



# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
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No. 1

## AWARENESS PROGRAMME FOR WOMEN

Smt. Vidyaben Shah, President, Indian Council for Child Welfare said in New Delhi on March 26 that backwardness and illiteracy among women hampers the progress of the nation. She said that Mahatma Gandhi was the first to initiate the participation of women in independence struggle. With their participation, the independence struggle got the necessary boost. After independence, she said, the progress of women was all the more necessary for all round development of the country. She said that women should be aware of their rights as enshrined in the Constitution so that they can fight for them as and when needed.

Smt. Shah said that it was also essential that she was made aware of the necessities of life like family planning methods, immunization of children, good home making, cheap but nutritious diet, income generating activities and others.

She said that the plight of women will be improved if the

birth of a girl is considered as important as the birth of a boy. This could be only be possible if mothers give equal respect and care to the girl child.

Smt. Shah was delivering the inaugural address of the eight-day awareness generation camp for women organised by Indian Adult Education Association in Kalyanpuri (a trans Yamuna resettlement colony) Delhi

Earlier, in his welcome address Shri JL Sachdeva, Director, IAEA said that the aim of awareness generation camp is to make women equal partner in the development of the nation and active participant in the decision making process of the family. He said that in the camp effort will be made to provide awareness to women on all aspects of women's life like various women related laws, their rights and duties in the constitution, problems of health, formation of a co-operative society, etc.

Shri BS Garg, President, Indian Adult Education Association also addressed the participants on March 28. He said that the education of adults was not only acquisition of 3R's but developing in them self-confidence and self-reliance. He said that educated person is more adept to changes in life and society. He asked the participants to see that no child remains out of school in their colony.

Shri Garg emphasised the need of self reliance among women. He asked them to make all efforts to become self-reliant and are not dependent on their husbands or parents.

He said that the message of literacy should be spread in every nook and corner of the resettlement colony and no person in the age-group 15-35 should remain illiterate. If women take upon themselves the responsibility of providing literacy to their uneducated sisters, it would not be difficult to achieve the objective of 'Education for all by the year 2000'.

The topics covered in the camp were : General information of the country — its population, area, religions, customs, festivals etc.

with particular reference to Delhi; Fundamental rights and constitutional directives relating to women; Problem of population explosion; Bad effects of drugs, alcohol and tobacco; Education for all—Importance of Primary and Adult Education; Science for the Masses; How women can stop exploitation against them and how; can they achieve their rights, Physiological development of women from childhood to puberty; problems of mensuration and anaemia and the preventive measures; Social and educational functions of women; Non-conventional sources of energy; Family life education and balanced diet; Problems of contagious diseases and the knowledge of first aid and primary health care; How to form a cooperative society and its advantages; Laws relating women; Drinking water, its contamination and water borne diseases; Knowledge of child birth and birth control methods; and Income generating programmes like making of soaps, and detergents.

A film on problem of superstitions, environment pollution was also shown during the camp.

In addition to the Association's own faculty, resource support was provided by Smt. Bimla Dutta, Vice-President, IAEA, Smt. Kamla Rana, Associate Secretary, IAEA, Smt. Sheela Trivedi, former Head, Family Life Education Department, Literacy House, Lucknow, Dr. Gyanendra, Population Education Officer, Family Planning Association of India, Dr. LV Mehrotra, Association of Social Health, Smt. Sheela Rao, Councillor, St. Paul's School, Ms Meena Sehgal, Pro-

gramme Officer, Voluntary Health Association of India, Ms TG Aruna, Privar Seva Sansthan and Ms Damyanti Sharma, Shramik Vidyapeeth, Delhi.

The valedictory address was delivered by Kum Surinder Saini, President, Bharat Sevak Samaj (Delhi) and former Vice-President, NDMC and Member, Metropolitan Council, Delhi. In her address Kum Saini said that the illiterate women lack self confidence and thus face exploitation from various sections of society. To enable them to stand on their own legs, it is necessary that they should have the necessary education so that they can face the problems of the day to day life.

She said there was lot of exploitation of weaker sections of the community including women and the only way to fight this exploitation was to create awareness among them so that they can fight for their rights as and when deprived. She also said that knowledge regarding balanced diet will help the women to take proper care of themselves and of the family members.

Shri JL Sachdeva in his concluding remarks hoped that the camp has been successful in achieving its goals. He said that the participants should spread the knowledge they have received to other women of the area. They should help the women in need including those who have remained illiterate for one reason or the other. Like a lamp kindles other lamps, they should spread knowledge to other women in the society.

## Total Literacy Campaign Districts

Total Literacy Campaigns are being implemented in 88 project areas/Districts of the country. The statewise classification of the Total Literacy Campaign project areas is given below :

ANDHRA PRADESH—Chittoor, Cuddapah Hyderabad Dist, Nellore, Vishakhapatnam, Kurnool, Mehbubnagar (6 Mandals and 2 Municipalities), Khammam, Nizamabad, West Godavari, Krimnagar, Nalgonda, Medak, Warangal and Sri-kakulam; ASSAM—in eight Blocks of Moregaon Dist., Kamrup, Darang, Dhemaji and Dibrugarh; BIHAR—Muzzaffarpur, Jamshedpur (Urban) Ranchi, Madhepura, Saharaa and Madhubani; DELHI — Ambedkar Nagar; GOA; GUJARAT — 100 Taluks in 19 districts; HARYANA—Panipat; HIMACHAL PRADESH—Sirmour; KERALA—Ernakulam and Kerala State; KARNATAKA—Bijapur, Dakshina Kannada, Mandya, Raichur, Tumkur, Bidar and Shimoga; MADHYA PRADESH—Durg, Narsinghpur. Indore, Raipur (8 Blocks) Bilaspur (6 Blocks) Ratlam, Betul, Raigarh and Ujjain; MAHARASHTRA — Sindhudurg, Wardha, Bombay City, Pune, Latur, Aurangabad and Ratnagiri, ORISSA Sundargarh Dist., Rourkela City, Ganjam, Keonjhar, Dhenkanal and Kalahandi; PUNJAB—Seven Blocks of Faridkot, Ferozepur, Ludhiana, Jalandhar, Ropar and Hoshiarpur, RAJASTHAN — Dungarpur and Bharatpur, TAMIL NADU—Kamarajar, PMT Sivagangai, Pudukkottai, Kanyakumari, Madurai, Dr.



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## CONCERN OVER WORLD POPULATION

The United Nations population fund has now recognised that population growth cannot be controlled, "as if people were machines to be turned on and off". The growth of population can only be slowed down, and both national and international action plans should aim at bringing down the average rate of growth without delay. The UN organisation commends a world average of 3.3 children per woman

The UN population fund (UNFPA), in its latest report titled "The state of world population, 1992", warns that any delay in action to slow down the growth rate during the next decade would mean that the world population would grow to the level of 10 billion by the year 2050—an addition of 2.5 billion people, an equivalent of the total world population in 1950. The world population would be 5.48 billion by the middle of the current year. It would be six billion by 1998, with an annual addition of 97 million—highest in history.

The report points out that the slowing down of population growth was not difficult or an unattainable target in developing countries. It notes that in Thailand, the number of children per woman dropped from 6.1 in 1965-76 to 2.2 in 1987. Other developing countries like China, Korea and Tunisia have "succeeded spectacularly" in slowing down the growth rate, despite low income.

It also seeks to dispel the wrong notion that fall in population would mean drop in the workforce and a drop in national or per

capita income, or a drop in the growth of economy. The result would be the opposite. Again in Thailand, the per person income grew at the rate of 4.2 per cent a year, and put that country on the map of fast-developing countries, ranking seventh in that list. The total manufactured products soared by 10 per cent per year. Also, out of 82 developing countries, 41 with a slower population growth showed an increase in their income level by 1.25 per cent. Interestingly, the other lot of 41 countries with faster population growth registered a fall in income level by 1.25 per cent per year.

The UNFPA report prescribes the miracle to achieve the targets, as it says that the quickest route" is to plan strategies for greater care to women, or the development of human resource in women, who have otherwise been a "wasted asset". It would mean better and universal education facilities for the girl, at the primary and the secondary levels; better health care; raise in fair wages to women labour; and improvement in women's right in property. All this would lead to a better status of women in society and a higher pace of development. The report points out that in developing countries, each extra year of education for the girl reduces both infant and mother mortality rates by about seven per cent. Better education would also mean less incidence of underweight children.

The report states that women were at a disadvantage in most of the countries in Asia and Africa in the field of education. At the primary level, there were 73 girls for

every 100 boys in 1987, in South Asia, and in Arab countries, the average was 77 girls for every 100 boys. At the secondary level, the gap was wider : 57 girls for every 100 boys. It points out that better education of the girls would bring down fertility rate and avoiding births to mothers under 20 would reduce infant mortality (of babies up to five by 17 per cent).

Urging the countries in the world to adopt an action plan with sustained effort to link population growth with economic development, the UNFPA report commends a 10-point strategy to bring down the growth rate of population. The first step should be to achieve a balance between population and resources for development. It warned that at the present growth rate, the world's oil reserves might be consumed within five years if the population touched the 10 billion figure by 2050. In most of the countries, water would become scarce, and there was already a dwindling trend of land for farming which would mean less foodgrains production when there would be many more mouths to eat.

### India's Action Plan to Control Population

The Government of India will be launching an action plan to put its population control programme under a revised package of incentives and disincentives for States and Union Territories, whose performance is to be assessed under a new criteria

According to the new plan the final authority to judge the performance would not be the officers of

(Contd. on page 6)

# INTERNATIONAL LITERACY SUPPORT SERVICE (ILSS) OF ICAE

The International Literacy Support Service (ILSS) is the mechanism developed by International Council for Adult Education to provide support to international literacy, to meet the needs of literacy practitioners through strengthening the flow of relevant information to them (and represents) a key element in the movement from awareness to action for the Literacy Decade. The focus of ILSS will be the strengthening of grass roots literacy initiatives providing practitioners with new creative ideas emerging from the practice of others, sharing experiences and material, and facilitating/encouraging the global interaction at a grassroot level.

The principles envisaged for ILSS are :

1. The ILSS would identify and promote literacy innovations, creative organising techniques, and valuable experiences so that practitioners can utilize them in their work ;
2. The global sharing of in-

formation on literacy at a grass-root level would promote international understanding by emphasizing the multicultural dimensions of literacy and its capacity to serve as a tool for personal and social emancipation ;

3. The ILSS would encourage professional approaches to literacy. Facilitating the transfer of experiences would be aimed at stimulating the imagination of other practitioners so that they may build on these experiences. And finally, integration and linkages with other vital concerns such as women and the environment would be effected.

4. The ILSS would motivate strong programs to share their experiences and help weaker programs to build themselves with the involvement of learners.

5. The ILSS would emphasize and promote literacy approaches which are build around full participation of learners in all aspects of their design and implementation.

## Centre for Adult and Continuing Education, NEHU

The Centre for Adult and Continuing Education (CACE) of the North Eastern Hill University (NEHU) Shillong has undertaken the following programmes recently:

1. A pilot study relating to the literacy status of Meghalaya and Mizoram.
2. A survey of destitute women of Meghalaya.
3. Shillong State Literacy drive.
4. Population education programmes.

The Centre has also prepared a primer in Khasi language on the IPCL pattern. □

## Conference on Adult Education for a Democratic Culture

The Australian Association of Adult and Community Education is organising its annual conference in Canberra on Dec 5-10, 1992. The theme is "Adult Education for a Democratic Culture". About 400 delegates are likely to participate in this conference.

Further information can be had from Dr. Alastair Crombie, Conference Manager, Australian Association of Adult and Community Education, GPO Box 1346, Canberra Act 2601. □

### Recent Books for Neo-Literates

1. **ROSHNI KI LAKIR**  
*A.N. Shukla*  
Rs. 4.50
2. **ASHADEEP**  
*J.N. Kaushik*  
Rs. 4.00
3. **KAYA PALAT**  
*Manorma Shrivastava*  
Rs. 5.50

Available from

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

### Total Literacy Campaign .....

(Contd. from page 2)

Ambedkar N. Arcot, Tirunelveli, UTTAR PRADESH — Fatehpur, Meerut and Chamoli; WEST BENGAL — Midnapur, Burdwan, Hooghly, Birbhum, Cooch Behar, Bankura, North 24 Parganas, Howrah, South 24 Parganas and Murshidabad; PONDICHERRY UT.

## Operation Blackboard to be Expanded

"Operation Blackboard" is proposed to be expanded during the eighth plan.

According to the annual report of the department of education, ministry of human resource development for 1991-92, the aim is to provide a third teacher and a third class room to every primary school where enrolment warrants it.

Central assistance will be provided for the third teacher while state governments will be expected to find resources for the construction of class rooms from the Jawahar Rozgar Yojana and State Plan budgets.

Following the national policy on education, 1986, the scheme of "operation blackboard" was started in 1986-87, to improve facilities in primary schools. It provided for a building comprising at least two reasonably large all-weather rooms and at least two teachers, in every school.

It also made provision for essential teaching and learning material—including blackboards, maps, charts and toys. The scheme envisages coverage of primary schools in all the blocks and municipal areas in a phased manner.

An assistance of Rs. 523.41 crore was released by the department of education till 1990-91. There is a provision of Rs. 100 crore for the scheme during 1991-92. It would continue during the eighth plan till completion.

## National Literacy Act in USA

The National Literacy Act, 1991 (Public Law 102-73) passed in July in USA promises to improve services to all literacy learners including those whose native language is not English.

Among the provisions of the Act are the establishment of National Institute for Literacy in Washington DC and the Literacy Resource Centres.

Definition : In the Act, literacy is defined as an individual's ability to read, write and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society, achieve one's goals, and develop one's knowledge and potential.

## Diploma in Rural Development Management

The National Institute of Rural Development (NIRD) Hyderabad is organising a diploma course in rural development management. The duration will be six months (Sept. 1992 to Feb. 1993).

The objectives are to develop a knowledge base relevant to programme planning, implementation, monitoring and evaluation; expose them to the strategies for and the nature and content of rural development programmes; acquaint them with the manpower requirements, institutional infrastructure and delivery mechanisms, equip them with managerial and communication skills for effective and efficient programme management and inculcate values and attitudes suited to the rural ethos and development of professionalism.

The programme contents are : Rural Environment ; Rural Development — Issues and Pro-

grammes ; Micro-Level Planning ; Programme Implementation and Management ; Behavioural and Organizational Dynamics ; Methodological Orientation to Research and Dissertation.

Further information can be had from Dr. B.C. Muthayya, Director, Centre for Behavioural and Organizational Development, NIRD, Rajendranagar, Hyderabad-500030(A.P.)

## World Conference on Comparative Adult Education

The 1991 World Conference on Comparative Adult Education was held at Ibadan, Nigeria recently.

The main theme of the Conference was Comparative Adult Education in 1990s with special reference to developing countries. The sub-themes were 1) The need for and relevance of comparative adult education for social and economic development, including its relevance to new social movements ; 2) Emerging theories and methodologies in comparative adult education, including e. g. transformative research ; 3) Implication for comparative adult education of recent research in other disciplines ; 4) Studies and research reports on comparative adult education relevant to policy, including the policies of international agencies ; 5) Focal issues for comparative adult education in the immediate future, especially —gender—race and—the environment ; health care delivery ; curative and preventive medicine, family planning and population ; drug abuse ; poverty and depression etc. ; and 6) Means of exchange of ideas and knowledge about comparative adult education. 150 participants from different parts of the globe attended.

## NEWS FROM STATE RESOURCE CENTRES

### SRC, Jamia Millia Islamia, Delhi

The State Resource Centre, JMI organised thirteen training programmes of varying duration of one to seven days. A 5-day training programme was conducted for the Instructors of Northern Railways. The SRC is collaborating with Indian Adult Education Association, Dr. AV Baliga Memorial Trust and Mahila Chetna Kendra in testing the efficacy of the film "Chauraha".

It organised a Volunteers Orientation-cum Training Programme under the NLM Post Box No 9999 in September 1991. The purpose was to boost the morale of the volunteers who intend to participate in the literacy programme.

The SRC distributed over 15000 literacy kits to voluntary agencies, schools of Delhi and some other agencies outside Delhi to provide literacy education through volunteers.

It organised three experimental drama workshops to train local young boys and girls to write script, songs, and in acting, directing in street corner plays. A total of 75 boys and girls took part in the workshops organised at Mehrauli, Mangolpuri and Meethapur. One play at each workshop was produced. These plays were based on the causes and consequences of population growth rate, responsible parenthood and harms of early marriage.

### SRC, Literacy House, Lucknow

The State Resource Centre, Literacy House organised 12 training programmes during the period Oct-Dec 1991 in which 702 persons participated. Five training programmes on population education were also conducted during the period.

It organised a Workshop on Preparation of Materials related to media from Oct 23-28, 1991. It continued to supply literacy and population education kits to voluntary agencies, State Governments, Universities and Colleges.

### SRC, Karnataka

The SRC, Karnataka State Adult Education Council, Mysore organised training programmes for the Mandal Level Coördinators, District Level Women Coördinators and District Resource Persons. It also organised the training of master trainers in the Mandya Campaign. The district level Master Training Programme was also organised at Raichur.

It organised a one-day meeting on preparation of IPCL primer at Bidar district. It also collected a number of slogans which have been published in a book form.

It brought out the Journal on Population Education (Baduku).

### SRC, J & K

The State Resource Centre, Kashmir University, Srinagar orga-

nised a six-day Workshop on "Area Based Approach to Adult Education in J & K State" in Jammu recently.

The Workshop discussed the Minority Education and Adult Education; Role-perception of SRC personnel; Evaluation & Monitoring of NLM and its norms; Adult learning, problems & prospects; NLM — Objectives and Problems; Education for Total Literacy and Human Management —Aspects of Adult Education.

About 20 participants representing adult education projects of the State Government participated.

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### India's Action Plan.....

(Contd. from page 3)

the Ministry of Health and Family Welfare, but the annual statistics of the Registrar General of India.

Inflation of performance figures had been a source of irritation for both the Centre and the States and their credibility was often questioned by donor agencies.

Along with the new performance criteria, the action plan covers a wider choice of birth control measures, improvement in the quality of health and family welfare services and measures to achieve fuller participation of voluntary bodies. Other components of the action plan include an integrated child survival and safe motherhood project under which apart from immunisation of children and pregnant mothers, focus would be on reducing infant and child mortality by effective control of diarrhoea and pneumonia. □

## Documents

UNESCO, Appeal Training materials for literacy personnel:

Evaluating a literacy programme.

Bangkok, UNESCO, Regional Office for Asia and the Pacific, 1989, 55p.

The volume examines two aspects of evaluation :

Evaluation of the effectiveness of a literacy programme as such, and

evaluation of the training aspects of a literacy programme.

Evaluation of over all literacy programmes and of the training components of such programmes should be at both micro and macro levels. By micro level is meant the evaluation of specific elements such as the effectiveness of particular learning activities or the design of the units of a teacher's guide. By macro level is meant evaluation of the effectiveness of the programme in more general terms and in particular, evaluation of its impact on personal and national development. This volume particularly is devoted to the evaluation at the macro level.

The approach taken in this volume mirrors the development of a national literacy training curriculum and the development of its resources according to agreed principles of design. It therefore reflects the approach adopted by the ATLP system.

New Challenges for Development Education in Canada in the Nineties. Special Issue of Canadian and International Education

Journal, Vol. 20, No. 1, 1991, Calgary, Faculty of Education, University of Calgary. 168 p.

The special issue on New Challenges for Development Education in Canada in the Nineties of the Canadian and International Education Journal contains articles on Development Education, International Trade and Debt, Sustainable Development, Schools and Post Secondary Institutions, Social Movement.

The first article 'Does Development in the More Developed World Make a Difference in the Less Developed World ? (a Third World Perspective) by A. T. Ariyaratne explores alternative definitions for key concepts of development of education and shows that development education in the Sarvodaya Shramadana Movement is more embracing in theoretical and conceptual terms than development education in Canada. The author discusses the severe negative effects of reliance on economic growth and industrialization and argues that development education in northern countries, such as Canada, could benefit by borrowing ideas from the people-centred, spiritual approach of the Sarvodaya Movement.

The special issue also contains a select bibliography on Development Education.

Singh, Amar Kumar, Jayaswal, Meera and Hans, Azariah, Cleanliness Education in the Tribals of South Bihar, in Social Change, in Vol. 21 No. 2, June 1991, 7 p.

This paper reports the summary of a research sponsored by Indian

Council of Medical Research conducted by Post-graduate Department of Psychology and Population Education Research Centre, Ranchi University, Ranchi on Cleanliness Education in the Tribals of South Bihar.

The main objectives of this study were :

1. To measure the extent of cleanliness modernity in the tribal population of two rural blocks in Ranchi district and,
2. To conduct a cleanliness intervention programme and to measure its impact using specially prepared target appropriate cleanliness materials.

Out of a sample of 250 control and 450 experimental group of rural tribals, about half of the sample did not have scientifically correct knowledge, attitudes and practice on cleanliness. The intervention produced statistically significant changes in most themes of ignorance and misconceptions. However, it failed to influence areas which were related to deeply entrenched personal habits, cultural traditions, complex concepts and expensive measures.

Family Planning Association of India Population, Development and the Environment ; An Agenda for the 1990's. Proceedings, National Conference of Non-Governmental Organisations 14-16 April 1991, New Delhi. Bombay, FPAI, 1991. 102 p.

First section of this conference document contains welcome address by Mrs. Krishna Puri, Address by Mrs. Avabai B. Wadia and Inaugural address by Dr. V. Ramalingaswami.

Section II presents discussions of first plenary session around the theme. The 1991 census: Preliminary Results and their Implications. In this part papers on demographic aspects by R. L. Narasimhan and on socio-economic implications by Dr. Ashish Bose have been included.

Section III, contains papers of second plenary session, some of these are: 1) Human numbers and human needs—Mr. Tevia Abrams. 2) Health for All: Is it Attainable by 2000 A.D.?—Dr. Bimal Charles 3) Better Health for Mothers and Children through Family Planning—Prof. Kamal Buckshee 4) The Girl Child—Dr. (Mrs.) Sreelakshmi Gururaja 5) Population and Conservation—Mr. Thomas Mathew 6) Population Growth and environmental destruction—Dr. Rashmi Mayur.

Section IV contains the proceedings of third plenary session. It contains key note address by Prof. M.G.K. Menon and papers on following topics.

1. Population and Human Resource Development—Dr. V.A. Pai Panandikar.
2. Imperatives of Women's Development and their Role in Environmental and Population concerns—Dr. (Mrs.) Nina Puri.

Papers of fourth plenary session are presented in Section V of this document. These broadly discuss the role of NGO's—their scope and potentialities, successful NGO programmes, cooperation and coordination between Government and NGO's for common goals.

Section VI gives various groups reports presented in concluding session. These are:

1. NGO's as catalysts in generating community action at the grassroots.
2. New approaches in service delivery for health and family planning.
3. The media and the message, and
4. Youth: the spearhead of the 1990s.

The document also includes the valedictory address of Dr. Karan Singh.

H.S. Bholra—Writing for New Readers: Message Making in Print Bonn, German Foundation for International Development, 1986. 43p (Workshop Series—Occasional papers on Basic Education Paper 1).

Writing for new readers is more than just simple writing. The

message to get across must be carefully planned, outlined, written, tested, reviewed, rewritten, illustrated and finally printed. These steps are not linear. They are inter-related. The present paper outlines these inter-related steps in form of a model for message making. It consists of ten major steps:

1. Selection of subject or topic of the book.
2. Definition of the general and specific objectives of the book.
3. Content planning for the book.
4. Choice of the literacy treatment of subject matter.
5. Content outline based on the argument to be presented in the book.
6. Developing personal knowledge of subject matter, and establishing collaborations with subject matter specialists.
7. Conducting vocabulary research.
8. Writing to communicate effectively.
9. Pre-testing of the written manuscripts, and
10. Working with the illustrators, and the editor.

# IAEA Newsletter

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## MEDIA SUPPORT TO ADULT LITERACY

The Indian Adult Education Association (IAEA) organised a Panel Discussion on "Media Support to Adult Literacy" in New Delhi on May 19, 1992. The Panelists were Prof. BB Mohanty, Head, Department of Audio-Visual Communication, Indian Institute of Mass Communication & Treasurer, IAEA (Moderator), Shri Avik Ghosh, Senior Fellow, National Institute of Adult Education, Shri K.S Maitra, Director, Central Education Planning Unit, AIR and Shri GP Jain, former Editor, Sevagram.

Initiating the discussion, Prof. Mohanty said that media and adult education are coterminous. Both need help of each other. Adult education, he said, can help media in devising communication strategies and the language which is understood by the masses. He said that media used for adult literacy work should be such which is easily understood and grasped by the people. The electronic media can help in creating

motivation for learning but the message should be so presented that it is liked by the masses and touches their heart. Creation of conscientisation can effectively be done through media, he felt. He said that SRCs should have a separate communication cell.

Shri Avik Ghosh, said that literacy according to the National Literacy Mission document is nothing but communication skill. People who are illiterate have an awareness of the language, speech, vocabulary. Literacy, he said, can help them in decoding and encoding a set of signals.

He said that the level of instructor in the literacy programme is quite low and media can help in creating effective aptitude and necessary skills to undertake this programme in a meaningful way.

Shri Ghosh said the media, particularly electronic can be of great service if it recognises and honour the services of the people

who have joined the literacy programme for a social cause. The media role in supporting their effort could go a long way in giving a boost to this programme, he felt.

Shri Ghosh expressed doubts in imparting literacy through the electronic media. He said it is difficult to ensure that the programme when telecast/broadcast is seen/listened by the illiterates and whether they have understood the lesson imparted. If it couldn't be done then there was not much use in making an effort in this direction. There is no feedback from the electronic media and feared that results may not commensurate with the money spent.

Speaking on the role of traditional media, Shri Ghosh said that it should induce the community to involve itself in this work. The community should take the programme as its own and should be actively involved in it. Mere building of the environment should not be the role of the traditional media, he felt.

He said that the literacy level

reached by the neo-literates is not to the extent which could enable them to read the newspapers. The adult literacy movement, he said, could sustain for a long time if there are good newspapers for neo-literates which they can read with ease. The print media, he said, has to design need-based useful material for the neo-literates.

Shri KS Maitra analysed the role played by Radio in motivating and imparting literacy. He was of the opinion that it was difficult to find out whether the programme broadcast through Radio has been listened by the people for whom it is meant. Unless it could be ensured, there would be not much use in imparting literacy thru' radio, he felt.

Shri G.P. Jain said that there was not much support for literacy from the masses. People consider elementary education as the first priority. He felt that literacy could give good results if it was of short duration i.e. about two months. The media, he felt, can create limited interest for literacy and good results could only be achieved if there was person to person communication.

