out how mass media, particularly electronic media and traditional media can play a role in creating an environment for literacy so that it becomes a felt need of the people.

Spreading literacy among the un-motivated and un-willing is not giving the desired results and an effort was made to find out ways and means to create a climate for literacy among the animators and the learners.

During discussion, the following points were highlighted :

1. Traditional media have better potential than the electronic media and extensive use should be made of this media to create environment for literacy.
2. Though T.V. is a powerful medium, it is not having much effect in rural areas as women are not permitted to see it.
3. Youth should be encouraged and motivated to have personal contacts with the learners so as to motivate them for adult education programme.
4. People to people communications has a great role in motivating people for literacy than the electronic and traditional media.
5. In selecting the traditional media, it has to be seen that informer is acceptable to the community.
6. Adult Education should be seen as a regular education programme and not seen as a project.

The following recommendations were made :

1. Inter-personal communication has a great role in creating climate for literacy and should be extensively utilized.
2. Both electronic and traditional media have great role in creating national commitment, creation of an environment conducive to learning, motivation among learners, animators, mass mobilisation and people's involvement.
3. There is an urgent need to prepare good softwares in large number in order to enable the electronic media to relay programmes which can touch the heart of the masses.
4. In sanctioning adult education projects, the Government of India should provide money for creating motivation before the actual launching of the project. The agencies implementing the programme should utilise the traditional media for this purpose, and
5. The choice of media should depend upon the area in which the adult education project is being implemented.

## NEWS FROM STATE RESOURCE CENTRES

### SRC, Kerala

#### JATHA FOR TOTAL LITERACY

To make the people aware of the importance of International Literacy Year and to involve the local volunteers in literacy programme, the SRC in collaboration with KANFED and other voluntary agencies organised a Saksharatha Jatha in the district of Quilon from March 2-11, 1990. It was inaugurated by Shri S.M. Vijayanand, District Collector. All the taluks and blocks of the District were covered. The Jatha was led by Shri P.N. Panicker and Thengamom Balakrishnan, Director, SRC.

The Jatha included street drama and corner meetings. It visited the remote areas of the district and encouraged the school college teachers and students to participate in this programme.

#### WRITER'S WORKSHOP FOR SOCIAL JUSTICE

A Workshop of writers and amateur journalists was organised by SRC on Feb. 6-7, 1990. Twenty literacy workers and local correspondents of various papers participated.

The aim of the workshop was to find out the coverage given to the problems of common people in the daily papers of Kerala. After discussion it was felt that dailies in Malayalam are more interested in sensational journalism and recommended that in all districts good writers should be trained in 'Journalism for Social Justice and for People's Development'. It was also decided to organise district level workshops during the coming months to train persons interested in journalism.

#### POVERTY ERADICATION PROJECT

A two-day camp for 100 beneficiaries of IRDP Project of Payannoor, Madai, Cheruthazham and Ezhom Panchayats in Cannanore district was held in Madai Co-operative Bank Hall.

Papers on poverty eradication projects and its aims, RLEGP, TRYSEM DWCR etc. were presented.

#### INTEGRATED PRIMER

The SRC has prepared an Integrated Primer in Malayalam in three parts. Five workshops were organised to prepare the primers. The primers are being finalised in consultation with the Directorate of Adult Education, Government of India.

### SRC, New Delhi

#### TRAINING PROGRAMMES

The SRC, Jamia Millia Islamia, Delhi organised a 4-day orientation programme for Project Officers of Delhi Administration. The major emphasis was on role of P.Os and Preraks under NLM. Monitoring and post literacy programme, i.e. Jan Shikshan Nilayam.

Instructors and Preraks were also provided orientation. 28 instructors and Preraks from four voluntary agencies attended.

The five day training stressed on evaluation and post literacy programme besides methods of teaching and review of the work done so far.

Under MPFL the SRC conducted five one-day orientation programmes for various institutions.

#### DEVELOPMENT LINKED PROGRAMME

The SRC prepared a book on

JRY in English and Hindi under the project of the Department of Rural Development, Ministry of Agriculture. It also prepared posters for the Department of Rehabilitation & Artificial Limbs of the AIIMS.

#### EXPERIMENTAL CENTRES

The SRC has started 12 Centres with additional inputs of legal literacy and mother and child care in the resettlement colony of Sultanpuri in collaboration with Bhartiya Adimjati Sevak Sangh.

#### STREET CORNER PLAYS

It organised street corner plays on motivation, problems of drug addiction, responsible parenthood in the projects run by various voluntary organisations to create environment for literacy, to make people aware of problems of high population growth rate and bad effects of drugs.

During the period about 4500 literacy kits were given to Delhi Administration NPSC Schools, Delhi University, JNU, Mysore, Haryana, LBSS Vidyapeeth and other voluntary agencies under the mass programme for functional literacy.

#### POPULATION EDUCATION

Under its population education project, the SRC started four adult education centres to test the materials and tools. They had the following inputs :

- 1) one female centre under the leadership of instructor in Mangolpuri Resettlement Colony;
- 2) one female centre with sewing and tailoring in collaboration with Delhi Administration; and
- 3) two female centres in sewing and tailoring in collaboration with ACCORD and Mahila Chetna Kendra. □

## NOMINATIONS FOR AWARDS INVITED

### Nehru and Tagore Literacy Awards

The Indian Adult Education Association has invited nominations for 1990 Nehru Literacy Award and Tagore Literacy Award for outstanding work in adult education in India.

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

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

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

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

The last date for receipt of recommendations on prescribed proforma is July 30, 1990. The Awards will be announced on September 8, 1990 i.e. International Literacy Day.

### Unesco Literacy Prizes

Unesco has invited recommendations from Government and International non-Governmental organizations to nominate institutions and individuals, displaying outstanding merit in literacy and post-literacy activities and their integration in basic education programmes for the 1990 Unesco literacy prizes.

There are five prizes: the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award, the Noma Prize, the Iraq Literacy Prize, and the King Se Jong Prize.

Nominees should preferably be involved in activities in favour of youth and young adults (especially women, the role of parents, adult education and adult literacy activities in the workplace).

Parties nominating the candidates shall supply a recommendation of about five pages, including :

- \* a description of the activities carried out ;
- \* an account of the results achieved ;
- \* an evaluation on the basis of the criteria mentioned ; and
- \* the appraisal of the committee responsible for the final selection at the national level.

Each government or organization may only nominate one candidate. The last date for submission of nomination is 30 June.

For more details, contact :  
The Director-General,  
Unesco,  
7, Place de Fontenoy,  
75700 Paris, France.

### Roby Kidd Award

The International Council for Adult Education, Toronto has invited nominations for the J Roby Kidd Award for making significant contribution to adult education on local or national level. The aim of this award is to recognise new people with new ideas, who are recent practitioners in adult education and to encourage innovative contribution in the field.

Nominations can be made by candidate(s) or on his/her behalf by an organization or institution. Applications made by the candidate(s) themselves must be supported by a letter of recommendation by the relevant organization or institution at the local or national level which is familiar with the work of the candidate.

The award carries the citation and Canadian \$ 2 000.

The previous recipients of the awards are :

1. Rafael Pizarro Alvarado, Santiago, Chile (1983)
2. Tom Lovett, Belfast, Northern Ireland (1984)
3. Karl Gaspar, Gligan City, Phillippines (1985)
4. Anthya Madiath, Orissa, India (1986)
5. Frances O'Gorman, Rio de Janeiro, Brazil (1987)
6. Mohamed Lamine Bangoura, Guinee (1988)
7. Kusmal Nanda Dondsenal, Orissa, India (1989)

The application forms can be had from the International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto Ontario, M5S 2R4, Canada. The last date for nominations is Aug. 15, 1990.

## ESCAP Human Resource Development Award

The United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) has established an annual award in recognition of exemplary work in the field of human resource development. The theme for this year's award is "human resource development aspects of environment".

The award is open to resident nationals of developing countries and territories of the ESCAP region who have conducted exemplary research or contributed to other innovative achievement in the field of human resource development.

The award consists of a monetary prize of US \$ 2,500. In addition, the award winner will receive a fellowship worth approximately US \$ 10,000 for a study trip to France to be undertaken within two years of receipt of the award.

Nominations for the 1990 ESCAP Award should be sent by December 1, 1990 to: Chief Social Development Division, ESCAP United Nations Building, Rajadamnern Avenue, Bangkok 10200, Thailand.

## Kerala Total Literacy Drive Begins

In the first phase of the total literacy programme in Kerala, "Akshara Keralam", began on April 8, 1990 with a State wide survey to identify all illiterates in a massive single-day operation.

The survey in which over eight lakh volunteers will participate, follows an intensive mass mobilisation drive through the media, posters, jathas and person-to-person communication, covering all the 14 districts, except Ernakulam, which has already been declared as India's first totally-literate district.

Apart from identifying illiterates, the survey was also intended as major State-wide promotional campaign for achieving total literacy. Master trainers and instructors have also been identified as part of the survey. The programme will begin in May.



## Ernakulam is First Totally Literate District

Shri V.P. Singh, Prime Minister, declared Ernakulam as the first totally literate district in the country at a mass peoples rally held at the Durbar Hall Ground at Cochin on February 4. The Chief Minister of Kerala and State Education Minister were present on the occasion.

A unique campaign extending over a period of one year was undertaken in Ernakulam towards achieving total literacy in the age group 6-60.

Inspired by the experience the Kerala Government has prepared plans for achieving total literacy in the State. —*Literacy Mission*

The world population of human beings now exceed 5 Billion. It is still growing at the terrifying rate of about a billion every 12 years or over 80 million a year. It took us only 34 years after independence to double our population from about 350 million to 700 million. At 780 million today it is still growing at the rate of 2.1 percent annum adding over 15 million people each year and will probably reach a billion by the turn of the century.

With our birth rate still hovering around 33 per one thousand and our death rate at 12, should we be surprised that all demographic prediction show that without a dramatic reduction in our birth rate, we shall not reach the kind of stable population achieved by the rich countries of the world until towards the end of the next century and our people will continue for most of it to be amongst the poorest in the world.

J.R.D. TATA

### Recently Published

#### 1. Adult Education : A People's Movement

Edited by J.C. Saxena, J. L. Sachdeva

Rs. 50.00

#### 2. 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

## EDUCATION FOR WOMEN'S DEVELOPMENT

A Seminar on 'Education for Women's Development' was organised by the Adult, Continuing Education and Extension Centre of Marathwada University (Department of Sociology) in Aurangabad on January 19-21, 1990.

Inaugurating it, Principal, Shivajirao Bhosale, Vice-Chancellor, Marathwada University asked the women to come forward for their education and also motivate others for this purpose. In this way they would be lending a helping hand for the upliftment of the mankind, he said.

The subjects discussed in the Seminar included :

- a) health and nutrition; b) schemes of banks for self-employment for rural and urban women; c) development schemes for women; d) laws relating to rights and security of women; e) population education; and f) community health.

Dr. (Mrs) Sudha Kaldate, Professor and Head, Department of Sociology of the University outlined the objectives of the Seminar.

At the valedictory function Ms Rashmi Awasthi, the first lady Police Officer of Aurangabad was the chief guest. Ms Awasthi in her address said that women should compete with men in all spheres and should not have any inferiority complex. If we have to achieve something extraordinary, we have to work hard

and develop strong will power, she said.

Shri T.D. Jadhav, Director, Adult, Continuing Education and Extension proposed a vote of thanks.

### Seminar on Literacy Mission

The Centre for Action in Rural Development (CARD) in collaboration with the Directorate of Field Publicity, Government of India (Madras Unit) organised a Seminar on 'Literacy Mission—A Tool for Social Change' on March 3, 1990 at Vallakottai. Shri G. Sundaram, Regional Director, Workers Education, Madras in his chief guest address said that education should make the people aware who are below the poverty line about the developmental activities so as to get their due share. Shri NL Thirumal Rao, District Adult Education Officer stressed on motivation of learners through cultural activities.

Shri MJA Rajinadoss, Director, State Resource Centre said that education should result in social change. He said that education imparted should be life oriented.

A debate on adult education among the animators was conducted by the Directorate of Field Publicity, Madras Unit and prizes were given to the winners.

Shri K.S. Kumaravelu, Chief Organiser, Centre for Action in Rural Development proposed a vote of thanks.

### Bordia Elected President, IBE

The International Bureau of Education (IBE) has unanimously elected Shri Anil Bordia, Secretary, Department of Education, Ministry of Human Resource Development, Government of India as its President for a two-year term. The 24-member Council of the International Bureau of Education, located in Geneva, is an important UNESCO Institute for Research on comparative education and reflection on major problems of education. This is for the first time that an Asian has been elected as Chairman of IBE since its inception in 1934.

The Council (IBE) is expected to play a major role in the follow-up of the "World Conference on Education for All" concluded recently in Jomtien (Thailand). Shri Anil Bordia's election received the wholehearted support of all Council members as well as of the Director-General of UNESCO who inaugurated the 32nd Session of the IBE Council in Jomtien (Thailand).

### Literacy through Radio

An experiment to use Radio to enliven the Adult Education Centre and to improve the pace and quality of learning will be started from September 8, 1990. Eight radio stations, Bikaner, Jaipur, Indore, Agra, Varanasi, Patna, Ranchi and Darbhanga will broadcast literacy lessons to about one lakh learners in fifteen districts.

The weekly broadcasts would be backed by appropriate teaching and learning material. The instructors too will be trained through the same media followed by a contact programme.

—I.L.Y. 90

# INTERNATIONAL LITERACY YEAR CELEBRATIONS

## Bombay City Social Education Committee

The Bombay City Social Education Committee organised the following programmes in connection with the celebration of the International Literacy Year :

- 1) Inter-school Art Competition for students of class 6th and 7th. The subjects covered were : a) Each one Teach one b) A student conducting an adult education class c) Demerits of drug addiction d) National Integration

In all 120 students from 66 schools participated.

- 2) Elocution Competitions for the students of 8th and 9th standards from Jan. 22-24, 1990. The topics for competition were a) my role in the promotion of adult education programme; b) role of mass media for promotion of literacy; c) concept of each one teach one.

The competitions were held in five languages i.e. English, Hindi, Gujrati, Urdu and Marathi. 74 students from 66 school participated.

A health education programme was organised on Feb. 15, 1990. It was organised in collaboration with Bharatiya Stree Shakti. Dr. Shalini Subnis, well-known

Gynaecologist and Obstetrician spoke on pre-natal care of expectant mothers. Film shows were also organised.

A Seminar on education and upliftment of women in collaboration with Bharatiya Stree Shakti was organised on March 3, 1990. Smt. Jayantiben Mehta, M.P. was the chief guest on the occasion. Barrister M.G. Mane, President, Bombay City Social Education Committee presided.

Smt. Mehta narrated her experience of organising literacy classes in prisons while she was there as freedom fighter. She stressed that more literacy classes should be conducted in children homes and in prisons to enable the persons to solve their own problems, to oppose the injustice done to them. She also stressed the need for inculcating the habit of saving among adult learners and advocating for equal pay for equal work given to women.

She strongly emphasised the need to organise women to get justice from the society.

Barrister Mane, in his presidential address said that the main stress of the BCSEC is to fight against injustice done to women. He appealed to women to take advantage of the various courses organised by the Shramik Vidya-peeth to get technical and vocational skills.

## Population Education

The Centre for Adult/Continuing Education and Extension Work of Bangalore University organised a two-day orientation programme on 'Population Education for Primary School Teachers' of Kolar District from Dec. 5-6, 1989 in collaboration with Directorate of Public Instruction. 50 teachers from 48 Primary Schools of Kolar District participated.

The following topics were covered :

- a) Trends in the Growth of Population of the World with special reference to India.
- b) Determinants & Consequences of Population Explosion.
- c) Integrating Population Education into Secondary School Curriculum-Teaching.
- d) Population Education through School subjects ;

—Mathematics

—Physics

—Biology

—English

—Social Studies

—Kanada

A video film entitled 'Between Poverty & Population' produced by Madras University was screened.

A training programme for population education and mother and child health for teachers of Mandikal Mandal Panchayat was organised on December 29, 1989. 30 teachers participated.

## Documents

Kassler, Reinhard, Communication for Adult Educators, Germany, Friedrich Ebert Stiftung, 1988 20 p.

The pamphlet aims at providing certain techniques to achieve a meaningful communication with target audience. The main objectives of the exercises given in the document are to make the readers :

- to achieve perception and retention by using the appropriate coding in the speaking, writing and through images or in a combination;
- to prepare a message considering the perceptive capacity of the target population in terms of quality and quantity;
- to consider the socio-economic and socio-cultural strata of the target population in preparing a message;
- to consider the expectations and the context in which the transmission will take place.

Adult Education in Thailand in "Adult Education and Development". No. 33, Sept. 1989.

This special issue of Adult Education and Development contains several articles on major trends in adult and non-formal education in Thailand. Methodologically, adult education in Thailand has employed numerous approaches and techniques in its

dealing with target groups such as individual approach, group approach and community approach. It has operated in a class-room mode, semi classroom mode and informal mode (such as libraries, radio and T.V. and printed materials). It has also utilized both a selective approach (functional literacy) and a mass approach (literacy campaigning).

Its strength lies in its utilization of available resources (existing schools and experienced personnel) and enables its network to expand far and wide at a reasonable cost.

Another strength lies in its mobility; mobile skills training units can be sent to different targets around the province. This enables distant targets to keep in touch with the skills training service.

Sujatha, K. Education in Ashram Schools—A Case of Andhra Pradesh. New Delhi, National Institute of Educational Planning and Administration, 1990, 24 p. (NIEPA occasional papers 18).

Ashram Schools have been viewed as effective institutions to meet the educational needs of tribals living in interior, most backward and scattered habitations where opening up of normal school is not viable. The concept of Ashram school stems from the objective of providing an atmosphere in which the inmates are offered full opportunities for total personality development. Ashram schools are residential schools in which free boarding and lodging along with

other facilities and incentives are offered to the inmates. One of the major thrusts of Ashram School is imparting skills in crafts, vocations, apart from providing general education.

The paper examines the existing facilities, enrolment, dropout rate and working pattern of Ashram schools in Andhra Pradesh with special reference to Adilabad district. The first part of the paper gives a brief introduction of concept and objectives of Ashram school followed by comparison of interstate pattern of Ashram schools. The third part presents the growth, environment and distribution pattern of Ashram schools in the State of Andhra Pradesh. The fourth section examines the infrastructure, facilities, enrolment, dropout pattern, teacher pupil ratio and staffing pattern of Ashram School with special reference to Adilabad district. The fifth section describes the academic and other activities in Ashram schools. The final section draws some conclusions.

Sachdeva, J.L. and Dua, Subhash, Comp. Fifty years of I.J.A E : Articles and their Authors. New Delhi, Indian Adult Education Association, 1990. 211 p.

The document contains subject and author indexes of the articles appeared in the Indian Journal of Adult Education for the last fifty years and is a valuable research tool for those who are engaged in research in adult and non-formal education. It contains entries in the following areas :

1. Concept, Aims and Objectives of Adult Education; 2. Adult Psychology; 3. Adult Literacy; 4. Methods and Techniques in Adult Education; 5. Training; 6. Curriculum; 7. Non-formal Education; 8. Continuing Education; 9. Universities and Adult Education; 10. Population Education; 11. Materials for Neo-literates; 12. Distance Education; 13. Drop-outs; 14. Adult Education and Development; 15. Residential Adult Education; 16. Workers' Education; 17. Human Rights and Civic Education; 18. Youth and Adult Education; 19. Women Adult Education; 20. Adult Education for Scheduled Castes and Scheduled Tribes; 21. Extension Education; 22. Mass Media; 23. Adult Education Functionaries; 24. Cooperative Education; 25. Schools and Adult Education; 26. Role of Voluntary Agencies; 27. Gandhi and Adult Education; 28. Research and Evaluation; 29. Adult Education in India; 30. Adult Education in States and Union Territories. 31. Adult Education in Other Countries. □

### 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
9. Adult Education—A People's Movement Edited by J.C. Saxena and J.L. Sachdeva	50.00
<b>Hindi</b>	
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

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XIII

May-June, 1990

No. 2-3

## NEW OFFICE-BEARERS OF IAEA

At a meeting of the Council of the Indian Adult Education Association held in Bhopal on May 27, 1990, the following office-bearers and members of the Executive Committee were elected for a term of three years :

### President

Shri B.S. Garg,  
Director,  
Lok Shikshan Vibhag,  
Rajasthan Vidyapeeth,  
Udaipur-313 001 (Rajasthan)

### Vice-Presidents

Shri Bhai Bhagwan,  
Secretary,  
Rajasthan Mahila Vidyalaya,  
87 Panchvati,  
Udaipur-313 001 (Rajasthan)

Smt. Bimla Dutta,  
former Editor (Proudh Shiksha),  
X-41 Green Park,  
New Delhi-110 016

Shri R.N. Mahlawat,  
Project Director,  
Janta Kalyan Samiti,  
Opp. Bus Stand,  
Rewari-123 401 (Haryana)

Shri N.C. Pant,  
President,  
District Adult Education Council,  
215 Sanghi Street, Mhow Cantt.,  
Mhow-453 441 (M.P.)

Dr. K.S. Pillai,

Director,  
Centre for Adult Education and  
Extension,  
University of Kerala,  
Kariavottam Campus,  
Trivandrum-695 581

### Treasurer

Prof. B.B. Mohanty,  
Professor (Oral and Visual Com-  
munication) Indian Institute of  
Mass Communication,  
80/51-A, Malviya Nagar,  
New Delhi-110 017

### Hony. General Secretary

Shri K.C. Choudhary,  
President,  
Asha Kala Kendra,  
Mhow Cantt.,  
Mhow-453 441 (M.P.)

### Joint Secretary

Shri L. Vedapuri,  
President,  
Tamil Nadu Board for Rural  
Development,  
13 Radha Krishnan Street, T. Nagar,  
Madras-600 017

## VEDAPURI NO MORE

It is with profound regret that we inform our readers about sad and untimely demise of Shri L. Vedapuri, Joint Secretary, Indian Adult Education Association and President, Tamil Nadu Board for Rural Development in Madras on June 22, 1990. He was 55.

Shri Vedapuri was recently re-elected Joint-Secretary at a meeting of the Council of IAEA held in Bhopal.

He was actively involved in rural development and adult education in Tamil Nadu.

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

### Associate Secretaries

Dr. J.M. Gadekar,  
Director,  
Bombay Council of Adult Education  
& Social Development,  
B-8/5 Kumar Cooperative Housing  
Society Ltd.,  
Dayaldas Road, Vile Parle (E),  
Bombay-400 057

Smt. Kamala Rana,  
former Programme Officer  
(UNICEF),  
B-101 Neeti Bagh,  
New Delhi-110 049

Kum Savita Sinha,  
59-B Rajendra Nagar  
Indore (M.P.)

Shri K.L. Zakir,  
Hony. Director,  
Shramik Vidyapeeth,  
367, Sector 44-A,  
Chandigarh-160 044

### Writers Workshop for Developing Reading Material for Neo-Literates in Kerala

The National Book Trust in collaboration with the Kerala Sastra Sahitya Parishad organised a Workshop of Writers and Illustrators at Alwaye on May 20-27, 1990. 14 writers and 9 illustrators participated.

The subjects discussed in the Writers Workshop were environment, functional mathematics, blood donation, rain, communication, consumerism, water and electricity etc. The manuscripts prepared during the Workshop were pre-tested in two villages. The writers and the illustrators were present at the time of testing.