Earlier, in his welcome address, Shri JL Sachdeva, Director, IAEA said that traditional media has a potential to sway the masses but it has not been properly used in promoting adult literacy. He opined that it was an effective media which has been under-utilised so far. Efforts, he said, should be made to organise powerful and purposeful programmes like nukkad nataks, jathas, natak mandalis etc. so as to reach the masses.

In a note for the panel discussion, Shri L Mishra, Director-General, NLM perceived the following roles of media in literacy promotion :

- As a tool of dissemination of information.
- As a tool of mobilisation, motivation and sensitisation.
- As a tool of learning by sharing information, ideas and experiences and
- As a tool of social action for change.

Shri Mishra in his note said that literacy in general and literacy through a campaign mode in particular is intended to influence the human mind in a subtle and induce a change, howsoever slow and imperceptible. It is this 'change agent' role of literacy which needs to be understood, internalised and projected in a proper perspective and once this has been done, it will lead to sensitisation of the insensitive and consequential motivation and mobilisation of all sections of the society—the literate/educated as well as the potential learners and neo-literates.

Shri Mishra said women constitute above 70% of the total number of learners and their participation in the entire teaching learning process has been found to be far more impressive than that of men. They are more vocal, articulate and assertive than before; their self-confidence and self-image as a result of participation in literacy programme has been possible beyond measure.

Acquisition of literacy, Shri Mishra felt would enable every

learner/neo-literate to understand and internalise his/her strength and weaknesses vis-a-vis the strength and weaknesses of the adversary or the forces which have continued to remain hostile, grappling with these forces and eventually overcoming them with strength, courage and confidence. It is this power of weapon in literacy to fight bundles of fads, die-hard obscurantist ideas and practices, mistaken and irrelevant notions and non-issues which will have to be projected through media so that it can be an important pace setter and trend setter for change through social action.

Among others, who participated in the discussion were Dr. RM Varma, Head, Department of Social Work, Delhi University, Shri Prem Chand, Fellow, National Institute of Adult Education, Dr. MV Lakshmi, Reddy, Research Associate, National Institute of Adult Education, Dr. Rajni Tandon, Consultant Educational Forum for Development Communication, and Dr. SD Dixit, former Deputy Educational Adviser, Government of India. □

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If you are going to plant, you must prepare the soil.

If you are going to eat, you must prepare the meal.

If you are going to do development work, you have to prepare the people.

If you are going to develop mankind, you have to develop an attitude of moral wholeness.

If we are going to develop anyone else, we have to develop ourselves first.

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## COURSE ON RESEARCH METHODOLOGY

The Indian Adult Education Association in cooperation with Centre for Adult, Continuing Education & Extension (CACEE) University of Kerala will be organising two-week course on Research Methodology in Trivandrum in October this year.

The objectives and contents of the course will be :

### Objectives

- a) To acquaint the participants with the trends in researches in adult education and significant areas requiring studies.
- b) To formulate research designs, and reporting the findings.
- c) To understand the tools and techniques to be used in different types of researches in adult education.
- d) To critically evaluate research reports and prepare reviews/write-ups for journals/periodicals.
- e) To equip the participants to follow appropriate sampling designs.
- f) To draw up effective proposals for financial support from funding agencies.
- g) To familiarise the participants with statistical analysis and graphical representation required for different types of researches.

### Contents

1. Researches in Adult Education, meaning, scope, present position, areas requiring indepth studies.
2. Types of research with special reference to adult education, survey, dialogical and participatory researches.
3. Tools and techniques in research, questionnaire, interview, observation, testing, sociogram, document analysis, case study.
4. Action and applied researches in adult education—scope, importance.
5. Sampling techniques—random, stratified, purposive, quota, sequential etc. sample size.
6. Research design—preparation & evaluation.
7. Hypothesis—formulation & testing—use of null hypothesis.
8. Statistical analysis of data—Measures of central tendency and deviation  
Correlation, X<sup>2</sup> test—t-test  
Analysis of variance. Factor analysis.
9. Research reporting—ingredients—evaluation, preparing reviews on research reports.
10. Preparation of research proposals for seeking financial support from funding agencies, essential components.

11. How to take research to the grass root level workers. Distinction between Degree oriented & other researches.

About 20 participants from University Departments / Centres of Adult, Continuing Education and Extension, and voluntary agencies are likely to participate.

The course fee will be Rs. 500.

The participants will be provided free boarding and lodging.

Further information can be had from the Director, Indian Adult Education Association, 17-B, Indra-prastha Estate, New Delhi-110002.

### RGF Donates Mobile Libraries for Post Literacy

The Rajiv Gandhi Foundation (RGF) has given four mobile libraries to voluntary agencies of Andhra Pradesh, Bihar, Maharashtra, and West Bengal in New Delhi on May '2, 1992. These libraries are equipped with 2500 books for use by neo-literates and children of urban slums and rural pockets.

The literacy cell of RGF will also produce books for neo-literates. It is also providing training to people of far-flung areas to provide literacy education to the illiterates.

### Ph.D. in Adult Education

Dr. PV Subha Reddy, Associate Programme Coordinator, State Resource Centre, Hyderabad has been awarded Ph.D. in Adult Education for his thesis 'A Study of Job Satisfaction of Adult Education Supervisors in Andhra Pradesh' by SV University, Tirupati.

## EDUCATION SHOULD DEVELOP THIRST FOR KNOWLEDGE

Chief Justice of India, M.H. Kania said that an ideal system of education would aim at the desirability of having a receptive student in a receptive environment to whom the communication can be addressed in the most suitable form. The real aim of education must be to achieve at least two objects; it must evoke in the students—a love for learning, a thirst for knowledge, an intellectual curiosity or yearning and a real interest in the subject of his studies.

Mr. Kania said that if a student "undergoes university education without any thirst for knowledge or love of the subject of his studies, education has really failed as far as he is concerned, All that depends on what is studied and the manner of teaching".

Mr. Justice Kania termed it unfortunate that there was a huge rush of students to universities irrespective of their merits, inclination and academic abilities. The result had indirectly led to lowering of standards and production of a large number of graduates with degrees of limited academic worth.

Addressing the 69 annual convocation of Delhi University on May 31, 1992 Shri Kania in the presence of Chancellor Dr. S.D. Sharma, Vice-President of India, said many of the young graduates only succeed in getting more clerical

jobs which did not require university education.

Perhaps a greater emphasis on training in rural employment or training in practical courses like carpentry, plumbing or as electrician would achieve far better results. It would enable the students to earn a better living in life and leave the universities to students with higher academic abilities who would be able to derive real advantage from them, he said.

The Chief Justice in his capacity as Pro-Chancellor of the University, pointed out to the students that while considerable attention had been devoted to various techniques that could be employed for imparting education, equal attention did not appear to have been devoted to the aspect of values.

Mr. Kania said that every educated person must necessarily have some set of values although they may differ from person to person. "These values often get somewhat eroded or changed in the course of life but still they do not cease to exist. I believe that it should be one of the objectives of a good system of education to help the students evolve a set of values although they may differ from student to student."

□

## DIPLOMA COURSE ON LITERACY IN DEVELOPMENT

The Faculty of Education and Community Studies, University of Reading, Reading (England) is organising a new course on Literacy in Development. It will be a nine month course leading to a diploma.

The course aims to provide academic and professional studies necessary to lead to the increased effectiveness of the programmes and to the diffusion of new approaches to the running of literacy programmes and to the training of literacy instructors.

The course deals with the international and local context of literacy and with the relationship between literacy programmes and national development goals.

The course will provide knowledge relating to literacy as a means of cultural communication and political/social power, development as planned processes of change, and to education and training as planned learning, skills in the planning and implementation of literacy programme within a context of development.

The programme will start in October this year.

Further information can be had from the Head of Department, Educational Studies and Management, University of Reading, Bulmershe Court, Earley, Reading RG6 1HY (UK).

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### Telephones of IAEA

The Indian Adult Education Association in New Delhi can be contacted at the following telephone numbers :

3319282  
3721336  
3722206

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## IAEA Invites Proposals for Literacy Awards

The Indian Adult Education Association has invited proposals for the Nehru & Tagore Literacy Awards for the year 1992. The Nehru Literacy Award was instituted in 1968 for outstanding contribution towards the promotion and development of literacy among women. The Tagore Literacy Award was instituted in 1987 and is given to a person who has done outstanding work in promotion of literacy among women.

The following types of work are considered for the awards :

1. Literacy work among adults
2. Follow-up work for neo-literates
3. Continuing education work
4. Organisational / supervisory work

Preference is given for actual literacy work done by the awardee.

Each awardee would get Rs. 5000/- in cash, a plaque, a citation and a shawl.

Recommendations for the awards on prescribed form should reach IAEA by 31st July 1992. The awards will be announced on International Literacy Day i.e. Sep. 8.

Any further information about the awards may be had from the General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi--110002.

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## Results of Poster Competitions

The Directorate of Adult Education, Government of India has recently announced the results of the two poster competitions organised by it.

Under the 9th National Poster Competition the first prize of Rs. 10,000/- has gone to Shri AB Deshmukh of Aurangabad for his entry with Marathi slogan. The second prize of Rs 6,000/- has been won by Shri Dutta Sawant of Bombay and the third prize of Rs. 4,000/- by Ms Sushma P Lanjekar also of Bombay. Two consolation prizes of Rs. 2,000/- each have gone to Shri CW Salvi of Bombay and Ms Mukul Kaushal of New Delhi.

In the first open Poster Contest for secondary and senior secondary students the first prize has gone to Shri Mohan G Borker of Nagpur. Shri Harpreet Singh of New Delhi and Shri Jagpreet Singh also of New Delhi have won the 2nd and

3rd prizes respectively. Two consolation prizes have been awarded to Kum Preeti Chatwal of Chandigarh and Kum Bhagyashri of Jalgon in Maharashtra. □

## Summer Institute for Literacy Professionals

The Literacy Support Initiative at the Centre for International Education, University of Massachusetts (USA) is organising a Summer Institute for Literacy Professionals.

The Summer Institute is a five week training programme which will provide opportunity of international literacy professionals to examine their own problems, strength and weaknesses as well hear problems and solutions from other parts of the world.

Further information can be had from Dr. Mainus Sultan, Network Coordinator, Centre for International Education, Hills House South, University of Massachusetts, Amherst, Mass 01000, USA. □

### *Recent Books for Neo-Literates*

#### 1. **ROSHNI KI LAKIR**

*A.N. Shukla*

Rs. 4.50

#### 2. **ASHADEEP**

*J.N. Kaushik*

Rs. 4.00

#### 3. **KAYA PALAT**

*Manorma Shrivastava*

Rs. 5.50

Available from

**Indian Adult Education Association**

17-B, Indraprastha Estate

New Delhi-110002

## WOMEN COUNT—BUT ARE NOT COUNTED

Much of the work that women do is "invisible" in national accounting and censuses, despite its obvious productive and social worth. The reason is that women are heavily involved in small-scale agriculture, the informal sector and household activities—areas where data are deficient.

But there is another aspect. Women's work, especially their household work, often is unpaid and therefore unaccounted for—processing food, carrying water, collecting fuel, growing subsistence crops and providing child care. For example, women in Nepalese villages contribute 22 percent to household money incomes, but when non-marketed subsistence production is included, their contribution rises to 53 percent. It is estimated that unpaid household work by women, if properly evaluated, would add a third to global production.

Even when women are remunerated for their work, their contribution is often undervalued. In formal employment, women earn significantly less than men in every country having data. In the informal sector, where most women work, their earnings at time reach only a third (Malaysia) to a half (Latin America) of those of men.

Do women remain invisible in statistics because little value is attached to what they do? Apparently, yes. Women have shouldered a large part of the adjustment burden of developing coun-

tries in the 1980s. To make up for lost family income, they have increased production for home consumption, worked longer hours, slept less and often eaten less—substantial costs of structural adjustment that have gone largely unrecorded.

The low value attached to women's work requires a fundamental remedy; if women's work were more fully accounted for, it would become clear how much women count in development. To do that requires much better gender-specific data on development. There is a need to redesign national censuses, particularly agricultural surveys.

Source : Population Issues  
1991, UNFPA

### Padyatra by Students

Four students and one teacher undertook a Padyatra (literacy march) from Jaipur on May 22, 1992. After covering a distance of about 300 kms they reached Delhi on May 29, 1992. They were given a warm welcome by Indian Adult Education Association at its headquarters on May 29, 1992.

The Padyatra was undertaken by the students and the teacher under the auspices of SRC, Rajasthan Adult Education Association, Jaipur. They spread the message of literacy in the towns and villages they passed through.

## India's Population

882.6 m

The Population Reference Bureau, Washington (USA) non-governmental organisation, has estimated India's population in mid-1992 at 886.6 million growing at the rate of two per cent a year, and has projected at 1,172 million by 2010.

The fastest growth in Southern Asia, however is, in Pakistan (12.17 million by mid-1992) growing at the rate of 3.1 per cent. The Bureau has estimated the population of other South Asian nations putting Bangladesh's population in mid-1992 at 111.4 million, Bhutan's at 0.7 million, Maldives 0.2 million, Nepal's at 19.9 and Sri Lanka's at 17.6 million.

The Sri Lankans in Southern Asia have the highest expectation of life—68 years for men and 73 for women. For India, the figures are 58 and 59 respectively. For Maldives 62 for men and 59 for women, a reversal of the worldwide trend, Pakistan 56 and 57, Nepal 50 for both men and women and Bhutan 46 and 49.

Interestingly, the Afghan who look huge, well-built and strong, don't live long. For men the expectation of life is 41 and for women 42. The population of Afghanistan in mid-1992 is estimated at 16.9 million and projected population in 2010 is 34.5 million.

## PRIMARY EDUCATION BIG CHALLENGE : UNICEF

"If India could achieve a breakthrough in primary education which we know is possible, we could see in the late 1990s a most dramatic and real deflation of the population explosion", feels Mr. James P. Grant, UNICEF's Executive Director, on a recent visit to India.

Mr. Grant stressed on giving priority attention to universalisation of primary education not only as a basic right for every Indian child, but also as a crucial investment to attain national development goals and achieve desired standards of health and productivity. Expressing confidence that India will soon finalise its national action plans to achieve goals set by the 1990 World Summit on Children Mr. Grant emphasised the importance of integrating these objectives with the commitments being finalised for the Eighth Five-Year Plan as a "complementary manifesto" for children.

Mr. Grant cited India's impressive performance in attaining the goals set for the global programme of immunisation of infants and mothers against six vaccine-preventable diseases. Not everyone expected that India would manage to immunise 80 per cent of its infants and a significant percentage of expectant mothers by the end of 1990.

For basic education goals to be met, Mr. Grant laid special emphasis on enrolment and retention of girls in primary school. More than two-third of the children left out of the system are girls and if India could achieve the breakthrough on primary education of girls that we know is possible, we would see in a few years the most dramatic drop in India's birth rates and a real deflating of the population explosion" he pointed out.

"We now know that there is a breakthrough in child health; this is now well started here. If it is

accomplished by basic education particularly for girls, this basic education not only brings the bigger break through on the child health side but the two together contribute to the mentality of the family about the children. Wherever this has happened the reduction has been spectacular, as we saw in Sri Lanka in the late '70s.

We have seen it in Kerala as well in the 1990s, which witnessed the biggest drop in birth rates in India— by more than 30 per cent. This is the area where the child death rate is also the lowest and the basic education level is the best. I would say, if the government and the people of India could really focus on this potential for dramatic change and make sure that at least 80 or 90 per cent of the children have a primary education, I could think of no better single investment in the future of India. It would also genuinely improve national capacity to deal with environmental and population problems", he added.

□

### RECENT PUBLICATIONS OF IAEA

	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
10. Strategies for Literacy in International Literacy Decade Edited by J.L. Sachdeva	15.00
11. Each One Teach One : Laubach's Materials and Methods Edited by S.Y. Shah	75.00

## WORKSHOP OF LITERACY CONSULTANTS

A Workshop of Literacy Consultants was held in New Delhi on Feb. 5 to discuss the need for providing technical resource support to the Total Literacy Campaigns launched in different districts of the country.

Shri Anil Bordia, Education Secretary, Government of India who presided over this meeting stated that since TLC is thought of as a Peoples' Movement it is necessary to involve persons with experience/ expertise in evaluation, training, media and communication in order to reduce governmental presence in the field and ensure that there is no compromise on aspects relating to training, learning, outcomes etc.

Speaking on the occasion, Shri Lakshmidhar Mishra, Director-General, National Literacy Mission stated that it was specially possible for the consultants to ascertain the mood of the learners and volunteers in a campaign—was it one of cynicism and diffidence or one of trust and enthusiasm. The consultants could act as motivators as well, motivators of the student and other opinion-moulders.

He further said "We did not expect miracles out of TLCs but

we now have a confidence that literacy is achievable. It should however be on the basis of a planned, structured and coordinated effort. It is not an end in itself nor a onetime governmental programme but should eventually become a movement. The Collector's role is not a matter of centrality but one of a promoter, motivator, mobiliser, facilitator and coordinator. The consultants should feel free to visit districts of their choice and write anything they want to report. Their report would eventually become an important tool and guide for correction."

—Literacy Mission  
Vol 15, No. 3, 1992

### Mohanty Consultant to NLM

Prof. BB Mohanty, Treasurer, Indian Adult Education Association and Professor and Head Department of Audio Visual Communication, Indian Institute of Mass Communication has been appointed Honorary Consultant to National Literacy Mission by the Ministry of Human Resource Development, Government of India.

### Population Clocks Planned

The Government plans to instal illuminated population clocks at strategic locations in cities and

towns all over the country. Three large and 30 small clocks are being procured at a cost of Rs. 2.31 crore.

These clocks, presently under fabrication by HMT, besides showing time would show the total population at each point of time, and the increase in population every minute. They would also depict messages on the family welfare programme. The aim is to increase awareness about the rapid increase in population and the urgent need to check its growth. □

### Journal on Voluntary Welfare

The Association of Voluntary Social Agencies and Workers (India) has started a monthly Journal entitled 'Voluntary Welfare Periodical'. The first issue has been brought out in April 1992.

The Journal aims at making voluntary social work as a movement.

The first issue contains the following brief write-ups: The Role of Social Worker by Kiran Kishore, Voluntary Action—Then and Now by KD Gangrade, Voluntary Action—Erosion of value system by D Paul Chowdhry and No Need to Despair by BP Nigam.

Further information can be had from Dr. GR Madan, Editor, Voluntary Welfare Periodical, 45-EA, DDA (SFS) Flats, Maya Enclave, New Delhi-110064. □

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



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No. 3-4

## NORTH-EAST ZONE CONFERENCE ON ADULT EDUCATION

### A Brief Report

The Indian Adult Education Association organised North-East Zone Conference on Adult Education in Shillong (Meghalaya) on June 22-23, 1992 in collaboration with Centre for Adult and Continuing Education, NEHU.

Inaugurating the Conference, the Meghalaya Chief Minister, Mr. D.D. Lapang stressed the need for eradication of illiteracy, disease, poverty and ignorance. He felt that if illiteracy is liquidated the other evils will automatically be abolished.

Mr. Lapang urged that sense of belonging should be inculcated in the students so that they can participate in this programme as missionaries.

He also urged the involvement of voluntary agencies as they know the pulse of the people. He felt that potentialities of the voluntary organisations have not been properly utilised and it was essential to

make full use of them for the success of the programme.

Earlier, Dr. Biloris Lyndem Laso, Head of the Centre for Adult and Continuing Education, NEHU welcomed the Chief Guest and the participants.

Shri KC Choudhary, General Secretary, IAEA who presided over the function outlined the aims and objectives of the zonal conference. He said that because of enormous problems, the Association has created a separate zone for the north-east and in this first conference of the zone, the problems of the zone in implementation of adult education programme will be discussed. The Conference will also discuss role of students, teachers, voluntary agencies in the adult education. He also outlined the activities of the Indian Adult Education Association since its establishment in 1939.

In his vote of thanks, the IAEA

Director, Shri J.L. Sachdeva said that adult education and primary education are complimentary and supplementary to each other and both have to be promoted simultaneously. He said that mass and traditional media, the political parties and their mass organisations have to be actively involved so as to get the desired results from this programme.

In the plenary session which followed after the inaugural function, Shri Sachdeva presented the working paper.

The delegates were divided into three groups to discuss the following sub-themes ;

1. Teacher-student involvement in adult education.
2. Role of voluntary agencies in adult education programme.
3. Approaches to be adopted to achieve 80% literacy by the turn of the century.

The valedictory address of the Conference was delivered by NEHU Vice-Chancellor, Dr. B. Pakem. He said that adult education should result in sustainable development. He stressed the need to give more

emphasis to primary education as compared to higher education so that the future growth of illiteracy is checked. He asked the participants to work out a model which would suit the needs of the north-east region so that a programme suitable to the region could be implemented. He opined that it would be difficult to launch total literacy campaigns in these areas because of difficult terrains, lack of communication facilities and non-availability of voluntary agencies. Some other suitable measures have to be thought of for this region. Dr. Pakem also emphasised the need for effective follow-up measures to check relapse into illiteracy.

About 50 participants from the States of Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Tripura attended.

#### **Recommendations**

The North East Zone Conference on Adult Education held in Shillong on June 22-23, 1992 welcomed the initiative taken by the Government of India to achieve total literacy in the country by the turn of the century. But it felt that complete dependence on total literacy campaigns might not help to achieve functional literacy which is essential for the growth and progress of an individual and the nation.

2. The Conference noted that the centre based approach at certain places did not work well because of irregular payment of honorarium to instructors, irregular supply of teaching-learning materials and inadequate environment building programme. Had these been properly taken care of, it could have given good and cost-effective results, the Conference felt.

3. The conference felt that implementation of the TLC might not be possible in the North-East States because of problems like hilly terrain, scattered villages, lack of voluntary agencies and volunteers. It recommended that centre-based approach with adequate and assured honorarium to instructors may be the right approach in these areas.

4. To achieve desired results, in the North-east States, the Conference recommended that vehicle must be provided to functionaries so that they can carry their work effectively and meaningfully.

5. The conference noted with concern that there was lack of voluntary agencies in the north-zone and efforts have to be made to promote such organisations in those states. The Government should take steps to promote such organisations and associate them in the implementation of the programme.

6. The Conference appreciated the role played by Government and some social-cultural voluntary agencies of Mizoram to promote literacy in the State. Sincere and concerted efforts made by Governmental and non-governmental organisations could go a long way in giving boost to this programme, the Conference felt.

7. It recommended that adequate incentives and rewards are a must for meaningful participation of both school and college students to work as volunteers. Without these it could be an exercise in futile.

8. The conference was of the firm view that providing financial

assistance on the basis of per-learner made literate would not give desired results in many parts of the country, particularly in the north-east. The need is to have fresh look at the budgetary provisions so that there is meaningful participation by both instructors and learners.

9. It felt that adult educators have also the responsibility to see that primary education is strengthened and made more meaningful so that rate of drop-outs from the schools is checked. If this could be plugged right now, future increase in number of illiterates would be checked. It asked adult educators to work closely with authorities of school education so as to ensure education of children of the age-group 5-14 years. This will be a positive step in the achieving the goal "Education for All by 2000".

10. The Conference noted with concern that under TLC universities and voluntary agencies were not associated in many places. It recommended that they should be closely associated under TLCs and their services should be utilised not only for motivating the volunteer/learner or imparting of literacy but for training of functionaries/volunteers and production of teaching/learning materials.

11. The Government recent proposal to start post-literacy classes of 3-4 months duration instead of a Jan Shikshan Nilayam (JSN) the conference felt is not a step in the right direction. The TLCs are based on the assumption that short duration programme attracts more learners and

*(Continued on page 4)*

## AWARENESS CAMP FOR WOMEN

The Indian Adult Education Association organised an Awareness Generation Camp for Women at Tirlokpuri, Delhi on May 21-29, 1992. About 20 women of the resettlement colony participated.

Inaugurating it, Smt. Bimla Dutta, Vice-President, IAEA said that women were bold in the vedic age but the various social evils which crept afterwards gave her secondary status. She was supposed to depend on her father, brother, husband, and son.

Some social reformers like Raja Ram Mohan Roy tried to abolish the social evils but still quite are prevalent and the need is to remove the social evils. But that would be possible if women are educated and realise what is good and bad for them, she said.

The topics discussed in the eight day camp were : India—its population, area, religion, customs etc. ; Economic programmes for women ; Problems of population explosion, How to prevent atrocities against women and to make them aware about their rights ; Economic outline of India especially economic upliftment of women; Education for All—how to achieve it; Family life education and balanced diet; How to form cooperatives; Important Law's for Women; Importance of Bank's and Financial Institutions; Child birth and family planning methods ; Bad effects of liquor, tobacco and drugs and Science for Masses.

A film show on superstitions was also shown during the camp.

Among the resource persons were Shri BR Vyas, former Additional Director of Education, Delhi Administration and Executive Committee Member, IAEA, Dr. Sharda Jain, Sevagram Vikas Sansthan, Dr. Dharmvir, former Joint Director, International Cooperative Alliance and Executive Committee Member, IAEA, Smt. Sheela Trivedi, Former Head, Department of Family Life Education, Literacy House, Lucknow, Shri Virendra Tripathi, Shri JL Sachdeva, Director IAEA, Shri P.C. Chhabra, Staff Training College, Syndicate Bank, Dr. LP Mehrotra, Association of Social Health, Ms. T. G. Aruna, Parivar Seva Sanstha, Dr. Gyanandra, Population Education Officer, FPAI, New Delhi, Mrs. Damyanti Sharma, Shramik Vidyapeeth and Ms. Lalita Saxena, Project Officer, IAEA.

The valedictory address was delivered by Shri KC Choudhary, General Secretary, IAEA on May 29, 1992. He said that the participants should spread message to other women in locality to fight social evils like atrocities on elder daughters, difference between daughter and a son and other superstitions and should take advantage of adult education programme in their area.

Shri KC Choudhary said that if they work with determination they could reach any height. He asked participants to follow example of Sarojini Naidu, Indira Gandhi, Bachendri Pal and others.

He said that in India a large number of women are still illiterate and semi-educated. They are not aware of the advancement in science and technology. He asked the participants to form Mahila Mandals and spread knowledge they have gained in the camp to other women.

Shri Choudhary concluded that the Government cannot provide job to all. The alternative is self employment and this could be achieved by forming cooperatives. □

## ICAE Invites Nominations for J. Roby Kidd Award

The International Council for Adult Education (ICAE), Toronto (Canada) has invited nominations for J Roby Kidd Award.

The aim of the award is to recognise new people with new ideas, who are recent practitioners in adult education, and to encourage innovative contributions to the field.

It is offered to one or more people who have made a particularly significant contribution to adult education at the local or national level.

Nominations on application form can be made by candidate(s) or on his/her behalf by an organisation or institution. The application by individuals must be supported by a letter of recommendation from an organisation at local or national level.

The Award of \$ 2000 (Cdn) is granted annually.

The last date is Feb. 15, 1993.

Further information and application form can be had from Secretary-General, International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, M5S2R4, Canada. □

## MOHAN SINHA MEHTA RESEARCH FELLOWSHIPS PROPOSALS 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: A Case Study of Total Literacy Campaign launched in a district; A Comparative study of the organisation and functioning of State Resource Centres run by Voluntary Agencies, Universities and State Governments; A Critical appraisal of the organisation and impact of Jana Shikshan Nilayams; An enquiry into the factors promoting and intervening in retention of neo-literacy among various sections of the society; An appraisal of the neo-literate books published in various languages with a view to evolve criteria for the preparation of such books; An enquiry into the levels of aspirations and achievement among adult learners;

Motivational factors and expectations of adult education functionaries — A Comparative study among students and non-students youth; Role played by the Akashvani Nilayam in the Literacy Programmes launched in different States; An enquiry into the continuing education needs of neo-literates and drop-outs; the role of adult education in reducing poverty; Motivation in adult education; Population education; Study of respective roles of the Government and voluntary sectors in the field of adult education.

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. 5,000/-. The amount will be paid to the institution which will be responsible to administer and manage the funds.

The duration is one year.

The research proposals should reach the Association by September 30, 1992. □

### Recent Books for Neo-Literates

1. **ROSHNI KI LAKIR**  
A.N. Shukla  
Rs. 4.50
2. **ASHADEEP**  
J.N. Kaushik  
Rs. 4.00
3. **KAYA PALAT**  
Manorma Shrivastava  
Rs. 5.50

Available from

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

### New Secretary-General of ICAE

Ms Ana Maria Quiroz has been appointed new Secretary-General of the International Council for Adult Education (ICAE). Ms Quiroz the first woman to occupy the Secretary-General's position succeeds Dr. Retta Alemayehu who resigned in March 1992.

Ms Quiroz, originally from Chile was a Professor at Simon Fraser University and Dalhousie University. □

(Continued from page 2)

to further extend it for 3-4 months will demotivate the learners to join this programme.

12. The Conference recommended that establishment of JSNs should be continued and both Governmental, Non-Governmental organisations and universities should be entrusted this work so that they could meet the needs of not only of neo-literates but of the entire community in which they are functioning. The conference felt that there was an urgent need to have a fresh look at the budgetary provision of a JSN so that they could attract competent and committed workers so that a JSN could work as a community centre.

13. The North East Zone Conference notes with concern the untimely release of funds by the UGC. This is considerably effecting the tempo of adult and continuing education work in the universities. It strongly urges the UGC to take necessary steps so that the funds are released in time to the universities so that continuity is ensured and the enthusiasm of workers not effected.

14. It recommended that more State Resource Centres should be established in the Zone so as to meet training and teaching/learning material needs of the zone.

# Population Growth

## **GROPING FOR A STRATEGY**

**Rami Chhabra**

With a population that touched 867 million on World Population Day and is notching around 26 million births a year—the highest number in any country including billion strong China, which accounts for exactly two million less—the key issue to agonise upon today is not why and where we went wrong, but whether our present attempts to come on track are (a) on the right lines, and (b) sufficient, even now.

Within the country there are several States—notably Kerala, Tamil Nadu and Goa—already approximating or below the growth rate of 1.2 per cent which the National Health Policy (1983) had once targeted the entire country to reach by 2001. Further afield, the experience of a number of countries, spanning the spectrum of political and economic systems, has demonstrated the practical feasibility of very dramatic birthrate declines within quite short time-spans, including of just a decade—given political will, clear-cut direction and adequate support to adopted policies. Therefore, the nineties hold the capability of yet constituting a historic watershed to turn the trajectory of India's population in the 21st century and make it much more manageable in the immediate context.

There is also no dearth of ready information on the basis of which

systematic conclusions for public policy could be arrived at and a concrete plan of action developed. Besides a number of reports by expert working groups, surveys and academic research two stillborn National Population Policy statements—'76 and '77—are also available in the population archives.

### **Decade**

Therefore, it is all the more ironic that the second year of this catalyst decade is now well-eaten into without a clear-cut statement of intent and direction emerging from the government, for which a national consensus has been already canvassed and secured. Such a National Policy Statement—the need for which is now being argued—should really have preceded the finalisation of the Eighth Plan document. The Plan should then have carefully reflected the approved policies in a package of programmes/schemes/basic guidelines (for the area specific, microplanning being emphasised in the decentralised approach), together with adequate allocation to make them a reality and monitoring procedures that ensure capturing all important elements. Now, the process is moving backwards.

It was in December last year that the National Development Council (NDC) suggested that a sub-committee be formed to review

and make recommendations on the population issues. The composition of the sub-committee, which is made up of a number of Central Ministers and Chief Ministers is well known. The report of this sub-committee was expected at first, to precede, then, to synchronise with the finalisation of the Eighth Plan. The Sub-committee has met only once so far. It is now reported to have been given till October—when the first half of the first year of the Eighth Plan will be already over. So, the Eighth Plan's comprehensive strategy on population, which it acknowledges to be the pivotal point for the success of all development efforts, awaits this report. A concrete plan of action, including intersectoral strategic interventions for the Plan period, are yet to be developed. Discussion and adoption by Parliament of a National Population Policy as the Eighth Plan document visualises, would presumably take place only in the winter session.

### **Eighth Plan**

Such a contrary and dilatory planning process just does not make sense, more so for a subject considered pivotal to others. It emits the wrong signals about the government's seriousness of purpose. It also highlights the inadequacy of the support structure available to tackle a long-identified priority issue within the country's premier planning and monitoring body. If government means business in terms of attending to the population question, it needs to address itself, first and foremost, to the question of strengthening the national mechanisms to provide overall direction (including later the capability for correctives).

On the positive side, the Eighth Plan has certainly emphasised the containment of population growth as one of six key objectives and brought it together with a framework of social determinants such as, full employment, literacy, health care, safe drinking water, food production and basic infrastructure development. This, as claimed by Dr. Bajaj, Member, Planning Commission, in his article on World Population Day in the columns of this newspaper, does add up to a vision of a "concerted and cohesive intervention" to meet the population challenge. Further welcome news is Dr Bajaj's disclosure of the strategic shift in the method of auditing the annual performance of the States to reward good progress in the social sector—through a revision of the Gadgil formula for Central assistance to the 15 non-special category States.

What this means is that in terms of that 40 percent of the Consolidated Fund of GOI, which was earlier distributed after monitoring exclusively economic parameters such as resource mobilisation and fiscal management by the states, social sector achievements are to be equally examined. The specific indicators being short-listed are birth rates, infant mortality rates, literacy and land reforms. (Sixty per cent of the Fund remains earmarked for distribution according to population figures, frozen at 1971). But this step, although representing a significant conceptual development is to be seen in the perspective of its limited fiscal tie-up. Furthermore, the shortlisting appears to have ignored indicators relating to the age at marriage and child labour participation rates—both critical parameters of social

development per se and key correlates of population growth rates.

The altogether inadequate development of strategies and specific goals to impact the above two mentioned social issues, is a serious deficiency of the Eighth Plan, with particularly important implications for population issues in the current decade. While the complexity of these matters cannot be addressed within the scope of this short article, it is necessary to reiterate that in a situation where the female reproductive age group is being enlarged by 4.5 million a year (a high enough figure that, however, masks the fact that this net addition is much lower than the actual number of girls reaching puberty each year, as it takes into account the older women leaving the reproductive age group, the ratio being around 3 : 1) the issue of increasing the age at marriage and first birth requires much more input than vague statements regarding development of programmes for training and health care of the adolescent girls.

### Gap

Altogether, a considerable gap between the Eighth Plan's rhetoric on population and its bottom line is evident. Dr Bajaj has frankly admitted that "the ability to sustain the requisite level of investment for the fulfilment of priority objective of the Eighth Plan largely rests on the feasibility of mobilising the requisite resources". This itself highlights the tenuous nature of the entire planning for social development, the critical half of the population growth syndrome. Further, although claimed that the Family Welfare outlay has been doubled

(6,500 crore) from the Seventh Plan outlay (3,150 crore); and, an aggregate of 14,000 crore made available for health and family welfare, testifying to the importance attached to this sector, notwithstanding financial constraints, these allocations are merely sustaining past proportions. The outlay for the family welfare programme is being estimated around 1.6 per cent of the total outlay (it was in fact 1.8 per cent in the Seventh Plan). The total outlay for health and family welfare continues to hover around 3 per cent.

### Comparison

By comparison, neighbouring countries who have done well in achieving public health and population goals—such as Thailand and Sri Lanka—have been allocating upto 5.6 per cent; industrial countries health budgets average around 10 per cent. The allocation approved for the family welfare programme is in fact only about 60 per cent of what the Ministry had sought.

The Central health outlay in the Eighth Plan' is only 1,800 crore, the bulk of health investment being in the State sector as before. Nor have any directions been laid down, as to what percentage of health funds would have to be invested at the primary level or in public health. Therefore, no real attempts have been made at present towards rectifying the well known anomalies created by either compartmentalisation or State-dependent resource imbalances and the pressures for "disease palace". The overall paucity of funds given to this sector lies at the root of the reluctance to tinker with the systems as they exist.

An examination of new policy options is now proposed. A heavy reliance on the involvement of the half a million Indian systems of medicine and Homoeopathy practitioners is the likely path. This is a welcome initiative in itself; but, that it should be supplanting the development of basic health facilities as envisaged by the National Health Policy is a matter of concern.

An efficient and effective health infrastructure is a sine qua non for the achievement of both public health and population goals. It is also a basic prerequisite to make strategies of convergence and congruence with other social services viable. If the money cannot be found for ensuring the basics in health and family welfare, then naturally goals will not be achievable.

No wonder, the Eighth Plan while talking ad infinitum of population growth containment as a priority has downscaled the CBR reduction goals to now reach only 26 by 1997—i.e. a 3-4 point decline over the next 5 years; pushing the original health policy goal of a CBR of 21 to 2011. That is the pace of decline already achieved over the Seventh Plan period without anything but a flawed family planning programme and the desperation of debilitated women seeking birth control. At this rate the Eighth Plan can only be a massive missed opportunity.

—Hindustan Times  
July 30, 1992



## Documents

Unesco Principal Regional Office for Asia and the Pacific, Population Education Programme Service. Women, Population and Development. Bangkok, Unesco, 1991 (Abstract Bibliography Series No. 11).

This issue of the Abstract-Bibliography series is aimed at providing an overview of literature which can show how women's status affect their demographic behaviour and the achievement of population goals and policies; and how much these in turn, create impact on the improvement of women's status and their participation in development as a whole. The status of women which refers, more in particular, to their educational level (studies have shown that education has impact only on fertility if it is beyond primary level), the extent to which they are employed and the nature of their employment (the impact is strong when they are non-agricultural and away from home), their position in the family and their participation in community and national life have a marked, even decisive influence both on family size and on the success of population programmes, constant child bearing leads to high fertility patterns. More often than not high fertility is not a matter of free choice of the individual. It is usually accompanied by low status of women, lack of education and employment opportunities and conditions of poverty, overwork and drudgery.

This abstract-Bibliography is

grouped under eight sections, namely, I : A General Look on the Status of Women in Selected Countries of Asia and the Pacific; II : Women, Population and Development : Inter-linkages; III : Women's Education and Fertility; IV : Women's Work and Fertility; V : Women's Status and Family Planning; VI : Practical Materials to Promote Women's Status; VII : Measuring Women's Well-being; and VIII : Bibliographies.

State of India's Health, in Health for the Millions, Feb-April 1992, Vol. 28 No. 1-2.

This issue of Health for the Millions published by Voluntary Health Association of India, contains the abstract of its forthcoming report on State of India's Health. In this report health is analysed in a broader development perspective rather than purely a health indicator. Some of the write-up in this issue are : Nutrition, Health System and Services, Environment and Health, Traditional System of Health Care, Health and Culture among the Under Privileged Groups, Family Welfare, Health Education, Health Information System's, Women and Health, Medical Education, Health Research, Financing Health Care and Status of the Aged.

Gugnani, Hansraj, Dikshit, Som, D. Evaluation on Literacy and the Empowerment of Women, in Adult Education and Development, September 1991, No. 37 p. 183-193.

The article is an excerpt from an evaluation study on the retention and use of literacy and empower-

ment of women. Both the studies were based on the adult education programme of Union-Territory of Delhi.

The study is based on the comparative analysis of the responses between (i) the 'Experimental Group' of neo-literates, adult women who had attended the adult education programme and (ii) the 'control group' of illiterate adult women who had not attended the programme.

Some of the finding of the study were :

(1) Literacy learning has not contributed to improving job prospectus for neo-literate women. On the contrary the illiterate women got better jobs due to their experience and training.

(2) Literacy learning has also not cultivated positive attitudes towards cleanliness and family planning. In fact, in both these areas, illiterate women had an edge over the neo-literates; 96.48% as opposed to 91.30% in matter of cleanliness; and 92.46% as opposed to 88.8% in awareness about small family norms.

(3) Little or no variations among the neo-literate and illiterate women were visible regarding sending children to school.

(4) Literacy has not contributed in moulding the opinion of husbands towards evils like gambling, drinking, smoking etc. as 59.92% of neo-literates and 59.70% illiterates received little regard and respect by their husbands.

(5) Illiterate women were more aware about safeguards against ex-

ploitation with regard to common commodities purchased (weight, measures) etc. than neo-literate women.

(6) However, in all other areas of investigation covered by the study, the impact of the adult education programme in empowering women is clearly visible. Almost in all the projects, neo-literate women feel that they have acquired self-confidence by attending adult education centres.

(7) Decision making and rational thinking are more common among neo-literates and have better say in family matters.

(8) Saving through banks was practised more by neo-literates (51.08) than by illiterates (30.99%). Neo-literates (61.56%) and illiterates (32.74%) revealed an image of boldness in decision making and acting thereon.

Mahipal. Role of Voluntary Organisations in Rural Development in Social Change, Vol. 21, No. 3, September 1991.

The article discusses the complexity of the processes of rural development and traces the origin and development of voluntary organisations in India at various plan periods.

The article also discusses the need of developing group entrepreneurship among IRDP beneficiaries, various organisations of rural poor, implementation of Jawahar Rozgar Yojna (JRY) and need of interaction among volunteers, technicians and scientists for rural development. The article also highlights some of the limitations of voluntary organisations.

Chandrasekhar, Rajkumari Ed.  
Women's Resource and National Development: A Perspective,  
New Delhi, Gaurav Publishing House, 1992 (A-1/256 Safdarjung Enclave) Rs. 150.

The volume is a collection of papers presented at the UGC sponsored seminar on 'Women's Studies' organised in March 1989, by the Department of Adult and Continuing Education, University of Madras.

The main objectives of the seminar were :

1. To instil in both men and women the need to understand, recognise, and acknowledge the multi-dimensional roles of women in society;
2. To cultivate the pursuit of human rights;
3. To investigate the causes of gender disparity by analysing structural, cultural and attitudinal factors.
4. To develop alternative concepts, approaches and strategies for development.
5. To encourage and empower women in their struggle against inequality and for effective participation in all areas of society and development.

The papers in the volume cover women and education, women and employment, women and politics, women and law, women and development, women and management, women and science and technology, and women power. In these papers women in social, economic, historical and political perspectives have been discussed.



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## VARIETY OF APPROACHES TO ATTAIN TOTAL LITERACY SUGGESTED

The two-day Central Zone Conference of the Indian Adult Education Association started in Samanway Ashram, Bodhgaya (Bihar) on July 10, 1992. Over 60 participants from the States of Bihar, MP and UP participated. They represented the Governmental and Non-governmental organisations, universities and colleges.

Inaugurating it, Prof. RK Mahto, Vice-Chancellor, Magadh University said that conventional schooling had not been able to attract the mass of the people who need education. The massive drop outs and resultant steep rise in number of illiterates establish the need that every micro community should be enabled to undertake responsibility for ensuring access to education for all its members. He said that education for all should not be the sole responsibility of the national Government or international agencies. This, he said, would only be achieved if all participate at the micro level to achieve meaningful literacy for all in the nineties.

He emphasised the need to make primary education compulsory and to ensure that no child remains out of school by the year 1995. Those who were out of school should be covered under the non-formal channel. Prof. Mahto urged that education through productivity should be adopted with its local manifestation.

He said that due to fast-changing society, explosive population situation, variety of approaches were needed to reach the huge population both in the form of children and illiterate adults. He felt that mere literacy drive was not enough. The basic need was to raise the quality of life of an average adult.

He said that there was a large scale unemployment in rural areas and adult educators should work with the development agencies so as to develop skill development and income generating programmes. If the education could lead to overall betterment of illiterate adults, they would get motivated.

Prof. Mahto emphasised that universities and colleges have to play a significant role in this endeavour. The adult education, he felt, should be made part of the curriculum. This will enable the large student force both at the school and college level to meaningfully participate in this programme.

Earlier, Shri AH Khan, Zonal Secretary, Indian Adult Education Association and Assistant Director, Adult Education, Magadh University in his welcome address said that illiteracy and population growth are closely related. Wherever there is high illiteracy, the population growth is faster. If we could reduce the illiteracy rate, we would be able to control the population growth rate too.

Shri NC Pant, Vice-President, IAEA and Chairman of the Central Zone presided. He said that only need-based and relevant programmes should be given to the people so as to ensure their participation. No programme should be imposed from above, he said.

Col. KS Bhardwaj, Director, Adult Education, Awadhesh Pratap Singh University, Rewa, proposed a vote of thanks.

Shri J.L. Sachdeva, Director, IAEA presented the working paper in the plenary session. He said that Jan Shikshan Nilayams were most suitable means to provide post-literacy and continuing education to the neo-literates and should not be replaced by a three months' post-literacy course. He feared that if the duration is increased again, there will be less participation from the learners. He pleaded for having a fresh look at the entire programme and stressed that a package of incentives and disincentives should be considered so as to reach the target of about 80% literacy by the turn of the century.

The valedictory address was delivered by Shri NS Madhawan, Commissioner, Magadh Division. Prof. KB Sahay, Pro-Vice-Chancellor of Magadh University presided over the function.

Shri Madhawan said that problem of illiteracy is gigantic in the states of the Central Zone and the success model of Kerala cannot be replicated in these states. Literacy he felt has to be seen as a social service and not as a Government programme. It is more challenging in Bihar, MP and UP as compared to other parts of the country and stressed that need based strategies should be adopted to reach the goal.

Prof. Sahai in his presidential address said that literacy programme can not get the desired results if it was not related with social and economic upliftment programmes. He said that literacy programme would be successful only if demand for it is created. Literacy and the development of reasoning faculties should be the major concern of the adult education programme.

He said that voluntary agencies are best suited for adult education programme and their involvement should be increased.

### Recommendations

The Central Zone Conference of Indian Adult Education Association held in Bodhgaya on July 10-11, 1992 and attended by over 60 delegates from the States of Bihar, Madhya Pradesh and Uttar Pradesh, welcomes the initiative taken by the Government of India in spreading literacy thru' the Total Literacy Campaigns (TLCs) and recommends that more and more districts from the Central Zone should be involved in this programme so that percentage of literacy in the country gets accelerated.

2. The Conference strongly feels that incentives are a must for meaningful involvement of students and teachers in this programme. The incentive could be in the form of providing weightage in admission and employment as done in NCC/NSS/Sports.

3. The Conference strongly recommends that political parties should arrive at a consensus not to give symbols in the ballot papers in the next general elections and only names of candidates should appear in the ballot papers. It will go a long way in hastening the process of literacy in the country.

4. The Conference feels that coordination among different agencies is still lacking and all out efforts should be made to achieve it. It recommends that Indian Adult Education Association should be given the role of promoting coordination among different agencies.

5. The Conference feels that genuine and well established voluntary agencies (VAs) working in the field of adult education should be encouraged and actively involved not only in the formulation of the programme but also in its implementation. Care should be taken in selection of VAs and those who have not produced desired results should be weeded out.

6. The Conference feels that Jan Shikshan Nilayam (JSN) is very important institution to promote the cause of continuing education and more JSNs should be established with revised budget and achievable functions.

7. The Conference recommends that the schools should be given responsibility of eradication of illiteracy in the village/area in which they are working and due recognition should be given to schools achieving the target.

8. The Conference notes with regret that certain State Governments are thinking of closing down the adult education programme which will provide set-back to the movement and recommends that states should take all measures to utilise the services of people employed for the programme so as to achieve the objective of 'Education for all' by the Year 2000.

9. The Conference recommends that the State Governments should implement the request of University Grants Commission to merge the staff of adult education in the maintenance budget of the State Governments after the year 1995.

10. It recommends that school and college students between the

(Continued on page 4)

## MASS LITERACY PROGRAMME IN DISTRICT PANIPAT

A Mass Literacy Programme was launched in District Panipat (Haryana) on April 12, 1991 to make 1.6 lakhs people in the age-group 15-45 literate (out of a total population of 8.3 lakhs) within a period of 18 months.

A three member state level Committee under the chairmanship of Shri JD Sharma, former Vice-Chancellor, Jammu University and former Director, Indian Adult Education Association was constituted to evaluate the progress achieved so far in literacy and to make suggestions for improvement and achieving the desired goal. The Committee visited the District on June 16 and 17 1992. The Committee visited two villages and five centres of Panipat Block and interviewed 20 volunteers/Akshar Sainiks.

### General Observations

Some of the general observation of the team were :

(1) The adult learners, particularly women, were found to be quite motivated and have taken to the learning process with a lot of excitement and thrill. They feel pleasure in exhibiting their level of reading and writing ability. No doubt, as compared to writing, their reading ability is much better. Most of them are eager to continue their efforts till they are able to achieve the prescribed level of literacy.

(2) The content of the primer was found to be quite relevant, since it includes subjects related to

health, environment, child care and stories of freedom struggle etc, but it does not provide sufficient instructional material on numeracy. At the time of revision or reprinting, this aspect needs to be looked into.

3) Before launching the actual Total Literacy Campaign in District Panipat, as per survey, the estimated number of illiterates in the target groups of 15-45 was 1.6 lakhs. Out of this 75% are women, but after the completion of 1st phase of literacy programme in the month of April '92 only 20,000 adults could complete 1st primer, 15,000 2nd primer, and hardly 8,000 could achieve the final level of literacy and completed the 3rd primer (as on 31. 5. 92).

4) In quite a few cases it was observed that daughters-in-law were teaching their mothers-in-law and mothers were learning from their daughters and sons.

### Suggestions

1) The post-literacy programme is missing. As some 8,000 adults have already attained the final of literacy and completed their 3rd primer, there is urgent need to start post-literacy programmes e.g. setting up of Jan Shikshan Nilayam (J.S.N.) in such areas, 'so that they may not again relapse into illiteracy.

2) Since most of the volunteers (Akshar Sainik) belong to the student community and due to pressure of studies in the months of January to March, they are unable to spare time for literacy classes, it

is suggested that the organisers may enrol some additional number of volunteers (Akshar Sainiks) from classes, IX, XI etc. and they may be given training as standby, to cope with such like eventualities. In this way the continuity of classes/groups will not suffer.

3. To safeguard against mass scale dropout in classes and to maintain the required average attendance it is very essential to continue the environment building/boosting of morale of learners in one form or the other. It is also desirable that the field staff i.e. sub-coordinators/coordinators remain in constant touch with the Volunteers/Akshar Sainiks and Akshar Nayaks to get the feedback and take remedial measures then and there.

4. It is suggested that there should be a black board/office board in the centre of each village, say, village choupal where a couple or more important events of the day are written in simple language with chalk every day, turn by turn, by the literates (or Akshar Sainik) for the information of the villagers. It will boost the spirit of learners and also provide impetus to the illiterates to take to the literacy programme.

5. Similarly, the name of the head of the family may be got written in paint or ink at the entrance of every house in a village. It will provide a sense of achievement and confidence.

6. Whenever there is a need to start classes for groups of children below 14 years of age, separate teaching-learning material should be made available, which may be

(Continued on page 6)

## AN IDEAL LANGUAGE

Whatever language is used for literacy, it should have some or all of the following characteristics:

- it should be familiar to and preferred by learners and their teachers ;
- it should be spoken by a large number of people over a large area ;
- it should be useful for communication in local and national life, and especially in working life ;
- it should be well supplied with teaching materials ;
- it should be provided with enough printed texts to prevent newly literate people from forgetting what they have learned.

—A Literate World  
IBE, Unesco

## Variety of Approaches...

(Continued from page 2)

age group 12-18 should be required to do field work for six months in villages in literacy programme before the award of certificate/degree to them.

11. The Conference notes with regret that State Governments are still not forwarding the application of genuine and well established VAs to the Central Government for financial assistance. It recommends that well-established voluntary agencies in the State should be appointed as nodal agencies to scrutinize the applications of VAs and forward them with its recommendation to the Central Government for financial assistance. □

## International Conference on Education

Unesco will be organising forty-third session of International Conference on Education in Geneva from Sept. 14-19, 1992.

The themes of the Conference will be :

- 1) Cultural dimension in school curricula.
- 2) Role of education in the cultural and artistic development of the individual.
- 3) Cultural development through interaction between the school, the community and society.
- 4) Cultural and intercultural aspects of education—a new responsibility for teachers.

The following Round Table meetings will also be held during the Conference :

1. Language policy, literacy and culture.
2. Education and learning for the twenty-first century,

3. University management in different socio-cultural contexts.

Further information : International Bureau of Education, PO Box 199, 1211 Geneva 20, Switzerland. □

## Ph.D. Awards

(a) D Janardhana Reddy, Asstt. Director, Department of Adult Education, SV University, Tirupati has been awarded Ph.D. for his thesis "A Study of Certain Factors Related to Dropouts and Persisters of Adult Education Centres" by Sri Venkateswara University, Tirupati.

(b) R. C. Nema Rajesh has been awarded Ph.D. for his thesis "Madhya Pradesh Main Proudth Shiksha—1948-82: Vivechanatamak Avam Tulnatmak Adhyayan" (Adult Education in Madhya Pradesh 1948-82 : Analytical and Comparative Study) by Rani Durgawati Vishwavidyalaya, Jabalpur.

## Recent Books for Neo-Literates

### 1. ROSHNI KI LAKIR

A N. Shukla

Rs. 4 50

### 2. ASHADEEP

J.N. Kaushik

Rs. 4.00

### 3. KAYA PALAT

Manorma Shrivastava

Rs. 5.50

## Available from

Indian Adult Education Association

17-B, Indraprastha Estate

New Delhi-110002

## PLAN FOR COMPULSORY EDUCATION URGED

A group of parliamentarians, cutting across party lines, has called for an effective plan of action to fulfil the constitutional obligation of providing free and compulsory education for all in the age group 6-14 expeditiously.