After field testing the manu-

### Executive Committee Members

Dr. Dharam Vir,  
former Jt. Director (Education),  
ICA Regional Office for Asia,  
210 Sukhdev Vihar,  
P.O. Jamia Nagar,  
New Delhi-110 025

Shri M.M. Hoda,  
General Secretary,  
Appropriate Technology  
Development Association,  
Gandhi Bhavan,  
Lucknow-226 001

Shri A.H. Khan,  
Asstt. Director,  
Deptt. of Adult Education,  
Magadh University,  
Basera, New Karimganj,  
Gaya (Bihar)

Shri T.K. Roy,  
Director,  
Shramik Vidyapeeth,  
Paradeep, Distt. Cuttack,  
Orissa-754 142

Prof. Yashwant Shukla,  
former Vice-Chancellor,  
Saurashtra University,  
5 Sri Sadama Society,  
Navrangpura,  
Ahmedabad-380 009  
Gujarat

Dr. M.V. Sudhakar Reddy,  
Director,  
Deptt. of Adult Education,  
Sri Venkateswara University,  
Tirupati-517 502 (A.P.)

Shri K.R. Susheela Gowda,  
Principal,  
YSDGD Govt. First Grade College,  
Shri Ranghanathanilya,  
Satyaman gala Layout,  
Hasan-573 201 (Karnataka)

Shri B.R. Vyas,  
former Addl. Director (AE),  
Delhi Administration,  
DDA Flats No. EC 162,  
G8 Rajouri Garden Area(Hari Nagar)  
New Delhi-110 064 □

scripts were finalised with the synopsis of their text in English.

During field testing it was observed that non-availability of proper reading material is resulting into relapsing into illiteracy and there was an urgent need of good reading material for neo-literates. □

### NEW CHAIRMAN OF CBWE

The Government of India, Ministry of Labour has nominated Shri Rajan G. James Kuttickattu as the Chairman of the Central Board for Workers' Education in place of Shri G. Ramanujam.

### Recently Published

#### 1. **Adult Education : A People's Movement**

Edited by J.C. Saxena, J. L. Sachdeva

Rs. 50.00

#### 2. **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

## 43rd All India Adult Education Conference A BRIEF REPORT

The 43rd All India Adult Education Conference which concluded in Bhopal on May 27, 1990 has urged that the centre based approach should continue with the same vigour as it has now. It might be supported with small group approaches and each one teach one approach taking into account local needs and requirements.

The Conference stressed that all kind of folk media prevalent in the respective areas have to be brought to use for creating appropriate climate. It emphasised that modern media like TV, Radio etc. are to be fully utilised with the clear understanding of the programme, its objectives and the target groups.

It suggested that the bureaucrats and the community should work hand in hand with maximum understanding and cooperation to achieve total literacy.

The conference emphasised that all existing infrastructure in the formal education sector should be made available for adult education and adult literacy work so that the country can enter the 21st century with limited number of illiterates through a proper utilisation of the International Decade.

The four day conference on 'International Literacy Year: Strategies for the Coming Decade' convened by the Indian Adult Education Association in collaboration with Hindi Rastra Basha Prachar Samiti, Central India Adult Education Association and Barka-

tullah University, Bhopal was attended by over 300 delegates from 18 States and Union Territories.

Inaugurating it, Shri B.M. Mishra, Speaker Madhya Pradesh Legislative Assembly said that literacy education was essential to bring the illiterates into the main stream of the national life. He appealed to all educated to make at least three persons literate.



*Shri B.M. Mishra, Speaker, Madhya Pradesh Legislative Assembly, delivering the inaugural address. Sitting on the dais L to R are Sarvshri K.C. Pant, Bhai Bhagwan, Bikram Sethi, B.S. Garg, Dr. Rajammal P. Devadas and Kumari Kusum Singh Mehdele*

Shri Mishra said that adult education should not be a Government run programme only. The community and the intellectuals should take the responsibility to run it. He said that adult education could go a long way in promoting national integration. Shri Mishra said that illiterates should be made literate in the

place they live or work. The adult education programme should also make available to the masses the knowledge hidden in books, he said.

Miss Kusum Singh Mehdele, Minister of Social Welfare, Women and Child Development, Govt. of Madhya Pradesh in her address as special guest said that the National Literacy Mission could succeed if all educated persons take upon themselves the responsibility of educating their illiterate brothers and sisters. The adult education programme, she said should not confine only to

literacy and its ultimate goal should be to improve the quality of life of the people. Voluntary organisations which are dedicated would get support from the Government, she said.

Shri B.S. Garg, President, Indian Adult Education Association in his presidential address said that

for the success of the programme instructors should be adequately paid. He stressed that recognised voluntary organisations should not face any problem in receiving financial assistance in time from the Government.

Earlier, Smt. Kusum Wig, Secretary, Reception Committee welcomed the Chief Guest and the participants. Shri Bikram Sethi, Treasurer, Reception Committee, proposed a vote of thanks.

### **Nehru and Tagore Literacy Awards Presented**

The 1989 Nehru Literacy Award for outstanding contribution to the promotion of literacy was presented to Shri Bhai Bhagwan, former Director, Adult Education, Rajasthan Vidyapeeth, Udaipur.

The citation said that Shri Bhai Bhagwan's significant work has been in enlisting the support of young students in promoting literacy education among the poor and the down-trodden. He made strenuous efforts in promoting education among tribal children and adults. As a tireless and earnest worker, he has worked with a will and smile all these years and has been great inspiration to many labouring in the field of adult education, the citation said.

The Tagore Literacy Award for 1989 was presented to Dr. (Smt.) Rajammal P. Devadas, Vice-Chancellor, Avinashlingham Institute for Home Science and Higher Education for Women (Deemed University) in recognition and appreciation of her contribution in removing illiteracy among women.

The citation of the Award said Dr. Devadas has undertaken considerable pains in making available the fruits of Science and Technology for improvement of rural life. She endeavoured to bring a change in women's life through education and training so that they become equal partner with men in the development of the country.

To give adult education an important place, Dr. Devadas has incorporated community, social service and adult education in the curricula for undergraduate and post-graduate courses in Home Science, the citation said.

In his reply, Shri Bhai Bhagwan said that literacy work should be entrusted to political parties, trade unions and voluntary organisations. The literacy campaign, he said required ideological energy which can only be provided by party cadres and voluntary organisations.

Dr. Devadas in her reply suggested that 109 Krishi Vikas Kendras should be involved in adult education work and their support will strengthen the programme. She said that sustainable development is possible only with the active participation of the large majority of the women who live in the remote tribal and rural areas in our country.

Dr. Devadas said that for proper utilization of the various developmental schemes of the Government of India, it was essential that women should be literate. The benefits of development schemes are not reaching to them as they are not aware about them. Literacy and awareness

will go a long way in the upliftment of the rural poor women.

### **Presentation of the Working Paper**

The Working Paper prepared by Shri J.C. Saxena and Shri J.L. Sachdeva was presented in the Plenary Session of the Conference. It suggested that climate for literacy should be created; literacy should be made a felt need; primary education be integrated with adult education; success stories in adult education should be widely disseminated; mass programme for functional literacy should be linked with incentives; schools should be utilised for adult education work; women should be empowered; the fruits of science and technology should reach the masses; the urban and rural poor be organised to make them self reliant and self confident; adult education programme be strengthened and voluntary effort be encouraged and promoted as also the training of functionaries at all levels.

### **Plenary Session**

During discussion the following points were highlighted :

1. Adult Education programme should be given to the village community.
2. Schools should promote both formal and nonformal education.
3. Political parties should be actively involved.
4. Improvement in quality of material for illiterate and the neo literate should be brought.
5. Efforts should be made to reach those who have been unreached so far.

## Group Discussion

The delegates were divided into five groups to discuss the following sub-themes :

1. How to create climate for literacy and to make literacy a felt need.  
Chairman: Dr. K.S. Pillai.
2. How to utilise Schools and other Educational Institutions for Adult Education Work.  
Chairman: Prof. Yashwant Shukla.
3. How to promote and encourage voluntary effort.  
Chairman: Prof. D.D. Tewari.
4. How to make literacy a Mass Movement.  
Chairman: Shri D.D. Sharma.
5. Women Empowerment—Chairperson: Dr. Ansuya Sheth.

## Thematic Workshops

During the Conference three thematic workshops on the following topics were held :

1. Problems of Women's Literacy in India  
Resource Person: Smt. Kamala Rana.
2. Preparation of Materials for Literacy Programme—Resource Person: Smt. Nishat Farooq.
3. Training of Functionaries for Total Literacy Campaign—Resource Person: Dr. K.S. Pillai.

## Zakir Husain Memorial Lecture

The Zakir Husain Memorial Lecture on Education, Development and Making of a Whole Being was delivered by Shri L. Mishra, Jt. Secretary (Adult Education) and Director General, National Literacy Mission Authority, Government of India.

In his address, Shri Mishra said that illiterate, deprived and under-privileged are hardly conscious of existential reality of the situation in which they are placed. They are not aware of the generative sources of disadvantage, handicap and are far less equipped to overcome them. Adult Education in such a situation, he said, has to prepare people and involve them in the development process and active partners or participants, not as mute spectators of something which is imposed on them.

He said that literacy was a potent weapon for self esteem or self respect and not merely a tool for generating economic goods or for promoting employability.

Shri Mishra said that there were wide socio-cultural variations and practices in India. The Adult Educators have to think of variety of tools, techniques and methodologies as appropriate to particular region or situation. They will

have to be involved through participatory methods and pre-tested before adaptation.

## Valedictory Address

The valedictory address of the Conference was delivered by Shri L.N. Sharma, Minister of Agriculture, Cooperatives and Bio-Gas, Govt. of Madhya Pradesh. In his address, Shri Sharma said that adult education work is a noble one and is essential for the development of the country, but still lot of improvement is needed at the implementation stage. He asked the adult educators to see that it is properly implemented in the field so that illiteracy could be removed in the country by the turn of the century.

Shri B.S. Garg, in his presidential remarks said that adult education should not only be confined to literacy only but should result in total development of the personality. He said that the Association would



*Shri L.N. Sharma, Minister of Agriculture and Cooperatives, Govt. of Madhya Pradesh talking to Shri B.S. Garg, President, IAEA at the valedictory function of the conference.*

decentralise] its activities so that it could play more important role as an apex body of adult education agencies and workers in the country.

Shri J.C. Saxena, in his vote of thanks said that special efforts are needed to remove illiteracy in the Hindi-speaking States. He said that these States are lagging behind in the literacy as compared to other States in the country. Special efforts are thus needed to wipe out illiteracy in these States, he emphasised.

### Recommendations

- 1) The IAEA should immediately chalk out an action plan for the ILY and the following Decade with special reference to voluntary organisations.
- 2) The work done by voluntary organisations at the National/ State and Local level should be recognised both by the Central & State Govts. and have to be supported actively, instead of making adverse remarks based on cursory references.
- 3) The voluntary organisations may be allowed to develop their own strategies for preparing curriculum, selection and training of personnel, preparing teaching learning materials, monitoring, evaluation etc.
- 4) Wherever effective voluntary organisations are functioning, instead of discouraging them and creating new governmental machineries the existing one should be recognised and supported.

- 5) At the district level co-ordination committee should be set up to plan and implement adult literacy programmes. The groups felt that instead of District Collector being put in charge of the programme, a non-official, preferably committed worker of a voluntary agency should be nominated as the Chairman of the Co-ordination Committee.
- 6) Post literacy and follow-up programmes are being implemented through JSN's. Proper and timely flow of money to the agencies concerned has to be ensured for avoiding operational gaps.
- 7) The Centre Based Approach should continue with the same vigour as it has now. This may be supported with small group approaches and each one-teach one approaches taking into account local needs and environment.
- 8) Special facilities and compensatory allowances may be given to personnel involved in adult education programmes for the weaker sections.
- 9) The Indian Adult Education Association should be entrusted with more responsibilities at the National level for consolidating and co-ordinating voluntary efforts.
- 10) The UGC and the DAE should provide assistance to adult education functionaries and units for promoting applied researches.
- 11) Since a large army of volunteers is needed for eradicating illiteracy from India

students from Std. IX upwards should be involved in this process. Adult literacy work should be made compulsory for all college students and wherever possible the first degree should be awarded only after making five persons literate.

- 12) The University, College and School Teachers should present models before the students so that they can fully involve themselves in adult literacy work somehow or the other.
- 13) In the teacher preparation programmes, aspects of adult literacy should be incorporated and practical work should be insisted upon.
- 14) National Integration, National Service etc. should become part of the curriculum process at the college level so that the required number of personnel can be easily found out.
- 15) The SRC should be decentralised and every district should be provided with District Resource Units. These may be offered to Voluntary Agencies, Youth Organisations and University Departments.
- 16) Centre Based Programme should not at all be disturbed and kept intact in the interest of the programme.
- 17) Programme Planners and implementors should be given the freedom to use various models according to local situations.
- 18) Special Literature such as primers, hand books, work books, reading materials etc.

may be prepared for women so that women empowerment should be made possible.

- 19) In the SRC separate women cells are in operation. This has to be extended to the District level. Similarly special women's Literacy Cells may be established at the State Level and in the Universities and Voluntary Agencies.
- 20) The programme of Mother's Clubs may be properly planned and implemented to achieve the target of women's empowerment.
- 21) In order to create appropriate climate the clientele as well as the functionaries have to be identified and necessary plans chalked out.
- 22) All kinds of folk media prevalent in the respective areas have to be brought to use for creating appropriate climate.
- 23) National, State and District level seminars of specialists in AE, linguists, communicators, practitioners and artists be convened so that conceptual clarification is achieved and cultural intervention is made as effective as possible.
- 24) Modern Media like TV, Radio etc. are to be fully utilised with the clear understanding of the programme, its objectives and the target groups.
- 25) In order to achieve total literacy the bureaucrats and the community should work hand in hand with maximum understanding and co-operation.
- 26) In the case of training it has

to be effectively planned at the macro and the micro levels with the involvement of all concerned and taking into account the immediate requirements and target groups. The training design prepared at the DAE sponsored workshop at CAEE, Kerala University was suggested to be made available to all agencies for adoption with necessary modifications demanded by environment and conditions.

- 27) Total Literacy can be achieved only if a mass movement is planned and implemented with utmost sincerity, dedication and co-operation and

avoiding big-brother mentality which is found in many parts of the country.

- 28) Voluntary efforts at all levels have to be consolidated and widely disseminated so that unnecessary repetitions can be avoided and financial stringency can be ensured.
- 29) All existing infra-structure in the formal education sector should be made available for AE and Adult Literacy work so that the country can enter the 21st Century with limited number of illiterates through a proper utilisation of the International Decade.

## VISION

An Academician has a vision  
opportunities for gathering information  
Thirst for knowledge eager to quench  
imagination running wild, easy to stretch  
Problems of people he can perceive  
solutions to these he can conceive  
Strategies of planning he can suggest  
monitoring schemes he can theoretically profess

An Activist is a person ready to work  
accepting responsibility he does not shirk  
Acting on impulse  
good at feeling the pulse  
There is no time to stop and think  
action is needed for problems to sink  
Guided by the inner drive  
no looking back, only planning to strive

Workers need to sit back and think  
reflect, plan activities to link

Scholars must leave their ivory towers  
actualise the magnitude of their powers  
Hand in hand, together they can give  
make this world a better place to live

—MRIDULA SETH

## Documents

Baer-Stein, Thelma and Draper, James A. Eds. The Craft of Teaching Adults. Toronto, Culture Concepts Inc., 1988, p. 179.

The document contains eight chapters written by adult educators from Canada.

Chapter One—The New World of Continuing Education by Alan Thomas tackles many confounding terms and definitions set in historical context. Chapter two—compared to what? Comparison studies as an added dimension for adult learning by J.R. Kidd presents international comparative education as a crucial aspect of individual development and an exciting tool for teaching. Chapter three—culture in the classrom by Thelma Baer-Stein is an exploration of the meaning and the place of culture and ethnicity in the teaching-learning situation together with practical implications for adult learning. Chapter four—planning for learning : a model for creative decision-making by Reg Herman presents practical ways to place the adult's need and learning experiences into the planning and evaluating of programmes. Chapter five—application of learning theory to the instruction of adults by Donald Brundage, Ross Keane, Ruth Mackneson, gives a clarification of the differing ways that people may learn, the implication of those in the learning situation and a view of differences between teaching children and adults. Chapter six—programme evalua-

tion for adults by Lynn. E. Davie, points to some serious discussion on the fine points of evaluation for whom and by whom and what for. It gives complexities of evaluative processes with some pithy examples. Chapter Seven—holistic learning/teaching in adult education : 'would you play a one-string guitar' by Virginia R. Griffin is an exploration of the often-overlooked capabilities of the human mind with a clear discussion of their possibilities in any learning situation that will challenge any teacher. Chapter eight—advice and empathy : teachers talking with teachers by James A. Draper is on what teaching adults, is all about.

In the end, it lists national and international organisations and an introduction to what they are all about. A select and annotated Canadian bibliography has been given at the end.

Taylor, Maurice C and Draper, James A. Eds. Adult Literacy Perspectives. Toronto, Culture Concept Inc., 1989, p. 484.

This book defines the field, in its evolution, its contribution to professional education and the problems and issues.

It has been divided into eight parts :

1. Historical and Philosophical Perspectives.
2. The Adult Illiteracy Dimensions.
3. Elements in the Program Planning Process.
4. Assessment in Adult Basic Education.
5. Remedial Approaches in Basic Education.
6. Training and Professional Development.

7. Variables and Setting in Education.

8. The International Perspective.

Arons, Audrey, Hawes, High and Gayton, Juliet. Eds. Child to Child : An approach to learning New Delhi, The Voluntary Health Association of India, 1988.

Child to child is an approach to guide children how to keep themselves and their younger brothers and sisters healthy. The approach emphasises that (a) education becomes more effective if it is closely linked to things that matter both the children and their families and communities and (b) children have the necessary skill, will and motivation to help and educate each other and they should be encouraged to do so, through interesting and meaningful activities. Thus great stress is laid on the role of activities like dance and songs, puppets, posters and other aids to enliven health education classes.

Rai, Aruna, Directory of training opportunities for women and girls in Delhi, New Delhi, UNICEF, (n.d.) p. 59.

The directory identifies various training programmes easily accessible particularly to illiterate and semi-literate women who have perhaps never ventured out of their houses to learn skills or who are engaged in unskilled low-paying manual labour. It also identifies the gaps in these training programmes to determine whether the skill learnt is helpful in enabling the trainees to get jobs or start a venture of their own.

About 90 agencies have been included in this Directory.

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XII

July, 1990

No. 4

## IMPROVED PACE AND CONTENT OF LEARNING (IPCL)

The Government is considering to reduce the duration of learning from the present 12 months to six months (200 hrs) and to introduce uniform pace and content of learning known as 'Improved Pace and Content of Learning' (IPCL)

IPCL is being introduced in the adult education programme on the recommendation of the National Workshops on the theme held during 1987-88. The Workshops concluded that it would be possible for an average learner to attain NLM norms in 3R's in about 200 hours provided there was improved and better teaching/learning material and its timely supply to the learners; properly trained instructors with regular and full payment of honorarium and arrangement of upgradation of his/her knowledge and skills. IPCL is envisaged as an exercise in improving the motivation and quality of participation of learners and teachers.

The evaluation studies have also favoured such short duration programmes as against long-duration programmes for literacy because of higher dropout and decline in attendance after 3-4

months. Shorter instructional period leads to higher out-put, less wastage and reduction in cost.

Broadly speaking the characteristics of the new approach are as follows :

- Basic learning continuum leading to Functional Literacy divided into three levels with one primer for each level;
- Learning content at each level to correspond to predefined norms of attainment;
- Each level to ensure a distinct achievement—the final level to correspond to NLM norms of Functional Literacy.
- Literacy, Numeracy lessons, Exercises, Practice space, Test certificates to be integrated together in each primer;
- Each learner to be given the package of three primers right in the beginning;
- Instructor to be given during training the Instructor's Kit containing Instructors Manual, set of 3 primers and other items;
- Training to ensure adequate emphasis on primer teaching and handling other teaching-learning materials ;

- Emphasis on drilling/practice;
- Learning at learner's pace and convenience;
- Facilitate evaluation;
- Certification of achievements.

The main emphasis of this new approach is on ensuring learner achievement—achievement of a given level and of a certain measurable quality through appropriate pedagogic inputs.

Government is considering giving grants to voluntary organisations on the basis of per learner in the area in which they will be working. The grant will be about Rs. 100/- per person made literate. The percentage of expenditure may be as follows :

- |                                  |       |
|----------------------------------|-------|
| i) survey, environment building  | 5%    |
| ii) payment to project personnel | 30%   |
| iii) teaching/learning material  | 37.5% |
| iv) Supervision                  | 10%   |
| v) training                      | 10%   |
| vi) administration               | 7.5%  |

The voluntary agencies will however, have the flexibility to prepare their own projects and with their own staffing pattern and also detailed allocations for each head as they deem fit in the interest of the project. The ultimate objective is to achieve literacy level prescribed in the NLM document,

## NEED TO REORIENT POPULATION POLICIES

India is the first nation in the world to have launched a population control programme and after sinking Rs. 3,500 crores so far, will have to reorient its strategy to arrest the reckless proliferation of the human species estimated to touch 854 million by the end of the year.

The country's birth control programme appears to have got bogged down in a state of torpor showing diminishing returns on Government investment, according to Dr. K. Srinivasan, Director of the International Institute for Population Sciences, Bombay.

The population has been growing at the rate of 2.08 per cent per year compared to 1.38 per cent per year in China. If this trend continues, Dr. Srinivasan warned, India's population could more than double to 1,767 million by 2025 A.D. making it the most populous nation in the world.

Over population and rapid multiplication of people are intimately connected with most aspects of the current human predicament, including rapid depletion of non-renewable resources, deterioration of the environment and rising tensions in the world.

A clutch of eminent American scientists who call themselves Club of Earth have said that "arresting global population growth should be second in importance in humanity's agenda only to avoiding a nuclear holocaust".

Population growth rates in the developing countries are outstripping their ability to provide bare

necessities like housing, food and energy to their people.

Unlike India, many countries like Brazil, China, Indonesia, Korea, Mexico, the Philippines and Thailand have achieved for greater success in terms of fall in birth rates.

**Many Hindrances :** In contrast to this achievement, India's population control programmes have been dogged by deficiencies of policy, plan strategy and implementation.

Though India spends Rs. 600 crore per year or Rs. 44 per eligible couple per year, the birth rate has hovered around 33 per thousand of population per year and during the last 10 years the programme relapsed into a state of somnolence.

This was mainly because the family planning programme extended largely to older women of higher parities as a result of the undue emphasis placed on sterilisation since the beginning and was analogous to locking the stable after the horse had bolted. A number of studies undertaken within the country revealed that marital fertility rate among married women below 30 years, who have not been using contraceptives, has been rising gradually in the past three decades in quite a number of states.

The increase in the fertility rate was of the order of 20 per cent among younger women and has been associated with three major factors—improved biological fecundity because of better nutrition and health, relaxation of traditional cultural checks on fertility and reduction in breast-feeding.

Therefore, the programme should focus more on younger women whose potential fertility is higher than those of older members.

Commercialisation of the family planning programme has created sundry problems as primary health centres were almost totally geared and trained for sterilisations and related monetary transactions. No systematic efforts were made to educate couples on the relative advantages of spacing births and limiting the size of the family. Moreover, follow-up measures for acceptors of sterilisation was woefully poor in many parts of the country.

"There appears to be a need for rethinking on the advisability of providing any cash incentives to acceptors or providers of services of family planning, including state Governments," Dr. Srinivasan said.

There were primary health centres with trained doctors in attendance but no operation theatres and primary health centres with operation theatres without any trained doctors, he pointed out.