The parliamentarians, who met at a seminar organised by the Centre for Policy Research (CPR) in New Delhi on Aug. 6, voiced serious concern over the inordinate delay in achieving the goal of universalisation of primary education, which was a crucial factor in bringing about societal change and economic development.

The meeting was attended by 20 members of Parliament besides senior media persons, policy makers, administrators and experts in the field of education. Dr. Chitra Naik, Member (Education) Planning Commission, while inaugurating recalled the high value attached to education in general, and primary education in particular, even one hundred years ago in our country when Dadabhai Naoroji told the Hunter Commission that universalisation of primary education was a must.

Subsequently, Gopala Krishna Gokhale had, in 1908, emphasised the need for promoting primary education. The recent initiatives, represented by the conference on "Education for All" at Jomtien and other international meetings only served as a useful reminder of our obligations.

Dr. Naik felt that the data based on national averages did not bring

out the wide disparity that existed between one State and another and, within a State, between one district and another. The data should be disaggregated to give a true picture of the situation on the ground. She also favoured location specific strategies to achieve the targets. The para-educational causes, like social customs and cultural taboos should be taken into account while dealing with this issue.

In the course of the discussions, several constraints to the achievement of the targets were brought out. These included: lack of political will; paucity of resources; inadequate training of teachers; deficiency in infrastructure facilities like school buildings, play grounds and toilets; improper selection of teachers; lack of faith among parents in the quality of education; social customs like early marriage of girls; and economic compulsions for the children to supplement the family income.

The suggestions put forth by the participants included: larger allocation of Plan funds for primary education so as to adhere to the target of 6 per cent of GNP set by a number of committees; replacement of public school system which catered to the elite by a common school system so as to have a uniform system of education for the rich and the poor; use of mother tongue at the primary level; selection of teachers on merit and not on any other consideration; involvement of the community and the panchayats in a larger measure

in running the primary schools; use of electronic media to widen the coverage and reach the inaccessible areas in the shortest possible time; incentives like midday meals, free uniform and books to improve the retention rate; and compensation to enable child workers leave their workspot and attend schools.

On the question of privatisation of higher education, there were differing views. Some participants favoured privatisation and diversion of the funds from higher to primary and secondary education. Others felt that the State could not wash its hands off higher education and that complete privatisation could only be at the cost of merit.

Similarly the question of non-formal education, it was felt that non-formal education should be adopted in a large measure to cover children who could not be brought up with the formal system.

The Secretary to the Department of Education, Mr S V. Giri, explained the initiatives undertaken towards the literacy and said the task ahead would not be that easy as hitherto.

At the outset, Dr. V. A. Pai Panandiker, Director of CPR welcomed the participants. A documentary prepared by UNICEF was shown. This brought out the the present position in regard to enrolment, drop out rate and constraints in reaching the unreached. This showed that only 80 per cent of the children in the age group 6-11 were enrolled, according to the Fifth Education Survey (1986). In the case of boys the enrolment is 86 per cent while for girls it is only 65 per cent. The drop out rate are high in the case of girls, SCs and STs. □

## Mass Literacy.....

(Continued from page 3)

relevant and appropriate to the needs of such children.

7. In order to create the scientific temper amongst the rural folk, including the illiterates and neo-literates, the Poona experiment might well be tried here. Batches of college and 10+2 students, particularly in the Science faculties, after proper orientation by the teachers, fan out into their villages during the summer break and other holidays and informally talk to their co-villagers, singly or in small groups, to explain in simple language, what they have learnt at school/college. This should accelerate the process of rational thinking and help in shedding off superstitions and false beliefs.

8. Incentive has a significant role to play in building up the morale of any working force. In this background, it is suggested that

there should be District level Convention, rather Convocation of field workers (including instructors and those above them in the hierarchy) where they should be given commendation certificates and awards, at the hands of a dignitary, may be, the Governor or Chief Minister. Such functions should be held at regular intervals.

—J.D. Sharma



### International Peace Conference in Malta

The sixth World Conference of International Association of Educators for World Peace (IAEWP) will be held in Malta, on November 23-28, 1992.

The Malta Social Action Movement and the Malta Union of Teachers will jointly organise the conference.

Further information: Mr. Joseph Zammit Mangion C/o Social Action Movement, 15 Old Mini Street, Valleta, Malta.

### THE IDEAL BOOK FOR NEO-LITERATES

The ideal book for new literates should have the following characteristics :

- the subject matter should be relevant to national development and connected with the learning needs of the community ;
- it should aim at achieving clear objectives ;
- if it deals with a special subject, experts on that subject should be asked to comment ;
- it should be well written and easy to read for new literates ;
- the services of an illustrator and an editor should be used.

*New Book for Neo-Literates*

**JENE KE CHAH**

**MRIDULA SETH**

**Rs. 10-00**

*Available from*

**INDIAN ADULT EDUCATION ASSOCIATION**

**17-B, INDRAPRASTHA ESTATE, NEW DELHI-110002**

# AN OPEN LETTER TO ALL ADULT EDUCATORS

Usa Duongsaa

My dear adult educators,  
What are you doing  
When the world is smouldering with the fire of war, with a build-up of armaments which can destroy the world many times over  
And when the world's fate is decided by only a handful of people  
What are you doing  
When human rights and freedom are abused  
as the power of the people is snatched away by some self-proclaimed leaders  
What are you doing  
When the ozone layer is being depleted, bit by bit, hole by hole and the forests are cleared, tree by tree, forest by forest  
Making the world hot and the land dry  
What are you doing  
When the world is filled with cigarette smoke  
Rotten and smelly litter strewn here and there and everywhere  
And thick black exhaust fumes lingering on the road, car after car  
So the air becomes polluted, just like the water  
What are you doing  
When lush forest reserves are turned into an exclusive golf course or a luxury tourist resort  
Fertile land becomes a housing estate  
or is flooded over into a dam area  
And natural resources—the

forests, species or wild flora and fauna,

watersheds, mountains, beach, sea, and corals—

Are scarcely left for future generations to appreciate, study and conserve

What are you doing

When AIDS is spreading like wild fire, from one person to another, from one sector to another

And alcohol, amphetamines, sleeping pills, anti-depressants and drugs

become the sixth major food group for some people

What are you doing

When vegetables and fruits are laced with pesticides

Chicken and pork are full of growth hormones

Seafood is soaked in formalene, instead of ice, for freshness and crispness.

And dry foods are tainted with artificial colours and flavours, carcinogenic preservatives and additives

Until even you don't know what is safe to eat anymore

What are you doing

When parents pressurize their young daughters to sell their bodies to a thousand men just for the sake of a pick-up truck, a video-recorder, or building material for a new house

And a large number of children become enslaved

threatened, tortured, and overworked

in exchange for a day's meagre meals

What are you doing

When farmers who toil in the ricefields have to buy rice to eat

Rural folks have to migrate to become cheap labour in the cities

Hilltribes are brought to perform their traditional New Year Dance to entertain paying tourists, 365 days a year

And slum-dwellers are forced out of their makeshift shelters with nowhere to go

What are you doing

When condominiums tower high over temple tops

Prostitutes outnumber monks.

And power, authority and money are revered more than virtues

What are you doing ?

My dear adult educators

Are you waiting to see how much this year's budget will be ?

Are you waiting for the policies to be formulated ?

Are you waiting to see who will be your new boss ?

Are you waiting for motivation, rewards, or other morale boosters before you will finally get down to doing something ?

My dear adult educators ?

Until when will you wait ?

Until when will you close your ears, your eyes, your thoughts—and your hearts ?

Don't you know that the world simply cannot wait ?

And neither can people's problems

The longer you wait, the more damage is done to the world and its people

When the environment is destroyed

When humanity is extinct

When rural areas become cemeteries, and the cities become hell

Who will participate in the vocational training that you organize ?

Who will come to read at the village reading centres that you set up ?

Who will listen to radio lessons that you broadcast ?

Who will become adult learners for your many teachers to teach ?

And what will you be doing yourselves ?

My dear adult educators

Do you know that you have the power, the potential ?

Do you know that you carry many people's hopes ?

If only you will open your eyes to see, open your ears to hear, open wide your thoughts and your hearts

You will know just how far the world has turned

just what problems we are facing and just what is to be done

Then you will realize that these are your responsibilities,

**And this is what adult education is all about.**

My dear adult educators

Do you know that you have the power, the potential ?

Do you know that you carry many people's hopes ?

If only you will stretch out your hand

to reach and hold the hands of of the many

people and organizations surrounding you and waiting for you

If only you will take a step forward

to listen, to learn, to act on problems

**Then there may still be a tomorrow for all of us.**

—Adult Education  
and Development  
Number 37, Sept. 1991

□

Book Just Released

**APPROACHES TO TOTAL LITERACY**

*Edited by*

**B. B. Mohanty**

**J. L. Sachdeva**

Can be had from

**INDIAN ADULT EDUCATION ASSOCIATION**

**17-B, Indraprastha Estate, New Delhi-110002**

# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



Vol. XIV

September, 1992

No. 6

## LITERACY AWARDS FOR ADISESHIAH, MOHANTY AND CHITRA NAIK

Dr. Malcolm S. Adiseshiah, Prof. BB Mohanty and Dr. (Smt.) Chitra Naik have been selected for the Nehru and Tagore Literacy Awards for the year 1992.

The awards instituted by the Indian Adult Education Association were announced on the International Literacy Day, September 8, to help the cause of eradication of illiteracy from the country.

Dr. Adiseshiah, Chairman, Madras Institute of Development Studies, former Vice-Chancellor, Madras University and former Deputy Director-General, UNESCO has been selected for Nehru Literacy Award (Special Jubilee Award) for

his outstanding contribution to adult and continuing education. Dr. Adiseshiah, veteran educationist, economist, and policy planner has given new thrust to adult and continuing education in the country. As a person closely connected with National Adult Education Programme (NAEP) and National Literacy Mission (NLM), he has been instrumental in designing innovative projects in adult and continuing education.

Dr. Adiseshiah was President, International Council for Adult Education, Indian Adult Education Association (1975-80). He was member of the Central Advisory Board of Education, Indian Nation-

### Annual Conference in Hyderabad

The 45th all India adult education conference of the Indian Adult Education Association will be held in Hyderabad on December 21-24, 1992. It is being organised in collaboration with Bhartiya Grameen Mahila Sangh (A.P. Branch)

The theme is "Total Literacy in the context of Education for All by 2000".

The last date for registration is November 30, 1992.



Dr. Malcolm Adiseshiah



Prof. B.B. Mohanty



Dr. (Smt.) Chitra Naik

al Commission for Cooperation with UNESCO, the Indian Council for Social Science Research and the NCERT.

He has written a number of books on Banking, Rural Credit, Money, Agricultural transformation, etc. UNESCO has published two of his books "Let My Country Awake" and "It's Time to Begin" which are designed to clarify basic concepts concerning the contribution of education, science and culture to development.

He was also a member of Rajya Sabha.

Professor B. B. Mohanty, Head, Department of Audio-Visual Communication, Indian Institute of Mass Communication, New Delhi has been awarded the Nehru Literacy Award for his pioneering role in promoting literacy, post-literacy and continuing education in the country. He is associated with adult education since community development programme days in early 50s. As Director, State Resource Centre for Adult Education in Orissa, he developed several teaching aids and technologies for the non-literate adults. He is Literacy Consultant to NLM and is actively involved in

literacy campaigns in the total literacy campaign districts. He was UNESCO Expert on Literacy and Communication in Indonesia. Prof. Mohanty has written extensively for adult education functionaries and the neo-literates.

He is Chairman and Editor of the Indian Journal of Adult Education. He has organised and directed many workshops on writing for neo-literates. He has also designed and produced many posters in Oriya for promotion of adult and population education.

The Sixth Tagore Literacy Award for meritorious contribution for promotion of adult and continuing education among women has been awarded to Dr. (Smt.) Chitra Naik, Member, Planning Commission, Government of India. Dr. Naik as Director of Education, Government of Maharashtra and Hony. Director State Resource Centre for Non-Formal Education, Indian Institute of Education, Pune has developed and organised several innovative programmes for imparting non-formal education to girls and women. She had done action-research in introducing science and technology for rural women and micro-planning of comprehensive education

facilities (in a group of 82 Panchayats). This project called PROPEL, has been recognised by UNESCO as a Mobilizer Project for South-East Asia.

She was member of the Indian National Commission for Cooperation with Unesco, Executive Committee of the NLM, Maharashtra State Planning Board.

She has represented India at the Unesco Conference in Bangkok in 1990 to discuss education in 21st century.

Each award carries a citation, a plaque, a shawl and Rs. 5000/- in cash. □

#### Pondicherry Gets Unesco Literacy Award

Third time in succession, the International Literacy Prize of UNESCO has been awarded to India. The King Sejong Prize of 1992 has been awarded to Pudukkottai Arivoli Iyakkam (Movement for the Light of Knowledge) of Pondicherry.

The same award for 1990 was given to Kerala Shashtra Sahitya Parishad.

The State Government of West Bengal received Noma Prize in 1991. □

#### RECENT PUBLICATIONS OF IAEA

	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
10. Strategies for Literacy in International Literacy Decade Edited by J.L. Sachdeva	15.00
11. Each One Teach One : Laubach's Materials and Methods Edited by S.Y. Shah	75.00

## ILLITERACY A MAJOR CHALLENGE

The fact that India has the largest number of illiterates is a virtual "Slap on the face of our country", said President S. D. Sharma in New Delhi while stressing the need to further activate the National Literacy Mission.

Addressing a large number of adult educators and students on the occasion of International Literacy Day on September 8, 1992, he referred to former Prime Minister Rajiv Gandhi as having said that the National Literacy Mission was likely to be counter-productive if it was not related to the culture and heritage of India to stem the tide of eroding values.

Mr. Sharma said to make the nation literate was extremely important and was a challenge before the youth. Education should broaden our views and give us freedom of thought. We should accept the diverse language, culture, literature, religion, philosophies in our country and take pride in its rich cultural heritage, he asserted.

The President said literacy is important as "without it the country cannot progress". The students must remember and follow the advice of Maulana Abdul Kalam Azad who said spread of education should be taken up by the educated youth as a "holy" work in the spirit of sacrifice for the country, he added.

A large number of social malpractices like alcoholism, low status of women, dowry, could be eradicated with the spread of literacy. He said the Planning Commission

and the Central Government should remember the words of Nehru who observed that without spread of education developing countries were not likely to progress.

Planning Commission Deputy Chairman, Pranab Mukherjee said unless we educate our people they will not be able to face problems with confidence and courage.

Despite all five year plans attempt to spread education the literacy rate in India was still just 52.11 per cent. He said the National Development Council had recently set up a committee on literacy to suggest suitable remedial measures.

The students and youth have not been fully exploited in this endeavour which would channelise their energy in this constructive programme and save them from falling into the vicious circle of drugs and other anti-social activities.

He said 33 districts have been made totally literate till now and the target area is to achieve it in

350 districts during the Eighth Plan. If successful, it would take the literacy rate from 52 to 75 per cent.

Mr. Mukherjee said literacy mission should be integrated with rural libraries. Literacy should become a tool for social awakening and catalyst for national integration. It should enable a person to actively participate in national development, he asserted.

Deputy Minister for Education and Culture, Kumari Shelja said the work for eradication of illiteracy from the nation was for every individual and not only of the Government.

She said though National Literacy Mission had created greater awareness among women about their rights, large number of whom remained illiterate and it was essential to give attention to them.

Cash prizes to winners of Essay and Poster Competitions on Literacy were given on the occasion.

Earlier, Shri S.V. Giri, Education Secretary, delivered the welcome address. Shri L. Mishra, Director-General, NLM proposed a vote of thanks.

Two street corner plays were also presented on the occasion. □

### *Recent Books for Neo-Literates*

#### 1. **ROSHNI KI LAKIR**

*A.N. Shukla*  
Rs. 4.50

#### 2. **ASHADEEP**

*J.N. Kaushik*  
Rs. 4.00

#### 3. **KAYA PALAT**

*Manorma Shrivastava*  
Rs. 5.50

Available from

**Indian Adult Education Association**

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New Delhi-110002

## CALL TO STREAMLINE EDUCATION SYSTEM

The Programme of Action (POA) on education has called for decentralising the management system and planning in accordance with the Constitution (72nd) Amendment Bill of 1991 on Panchayati Raj institutions which envisages introduction of democratically-elected bodies at the district, sub-district and Panchayat levels.

It has noted that the absence of effective decentralisation, failure to evolve priorities and pursue objective-oriented programmes, weak personnel management system, and ineffective intra and inter-departmental co-ordinating mechanisms have adversely affected the education system.

Stating that the plan to decentralise the educational management system depended on the enactment of the Panchayati Raj Bill, it points out the Bill is only an enabling legislation. So the States would have to frame their own legislations which in turn would have to provide for the Panchayati Raj committees for education.

The POA calls for establishing a district level body for implementing all programmes including non-formal and adult education, and school education up to the higher secondary level. This body should have representatives from educationists, women, youth, parents, scheduled castes and tribes, minorities, and other relevant institutions.

It says the panchayats should set up village education committee VEC for administration of the delegated programmes. The major responsibility of this committee should be operationalisation of micro-planning and school mapping in the village through systematic house-to-house survey and periodic discussion with the parents. It should be the endeavour of the VEC that every child in every family participates in the primary education.

It says it will be necessary for the States to assign funds to the district level body to make it discharge its responsibility. Funds, which are not ear-marked, can also be placed at its disposal for any purpose that may be considered essential. Provision will also be made to enable the district body to raise its own resources.

It says the relationship of the State Government with the district body in terms of administrative and financial control and personnel management will be a clearly spelt out in appropriate guidelines to be issued by the State Governments.

It says there will be a chief education officer for the districts to look after all levels of school, adult and non-formal education. Under him, there will be a district education officer looking after establishment, budgeting, planning and the educational data base.

Calling for vesting the VEC with statutory administrative and

financial power, it says otherwise the committee would not be able to perform its critical task of ensuring smooth function of village schools.

The POA envisions that school complexes would be promoted as a network of institution on a flexible pattern to provide synergic alliances to encourage professionalism among teachers, to ensure observance of norms and conduct and to enable the sharing of experiences and facilities.

Stating that the school complex will serve as the lowest viable unit of area planning and will form a cluster of 8-10 institutions in which different institutions can reinforce each other by exchanging resources, personnel, materials, teaching aids, etc. and sharing them, it says in course of time these complexes, when fully developed, will take over much of the inspection functions including educational mapping, grading of institutions, and identifying strength and weakness of individual schools.

It says it would be desirable during the Eighth Plan to attempt larger net-working of institutions in a district in the shape of educational complexes on an experimental basis. The networking, it adds, can be done from the primary to college and university level. □

*Book Just Released*

### **Approaches to Total Literacy**

*Edited by*  
**B.B. Mohanty**  
**J.L. Sachdeva**

*Can be had from*

**Indian Adult Education Association**

17-B, Indraprastha Estate  
New Delhi-110002

## NATIONAL COMMITMENT FOR LITERACY LACKING

*There has been a feeling in many of the Conferences organised by the Indian Adult Education Association that national commitment to adult literacy is still lacking. The Conferences have also observed that the support to literacy programme in the manifestos of political parties is only a partial manifestation of political will which need to be put into actual practice. The motivation both on part of volunteers and learners is still very low. Concerted efforts are needed to achieve the goal.*

*The editorial of Hindustan Times of September 10, 1992 entitled "A Dismal Record" has also felt about lack of national commitment at higher political levels. The editorial is given below :*

"The National Literacy Mission (NLM) proposes to make about 80 million people in the age group of 15-35 years literate during the Eighth Plan period. The NLM has done well to make the total literacy campaign area-specific, time-bound, volunteer-based and result-oriented. The mass campaign for total literacy have already been launched in 166 districts and the NLM proposes to cover 350 districts in the 1992-97 period. The professed principle of mass literacy and adult education is unexceptionable. Making 80 million people literate is indeed a daunting task requiring the most ingenious effort and a high degree of motivation both on the part of learners and instructors. Serious problems like illiteracy call for drastic measures—not the kind of status-quoist, half-hearted approach we have so sedulously pursued all these years, without tangible results. Given the magnitude of the problem, mass illiteracy has to be tackled on a war footing. The Kerala ex-

periment of mass campaigns has exemplified a promising new model. But the high degree of motivation and voluntary-based campaigns, which were the key to the success of literacy campaigns, in Kerala, are precisely missing in the northern belt where the largest chunk of illiterates are concentrated. Plainly speaking, the national commitment for literacy has been found wanting at the higher political levels. Pious platitudes are one thing, political will to achieve the goal is quite another.

Despite fabulous infusion of Government funds into literacy programmes there has been a constant decline in the absolute number of persons made literate annually. According to a recent Comptroller and Auditor General report, the average number of persons rendered literate declined from 49 lakhs per year during 1985-88 to 44 lakhs per year in 1988-90. Despite 45 years of independence, the nation is still lagging behind by

32 years as far as the target of universalisation of primary education is concerned. The available data also suggest that more than half of our children and two-thirds of our girls continue to be outside the ambit of education. Whatever our policy-makers may endeavour and our political leaders may claim in seminars and symposia, our record in the field of education has been dismal. As President SD Sharma has rightly maintained, the fact that India has the largest number of illiterates is a virtual "slap in the face of our country". Literacy is a potent instrument for social change and rapid development. The nation cannot afford to fail any longer in this field."

### VOLUNTEERS

- \* A burning desire  
That leads to action  
A heartfelt of passion  
That creates empathy
- \* Unmindful of reward  
Untouched by criticism  
An obsession to share  
Gifts bestowed by HIM
- \* Desire backed by ability  
Competence combined with  
humility  
Opportunity to serve  
Comes to many  
Not all of them  
Utilise the opportunity
- \* Only those who have His  
grace  
Can be volunteers

—MRIDULA SETH

## WORKSHOP ON RURAL COMMUNITY RESOURCE CENTRES

The Commonwealth Library Association organised a workshop on Rural Community Resource Centres (RCRC) in New Delhi on August 28-29, 1992.

Shri B.C. Rokadiya, Registrar, National Institute of Adult Education and a former Unesco Expert was the guest speaker at the inaugural function. In his address he said that RCRC should aim at the creation of an environment favourable for usage and demand for literacy for acquiring necessary information through reading in every day transactions.

He said "RCRC should symbolise the instrumentality for usage of multi-media as a socio-technical process of reaching information and teaching millions in rural areas where local people do not have access to information resources which are needed most for general development, for spread and upkeep of literacy, promotion of reading for basic knowledge, entertainment, for capacitation and critical awareness in social, economic, political and cultural life, and in application of technology appropriate for improving quality of life.

The key-note address was delivered by Mr. Kingo Mchombu of the Department of Library Studies, University of Botswana. He said that information providers should tailor their services for maximum impact. The information workers, he said should understand the socio-economic conditions and information exchange behaviour of their users if they were to design relevant and appropriate services.

40 participation representing, Bangladesh, Brunei, Hong Kong,

India, Singapore, Pakistan and Sri Lanka attended the two day workshop.

Shri J.L. Sachdeva, Director, IAEA attended the workshop and presented a paper on Jan Shikshan Nilayam's as Community Resources Centres. □

### Government Priority to Development of Libraries : Arjun Singh

The Indian Government wants to bring in a radical programme of development in the library and information system, said Union Human Resource Development Minister Arjun Singh, in New Delhi on August 30, 1992.

He was speaking after inaugurating the 58th General Conference of the International Federation of Library Associations and Institutions (IFLA). The theme of the week-long conference was "Library and Information Policy and Perspectives" and it was hosted by the Indian Library Association (ILA).

India has a tradition of scholarship and learning from ancient times and libraries were always a major component of our educational and religious institutions, the Minister said. According to him a major concern of the Central and State Governments in the post independence era has been to give attention to education and literacy programmes. The present government's initiative for library and information development will be closely linked to educational and cultural policies, Mr. Singh said.

It is vital for all countries to agree and dedicate themselves to share global information services, he said.

Mr. Girija Kumar, Chairman of the organising committee for the conference, said it is necessary for the literacy campaign to sustain itself and that can happen only if it is backed by a well-modulated library services. "By putting together the principle of self-help, by employing appropriate technology, by taking resort to local resources and by the employment of folk media, it would be possible to spread the message of public library movement rapidly" he said.

Mr. Arjun Singh released the stamp of D. S. R. Ranganathan, considered to be the father of Indian Library Movement. The Conference coincided with the birth centenary celebrations of Dr. Ranganathan. Several speakers paid glowing tributes to him.

Dr. Ranganathan was General Secretary, Indian Adult Education Association from 1948-51. □

### T. A. Koshy No More

It is with regret that we record the death of Dr. TA Koshy, former Hony. General Secretary of the Indian Adult Education Association in Bangalore on September 18, 1992. He was 80.

Dr. Koshy was Director, Directorate of Adult Education, Government of India and Literacy House, Lucknow.

He was the recipient of the Nehru Literacy Award for the year 1976.

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

# ADULT AND CONTINUING EDUCATION JOURNALS IN OTHER COUNTRIES

## —A SELECT BIBLIOGRAPHY

Adult Education and Development. Deutscher Volkshochschul Verband, Fachstelle Fur Internationale Zusammenarbeit. Rheinalle 1. D-5300 Bonn 2, Federal Republic of Germany.

Periodicity : Half Yearly.

Subscription : Free to Adult Education Workers.

Adult Learning. The National Institute of Adult Continuing Education (England and Wales) 19 B De Montfort Street, Leicester LE1 7 GE, U.K.

Periodicity : Monthly.

Annual Subscription : Individuals \$ 17.50, Libraries and Institutions \$ 30.00.

A.I.D. Research & Development Abstracts. United States Agency for International Development, 15000 Wilson Boulevard Suite 1010 Arlington, VA 22209-2404 U.S.A.  
Periodicity : Quarterly

Subscription :

U.S. \$ 25.00 (Surface mail)

U.S. \$ 30.00 (First Class mail)

ASPBAE COURIER: ASPBAE, 30/36A, Longden Place, Colombo 7, Sri Lanka.

Periodicity : Three Times a year.

Subscription :

\$ 10.00 (Individual)

\$ 40.00 (Institution)

ASPBAE News 30/36A, Longden Place, Colombo 7, Sri Lanka

Periodicity : Not mentioned

Subscription : Not mentioned

Bulletin of the International Bureau of Education. UNESCO, 7 Place de Fontenoy, 75700 Paris, France.

Periodicity : Quarterly.

Subscription : Not mentioned

Bulletin of the UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 967 Prakanong, Post Office, Bangkok 10113, Thailand.

Periodicity : Annual

Subscription : Not mentioned

Canadian Journal of University Continuing Education. Canadian Association for University Continuing Education, University of Victoria, Canada.

Periodicity : Bi-annual

Subscription : US \$ 29.00

Convergence. International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2R4.

Periodicity : Quarterly

Subscription :

Africa, Asia, Latin America :

One year—US \$ 27.00

Two years—US \$ 50.00

Three years—US \$ 67.00

Development Communication

Report. Clearing House on Development Communication, 1815 North Fort Myer Drive, Suite 600, Arlington, VA 22209 U.S.A.

Periodicity : Quarterly

Subscription : Free of charge to the readers in Developing World and at a charge of \$ 10.00 per year to readers in industrialized countries.

Development Dialogue : Dag Hammerkjold Foundation, Ovre Slottsgatan 2, S-753 10 Uppsala, Sweden

Periodicity : Bi-annual

Subscription : Not mentioned

EFA 2000. Bulletin. FFA Forum Secretariat, UNESCO, 7 Place de Fontenoy 75700 Paris, France

Periodicity : Quarterly

Subscription : Free on Request

ILSS Newsletter. International Literacy Support Service, PO Box 3053, Leclery Castries St. Lucia, West Indies.

Periodicity : Quarterly

Subscription : Free to literacy practitioners

Interlit. David C. Cook Foundation, 850 N. Grove Avenue, Elgin, Illinois 60120, U.S.A.

Periodicity : Quarterly

Subscription : Free on request.

International Labour Review.

International Labour Office, CH-1211, Geneva 22, Switzerland

Periodicity : Bi-monthly

Subscription : US \$ 56.00

Labour Education. ILO Publications, International Labour Office, CH-1211 Geneva, 22 Switzerland

Periodicity : Quarterly

Subscription : US \$ 36

Marga. Marga Institute, 61 Isipathana, Mawatha, Colombo 5 Sri Lanka

Periodicity : Quarterly

Subscription : Not mentioned

Population Education in Asia and the Pacific Newsletter & Forum.

Regional Clearing House for Population Education & Communication.

P.O. Box 967, Post Office Bangkok

10110 Thailand

Periodicity : Bi-annual

Subscription : Not mentioned

World Health : World Health Magazine, World Health Organization, CH-1211, Geneva 27, Switzerland

Periodicity : Bio-monthly

Subscription : US \$ 22.00

*New Book for Neo-Literates*

## JEENE KI CHAH

MRIDULA SETH

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# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



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No. 7

## STRESS ON HUMAN DEVELOPMENT IN EIGHTH FIVE YEAR PLAN

The main focus of the Eighth Five Year Plan is on human development. Considerable emphasis has been laid on education, health, population control, employment generation and creation of appropriate organisations and delivery system to ensure that the benefits of investment in the social sector reaches the intended beneficiaries, said Dr. S. Y. Shah, former Joint Adviser (Education), Planning Commission and Senior Fellow, National Institute of Adult Education in New Delhi on October 8, 1992.

He was delivering key-note address at a Seminar on Adult Education in the Eighth Five Year Plan organised by the Indian Adult Education Association.

He said in the education sector, apart from elementary, adult and vocational education have been identified as the major thrust areas and accordingly universalisation of elementary education, eradication of illiteracy in 15-35 age group and vocationalisation of higher secondary education are the three priority objectives of the Eighth Plan. In regard to literacy "the emphasis would be on sustainability

of literacy skills gained and on the achievement of goals of remediation, continuation and application of skills to actual living and working conditions."

Dr. Shah said that about 11.08 crore illiterates in 15-35 age group would have to be covered by the end of the Eighth Plan to achieve hundred per cent adult literacy. This, he said, could be achieved by massive participation of people from all sections of the society, mobilisation of resources from the local community and an enhanced allocation for the adult and elementary education in the Eighth Plan.

He said that among the States the bulk of illiterates are in Uttar Pradesh (1.67 crores), Orissa (1.3 crores), Bihar (0.94 crores), Rajasthan (0.93 crores) and Madhya Pradesh (0.86 crores) which together constitute more than 50 per cent of the illiterates in the country.

Though the campaign has been projected as the dominant strategy the plan does recognise the need for a variety of strategies. It is mainly due to the uneven levels of development and wide disparity in literacy

rate among different [regions of India. The Plan proposes to cover 80 per cent of the target through campaigns and the remaining through MPFL, NYK's and RFLP's. In tribal, hilly and sparsely populated areas though the Plan has suggested the possibility of retaining the centre-based programme, in general it has not supported the continuation of the programme.

Dr. Shah said "with the launching of Total Literacy Campaigns in 75 per cent of districts and gradual phasing out of the centre-based programme large number of paid literacy instructors may have to forego their honorarium and switch over to voluntary work which may not be easily acceptable to many. Since the success of future literacy campaign is likely to be influenced by the cooperation of the former paid workers, it would be very essential either to prepare them well for the voluntary work or utilise their services in some other development programmes."

He said that against 6.15 per cent (Rs. 469.5 crores) of the Seventh Plan expenditure on adult education, the allocation for adult education in the Eighth Plan is 9.43 per cent (Rs. 1807.6 crores). Of this, Rs. 1400 is in the Central Sector

and the remaining in the State Sector.

Dr. Shah was of the opinion that a variety of innovative income generation programmes should be designed to enable the poor to earn as well as learn simultaneously. Such a practical oriented approach would not require any environmental building activities like Kala Jathas and other motivational programmes.

The plan, he felt remains as the primary concern of the Planning Commission and the concerned Ministries. The target group—people, is only a silent partner. The first step in making a plan as an effective instrument of social change, is to enhance the cooperation of people in the process of planning itself.

Among others, who participated in the discussion were Shri B.R. Vyas, former Additional Director of Education, Delhi Administration, Dr. N. A. Ansari, Former Joint Director, Directorate of Adult Education, Smt. Shanta Krishnan, Director Incharge of Adult Education, JNU, Shri John Mallikarjun, New Delhi YWCA, Dr. A. Mathews, Fellow and Dr. M.V. Lakshmi Reddy, Research Associate, National Institute of Adult Education and Smt. Veena Jain, Senior Lecturer, DRU, DIET (West) Delhi.

Earlier, Shri J.L. Sachdeva, Director, Indian Adult Education Association welcomed the Chief Guest and the participants. Shri B.R. Vyas, Member, Executive Committee, IAEA proposed a vote of thanks.

### **Adult Education in Eighth Plan** (From the Plan Document)

11.5.15 Literacy programmes will be launched in districts/regions which are educationally backward or have low female literacy. By the close of the Eighth Plan, 345 districts including about two-thirds of all districts in the educationally backward States would be covered by the TL campaigns, while the centre-based approach would be gradually phased out and confined to hilly, tribal and sparsely populated regions. The strategy for backward districts would be two-fold. First, a few blocks would be selected where the literacy campaign can achieve success within a reasonable period. The demonstration effect of the blocks would influence the backward blocks which, in course of time, could develop appropriate literacy programmes. Secondly, the voluntary base in educationally backward districts being somewhat weak, ways and means of identification, strengthening and expansion of the same would be evolved in consultation with the respective State Governments. It is also necessary to develop technical competence among voluntary agencies so that the partnership between the Government and the operating agencies becomes meaningful.

11.5.16 The possibility of further enhancing contributions from the community specially in urban areas and industrial towns would be explored so that apart from voluntary service, at least 20 per cent of the total expenditure on the campaign may be met.

11.5.17 In States, where library movement is strong, rural libraries should be integrated with the JSNs which are envisaged as innovative post-literacy and continuing edu-

cation centres. Reputed NGOs, educational institutions, distinguished individuals, ex-servicemen, war widows, award winning teachers etc. will be encouraged to set up and run JSNs. Particular attention would be paid to the availability of a variety of quality materials in adequate quantity to the neo-literates. Reputed printing presses and publishers would be motivated to print gratis literacy materials, posters and charts.

11.5.18 The academic and technical support to Adult Education programmes would be provided by the newly set up NIAE, which would be involved to a greater extent in various aspects of training, action research and monitoring, so that the Directorate of Adult Education can be phased out by the end of the Eighth Plan. At the State level, the State Resource Centres will be strengthened.

11.5.19 The scheme of SVs, which provide a variety of training programmes to the industrial workers and their families would be extended to cover workers in unorganised sector and would also experiment with a variety of training models including distance education.

11.5.20 The contents of adult education would also include inculcation of values like secularism, national integration, scientific temperament, small family norm, concern for environmental conservation, cultural appreciation and so on. Even a society with a literate population is required to provide many avenues for continuing education in the context of the march towards a learning society, in which open schools and open universities would play an important role. □

## TOTAL LITERACY CAMPAIGNS

According to the brochure issued by the Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, Government of India on the International Literacy Day, the Total Literacy Campaigns are going on at present in 166 districts of the country (either fully or partially).

Already 33 districts have completed the first phase of the campaign and are in the post literacy phase. Another 133 districts are implementing the first phase. Even among them several districts are on the verge of achieving total literacy. About six million volunteers are teaching 60 million illiterates.

In districts where Total Literacy Campaigns have concluded or are about to conclude, some direct beneficial impact have been seen according to the brochure, examples of which are given below :

- \* The campaigns have benefitted the women more and promoted the cause of women's equality since they have been the major participants in the programme.
- \* Higher enrolment and retention of children in schools has been witnessed.
- \* Perceptible decline in the rate of growth of population is being observed.
- \* There is greater acceptance of the message of immunisation and substantial improvement in its actual implementation resulting in decline in infant mortality rate.
- \* The campaigns have promoted social, cultural and linguistic

integration and communal harmony.

- \* Abominable social evils like dowry, child marriage, beggary, alcoholism etc. are getting minimised and better civic and environmental awareness like promotion of 'green cover' are being witnessed.
- \* The campaigns have helped to operationalise grassroot level structures like Village Campaign Committees, Village Education Committees for effective mobilisation and participation of the community in literacy programmes, which have also been taken advantage of for other developmental programmes/activities.
- \* The kala jathas and cultural programmes of folk songs and dramas, use of audio-cassettes for songs, community singing etc. have resulted in a cultural revival which will go a long way in revitalising the otherwise languishing folk arts and crafts.

The International Council for Adult Education (ICAE) has instituted Dame Nita Barrow Award to honour Nita for her long time service as President, ICAE, her commitment to the international adult education movement and her firm support of women's full and equal participation in organisational and global issues.

The aim of the award is to recognise and support regional or national adult education organisations who have made significant contribution towards the empowerment of women in the adult education movement. The organisation eligible for the award should demonstrate that women's active participation has increased in leadership and decision making roles, and in planning and policy advisory positions.

For further information, please write to Dame Nita Barrow Award Fund, International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5; 2R4.

### *Recent Books for Neo-Literates*

#### 1. KARVA SACH

*Nishat Farooq*  
Rs. 4.00

#### 2. SUHANI SEEKH

*Ramdas Shastri*  
Rs. 6.00

#### 3. JEENE KI CHAH

*Mridula Seth*  
Rs. 10.00

#### Available from

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

## READING, WRITING AND VOTING

Rakshat Puri

A number of questions come to mind in relation to so-called endeavours for spreading literacy. What, first of all, is the test of literacy? Is it the learner's "ability" to write his or her name? To write a few sentences? To struggle through a brief essay on some topic chosen by the teacher? To read a primer?—haltingly! If the test does indeed comprise some such level of "achievement", the less said about it the better. Because, any real test of literacy would seem to require that the learners should, at the end of his labour, be able to read a somewhat more than elementary text: he should be able to read, for instance, and understand matter in the columns of a newspaper. The ability to write would follow in due course.

Only if and when the learner has arrived at this stage of literacy might the question of literacy and education be discussed in one breath—which is the second point that comes to mind. At the International Literacy Day celebrations the President, after saying how shameful it was for India to be illiterate, added that "without proper education the country cannot progress at all". Between being literate and being educated yawns a chasm. Literacy, real literacy, could be described as one of the the initial steps necessary for education.

Another question that comes to mind in relation to literacy—and education—is: do the political

leaders of India, in general, really want a literate and educated population in the country? The literate and educated voter might want to participate in power, and he could even begin to ask awkward political and economic questions. A literate and educated voter may not be as easily dragooned into undiscerning "democratic applause" as he appears to be today. Many political leaders and candidates could be harbouring the thought that a literate and educated voter might make mere "money power" insufficient for the "achievement" of political ambitions.

It may be useful to put the point differently. Why should not the illiterate mass of the people in this country be provided an incentives for literacy and education by setting minimum educational levels for voting, and candidature in all State and Union elections? For example, secondary school completion for voting, and graduation in a university for candidature, in municipal, assembly and parliamentary elections? Not only would the literacy rate probably pick up, if the measure were implemented honestly and effectively. Also, the distortions in democracy that have appeared because of vote manipulation with money and criminal force might be mitigated to a perceptible extent. It needs to be kept in mind that democracy without an educated electorate tends inevitably to the condition of farce—and if the politics of this country today is not farcical, what is it?

To this end, it seems only proper that leaders in and outside the Union and State Governments take more seriously the spread of literacy—than they have so far appeared to do. As seriously, say, as multiplying and augmenting the country's police forces, or adding to weaponry in the armed forces, or spending on "security" for leaders, or building memorials, temples and mosques, and so on. There seems little effect and less sincerity in continuously calling upon people to volunteer, and also on students, such as the call given by the Planning Commission's Deputy Chairman. He wants students to use their potential for constructive programmes, which would incidentally, he says, save them from falling prey to habits like drug addiction. Such cliches repeated ad nauseam are worse than insincere. Those who indulge in such cliches ought to consider that without the electorate's participation in power, democracy in this country has been reduced to political games by leaders and this hangs on in a system which they have made irrelevant and which is collapsing all around. Elections seem increasingly meaningless. Only a literate and educated electorate can participate in power with some effect.

□

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After bread  
Education is  
The most vital need  
Of the people.

—GOETHE

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## INDIA STILL LACKING IN CONTROLLING POPULATION

India and China, the World's most populous nations and demographically the most significant, have both made major strides towards lowering birth rates, but serious shortcomings in the quality of family planning counselling and services represent major obstacles to stabilising populations by the next century, according to a new study by the Population Crisis Committee (PCC).

The PCC is a private, non-profit public interest organisation that has been attempting for 25 years to increase awareness of the danger of uncontrolled population growth. Funded entirely by charitable contributions and individuals, it has deliberately avoided support from the Government or multi-lateral institutions like the World Bank in order to ensure its reputation for independence.

The report pointed out that safe early abortion was easily available all over China, whereas in India, it was available only in the urban areas. The safe abortion pill, like the new one developed in France, might make a vast difference in India. With proper training and supervision, private physicians, pharmacists and nurse-midwives could play an important role in making oral contraceptives, injectibles, implants and IUD's more widely available.

The report makes the point that **early population stabilisation is not possible without raising the status of women through better economic**

**opportunities and education. The gender gap is clear in both countries. In India, just 39 per cent of women were literate in 1991, compared to 64 per cent of men. There were also marked regional differences: only 21 per cent of women were literate in Rajasthan, compared to 87 per cent of the women in Kerala.**

China seems to have achieved a greater degree of success in pushing family planning programmes. One reason is that the Chinese people understand, the need to slow population growth, due to the Government's relatively effective public education efforts. India's effort has not been effective to the same degree.

It has been estimated that the average cost per couple per year for family planning services in low income developing countries should be about 16 dollars. Currently, India spends about 2 dollars and China about 6 dollars.

The report warned that unless very vigorous action was taken right now, India's population of about 875 million, growing at just over 2 per cent a year, would overtake that of China by 2035 and could eventually exceed 2 billion. "With better quality family planning and major new investment in social programme such as education for girls, India's population might conceivably taper off at 1.7 billion people or less and China's at no more than 1.4 billion by the middle of the next century, entirely

through voluntary means", the report said.

The PCC was especially critical of India's "stifling" central government bureaucracy. Within China, the organisation of family planning services varied greatly by locality, in direct contrast to the set pattern followed by the Indian programme nationwide. The report noted that local Chinese authorities had much greater responsibility for both the direction and the funding of family planning activities. In contrast, India's programme was directed by the central government without regard to the country's great geographic and cultural diversity.

The solution would thus be to retain central supervision, but in a manner that did not stifle local initiative.

**There was a major opportunity in India to use the electronic media to propagate family planning norms. The current programmes were not very sophisticated, especially when compared to the excellent expertise available in the public sector, which could be tapped with great profit. Attitudes could be rapidly changed by good television programmes about ideal family size, for instance.**

"Shifts in official policy announced by the current Indian administration appear headed in all the right directions," the report concluded. "The challenge now is to translate these initiatives into good quality family planning services for Indian men and women." □

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Real Education consists in Drawing the best out of yourself. What better book can there be Than the book of humanity ?

—MAHATMA GANDHI

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## CONTAINING POPULATION

The Rajasthan Panchayat Amendment Bill passed by the State Assembly on Monday is the first legislative attempt to debar politician, who do not practise family planning, from holding elective posts. It seeks to disqualify sarpanchs and pradhans who violate the "three-child" norm after they are elected to the panchayat body. The Bill is replete with infirmities and yet it needs to be welcomed as a step in the right direction. The Union Health Minister had in January last suggested an amendment in the People's Representation Act to cover MLAs and MPs also. The last one heard about the suggestion is that a sub-Committee of the National Development Council is studying the matter. The bill may not make an impact on the demographic profile of Rajasthan but it will go some way in making grass-root politicians, who are the opinion-makers in villages, conscious of their social obligation to keep the size of their families small. The record of the politicians in this regard has been far from exemplary.

Needless to say, the high growth rate in population is one of the most serious problems facing the nation. Though India is the first to take up family planning as a national programme, the progress achieved in this sector has not been commensurate with the efforts put in. The yearly increase in population is roughly equal to the population of Australia. If forty years ago, every seventh person in the world was an Indian, he is today one in six. At this rate, India is bound to overtake China as the

world's largest populated country. Yet, there is no urgency on the part of the national leadership to tackle the problem. With the pressure on resources mounting day by day, the country can delay a massive assault on the problem at its own peril. Of course, there are areas where the programme has achieved commendable results. Kerala, which has now the lowest decadal growth rate of 13.9 per cent against the national average of 23.5 per cent is one such. It is a combination of factors like literacy, better health care and emphasis on female education that helped the State to make the headway. The programme suffered a serious setback during the Emergency when coercive techniques were employed. Later governments, however, thought why bother about the problem which they would not be able to tackle in their life time. The virtual retreat on the family planning front is proving costly for the country.

—Hindustan Times  
September 25, 1992

## A Look at the Hyderabad Conference

Over 300 delegates are likely to participate in the 45th All India Adult Education Conference which will be held in Hyderabad on December 21-24, 1992. They will represent Governmental and Non-Governmental Organisations, Universities, Colleges from all the country.

The Zakir Husain Memorial Lecture will be delivered by Dr. (Smt.) Chitra Naik, Member, Planning Commission in Hyderabad on December 22, 1992.

The Roby Kidd Award of International Council for Adult Education will be presented to Shri A.C. Mohanta of Orissa during the inaugural function on December 21, 1992.

The venue is NSSR School, Khairatabad, Hyderabad 600004. The lodging arrangements are also in the same school.

The contact person in Hyderabad is Smt. A Wahabuddin Ahmed, President, Bhartiya Grameen Mahila Sangh, Palm Springs Hamayun Nagar, Hyderabad 500028 ; tele : 571127 (off) 37860 (Res.)

### Book Just Released

## APPROACHES TO TOTAL LITERACY

*Edited by*

**B. B. Mohanty  
J. L. Sachdeva**

**Rs. 30.00**

Can be had from

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

## THE FOLK DAY HIGH SCHOOL IN DENMARK

The Folk Day High School is a new institution within general and adult education in Denmark. It appears from the name that it is a day school and it is built on the same principles as the Danish Folk High School. The education offered comprises art subjects, literature, social subjects, etc. courses and activities with a general educative content. Courses with a vocational content are not included in the programmes.

The first Folk High School was founded in the late 70'ies and today there are around 100 located all over Denmark in the larger cities as well as in the provinces. One of the forces of these schools is that they are placed in the small communities with a view to encouraging the local population to participate in the education during day hours. Ordinary Folk High Schools are residential schools which excludes a large group of people from participating.

The form and content of the courses offered open up the possibility also for people with a difficult social and educational background including the unemployed—to participate in the courses. After having finished the courses at a Folk Day High School (duration typically 3 months), one third of the participants will return to the labour market. Another third proves to be motivated to become active citizens, to become involved in the work of grassroot movements, political parties, clubs, associations, etc. The Folk Day

High Schools have particularly attracted the interest of unemployed women who constitute approximately 80% of the participants.

In addition to continuing the educational traditions of the Folk High Schools as far as curricula and subjects are concerned, the Folk Day High Schools have also succeeded in introducing a different educational theory combining the perspective of emancipating the people through enlightenment (N.F.S. Grundtvig the father of the Folk High School) with modern experience teaching: Establishment of self-governing groups, change of the traditional teacher/student pattern, relation between the conditions of life of the participants and the actual teaching situation.

At present there is no legislation covering the Folk Day High Schools. They receive financial support from the employment budget of the Danish State or the local authorities or from research funds of the Ministry of Education. But an amount has been made available from the State to evaluate the results achieved by the schools. This evaluation will show whether there is a need for the Folk Day High School as a permanent institution in Denmark.

Human Progress depends on the Development of man's intellectual powers.

—VICTOR HUGO

## Ten Commandments of Human Relations

K. K. Seth

1. Speak to people. There is nothing so nice as a cheerful word of greeting.
2. Smile at people. It takes 72 muscles to frown, only 14 to smile.
3. Call people by name.
4. Be friendly and helpful.
5. Be cordial. Speak and act as if everything you do is a genuine pleasure.
6. Be genuinely interested in people.
7. Be generous with praise—cautious with criticism.
8. Be considerate with the feelings of others.
9. Be alert to give service. What counts most in life is what we do for others.
10. Add to this a good sense of humour, a big dose of patience and a dash of humility.

—Voluntary Welfare  
Periodical  
July 1992

## Literacy Sammelan in Rewari

The Janta Kalyan Samiti, Rewari (Haryana) organised a Literacy Sammelan on September 9, 1992, in which about 500 persons from Rewari and Bawal Blocks participated. Capt. A.S. Yadav, Minister of State, Jails and Printing, Government of Haryana was the Chief Guest on the occasion.

Capt. Yadav in his address said that population control, removal of superstitions should be the priority areas in the adult education programme.

The President Janta Kalyan Samiti, Shri R.N. Mahlawat also addressed the participants.

The village leaders, instructors and new literates were honoured on the occasion.

**ADULT EDUCATION JOURNALS/NEWSLETTERS****IN HINDI****—A SELECT BIBLIOGRAPHY****AAS-PAAS**

Address : Energy Environment Group, Post Bag No. 4 New Delhi-110066

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Address: Rajasthan Proudth Shiksha Samiti, 7-A, Jhalana Doongari Institutional Area, Jaipur-302004

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Address : Delhi Saksharta Samiti, West Block-2 Wing-6, R. K. Puram, New Delhi

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Subscription : Not mentioned

**NAI SHIKSHA**

Address : 12, Ugam Path, Bani-park, Jaipur-16 (Raj.)

Periodicity : Monthly

Annual Subscription : Rs. 50.00

**NAYA SHIKSHAK (Bi-lingual)**

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Annual Subscription : Rs. 48.00

(Rs. 24.00 for teachers)

**NCSTC SANDESH**

Address : National Council for Science and Technology Communication Department of Science and Technology, Technology Bhawan, New Delhi-110016

Periodicity : Monthly

Subscription : Free

**PADHO-PADHAO**

Address ; Janta Kalyan Samiti, Rewari (Haryana)

Periodicity : Twice a month

Annual Subscription : Rs. 20/-

**PARAKH**

Address : Bharat Gyan Vigyan Samiti 16/9 Guru Nanakpura, Agandh Road, Panipat (Haryana)

Periodicity : Twice a month

Subscription : Not mentioned

**PRAYOJAN**

Address: Department of Adult/Continuing Education and Extension Barkatulla University, Bhopal

Periodicity : Not mentioned

Subscription : Not mentioned

**PROUDH JAGARAN**

Address : P. O. Box No, 155 Lucknow (UP)

Periodicity : Monthly

Subscription : Rs. 5.00 per copy

**PROUDH SHIKSHA**

Address : Indian Adult Education Association, 17-B, IP Estate, New Delhi-110002

Periodicity : Monthly

Annual Subscription : Rs. 40/-

**REBAR**

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Subscription : Not mentioned

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# IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI



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## NATIONAL WORKSHOP ON TRAINING STRATEGY UNDER TLC

The Society for Participatory Research in Asia (PRIA) organised a two-day national workshop on "Training Strategy under TLC" in New Delhi on October 15-16, 1992.

During the workshop, case studies of 10 selected TLC districts were presented. The districts included were Midnapore, Fatehpur, Wardha, Ganjam, Ernakulam, Chittoor, Dungarpur, Pondicherry, Muzzafarpur and Durg.

Based on the case studies, the PRIA presented a brief analysis of the case studies and the key findings. Some of the key findings were :

1. Except Ernakulam and Midnapore, the existing education departments were relied upon to provide volunteers for running the campaign.
2. In most of the campaigns, school teachers and students were the back bone of the campaign.
3. In many of the districts, the training was conducted without the primer. This significantly affected the preparation of volunteer instructors in their ability to use the primer in the teaching of illiterates.

4. Where students of class VIIth to XIIth are major segment of the volunteer instructor community, their ability to use the IPCL method and the primer for engaging adult illiterates in a dialogue of awareness raising was limited, largely due to the absence of emphasis on this component during their training itself.
5. Where school teachers were the main stream of the campaign, there was an assumption that teachers already know how to teach, thereby under emphasising the requirements of training.
6. By and large, the dominant training method remained one-way lecture by an "expert". This was further compounded by the presence of large numbers at one location at a time. As a result, mechanical and cognitive understanding of adult psychology and adult learning was achieved without its translation in the conduct of classes for literacy.
7. Since the individual volunteers played the role of key re-

source persons, master trainers no systematic effort was made to create training teams which worked together in planning a particular training event. This affected the quality and effectiveness of training.

### ASPBAE South Asia Meet

The Asian South Pacific Bureau of Adult Education organised a meeting of South Asian countries in New Delhi on October 29-31, 1992. It was attended by over 50 participants from Bangladesh, India, Pakistan and Sri Lanka.

The participants were divided into the following groups to prioritise programme thrusts and activities at the sub-regional level and the national level :

1. Literacy, post-literacy and universalisation of education.
2. Education for women empowerment.
3. Education for sustainable development.
4. Education for workers social development.
5. Education for peace and human rights.

The meeting also identified sub-regional contact persons/coordinators for each of the five sub-themes.