**Educating Women :** Experts believe the key to peg the runaway population growth lies in improving the social status of women by expanding educational and employment opportunities for them if the issue is to be solved permanently.

According to Dr. Nafis Sadik, Executive Director of the United Nations Population Fund, "Women are at the heart of development for everywhere in the world, women have two jobs—in the home and outside it."

(Contd. on page 4)

## PROPOSALS FOR MOHAN SINHA MEHTA RESEARCH FELLOWSHIPS INVITED

The Indian Adult Education Association has invited proposals for two Mohan Sinha Mehta Research Fellowships from individuals interested in undertaking research in Adult Education.

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

Some of the suggested topics are : to find out the role of adult education in reducing poverty; to find the links between the adult education and development programme; motivation in adult education; awareness component in adult education; methods and techniques best suited for adult education; population education; and study of respective roles of the Government and voluntary sectors in the field of Adult Education. The researchers are however free to select their own topics which would help in promoting the cause of adult education.

Though the research fellowship is meant for individuals but the proposal must be sent through institution/university where he/she is working.

The fellowship amount is Rs. 3,000/-. The amount will be paid to the institution which will be responsible to administer and manage the funds.

The duration is one year.

The proposals should reach the Association by September 28, 1990.

### Jayagopal Gets Honorary Degree of Doctor of Education

Dr. R. Jayagopal, Head of the Department of Adult and Continuing Education at Madras University has received Honorary Degree of Doctor of Education from the Intercultural Open University, Netherlands for his contribution in using modern technology and innovative didactical approaches in education.

Mrs. E.M. Schoo, Ambassador of Netherlands to India, who participated in the presentation ceremony in Madras on May 29, 1990 said that the challenge of finding solutions to the global problems of the 21st century must be met by the universities and they should make a creative contribution towards this. Mrs. Schoo said the world would need well-trained educators and educational philosophers with high moral and ethical standards.

Presiding over the function, educationist, Malcolm S. Adishiah said universalisation of education in India required use of distance education techniques. The fourth education survey had found that there were 1,300 villages in Tamil Nadu without a primary school within 3 kms and 3,000 habitations did not have an upper primary school.

It had been decided in the Eighth Plan to have at least the schools required by the 1,300 villages. The Netherlands Govern-

ment deserved special thanks as it had allocated huge funds to help developing countries.

### Literacy Drive in Indore District

Under the leadership of Devi Ahiliya Viswavidyalaya a comprehensive literacy drive is planned for making Indore district in Madhya Pradesh fully literate. Students and teachers from schools and colleges would be participating in this campaign.

The University's Adult Education Director, Dr. Balkrishna Punjabi said, the percentage of literacy in the district was 55 and 70 per cent for Indore City. The approximate number of illiterates in the district is six lakhs. He said literacy mission had failed so far because of the lack of active participation of people and public awareness.

A Coordination Committee has been constituted under the Chairmanship of the District Collector with Dr. Punjabi as Convener and all sub-divisional officers as regional conveners.

Literacy Mission  
May 1990

---

"So long as the millions live in hunger and ignorance, I hold every man a traitor who, having been educated at their expense, pays not the least heed to them".

(SWAMI VIVEKANAND)

---

## INSIGHTS FROM THE FIELD : CREDIBILITY OF EDUCATORS

Mridula Seth

Women in the Centre were relaxed and engaged in activities—chatting, reading, some even helping others in literacy. There was no worker but one could see her personality reflected in the orderliness of the centre and the affection with which the learners were talking about her. The women welcomed me and assured me that their teacher must have been held up somewhere, therefore the delay in her coming. They felt concerned as she had some medical problem and had gone to the hospital. They wondered whether she had been delayed there. One woman remarked, "May be she did not get a bus. That is why she is late". I was pleasantly surprised to see their confidence and conviction in their teacher. When I suggested that perhaps she may not come, they retorted that they would wait for her. Sure enough, when X arrived, she informed them that she had to wait both for the doctor and the bus.

Over a period of time, I got to know X through the learners and my own observations. I found out that she had not received her salary for eight months and was reaching a breaking point. She was getting a job as a telephone operator and could not decide whether to continue with the work of her choice (adult education) or take up a secure job. I felt sorry for her and the programme which fails to sustain the motivation of such workers! The pro-

gress of learners in her centre was very good and the number of discontinuers was minimum after a period of four months.

In X's neighbourhood, there was another centre where the women did not come to the centre on their own. Every day, the worker made it a practice to get down from the bus and take a route through the lanes in the resettlement colony, personally announcing her arrival so that the women could come to the centre. On my asking why they did not come on their own, one woman said, "we never know whether she is coming or not". Another said, "even when she comes, it is not always at the same time". I also realised the difference in the tone of the learners when they talked about their respective teachers!

### Reflections :

- \* Adult educators must establish their creditability with the learners. Regularity and punctuality of the worker helps to build a positive image.
- \* The strategy of personally calling learners is unnecessary if the worker is regular and punctual. Home visits should be made, not for collecting women but for strengthening rapport with them and follow up with dropouts.
- \* For sustaining the motivation of educators, it is essential that

they receive their honorarium/ salaries regularly. Timely release of funds to voluntary organisations, depending on financial help from various sources is necessary for continuity. □

(Contd. from page 2)

Many women in the developing countries have few choices in life outside marriage and children, Dr. Sadik said. They tend to have large families. Investing in women means widening their choice of strategies and reducing their dependence on children for status and support.

A family planning programme with a human face alongwith radical improvements in social welfare, education, literacy and employment would make for a balance between population and economic growth.

—Times of India  
July 11, 1990

### Literacy in China

A new Publication entitled "Literacy in China: Contribution to the International Literacy Year" has been published by the Department of Adult Education, State Education Commission and the National Association for Adult Education. The book is printed in both English and Chinese. Photographs accompany topics such as women and literacy, literacy statistics in China and policy making.

To obtain a copy please write to :

Dong Minchuan  
National Association for Adult  
Education in China  
37 Damucang, Xidan  
Beijing, China 100816

## THE LITERACY HURDLE

The constitutional directive to universalise elementary education in ten years has not been achieved even after forty years of independence. The problem is becoming acute because of increase in population. The number of illiterates are also increasing. Concerted efforts are needed to universalise elementary education and to promote adult literacy. More resources are needed than hitherto allotted.

The Hindustan Times in its Editorial of July 11, titled 'The Literacy Hurdle' has strongly pleaded for adequate funds so as to promote education among children and the illiterates. The Editorial is reproduced below for the benefit of our readers :

"The action plan drawn up by the SAARC countries at the recent New Delhi Conference to ensure universal literacy in the region by 2000 AD is commendable. But the goal can be achieved only if all the member-countries could muster the requisite political will to accomplish the task. They should follow the example of Sri Lanka which has achieved 100 per cent primary school enrolment and has an adult literacy rate close to 90 per cent. The island republic is lucky in that its society is not as rigidly stratified and iniquitous towards women as other in the region. It has also been able to overcome the factor in which disadvantaged groups did not send children to schools as they had to be put to work to

supplement the meagre income of the parents. Where universalisation of elementary education cannot be ensured, non-formal and adult education programme should be designed for school drop-outs and illiterate adults.

How is India faring in this field? It is not saying much to report that though far behind Sri Lanka, it is ahead of other member-countries. This just shows what a long way countries like Nepal, Pakistan and Bangladesh have to go. Despite a directive of universal elementary education in the Indian Constitution the goal has proved elusive and is getting tougher to achieve

as the population grows. The dismal situation is that 63 per cent of our population is illiterate and if the present trend continues, by the turn of the century, we will have 54 per cent of the world's illiterates. Many plans have been drawn up to eradicate illiteracy but achievements have been meagre. There is no doubt a resource constraint but there has also been a declining percentage being spent on elementary education in the total educational expenditure over the successive Plans. A relatively higher outlay on secondary and university education has benefited only the better-off sections of society. While higher and better quality education is becoming more and more necessary in this information age, it cannot be at the cost of the majority who are illiterate."

### Recently Published

#### 1. Adult Education : A People's Movement

Edited by J.C. Saxena, J. L. Sachdeva

Rs. 50.00

#### 2. 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

## International Literacy Year Celebrations in Agra

The Centre of Adult and Continuing Education, Dayalbagh Educational Institute (Deemed University), Agra organised the following activities in connection with the International Literacy Year :

- a) A rally to create climate for literacy. Functionaries of the adult education programme and the learners and people from the community participated.
- b) The instructors, learners, NSS student volunteers participated in the district level Mashal Procession organised by the DAEO.
- c) A cultural team participated in the district level Adult Education programme at the stadium Agra.
- d) An exhibition of materials produced in adult education centres was held at the Campus. Domestic garments, toys, small scale industry material like ball pen refills, candles, detergents, chalks, purses, bags, carpets etc. were demonstrated in the exhibition. Demonstration of smokeless chullahs, solar cooker, solar water heater, domestic water filter and pit latrines were given for the persons who visited the exhibition. The materials produced in Continuing Education Centres like screen printing, tie and die, block printing, batik, fabric printing, oil painting and flower making were also displayed.
- f) A poster painting competition "Illiteracy, Why a Curse" was organised. The learners of Adult and Continuing Education programme participated.

## BCSEC Celebrates Foundation Day

The Bombay City Social Education Committee celebrated its 52nd Foundation Day on July 18, 1990 at Samaj Shikshan Mandir, Bombay. Shri Suresh Prabhu, Chairman, Saraswati Co-op Bank was the Chief Guest on the occasion. Barrister MG Mane, President, BCSEC, presided.

Shri Prabhu in his address said that poverty and illiteracy are the two hinderances in the development of any society. He asked the people to take it as a mission so that Bombay becomes fully literate in the next 10 years. He said though it is a difficult task because of the large scale migration to Bombay but if concerted efforts are made Bombay may become fully literate by the turn of the century.

Barrister MG Mane said that creation of awareness among the people will help in checking anti social elements.

On the occasion, Shri Balasaheb Kher Memorial Lecture was delivered by Shri Prakashbhai Mohadikar, founder of Sane Guruji Kathemala.

Shri Mohadikar in his address asked people to take a pledge to wipe out illiteracy from greater Bombay. He said that inspiration from late Shri Kher should be taken to bring national unity.

Earlier, Smt. S.A. Kulkarni, Social Education Officer and Secretary, BCSEC welcomed the chief guest and other dignitaries. Smt. K.S. Bhandarkar, Deputy Social Education Officer proposed a vote of thanks.

## More Than Words Can Say

The Canadian Organisation for Development through Education (CODE) recently launched a book entitled More Than Words Can Say—Personal Perspectives on Literacy. The book is a selection of cartoons and essays that range from whimsical anecdotes to thought-provoking insights about the nature and importance of literacy.

To obtain a free copy please write to :

Citizenship Sector  
National Literacy Secretariat  
25 Eddy Street, Ottawa, Ont.  
K1A 0M5

## Literacy—Equity, Justice and Peace

The United Nations Association of the United States of America will hold a one-day national conference entitled "Looking Toward the Year 2000 : Literacy—An Equitable, Just and Peaceful World Community" at the United Nations in New York on December 3, 1990. The conference will mark the 45th anniversary of the United Nations and the conclusion of International Literacy Year and present the global challenges of our fight against illiteracy in the 1990s. Invited speakers include : UN Secretary-General Javier Perez de Cuellar, New York Governor Mario Cuomo, and Mrs. Barbara Bush. Other activities include action seminars which will focus on areas such as : The New Reader Movement, Family Literacy, Work Place Literacy, etc. The three main themes of the conference—Equity, Justice and Peace will be incorporated into each seminar presentation.

For more information please contact : James P. Muldoon  
United Nations Association of the United States of America  
485 Fifth Ave. New York, NY 10017-6104 U.S.A.

## Documents

Nayar, D.P. Towards a national system of education. New Delhi, Mittal Publications, (A-1/8 Mohan Garden) 1989, 435 p. Rs. 210/-

This book deals with the educational development in India during 1937-51.

The first chapter gives the socio-economic and political background of the period. The second chapter gives a bird's eye-view of the educational scenario, summing up in a broad sweep the main educational events of the period as a result of the momentum of the continuing programmes and the efforts of the interacting official and non-official agencies, to devise a national system of education to meet the challenge of Independence.

The highlights of the period are presented within the broad contours as delineated in Part I. Part II presents the Gandhian model, and the development of a national system of technical education to meet the challenge of India's industrial development, and critically evaluate the impact of the Radhakrishnan Report on University Education. Part III sums up the developments of the period and its significance.

Sharma, Adarsh and Sood, Neelam Eds. Approach and strategies of child development in India. A Review, Delhi, National Institute of Public Cooperation and Child Development, 1989. p. 76

The document is an attempt to review the strategies adopted for child development in the country. In view of the diversity of cultural settings and regional variations, the book attempts to present urban, rural and tribal differentials across states. Demographic trends, health, nutrition, education, child welfare are some of the subjects dealt in the book.

Unesco. Training Materials for Literacy Personnel, Vol. 7 Exemplar Training Manual III—Village Co-operatives, Bangkok, Unesco Principal Regional Office for Asia and the Pacific, 1988. 44 p.

In this manual an attempt has been made to help participants of literacy classes to understand the nature of village co-operatives and motivate them to participate in organizing cooperatives as a means of meeting daily needs.

The broad objectives of the book are :

- 1) To develop an understanding of the purpose and functions of a village co-operative by applying relevant literacy skills.
- 2) To understand how to utilize the village co-operative to meet day to day needs.
- 3) To appreciate the benefits of participating in village co-operative.
- 4) To understand appropriate steps for forming a village co-operative.

I. T. F. L. Suraj Kund Report. New Delhi, The International Task Force on Literacy, 1990. Various pagging.

This is a report of the fifth meeting of the International Task

Force on Literacy held on 2-6 October, 1989 in Suraj Kund, Near Delhi. Apart from the reportings of functioning of ITFL, Toronto and Delhi Offices, it contains reports of the sessions on Literacy in India : An Overview, Literacy Issues in South Asia and reports of panel discussions on Role of Media, Education for All and Women and Literacy.

N.B.T. Production, Publication, Distribution and Marketing of Reading Material for Continuing Education of Neo-Literates and School Drop-outs New Delhi National Book Trust, 1990. 46 p.

Together with the Directorate of Adult Education, National Book Trust organised a workshop during the 8th New Delhi World Book Fair, 9-11 February 1988, with a view to discussing various aspects of the production, distribution and marketing of reading materials for continuing education of neo-literates and school drop-outs. This booklet is a report of the workshop.

In the annexures it contains papers on 'survey of neo-literates material in various languages' by Anil Sinha; 'Strategies, mechanisms and incentives for production of neo-literate material by Chitra Naik, and 'approach, content, diversity, format and quality of reading material for neo-literates' by Satyen Maitra.

Kamlonger, Cahristopher. Theatre for development in Africa with case studies from Malawi and Zambia, Bonn, German Foundation for International Development (n.d.) 277 p.

Over the last two decades there has been an increasing interest in traditional media, especially popular theatre, as media for formal and non-formal basic education. This growing interest is largely based on the conviction that development must be based on indigenous resources, indigenous solutions, and indigenous creativity. This study describes the development of theatre in Africa from a medium of entertainment for the colonial elite towards an African theatre after independence. It describes various approaches to use theatre as a medium of education and development.

The study points out that truly popular theatre would be one in which the people themselves, in spite of the handicaps imposed by lack of formal education, could initiate and develop theatrical explorations of their predicaments and by doing so engaged in a long term process of social self education.

Chowdhry, D. Paul. Voluntary effort in social welfare and development Vol. I. New Delhi, Siddhartha Publishers, 1990 p. 427.

The volume has four sections. Section one deals with historical perspective, scope, concept and form of voluntary action. Section

two deals with organisational aspects at the national and local levels. Section third discusses the financial aspects, regulatory measures, relationship with the government etc. Last section describes contribution of voluntary agencies and the process of voluntary action in different fields of social welfare such as welfare of different categories of needy persons and developmental measures for women, children, agriculture, rural development, consumer protection, environment, training, population education and family welfare, education including adult education, etc.

### 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
9. Adult Education—A People's Movement Edited by J.C. Saxena and J.L. Sachdeva	50.00
<b>Hindi</b>	
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. Durgatanaye by Bimla Dutta	3.50
5. Hatheli Per Suraj by Kashmirilal Zakir	6.00

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XII

August-September 1990

No. 5-6

## NEHRU AND TAGORE LITERACY AWARDS

The 1990 Nehru and Tagore Literacy Awards instituted by the Indian Adult Education Association have been awarded to Shri M.T. Shukla of Gujarat and Miss Homai B. Illava of Madhya Pradesh respectively.

The Awards announced by IAEA on the eve of International Literacy Day on September 8, are given annually to inspire literacy



*M. T. Shukla*

workers to help the cause of eradication of illiteracy from the country.

Shri Shukla, Secretary, Textile Labour Association, Ahmedabad

has been selected for 1990 Nehru Literacy Award for his outstanding contribution to the promotion of adult and continuing education among adults particularly among agricultural and industrial workers for over four decades.

Shri Shukla the 23rd recipient of this Award started the literacy work in 1938-39 when he participated in the literacy movement 'each one teach one' in the erstwhile Bombay State and still continues to be active in the field. He has brought out a number of booklets for education of urban and rural workers.

He is President of Agricultural Labour Association which has 10000 members from 200 villages. He was Member of Gujarat Legislative Assembly in 1967-71.

The Tagore Literacy Award has been awarded to Miss Homai B. Illava, General Secretary, Bhartiya Grameen Mahila Sangh (M.P. Branch) for her pioneering role in promoting literacy, post literacy and vocational education among women.

She is the founder member of many institutions in Indore district for the betterment and upliftment of women. She has organised condensed courses, vocational and craft classes for women to enable them to get gainful employment. Miss Illava has played a leading role in promoting saving habit among women.

Miss Illava the fourth recipient of the Tagore Literacy Award has worked for over fifty years for educational and economic development of women.



*Homai B. Illava*

She has promoted health and population education among women through Red Cross Society.

## Awareness Camps for Women

The Association organised three one-day awareness camps for women of the unorganised sector in Trilokpuri on Aug. 27-29, 1990. The topics covered were population education, economic development of the country and the rights of the women under Indian Constitution. 40 women participated on all the three days.

## Training Programme on Adult and Family Life Education

The Association in cooperation with the Parivar Seva Sansthan organised a three-day training programme on Adult and Family Life Education in Himmatpuri on July 22-24, 1990. The topics covered in the training programme were adult education and development, responsible parenthood, education of the mother and the child, etc.

## Celebration of International Literacy Day

The Association celebrated the International Literacy Day on Sep. 3, 1990 in Himmatpuri. Literacy songs, a skit on dowry were the highlights of the programme.

A debate competition on "Why Literacy" was also organised in which instructors of IAEA and All India Taleem Ghar participated.

Smt. Bimla Dutta, Vice-President, IAEA was the chief guest on the occasion. She underlined the urgency to promote education among women.

She also gave away the prizes to the winners of debate competition and songs.

## COLLECTORS CONFERENCE ON LITERACY

A Conference of District Collectors was held in New Delhi on 5-6 July 1990 to discuss organisation of literacy programmes in the different districts of the country. The meeting was organised by the Department of Education, Ministry of Human Resource Development in the context of the International Literacy Year to enthuse district administrations and secure their full cooperation and leadership for the literacy movement. This was felt essential in view of the fact that district administrations were rather busy with law and order matters and not able to pay full attention to development schemes including literacy promotion activities. A large number of District Collectors and Deputy Commissioners attended the programme which was addressed by the Secretary for Education, Government of India and Director General, National Literacy Mission Authority. These included Collectors from Districts which are undertaking full literacy programmes or one in the process of undertaking such programme. In fact, the States have been requested to make at least one district in the State fully literate during International Literacy Year—1990.

The two-day conference is expected to pave the way for initiating fresh action on the part of the district administrations to eradicate illiteracy in their respective districts.

The meeting chaired by Shri

Anil Bordia, Education Secretary had Shri S.R. Shankaran, Secretary, Rural Development as special invitee. Specifically alluding to the efforts of Shri K.R. Rajan and Shri M.V. Roy, District Collectors of Ernakulam and Midnapore Shri Bordia said that the literacy programmes were running successfully in areas where Collectors took up the programme at their own initiative and lent full support to it.

Education, said Shri Roy in his address, is fundamental right to people and illiteracy, handicap to their development. Literacy is a means to help people participate in development process. He told the audience about the three-tier panchayat system and the literacy committees at Zila Parishad, Block, Gram Panchayat and village levels. Existing resources were being put to literacy use and motivational songs were encouraged, he said. The campaign slogan had three parts: Saksharta, Sakhamta and Sanchetna. Of the 1000 master trainers in the district, 815 had already undertaken 7 day training. Above all, about a lakh volunteers had enrolled for the programme.

Shri K.J. Alphonse, Collector-Kottayam, the city with enviable distinction of 100 per cent literacy stated that with extant 15 campaigns covering, inter alia, immunisation, health, nutrition, potable water, education, housing they were able to mobilise the people.

(Contd. on page 3)

## UNESCO AWARD FOR KERALA SASTRA SAHITYA PARISHAD

Kerala Sastra Sahitya Parishad has won the \$ 30,000 King Sejong prize of UNESCO for its efforts to eradicate illiteracy from Kerala.

Organisations from China, the Dominican Republic, France, and Cape Verde also won UNESCO's international literacy prizes for 1990. The awards were presented by UNESCO's Director-General Mr. Federico Mayor in Geneva on September 8, the International Literacy Day.

The organisations were singled out for the strong link between literacy, vocational training and income-generating in their programmes.

The Kerala Sastra Sahitya Parishad (KSSP), Trivandrum, began in 1962 as a voluntary science popularisation movement. Its efforts are currently focussed on removing illiteracy from Kerala as a follow-up of its successful efforts in making the Ernakulam district in the state fully literate. The KSSP has been working as an interface between science and society. During the past 28 years the Parishad has grown into a major peoples science movement attracting into its fold people from all walks of life.

The King Sejong prize, offered by South Korea, is named after the King, who 550 years ago, made an outstanding contribution to literacy through the creation of the simplified "Hangul" alphabet.

The 5,000 rouble (Approx \$ 7,000), the Nadezdha Khrop-skaya prize went to the people's government of Xiping county in Henan province, China, for its sustained efforts over many years to reduce illiteracy among the 750,000 inhabitants of the country, where the living and educational standards of its rural population were very low.

The Dominican Republic's Universidad Central del Este (UCE) received the \$ 5,000 International Reading Association Literacy award for its outstanding performance in the formulation of programme objectives, in coverage and mobilisation of university students for its adult literacy programme and in evaluation activity, irrespective of political change.

The Noma prize, worth \$ 10,000 goes to the institute of the brothers of the Christian schools, whom members devote their lives and work to the education and cultural development of children, young people 'disadvantaged adults of all social conditions. The institute, which originated in France over three hundred years ago, now runs around 1,200 educational establishments in 81 countries.

The \$ 10,000 Iraq Literacy prize was awarded to the General Directorate of non-formal education of Cape Verde. The directorate has succeeded in bringing down the illiteracy rate to 33.6

per cent from over 60 per cent in 1974.

Honorable mentions were also made, of six organisations or associations and one individual, active in the field of literacy in Cameroon, Peru, the Netherlands, Nigeria, Thailand, Benin and Bangladesh.

### Literacy Drive in Midnapore District for Complete Literacy

In the biggest functional literacy drive in the country, literacy would be spread among 24 lakh illiterate persons in West Bengal's Midnapur District.

A sum of Rupees six crores have been sanctioned for this purpose, by the Central and the State Governments.

Two lakh trainers are being trained for this purpose.

*(Continued from page 2)*

A society "Saksharta Sadan" was behind the literacy endeavours in Bijapur. The Collector-Bijapur told that the practice of one volunteer imparting literacy to 10 illiterates would continue by January next year. Collector of Coimbatore reported that the mass literacy programme launched in May 1988 did not gather the momentum, but now with involvement of NGOs it was possible to achieve 100 per cent literacy by March 1992. Collector-Hyderabad in his presentation stated that in his city the literacy project was totally volunteer-based. With larger number of youth clubs, mahila mandals, NSS volunteers and about 2.5 lakh government employees the goal of full literacy was not difficult to be achieved.

—Literacy Mission  
August 1990

## PM's CALL TO ACHIEVE COMPLETE LITERACY

Prime Minister V. P. Singh exhorted students, teachers, doctors, engineers, Government employees, social workers and others to involve themselves fully in the mass campaign for literacy, and become partners in the noble cause.

He was speaking in New Delhi at a function to mark the silver jubilee celebrations of the International Literacy Day, which also coincided with the launching of the international decade for literacy. It would be a decade of coordinated efforts, and a step in the direction of the avowed objective of social transformation, Mr. Singh said.

It was a task in which the people engaged would not look for a reward or title, but would work with a mission of service and sacrifice. He gave a new slogan, too: instead of "each one, teach one", he said it should now be the task of every literate person to teach at least five illiterates. The Government alone could not do it and it demanded the participation by all. The example of hundred per cent literacy set by Ernakulam in Kerala had led to a race among other cities to achieve the same target, the Prime Minister felt.

The Prime Minister noted that lack of resources, both human and financial, had been the problem in fulfilling the mission of mass literacy. But the Government was

committed to it and more funds would be forthcoming in the Eighth Plan only if those were to be utilised for the needy among the socially and educationally backward. Literacy had a direct bearing on all development activities, including eradication of poverty, less birth rate and better life. He lauded the drive launched at the international level for the removal of illiteracy, particularly in the developing countries.

The Prime Minister also released a stamp on the occasion, which was presented to him by Communications Minister, Janeshwar Mishra. Minister of State for Human Resource Development Chimanbhai Mehta, in his welcome speech, stated that the direction sought to be given to the literacy drive included "Bharat Gyan Vigyan Jatha" including artists, and the staging of 400 street theatres to motivate the people to join the campaign. It would be organised between Oct. 2 and Nov. 14. A group of singers sang a song titled "mera qalam, mera hathiar", which was a Urdu rendering of the one by Brecht.

Shri Janeshwar Mishra in his address said that eradication of illiteracy was a great challenge and voluntary organisations could play an important role in banishing illiteracy from the country.

Shri L. Mishra, Director-General, National Literacy Mission Authority proposed a vote of thanks.

## Literacy Torches Go Round in Delhi

In a function held to mark the International Literacy Day at the Amar Jawan Jyoti in India Gate, New Delhi on September 8, 43 torches were lit and a literacy pledge was taken by a large number of literacy workers.

The 'literacy torch' was lit by chief guest Justice V.R. Krishna Iyer after which the pledge was taken by the workers assembled from 43 different zones of Delhi and a choir was sung.

The function was organised by the Bharat Gyan Vigyan Samiti, (B.G.V.S.) a voluntary organisation carrying on a crusade against illiteracy.

A large number of scientists, writers, artists and public men were present on the occasion. These included Justice Subramaniam Potty, Prof. Yashpal, Prof. A. Rehman, Dr. Narendra Sehgal, and Mr. Lakshmidhar Mishra.

After the function, the participants divided themselves into 43 groups and left for different areas to participate in the local functions there to mark the occasion. For this purpose, the Capital was divided into 43 zones.

The drive was part of the B.G.V.S. Jatha Programme, sponsored by the Human Resource Development Ministry and designed to create a nation-wide awareness about literacy, generate an effective demand for it and build up a people's movement to deliver it.

□

## MAKING LITERACY A FELT NEED OF THE ADULT LEARNER

The Acharya Ramamurti Committee on Education has said that the content and process of adult education as distinct from adult literacy is to be reorganised. Survival, justice and development are to be interwoven into the content, pedagogy and learning situation of the adult...letting literacy come in organically in the process when, and if, it becomes the felt need of the adult learners.

The objective of literacy campaigns the report says should to entice adult illiterates to send their children to schools.

The committee appointed in May to review the national policy released a perspective paper recently in New Delhi. The basic thrust is to use education as a tool for an enlightened and humane society. Based on discussions on the perspective paper, the final report will be released on November 6 this year.

The committee has suggested building up of a common school system over next ten years both through persuasion and essential legislation.

In his preliminary remarks while releasing the report to the Press, Acharya Ramamurti said, we will now say goodbye to the Macaulay tradition of education for good". The report, he said, also sought to make universalisation of elementary education a reality. Currently half the children

don't go to school and the percentage of dropouts is high. There has to be reallocation of the existing resources for education so that the quality of education is improved. Children and parents must feel that education being imparted is worthwhile only then will they send children to school.

### Productive Education

Education is to accept the challenge of making the right to work a reality. The Acharya said employers today find that students graduating from schools and colleges are unemployable. So productive work is to be made an integral part of the education process. It is only then that students can enter the world of work with confidence. A Constitutional amendment, if need be, to make the right to education a fundamental right, has been proposed.

The "gospel of the dirty hands" has to be accepted by guardians, students and the citizens at large as a part of life today. Since the present lot of teachers may not be able to impart vocational skills, Acharya Ramamurti said craftsmen, local electricians, carpenters and those working in factories may have to be co-opted to the education system as part time teachers.

The perspective paper itself dwells on the need to remove

regional disparities by developing learning resources in regional languages. "It is only in this way that backward classes could be provided education of comparable standards without which reservation for job opportunities can not be meaningfully availed of by them".

Vocationalisation of education is proposed from elementary to university level. The role of the school itself is to be altered so that schools become centres of learning as well as development. School education is to be linked to life around the school. It is also to be made the centre for education as well as for upgrading the technology of adults.

The committee does not wish to encourage the Navodaya Vidyalayas because "segregated nurturing of talent amongst a few in separate schools" does not fit in with the concept of an egalitarian social order. Talented children should learn at a faster pace without segregation. Instead they should be involved in group learning in a non-competitive environment.

On the non-formal education scheme for poor and working children, the report says: "The school should open up and non-formalise in creative ways. This is preferable to building up an exclusive parallel system of non-formal education".

The School, the report says, should have autonomy and be liberated from the line of hierarchy and the policing by the inspectorate system. Internal democracy in each institution is to be ensured.

It has been suggested that a cluster of educational institutions at different levels—primary to tertiary should come together to form educational complexes. They would interact and pool resources as well as deal with all educational activities formal, non-formal and adult education. The grassroots-level official development agencies should undertake school-centred activities in coordination with educational complexes.

The perspective paper visualises education as a people's movement where the government,

centre and states play a supportive role. **Voluntary Organisations are expected to have a greater responsibility in the decentralised education.**

The report pleaded for at least 6 per cent of the GNP for education. In 1986-87 it was 3.9 per cent of the GNP. The available resources it is pointed out, should be better utilised with increased allocation for elementary education, education for women, SC/ST and OBCs. Enhanced fees for higher education with more scholarships for weaker sections has been suggested.



### Recently Published

#### **1. Adult Education : A People's Movement**

Edited by J.C. Saxena, J. L. Sachdeva

Rs. 50.00

#### **2. 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

## **Concern Over High Illiteracy Rate**

Nearly one billion people are illiterate, tens of millions are functional illiterates and more than 100 million children do not go to school, according to the UNESCO Director-General, Mr. Federico Mayor.

Speaking at the concluding function of 42nd International Conference on Education (ICE), organised by UNESCO's International Bureau of Education (IBE) in Geneva, he said the situation was not only an offence, but "a challenge to the conscience and reason of the universe."

Delegates from 110 member-states of the United Nations Educational, Scientific and Cultural Organisation, many headed by ministers of or deputy ministers, two non-members and several international organisations attended the conference, held from September 3 to 8.

The operational aspects of the struggle against illiteracy through universal primary education and adult education, with emphasis on the active participation of the learner, and renewed policies and strategies for the 1990s to achieve education for all, figured in the agenda.

Mr. Mayor called the illiteracy situation an emergency, requiring exceptional measures from all concerned. Member states could study the possibility of "redeploying their budgetary resources in favour of the development of primary education and literacy", he said.



## Documents

Singh, Madan. Proudh Siksha Salahkar. Lucknow, State Resource Centre, Literacy House, 1990, 497 p.

This document in Hindi, gives a short description of adult education movement in India and discusses adult education programmes of U.S.S.R., U.S.A., Britain, Canada, Denmark, Vietnam, Yugoslavia, Philippines, Afganistan, Bangladesh and Pakistan.

The following subjects have been dealt :

1. Status of Literacy in India
2. National Literacy Mission
3. Various forms of Adult Education and their nomenclature such as, Adult Education, Social Education, Mass Education, Community Education, Public Education, Basic Education, Life Long Education, Functional Literacy, Polyvant Education, Continuing Education etc.

It also contains policy statement and an outline of NAEP launched in India in 1978.

It analyses various methods of literacy teaching, basic and supplementary literacy material etc.

Organization of literacy centres, curriculum, training methods, monitoring and evaluation, and problems of drop-outs have also been discussed.

It also highlights the problem of coordination within the programme and various forms of

follow-up programmes for the neoliterates.

Chantavanich, Amrung, Chantavanich, Supang and Fray, Gerald W. Evaluating Primary Education : Qualitative and Quantitative Policy Studies in Thailand. Ottawa, International Development Research Centre, 1990. 234 p.

Primary education provides a fundamental base for all further schooling, training and self education. In Thailand, the quality and efficiency of primary schooling is currently a major educational policy issue. With the support of the International Development Research Centre, the office of the National Education Commission of Thailand quantitatively and qualitatively analysed the many issues related to the quality and efficiency of primary education in Thailand. The qualitative study provides an indepth understanding of the complex processes that influence and condition the translation of the educational inputs into outputs and outcomes. In the quantitative study, four empirical indicators are used to reflect school efficiency, using factor analysis, a composite index of efficiency is created.

In the quantitative study, it was found that teachers qualifications had little relationship with students achievement. From the qualitative study it was observed that the quality of teaching is of fundamental importance and that is not necessarily related to prior educational credentials.

NIEPA, Education for All by 2000: Indian Perspective. New Delhi, National Institute of Edu-

cational Planning and Administration, 1990. 107 p.

The working paper on Education for All by 2000 presents an analytical study of various aspects of basic education in the context of the Indian situation.

This study highlights the criticality of the basic education requirement as one of the survival needs of the country and takes into account socio-economic cultural milieu and the status of the present position. The study attempts to capture the special requirements of different disadvantaged groups such as women, scheduled castes and scheduled tribes. This process of education includes content, evaluation and teachers education.

Nepal Centre for Continuing Education. Strategies for literacy and fulfilment—of basic needs— Report of a sub-Regional Seminar.

Kathmandu Nepal Centre for Continuing Education, 1989, 75 p. (Mimeographed)

It is report of a seminar which was jointly organised by Asian-South Pacific Bureau of Adult Education Region I, Sri Lanka, and Nepal Centre for Continuing Education from 27-31 March 1989 in Kathmandu. Some of the objectives of this seminar were :

1. identification of strategies for promotion of literacy and fulfilling basic educational needs in South Asian Countries.
2. identification of major issues and problems in relation to the objective stated in No. 1.
3. proposing measures to accelerate the spread of literacy and the fulfilment of basic needs in education in this region.

Literacy and Development, Literacy and Basic Needs, Primary Education and Adult Literacy were three major topics for discussion in groups.

The document contains recommendation of the seminar, and the following papers which were presented in the seminar:—

1. Strategies for fulfilment of Basic Needs : A Concept Paper, by Ishwar Prasad Upadhyaya.

2. The Unnayan Sangh : A Community Development Agency in Bangladesh by Md. Shamshul Hoda.

3. Adult Literacy in India by J.C. Saxena.

4. Strategies for Literacy and Fulfilment of Basic Needs in Nepal by G.S. Pradhan.

Sri Prakash, Gupta, Abha and Buragohain, Tarujyoti. Economic Growth and Literacy : International Experience. Journal of Educational Planning and Administration. Vol. 3, Nos. 1-2, January and April 1989 (Special Issue on Educational Planning and Management in the Third World.) p. 1-23.

This study explores quantitative dimensions of inter-relations between economic growth and literacy. It focuses on the analysis of development experience of ninety one countries of the world having different educational and economic development profiles.

Section I discusses literacy profiles of 15 countries for which comparable data for 1950-80 are available. Second section analyses

the growth profile of literacy in these countries. Third section focuses on growth profile of per capita incomes of 15 countries. Fourth section contains analysis of inter-relation between literacy and income profiles of 91 countries and their levels of growth, whereas last section contains conclusions and resume of the study.

Mehta, Prayag. Integrated Education of Urban Workers: A Review Study of Shramik Vidyapeeths. New Delhi, Directorate of Adult Education, Govt. of India, 1990. 96 p.

The present review was commissioned in 1986 to study the scheme of Shramik Vidyapeeths in the country as a whole. The objectives of study were :

1. Analysis of the existing administrative and management systems and linkages and to locate problems in this regard with a view to suggest an appropriate action plan.

2. Identification of strengths and weaknesses in the existing planning and organisation of programme.

3. Assessment of the extent to which earlier policy decisions have been implemented, particularly the 1977 Committee Report and subsequent decisions, in actual programmes and in organisational matters.

4. Examination of adequacy of resources in terms of personnel, training needs, materials etc. for the new education policy and the

seventh plan development strategy, keeping in mind the pressing needs for productivity, technological upgradation, employment generation and human resource development of our people.

5. To develop insights and to suggest appropriate programmes for working children, school drop-outs, women workers, and other such sections of urban based working people.

6. To suggest organisation design, staffing pattern, financial requirements, emerging areas of training programmes and a management strategy for goal directed programme implementation.

The study observes that Vidyapeeths have devoted their major attention to organising very short duration courses at the cost of long duration courses. Certain traditional vocational courses like tailoring received undue attention. Technical courses like radio, T.V. repair and electric wireman courses got replicated in comparatively greater number. The policy objective of technological skills and of upgrading productive abilities of workers got largely ignored.

The study further observes that target group of workers in organised industry was practically not reached and/or reached very inadequately. There seemed to be significant mis-classification of beneficiary groups as large number of educated middle class women seemed to have attended traditional vocational courses like tailoring etc. □

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XII

October 1990

No. 7

## SEMINAR ON INDIVIDUAL LEARNER APPROACH AS OPPOSED TO CENTRE BASED APPROACH

The Indian Adult Education Association organised a Seminar to discuss the individual learner approach against the centre based approach in New Delhi on September 14, 1990. 60 delegates from different parts of the country attended.

The main objective of the Seminar was to find out how effective the individual learner approach would be against the centre based approach now being introduced under the improved pace and content of learning.

The Seminar was presided over by Shri B.S. Garg, President, IAEA. Dr. P.D. Shukla, former Joint Educational Adviser, Government of India was the Chief Guest on the occasion.

Introducing the theme of the Seminar, Shri J.L. Sachdeva, Director, IAEA said that the scheme of assistance to voluntary agencies for organising adult education centres is being revised by the Government of India and

according to the new pattern grant to VAs will be given on the basis of learners made literate. He said that the per learner cost under the improved pace and content of learning now being considered is Rs. 100/- per learner which can go by 25% in areas which needs special attention.

Continuing, Shri Sachdeva said that under the IPCL period for making a person literate will be about six months (200 hours) rather than a year. Post literacy and continuing education will be taken care through Jan Shikshan Nilayams. He said that under the improved pace and content of learning there will be three primers to be completed in six months and its hoped that learners will be able to acquire NLM norms in about 200 hours.

### Issues for Discussion

The following issues were discussed :

1. Whether the grant to VAs

according to the learners made literate is better than the centre based approach ?

2. Is the amount of Rs. 100/- for making one adult literate sufficient? If not what should be the amount?
3. What should be the duration for making learner functionally literate? It was one year earlier i.e. 500 hrs.—350 hrs. for basic literacy and 150 hrs. for post literacy. The proposal is to reduce it to six months i.e. 200 hrs.
4. The new three primers under improved pace and content of learning (IPCL) combines the workbook and the exercise book. Is this a sound approach or do we need a separate workbook and exercise book?

The main observations and suggestions of the seminar were :

1. The grant for the total programme should be given which should include grant for both non-formal education and adult education for the age-groups 9-14 and 15-35.

2. There is a danger that

literate will be shown as illiterates under the new scheme.

3. The financial assistance on the basis of per learner should not be only for voluntary agencies only. It should be applicable to the Government Departments, Universities and Colleges too.
4. It should not be compulsory for the organisations implementing this programme to use the primers produced by the SRCs. They should be free to use any book since the neo-literates are to appear for a test after six months and any primer which could bring them to that level could be utilised.
5. Pure literacy as stipulated under new scheme may not attract many learners as the other two components i.e. awareness and functionality create better motivation than mere literacy.
6. Both centre based and per learner approach should continue and the results compared after some time and the new scheme should be introduced only after making a comparative study.
7. The amount of Rs. 100/- for making one person literate is too low and should be increased to Rs. 150-200.
8. The new scheme should be widely discussed before it is implemented.
9. Instead of paying Rs. 100/-

for making one person literate, volunteers should be enrolled for this work who may not be paid any money. There will be better response without money rather than paying this small sum.

10. The new scheme will not work because the administrative cost which the voluntary organisations has to incur has not been covered.
11. How pre-testing will be done to know whether a person is really illiterate ?
12. The period of one year is essential for making a person functionally literate and it should not be reduced to six months as stipulated under the new scheme.
13. It is of no use of introducing new schemes every now and then; the deficiencies in the centre based approach should be removed rather than introducing a new scheme.
14. The new programme will create more problems than providing the real solutions.

Dr. P.D. Shukla in his address congratulated the Indian Adult Education Association for organising this important discussion on the new scheme. He said that the points made in the Seminar would help the framers of the new scheme in making necessary modifications at the formulation stage. He said that there should be no restriction on the type of books to be used and no restriction for the period for making a

person literate. Since the object is to run it as a movement and to make the entire area literate the main thrust should be to make large number of people literate in shortest possible time.

Dr. Shukla said that voluntary agencies who are doing good work should not be starved of funds and should be actively involved in this work. He said that educational programmes should not be left alone to bureaucrats and help and guidance of the persons involved in education should be taken. The IAEA as an apex body of voluntary agencies should be actively involved in the adult education schemes formulated by the Government.

Dr. Shukla said that adult education is a difficult task as compared to formal education because in formal education there are seekers and pay fees but in adult education the desire is to be aroused.

Shri B.S. Garg, President, IAEA in his address said that in formulating the new scheme the voluntary organisations have not been consulted and it would have been worthwhile if their experience and expertise in the field should have been taken while formulating it.

Shri Garg said that action plan which are practical should only be undertaken and nothing should be done only on assumptions. He urged the Government to actively involve the voluntary organisations which are committed to this work.

Shri K.C. Choudhary, General Secretary, IAEA proposed a vote of thanks.

## New Editorial Boards of English and Hindi Journals of IAEA

The Executive Committee of Indian Adult Education Association has reconstituted the Editorial Boards of **Indian Journal of Adult Education** and **Proudh Shiksha** at its meeting in New Delhi on September 14, 1990. The members of the Board are :

### Indian Journal of Adult Education

Prof. B.B. Mohanty

—Chairman and Editor

Prof. Yashwant Shukla

Dr. K.S. Pillai

Dr. Dharm Vir

Shri K.C. Choudhary

Dr. J.M. Gadekar

Shri J.L. Sachdeva

### Proudh Shiksha

Shri N.C. Pant

—Chairman

Shri Bhai Bhagwan

Shri K.L. Zakir

Smt. Bimla Dutta

Shri B.R. Vyas

Shri R.N. Mahlawat

Shri K.R. Susheela Gowda

### Sudhakar Reddy Nominated Joint Secretary

The Executive Committee of IAEA at its meeting in New Delhi on September 14, 1990 has nominated Dr. M.V. Sudhakar Reddy, Director, Department of Adult Education, S.V. University, Tirupati and a member of the Executive Committee as Joint Secretary in the vacancy caused by the death of Shri L. Vedapuri in Madras in June this year.

## Post-Master's Diploma in Adult and Continuing Education

The seats in the Post-Master's Diploma Course in Adult and Continuing Education of the University of Kerala have been increased from the academic year 1990-91 from the present 20 to 40.

The objectives of the course are :

- a) to train a cadre of officers in programme management of adult, continuing education and extension programmes offered in various areas of development by equipping them with skills in planning, implementation, monitoring and evaluation in the field of adult, continuing and extension education.
- b) to build a knowledge

through teaching and research in continuing education ; and

- c) to build up teaching facilities for university and college based programmes in adult, continuing and extension education.

The subjects of five theory papers include Foundation-Areas—Philosophical, Sociological, Psychological and Andragogical; Comparative Theory ; Social Development, Communication and Management ; Curriculum and Instructional Products and Training Techniques and Research and Evaluation.

Practical includes Projects Case Study field work on placement as Supervisor/Instructor.

Further information, Dr. K. S. Pillai, Director, CAEE, Kerala University, Kariavattom Campus, Trivandrum-695 581.

## COMMITMENT

*When you have Conviction*

*your heart is with you*

*the heart beats faster*

*at the very thought of something new.....*

*When you have Determination*

*your head is with you*

*the path seems clear*

*when emotions are not there.....*

*When you have Commitment*

*your feet take you to your destination*

*Hands help to live up to your expectation*

*head and heart ensure you have no exasperation !*

*So, have commitment to something, someone,*

*somewhere in the world !!*

*Mridula Seth*

## Newsletter on School's Action for Literacy

The Coordinating Centre, Delhi Schools Literacy Project has started publishing a quarterly Newsletter entitled SAL. It contains literacy experiences, breakthroughs, happenings, inputs etc.

Further information : Smt. Rajni Kumar, Coordinating Centre, Delhi Schools Literacy Project, Pusa Road, New Delhi-110005.

## Literacy Cassettes Available from ET & T

Literacy cassettes produced by Directorate of Adult Education, Government of India are now available from Electronic Trade and Technology Corporation (ET & T), a Government of India undertaking. The following cassettes are available.

1. Khilti Kaliyan
2. Chitthi
3. Din Pratidin
4. Abhiyan
5. Naya Swar
6. Training Film
7. Kagaz Ki Lekhi
8. High Expectation
9. Writing on the Wall
10. Creating a New Environment
11. Literacy
12. Stepping Stone
13. Need of the Hour

Each cassette costs Rs. 100/-. They are available from :

Tele-Tech Division  
Electronic Trade & Technology Corporation,  
15/48 Malcha Marg  
New Delhi-110021  
(Phone 3010672)

## Training of Master Trainers

A Training of Master Trainers sponsored by Directorate of Adult Education, New Delhi was conducted by the Society for Participatory Research in Asia (PRIA), and ASTHA, at the Literacy House, Lucknow from 28 June to 5 July in which two programmes one in Hindi for Hindi-speaking States and another in English for non-Hindi speaking State ran side by side.

Sixtyfour participants attended the training : 29 from Hindi speaking States and 35 from others. They were from 34 organisations including State Resource Centres.

The course covered Philosophy and Methodology of Participatory Training, to Designing Training Programmes for Trainers of Trainers. This was the first phase of the five phase training in order to improve the quality of training imparted to the AE functionaries. With the help of the training designs prepared during this phase the Master Trainers are expected to impart training to Trainers of Trainers in their respective States. As many as 19 Training Teams were formed.