Dr. Rajesh Tandon, President ASPBAE presided over the meeting

## IS EDUCATION FOR ALL ON THE RIGHT TRACK ?

The Jomtien World Conference on Education for All has marked a turning point in the efforts of the international community to make the basic human right to education a reality. The Conference came after a decade of lost opportunities: it had seen student numbers stagnating or declining; education quality eroding and the problem of illiteracy becoming more and more acute not only in the developing world but also in the industrialized countries.

In the nearly two and a half years since Jomtien, have we succeeded in turning words into action? The response at this stage is necessarily incomplete. Despite the wide range of follow-up activities, the stakes and challenges remain enormous.

One of the main concerns since Jomtien has been to foster a policy dialogue and improve co-operation between all partners involved in the EFA initiative. We believe this has indeed occurred. Regular meetings between the heads of UNESCO, UNICEF, UNDP and the World Bank have helped maintain the momentum of Jomtien and have kept EFA high on the world agenda.

An International Consultative Forum on Education for All, a global "watchdog", has been set up to monitor progress towards EFA goals. Bringing about a broader and more active partnership with the NGO community has been another main line of action. Some 100 NGOs around the world have formed an EFA Network to

exchange experiences and co-ordinate efforts. UNESCO in particular is working with them to develop field projects and obtain funding support. We must realize that many NGOs work close to the grassroots, are more familiar with day to day problems and often more readily accepted by local counterparts than larger international organizations. They thus can spear-head UNESCO's action and give it the relevance we may at times lack.

Through its programme which closely reflects Jomtien, UNESCO is helping countries gauge their own progress towards EFA goals, and strengthen their technical capabilities in consequence with appropriate training and support. The struggle to meet the basic learning needs of women and girls has become a major priority of UNESCO. In Africa, where gender disparities in Education are particularly evident, the forthcoming Conference on Education of Girls (Ouagadougou, Burkina Faso, 1993) is expected to trigger remedial action at country level and rally donor support to this vital area of concern.

### Fresh Approaches

UNESCO is also convinced that EFA can not be achieved through a simple policy of more of the same. New thinking and fresh approaches are required. The necessary innovations must, however, not be imposed from outside. In fact, many countries in Africa, Asia and Latin America have come up with promising and viable inno-

vations themselves—as if to prove that necessity is the mother of invention. It is no exaggeration to say that when it comes to providing education for drop-outs, adapting teachers to local needs, providing low cost learning materials, meeting the basic learning needs of street and working children etc., the North has a great deal to learn from the developing countries.

A new UNESCO programme launched with several Jomtien partners will therefore seek to identify and promote innovations in basic education in developing countries in order to make them available to other and to encourage mutual learning.

Many developing countries have responded to Jomtien with concrete efforts to reassess basic educational needs, frame new strategies and mobilize domestic partnerships and resources. UNESCO co-operated in more than 69 EFA roundtables held for this purpose, most of them in Africa. In many cases, detailed educational investment programmes were drawn up and areas for external assistance identified.

One example: Costa Rica's national roundtable on EFA brought together the ministries of education, health, labour, planning and agriculture, private and state universities, NGOs, educational associations and aid agencies. It led to the preparation of a national action plan, involving literacy and basic skills training for women, literacy campaigns in educationally backward provinces, an integrated early childhood programme, education for the disabled, and multicultural, bilingual education for indigenous people.

—(UNESCO SOURCES No. 41'  
OCTOBER 1992)

## Stress on Education of Workers in Rural Areas

Shri P. A. Sangma, Minister of Labour, Government of India, has emphasised to need to educate the workers in rural areas so as to generate employment. He said that in the eighth five year plan the amount for rural development has been increased to Rs. 35000 crores which was only 8000 crores in the seventh five year plan and in the years to come the focus of development would be in rural areas.

Shri Sangma was delivering the inaugural address of the 42nd annual meeting of the Central Board of Workers Education in New Delhi on October 16, 1992.

He said that productivity in India was very low as compared to other developing countries and all out efforts have to be made to raise the productivity level. Attitude of trade union leaders and workers have to be changed in this regard, he said.

Shri Sangma stressed the need to control population. He asked the worker educators to give more emphasis on this aspect in their educational programmes. If it was not controlled, all progress made so far in the country would be neutralised, he feared.

He urged the need to wipe out the communication gap between the employer and the employee. A sense of commitment, responsibility, and belonging among the workers has to be created, he said.

Shri P. S. Ghotowar, Deputy Minister, Labour also spoke on the occasion.

Shri G. Ramanaujam, Chairman, CBWE presided. □

## Correspondence Course in Family Life Education

The Parivar Seva Sanstha a non-governmental organisation is launching a distance learning programme in Family Life Education.

It will be a certificate course of seven to nine months duration. The target group is trainers of NGO's. It will be in English/Hindi and the fee will be Rs 600/900. There will be two sessions January to June 1993 and January to September 1993.

The course will cover the following six subjects :

- Family & Society
- Health & Nutrition
- Anatomy & Reproduction
- Developmental Aspects of Adolescence
- Interpersonal Relationships
- Planned Parenthood

For further details, please contact, Ms Neelam Sinha, Project Executive, Parivar Seva Sanstha, Family Life Education Project, E-52 Kalkaji, New Delhi-110019 □

## Ravishankar Shukla University Starts Diploma in Adult Education

The Ravishankar Shukla University, Raipur, (MP) has started a diploma course in Adult Education from the academic year 1992-93. It will be run by the Department of Adult, Continuing Education and Extension of the University.

Last date for receipt of application is November 30, 1992.

Further information can be had from Assistant Director, Adult, Continuing & Extension Education, Ravishankar Shukla University, Raipur (MP). □

## Proper place for Women in Society Stressed

The President, Dr. Shankar Dayal Sharma said in Bhopal on October 20, 1992 that capabilities of women should be given a proper place in society for complete reconstruction and development of the country.

Speaking after laying the foundation stone for the auditorium of Gitanjali Girls College, the President said the capability of women can be increased by giving them education, providing them with employment and essential financial assistance.

Dr. Sharma said there was also a need to eliminate evil social practices like dowry system and child marriage which made women psychologically weak.

Education was the only medium through which women could be made to realise their dignity so that their talents were fully utilised in social work, he added.

Madhya Pradesh Governor Kunwar Mahmud Ali Khan, Chief Minister Mr. Sunderlal Patwa, Union Human Resources Development Minister Mr. Arjun Singh and State Education Minister Mr. Vikram Verma also spoke on the occasion. □

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An illiterate is a person who cannot, with understanding, both read and write a short, simple statement on his everybody life.

Unesco

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## MOBILISATION OF PARTNERSHIP SEMINAR

A regional seminar on "Mobilisation of Partnership for Education for All" was held at Colombo, Sri Lanka recently. The Seminar was participated by 32 participants and observers representing NGOs, UN organisations (UNESCO, UNDP and UNICEF), and Government officials from 13 Member States of UNESCO i.e., Bangladesh, China, Fiji, India, Indonesia, Japan, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam.

The objectives were :

- a) To exchange experiences on building partners for EFA in the countries in Asia and the Pacific.
- b) To identify the possible partners for Education for All and to work out methods and procedures aimed at forging close partnership among various partners for the promotion and strengthening EFA activities at the local level; and
- c) To suggest, the support system at Sub-regional and National Levels to facilitate the partnership at the local level.

It made the following recommendations :

- a) International/regional organisations should work as catalysts to advocate the importance of EFA through balanced partnership with governments and NGOs.
- b) International/regional organisations should promote not only economic development but also literacy, health and non-formal education programmes to improve the quality of life of the people.
- c) To promote the organisations of seminars/workshops for the further development of partnerships at the International/regional level.
- d) To arrange for in country training of non-formal education staff by providing technical, material and funding support.
- e) To mobilise the international regional professional expertise to support the development of applicable and updated learning materials on basic education for all.

## EFA 2000

### The facts

Today there are nearly 1,000 million adult illiterates in the world, more than one adult in four. Women are more affected than men: in the developing world nearly half of all adult women are illiterate and do not have access to the printed knowledge, skills and technologies that could help them improve their lives and shape their future. In addition, more than 100 million children of primary-school age have never been inside a classroom and are at risk of becoming the illiterate adults of the twenty-first century unless immediate action is taken. Sixty million of them are girls.

### The goals

Faced with these stark facts and their devastating consequences for development and progress, UNESCO has made basic education its absolute priority. It has joined hands with the United Nations Development Programme, UNICEF, the World Bank and eighteen other countries and organizations to promote Education for All (EFA), a historic, global campaign to provide basic education for all—children and adults—before the year 2000.

*Book Just Released*

## Approaches To Total Literacy

EDITED BY :

B.B. Mohanty & J.L. Sachdeva

Rs. 30.00

*CAN BE HAD FROM :*

**INDIAN ADULT EDUCATION ASSOCIATION**

17-B, INDRAPRASTHA ESTATE, NEW DELHI-110002

## Documents

Reddy, P. A. Determinants of Adult Education Instructor Effectiveness. New Delhi, Uppal publishing House, 1992, 167 p.

The document is an outcome of research project conducted by the author. It examines the influence of the factors i.e. sex, age, caste, marital status, educational level, motivation, attitude, exposure to mass media and personality on instructors effectiveness.

Some of the conclusions drawn from the study were :

- 1) Women were rated as more effective instructors than men instructors.
- 2) Young instructors proved to be effective than older instructors.
- 3) Caste does not effect the functioning of instructors.
- 4) There is no significant influence of level of education on instructor effectiveness.
- 5) Unmarried instructors were found to be more effective than married instructors.
- 6) Instructors belonging to other than coolies and agriculturists were rated as more effective.
- 7) Cinema seeing behaviour of the instructors were affecting their effectiveness.
- 8) Exposure to radio and television enhances the effectiveness of the instructor.
- 9) Higher the achievement motivation possessed by the instruc-

tors, the higher will be effectiveness.

- 10) Instructors with high positive attitude were proved to be more effective.

PRIA. Work and Empowerment : Manual of Women's Economic Activities. New Delhi, Society for Participatory Research in Asia, 1991. 268 p.

This manual begins with an attempt to understand women's situation, work and her involvement. It tries to discuss different aspects of marketing, production, quality, material management, costing and finance etc. In relation to income generation activities some additional aspects such as quality environmental analysis, policy linkages of women's economic activities, information system and use. Project proposal formulation guidelines, where to look for financial resources and tips on reporting to funding agencies have been given.

Bhat, S.S. Growth and Development of Adult Education. New Delhi, Cosmo, (24B Ansari Road). 1992, 252 p, Rs. 400

The document contains six sections. The first section discusses the growth and development of adult education in India and deals with the changing concepts, emerging perspective and history of adult education in India. In the second section a review of related studies and experiments has been presented. The third section gives agencies, their plans and programmes such as, adult education programme of the government of India, adult education through U. G. C. in Universities and

Colleges, adult education through states, adult education at panchayat, block and district level and adult education through voluntary organisations. Section four is devoted to models and methods, training and teaching learning materials. Section five presents success stories from other countries and their relevance for India. The sixth section presents conclusions and suggestions.

Choudhary, D. Paul. Profile of Voluntary Action in Social Welfare and Development, New Delhi, Siddhartha Publishers, (n.d.) 276 p.

After a brief introductory chapter, the volume begins with profile of national level voluntary organizations engaged in different aspects of social welfare and development. The third chapter analyses the process of voluntary action in different field level projects. These projects cover rural development, agriculture, tribal development, health, women and child welfare, disabled and the handicapped, environment, organising the poor etc. The fourth chapter profiles voluntary workers who made useful contribution in promoting voluntary action to projects in different fields of social welfare and development. Majority of the workers covered in this list are award winners. The last chapter profiles voluntary action in the neighbouring countries like Nepal, Bangladesh, Sri Lanka and North America.

Sheshadri, C and Pandey, J.L. Eds. Population Education : A National Source Book. New Delhi, National Council of Educational Research and Training (NCERT), 1991. 404 p.

The present volume consists of eleven chapters grouped into seven sections. While the first section delineates different aspects of population education in international and national perspectives, the remaining six sections are devoted to the major content areas of population education drawn from related academic disciplines. Though the content have been derived from different disciplines, an attempt has been made in each chapter to get away from the respective subject treatment and to focus on inter relationship between related contents and population issues. The volume contains appendices and the bibliography on population education.

Adishesiah, Malcolm S. The Total Literacy Campaigns : Strengths and Weaknesses in "The Turning Point : Some Thoughts on Adult Education published by Directorate of Adult Education, Govt. of India, New Delhi pp. 18-21.

In this article, Dr. Adishesiah points out some strengths and weaknesses of total literacy campaigns. The TLC according to him is based on some presuppositions which seem to be anti-education and therefore anti-literacy.

The first of such weaknesses is the time dimension association with the Total Literacy Campaigns. He feels that education is a permanent activity. It is life long process, it begins at one's birth and continues till one's death. Therefore, the time

limitation of the total literacy campaign stands in contradiction to quintessence of education being in a sense timeless.

Secondly, it is also in contradiction with learning imperative: as it does not take into account the pace of learning of an individual. The dilemma here is that different learning times required by certain persons are being ignored in the pressure to establish and achieve uniform norms for the entire country and its 400 million illiterates

Thirdly, the slow progress of total literacy campaign in the TLC districts is a cause of concern. There are large number of drop-outs which is more than 40 per cent in some village areas. It is also a point of worry that only 50 to 60 per cent of these, tested at the end of the six months, are able to read, write and count. We are also not realising the greater insidious danger which functional illiteracy represents. We have yet to ensure in TLC that real learning is taking place. There is no such assurance at present.

Sivaswamy G., Can Literacy Wait ? New Delhi, Directorate of Adult Education, 1992, 35 p.

The document mentions about different aspects of literacy, need for commitment, missionary zeal and approach etc. Some of the write-ups in this volume are :—

1) Can literacy wait? 2) In search of the unlettered 3) Tribals transformation 4) What is commit-

ment 5) What is quality of life 6) Relevance of Bharthi today 7) Beedi Workers take to literacy en-masse 8) New frontiers in people's education 9) Need for an all out mass campaign for literacy.

Deshler, David and Selener, Daniel. Transformative Research : In Search of a Definition. Convergence, Vol. 24, No. 3, 1991. pp. 9-23.

This article, as well others also in this issue of convergence are, on the theme 'Transformative Research in Adult Education'. The articles raise the fundamental questions: What is transformative research and what role should transformative research play on creating a more just and equal world.

Transformative research can be defined as research that is ethical, emancipatory, empowering, and holistic in both its implementation and in the use of its results.

Transformative research is not a research methodology, but a particular philosophical stance towards all research without distinction of fields of study: physical, natural or social science. That stance towards transformative knowledge generation is one that views the focus, the process, and the outcomes of research as the means by which confrontation and action against the causes of injustice, exploitation, violence, and environmental, degradation can occur through the research process and the use of research results.

# IAEA Newsletter

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## COURSE ON RESEARCH METHODOLOGY

A special course on "Research Methodology" was conducted at Trivandrum from November 9-20, 1992. It was sponsored by the Indian Adult Education Association, New Delhi and organised by the Centre for Adult, Continuing Education & Extension (CACEE) University of Kerala at the Loyola College of Social Sciences, Trivandrum. Dr. K. Sivadasan Pillai,

Director, CACEE was the Course Director, and Dr. V. Reghu, Asst. Director, CACEE was the Course Co-ordinator.

The programme was inaugurated on November 9, 1992 at the University Senate Chamber by Dr. A. Sukumaran Nair, Vice-Chancellor, Mahatma Gandhi University, Kottayam. Shri. S. S. Potti,

Member of the Syndicate and Convener, Committee on Research, University of Kerala presided.

Dr. Vasantha Ramkumar, Professor and Dean, Faculty of Education, University of Kerala and Dr. R. Jayagopal, Professor and Head, Department of Adult and Continuing Education, University of Madras delivered felicitation addresses.

IAEA] Newsletter  
Wishes Its Readers  
A Happy New Year



*Dr. A. Sukumaran Nair, Vice-Chancellor,  
Mahatma Gandhi University inaugurating the Course.*

In his inaugural address, Dr. Nair highlighted the need for improvement in the quality of research. He appreciated the steps taken by IAEA and CACEE in organising such a meaningful course. Dr. V. Reghu, Course Co-ordinator proposed vote of thanks.

In addition to the course participants, academicians from the University, students of Adult and Continuing Education, Research Scholars, representatives of State Resource Centre, Kerala and representatives of Kerala Saksharatha Samithi participated in the inaugural session.

Dr. Jayagopal, presented a lecture on 'Perspectives in Adult Education Research' in the afternoon session on November 9 and in the morning session of the 10th November. He also talked about survey research, participatory research, action research and their pitfalls. He gave some exercises and led a discussion with the participants on topics such as (i) how the problem can be identified (ii) reasons for selecting the problem (iii) how the study has to be done (iv) how to formulate objectives and (v) hypothesis etc.

On the second day, the afternoon session started with a discussion led by Dr. D. Subba Rao, Professor and Head, Dept. of Adult and Continuing Education, Andhra University, Waltair and Dr. V. Reghu, Asst. Director, Adult Education, Kerala on various research topics in which the participants and their institutions are involved/interested.

Dr. R.S. Kurup, Co-ordinator (Pop. Edn.), State Resource Centre, Kerala discussed Demography and Research in Population Education. He explained the definition of Demography, the factors affecting population change, their determinants, the need for fertility and mortality research etc. He also pointed out the relationship between infant mortality and fertility and discussed the theory of demographic transition. He explained the transition that has taken place in western countries. The problem of ageing, the need for population education and the methods through which Population Education should be given, were also discussed.

In the afternoon, Dr. Subba

Rao discussed the tools and techniques in research with special reference to Adult Population Education.

Dr. (Mrs.) Vasantha Ramkumar, Professor and Head, Dept. of Education, University of Kerala gave a talk on 'Enriching Research through Qualitative Analysis' on November 13. She differentiated quantitative and qualitative research and discussed the various approaches to the problem concerned, analysis and their advantages and disadvantages of quantitative research.

On the same day Dr. K. Soman, Commissioner of Educational Development and Research (Rtd.) Government of Kerala talked on the topic "Research for and by grass root level workers". He also discussed the relevance of Social Research. He stressed that the grass root level workers should have both motivation and confidence.

Dr. P. S. Nair, Additional Director, Population Research Centre, University of Kerala talked about population studies and its linkage with Adult/Population Education in the afternoon session.

On November 16, Professor Kalyanaraman, Professor of Statistics, University of Kerala discussed various aspects regarding the research process. He narrated various examples to evaluate and analyse the research problems, design of questionnaire, measurement scales—nominal, ordinal and ratio scales and sample design. In the afternoon session of the 18th November he explained how the data can be entered, saved and analysed with the help of computer.

Dr. V.L.N. Reddy, Professor of Adult Education, S. V. University, Tirupati listed about 25 research methods and discussed each of them on November 17, 1992. He explained historical and survey methods, their sources, their merits and demerits.

Rev. Fr. (Dr) E. J. Thomas, Principal, Loyola College of Social Sciences, Trivandrum presented a lecture on Research Designs. The design decisions, main parts of research design, various stages of research and an overview of Research Design in social research were the different areas he covered in the afternoon session of the 17th November.

Shri R. S. Mathur, Additional Director, Directorate of Adult Education, New Delhi talked about the sponsoring agencies in Adult Population Education Research on the 18th November.

Shri J. L. Sachdeva, Director, Indian Adult Education Association, New Delhi pointed out the role of IAEA in Adult Education Research. He also discussed some of the areas on which research could be undertaken in future.

Dr. K.S. Pillai, Director, Centre for Adult, Continuing Education and Extension, University of Kerala discussed about the Research Design, Content Analysis etc. On the 19th November, Research Designs were presented by the participants and discussed by Dr. Pillai and Dr. Reddy.

The last day concluded with a Review and Evaluation of the course—oral and written. Shri P.N.

(Continued on page 6)

# FIELD LEVEL WORKERS AS KEY RESOURCE PERSONS IN ADULT LITERACY : A STUDY

The Community Resource Management & Extension Department, Lady Irwin College, New Delhi undertook an intervention study to explore the potential of workers (field level functionaries) working with women and children as key resource persons in adult literacy. The workers interacted directly with the animators who imparted literacy skills to adult learners. An individual approach through 'Each one Teach One' was adopted.

Dr. Mridula Seth was the Project Coordinator.

The objectives of the study were :

1. To motivate and train field level workers from selected organisations as Key Resource Persons (KRPs) for imparting functional literacy skills to adult learners through animators.
2. To develop teaching-learning materials for strengthening literacy skills and social awareness.
3. To evolve strategies for (a) sustaining motivation of workers: Learners and Animators and (b) monitoring progress of the Learners.
4. To appraise the intervention programme in terms of (a) continuation of participants (b) training of workers (c) achievement in literacy skills, (d) capacity of building of organisations,

and (e) teaching - learning materials.

A total of 367 participants were involved in the study conducted in Haryana and Delhi. Villages of Karnal and Gurgaon districts in Haryana, and construction sites, slums and resettlement colonies in Delhi were the locale of the study.

A total of 46 workers, 143 animators and 178 learners participated in the study between September 1991 and July 1992.

The number of drop-outs was more among learners (30%) as compared to animators (28%) and workers (4%). Developing the ability to read and write letters and keeping family accounts were reported as main motivating factor for learners to participate.

Learners and animators were met thru' field visits. Evaluation was an in-built component of the research process. Several methods were used for obtaining information from and with the participants. SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the organisations was done to assess their potential with reference to adult literacy programmes.

The purpose of the study was to strengthen the selected organisations in the adult education component of their programme and building of capacities of the organisations by training their workers who could undertake development

programmes effectively.

Majority of the workers interacted with the learners through their animators who were monitored by them directly. In construction sites direct interaction with the learners was undertaken. Introduction of libraries helped in the expansion of programme and sustaining the motivation of the participants.

## Suggestions

The following were the main suggestions of the study :

1. Literacy linked with socio-economic advancement is a powerful tool for bringing about social change. Primary education and adult literacy are inter dependent, complementary and concurrent programmes.
2. Government can not tackle the problem of mass illiteracy without the support of voluntary organisations. Decentralisation is essential for reaching adults through local volunteers.
3. ICDS workers can be trained as key resource persons to monitor the programme through volunteers.
4. School teachers and students can play very important role. Teachers can be used as resource persons to monitor the programme of school volunteers.
5. While teaching should be done through an individual approach i.e. Each One Teach One basis, the centre-based approach cannot be ignored. The field workers of the centre can help in strengthening the efforts of the animators. A combination of both the individual and centre-based approach, will not only sustain the

motivation of the learners, but will also help the workers to monitor progress of the learners and involvement of volunteer animators.

6. Contact programmes are essential to sustain the motivation of animators and learners and to strengthen the social awareness component of the programme. Contact programmes should be organised at regular intervals to facilitate interaction amongst all the participants in a literacy programme. This would also help in evaluating the learners progress.

7. Neo-literates who have achieved literacy skills through non-formal education centres should be encouraged to volunteer as animators. Involvement of such animators would give encouragement to other adult learners.

8. Use of electronic, print and traditional media to create awareness about literacy should be in the local dialect as well as possible. Local cultural traditions like 'Mela,' songs, drama and puppets should be utilised for creating a positive environment for learning.

9. Easily accessible libraries can provide opportunities to neo-literates to use their literacy skills, knowledge and awareness thus preventing them from relapsing into illiteracy. Library facilities can be provided through Jan Shikshan Nilayams or by using the existing libraries in schools and colleges.

10. Linkages between adult education centres and the open school should be made. Suitable curriculum and materials need to be developed for those who after pursuing primary education would have access to higher education.

11. The Three R's i.e. Reading, Writing and Arithmetic must be learned in the same order as they are written. The standard of numeracy in the IPCL norms is higher than what could be achieved in the field situation. The learners should not be forced to learn as it will only demotivate them from learning.

12. Evaluation should be a built-in process. Learners should be able to evaluate their own development and their motivation to continue learning. The Eclectic method of teaching was found to be suitable for teaching adult learners. It was also found to be appropriate for children. The choice of key words should depend on the age and environment of the learners.

13. Oral communication forms like songs, slogans and couplets should be used in the first instance to motivate the people for literacy and for strengthening literacy skills by emphasising correct pronunciation which is required in the 'phonic' method of teaching.

14. Games can be used advantageously for strengthening literacy skills. Inexpensive games made from local available material can be developed. Games in which a number of learners and animators can participate provide opportunities for increased interaction and pleasant associations.

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## MOHSINI IS DEAD

Professor SR Mohsini, former Director, Indian Adult Education Association and former Principal, Jamia School of Social Work died in New Delhi on December 13, 1992. He was 72.

He was associated with adult education work for over four decades and had worked with veteran adult educator and former Education Minister of Delhi, Shri Shafiqur Rahman Kidwai.

He has written extensively on adult education and two of his books "Adult and Community Education": An Indian Experiment" and "People's Education" were published by IAEA.

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

## Imogene Okes Award

The Imogene Okes Award recognises the work of persons whose research has contributed significantly to the advancement of adult and continuing education. To obtain a copy of guidelines and criteria write to: Harold Beder, Rutgers University, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08903, U.S.A.

## Kala Jathas for Women's Education and Equality

The Bharat Gyan Vigyan Samithi proposes to organise All India Kala Jathas for Women's Education and Equality called 'Samata' during March-April 1993.

The Samata aims at catalyzing the broadest possible involvement of women's organisations in the literacy education and in the campaign for universalization of elementary education. They will also enable women to understand the causes of their oppression and move towards emancipation through collective action and increasing participation in decision making processes.

It proposes to conduct about 700 major cultural programmes by eight regional women's Kala troupes and to hold a national convention and rally at a central place to be attended by about 2000 delegates from all over India.

It also proposes to prepare and disseminate a number of popular books on women addressed both to neo-literates specifically and to general public highlighting the status of women, their contribution to society, of their rights, and the possibilities of moving towards gender equity.

The Kala Jathas will commence their journey from eight points in the country and after travelling for 30 days will converge at Jhansi (UP) for a national convention and a women's rally.

Further information : The Bharat Gyan Vigyan Samithi, C-18, DDA Flats (MIG), Saket, New Delhi-17.

## Society for Peoples Education and Entrepreneurship Development (SPEED)

A society named Society for Peoples Education and Entrepreneurship Development (Speed) has been established in Bihar. Its registered office is in Shyama Bhawan, West Boring Canal Road, Patna-800001

Among its objects are :

(a) to encourage, practice and strengthen the concept and philosophy of peoples/popular education, participatory research, training and development ;

(b) to work for linking literacy/ education to the needs of the people subsistence, organisational development and transforming actions ;

(c) to facilitate people to become self-reliant through educational, extensional and entrepreneurial interventions and innovations ;

(d) to mobilize people to form their own community/village organizations;

(e) to undertake entrepreneurial projects including idea generation, feasibility study, project selection, project plan development, implementation, management, monitoring and evaluation etc, and

(f) to act as a clearing house/ information centre in popular/ peoples education and entrepreneurship development in closer relationships.