## International Educator

The International Educator (Journal in Education) has appeared again after a gap of three years. Number 1-2 of July 1990 has been brought out recently.

The Journal edited by Dr. K.S. Pillai and Dr. Bernd Pflug is brought out thrice a year. Its annual subscription is Rs. 60/- and can be had from Kalaniketan Publishers, Nandavanam Cantt, Thiruvananthapuram-695033.

## Aurat

Aurat Publication and Information Service Foundation, Lahore (Pakistan) is a non-profit, non-government organisation, set up as an information and advisory service for women. It acts as a clearing house for information about women and to women.

It aims to give information in the areas of health, consumer protection, education, finance, employment, organisations serving women, environment, law, training and skill development, service rules and regulations.

Further information : Secretary, Aurat, 4-A LDA Garden, View Apartments, Lawrence Road, Lahore-54000 (Pakistan).

---

Be not afraid of going slow :  
be only afraid of standing still.

—*Japanese aphorism*

Development brings freedom, provided it is development of people. But people cannot be developed ; they can only develop themselves.

—*Julius Nyerere*

The only real victory is one in which all are equally victorious and there is defeat for no one.

—*Buddha*

"The adult educator may call himself or herself an agricultural extension agent, a health worker, a community organiser, a literacy teacher or any of a number of titles. It is not the title but the purpose of assisting women and men to realise themselves through the acquisition of skills and knowledge which identifies the authentic adult educator.

—*Roby Kidd*

## LINKAGE BETWEEN EDUCATION AND FAMILY SIZE

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

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

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

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

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

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

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

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

### Doctorate in Adult Education

Mr. Manoranjan Das, Head of the Department of Education, B.H.B. College, P.O. Sarupeta, Distt. Barapetta (Assam) has been awarded degree of Doctor of Philosophy (Ph.D.) by the Gauhati University for his thesis "A Study on the Socio-Economic Problems in the Implementation of Adult Education Programme in Assam".

## Legal Literacy Books for Neo Literates

The State Resource Centre, Jamia Millia Islamia, New Delhi has brought out some useful law books for neo-literates in Hindi and English. They are :

	Rs.
1. Hindu Vivah Qanoon	3/-
2. God lena our Guzarah	3/-
3. Virasat	3/25
4. Kam Kaji Mahila Ke Liye	3/-
5. Faujdari Karawahi	4/-
6. Jurm aur Saza	6/-
7. Sarak Durghatna aur Muaviza	4/-
8. Hamara Samvidhan	4/50
9. Dahej	3/00
10. Delhi Rent Control Act	2/50

The books can be had from the Director, State Resource Centre, Jamia Millia Islamia, Jamia Nagar, New Delhi-110025.

□

## NGO Consultation on Literacy

The 7th collective consultation of non-governmental organizations concerned with literacy and adult education will be held in Hamburg (FRG) from December 3 to 6. At the meeting, the NGOs will take stock of progress made during International Literacy Year 1990 and as a result of the World Conference on Education for All in Jomtien (Thailand) last March, and select projects to be submitted to Unesco for further action. A number of round tables are also scheduled to discuss illiteracy in the industrialized countries.

## RUSKIN COLLEGE INVITES APPLICATIONS FOR A DIPLOMA COURSE

The Ruskin College, Oxford (England) has invited applications from trade unions and other adult students for a diploma course to start in October 1991.

The two year diploma programme includes options in the Sociology, Economics and Politics of Development to meet the needs of students interested in problems of developing countries. Alternatively the two year diploma course in labour studies include a choice of Labour and Industrial Economics, Industrial Sociology, Politics, and Labour History.

Essays this year include the following subjects :

— "An underdeveloped country must choose either democracy of development : it cannot have

both". Does recent experience support this view ?

- In what ways have changes in the last quarter of a century in your country affected your life and those of your generation ?
- How far should trade unions in third world countries be involved in their government's attempts to improve the rate of economic development ?
- How, if at all, does the emergence of a one-party system of government make the expression of 'alternative' political views more difficult ?

Further information can be had from Principal, Ruskin College, Walton Street, Oxford OX12HE, England.

## Workshop on Population Explosion and its Impact on Development

The Population Education Resource Centre (PERC) of the Centre for Adult Education and Extension of University of Kerala organised a workshop on population explosion and its impact on different spheres of development in Thiruvanthapuram on July 11, 1990.

It aimed at identifying the problems aroused by population explosion, finding out strategies to be adopted to tackle these problems.

The workshop was inaugurated by Shri V.J. Thankappan, Minister for Local Administration. Shri K.V. Devadas, Member Syndicate, presided over the inaugural session.

The theme was discussed in three groups :

- a) Population Explosion and Development.
- b) Women, Literacy and Population Explosion.
- c) Health, Environment and Population Explosion.

Dr. G.B. Mohan Thampi, Vice-Chancellor of the University was the Chief Guest at the concluding session.

33 participants attended the workshop.

### Recently Published

#### 1. Adult Education : A People's Movement

Edited by J.C. Saxena, J.L. Sachdeva  
Rs. 50.00

#### 2. 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

Participatory training for adult educator's. New Delhi, Society for Participatory Research in Asia PRIA, (1987) 106 p.

The training of adult education instructors, supervisors and programme officers has been regarded as major factor in promoting adult education movement in the world, but very little literature is available in the form of systematic enquiry into the process and implication of such a training. Several participatory training efforts have been carried out within a particular programme but very little cooperative analysis have been done to trace the factors that facilitate or hinder learning of adult educators in participatory training models.

This study is intended to fulfil this important gap. It evolves a set of guidelines based on analysis and enquiry. The following are some of the questions posed in the study to assess the key characteristics of participatory training methodology :

- (1) What are the main principles utilized in design, conduct and follow-up of participatory training of adult educators.
- (2) What is the main focus of such training? Does it focus upon knowledge, awareness and skills, or a combination of these?
- (3) Are there some particular methods that make learning

one aspect easier? For example, do certain methods help in skill-building as opposed to awareness-building? How are these methods categorised?

- (4) What pre and post training components are useful in participatory training? How can these be developed?
- (5) What aspects of trainer behaviour contribute to effective learning? What are the elements of an effective adult education role played by the trainer in such a programme?
- (6) What kind of learning resources (materials, field etc.) are utilized in effective training programmes of adult educators? How are these developed and used?

Five cases constitute the basis for this study. The cases represent a wide spectrum of training efforts in different regions, learners composition, strategy of training etc. Two of the cases present training programme exclusively for women adult educators.

CENDIT, Comp. A guide to audio visual resources for adult education. New Delhi, Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, 1990, 186 p.

The guide presents a collection of audio-visual materials on adult education programme. Films, Videos, audio-visual programmes and audio cassettes which increase the general awareness and knowledge of the people, which impart

technical education, as well as those which provide on enhancement in learning skills have been included.

The entries in this resource guide have been listed alphabetically. Against each title there is a sequence of information. This technical information presents credits, synopsis, subject area and source(s) of availability. Also included is the specific audience for whom this material would be most suitable.

Education for All. Bulletin of the Unesco Principal Regional Office for Asia and the Pacific (30) : 1-274, December 1989.

This issue of Bulletin presents articles on various aspects of primary education, adult literacy and post literacy activities. Highlights have been made to especially difficult to reach target groups, such as refugees, and disadvantaged groups, such as women. In the final chapter, an attempt is made to take stock of what remains to be done if the objective of education for all is to be reached.

Committee for Review of National Policy on Education (NPE) 1986. Towards an Enlightened and Humane Society: A Perspective Paper on Education.

New Delhi, NPE Review Committee, Department of Education, Ministry of HRD, Govt. of India, 1990. 46 p.

The paper discusses some of the constraints of prevailing system of education in India and

highlights various contradictions of it. It presents some of the points of departure from the National Policy of Education of 1986. Focussing over various issues the paper says that schools should OPEN-UP and NON-FORMALISE in creative ways. This would be preferable to building up an exclusive parallel system of non-formal education for the poor and working children. It also emphasises that content and process of adult education, as distinct, from adult literacy, is to be recognised.

In order to promote social cohesion and national integration, a common school system has been envisaged over a ten year time frame and need for the redesigning of education of women has been stressed. Vocationalisation of secondary education (class IX to XII) for all with a vocational component build into the curriculum as an integral part, and with provision of additional vocational component for those who opt for job placement and self-employment has been suggested. The

paper also suggests the opening of the system through provision for multiple entry and exit points for those who wish to join the 'world of work' and return later for further education or upgradation of skills.

De-linking degrees from jobs through the instrumentality of letting user agencies build up their own testing mechanisms and modifying the recruitment policy of the government and the public sector accordingly is suggested. □

### 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
9. Adult Education—A People's Movement Edited by J.C. Saxena and J.L. Sachdeva	50.00
<b>Hindi</b>	
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. Durgathanaye by Bimla Dutta	3.50
5. Hatheli Per Suraj by Kashmirilal Zakir	6.00

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XII

November, 1990

No. 8

## EDUCATION OF WOMEN STRESSED

The Minister of State for Human Resource Development, Mr. Bhagey Gobardhan, called for action in not only educating women but also for a change in attitude.

"Many of our schemes have failed because of lack of education of women," he said. "Our goals of over all development and upliftment will become easy if women are educated. But during the last 40 years we have only been shouting slogans. If we do not treat women as equal partners, universalisation of primary education of girls will remain a mere slogan."

The Minister said there was a need for grassroot level foundations with mass support to make the programme for educating girls a success.

Shri Gobardhan was delivering the inaugural address of the three day workshop on "Universalisation of girls education at primary level" in New Delhi on Nov. 27, 1990.

In his keynote address, Mr. Anil Bordia, Secretary (Education), Ministry of Human Resource Development said emphasis should not only be on women's education but also on the status of women. "Planning for education and investment for education have to be viewed differently," he said.

Mr. Karl Eric Knutson, the Regional Director of UNICEF said the education of girls was the key to development. "Instead of looking merely to solutions, let us first take care of fundamental requirements", he said.

The workshop convened by Vishwa Yuvak Kendra with support from the Ministry of Human Resource Development and UNICEF discussed ways to educate young girls and problems in achieving this aim. It also discussed appropriate strategies to educate them.

70 delegates from Bhutan, Bangladesh, India, Nepal, Maldives, Pakistan and Sri Lanka participated.

## East Zone Conference on Adult Education

The Indian Adult Education Association in collaboration with the Centre of Adult Education, Continuing Education and Extension Programmes, Utkal University, Bhubaneswar is organising a two-day East Zone Conference on Adult Education in Bhubaneswar on December 14-15, 1990.

The objectives of the Conference will be : to have an overall view of the magnitude of the problems related to adult education in the zone ; to discuss the problems faced by field agencies in carrying out their programmes, to discuss the role of students and youth in implementing the literacy programme. It will also deliberate on the implementation of the education of women in the National Literacy Mission and will consider the role of voluntary organisations and universities in changing circumstances.

About 100 delegates from the Governmental and non-Governmental organisations, departments/centres of adult and continuing education in the universities, shramik vidyapeeths, SRCs are likely to participate in the two-day meet.

## Garg Attends IFWEA Seminar

Shri B.S. Garg, President, Indian Adult Education Association participated in the East-West Seminar on Education for Democracy in Society and Industrial Democracy in Market Economies: a Challenge for Workers Education in Vienna (Austria) and Budapest (Hungary) from Oct. 21-28, 1990.

The Seminar convened by the International Federation of Workers Educational Associations in collaboration with the Austrian Trade Union Federation, the Renner Institute, the Institute for the Promotion of Vocational Training, the Vienna Federation of Adult Education Institutes and the National Confederation of Hungarian Trade Unions discussed the requirements of and behavioural patterns in a democratic society and market economy; industrial democracy in market-economies or mixed economic systems; workers' participation in the world of work oriented to market economic principles and participation in cultural activities in a democratic society with emphasis on electronic media.

Shri Garg presented a paper on the objectives, programmes, innovations, finances, etc. of IAEA and status of women.

### BOUND VOLUMES OF IJAE AVAILABLE

Bound Volumes of *Indian Journal of Adult Education* from 1983 onwards are available. The price per bound volume is Rs. 100/-.

## Seminar on National Integration and Literacy Movement

The West Bengal Co-ordination Centre for Literacy organised a Seminar on 'National Integration and Literacy Movement: Role and problem of voluntary organisations' in Calcutta on Nov. 17, 1990.

It was inaugurated by Shri Pratap Chandra Chandra, former Education Minister of India and President of the Co-ordination Centre. Dr. Santosh Bhattacharyya, former Vice-Chancellor, Calcutta University presided. Shri K.C. Choudhary, General Secretary, Indian Adult Education Association was the guest of honour on the occasion.

Shri Chandra in his address called upon the voluntary organisations to play a meaningful role in eradicating illiteracy from the country. Shri Choudhary stressed the need for a united effort on the part of voluntary organisations in banishing illiteracy from the country.

Among others who spoke in the Seminar were Dr. Phulrenu Guha, Sri Nirendra Nath Chakravarty, Prof. Dilip Chakravarty, Prof. Saugata Roy, Sri Moni Sanyal, Smt. Aparajita Goppi and Sri Sourin Bhattacharyya.

To absorb all the new information and yet to retain a pre-scientific sense of wonder—that is the challenge to the present-day man of culture.

—An educationist on life-long learning

## Akshara Deepa

The Government of Karnataka have taken-up a new literacy programme titled 'Akshara Deepa' for implementation during current year. Under the programme nine Literacy Projects and 225 Jana Shikshan Nilayams will be taken-up by the Karnataka State Adult Education Council under the supervision of the Directorate of Mass Education through Zila Parishad. The idea is to cover 81,000 illiterates every year in the age group of 15-35 with a view to make them literate. Nearly 50% of these would be women and about 38% belonging to Scheduled Castes and Scheduled Tribes. A sum of Rs. 171.36 lakhs have been allocated for the programme.

Each project under 'Akshara Deepa' will have 300 Adult Education Centres with 37 Jana Shikshan Nilayams. Compact area approach will be followed. The nine projects taken-up are in eight districts, viz., Bidar, Gulbarga, Raichur, Chitradurga, Bellary, Shimoga, Mandya, Mysore covering 18 taluks.

(Literacy Mission Oct. 1990)

## Ariyaratna Gets Jamnalal Bajaj Award

Dr. A.T. Ariyaratne, Chairman ASPBAE Region I and President Lanka Jathika Sarvodaya Sangamaya, Sri Lanka has been awarded Jamnalal Bajaj International Award for promoting Gandhian values outside India.

Our congratulations !

## CELEBRATION OF INTERNATIONAL LITERACY DAY

### Rajasthan

RAJASTHAN VIDYAPEETH, UDAIPUR

The Lok Shikshan Vibhag (Department of Mass Education), Rajasthan Vidyapeeth, Udaipur organised a month long programme from Sep. 1 to Oct. 2, 1990 in connection with celebration of International Literacy Day and the Year. Besides taking out *prabhateries* in the localities of 200 adult education centres, 50 non-formal education centres and 5 Jan Shikshan Nilayams, an extensive campaign of public awareness was also undertaken to bring home the importance of literacy in the day to day life of a person. 778 volunteers were also enrolled under 'Each one Teach One' programme.

During the period a 'Padyatra' of 7 days was also organised which was participated by young men and women from all walks of life.

In the last phase of the 'literacy month' a five-day women awareness camp was also organised, 40 women participated.

### Training of AE Workers

From October 2-8 a seven day training programme of adult education functionaries was organised by the Vidyapeeth for the workers of Salumbur and Sarada adult education projects. The topics discussed in the training programme were : 1. How to seek public co-operation in establishing an adult education centre; 2. Methodology

of teaching adults; 3. Operational problems of an adult education project; and 4. Role of women in a literacy campaign.

Shri Udailal Chadaliya, Shri Satyendra Sahoti, Shri Ramshankar Sukhwai, Shri Bhagwanlal Kumbhar, Shri Jagdish Soni, Dr. Ramesh and Ms Kartikamma participated as resource persons.

In the concluding function, Shri Kashulal, Sarpanch. Sarada, Shri Radheshyam Purohit and Shri P.C. Jain spoke to the participants.

### Gujarat

SOUTH GUJARAT UNIVERSITY, SURAT

The Department of Continuing Education and Extension Work, South Gujarat University, Surat celebrated the International Literacy Day at three places. A function was organised at district jail to start adult literacy programme for the prisoners. About 300 jail inmates, 15 social workers and other officials attended the programme. A Centre was started with the financial support of the Lions Club.

A Jatha of 70 volunteers from voluntary organisations from Surat in collaboration with the Department was organised from Railway Station to South Gujarat University. The main objective was to disseminate the message of education for all through Bharat Gyan Vigyan Jatha and each one teach one programme.

A cycle rally was organised in the six tribal villages of Dharampur Taluka of Bular District. About 100 rural youth and students of Van Vidyapeeth at Bilpudi went through the villages to make people aware about the importance of literacy. The rally was converted into a gathering in which kits were distributed to start each one teach one programme to eradicate illiteracy.

SHRAMIK VIDYAPEETH, SURAT

The Shramik Vidyapeeth, Surat organised two rallies to celebrate International Literacy Day. It was done in collaboration with Kanjibhai Desai Samaj Shikshan Bhavan Trust and Surat Junior Chamber.

In the first rally organised at village Bhatha, Shri Ajitbhai Desai, Mayor of Surat was the Chief Guest and Shri Chunibhai Bhatt, Trustee of the Kanjibhai Desai Samaj Shikshan Bhavan Trust presided. About 400 people joined the rally with banners. Slogans were raised and Bhajans recited.

The second rally was organised in village Limbayat which is socially and economically backward part of the Surat city.

Shri Amarbhai Jariwala, social worker and industrialist of the Bombay was the Chief Guest. The Director, Shramik Vidyapeeth spoke on the importance of education for national development. The rally in which 700 people participated covered the most backward areas of Limbayat.

BARDOLI

The Swaraj Ashram, Bardoli,

organised a literacy rally covering most of the villages in Bardoli Taluka from Sep. 8-11, 1990 in which learners, instructors, supervisors, project officers of the project participated. The objective was to create environment for literacy education.

The rally was flagged off by Shri Uttamchand Shah, Secretary, Swaraj Ashram.

Pamphlets requesting the people and social institutions, the Government offices, Private and Educational institutions to take active part in the campaign for eradication of illiteracy were distributed during the rally.

### Uttar Pradesh

#### AGRA

The Centre of Adult and Continuing Education and Extension Programme of Dayalbagh Educational Institute, Agra organised personal contacts, pasting of posters, writing of slogans, rallies, cultural programmes, games and sports during the international literacy week celebrated from Sep. 8-17, 1990. Competitions such as poster making, rural handicraft, mehendi and rangoli were organised.

In the valedictory function Dr. (Mrs.) S.P. Rahgir, Director, Institute of Home Science, Agra was the chief guest. In her address she said that mass awareness was possible only through integration of literacy with health education and population education. Income generating programmes for the rural people will make them an equal partners in the national development, she said.

Shri S.P. Varma, Director, Dayalbagh Educational Institute who presided over the function said that the programme should not be limited to reading and writing and the ultimate aim should be functional development which includes training in income generation. He asked to set a target of making one village cent percent literate by the end of ILY.

### Tamil Nadu

#### TIRUCHIRAPALLI

The Centre for Adult, Continuing Education and Extension, Bharathidasan University, Tiruchirapalli in collaboration with the Government Departments, voluntary agencies, colleges and schools, mass media, private sectors celebrated the International Literacy Day in Trichy Taluk by conducting mass rally and public meetings on that day. The rally was inaugurated by Dr. S. Muthukumar, Vice-Chancellor, Bharathidasan University. It passed through various localities. About 6000 people comprising students, teachers, adult education functionaries, youth and general public participated. They raised slogans on the importance of literacy, women's education etc.

A public meeting was held at St. Joseph's Higher Secondary School in the evening in which the Vice-Chancellor presided. The Vice-Chancellor called upon the Governmental and Non-Governmental agencies to join hands to make 100% literacy in Trichy. Shri K. Dheenadayalan, District Collector, Trichy in his special address said that education was basic and important instru-

ment for social, economic and cultural development of the individual and nation.

A cultural programme was also arranged on the occasion.

### Vallakottai

The Centre for Action in Rural Development, Vallakottai, Chengai Anna District organised rallies in 8 villages. Local elders, school teachers and students participated in the rally in addition to the learners and the neo-literates. They created awareness about the need for literacy for the rural people.

Public meetings at 27 Centres were also organised.

□

### Who's Illiterate ?

Unesco defines a literate as one "who can with understanding both read and write a short simple statement on his everyday life". Yet, there are many people who are literate in this restricted sense, but who nonetheless suffer serious problems with more complex reading and writing tasks. These are the "functionally illiterate". To be functionally literate a person must be able to "engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development".

The pain of new ideas  
is the one that hurts  
most

—Bagehot

## PARTICIPATORY TRAINING FOR WOMEN

*Participatory Training for Women* is a publication recently brought out by the Society for Participatory Research in Asia (PRIA), New Delhi. It is a compendium of seven case studies on various models of training for women.

A group of 18 women trainers from 14 organisations from different parts of the country met at a three-day workshop in Delhi in December 1987. They explored the various dimensions involved in training poor illiterate and semi-literate women at the grassroots level. Several common issues were explored and reflected upon, myths exploded, concepts refined through a collective process of retrospective and introspective analysis. This compendium of case studies is a result of the process of analysis which started in that workshop.

Seven case studies are briefly and crisply presented in this compendium. SPARC from Maharashtra, SEWA and CHETNA from Gujarat, RISE from Andhra Pradesh, MYRADA from Karnataka, ASTHA and PRAYAS from Rajasthan, JOGORI and ACTION INDIA from New Delhi have shared their training experiences. They are all working with different groups of women like the pavement dwellers, women's cadre, rural women, community health workers, field level activists and others.

These case studies reveal that

training women is more important in view of the fact that more and more development programmes today are being focused on women as the 'target group'. There is a growing realization that true development is not possible without the equal participation of women. Women's training, therefore, should not only aim at validating and translating the individual strength and tenacity of women into collective strength but also should search for an alternative framework within which change can take place.

An attempt to outline some of the general principles related to women's training has been made in this compendium. An attempt has been made by a group of women trainers to define a clear model of training for women. It is a sincere attempt by women trainers and by them alone to explore the existing myths and to evolve strategies for training based on an egalitarian world-view.

A sharing is done in this compendium with the noble intention of strengthening the network of women trainers. They are all working on the one hand with poor women challenging existing norms which are oppressive and on the other hand they are grappling with their own reality—the anxieties, the anger and pain which are caused by an oppressive environment, the burdens at home, the contradictions in their lives, and the sense of vulnerability

faced especially by those activists who are based in far-off areas.

The need to develop and sustain support systems not only among the poor, but also among those working with the poor is stressed. Such support systems are needed mainly to share strategies and approaches with one another and to strengthen each other's work and carve out new directions for the future.

This compendium of case studies and sharing by women trainers will definitely help to sensitize men trainers also with regard to the role they are expected to play

- (1) in exploding the domination by men,
  - (2) in removing the anxieties, the anger and pain which are caused to women by an oppressive environment, the burdens of home, the contradictions in the lives of women, etc. and
  - (3) in creating a favourable environment for women to realize their potentials and individualities. Through such a method of sharing experiences, they too can
- (1) derive the general principles related to training in general and training of women in particular and
  - (2) develop and sustain support systems among all those men and women activists alike who are working with the poor.

R. Gomez  
Consultant, DAE

## BOMBAY CITY SOCIAL EDUCATION COMMITTEE

The Bombay City Social Education Committee (BCSEC) organised the following programmes during Niraksharata Nirmoolan Sapath (Eradication of Illiteracy Week) from Oct. 5-11, 1990.

The week was inaugurated at the Samaj Shikshan Mandir on Oct. 5 by Shri Ramrao Adik, Finance Minister, Maharashtra. Shri Adik said that for successful functioning of the democracy, education of the masses was essential. He said that it was unfortunate that symbol was still used against the names of the candidates at the time of elections. He pleaded that all out efforts should be made to promote literacy so that the symbol is not needed. He also emphasised the need to promote primary education.

Barrister MG Mane, President, BCSEC in his introductory address gave an account of the activities undertaken by the Committee.

On the second day, a Bal Vihar programme was organised. Shri S. Gokhale, Executive Committee Member of the Committee was the Chief Guest on the occasion. In his address, Shri Gokhale urged the parents to send their children to the schools so that there is no addition in the number of illiterates in the years to come. He also asked the parents to provide opportunities to children to show their talents.

The third day was devoted to Chawl cleanliness. On Oct. 8, 1990 a programme for women of Matru Vikas Kendras was organised. An exhibition of sewing

embroidary articles was held at the Samaj Shikshan Bhawan.

A programme for the neo-literates was organised on the fourth day. Shri Pramod Thakur, Municipal Councillor was the chief guest on the occasion. He urged the Committee to organise effectively the post-literacy programmes so that the neo-literates do not lapse into illiteracy and get new knowledge from time to time.

On Oct. 10, 1990 a programme of prize distribution to the neo-literates was organised at Lalit Kala Bhavan, Abhyudaya Nagar in collaboration with the Maharashtra Kamgar Kalyan Mandal. Shri Snehal Manjardekar, Labour Commissioner, Maharashtra was the chief guest. Shri Manjardekar in his address said that social education workers should undertake work with commitment and dedication and should make aware the illiterate persons of all the disadvantages of being illiterate. Prizes were distributed to the winners who participated in the healthy baby competition.

On Oct. 11, 1990 a Symposium was organised in collaboration with the Khadi & Village Industries Commission. The theme was significant role of women's education as envisaged by Mahatma Jyotiba Phule. The cooperation of Khadi & Village Industries for the upliftment of women was also discussed.

Shri D.B. Karnik, Ex-Editor, Maharashtra Times spoke on the significant role of women's education as envisaged by Mahatma

(Contd. on page 7)

## Conference on History of Adult Education

A Conference of the visiting scholars on the History of Adult Education was held at Syracuse University on March 20-24, 1990. It was convened by the Syracuse University Kellogg Project in USA. The objective was to give an opportunity to the scholars to examine the rich resource material on adult education and plan their research studies.

The scholars presented their studies under the following themes :

1. Developing the field of adult education
2. Organizational history and the practice of continuing education
3. The development of concepts and theory in adult education
4. Adult education practice and the role of professional organizations
5. Adult education as a social movement
6. Social issues and adult education
7. Worker/labour education

A panel discussion on the "the challenges of writing history, including the history of adult education, in the 1990s" was organised during the Conference. An exploratory discussion on "Writing biography" was also held.

Dr. S.Y. Shah, Asstt. Director, Adult and Continuing Education Unit, Jawaharlal Nehru University, New Delhi presented a study on "Laubach in India".

## Role of Youth in Promoting Total Literacy

The Vishwa Yuvak Kendra, New Delhi organised a National Seminar on 'Role of Youth in Promoting Total Literacy' on July 25-27, 1990.

It discussed, Literacy status of the country, National Literacy Mission; Mass Programme of Functional Literacy; Total Literacy Drive during International Literacy Year; Self Reliant Voluntary Literacy Action; Motivation, Mobilisation and Management Technique; Imparting of Attractive Literacy Instruction; People's Participation and Total Literacy Action and Training at Micro and Macro Levels.

28 participants representing youth/social welfare agencies engaged in Adult Education activities, National Service Scheme, Department of Adult Education, Jana Shiksha Nilayams, etc. participated in the Seminar.

It was inaugurated by Mr. Bhakta Charan Das, Deputy Minister, Department of Youth Affairs and Sports.

*(Contd. from page 6)*

Jyotiba Phule in reference to the present educational programme. Shri Jayram Panwar, Director, Khadi & Village Industries Commission spoke on 'Co-operation of Khadi & Village Industries for the upliftment of women. Shri Panwar said that 96 village industries could be started with the help of scheduled banks. He said that financial assistance of Rs. 5,000-60,000/- is provided for starting village industry and urged the participants to come with their proposals for starting an industry.

## Documents

Mathur, Brijendra M. Adult Education and Social Change. Ambala Cantt.' The Indian Publications, 1989, 285 p. Price Rs. 250.

This study on impact of adult education on social change examines the extent of success of adult education programmes in developing values, attitudes towards modernisation and various types of awareness and scientific outlook among those who have attended adult education classes. It also examines improvement of adjustment and impact of AE in minimizing personal problems. The study also identifies factors which are hindering the process of social change, and factors which would accelerate the process of social change.

The finding of the study shows that no significant change has been noted in the development of social values among the participants inspite of their exposure for different periods ranging from three to five years.

In the case of political values the urban males have shown the development of better political values who have attended Adult Education classes for five years compared to those who have attended for one to three years.

In the case of economic values both the urban and rural learners have displayed a better development after an exposure of three years.

Finding of the study shows that Adult Education has been success-

ful in bringing about significant change in the attitudes of participants towards modernization. There were positive change in thinking and attitudes towards the position of women in the society. In the case of family planning urban males displayed significant, better and more favourable attitude after five years, but rural males did not display any such change in the same period of exposure.

In the case of health adjustments, all the groups of male and female have displayed a better adjustment even after three years of exposure in Adult Education Programme.

PRIA, Learning for Health Care. New Delhi, Society for Participatory Research in Asia, 1986. 143 p.

The document examines some of the non-governmental efforts where adult non-formal educational process have been effectively used in promoting community participation in primary health care.

Five case studies have been included:

- Slum Dwellers and Health— an experience of Bombay.
- Women's organisation and Health—an experience in Tamil Nadu.
- Health Insurance Scheme— an experience in Maharashtra.
- Tribals and Health Care— with tribals in Rajasthan.
- Maternal and Child Health— an experience in West Bengal.

Unesco. ILY: Year of Opportunity, Paris, Unesco, 1990, 46 p.

This booklet consists of two

parts. The first, "Identifying the issues," poses the problems of illiteracy in the world—What it is! What it means, Whom it effects and What International Literacy Year aims to do about it. The second part, "Towards a Solution", describes some of the things you can do to promote literacy in your home, school and community, as well as through organisations and governments.

International Bureau of Education and the Unesco Institute of Education. Literacy in Developing Countries; an analytical bibliography, Geneva. IBE 1990. Page 178.

The special issue of the Bulletin of the International Bureau of Education prepared by the Unesco Institute of Education in Hamburg is a bibliography of selected publications on literacy in developing countries produced in English, French, Spanish and German.

It contains books and articles

on orality and literacy, literacy and development, definitions and conceptual approaches to literacy, learners, potential learners and drop-outs; literacy learning, schooling and alternatives; organization for action: broad approaches, structures and literacy providers; and challenges and promises.

All India Committee for Eradication of Illiteracy among Women. Conference of National Level Women Voluntary Organisations.

New Delhi, 10-11 August, 1989:

A Report, New Delhi, All India Committee for Eradication of Illiteracy among Women 1989. 58 p.

The document is an outcome of the conference on "How voluntary organisations can contribute most effectively to the eradication of illiteracy among women. The objectives of the conference were:—1) To make literacy a major focus in the work of all women's organisations (2) To secure the resource support need-

ed and available and to consider how resources—human, material physical could be made available to NGO for various programmes. (3) Post literacy and continuing education programme for women and girls. (4) Monitoring and evaluation of education, with emphasis on the need for having a learner-oriented approach (5) Media support, specially through Doordarshan and AIR. (6) Financial Resources—securing community support in addition to government support.

Some of the papers included in this report are:—

Women Literacy as a movement by Tarlok Singh, Post Literacy and Continuing Education Programme for Women, and Making Literacy a Major Focus in All Women's organisations by Rajammal P. Devadas, Crash Condensed Literacy Course by Ginny Shrivastava, Resource Support to Adult Education Programme with Special Reference to Eradication of Illiteracy among Women by D.V. Sharma.

### Recently Published

#### **1. Adult Education : A People's Movement**

Edited by J.C. Saxena, J. L. Sachdeva

Rs. 50.00

#### **2. 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

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XII

December, 1990

No. 9

## INCENTIVES TO STUDENTS FOR ADULT EDUCATION WORK STRESSED

The East Zone Conference on Adult Education which concluded in Bhubaneswar on December 15, 1990 has urged that both school and college students should be used for adult education programme so as to reach the target of making 8 crore people literate by 1995. But to get their meaningful participation, there should be proper incentives for them, the conference felt.

The Conference noted with concern that there was a paucity of space for adult education centres. Centres being run in the instructors home is not providing congenial atmosphere for proper conduct of the programme. It recommended that money be provided for taking suitable accommodation on rent for smooth functioning of the adult education centres.

The Conference noted that training needs are not being adequately met and suggested that District Resource Units should be established on priority basis and services of the well establish-

ed voluntary agencies should be utilized for establishing DRUs.

The Conference noted with concern that grants to voluntary agencies and universities are not released in time. It was immensely effecting the tempo of the adult education programme and is a great hindrance in reaching the target of eradication of illiteracy in the age-group 15-35 by 1995. It urged the Government to take necessary measures for timely supply of funds to these institutions.

The two-day Conference convened by the Indian Adult Education Association in collaboration with the Centre of Adult Education, Continuing Education and Extension Programmes, Utkal University discussed the present position of literacy in the Zone; problems related to adult education in the Zone; the role of students and youth in implementing the literacy programme. It also deliberated on the implementation of education of women and the role of voluntary organisations and universities.

Inaugurating it, Shri C.P. Majhi, Minister of Education and Youth Services, Government of Orissa, said that education of the adults occupies an important place in human resource development. Underlying the need for self education, he said that the Orissa Government is establishing a library in every Panchayat so as to provide continuing education opportunities to the masses.

Shri Majhi said that adult education has a great role in health and family welfare programmes. Most of the hospitals, he felt were over crowded because of the illiterate mothers who were not taking proper care of the health of their children. Illiteracy is also proving a great handicap in the success of the family planning programme, he said.

The Minister said that the political will is necessary for the success of the adult education programme. He suggested closing of universities and colleges for

IAEA NEWSLETTER  
Wishes its  
Readers  
A HAPPY NEW YEAR

two years and engaging all teachers and students for this work.

Dr. R.C. Dass, former Vice-Chancellor, Behrampur University, and Chairman, SRC, Orissa, in his address as Guest of Honour urged that through inter-personal communication, the illiterate adults could be motivated to join this programme. Unless this urge comes from within, the programme will not give the desired results, he feared.

Dr. Dass emphasised the need to use modern technology to make a breakthrough in wiping out illiteracy from the East Zone. He said that the learning material should address to the problems of the learners. He also urged the need to produce suitable follow-up material so as to check relapse into illiteracy.

In her presidential address, Smt. Bimla Dutta, Chairman, East Zone of the Indian Adult Education Association said that for success of the adult education programme women have to be treated as equal partners and given equal status. She said that all schools and colleges should join hands to eliminate illiteracy from the country specially of women.

Smt. Dutta urged the industrialists to adopt villages for their integrated development. She said that services of well established voluntary organisations should be recognised and adequate funds be provided to them to undertake the programme

Prof. B.B. Mohanty, Treasurer, IAEA and Professor and Head, Department of Audio Visual Com-

munication, Indian Institute of Mass Communication, New Delhi outlined the activities of the Association and the objectives of the Conference. He said that adult education should be taken in the broader perspective and should not be limited only to the imparting of three R's. He said that there was a great link between education and health and the programme of 'health for all' should have an integral part of 'education for all' by 2000. He offered the services of IAEA in the total literacy programme in Kalihandi district of Orissa.

Prof. Mohanty also spoke on the role of students and youth. He said that non student youth has an equally important role in this programme. He said that under MPFL students and youth should be organised through specially trained brigades as has been done in Cuba and Nicaragua. He said that students should also be utilized in motivating adult learners. The school students are more effective in motivating their parents, he felt. The NLM, he said, was a societal mission and it should not be difficult to find willing students for this mission if they were properly motivated.

Earlier, Dr. A.N. Patnaik, Director, Centre of Adult Education, Continuing Education and Extension Programmes, Utkal University welcomed the participants. Shri T.K. Ray, Secretary, East Zone of IAEA and Director, Shramik Vidyapeeth, Paradeep proposed a vote of thanks.

In the first plenary session, Shri J.L. Sachdeva, Director, IAEA presented the Working Paper of the Conference. He suggested

that grants to voluntary agencies in the first instance should be released for training only. After successful conduct of training, the balance grant should be given.

For effective participation of college and school students in the programme, Shri Sachdeva suggested that proper incentives should be given to get their meaningful involvement in the programme.

Suggesting the importance of education of women, he said that the adult education among women will help in universalising elementary education and will bring us closer to our goal of education for all by the year 2000.

Shri Sachdeva said that small voluntary organisations should be encouraged and promoted to run 5-15 centres and provided the needing technical and financial support.

For the involvement of universities in the adult education programme, he said that universities should implement this programme in a broad manner and their efforts should not be confined to literacy only. Universities should take science and appropriate technology to the people for the improvement of rural life. Universities should play a bigger role in creating scientific temper so as to overcome the problem of superstitions prevalent in the country.

In the second plenary session Shri S.N. Petro, Minister of Fishery and Animal Husbandry, Government of Orissa, said that only dedicated and committed persons should be selected for the adult

education job and should be paid adequately. The students, he said, should also be provided some incentives to teach illiterate adults. He emphasised the need to use Panchayats for adult education work.

Dr. V. Venkata Seshiah, Additional Director, Directorate of Adult Education, Government of India emphasised the need to promote voluntarism in the adult education programme. He said that the modernisation should be the ultimate objective of adult education programme and the efforts should not be restricted to literacy education only.

Prof. C.S. Sarangi, Director, Adult Education, Orissa said that adult education programme should be so designed so as to motivate illiterate adults towards this programme.

The delegates were divided into two groups to discuss the sub-themes of the conference. The group Chairmen and Rapporteurs were; Group I—Chairman—Shri Binoy Banerjee, Rapporteur—Smt. Kamala Biswal, Group II—Chairman—Dr. B. Nath and Rapporteur—Dr. Manjit Paul.

The second day started with the third plenary session in which Prof. S. Nath, Dr. S.C. Das, Director, State Resource Centre, Dr. T. Kabi, former Vice-Chancellor, Sambalpur University and Shri I.B. Mishra, Retd. Dy. Director, Government of Orissa participated.

Prof. Nath in his address said that adult education programme should liberate teeming millions from illiteracy and superstitions.

He said that this programme should be taken on a war footing to reach the target by 1995. Literacy should be the main focus of all development programmes, he emphasised.

Prof. T. Kabi said that creation of proper awareness among women is essential for the success of the programme.

Shri Mishra said that education should be taken as a development programme and not treated as welfare one. For creating awareness, he said, there should be money available for engaging another set of workers to do this work with the help of audio-visual aids. He said that pre-school, non-formal and adult education should come under one banner so as to get desired results.

The valedictory address of the Conference was delivered by Dr. (Mrs.) Kamala Das, Minister of State for Education and Youth Services (Primary and Adult Education), Govt. of Orissa. She said that in spite of 50 years' work in adult education the desired results have not been achieved. This she felt was due to lack of motivation among the illiterates. Low remuneration is another cause of not getting competent people who can deliver the goods. She suggested that the honorarium should be increased at least to Rs. 300/- p.m. Dr. Das was critical about the functioning of the Jan Shikshan Nilayams. She said that not much use was being made of the JSNs because they were mostly situated in the instructors' homes which have insufficient space for activities of a JSN. She said that NFE and

AE should be under one department. In adult education programme she stressed that functional development should receive priority as it will help in motivating illiterate adults.

Prof. T. Pradhan, Vice-Chancellor, Utkal University said that adult education programme was not being taken seriously by the illiterate persons because they do not see any utility out of this programme. They all feel shy for getting literacy at this stage. He said that there were many negative stories circulated about this programme but somewhere good work has also been done. The need is to encourage the good work done and proper publicity should be given for the success stories. He underlined the need to undertake this programme on new patterns as traditional and conventional methods were not giving the desired results.

Prof. B.B. Mohanty in his presidential address said that in adult education centralised thinking is going round the country and local needs and aspirations are not being taken care of. He said that if adult education was to become people's movement it should be need based and should respond to the needs and aspirations of the people.

Mr. S. Brahma, Project Officer, Centre for Adult Education, Continuing Education and Extension Programmes, Utkal University proposed a vote of thanks.

### Recommendations

The conference made the following recommendations :

1. The East Zone Conference of the IAEA held in collaboration

with the Centre of AE, CE and EP, Utkal University on December 14-15 1990 at Bhubaneswar feels that the training needs of the adult education functionaries are not being adequately met and suggests that District Resource Units should be established on priority basis and the existing State Resource Centres should be strengthened. It recommends that well established voluntary agencies should be given District Resource Units for strengthening training aspect of the programme.

2. The Conference feels that the students of both schools and colleges can greatly contribute to the success of the Adult Education programme. But to get their involvement, it is essential that there should be some incentives for them. The Govt. should be moved for providing proper incentives to the students so that there is a meaningful involvement from them for the success of the programme.

3. The Conference feels that awareness and functionality are two essential components of adult education programme and special grants should be made available to promote these two components and for their adequate coverage. The Instructor of the centre cannot cover two components and special

arrangements should be made for their coverage.

4. The Conference notes with concern that grants to voluntary organisations and universities are not released in time. It is immensely affecting the tempo of adult education programme and is a great hindrance in achieving the target of banishing illiteracy in the age-group of 15-35 by 1995. It urges that fool proof arrangements should be made for timely supply of funds to these Institutions be given.

5. The Conference notes with concern that State Governments are not forwarding the applications of the recognised voluntary organisations or are taking considerably long time in sending the applications to the Central Government for financial assistance. It recommends that the Central Government should follow its rule of sanctioning grant-in-aid to the voluntary agencies if the applications are not forwarded within three months by the State Government.

6. The Conference welcomes the establishment of Jana Shikshan Nilayams but notes with concern that they are not being established in adequate numbers all over the country. Whenever adult education projects are sanctioned the

sanction for JSN should also be given so that the people do not relapse back into illiteracy.

7. The Conference recommends that more School and College students should be utilised for Adult Education Programme during the summer vacations so as to accelerate the process of adult education programme.

8. The Conference notes that there is a paucity of space for adult education centres. The Centre being run in the Instructor's home does not provide proper facilities for the conduct of the programme. It recommends that money should be provided to get suitable accommodation on rent for Adult Education Centres.

9. The Conference feels that for organising effecting Adult Education programme for women, the existing Mahila Mandals should be strengthened and the adult education programme along-with skill development programmes should be organised in collaboration with them.

10. The Conference feels that there is still a lack of coordination among the Government departments and the voluntary organisations. It urged that there should be effective cooperation between the Government departments, universities as also among the voluntary organisations.

## **Department of Adult Education, Gorakhpur University**

The Department of Adult/Continuing Education and Extension, Gorakhpur University organised nine Training Programmes for Project Officers, Supervisors and Instructors during the period September to December 1990. The programmes aimed at imparting

basic knowledge of adult education so to improve the quality of life of the illiterate masses and to stress the role of adult education in socio-economic development, specially of the women.

The Department also collaborated with Banvasi Seva Ashram, Govindpur in organising Gyan Vigyan Jathas to create environment and to motivate the masses about the importance of literacy

and also to relate adult education programmes closely to the everyday problems of life.

It also celebrated International Literacy Day on September 8, 1990. Dr. Maheswari Mishra, Head and Professor, Department of Physics of the University was the Chief Guest on the occasion. In his address Dr. Mishra underlined the need to make literacy a people's movement.

## HINDI BELT TOPS IN ILLITERACY

Illiteracy in rural India is more than twice that in the urban areas and its level is even higher than the poverty level in the country, according to an Operation Research Group (ORG) report.

Fiftyseven per cent of the adults (15 years plus) in the country are illiterates and the situation is even worse in the Hindi-belt where over 80 per cent of the adults are illiterates, the report says adding that this is a contributing factor for the low productivity and "motivational levels" in the States of this region.

The ORG, a marketing research group, also focusses on the increasing percentage of adult population in the country "outnumbering the young".

The ORG demographics say

that nearly one-third of the adults in the country in 1990 are aged 45 or over but add that the number of adults in the age group 15-24 years is much higher as compared to the rural India.

"This is obviously because of the increased mobility among them as never before, from rural to urban and smaller to bigger cities", the report says.

Basing the report on a sample survey covering over 83,000 households spread across the country, the ORG highlights the enormous problem of illiteracy.

"While one-fourth of the urban adults are illiterates, its figure in the rural areas is 68 per cent", the report says and further specifies that as much as 69 per cent of the rural housewives and

37 per cent of the urban housewives are unlettered.

The reports notes that literacy level of housewives increase with increase in family income.

The report says that in as much as 18 per cent of the urban households the bread earner is an illiterate and in rural households 45 per cent.

The report says fewer adults girls are continuing their schooling.

"Against 8.3 per cent of male adults who are students, only 5.3 per cent of female adults are students bringing out wide disparities in the continuation of education by boys and girls beyond high school", it says.

According to the report as against four-fifths of adult females who are either only 'housewives' or not employed, only 10 per cent of adult males are not working.

### People Who Are Literate Can...

- \* read the labels on cans and boxes of food
- \* read a bus or train schedule
- \* look up numbers in a telephone directory
- \* read a contract, a deed, or a waiver
- \* read a map when they are lost
- \* read medical directions
- \* help their children with homework
- \* read the menu in a restaurant
- \* read road signs
- \* get a job requiring reading or writing
- \* read the warning labels on poisons and pesticides
- \* read a letter from a relative or friend and write a response
- \* keep their own accounts
- \* etc.

## INDIAN GIRL CHILD : BORN TO INEQUALITIES

One fourth of the 12 million girls born in India every year die before they are 15 years old and one-sixth of these deaths are due to sex discrimination. The figures are horrifying but real.

It was in realisation of this sordid reality that 1990 was made the year of the girl child. The government of India allocated Rs. 1.75 crore for the girl child in the year 1990.

The discrimination against girls is rooted in our social and cultural prejudices which value a son as an asset but look upon a girl as a liability and a drain on the resources of the family. Sons are considered desirable not only to ensure the continuation of the lineage but also to economically support parents in their old age.

So deeply entrenched is the concept that a male child is preferable that a woman often prays, fasts and undertakes pilgrimages for a male child. The birth of a female child on the other hand, is most often viewed with disappointment, and at best, indifference.

Although female infanticide was banned over a century ago, in 1870, reports testify to its prevalence in many parts of the country.

Today the rejection of the girl can begin even before birth. Designed for the detection of genetical abnormality in the foetus the technology of amniocentesis has put into the hands of parents and unscrupulous medical practitioners a means to detect and

eliminate female foetuses. It is now widely used to determining the sex of the foetus and to abort it, if it happens to be a female. Studies show that out of every 1000 foetuses that are destroyed 995 are female.

**Better Option :** A number of people feel that since there is so much discrimination against women in our society foeticide is perhaps a better option to bringing girls into this world. While it is difficult to agree with this, it is a fact that for the majority of Indian girls gender determines their meagre share of the family affections and resources. Studies show that a girl child is denied equal access to food, health care and education. The discrimination which begins at birth continues throughout her life.