## 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 not exasperation

So, have commitment to  
do something,  
someone, somewhere in  
the world !! Mridula Seth

## Sonepat's First Literate Village

Shazadpur has earned the distinction of being the first literate village of the Sonepat district. Announcing this at the valedictory function of the 10-day National Service Scheme camp in Sonepat on December 16, 1992, the Vice-Chancellor of M. D. University, Rohtak, Brig (Retd.) O. P. Chaudhary, appreciated the volunteers for accomplishing the task of eradicating illiteracy in the village. He called upon NSS volunteers to read out the literacy message to other villages.

## 2.5 Lakh kids die of diseases every week

A staggering 2,50,000 children die of malnutrition and diseases every week and more than a million are left with stunted growth, says the latest report by the United Nations Children's Emergency Fund (UNICEF).

UNICEF's State of the World's Children report for 1992 says that there are 35,000 death of children under five in the developing world every day, almost 60 per cent of which are caused by just three diseases, pneumonia, diarrhoea and measles.

It calculated that yearly around \$ 4 billion were required as international aid for basic needs.

**INDIA CAUTIONED :** Launching the report at a press conference on December 17, 1992, Dr. Eimie Watanabe said forecasts indicated that more than half the world's illiterates will be in India by next century unless urgent action is taken. Stating that achievement of universal primary education was ultimately a political issue, she was of the opinion that India had failed miserably in this respect.

This was evident from the fact that 30 per cent of the world's illiterates lived in India and over 50 million primary age children were not attending school, thus adding to the number of illiterate adults in the years to come.

The primary school system in the country particularly failed to reach children of deprived groups such as scheduled castes and tribes and working children, Dr. Watanabe said.

## Woman A Neglected Lot

Women's health and well-being are paid little heed in any country of the world. The women are discriminated on all fronts and sometimes killed, with the law looking the other way, says a publication entitled: "the health of women a global perspective".

In the third world, it says the impact of the structural-adjustment programmes on women's health has been dramatic. Throughout 1980's, a worsening global economic crisis brought into sharp relief the social, economic and political dimensions of women's health.

A decline in per capita income caused by global recession, together with balance of payments problems, deteriorating terms of trade, heavy debt burdens carried by third world countries left a growing number of households unable to meet their basic needs.

In India basic indicators of calorie intake and life expectancy measured by the government's 1991 census reveal marked decline among females relative to males since 1980 despite an overall increase in the availability of food and health care, the publications says.

With the exception of girls aged ten to fourteen, Indian women die from preventable causes at higher rates than males from infancy through age 35, deaths of girls under age five exceed those of boys by nearly 330,000 annually.

Authored by several women experts, the publication is prepared under the auspices of the National Council for International Health.

In a chapter on violence against women, the publication notes that in the U.S. alone, three to four million women are battered each year, roughly half of them single, separated or divorced.

Population based surveys suggest that between 21 and 30 per cent of U.S. women will be beaten by a partner at least once in their lives. Battering also tends to escalate and become more severe over time. Almost half of all batterers beat their partners at least three times a year.

In the U.S., battery is the greatest single cause of injury to women, accounting for more injury than auto accidents, muggings and rape combined.

In India, in one study of 109 households in an Indian village, 22 per cent of higher caste husbands and 75 per cent of scheduled castes husbands reported that they were regularly beating their spouses.

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## Research Methodology...

*(Continued from Page 2)*

Panicker, Hon. Ex. Director, KANFED / SRC, Kerala addressed the participants and called for taking up field researches to improve the living conditions and outlook of common people.

The group visited Mitraniketan on November 14, as part of field visit and study.

25 participants representing Universities, Colleges, Voluntary Agencies and State Resource Centres attended the course.

## Documents

### Aftermath of the World Conference on Education for All.

Bulletin of the Unesco Principal Regional Office for Asia and the Pacific, No. 31, 1990-91.

This issue of the Bulletin aims at making a first ever view of the endeavours that have been made by countries in Asia and the Pacific in order to attain the goals of the World Declaration on Education for All and the Framework of Action to meet Basic Learning Needs adopted by the Jomtien Conference.

Section one presents an overview of APPEAL activities carried out with a view to realizing the goals set by the World Declaration on Education for All. Section two is a summary of country reports. Section three introduces in more detail the action taken or being taken by the ten selected countries i.e. China, Indonesia, Malaysia, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand, Vietnam, Lao People's Democratic Republic. Finally, section four discusses a number of crucial issues in promoting Education for All such as women's education, parent-teacher cooperation, wastage, values education, continuing education and problems of educationally disadvantaged groups.

Moonis Raza, Aijazuddin Ahmed, Nuna, Sheel C. School Education in India : The Regional Dimension. New Delhi, National Institute of Educational Planning and Administration, 1990. 848 p.

This book is a response to fill up a serious research gap in the area of educational development in India. Using district level data of the Fourth All India Educational Survey and Census of 1971 and 1981, it is the first attempt of its kind to analyse the entire spectrum of school education in India at a level where education is closer to grass root level reality.

The book is organised into seven sections in addition to introductory and concluding chapters. Each section includes (i) a text interpreting regional patterns ; (ii) a set of maps depicting spatial pattern ; and (iii) appendices containing frequency distribution of districts.

The social relevance of this exercise and its planning implications have been dealt with at particularly in the introductory chapter. Keeping in view the significance of the regional dimension of educational development in India for developing realistic planning mechanism, it makes an attempt to throw new light on the hidden aspects of education under development.

The study brings out the fact that the educational development in India is characterised by glaring regional disparities. It is highly disquietening to note that the educationally developed regions continue to march forward with a rapid rate leaving behind the lagging regions. The challenge should be met by a forward looking policy of reducing the regional disparities.

Nuna, Sheel C. Women and Development. New Delhi, National

Institute of Educational Planning and Administration, 1990. 160 p.

Women in India, constituting about half of its population, are recognised as deprived even after four decades of independence. Women's development, which is problem in most of the societies assumes greater complexity because of its inter-face with socio-cultural and economic dynamics of the society. Research component in this area is, however, inadequate and this proper appreciation of the intricacies involved in culling out viable policies become difficult.

Though women are coming out of their seclusion and are sharing greater responsibilities in national reconstruction, yet there seems to be hardly any change in their position as 'deprived' and 'disadvantaged'.

The Atlas, is based on the assumption that women's development is the most crucial for the development of mankind, and women's education is one of the most significant input in women's development.

It covers following aspects :

1. Education, 2. Demography, 3. Nuptiality and Fertility, 4. Health, 5. Economic Activities, 6. Crime Against Women, 7. Political Participation, 8. Availability of safe drinking water facilities.

In an attempt to assess the overall development of women in India it determines the levels of social well being of women by constructing a composite index.

The Atlas is organised into three sections :—

The first section presents salient features of women's development

on one hand and interlinkages between various facets of women's development on the other, the second consists of maps and diagrams covering different aspects of women's development; and the last section presents derived data sets on various indications for selected countries of the world, Indian States and for all the districts of the country.

Van Erven, Eugene. The Playful Revolution : Theatre and Liberation in Asia. Bloomington, Indiana University Press, 1992. 204 p.

The document gives an analytical account of the contemporary political theatre in Asia. It crosses freely between politics, popular culture and high art.

Some of the chapters in this volume are : Revolution, Freedom, and Theatre, Building Stages of People Power : The Philippines

Theatre of Liberation Network, Resistance Theatre in South Korea: Above and Underground, The Factionalized Indian Theatre of Liberation, Killed in Action : Safdar Hesmi's Street Theatre in Delhi, Of Stage and Mosques : The Irresistible Rise of Pakistan's Political Theatre.

Unesco. Learn to Read and Read to Learn. Bangkok, Unesco Principal Regional Office for Asia and the Pacific, 1992. 10 p.

This is one in a series of 12 booklets produced at the Unesco Writing Workshop to Develop Materials with limited Reading Skills in Chiangri, Thailand, (Oct. 1-10, 1990).

The main purpose of the booklet is to promote women's self-reliance, and their more active participation in development. The concentration on women comes from the recognition that a

serious attack on poverty cannot succeed if it does not respond to the needs and constraints of the poor, a majority of whom are female."

This series of booklets represent a regional attempt to respond to a challenge based on two facts :

First, people with limited reading skills, most of whom are women, risk relapsing into illiteracy if there is no appropriate material for them to read. Secondly, development messages are likely to be lost when they are not available in easily digestible forms for the target population, the majority of whom have limited reading skills.

The series covers a wide range of topics all of which are designed to represent women as contributing individuals to their family, as human beings with integrity and potentials and as people who can direct and control their own life.

### RECENT NEW PUBLICATIONS OF IAEA

	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
10. Strategies for Literacy in International Literacy Decade Edited by J.L. Sachdeva	15.00
11. Each One Teach One : Laubach's Materials and Methods Edited by S.Y. Shah	75.00
12. Approaches to Total Literacy Edited by B.B. Mohanty & J.L. Sachdeva	30.00

# IAEA

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI

# Newsletter



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No. 11

## MOHAN SINHA MEHTA RESEARCH FELLOWSHIP PROPOSALS INVITED

The Indian Adult Education Association has invited proposals for two Mohan Sinha Mehta Research Fellowships (1993) 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: A Case Study of the Literacy Campaign launched in a district; A comparative study of the organisation and functioning of State Resource Centres run by voluntary agencies, Universities and State Governments; A critical appraisal of the organisation and impact of Jana Shikshan Nilayams; An enquiry into the factors promoting and intervening in retention of neo-literacy among various sections of the society; An appraisal of the neo-literate books published in various languages with a view to evolve criteria for the preparation of such books; An enquiry into the levels of aspirations and

achievement among adult learners; Motivational factors and expectations of adult education functionaries - A comparative study among students and non-students youth; Role played by the Akshvani Nilayam in the Literacy Programmes launched in different States; An enquiry into the continuing education needs of neo-literates and drop-outs; The role of adult education in reducing poverty.

The research fellowship is meant for individuals but the proposal should be sent through institution/university.

The fellowship amount is Rs. 5,000/-. It will be paid to the institution which will be responsible to administer and manage the funds. Rs. 3,000/- will be paid on approval of the proposal and balance on submission of the research study. The duration is one year.

The detailed proposals should reach the General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002.

## Experience-Sharing Meeting with British Adult Educators

An experience sharing meeting with five Adult Educators from United Kingdom was organised by the Indian Adult Education Association at its headquarters in New Delhi on January 21, 1993.

Professor Alan Rogers, Director, Education for Development, Reading, (U.K.) briefly outlined the adult education programmes in U.K. He said that provision of learning opportunities for adults after formal education is adult education in U.K. He said popular education movement particularly education of the workers is being taken care by the Workers Education Associations across the country.

The Universities, he said, were organising self-supporting continuing education programmes to enable the participants to get fruitful employment. These programmes, he said, have become popular because of large-scale unemployment in the country.

Literacy programmes in UK, he said, were meant mostly for immigrants who have little or no knowledge in reading and writing of English.

(Continued on page 3)

## 'Gender Bias cause of population growth'

'Gender bias, in its various forms, prevents hundreds of millions of women from obtaining education, health services, child care and legal status needed to escape from poverty, according to a study by Jodi Jacobson, a researcher at the World-watch Institute.

Women perform the lion's share of work in subsistence economies typical of the Third World. Although they toil longer and contribute more to the family income than their male relatives they are viewed as "unproductive" by Government statisticians, economists, development experts and even their husbands, Ms Jacobson says.

Gender bias is especially pernicious in the Third World, where most of the women's activity takes place in the non-wage economy for household consumption: producing food crops, gathering firewood and collecting fodder.

It is also the single most important cause of rapid population growth. Where women have little access to productive resources and little control over family income, they depend on children for social status and economic security, the study says.

Gender bias ranges from the exclusion of women from development programmes to wage discrimination and violence against females. It results in grossly unequal allocation of resources—food, credit, education, jobs information, or training, the report says.

In most subsistence economies, women have few legal rights regarding land tenure, marital relations, income or social security, and so their contribution in subsistence economies is also discounted.

Ignoring the full value of women's economic contribution and not integrating them in development projects only cripples efforts to achieve full development goals

Women in subsistence economies are active managers of forest resources and traditionally play a leading role in their conservation.

## 360 Cr. Bihar Literacy Project

A 360 crore education project for Bihar has been approved by the Union Government. The State has the lowest enrolment ratio and the highest drop out rate at the primary level.

The objectives of the Project are universalisation of primary education, attainment of 80 per cent literacy rate and special facilities for educating scheduled castes and tribes.

Of the Rs. 360 crores, the UNICEF would provide Rs. 180 crore, the central Government Rs. 120 crore and the Bihar Govt. Rs. 60 crore. □

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"Like tools in a carpenter's box, each research tool is appropriate in a given situation to accomplish a particular purpose."

—J.W. Best

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## J. ROBY KIDD AWARD

Angad Mohanta has been awarded the 1991 J. Roby Kidd Award of International Council for Adult Education (ICAE) for his work in adult education and literacy. While pursuing studies in adult education at Utkal University, Bhubaneswar in India Angad began community work in his village and was instrumental in the establishment of a youth centre.

Since 1974 he has worked as an adult educator in a number of areas including fishery, horticulture, beekeeping, soil conservation and animal husbandry. In 1975 he established an adult education centre and library. The facilities provide evening classes to the adult population. Angad has incorporated the use of drama, rural sport, and film in all of the centre's programs. Since its establishment over 3,300 adult students have participated in a variety of courses. His work in adult education also spans other areas such as health and sanitation, environmental protection and community development.

1991 Citations of Honour were given to Deborah Barndt of Canada and Joanna McMill and Eilish Rooney of Ireland.

The J. Roby Kidd Award is given each year to a recent practitioner of adult education who has contributed to the field through innovative practice and includes a cash award of Cdn \$ 2,000.

□

## GIRLS 'BELOW 50 PER CENT' IN PRIMARY EDUCATION

The participation of girls in primary education continues to be below 50 per cent. In 1985-86, it was 40.2 per cent according to Prof. Rajalakshmi Muralidharan, Head of the Department of Pre-school and Elementary Education in the National Council of Educational Research and Training (NCERT)

She presented her paper at a two-day meeting on 'Child-to-Child as an approach for Education for All', which was inaugurated by the NCERT Director, Dr. K. Gopalan, in New Delhi on January 11, 1993.

Prof. Murlidharan's paper stated that though the number of primary schools has increased from 5.29 lakh in 1985-86 to 5.58 lakh in 1990-91, there were 32,000 habitans with a population of 300 or more that were without schools. It is estimated that about 30,000 new schools would be required to cater to the needs of these children.

Dr. Gopalan said with 114 million children in primary and upper primary schools, the NCERT was convinced that the 'child power' could be effectively used for achieving the goal of education for all.

However, since the child-to-child programme was originally designed to use child power for conveying health messages, Dr. Gopalan said that the strategy for using children in the context of education for all would require development of training modules and orientation of teachers.

The two-day meeting was co-sponsored by the NCERT, Child-to-Child Trust of London and OMEP of India. Prof. Hugh Hawes, who represented the Child-to-Child Trust, London, stated that one-fourth of world's population were school children who have to be used as communicators with care. It has to be ensured that the messages the children get were right ones and their talent should not be misused.

According to her, providing basic education for all children would remain an elusive goal as long as the drop-out rates continued to be high.

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### Experience-Sharing.....

( Continued from page 1 )

Shri J. L. Sachdeva, Director, IAEA outlined briefly the adult education programmes in India and the role played by IAEA in promoting it. A lively discussion followed on adult continuing education programmes in India and U.K.

Among others, who participated in the discussion were Shri G.P. Jain, Dr. Sharda Jain, Dr. K.D. Sharma, Dr. Mridula Seth, Dr. N.A. Ansari, Ms Jagdish Kaur and Ms Ravinder Pal.

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I never teach my pupils. I only attempt to provide the conditions in which they can learn.

Albert Einstein

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## SRC, Jamia

The State Resource Centre, Jamia Millia Islamia has produced recently a poster to motivate the illiterate adults. The poster entitled "Main Kiyon Parhoon" (why should I read?). It has also produced a folder on post literacy titled "Likhti Rahen, Parthi Rahen".

It organised 20 training and orientation programmes. The duration varied from one day to six days. 199 functionaries of TLC and 181 master trainers and volunteers under MPFL were trained.

The SRC also provided training to Master Trainers in Zilla Saksharta Abhiyan, Marathwada in Maharashtra. The objectives were 1) to develop complete understanding of Total Literacy Campaign with special reference to Marathwada; 2) to develop skills for conducting training of Master Trainers and volunteers; 3) to develop competencies for teaching IPCL (Urdu) Primers as envisaged under NLM; and 4) to equip them for the implementation of TLC project at grass-root level.

It distributed 5,966 literacy kits to different schools of Delhi, voluntary agencies in Delhi and outside Delhi. It organised two Drama Workshops for two voluntary agencies undertaking TLC. Freelance directors trained the participants in developing script, acting and directing the play. Three plays were produced during the workshops.

## 1992 U.N. POPULATION AWARD PRESENTED

Mr. Jehangir R D Tata, Chairman, Family Planning Foundation and the doyen of Indian Industry, who was awarded the 1992 United Nations Population Award for his outstanding contributions to increasing the awareness of population problems and to their solutions", called upon both developing and developed countries to intensify their efforts to allocate adequate resources for population control programmes on which the very survival of the planet depended.

"Yesterday would not have been too early, tomorrow may be too late", he told a select global audience at the United Nations headquarters in New York recently in his acceptance speech after receiving the award from the UN Secretary General Mr. Butros-Ghali.

Mr. Tata, emphasised that the priority in the continuing pursuit of population stabilisation must now be to find means of convincing the people of India, particularly the parents, of the absolute necessity of adopting the small family norm in their children's interest as well as that of the country as a whole.

Mr. Tata recalled the 1990 UN Resolution, which had stressed that developed and developing nations alike intensify their efforts to allocate adequate resources to population programmes. He hoped that the last decade of this century will prove to be one of effective action inspired by commitment to human kind.

The New York based Population Council shared the award with Mr. Tata for its 'excellence as a scientific research organisation as well as for its work in developing new and more effective contributions.'

The Laureates of the Population Award are selected each year by the Committee of the U.N. Population Award for their 'outstanding contributions' to increasing the awareness of population problems and to their solutions'. The Committee is composed of representatives of ten member states of the UN elected by the Economic and Social Council for a term of three years. The Award includes a diploma, a gold medal and the monetary prize.

□

### **Avinashilingam Institute Gets Rotary Award**

The first Rotary India Award 1992 has been awarded to the Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

Dr. Rajammal P. Devadas the first Vice-Chancellor of the Institute after it attained the stature of a deemed university received the award at the hand of Vice-President, Shri K. R. Narayanan in New Delhi on January 20, 1993.

The Award has been instituted by the Rotary Award for Service to Humanity (India) Trust.

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### **Literacy and Liberation : Adult Education in the 90s**

A cassette a five-part looking at the priorities and goals of adult education in the Asian South Pacific region has been produced recently by Heather Jarvis of the Australia Broadcasting Corporation. It has been broadcast on ABC Radio National across Australia. The five parts cover the following :

1. Adult Education : a regional perspective
2. Literacy
3. Education and Cultural identity
4. Education for women's empowerment
5. Worker's education

For more details contact : Heather Jarvis, ABC, CNR William & Lonsdale Street, Melbourne 3000 Victoria, Australia.

### **UNESCO Photo Contest**

The Asian Cultural Centre for UNESCO is inviting entries for its annual UNESCO/ACCU world photo contest. This year's theme is 'The Family'.

Entries should be accompanied with the application form. Write to UNESCO/ACCU, World Photo Contest 1993, C/o Asian Cultural Centre for UNESCO, Japan Publishers Bldg., No. 6 Fukuro-machi, Shinju-ku, Tokyo 162, Japan.

Around 130 Photographs will get prizes. The top three winners will get \$ 5,000 each and a good Nikon Camera with lens, besides an invitation to the award-giving ceremony in Paris this October.

□

## IF WE LEARN TO READ

If we learn to read,

what will we be able to read ?

And what will be available for us to read ?

Will we be able to read

labels on water pumps, fertilizer bags, medicine bottles,  
and insecticide containers,

so that we can use them properly and safely ?

Will we be able to read

road names, bus numbers, letters, written directions  
and public announcements,

so that we can help ourselves and handle different situations  
more effectively and more confidently ?

Will we be able to read

quality newspapers, informative brochures,  
and instructional materials,

so that we can continue to learn, to grow, to improve ourselves  
and the quality of our life ?

Will we be able to read

election ballots and campaign leaflets, simplified versions of  
laws, forms we have to fill, and loan contracts we have to sign,

so that we can exercise our rights and protect our interests  
and become fully participating members of our community and  
society ?

Or will we be able to read

only government policies and propagandas,

so that we become nothing more than docile subjects of the  
country ?

Or will we be able to read

only pornographic materials, nonsensical comic books,  
and news of violence and treachery,

so that our mind becomes cultered with false values  
and useless information unrelated to our life ?

Or will we be able to read

nothing, because

nothing is available in the village for us to read ?

Before we decide to learn to read,

we must have answers to these questions.

So tell us now, you who try so hard to make us literate,  
if we learn to read,

what will we be able to read ?

And what will be available for us to read ?

Will literacy make a difference in our life,

and will we make a difference in our community,  
if we learn to read ?

---

*"What Illiterates Would Like to Know But Are Too Afraid to Ask"*

USA DUONGSAA

Chiangmai, Thailand

## Dame Nita Barrow Award

The International Council for Adult Education (ICAE) awards Dame Nita Barrow Award to recognize and support regional and national adult education organizations who have made significant contributions towards the empowerment of women in the adult education movement.

Nomination for the Awards should be sent to International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada, M5B 2R4



## KSAEC moves to new building

The Karnataka State Adult Education Council (KSAEC) has shifted to its own new building in Mysore. The new address is Karnataka State Adult Education Council, No. 5/1 Vinoba Road, Manasagangotri, Mysore-570 006, Karnataka. Shri K. Shrivaramu is its General Secretary.



## Doctorate in Adult Education

D.D. Aggarwal, Project Officer, Department of Adult, Continuing Education and Extension, University of Delhi has been awarded Ph.D. on his thesis "An investigation into the supervisors perception of their role in Adult Education programme related to their job satisfaction and programme effectiveness" by M. D. University, Rohtak (Haryana).



# LEARNING FOR EARNING IN CHINA

Zhou Meiyue

In Feudal China young students bowed reverently before the elderly teachers who opened up the world of learning to them. Today the equation is sometimes reversed. Teenagers like Yang Jinping, 13, are teaching older women to read and write. Yang spent six months recently helping a countrywoman in her forties, belonging to Yanshan country's Hebei province, learn enough Chinese characters to read newspapers and write letters.

The sight of a teenager as teacher and adult as student is becoming common in China's vast countryside, home to 90 per cent of the country's 180 million unlettered people. Efforts to tackle the literacy problem intensified in 1990, the UN International Literacy Year. China had a special reason for pushing literacy. In the eighties, major economic changes encouraged large numbers of men to migrate to the cities. Women were left to hold up more than half the sky in rural China where over 60 per cent of farm work was done by women.

A survey in Hunan province showed that unlettered women earned 30 percent less than literate ones. While previous literacy campaigns focussed on teaching women to read and write the 1990 programme has had more success because it includes practical courses in scientific farming techniques, pig raising, fishing and gardening. "We aim to eliminate illiteracy among rural women while increasing their work efficiency

and advancing the rural economy," says Guan Tao of the All-China Women's Federation.

According to Zhang Zhaowen of the State Education Commission, rural women study in three grades, the primary class for basic words and expressions, specially those connected with farm work, the advanced class where they also learn terms of agricultural technology, and the technical training class.

The classes are usually organised by village officials, with most of the funding raised locally and some provided by the State. The teachers are mostly volunteers who get a small sum for every student who passes the examination. In some regions classes last two winters and two springs, in others training goes on most of the year, suspended only during the busy seasons. The All-China Women's Federation has established annual prizes for the best teachers. Among recent winners was schoolgirl Yang Jainping.

Nationwide, about 120 million rural women have attended literacy courses in the past two years. In 1990, 2.12 million women reached the literacy standard and another 240,000 earned the title of "farmer technician" by learning advanced farming methods.

There has been a pay off. In Suihua, Heilongjian province, women learnt to produce nearly a hundred new consumer goods and also learnt business techniques. Their household production was worth 72 million yuan (about US \$ 14.4 million). In Hanshou, Hunan province, Zhang Yinhua 27, learnt to read at literacy class. Plus, she learnt to maximise output on her little farm. Agro-technicians helped her to plant fruit trees and raise bullfrogs, softshelled turtles and ricefield eels. Her annual income rose to nearly 10,000 yuan. Zhang, in turn, taught 16 families in her village to breed bullfrogs and turtles.

There is a social pay off too. Newly literate women were more aware of laws and more accepting of family planning practices. Belief in superstition had decreased and there were fewer disputes among neighbours. (WFS).

## *Recent Books for Neo-Literates*

### 1. KARVA SACH

*Nishat Farooq*  
Rs. 4 00

### 2. SUHANI SEEKH

*Ramdas Shastri*  
Rs. 6.00

### 3. JEENE KI CHAH

*Mridula Seth*  
Rs. 10.00

Available from

**Indian Adult Education Association**

17-B, Indraprastha Estate  
New Delhi-110002

## Documents

Shirur, Rajani R. Experience of Selected Third World Countries in Adult Literacy, Calcutta, New Central Book Agency, 1992, pp 263 VIII.

The document presents an analysis of achievements in adult literacy campaign by fourteen Third World Countries specially in planning and executing of adult education programmes.

This also attempts to understand what conditions and strategies adopted in the past and the present have led to either success or failures.

Countries included in this volume are Somalia, Ethiopia and Tanzania in East Africa, Brazil, Cuba and Nicaragua in Latin America and from South-east Asia the countries are Bangladesh, China, Myanmar (Burma) Sri Lanka, Indonesia, Vietnam, Thailand and South Korea.

A detailed write-up on the plans, policies, programme implementation and the results and problems encountered are presented alongwith reference for all the fourteen countries.

Concluding observations and discussions on the comparative features, indicating similarities and divergence observed in various aspects of the programme/campaign, have also been given.

Pandey, M. C. Ed. Reading Material on Population Education. Shillong, North-Eastern Hill University, 1991 135p.

This handbook is meant for the field functionaries of adult education, population education, social welfare voluntary organisations etc. It emphasises on population related issues and manners in which they should be communicated to the rural and urban masses. The booklet also enumerates some participatory type of exercises to help the field functionaries to illustrate population related issues through practical examples.