An official document released to mark the SAARC year of the girl child states that girls in India do not achieve their full weight and height-potential on account of dietary deficiencies. The cause of malnutrition among girls is not so much due to the lack of food as lack of access to it. Several micro level studies have found that a girl's diet is inferior, both in quality and quantity, to a boy's diet.

According to the well-known Morinds study, the most significant determinant of nutritional status is sex. Girls are breast-fed for shorter periods (often this is prompted by the anxiety to conceive and give birth to a son

soon) and receive less supplementary foods than boys. Because of under nourishment and resultant poor health girls are more prone to disease and slower to recover.

Again, fewer girls than boys receive timely or adequate health care. Hospital records show that more boys are brought in for treatment than girls, who are usually admitted only when the illness has become critical. The expenditure on the treatment of girls is often less than half that on boys.

Delayed, inadequate or no health-care during illness accounts for the abysmally low sex ratio in India which has been steadily declining from 972 in 1911 to 933 in 1981.

**SCHOOL DROPOUTS :** Education in the case of the girl is an expendable option. Fewer girls than boys enrol in school. Yearly one-third of the girls who join in Class I drop out before entering Class II. Incidence of stagnation among girls is twice that among boys and girls constitute 65 per cent of the illiterate children in the age group 10-14.

Another area where there is a prejudice against the female child is with regard to work. In most of rural India young girls work for long hours at home or in the field but their work is largely unrecognised and accorded low value.

According to a study done by Dr. Meera Chatterjee, Indian Women from Birth to Twenty Years, girls begin to participate in domestic work much earlier than boys as demonstrated by lower school attendance. They often do heavier or more difficult work than boys, fetching water, gathering fuel, tending younger siblings and minding cattle. They also work and help the mother in home

based piece-rate work.

Born into indifference and reared on neglect the Indian girl child grows up looking upon herself as inferior and subservient, entitled to much less of everything than her brother. This negative self-image divests her of her individuality and moulds her into the stereotype of a submissive and self sacrificing daughter, wife and mother.

It is only in a very miniscule section of the society (urban educated, elite and upper middle class) that girls enjoy a status comparable to that of boys.

For the average girl child in India the world is full of inequalities. For long she has been denied her share of human dignity and opportunity. It is time she is given her due not only to make her a better mother (as documentary on the girl child on T.V. shows) and more worthwhile contributor to society but simply because it is her right.

"A beginning in this direction has been made in this year of the girl child," says Ms. Deepa Grover, consultant for women and child development, UNICEF, "People in general and women in particular have been sensitised to the dominant, socio-cultural values and practices that discriminate against the interest of the girl child."

What is needed however, is an integrated and holistic approach to the development of the girl child and the creation of an atmosphere in which she can be "valued and nurtured." This necessarily involves social mobilisation and transformation of outdated patriarchal values. □

## Documents

Pillai, K. Sivadasan, Trends and Problems in Adult Education, Ambala Cantt. The Associated Publishers, 1990, 132 p. Rs. 125.00

The document is a compilation of 16 write-ups reflecting the views of author on various aspects of adult education in India with special reference to Kerala.

In addition to a conceptual treatise of non-formal education, continuing education, total literacy etc. practical aspects like the possibility of securing 100% literacy and strategies for the decade after ILY etc. are given in this volume. The document also discusses training methodologies in adult education research, national development—through literacy and conscientization and management of non-formal education institutions. Mass Media, continuing education, involvement of students and youths in literacy programme and strategies for teaching illiterates have also been touched upon.

Distance Education : Journal of Educational Planning and Administration, Vol. 2, Nos. 3-4 July-Oct. 1988, Guest Editors—M. Mukhopadhyay, and K. Sujatha.

All over the world distance education is being recognised as a viable alternative to conventional education system to increase accessibility, to achieve quality and to help continuing education. With revolution in electronic media and communication technology, the scope and potential of distance

education has further strengthened. Distance education in India has been practised in one form or another for more than two decades. Perhaps today India has one of the largest distance education system in the world with more than 40 distance education institutes. This special issue of Journal of Educational Planning and Administration is an effort in documenting state of the art of planning and management of distance education in India.

The four parts of this issue contain—thematic and research papers, view-points, case studies and reviews.

European Centre for Leisure and Education. Adult Education in Europe: Nordic Countries II. Prague, European Centre for Leisure and Education—Czechoslovak Academy of Sciences, 1989. 353 p.

The document discusses aims and tendencies of development, forms of adult education, education of special adult groups, training of adult teachers, research and development in adult education in Iceland, Norway and Sweden.

Kapoor, Sushma and Unnikrishnan, Namita. The woman as learner: Not just another statistic. New Delhi CENDIT, UNICEF and Directorate of Adult Education, 1990. 213 p.

The document is the outcome of a study which examines the impact of the Khiltkaliyan TV serial on new women learners in adult literacy centres set up in slums and villages in and around Delhi. The book records the responses of women learners to a

gamut of socio-economic questions related to women's oppression, in the context of the film. It peers into the minds of these women, into their fears, their needs and their dreams.

Khot, Seemantinee, and others. How to Organise Women's Groups. New Delhi Society for Participatory Research in Asia, (n.d.) 27 p. (DIDAETIC Bulletin No. 3)

The booklet presents various aspects of a group in particular a women's group. The main focus is on how to organise a poor women's group with the specific objective of improving their socio-economic condition through their collective and sustained action over a period of time.

The content of this booklet are:—What is a group? Why form a group? What is the process of a group formation? How to be an effective group organiser? When can you say a group is formed? Which different roles does a group organiser play? What are the main phases of a group organisation? The principles

given under these topics are illustrated by examples.

Management of voluntary organisations. New Delhi, Society for Participatory Research in Asia (n.d) 80 p.

(1) Management of voluntary organisations (2) Registration of voluntary organisations (3) Governing (4) Programme Planning (5) Financial Planning and Management (6) Regulatory aspects and (7) Institution-Building are the topics discussed in this book.

In Annexure I, some false contradiction in development debate, have been presented. Issues on foreign funding have been given in Annexure II. Annexure III presents some of the problems faced by voluntary organisations in the implementation of Foreign Contribution Regulation Act 1976 as amended in 1984 and its associated rules.

Sachdeva, J.L. Ed. Strategies for Literacy in International Literacy Decade. New Delhi, Indian Adult Education Association, 1990, 44 p. Rs. 15.00.

The document is a report of the 43rd All India Adult Education Conference held in Bhopal in May 1990. The theme was International Literacy Year: Strategies for the Coming Decade.

The document in addition to Group Reports contains working paper by J.C. Saxena and J.L. Sachdeva. Some of the other papers included are:

International Literacy Year—Past experience as a basis for future strategies by Marjorie Fernandes, Development of Tribal Literacy in Andhra Pradesh—Strategies for Coming Decade by V.L.N. Reddy, International Literacy Year—Strategies for the Coming Decade by K.S. Pillai.

Three thematic workshops on problems of women literacy in India, Preparation of material for literacy Programmes and training of functionaries for total literacy programmes were also organised during the conference.

It also contains a paper on preparation of materials for literacy programme by Nishat Farooq.

#### *Recently Published*

### **1. Adult Education : A People's Movement**

Edited by J.C. Saxena, J. L. Sachdeva  
Rs. 50.00

### **2. 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

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XII

January-February, 1991

No. 10-11

## WEST ZONE CONFERENCE ON ADULT EDUCATION : A BRIEF REPORT

A two-day West Zone Conference on Adult Education was convened by the Indian Adult Education Association (IAEA) in collaboration with Bombay Council of Adult Education and Social Development (BCAESD) in Bombay on Feb. 8-9, 1991. 70 delegates representing the States of Gujarat, Maharashtra and Rajasthan participated. Representatives of Universities of Saurashtra, M.S. University, Shivaji University, Poona, SNDT, Bombay University, Rajasthan Vidyapeeth, and Tata Institute of Social Sciences also participated. The SRCs of Gujarat and Maharashtra also deputed delegates.

Inaugurating it, the Mayor of Bombay, Shri Chhagan Bhujbal said that India must be transformed into a largest literate democracy by adult education programmes that focus on employment generation, motivation of learners and teachers and the involvement of Government and voluntary agencies. Shri Bhujbal said that primary education must

not be neglected. He stressed that women and under privileged, scheduled castes and tribes must be given special attention. Adult education workers have to play a great role in creating social awareness among the masses to tide over the present difficult time in the country, he added.

Shri B.S. Garg, President, Indian Adult Education Association said that voluntary agencies working for adult education should be given encouragement by the government and more students should be involved in spreading literacy.

He said adult education was not the work for only a few people but the whole nation. Educationists should think seriously on this issue especially at a time when the unity of the country was being threatened.

In Rajasthan there was a provision whereby a person could become a sarpanch of a village only if he was educated and there was no reason why such small measures should not be introduced

in the rest of the country, he said. It was unfortunate that in this country, everything revolved on votes and given this atmosphere, little progress could be made, he said.

Basic needs of the people had to be satisfied first if education was to make some headway, he stressed. It should be made a national mission for 'dharam' he added. It was encouraging to note that various educational institutions had started courses for correspondence studies, open universities and this should be stepped up. In Rajasthan, it was compulsory for students to spend some time in villages before they were promoted and even higher secondary students were doing effective work in this field, he said.

The West Zone Chairman, Shri Bhai Bhagwan and Vice-President of the Indian Adult Education Association spelt out the objectives of the Conference. He said the specific problems of the Zone will be the main concern of the Conference. It will also discuss the strategies for solving them; the role of students and youth in the total literacy campaign will

also be discussed. He said that zonal conferences are being convened by IAEA to give specific emphasis on the problems faced by the Zone.

Earlier, Dr. JM Gadekar Secretary and Director, BCAESD welcomed the chief guest and the delegates.

Shri KC Choudhary, Hony. General Secretary of the Indian Adult Education Association proposed a vote of thanks.

According to a working paper of literacy in the West Zone presented by Shri J L Sachdeva, Director, IAEA, the percentage of literacy in the states of Gujarat, Maharashtra, Goa and the Union Territories of Daman and Diu was above the national average in 1981. Rajasthan and the Union Territories Dadra and Nagar Haveli were way below the national average of 36.23 per cent.

The percentages of literacy with regard to rural populations and women were also lower. Besides, atleast 32.96 per cent of households in the country do not

have a single literate member. In the west zone, the figure of non-literate households in Gujarat is 23.45 per cent while in Maharashtra it is 19.91 per cent. Rajasthan is 42.07 per cent, Goa, Daman and Diu, it is 16.11 per cent and in Dadra and Nagar Haveli it is 43.35 per cent.

The literacy programme must concentrate on these households and seek to make at least one member literate, he said. Besides, motivation of instructors, a higher monthly honorarium, better training facilities at the adult education centres, and a focus on women will help spread the national literacy movement.

He also advocated that voluntary organisations get more than the present share of 10 per cent in the literacy movement. Ideally, the voluntary organisations must be encouraged to run upto 15 centres and provided the necessary technical and financial support, he felt. Universities must also be involved in this effort, he felt.

During the discussion, the

following suggestions were made:

1. Innovative and experimental programmes should be prepared as the routine programmes are not giving the desired results.
2. Literacy be linked to the social, economic development of the country.
3. Both college and school students should be given sufficient training before they are inducted in the Mass Programme for Functional Literacy.
4. The head of the family must be motivated if the learners are to be persuaded to attend the adult education programme.
5. Adult Education will give desired results if the community should take the programme as its own.
6. Success stories should be widely publicised so as to motivate teachers and the learners.
7. As 10-15 learners generally attend the centres, the enrolment of 30 should not be insisted upon.
8. It should be made mandatory for the industrial units to provide literacy education to their illiterate employees.

In the plenary session held on the 9th February, the institutional reports were presented. Representatives of Tata Chemicals, Rajasthan Vidyapeeth, Kanjibhai Samaj Shikshan Bhavan Trust, Rajasthan Adult Education Association, SRC, Gujarat Vidyapeeth, SRC, Maharashtra, SNTD Women's



Shri D.D. Prabhu, Chairman, BCAESD welcoming Shri B.S. Garg, President, IAEA

University and others presented the reports of their institutions.

The delegates were divided into two groups to discuss sub-themes of the conference. The Group Chairmen were Dr. M. D. Trivedi and Dr. Malti Chakravarty. The rapporteurs were Dr. S.K. Kejariwal and Dr. (Smt.) S. A. Bapat. The Chief Rapporteur was Dr. N. Y. Gayantonde.

### Recommendations

The West Zone Conference on Adult Education organised by Indian Adult Education Association in collaboration with Bombay Council of Adult Education & Social Development in Bombay on February, 8-9, 1991, recommends that to make adult education programme successful socio-psychological and economic barriers should be removed.

2. The Conference notes with concern that the percentage of dropouts is quite high in adult education programme. It suggests that some incentives should be given to learners to check high dropout

rate amongst them. The education of children will help in checking high dropout rate, it suggested.

3. The Conference feels that for success of total literacy campaign active involvement of universities and colleges and students is essential. But this it feels could be achieved if there are proper incentives for teachers and students of schools and colleges.

4. The Conference feels that adult education has not given desired results because of lack of coordination amongst the various institutions working for it. It recommends that urgent steps should be taken to co-ordinate the work of these institutions so as to avoid duplicacy of work at certain places.

5. The Conference feels that there is lack of suitable reading materials and audio-visual aids for proper conduct of the programme. It recommends that immediate steps should be taken to set up district resource units (DRUs), so that this problem could be overcome. It recommends that DRUs

should be given to well established voluntary organisations and universities actively involved in this programme.

6. The Conference feels that Jan Shikshan Nilayams (JSNs) are effective means for providing follow-up and continuing education opportunities to the new literates and the masses. But to get desired results from the JSNs the conference strongly feels that prerak should be made a full time person. It also feels that proper accommodation also be provided for proper conduct of all activities of the JSN.

7. The Conference feels that economic betterment of participants is important factor for the success of programme and recommends that skill development programmes should be organised and additional funds be provided for such type of activities.

8. The Conference feels that motivation of the learners and animators continues to be a great problem. It recommends that research should be conducted in various parts of country to effectively find solution to this problem. Money should be provided for this to the universities, voluntary organisations and other institutions to carry out research activities.

9. The Conference feels that AEC should be combined with various cultural, health and nutrition programmes. Literacy alone will not give the desired results.

10. The Government should give adequate funds, grants to voluntary agencies and should be released timely so that they can



Shri Chhagan Bhujbal, Mayor of Bombay inaugurating the Conference

(Contd. on page 4)

## NEED TO SPREAD LITERACY : PM

The Prime Minister Mr. Chandra Shekhar stressed the need for spreading up literacy drive and said that unless rural masses get the opportunity of basic education they would not be able to get the benefit of scientific knowledge.

He said the present tensions in the country could be traced out to the lack of awareness among the people.

Shri Chandra Shekhar was delivering the inaugural address of the 38th session of the Indian Science Congress in Indore on January 3, 1991.

Shri Chandra Shekhar said that centuries of blind faith and out-moded beliefs have imposed a heavy burden on society. We have not been able to create proper scientific temper because of this drawback," he said. The Prime Minister stressed the need to find ways and means to ensure that the benefits of science and technology reach the down trodden.

The Prime Minister emphasised that population control was a

major requirement for the progress of the country. He said that there was a direct link between the poverty line and the birth rate. "Population control was the most important for the prosperity of the country", he added.

The Prime Minister said that it was a matter of shame that the benefits of scientific developments have not reached the rural areas where more than 55% of the population was illiterate and more than two lakh villages went without drinking water.

Declaring that "Science comes first in my priorities, Prime Minister Chandra Shekhar urged upon the participants to devote to the education of women in particular in order to spread the message of family planning to the entire country".

He also told the scientists that while they will work for the achievement of excellence in the fields they were working stress should be laid on appropriate technology relevant to the people of the country, alongwith research.

of them in the National Literacy Mission. It calls upon the media to play a significant role as to create an effective environment for the success of the NLM.

13. The conference feels that training is not given the due importance which it should receive for the success of the programme. It stresses that proper emphasis must be given on training in the total literacy campaigns launched in various parts of the country.

## National Research Development Corporation

National Research Development Corporation (NRDC) is a Public Sector Enterprise under the Department of Scientific and Industrial Research (DSIR) for converting research and development work into successful products.

One of the major programmes of NRDC is the Development of Promotion of Rural Technology (DPRT) wherein the corporation is evolving suitable technology to take science and technology to the villages to reduce drudgery, facilitate new avenues of employment, improve health and sanitation, improve living condition of rural populace and upgrade traditional skills.

The corporation has set up 35 Rural Technology Demonstration and Training (RIDT) Centres in different parts of the country in association with various voluntary agencies and Govt. Organisations to popularise and propagate technologies relevant to rural areas.

Further details about the work of NRDC and the financial assistance provided by it for various projects can be had from :

Managing Director  
National Research Development Corporation,  
20-22 Zamroodpur Community Centre  
Kailash Colony Extension  
New Delhi-110048

*(Contd. from page 3)*

play an active role in adult education programme.

11. The Conference feels that the universities in addition to literacy education should be involved in research, experimentation, evaluation and curriculum construction especially in adult and continuing education.

12. The Conference feels that the electronic media and the press have not played the role expected

## SAKSHARA MUZAFFARPUR-1992

Total literacy campaign for Muzaffarpur called SAMU—1992 has been launched in Muzaffarpur district with the aim to bring full literacy in the district by 1992.

It will aim at raising the literacy level in 12-35 age group to 80%. This would be aimed on each segment of population including women, SCs and STs; improving the quality of primary education and non-formal education with focus on attendance, participation and teaching.

The SAMU will involve school students (girls and boys) with creative activities. Attempt is being made to revolve the campaign in and around the school premises. School premises will serve as the centres for Saksharta Melas and meetings, workshops, training etc., for environment building activities, Poster making and slogan writing competitions in schools will be arranged. Different themes like literacy, population growth, environment etc. will be covered in various cycles of such activities.

The action plan for SAMU—92 is for two years. It will be divided in four cycles. Each cycle will be of about six months with flexibility to suit and meet the local needs and varying situations.

The themes of different cycles will be as follows :

1st cycle : Literacy

2nd cycle : Population growth

3rd cycle : Environment

4th cycle : Health and sanitation

Volunteers such as young/literate women, school students of class VIII and above, unemployment dolees, pensioners/retired persons teachers and older literate women will be included. Persons from organised groups like ex-servicemen, NYK, NCC, Scouts & Guides, cooperatives and banks will also be involved.

Voluntary agencies and groups are also being involved for various purposes and activities.

SAMU—92 will focus on women as prime target group as well as for their participation in all activities like planning, environment building, master trainers, management group at all levels.

SAMU—92 will endeavour to :

- enhance the self-image and self-confidence of women ,
- enable them to recognise their contribution to the economy as producers and workers ;
- respect women's pace of learning and rhythm of learning, give the nature of their work and the multiple occupations which vary with seasons (agricultural work, animal husbandry, collection of minor forest produces, casual labour, and above all, household work related to food, fuel, fodder, child rearing, child care, etc.)

- provide women with the necessary support structures and an informal learning environment to create time for education ;
- devise a structure where young girls and adolescent girls working in their homes, in agriculture and in the formal and informal sector get an opportunity for formal education ;
- above all, create an environment where women can fearlessly seek knowledge and information thus empowering them to play a positive role in their own development and the development of society ;
- create a mechanism where women monitor their own education and the education of their children ; and
- create a pool of talented and trained women in every village through Mahila Shikshan Kendras.

A monthly news bulletin has been published.

The evaluation will be both concurrent as well as summative.

Further information : Shri Anil Sinha, Commissioner, Muzaffarpur, Tirhut Division, Muzaffarpur-842001. (Bihar)

### Workers Education Programme

The Association organised five one-day workers education programme for the workers of Swatantra Bharat Mills, Delhi on January 14-18, 1991. The topics covered were aims and objectives of trade unions, national and social goals of trade unions constitutional rights of workers, population education and economic development of the country.

Over 60 workers attended.

## DELHI SCHOOLS LITERACY PROJECT

About 70 independent schools of Delhi are working in the literacy project and have made 3,648 adults literate during 1989 and 1990.

In the year 1990, it organised five motivational literacy marches in different districts of the capital in collaboration with the Bal Bhavan Kendras in which about 1000 students participated in each march. It also organised a central march in which about 4000 students participated. It was flagged off by Shri L. Mishra, Director-General, NLM.

It also organised literacy melas in February and March in which cultural programmes by students, volunteers and exhibitions were organised.

The Manav Sthali School, Delhi made literacy education compulsory for all students of standard IX. The school evaluated the work done by the students and recorded the grade in their report card. 425 learners were made literate in the year which was the highest in Delhi. It was followed by Matar Dei Convent which made 416 learners literate.

A literacy week was organised by the coordinating centre of the Delhi Schools Literacy Project (DSLPP) in different schools of Delhi in which songs, declamation contest, story writing, posters, skits etc. were conducted. 38 schools participated in various events.

The valedictory function of the programme was held in Springdales School, Pusa Road on Jan. 19, 1991. Shri L. Mishra, Director General (NLM) was the chief guest on the occasion.

Smt. Rajni Kumar, Coordinator, DSLPP presented a brief report of the project.

Shri Mishra in his address congratulated the public schools for undertaking this work as a specimen of creativity and humanity. It has created a great impact in Delhi and hoped that Government and aided schools will take it up soon. Shri Mishra said that adult literacy is a long drawn process and appealed to the public schools to keep up the enthusiasm they have created.

He also presented awards to teachers and students for outstanding performance in this project.

## Educational Technology Department Established at Bharathiar University

The Bharathiar University, Coimbatore has set up a Department of Educational Technology with the following objectives :

1. To integrate the structure and concept of educational technology at all levels of education particularly at higher educational level.
2. To facilitate the clientele system, the learning in tune with challenging demands due to qualitative and quantitative change.
3. To introduce a variety of educational technology in the teaching-learning situation.
4. To provide adequate knowledge in the area of application and production of latest media with special reference to video, audio and computer assisted learning, and
5. To introduce the concept of media resource centre for production of software for higher education.

It will be introducing M.A. in Educational Technology (Inter-disciplinary) and also M. Phil and Ph.D. in the academic year 1991-92.

Further information :

Dr. R. Ananthasayanam  
Reader and Head  
Department of Educational  
Technology  
Bharathiar University  
Coimbatore (Tamil Nadu)

### New Publication

## STRATEGIES FOR LITERACY IN INTERNATIONAL LITERACY DECADE

Rs. 15.00

Edited by  
J.L. Sachdeva

### Available from

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

## National Institute Adult Education

The Government has set up the National Institute of Adult Education (NIAE). It will act as the national level resource centre for adult education. It has been registered as a Society under the Societies Registration Act 1860.

The objectives of NIAE include (i) provision of academic and technical resource support for implementation of NLM and adult education programmes of all description; (ii) organisation of training and academic courses, keeping in view the manpower required for the adult education programmes; (iii) continually to work for the improvement of content and process of adult education programme; (iv) preparation of media materials and harnessing of traditional and folk media; (v) undertaking of diverse kinds of research, evaluation and monitoring activities; (vi) liaison and coordination with all categories of institutions and agencies for the furtherance of these objects.

President of the Institute will be the Union Minister in charge of education. Other members include senior Union and State officials, UGC Chairman, President, Indian Adult Education Association, Directors of NCERT and NIEPA, three Directors of State Resource Centres and eminent persons from areas of education, literacy, culture, voluntary action, media and women development.

The NIAE will have full functional autonomy. It will have an integrated relationship with the National Literacy Mission Authority under whose overall guidance it will function.