Unesco, Population Education Accessions List, Bangkok, Unesco Regional Clearing House for Population Education and Communication (RECHPEC), 1992.125 p.

The issue of the bi-annual Population Education Accession List is an output from computerised bibliographical data base using the Micro CDS/ISIS system.

The list categorizes the entries into three parts :

Part I- Population Education consists of titles dealing with various aspects of population education arranged by the country in the first section and general materials in the second section.

Part II- Knowledge based information consists of titles that deal with the different multidisciplinary aspects of population education. These entries are grouped into sections of the following major multidisciplinary topics :

1. Documentation, 2. Education (including environmental, functional literacy, family planning, sexuality) 3. Fertility and Family Planning, 4. Health and Nutrition, 5. Information and Communication,

6. Migration, Urbanization and Human Settlement, 7. Population trends, 8. Socio-economic and resources development. 9. Women.

Part III- Contains list of Publishers and Sources, and Index.

Oakley, Peter. Strengthening Peoples Participation in Rural Development. New Delhi, Society for Participatory Research in Asia, 1988, 64 p.+III.

The main purpose of this paper is to examine the practice of participation by the masses in rural development projects and suggest ways in which it could be strengthened and developed at grass-root level. It reviews the factors or elements which can either hinder or facilitate the practice of participation.

The document is divided into four chapters. Chapter 1, discusses the nature of participation in rural development. Chapter 2, identifies facilities and obstacles of a process of participation. Chapter 3 presents the ways and means to promoting and strengthening of participation in rural development projects. This part also presents four case studies on people's participation in rural development programmes in Brazil, Ghana and Sierra Leone, Bangladesh and Oxfam West Orissa Programme. Chapter 5, discusses some principal avenues to pursue in order to help promote local level participation in rural development.

NIPCCD. Statistics on Children in India; Pocket Book. New Delhi, National Institute of Public Co-

operation and Child Development, 1992, 205 p.

The document provides statistical information in concise form on major indicators of child health, which include Health and Family Welfare, Nutrition, Education and Literacy, Child Development and Welfare Services, Welfare of the Handicapped and Socio-economic indicators, etc.

Gandhi Marg, Vol. 14, No. 1, April-June 1992.

This special issue of Gandhi Marg is devoted to the theme of non-violence. It is divided into four sections.

Section 1 discusses the non-violence in global context. Section 2 presents some case studies in tradition of non-violence. Articles in this section mainly deal with the Islam [and non-violence. Section 3 analyses new forms of non-violence, and new methods of resistance. In the last section nonviolence in practice in global context has been discussed in various articles.

Rogers, Alan, Universities and the outside world: the role of the universities and colleges in adult and continuing education and extension: Norfolk, Education for Development, 1987, 22p.

This booklet discusses the meaning of extension when applied to universities, and the various forms of extension work which universities can engage in. It examines briefly some of the possible structures which a university may build to enable it to engage in extension; and it suggests that each university has a 'million' to

fulfill.

Ramakrishana Mission Lokshiksha Parishad. Assessment of Non-formal education: A study of achievement level of the NFE learners at the end of the course with special reference to SC and ST learners in West Bengal: 1989. Narendrapur, 24 Parganas. R.K. Mission, 1991 76 p.

The research study had the following objectives:

1) To identify the achievement level of the learners of the third stage of NFE programmes in West Bengal.

2) To make a comparative study on the achievement of the learners of the third stage of NFE programmes and the fifth standard students of the formal set-up in West Bengal.

3) To find out suitability of the learners of NFE programmes for the first year at the primary stage, and

4) To give suggestions to explore the possibilities for further education of the successful learners of NFE programmes at the upper primary stage.

The study shows that the formal learners in general record better than their formal counterparts. Within the non-formal group rural learners performed better in the tests than their urban counterparts. Girls in both the groups (NF and R) scored better than their boys counterparts in language, whereas in arithmetic boys in both the groups achieved better results. The performance of SC/ST learners was practically identical to other castes.

It was found that if equal

opportunity by providing education inputs like text-books, teaching personnel with adequate knowledge of appropriate teaching methodology, the non-formal learners are capable of identical achievements.

Asian Cultural Centre for Unesco, Japan. New Guidebook for development and production of Literacy Materials Tokyo, ACCU, 1992.

The objectives of this guide book are:

1. to help policy-makers and planners of neo-literate programmes to understand the importance of neo-literate materials for development and the process involved in the preparation and production of those materials.
2. to help people working in the development and utilization of neo-literate materials to acquire more knowledge and skills in the preparation and production of neo-literate materials.
3. to serve in the training of personnel engaged in the preparation and production of neo-literate materials.
4. to help to learn from the experience of different countries in the field of neo-literate materials development.

The document has four sections. Section 1 discusses the rationale and principle of learning materials. Section 2, is devoted to development and production of learning materials. Selection and adaptation of existing materials is discussed in section 3. In Section 4 distribution, utilization and evaluation of material have been discussed.

# IAEA

INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI

# Newsletter



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No. 12

## MAKING DELHI TOTALLY LITERATE

The two-day Seminar on "Making Delhi Totally Literate: Role of NGOs and Educational Institutions" jointly sponsored by the New Delhi YMCA and the Indian Adult Education Association which ended in New Delhi on Feb. 27, 1993 declared that Delhi must be made totally literate by the end of the year 1995. It said that sustainable development in the capital would only be possible if illiteracy is eradicated which is the basic cause of poverty and its consequences of malnutrition, ill health, over population and unemployment. This would also help the people from exploitation and in the more equitable distribution of wealth.

The declaration stressed that adult education programme, in order to leave lasting results, should be integrated with the overall educational system, which in turn, must be integrated with development plans leading to total literacy.

It recommended that an apex organisation headed by the Lt. Governor should be formed so that an action plan is prepared for total literacy by 1995.

It also recommended that attainment of minimum competencies in literacy backed by adequate and flexible forms of post-literacy and continuing education services with vocational bias will be necessary to ensure acquisition of permanent usable literacy and should receive utmost attention.

The Seminar recommended that to secure maximum participation of students, it is essential to give adequate incentives to them. It further recommended that the CBSE should revive its proposed scheme of giving marks to students who participate in the actual implementation of the programme for making non-literates literate.

Inaugurating the Seminar on Feb. 26, the Delhi Chief Secretary, Shri RK Takkar called for active involvement of all to achieve total literacy in the Capital. He said that adult education should be "non-officialised" to become a people's movement.

Shri Takkar said that a large number of volunteers, students and teachers should be involved in the exercise to achieve total literacy in Delhi.



### J.C. SAXENA DEAD

It is with great regret that we inform our readers about the sad and untimely demise of Shri J. C. Saxena, former Hon. General Secretary, Indian Adult Education Association and former Deputy Adviser, Planning Commission in New Delhi on March 5, 1993. He was 64. He is survived by his wife, one son and four daughters.

An avid reader, a creative thinker, a powerful orator, Shri Saxena was one of the distinguished adult educators of this country.

He was associated with IAEA from 1981-90, first as a Treasurer (1981-83) and then Hon. General Secretary (1984-May 90).

The IAEA mourns this great loss and conveys its heartfelt sympathies to the bereaved family. (Address: B-170 Yojana Vihar Delhi-110092)

Mr. KJ Alphonse, who was once the Collector of Kottayam in Kerala, in his key note address said that literacy plays an important role in population control and in checking the infant mortality rate. He said literacy did not just mean imparting the 3 R's but bringing a total change in the outlook of the people.

Others who spoke on the occasion included Prof. Sydney R Rebeiro, Mr. George Paracken and Mr. KC Choudhary.

The following papers were presented on the sub-themes of the Conference :

1. An Overview of the Efforts for Literacy Promotion in Delhi by JL Sachdeva.
2. The Mass Campaign Approach and Concept of Total Literacy by Nishat Farooq.
3. Strategies for Making Delhi Totally Literate: Role of NGO's by VS Lall.
4. Evaluation of Learning Outcomes—The Principal Concern of Total Literacy Campaign and Post Literacy Design by RS Mathur.
5. Present Thrusts and Difficulties Faced by NGOs in Organising Literacy Work vs Expectations by Government by B B Mohanty.

63 Participants representing NGOs of Delhi, DAE, Delhi Administration and other institutions attended the two-day meet.

## DECLARATION

We the sixtythree delegates representing Governmental and

Non-Governmental Organisations, Universities, Colleges and Schools participating in the Seminar on "Making Delhi Totally Literate", jointly sponsored by the New Delhi YMCA and Indian Adult Education Association, held in New Delhi on February 26-27, 1993 declare that :

- (1) Delhi must be made totally literate by the end of the year 1995. Sustainable development in the capital would only be possible if illiteracy is eradicated which is the basic cause of poverty, and its consequences of malnutrition, ill health overpopulation and unemployment. This would also help the people from exploitation and in the more equitable distribution of wealth.
- (2) The adult education programme, in order to leave lasting results, should be integrated with the overall educational system, which in turn, must be integrated with development plans leading to total literacy.
- (3) While there is need for more generous and continued support by the Government for adult education programme at the field level, there is also the need for greater cooperation and integration of the efforts of various agencies of the Government and of representative organisations of the people involved in the education of adults. The existing structure should be optimally utilised to achieve the goal of Education for All. The

schools should become real people's centres, catering to the needs of the entire community including children, youth, women and adults, so that a learning society is created to provide education to the non-literates as well opportunities to literates to expand, extend and update their knowledge and skills.

## RECOMMENDATIONS

The Seminar made the following recommendations :

1. It recommends that an apex organisation headed by the Lt. Governor should be formed immediately so that an action plan is prepared to achieve total literacy by 1995.
2. The attainment of minimum competencies in literacy backed by adequate and flexible forms of post-literacy and continuing education services with vocational bias will be necessary to ensure acquisition of permanent usable literacy and should receive utmost attention.
3. It strongly recommends that all children in the age-group 6-14 should be enrolled in schools and it must be ensured that they don't drop out before completing class VIII.
4. To secure maximum participation of students, it is essential to give adequate incentives to them. It further recommends that the CBSE should revive its proposed scheme of giving

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## UNIVERSALIZATION OF PRIMARY EDUCATION

Dr. Eimi Watanabe, UNICEF Representative in India said in New Delhi on March 2, 1993 that universalization of primary education (UPE) was essential for removing inequalities particularly among women, SCs and STs. She said that each and every child has basic right to education without any discrimination of sex, colour, caste and creed.

Delivering the 3rd Annual Lecture in Child Development organised by the Lady Irwin College, New Delhi, Dr. Watanabe said that every child must attain the minimum level of literacy and numeracy and the life skills so that he/she does not join the category of illiterate adults. She said that only 80% of the children in the age-group 6-14 are enrolled in primary education at present and 35-45% drop out before completing class V. She said about 45% drop outs and push outs add to the number of illiterates in the country every year.

Dr. Watanabe said that there is discrimination against girls in enrolment in schools. Among the boys, the enrolment is 86% in the age-group 6-11, while it is only 65% among girls. The enrolment of scheduled castes and scheduled tribes children is about 16% in the elementary education, she said,

She said that education of the mother should receive the highest importance to achieve the goal of Education and Health for All. The

infant mortality rate (IMR) also comes down with the increase in literacy level. To bring home her point, she said that in MP, IMR is 170 among the illiterate women and it is 105 among women who have received minimum basic education and only 50 among those who have passed the high school examination. In fact, each year of schooling reduces about 10 per cent of the IMR, she said.

She feared that education of the father does not have much affect on the education and health of the children. Once the mothers are educated, they give more attention to the health of the child. They are receptive to information and their role in family changes as they start participating in the decision making process of the family.

Dr. Watanabe stressed that there should be a public debate on universalization of primary education. It should be on the political agenda of all political parties. Importance of UPE should be brought home to the leaders, and opinion makers, she emphasised. She said that 10 per cent of the best educated people get 60 per cent of the public expenditure on education which is quite high as compared to many other developing countries.

Dr. Watanabe said that the major reason for not enrolling children in schools is related to poverty while it is the other way

round. According to her lack of primary education was the main cause of poverty. She said that the other reason which is generally given for non enrolment is the low awareness level of parents. But she felt that it was also not the reason because 90% of the children are enrolled in the schools and that would not have been possible if the awareness level of parents had been low.

She felt that UPE also helps in the economic growth of the individual, community and the country. The basic education improves the ability to absorb news and builds confidence in the learners. The studies have shown that literacy helps in the economic growth of the country. The literate farmers produce more than the illiterate farmers. According to World Bank report the farmers with four year schooling produce 8% more than the illiterate farmers. She said that decision makers are still not fully convinced of the utility of making primary education universal inspite of fact that it is a constitutional directive. Determined and concerted efforts should be made to achieve the objective of education for all, she stressed.

Dr. Watanabe said that members of Parliament do not consider elementary education as an important thing in their constituencies and if anything they demand they ask for a college or a technical institution. These attitudes, she said, have to be changed to achieve the goal of UPE in India.

Dr. G. Ram Reddy, Chairman University Grants Commission presided over the function.

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## 1993 Population Award Announced

An African family planning leader, Dr. Fred T. Sai of Ghana, and a Japanese non-governmental organization, Mainichi Shimbun Population Problems Research Council are recipients of the 1993 United Nations Population Award. The two winners, which will each receive a diploma, a gold medal and a monetary prize, will be granted the award at a ceremony to be held later this year.

The award is presented annually by the Committee of the United Nations Population Award to individuals and institutions that have made outstanding contributions to increasing the awareness of population problems and to their solutions.

## NDMC Adult Middle School for Women Opened

The New Delhi Municipal Committee (NDMC) has started Palika Adult Middle School for Women to provide education to school dropouts, part-time female workers and the unemployed to enable them to use their knowledge to improve their earning skills. The age-group for non-formal education is 11-50 years.

Inaugurating the new building of the school in East Kidwai Nagar, New Delhi on March 3, 1993, Smt. Margaret Alva, Union Minister of State for Personnel, Public Grievances, Pension, and Parliamentary Affairs said that education of mothers is essential to ensure the enrolment of girls in elementary education. Generation of awareness and self-confidence should be major objectives of education for women, she stressed.

She said mothers play an important role in bringing the feeling of Indianess among the children.

## FEMALE LITERACY & SOCIAL CHANGE

In Selected States

Name of the State	Female Literacy	Population growth
	1991 %	rate 1981-91 %
Kerala	86.93	1.31
Mizoram	78.09	3.29
Goa	68.20	1.48
Tamil Nadu	52.29	1.39
Himachal Pradesh	52.45	1.77
Madhya Pradesh	28.39	2.37
Uttar Pradesh	26.02	2.24
Arunachal Pradesh	29.37	3.06
Rajasthan	20.84	2.47
Bihar	23.10	2.11

## International Poster Competition on 'Popula- tion and Our World'

The NCERT in collaboration with United Nations Population Fund is organising an International poster competition 1993 under the scheme "Population and Our World".

The purpose of the poster contest is to provide an opportunity to children to think about population and grave future consequences for its rapid growth.

The poster design should depict an aspect of population issue through which public concern for population matters will be aroused.

Children of the age-group 6-8, 8-12, 13-15, 15-18 can participate in this competition.

12 best entries for national award—three each from the four categories—will be selected. The UNFPA will give twelve awards—four in each age-group for the entries received from different parts of the world.

Further information : National Coordinator (NPEP) DESSH, NCERT, Sri Aurobindo Marg, New Delhi-110016.

## Karan Singh on Education Commission

Dr. Karan Singh has been named member of the International Commission on Education for the 21st Century. The Commission set up at request of UNESCO, will reflect on the aptitudes, know-how, competence and knowledge that individuals need to carry out their duties and realize their rights.

## Population Education in Indian Universities

Population education in India has been introduced into the Higher Education since 1986. The main objective of the programme is to enable the youth in the universities and colleges and through them, to the community, to comprehend clearly the issues concerning family size, quality of life for the family and the impact of population growth on the community and the country.

Implemented through the Population Education Research Centres (PERCs) established in the Department of Adult, Continuing Education and Extension in the 12 Universities (Jammu, Delhi, Gujarat Vidyapeeth, S. N. D. T. Women's University, Poona, Gandhigram Rural Institute, Madras, Kerala, Vikram, Ranchi, Burdwan and N.E.H.U.), the programme introduced population education into courses of study at the under - graduate, post-

graduate levels, research and extension education. The University Grants Commission coordinated the programme at the national level.

During the first phase, the project has developed a variety of print and audio-visual materials; trained project personnel and about 3,000 college principals and teachers; and integrated population education into different courses.

In the second phase, in addition to the 12 PERCs in the 12 universities, five Regional Population Education Centres are proposed to be established in five regional universities. In states which do not have a PERC or a regional centre, a focal university will be appointed to monitor the population education activities in the universities/colleges in their state. Thus, the new project will see 31 states with either a PERC, a regional centre and or focal university.

## Making Delhi.....

(Continued from page 2)

marks to students who participate in the actual implementation of the programme for making non-literates literate.

5. The religious institutions and all other community organisations should throw open the doors for promotion of literacy in Delhi.
6. The dedicated and committed voluntary organisations in Delhi should be actively involved in the planning, implementing, monitoring and evaluation of the programme.
7. Adult Education must be priority area of all political parties and should not remain in manifestoes only.

### FORM—IV (See Rule 8)

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I. J. L. Sachdeva hereby declare that the particulars given above are true to the best of my knowledge and belief.

J. L. SACHDEVA  
Signature of Publisher

Dated 26-2-1993

नवसाक्षरों के लिए एक  
श्रीर पुस्तक

किसी से न कहना

मीनाक्षी स्वामी

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## Less than 20% Female Literacy in 70 Districts

Seventy districts in the country have less than 20 per cent literacy among women as per 1991 Census. These are : Mehbubnagar in Andhra Pradesh ; East Kameng and Tirap in Arunachal Pradesh; Gopalganj, Paschim Champaran, Purba Champaran, Sitamarhi, Madhubani, Saharsa, Madhepura, Purnia, Katihar, Khagaria, Goddah, Sahibganj, Dumka, Giridih, Araria, Kishenganj and Palamau in Bihar; Shivpuri, Guna, Tikamgarh, Shadol, Sidhi, Shajapur, Jhabua, Rajgarh, Surguja, Panna and Bastar in Madhya Pradesh; Kalahandi, Phulbani and Koraput in Orissa; Churu, Bharatpur, Dholpur, Madhopur, Sikar, Tonk, Jaiselmer, Pali, Nagaur, Barmer, Jalor, Sirohi, Bhilwara, Udaipur, Chittorgarh, Durgapur, Banswara, Bundi and Jhalawar, in Rajasthan, Moradabad, Rampur, Lalitpur, Budaun, Pilibhit, Shahjahanpur, Kheri, Sitapur, Hardoi, Baharaich, Gonda, Barabanki, Siddharthanagar, Maharajganj, Deoria and Sonbhadra in Uttar Pradesh, □

## Programme on Family Life Education

Dr. S.C. Dutta Memorial Trust in collaboration with Parivar Seva Sanstha organised a Family Life Education Programme in New Delhi on Feb. 4-5, 1993. It was a participatory programme in which the learners actively participated.

Some seventy women participated. □

## Centre for Communication Resources Development (Cencored)

CENCORED, a voluntary organisation has been established recently in Patna.

Among its objects are to practice and strengthen the philosophy and principles of Development Communication, to promote learning and training, education and action research in the field of Development Communication, to prepare, produce and publish various kinds of audio-visual and printed teaching, learning, training, motivational materials and to act as a Clearing House/Information Centre in Development Communication.

The Centre provides communication resource support to the programmes of Non-formal Education, Adult Literacy and Education, Population related activities, Health and Nutrition, etc.

Further information can be had from Dr. B. K. Sinha, Executive Director CENCORED, 223 Triveni Apartments, East Boring Canal Road, Patna-800001. □

## Ph.D. in Adult Education

Smt. M.A. Saradamma, Teacher Fact High School, Eloor, Awaye, Kerala, has been awarded Ph.D. for her thesis 'Preparation of Curriculum for Adult Illiterate Women in Kerala' by the University of Kerala. Dr. K.S. Pillai was her guide for the doctoral work. □

## Post Literacy and Peace Education

Gujarat State Council of Adult, and Continuing Education in collaboration with International Association of Educators for World Peace (Gujarat Chapter) and Department of Adult, Continuing Education and Extension Work, University of Bhavnagar organised a State level Seminar on Linkages of Post Literacy programme with peace education. It was inaugurated by State Minister for Agriculture and Co-operation, Shri M.R. Prabodhkant Pandya.

The valedictory function was presided over by Mr. Saktising Gohil, the State Minister for Planning. Mr. Babubhai J. Patel, Narmada Development Minister was the chief guest on the occasion. Prof. Yashwant Shukla, District Collector Mr. Sanjay Gupta, District Development Officer, Mr. Rajguru, Secretary Dr. Ansuya T. Sheth, Vice-President Dr. J. P. Maiyani provided the resource support.

The Morarji Desai Award for International Understanding and Peace Education was awarded to Prof. Ramlal Parikh Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad and Nehru Child Development Award to Smt. Vimuben Badhika Hony. Director, Daxinamurty, Bhavnagar. The Sardar Patel University Award was given to Dr. (Ms) Ramabehn Desai, Director SRC Gujarat Vidyapeeth.

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## Documents

VHA. Turning Disasters into Development : A Glimpse of Indian Voluntary Action. New Delhi, Voluntary Health Association of India, 1993. 47 p.

The objectives of this dossier are to highlight responses to natural disasters and (a) the present status of disaster management in India, the existing trends, methodologies of disaster management and its impact on the population. b) The socio-political implications of natural disasters and existing policies of relief and rehabilitations and its impact, especially on the poor and vulnerable. c) Clarifying links between overall developmental policies and strategies of disaster management. d) Choice between investing in disaster preparedness or in disaster mitigation. e) Existing gaps in areas of priorities in disaster management.

Danish Research and Development Centre for Adult Education. New Approaches to Adult Education in Denmark. Copenhagen, DRDCA (1988). 23 p.

The booklet gives information regarding various new initiatives in the field of General Education for Adults in Denmark. Some of the write-ups in this document are :-

- (1) A very Danish Speciality : "Folkeoplysning" (General Adult Education).
- (2) The Danish Research and Development Centre for Adult Education.

(3) Parliamentary Resolution on a 10 point programme concerning General and Adult Education.

(4) General qualifying Education for Adults is developed into Adult Education Proper.

(5) A high Degree of Flexibility in the School of the future.

(6) The Folk Day High School.

Literacy and the African-American Learner. Theory into Practice, Vol. 31. No. 4, Autumn 1992.

The theme of this special issue of 'Tip' has been focused around the problem of availability of educational opportunity for minorities and social and contextual nature of learning in U.S.A.

These issues are examined here from a variety of perspectives- sociolinguistic, developmental, curricular and pedagogical - in an attempt to understand how and when access is translated into academic success and instructional effectiveness for African-American learners. In exploring the issues of access, the authors focus on several related questions; who has control over access, how people achieve it, how they attain it, and how they use it.

Kamlongera, Christopher. Theatre for development in Africa with case studies from Malawi and Zambia. Bonn, German Foundation for International Development and University of Malawi, Department of Fine and Performing Arts, (n.d.) 278 p.

The study describes the deve-

lopment of theatre in Africa from a medium of entertainment for colonial elite towards an African theatre after independence. It discusses various approaches to use theatre as a medium of education and development.

The study points out that a truly popular theatre would presumably 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 engage in a long-term process of social self-education.

Chapter one presents background to African drama. Chapter two discusses theatre and society in Africa. Directors, theatres and companies have been discussed in chapter three.

Chapter four presents traditional travelling theatre, syncretic travelling theatre, the concert party and yaruba opera and university theatre companies. Creating theatre for the people and by the people have been discussed in chapter five. Chapter six gives a comprehensive view of linkages between theatre and developmental activities in Africa. Theatre for development in Malawi and Zambia is discussed in seventh and eighth Chapters.

Chapter nine draws some conclusions analysing use of theatre for promotion of development work in Africa.

Ahuja, Pramila and Ahuja G.C. Learning to read effectively and efficiently. New Delhi, Sterling publishers, 1991. 155p

This volume is designed to emphasize the practical aspects and benefits of learning to read effectively. Some of the chapters in this volume are :

1. Impact of reading
2. Reading : A visual and mental phenomenon
3. The reading process and its ramifications
4. What constitutes reading comprehension
5. Efficiency in reading
6. Factors effecting reading efficiency
7. Developing efficient reading rate
8. The relationship between reading speed and comprehension
9. Rapid reading : A necessity of times.
10. Promoting reading skills in English as library language.
11. Critical reading : A way of reading beyond the lines
12. Promoting reading skills through the newspapers
13. Reading and linguistics
14. Efficient reading—an asset for effective writing.

Unesco. Volunteering in Literary. Paris, Unesco, 1989. 60 p.

This directory contains names and addresses of organizations which can propose projects in their own countries or abroad.

Bulletin : Occupational Health and Safety. Special Issue (1992)  
New Delhi, PRIA.

The special issue is devoted to 'Dust Related Lung Diseases'. More than 700,000 workers are suffering from dust related lung diseases. These workers are from the formal sectors of cotton and mining industries alone. This data does not include thousands of those units about

which government does not have any information.

Some of the articles included in this document are :

- 1) An occupational disease scenario in India.
- 2) Occupational health and safety (OHS) and structured adjustment programme and trade unions.
3. The missing link—occupational health and safety and environment.
- 4) Role of trade unions in occupational health and safety.
- 5) Policies of educational health and safety.
- 6) Worker's right to information.

- 7) The impact of the new economic policy on women.

PRIA. Manual on Financial Management and Accounts

Keeping, New Delhi, Society for Participatory Research in Asia (n. d) 195 p.

The manual, specially meant for small voluntary organizations working in rural areas, contains those aspects which are of relevance and importance for such organizations to know and understand about financial management. It contains sections on budgeting and financial planning, classification and preparation of accounts, manner of writing books, prime entry and preparation of financial statement of accounts. It also contains section on the Income Tax Act and Foreign Contribution Regulation Act (FCRA).

## NATIONAL POSTER COMPETITION ON ADULT EDUCATION

The Directorate of Adult Education, Government of India has invited entries for 10th National Poster Competition on Literacy/Adult Education. Poster designs with press ready final art work on the theme "Literacy for Communal Harmony-1992" are to be prepared.

The first, second and third prizes of Rs. 10000, Rs. 6000 and Rs. 4000 respectively will be awarded.

Another second open poster contest for Senior Secondary level

students has also been announced on the theme "Literacy for Conservation of Environment 1992." The first second and third prizes of Rs. 500, Rs. 300 and Rs. 200 will be given.

The entries can be sent in any Indian language and in English.

The last date for receipt of entries is April 14, 1993.

Further details can be had from Director, Directorate of Adult Education, Block No. 10, Jamnagar House, Shahjahan Road, New Delhi-110011.