## Population Rise Due to Illiteracy : JRD

Shri JRD Tata, Chairman Family Planning Foundation said in New Delhi on December 26, 1990 that literacy education is the most potent element influencing the birth rate at this stage in our country. Kerala, at one end and our northern states of Rajasthan, Madhya Pradesh, Uttar Pradesh and Bihar representing 40 to 50 per cent of the country's population provide incontrovertible proof of the fact, he said.

It was the runaway population which continues to be main obstacle to relieving the unrelenting poverty of our people, he said.

He was speaking at a function to mark the twentieth anniversary of the Foundation.

What is needed to create literacy are schools and teachers which are not expensive. If all children go to school in Kerala, why not in the whole nation.

He said Governments could be compelled to acknowledge that education and literacy are the most urgent needs of the day.

### BOUND VOLUMES OF IJAE AVAILABLE

Bound Volumes of *Indian Journal of Adult Education* from 1983 onwards are available. The price per bound volume is Rs. 100/-

## Documents

PRIA, Training of Trainers : A Manual for Participatory Training—

Methodology in Development,  
New Delhi, Society for Participatory Research in Asia, 1987 (various paging).

Participatory training is an educational process based on the assumptions of adult learning. The participatory training approach encourages participants to see themselves as a source of information and knowledge about the real world. Participatory training starts from the assumption that participants do not start with a clean slate and already possess some knowledge. In participatory approach, the synthesis of popular knowledge with existing scientific knowledge strengthens the educational experience of the participants.

This manual presents context and principles of participatory training and discusses its methodology. In chapter one, a comparison between conventional training and participatory methodology is given. Key principles and the process of adult learning are also discussed. In chapter two, the role of trainer, major trainer responsibilities and related competencies, importance of self-development of trainer, concept of personality and theory of self-development are discussed. Chapter three deals with the designing of training programme and discusses assessing of learning needs and interpretation of training objectives. It also discusses the linkages between contents and

methods of training. Chapter four, analyses small group and its relevance, group formation, development etc. Chapter five, presents various choices for training methods such as lecture, small group discussion method, structured experiences, case study, role play, simulation, etc. What is evaluation training, methodology of evaluation, follow-up of training and its significance and methods of follow-up have been given in the last chapter.

Chlebowska, Krystyna, Literacy for rural women in the Third World Paris, Unesco, 1990. 146 p.

This book looks at the 500 million women living in rural areas of the Third World who carry a tireless struggle for their survival and that of their families while at the same time playing a vital role in agricultural production, in educating their children and in handing down the traditions of their culture. Occupied from dawn to dusk working in the fields, preparing meals, fetching water and fuel, and looking after their children and husbands, they all are marked by poverty, sometimes extreme poverty. And they are all illiterate.

The topics discussed are :—

- (1) How is illiteracy defined
- (2) The figures speak for themselves,
- (3) Portrait of a rural woman
- (4) Why teach rural women literacy?
- (5) What kind of literacy
- (6) Schooling
- (7) Obstacles to literacy, and
- (8) Action.

ICAE. Beyond North-South : A Forum on New Forms of International Cooperation in Adult

Education, January 13-15, 1990. Bangkok, Thailand, Toronto, International Council for Adult Education, 1990, 26 p.

This report offers a summary of the presentations and discussions in each session of the special international forum held during the Fourth World Assembly on Adult Education for Government agencies and non-governmental organizations to exchange views on the role of international cooperation and adult education. Some of the subjects discussed in various sessions were: a) Literacy and adult education; What are the issues? b) International networking and action at the base. c) Beyond Donor - Recipient relationship, and d) Opportunities for action.

Tandon, Rajni, Applied humanities: Integrated curricular structures for developmental communication, New Delhi, Sterling publishers, 1989. 151 p.

This book presents some methodologies, systems and structures and models for coping with and expressing the socio-dynamics of independently interdependent, mutually evolutionary and beneficial human co-existence.

The subjects discussed in the book are: The Educational Socio-Philosophy of Development Communication; Systems and Structuring in Applied Studies and Practices; Modes, Techniques and Styles for Developing Audio-Visual Education Materials; Script Designing for Integrated Humanistic

Communication, Multi-Purpose Course Designs in Applied Humanities and Infrastructures for Extending Inter Human Communication.

Unesco, Fourth International Conference on Adult Education (Paris, 19-20 March 1985), Adult Education since the Third International Conference on adult education (Tokyo, 1972) Round up of replies to the survey carried out by Unesco among national commissions with a view to gathering information on the development of adult education, Paris, Unesco, 1985. p. 71 + Annex I - II p. 7

The document summarizes the situation regarding adult education in many member states.

First part of this document presents major trends in Adult Education. Legal framework and financing of adult education have been dealt in the second part. Part third analyses the development of the structures and forms of organization of adult education. Achievements and programmes in lifelong education, main difficulties in the implementation of adult education programmes and difficulties of adopting educational programmes to the specific cultural, linguistic and economic, character of communities and groups have been discussed in the fourth part. International cooperation in the field of adult education is the subject of the last part of the document.

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XII

March, 1991

No. 12

## LITERACY A COMPONENT OF UNIVERSITY AND COLLEGE CURRICULUM SUGGESTED

Vice-Chancellors of various universities, who participated in a discussion on literacy and development organised by the Association of Indian Universities (AIU) in cooperation with the Planning Commission in New Delhi on March 7, 1991 agreed that the eradication of illiteracy should form part of universities' curricula. Universities should therefore legislate the measures to facilitate the inclusion of this item in their curricula.

They felt that, since legislative measures might take time, autonomous colleges could straightaway implement this decision because they did not have to undergo the process of legislation. They also said universities should adopt a "neighbourhood approach" in carrying out literacy campaigns.

The Vice-Chancellors also agreed that it would be better to have extended summer vacation than closing universities and

colleges for a year or so to carry out a literacy campaign.

The suggestion of Prof. Yash Pal, Chairman of the UGC, to move the universities and colleges for a whole year to the rural areas did not find favour. It was felt that both parents and students would be reluctant to have an academic year "wasted".

The Vice-Chancellors agreed that incentives could be provided by giving credit marks to students to encourage their participation in literacy programmes. These credit marks, it was agreed, could be given weightage in the admission to professional courses like engineering, medical and technical institutions.

It was decided that a coordination committee be set up to monitor the implementation of these objectives. The Committee could have as members the Planning Commission member and advisor dealing with education,

## Awareness Camps for Women

The Indian Adult Education Association organised four one-day awareness camps for women in Trilokpuri (trans Yamuna resettlement colony), Delhi on March 15, 18-20, 1991. The subjects covered were national integration, socio-economic situation in the country, population education and fundamental rights and duties of citizens.

30 women participated.

representatives of universities, and others.

Earlier addressing the meeting the Prime Minister Shri Chandra Shekhar said the electronic media should be fully harnessed for spreading the message of literacy.

Shri Mohan Dharja, Deputy Chairman of the Planning Commission, said literacy had been identified as thrust area in the Eighth Plan. The aim was to see that every person in the 15 to 35 year age group was made literate by 1995.

## THRUST AREAS OF THE 8TH FIVE YEAR PLAN

Shri Mohan Dharia, Deputy Chairman, Planning Commission, outlined the following thrust areas of the 8th Five Year Plan while inaugurating the workshop on "Awareness and Education for Women's Development through Literacy" organised by the All India Committee for Eradication of Illiteracy among Women in New Delhi on Feb. 13, 1991 :

- All villages in the country will be provided with potable drinking water by the year 1995. There are about two lakh villages in the country where there is no drinking water within a distance of 1.6 kms.
- All villages will have an all-weather approach road connecting to the nearest main road.
- All villages will be provided with basic health and hygiene by using all systems of medicine such as allopathy, homoeopathy, ayurveda and unani. Family Planning education and services would be made available to all couples to empower them to prevent unwarranted pregnancies and births which are "too many and too close".
- Every person in the age-group 15-35 would be made literate by the year 1995. For this purpose a people's movement is being initiated by involving all universities/college students and teachers in the mass literacy programme.
- Since 50% of our lands in this country are waste lands, 80% of which is culturable waste, a massive programme for revival and regeneration of these wastelands will be taken up as a combination of agro-forestry, sericulture, soil and moisture conservation and integrated rural development.
- 85 per cent of people have not even seen the face of a latrine. Six lakh scavenger families in the country are engaged in cleaning dry latrines. This will be abolished and total "Bhangi Mukti" will be achieved within the next 4 years.
- A boost to employment opportunities for both the educated and the uneducated will be given by creating employment opportunities in the rural areas through afforestation, integrated rural development, dairying, poultry, sericulture and agro-based processing industries.
- Self-employment opportunities in urban and semi-urban areas will be created by concentrating on small scale industries.

## Communal Harmony Celebrations in Agra

The Centre for Adult, Continuing Education and Extension, Programmes of Dayalbagh Educational Institute, Agra observed November 1990 as Communal Harmony month with the following objectives.

- To make the people aware of hazards of communal violences
- To secure maximum involvement of youth in maintaining communal harmony
- To arouse an awareness among the community regarding role of communal harmony in maintaining peace.
- to make the people understand the benefits of communal harmony.
- Competition such as posters making, Essay, Song and Play writings were arranged.
- A discussion on 'Communal Harmony is necessary for the progress of the country' was arranged in which people from rural areas participated.

"A teacher can never teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame".

—Rabindranath Tagore

# THE BASIC OBSTACLE IN ERADICATING MASS ILLITERACY\*

by

TARLOK SINGH

The stark truth is that, as a nation, India has yet to commit herself fully to the eradication of mass illiteracy within a measurable period. This is *the basic obstacle* before all those who believe that, without substantially eliminating illiteracy India cannot become a cohesive nation and give to all her citizens the quality of life they have long yearned for. This condition prevails 41 years after the Constitution was promulgated, 25 years after the Education Commission declared that national indifference to eradication of illiteracy would not go unpunished, five years after the setting up of the National Literacy Mission. Inaugural addresses delivered at the highest level on prestigious occasions concerning education and literacy have said much by way of exhortation to others to do their part but have carefully avoided any firm commitment on the part of the Government to provide the resources and mobilise the nation's abundant energies to complete the task of eradicating mass illiteracy more or less by a given date. The limited goals of imparting functional literacy to 30 million persons in the age group 15-35 by 1990 and to 80 million by 1995 have already become echoes from the past.

Thanks to efforts initiated in 1978 and pursued since, the infrastructures for supporting a National movement for ending illiteracy have been considerably strengthened. The State Resource Centres are a useful development and eventually they are to be supplemented by District Resource Units. Some assistance is being given to voluntary organisations, but much of it is severely constrained and hemmed in by all manner of unimaginative and futile bureaucratic restrictions from the centre. What is happening in this area is the very opposite of measures and policies needed to support a nation-wide voluntary movement from the grassroots. There have been numerous meetings of State Governments and State officials, but their content has been essentially formal and procedural, without a real dialogue on how best to succeed quickly throughout the country. There is nothing yet like a detailed programme of action district by district, State by State, with weak areas and difficult problems carefully identified and provided for, resources firmly assured, and go-ahead signals clearly given and accepted.

During the past three years

much time has been spent on pedagogy and technology, but local and regional innovations and freedom of choice have been effectively discouraged. The recent emphasis on mass campaigns to create greater awareness and demand for literacy on the part of men and women who have remained illiterate has some interest and even a semblance of merit, but can be no substitute for effective and sustained action on the ground, village by village and area by area. Instead of welcoming all the available options, including the so-called 'centre' approach, 'each one teach one' or 'each one teach many' the concerned central agency puts increasing obstacles in the way of voluntary and local agencies bringing learners together into 'centres' and imparting to them both literacy and other skills and socially useful knowledge. To this day the country does not have a coherent and well-worked out plan of action which will unite the Centre and the States, local bodies and voluntary organisations and constructive workers in a cumulative, all-embracing national effort.

As if the failures of the past years were not warning enough, the recent Committee for Review of National Policy on Education 1986 (of which Acharya Ramamurti was Chairman), doubtless without wishing to, has put the clock further back. In its *Perspective Paper on Education*

\* Presented to the Workshop on Awareness and Education for Women's Development arranged by the All India Committee for Eradication of Illiteracy among Women, New Delhi. 13-14 March, 1991.

(September 1990), repeating the false signals of the early fifties, the Committee has observed :

'In the case of adults, inability to read and write has not necessarily meant lack of education' and attempts at emphasising adult literacy as such, as constituting education would be misplaced, the clear perception being that an illiterate adult is not necessarily an uneducated person. The intention is not to romanticize illiteracy but rather to underscore the need to redesign adult education programme meaningfully. What is of far greater importance, however, is to ensure that all children receive school education in this decade so that they do not become illiterate adults in the next century.

In its full report entitled *Towards an Enlightened and Humane Society* (December 1990), the Committee has not offered any meaningful scheme of work, merely recommending that after the Eighth Plan an independent study group should evaluate the programme now under way and propose 'appropriate strategies to remove adult illiteracy in the quickest possible time'. And further—

'The evaluation may also look into the various alternative models and study their relevance with respect to diverse socio-cultural and political conditions in different parts of India. The minimum objective of this study should be to find out on objective basis what approaches do not yield results, so that, five years later, at

least those models may not be encouraged.'

In the area of eradication of illiteracy, the Ramamurti Committee's Report leaves one with a feeling of utter dismay.

The Eighth Plan is still to come. The course over the past two or three years given to its formulation has been far from steady. The third group of planners at the national level within a short period of two years face severe economic hurdles. If, like those who have preceded them, also choose to hit soft targets like essential social services, development of human resources, assuring minimum needs, and eradicating mass illiteracy, in any real referendum, the Plan which emerges will surely fail to qualify for national acceptance.

## 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
9. Adult Education—A People's Movement Edited by J.C. Saxena and J.L. Sachdeva	50.00

### Hindi

1. Proudh Shiksha Ke Ayam Edited by J.C. Saxena & P.D. Tripathi	35.00
2. Gharelu Itaj 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

### 3-MONTH RURAL STAY FOR STUDENTS MOOTED

Wide-ranging recommendations for greater involvement of the youth in nation-building activities were made at the two-day deliberations of the first meeting of the National Youth Council which concluded in New Delhi on Feb. 12, 1991.

The Council formed two groups to discuss "what nation can do for the youth" and "what the youth can do for the nation."

A major suggestion was for a 12 month national service with three months' residence in rural areas, in case of rural students in urban areas, should form an integral part of the education system.

Part of the period will be linked to specific projects like National Literacy Mission, health and sanitation and waste land development.

Only after successfully completing the attachment, the degree should be given and weightage should be given at the time of employment.

The Council felt that, since society has invested heavily in educating college students, it is their social responsibility to participate in such services to the community.

Before extending it to the national level, a pilot project may first be introduced in one rural and one urban college in each of the

six regions of the country—north, south, east, west, north-east and central.

The expert committee may go into the details of the modality of implementing the scheme and its financial implications.

Another suggestion of the council is to have two or three national guards in a village who will act as a contact point between the District Youth Council and the rural population, helping them in ventilating their grievances and ensuring their cooperation in development programmes.

Since the national guards may come in conflict with local vested interests and power structure there will be need to protect them. The District Youth Council will select them from the panel of names sent from the villages.

The other group has recommended investment of at least 10 per cent of the GNP for education. Emphasising the need for compulsory elementary education, it has called for removing disparities in the educational progress at all levels. Special care is needed for the girl child.

Calling for tackling unemployment on a war footing, the group has urged for special courses. Self-employment and part-time employment for the youth in forestry, adult education and wasteland development were suggested.

### National Conference on Continuing Education

The Department of Continuing Education, University of Roorkee (UP) is organising a national conference on Continuing Education in Roorkee on October 4-5, 1991.

The Conference will take an overall view of present status of continuing education in the country. It will also discuss the role of audio-visual aids in continuing education and future strategies.

Further information: Dr. Kuldip Singh, Organising Secretary, National Conference on Continuing Education, Department of Continuing Education, University of Roorkee, Roorkee 247 667 (UP).

#### BOUND VOLUMES OF IJAE AVAILABLE

Bound Volumes of *Indian Journal of Adult Education* from 1983 onwards are available. The price per bound volume is Rs. 100/-

Available from

**Indian Adult Education Association**

17-B Indraprastha Estate  
New Delhi-110002

## FOURTH SUB-REGIONAL WORKSHOP FOR TRAINING OF LITERACY PERSONNEL

Fourth Sub-regional Workshop for Training of Literacy Personnel was jointly organised by the UNESCO Principal Regional Office for Asia and the Pacific and the Ministry of Education of the Government of Bangladesh in Dhaka, Bangladesh from January 2-16, 1991. 21 key literacy personnel from six UNESCO Member States in the South Asian countries participated in the Workshop. The six States were: Afghanistan, Bangladesh, Bhutan, India, Nepal and Pakistan. India was represented by three participants and one resource person. The Indian participants were from the SRCs Delhi and Indore and Regional College of Education, Mysore and the resource person was from the DAE, New Delhi.

The main aim of the Workshop was the understanding of Asia Pacific Programme of Education for All (APPEAL) Training Materials

for Literacy and Post-literacy Personnel and developing skills in curriculum design, production of teaching/learning materials, teaching and evaluation techniques for a literacy training programme.

The participants were divided into four groups. They were made to design a sample of literacy curriculum for training, write literacy and post-literacy teacher training manuals, design a plan for implementing the training programmes, demonstrate skills in organising face-to-face teaching-learning situations, design an evaluation system of the training programme and develop training materials related to literacy and post-literacy.

In their turn, the participants are expected to spread the concepts and skills learnt in their respective countries through similar national and regional level workshops with the view to im-

prove the pace and quality of the literacy programmes in their countries by forming networks of individuals and institutions involved in the training of literacy and post-literacy personnel, designing new literacy curricula or reviewing the already existing curricula and developing training manuals for literacy and post-literacy making use of the approach of the APPEAL Training for Literacy Personnel.

APPEAL Training Materials for Literacy and Post-literacy Personnel consists of 12 volumes. They are very systematically developed and well-illustrated materials. They will prove to be very useful and valuable guide books for curriculum and materials designers and trainers of literacy and post-literacy. They could be procured free of cost from Unesco Principal Regional Office for Asia and the Pacific, P.O. Box 967 Bangkok, Thailand.

—Dr. R. Gomez  
DAE, New Delhi

New Publication

### STRATEGIES FOR LITERACY IN INTERNATIONAL LITERACY DECADE

Rs. 15.00

*Edited by*  
J.L. Sachdeva

Available from

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

## PM STRESSES ALL OUT EFFORTS TO ERADICATE ILLITERACY

The Prime Minister, Mr. Chandra Shekhar, regretted that 65 per cent of the country's population was still illiterate despite the mushrooming growth in the number of educational institutions.

Inaugurating the new campus of the Zakir Husain College in New Delhi on February 8, 1991, Mr. Chandra Shekhar called for all out efforts to eradicate illiteracy. "The light of education should be taken to all those who have been deprived of the opportunity to go to educational institutions", he said.

The Prime Minister warned that if remedial measures were not taken immediately, India would have 52 per cent of the illiterate population of the world.

I am more than aware of the contrast that this vast country

has on the one hand, there are thousands of educational institutions and on the other a majority of our population is illiterate, Mr. Chandra Sekhar said.

Elementary education was necessary for the social uplift of every strata of the society, he stressed.

Appealing to the teachers community to redouble its efforts to eradicate illiteracy, Mr. Chandra Shekhar said though this was a difficult task he was sure we will be able to accomplish our mission.

Recalling the contribution made by Dr. Zakir Husain, the third president of the country, in the field of education, Mr. Chandra Shekhar said the late leader's only source of strength was his determination and dedication to the cause.

## WORKSHOP FOR EDITORS OF JOURNALS AND NEWSLETTERS

ASPABE with cooperation of PRIA, New Delhi organised a four-day workshop for editors of adult education journals and newsletters, New Delhi on 29 October -01 November 1990. Participants were from Bangladesh, India, Indonesia, Korea, Malaysia, Pakistan, Philippines, Singapore, Sri Lanka, Thailand and Unesco-Bangkok. The workshop examined both the perceived and actual

role of voluntary organisations in the production and dissemination of information, mainly through the print media. How the NGOs relate to the established media was also of some concern.

Sarvshri N.C. Pant, Vice-President and J.L. Sachdeva, Director, Indian Adult Education Association, attended the workshop.

## Documents

European Centre for Leisure and Education. Adult Education in Europe. Nordic Countries I Denmark, Finland, Prague, European Centre for Leisure and Education, 1989. 192 p. (Studies and Documents No. 24).

The document presents a comparative survey, evaluation and view points about adult education in the Nordic countries.

Adult education in Nordic countries has undergone changes quite considerably in terms of both the form and contents of teaching, and the administrative and economic framework.

The first part discusses legislative frame-work of adult education, financing criteria, form and contents of adult education. Apart from comparative analysis, the document discusses trends and forms of adult education in Denmark and Finland in the second and third parts.

Pillai, K.S. Comp. & Ed. CAEE Research Bulletin, Thiruvananthapuram, Centre for Adult Education and Extension, University of Kerala, 1991. 92 p. Rs. 25/-.

The booklet contains abstracts of 35 research/case studies undertaken by the students of Post-Masters course in Adult and Continuing Education of the University of Kerala during 1988-89, 1989-90.

Each study contains brief outline, objectives, findings and suggestions.

It also contains abstracts of the following sponsored projects :

1. Identification of Motivational & Facilitating Factors as well as Barriers in the Adult Education Programme with special reference to Scheduled Caste & Scheduled Tribe & Women in Kerala.
2. Impact of Adult Education Programmes in Kerala (1983-84)—An Evaluative Study.
3. Oru Thiri Koluthoo (Light a wick) Programme of AIR, Thiruvananthapuram Station—An Evaluation Study.
4. Ammayum Kunjum (Mother and Child) Programme—Evaluation Report.
5. Evaluation Report of 'Oru Poo Viriyunnu' (A Flower Blossoms) TV Serial.

In this comprehensive analysis, Sema Tanguiane, principal researcher at the USSR Academy of Sciences and former Assistant Director-General for Education at Unesco, combines the most recent data with thought-provoking reflections and practical propositions.

Using concrete examples, he demonstrates that literacy and primary education are a sine qua non for economic and social development, and, especially where girls and women are concerned, closely related to reduction of population growth and child mortality. With nearly one billion illiterates, Mr. Tanguiane concludes, "Humanity is faced with a serious and complex problem", but one which, he insists "could be solved provided governments and the international community have the will to do so".

Association of Development Agencies in Bangladesh. Future strategies and vision of NGO's in Bangladesh. Dhaka, Association of Development Agencies in Bangladesh, (N.d), 27 p.

Non-governmental organisations in Bangladesh have been involved in various developmental activities for more than a decade, and have grown and evolved in

their own capacities through various stages and experiments. The present report provides a summary of the results of three workshops held during Feb. 1988 and second and third in July 1988.

Bhola, H.S. Literacy as a social process, Literacy, as a social intervention. ASPBAE Courier No. 47, 1989 p. 6-14

This paper discusses the relationship between literacy as a social process and policy intervention as a social process, both at the theoretical and the pragmatic levels. The paper also highlights the governmental role in literacy promotion by the mass campaigns and large-scale national programmes. It also discusses the efforts of literacy workers through NGO's and suggests that literacy workers should not get carried away with their localism and communitarianism and reject the role of the State and leadership from outside the community. Nor should they forget the necessity of outside resources, both material and professional.

The paper also briefly comments upon the social content of literacy and the social assessment of literacy and characterises it as a socio-technical process, rather than merely a social process.

Literacy and Illiteracy in the World : Situation, Trends and Prospects, Vol. XLII of the International Year Book of Education, by Sema Tanguiane, Unesco 1990, 163 pp. 65 FF.